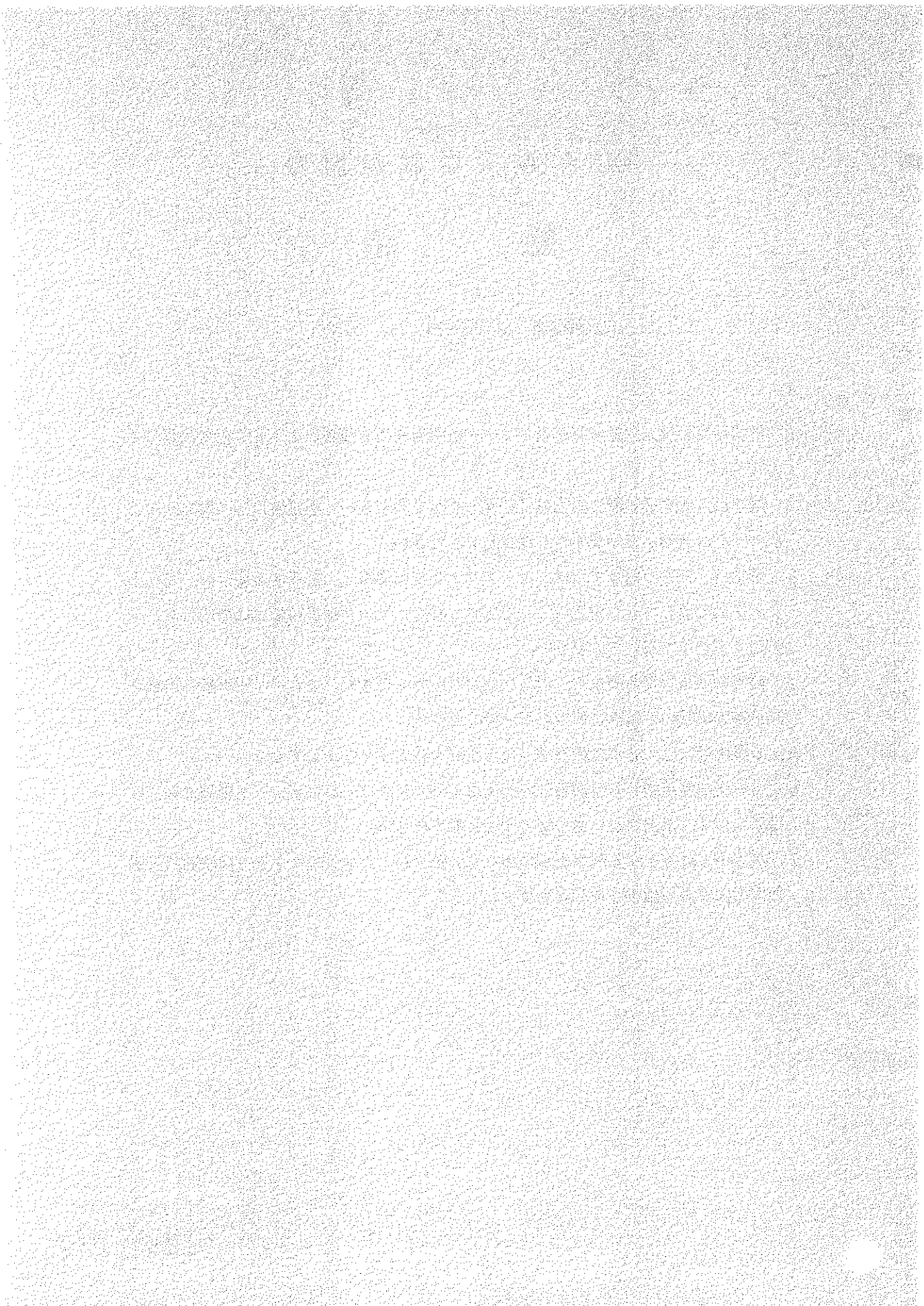


## 2018 年度 入学 試験 問題

# 英 語

(試験時間 12:55~14:25 90分)

1. 解答用紙には、記述解答用紙とマーク解答用紙の2種類がありますので注意してください。
2. 解答は、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは無効となりますので注意してください。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷きには使用しないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. マーク解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないよう特に注意してください。
7. 満点が150点となる配点表示になっていますが、大学入試センター試験利用入試併用方式の満点は100点となります。



I 次の各英文の下線部について、もっとも意味が近いものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(1) The election brought about a lot of changes in the country.

