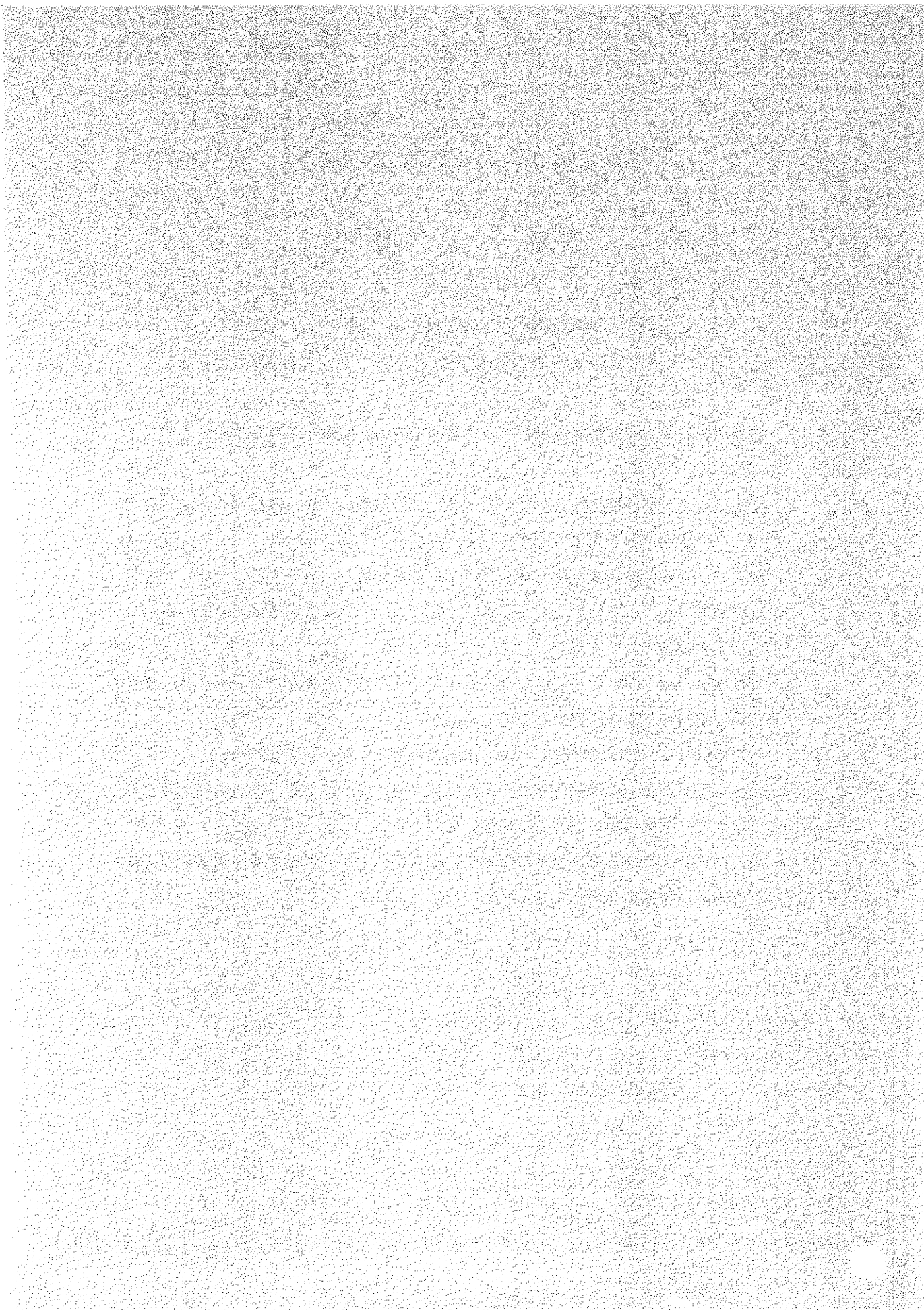


2018 年度 入学 試験 問題

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を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 middle-aged man has worked for the same company for more than thirty years.

- 1 contributed 2 dedicated 3 distributed 4 served

(2) Land prices and farm incomes will rise in the wake of the agricultural reforms.

- 1 after 2 along 3 beside 4 by

(3) To brake suddenly many times makes the driver behind annoyed.

- 1 astonished 2 irritated 3 relieved 4 stimulated

(4) Given your background, you should be a strong candidate for that job.

- 1 Considering 2 Inviting 3 Receiving 4 Taking

(5) They left their child in her charge.

- 1 accusation 2 attack 3 care 4 fee

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) 私たちは自分で気づいているよりはるかにストレスを受けている。

We are () from stress much more than we realize.

- 1 affecting 2 receiving 3 suffering 4 taking

(7) これ以上この問題を議論しても仕方がない。

There is no () discussing this problem any longer.

- 1 doubt 2 help 3 use 4 way

(8) ほかの条件が同じ場合、経済成長が速くなれば社会における不平