1 connected to    2 happened to    3 led to    4 made up for

(2) Before we make a final judgment, we should take into account what he has done for us all.

1 calculate    2 clarify    3 consider    4 predict

(3) All passengers are asked to complete the form prior to arrival.

1 after    2 before    3 on    4 toward

(4) He then proceeded to tell us everything about his experience abroad.

1 agreed on    2 kept on    3 took on    4 went on

(5) We had no alternative but to sell our house.

1 choice    2 reason    3 restriction    4 selection

II 次の各日本文と英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(20点)

(6) そのプログラムが大成功を取めたのは、あなたのご尽力によるところが大きいです。

The program was a great success (                    ) in large part to your hard work.

1 according    2 as    3 because    4 thanks

(7) ジェーンは演じている役になり切る。

Jane ( ) with the characters she plays.

- 1 agrees            2 becomes            3 feels            4 identifies

(8) 熊に注意！

( ) of the bears!

- 1 Beware            2 Careful            3 Look after            4 Pay attention

(9) 所得税の納付期限は3月15日です。

Income tax is ( ) on March 15.

- 1 deadline            2 due            3 paid            4 time limit

(10) 「エレファント・スマート」は、当社比過去最大の画面をそなえたシンプルなスマートフォンです。

The “Elephant Smart” is the simple smartphone with our biggest screen ( ).

- 1 compared            2 ever            3 never            4 past

(11) 彼の長所は、鋭い問題意識を持っていることです。

His strong point is that he has a keen ( ) of the problem.

- 1 awareness            2 description            3 question            4 sensation

(12) 僕たちのグループだけで寮の台所を使います。

Our group will have ( ) use of the kitchen in the dormitory.

- 1 exclusive            2 occupied            3 only            4 possessing

(13) さまざまな検査をその患者に対しておこなった。

Different kinds of tests have been ( ) out on the patient.

- 1 carried            2 done            3 given            4 provided

(14) このプランにすると年に一万円以上お得になります。

This plan will ( ) you over 10,000 yen per year.

- 1 earn            2 expend            3 purchase            4 save

(15) 王が死んだというニュースはしばらく世間一般に知らされなかった。

The news about the king's death was ( ) back from the public.

- 1 informed            2 kept            3 laid            4 put

Ⅲ 次の各組の英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(16) Athletes with widely different abilities make up the Olympic team.

The Olympic team ( ) of athletes with widely different abilities.

- 1 composes            2 consists            3 forms            4 organizes

(17) Our house cannot get enough light because of the big tree.

The big tree ( ) our house of enough light.

- 1 blocks            2 deprives            3 disturbs            4 prevents

(18) You can edit photos with this camera.

This camera ( ) you to edit photos.

- 1 allows            2 gets            3 leaves            4 qualifies

(19) A lot of paper is used every day.

Paper is used in large ( ) daily.

- 1 number            2 plenty            3 qualities            4 quantities

(20) After he left university, he began to work in his father's company.

He (                    ) his father's company after graduating from university.

1 attached          2 connected          3 went                  4 joined

IV 次の各日本文とはほぼ同じ意味になるように、かっこの中の語を並べ替えて英文を完成させるとき、かっこの中で3番目と5番目にくるものを選び、その番号をマーク解答用紙にマークしなさい。(20点)

(21) ダメだと助言を受けていたのに、私はそのビデオを見てしまった。

I watched that video even though ( 1 advised    2 been    3 had

4 I    5 not    6 to).

(22) 私の両親は何が問題なのか分かっていなかった。

My parents ( 1 not    2 problem    3 sure    4 the    5 were

6 what) was.

(23) ラジオをつけてもかまわないでしょうか？

Would ( 1 the    2 turning    3 you    4 on    5 mind

6 my) radio?

(24) 高校でもっと勉強しておけばよかった。

I wish I ( 1 had    2 harder    3 I    4 studied    5 was

6 when) in high school.

(25) 地球の中心部は、科学者の推定では太陽よりも熱い液体に囲まれている。

The Earth's core ( 1 by    2 is    3 liquid    4 scientists

5 surrounded    6 that) estimate is hotter than the sun.

V 次の各組の会話文において、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(20点)

(26)

A: I will be going back to Scotland early next week. What kind of souvenir for my parents do you think I should take with me?

B: Well, I think older people really appreciate traditional Japanese things.

A: Yes, I agree. That's the case with my parents.

B: For example, Japanese dolls wearing kimonos, oiled-paper umbrellas, woven silk and so on.

A: Sounds good, but ( ).

- 1 I already bought different souvenirs yesterday
- 2 my parents like none of those things
- 3 unfortunately our family already has them all
- 4 you would like to buy them for me

(27)

A: I really don't know what to have for dinner tonight! I've not been well for several days and food just doesn't appeal to me.

B: Well, we're having steak tonight. Will that be any help?

A: Not really. Thinking of meat just makes me feel sick at the moment.

B: Well, how about some tofu then?

A: Oh, that's an excellent idea! But I don't know ( ).

- 1 if I should go down to the butcher's
- 2 when I have to buy carrots to add to steak
- 3 if I'll have time to go to the Japanese food shop
- 4 why you want to read my mind

(28)

A: Excuse me, where is the university bookstore? I need to buy my textbooks.

B: Yes, once you pass the gym, it's the first door on your left.

A: Thank you.

B: By the way, (                    )

A: No, I didn't.

B: Well, it's worth remembering for the future.

A: Thanks for the tip!

1    did you know you can also sell your used textbooks there?

2    the bookstore will be closed in 30 minutes.

3    would you like me to buy the textbook for you?

4    did you want to buy me a pencil?

(29)

A: Good morning, sir. House Repairing Company speaking. How can I help you?

B: Hello! There is a lot of damage to our fences after last night's flooding. When the water has gone and we're able to go back home, I would like you to come over to fix them.

A: I see, but actually all our staff are out and it will be one week until we are able to send someone to you. Could you wait till then?

B: No problem. (                    ).

1    I was happy we wouldn't need to call you

2    I was worried the water wouldn't go away

3    I was worried we'd have to fix them ourselves

4    I will call another company



(30)

A: Is this the place where I can return my overdue books?

B: Yes. Please put your books down right here. I can see that you owe 100 yen a day. That will be 800 yen altogether.

A: Oh, that's a lot of money. Why do you charge so much?

B: (            ). Does that make sense to you?

A: Yes, now I understand. I'll try not to be late again.

- 1 As long as you pay the fine, you won't be all right
- 2 We are not purchasing any of our books with your fine
- 3 We only want to make sure we get our books back
- 4 We charge you a penalty of fifty yen per day

VI 次の英文を読み、(31)~(36)の設問に答えなさい。各段落の先頭には、段落番号を付しています。なお、\*印のついた語句には注があります。(30点)

[ I ] Over 1.8 billion people own smartphones and use their devices on a daily basis. Some studies estimate that an average person checks their screen 150 times a day. This widespread use of technology extends to the youngest members of our society. Data from Britain show that almost 70 percent of eleven- to twelve-year-old children use a smartphone and this increases to close to 90 percent by the age of fourteen. In a recent publication, it was noted that 56 percent of children between the ages of ten and thirteen own a smartphone. While that fact alone may come as a shock, it is estimated that 25 percent of children between the ages of two and five have a smartphone.

[ II ] It should come as no surprise that smartphones and tablets have now replaced basketballs and baby dolls on a child's wish list. Elementary school-aged children start asking, or let's say begging, for these forms of technology before

they can even tie their shoes. This raises the question of how mobile technology, typically found in smartphones, affects childhood brain development. This topic has been creating a lot of debate among parents, educators, and researchers. Unfortunately, smartphones are relatively new and a lot of the gathered evidence is unclear or inconsistent.

[III] New research, however, which will be presented on Saturday at the annual Pediatrics\* Conference in San Francisco, suggests that for every thirty minutes a day a child spends looking at a handheld screen, the risk of a delay in expressive speech was increased by 50 percent. The researchers studied 894 children aged between six months and two years in Toronto over a three year period. By their eighteen month check-up, 20 percent of the children spent roughly 30 minutes a day using a handheld device, according to their parents.

[IV] The researchers found that the more handheld screen time a child's parent reported, the more likely the child was to have delays in expressive speech, concluding that for each thirty minute increase in screen time, a child was 50 percent more likely to be at risk of expressive speech delay. There were no other apparent links between screen time and other communication delays including social interactions and body language.

[V] Dr. Catherine Birken, the main investigator and a scientist at The Hospital for Sick Children in California, said that although there are guidelines for limiting screen time for children, "we believe that the use of smartphones and tablets with young children has become quite common." She supported a recent policy recommendation by the American Academy of Pediatrics to discourage any type of screen media in children younger than eighteen months.

[VI] It is important for parents to consider the potential effects smartphones can have on childhood psychology and development. A lot of research has been conducted over the years to understand how children learn. There are many theories circulating, but Jean Piaget's might be the most respected in the education field. He was one of the first people to study how a child's brain develops.

[VII] His cognitive development theory basically explains that learning is a mental process which reorganizes concepts based on biology and experiences. He deduced that children learn the same way — their brains grow and function in similar patterns, moving through four universal stages of development. Educators have been introducing a variety of techniques and methods into their lessons that build on Piaget's principles. Children need to experience the world around them to accommodate new ideas. Children “construct an understanding of the world around them” and try to understand new ideas based on what they already know and discover.

[VIII] For children, face-to-face interactions are the primary ways they gain knowledge and learn. Dr. Jenny Radesky of Boston Medical Center became concerned when she noticed the lack of interaction between parents and children. She had observed that smartphones and handheld devices were interfering with bonding and parental attention. Radesky said, “They [children] learn language, they learn about their own emotions, they learn how to control them. They learn by watching us how to have a conversation, how to read other people's facial expressions. And if that's not happening, children are missing out on important development milestones.” Screen time takes away from learning and physically exploring the world through play and interactions. It can be noted that doctors and educators are worried how the overexposure to touch-screen technology can impact developing brains.

[IX] Smartphones and the Internet also affect communication skills and the emotional development of humans. If children rely on electronics to communicate, they risk weakening their people skills. Dr. Gary Small of UCLA suggests that children can become detached from others' feelings. If a human's mind can be easily molded, imagine the connections and wiring that is happening in a brain still developing. Health experts seem unable to agree on the impact smartphones and similar devices have on developing brains. <sup>(A)</sup> Studies contradict each other and new benefits from technology are uncovered regularly. Obviously, parents do need to

stay informed. They should be aware of the possible side effects a smartphone can harbor. All of this inconclusive evidence can lead a parent to question when they should allow their children access to smartphones or technology. However, one thing all the experts seem to agree on is that moderation is the key.  
(B)

[注] pediatrics : 小児科

A :

(31)～(34) : それぞれ指定した段落の内容に照らしてもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(31) 段落 I から段落 II

- 1 No one is shocked that 25 percent of children aged between two and five have a smartphone.
- 2 Although it has been proved that smartphones affect childhood brain development, about 90 percent of children use a smartphone by the age of fourteen.
- 3 Parents, educators and researchers have been discussing the question of how mobile technology helps to develop children's brains.
- 4 Even children who cannot tie their shoes are eager to get smartphones and tablets rather than basketballs and baby dolls.

(32) 段落 III から段落 V

- 1 Dr. Catherine Birken recommends children younger than eighteen months not to use any type of screen media.
- 2 Researchers reported at the annual Pediatrics Conference in San Francisco that 894 children between six and eighteen months spend roughly thirty minutes using a handheld device.

- 3 Children have the risk of expressive speech delay even if they do not use a smartphone thirty minutes every day.
- 4 As children spend more time looking at smartphone screens, they tend to have more risk of a delay in social interactions and body language.

(33) 段落Ⅵから段落Ⅶ

- 1 Although there are many theories on childhood psychology and development, Jean Piaget's theory does not agree with biological concepts.
- 2 Jean Piaget says that it is important for parents to consider the potential effects smartphones can have on a child's brain development.
- 3 A lot of research has been conducted over the years to show that children's brains do not grow and function in the same way as Jean Piaget's principles.
- 4 Jean Piaget thinks that children build new ideas based on their experiences.

(34) 段落Ⅷ

- 1 Dr. Jenny Radesky observed that children can gain knowledge and learn despite the lack of interaction between parents and children.
- 2 According to Dr. Jenny Radesky, smartphones help children learn language, learn about their own emotions and learn how to control them.
- 3 Face-to-face interactions on smartphones help children learn how to have a conversation and how to read other people's facial expressions.
- 4 By using smartphones, children lose the chance of learning and exploring the world around them through playing and interacting with others.

B :

(35) 下線部(B) moderation is the key の趣旨としてもっとも適切なものを1～4の中から1つ選び, その番号をマーク解答用紙にマークしなさい。

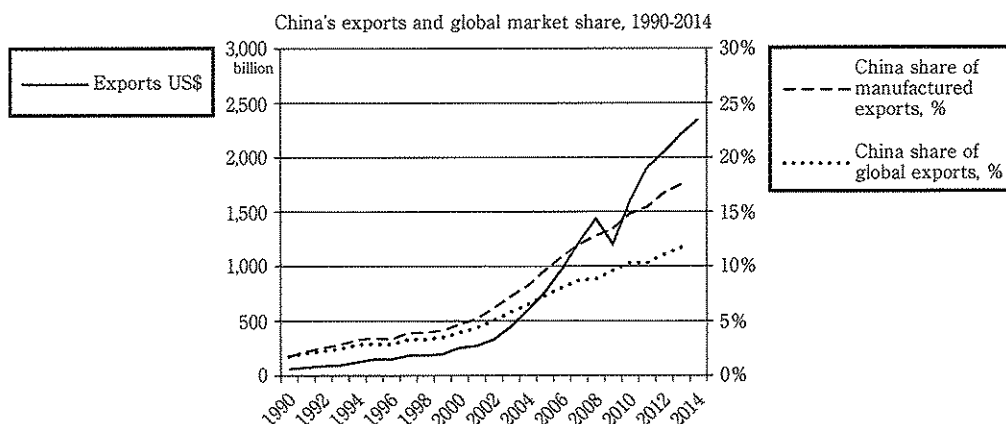
- 1 It is common to use a modern handheld device.
- 2 It is necessary to develop a moderate handheld device which does not harm human brains.
- 3 It is essential not to use a handheld device too much.
- 4 It is important to continue inventing more modern handheld devices.

C :

(36) 下線部(A)を和訳し, 記述解答用紙に記入しなさい。

VII 次の英文を読み, (37)～(42)の設問に答えなさい。各段落の先頭には, 段落番号を付しています。なお, \* 印のついた語句には注があります。(30点)

[ I ] China's emergence as a great industrial and exporting power is one of the truly world-changing economic events of the last two decades. In the late 1970s, China accounted for little of the world's industrial production and less than 1 percent of its trade. By the end of 2014, it was the world's leading manufacturing nation, and its biggest exporter, a (see the figure below). It is now the hub for a global production network that begins with design studios in the United States and Europe, proceeds through producers of specialized components and raw materials in East and Southeast Asia, and ends up in China, where designs, materials, and components are brought together in finished products that are then sent all around the world. How did this transformation occur? Historical advantages and good policies both played a role.



[ II ] Taking a very long view, one might argue that China is simply returning to the central position in manufacturing and trade that it enjoyed for perhaps a thousand years before the Industrial Revolution. Economic historians have shown that, as late as 1800, China accounted for about one-third of world GDP, had market-based systems of domestic manufacturing and trade at least as sophisticated as those in Europe, and dominated global trade in premodern manufactures such as silk textiles and ceramics. China's enormous trade surplus resulted in a drain of silver currency from Europe. It ultimately caused the Opium War\* of 1840-1842, which established that China's traditional strengths were no match for the new technologies produced by the Industrial Revolution in Europe. During the nineteenth century, Europe and North America fully industrialized, but China failed to do so. Once it started to industrialize and adopted an open trading system in the early 1980s, the advantages that established its pre-nineteenth-century position — a large, relatively well-educated population and well-established traditions of manufacturing and commerce — were restored.

[ III ] These historical advantages are real. But they would not have done China much good without more specific and immediate factors. As a comparison, until the eighteenth century India's economy was almost as large as China's, and it dominated global trade in cotton textiles. Like China, it has a large population and

centuries of commercial and manufacturing tradition. Yet since the 1980s its industrial and trade development has fallen behind. In 2013, its exports were only about one-seventh of China's, and it runs a persistent trade deficit of over \$100 billion a year. Clearly some other things have gone right for China in the last thirty years.

[IV] Two policy choices stand out. The first is embedded in the slogan Deng Xiaoping\* and his colleagues invented to describe their economic program: *gaige kaifang*, or "reform and opening." Deng recognized that reforming the domestic economy would be quite difficult without an ever-greater openness to trade and investment. So time and again he and his successors adopted policies that maximized opportunities for exporters, from the opening up of special economic zones (SEZs) in the early 1980s to joining the WTO in 2001.

[V] The second was the strong emphasis on building infrastructure, especially ports, roads, power plants, and telecommunications networks, which made life easier for manufacturers up and down China's long coastline. The result was that, by the early 2000s, China had a unique and probably unrepeatably combination of low, developing-country labor costs and good, almost-rich-country infrastructure. This created an irresistible platform for export-oriented manufacturers. A further infrastructure drive in China's interior in the 2000s helped knit together the internal market, bringing closer to reality the old but elusive dream of "a billion Chinese customers."

[VI] The combination of historical advantages and good policy produced an unusually powerful economy. Yet as we go through the steps by which China built up its industrial and trading power, it is also worth bearing in mind some of the limitations of the Chinese model. One is that the heavy reliance on direct investment by foreign multinationals\* meant that certain sectors, and the majority of export production, ended up being captured by foreign firms. Another is that low labor costs, good infrastructure, and a large market of price-conscious domestic consumers created a business model which could be described as "80 percent of



the quality at 60 percent of the price.” This is a perfectly sustainable business model, but it does mean that Chinese firms are at a disadvantage in trying to move up into the highest-value niches and in developing first-class innovative capacity.

[注] Opium War : アヘン戦争      Deng Xiaoping : 鄧小平<sup>とうしょうへい</sup> (1904-97, 中国共産党の指導者)      multinational : 多国籍企業

A :

(37) 図 (figure) に照らして, 段落 I の空欄 a を埋めるのもっとも適切なものを 1 ~ 4 の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- 1 accounting for 12 percent of global exports and 24 percent of manufactured exports
- 2 accounting for 12 percent of global exports and 18 percent of manufactured exports
- 3 accounting for 18 percent of global exports and 24 percent of manufactured exports
- 4 accounting for 24 percent of global exports and 12 percent of manufactured exports

(38) 段落 III の下線部が示す内容に含まれるものを 1 ~ 4 の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- 1 a large population
- 2 commercial and manufacturing tradition
- 3 reform and opening
- 4 the domestic economy

B :

(39)～(41) : それぞれ指定した段落の内容に照らしてもっとも適切なものを1～4の中から一つずつ選び, その番号をマーク解答用紙にマークしなさい。

(39) 段落Ⅱ

- 1 In 1800, China made up much more than a third of world GDP, owing to its silk textiles and ceramics exports.
- 2 In the nineteenth century, China was not as fully industrialized as Europe and North America.
- 3 The Opium War proved that China's traditional strength was much more advanced than the new technologies of Europe.
- 4 Silver currency was transferred from China to Europe because of China's enormous trade surplus.

(40) 段落Ⅴ

- 1 The dream of "a billion Chinese customers" came true for Chinese people in the 2000s.
- 2 Building ports, roads, power plants, and telecommunications networks made Chinese manufacturers move up and down China's long coastline.
- 3 In China, developing infrastructure resulted in great advantages for exporters and helped create a more developed internal market.
- 4 The combination of low labor costs and good infrastructure made export-oriented manufacturers feel an irresistible impulse to go abroad.

(41) 段落Ⅵ

- 1 Historical advantages alone were the decisive factor that made China an unusually powerful economy.
- 2 Low labor costs, good infrastructure, and a large market of price-conscious domestic consumers created a perfectly sustainable business model with very limited advantages.

- 3 One of the limitations of the Chinese model is that other countries could capture certain sectors and foreign firms.
- 4 The author reminds us to consider the limitations of the Chinese model when we look at how China developed its industrial and trading power.

C :

- (42) 段落Ⅱの下線部を和訳し、記述解答用紙に記入しなさい。

VIII 次の日本語を英訳した文を、英文の空欄に英語を補って完成させなさい。なお、( )の中には1語、の中には2語以上を入れること。答えは記述解答用紙の該当する欄に記入しなさい。(10点)

- (43) ヨーロッパはまもなく冷戦期よりも多くの壁を国境に持つことになるだろう。

Europe  on its national ( )  
than it  the Cold War.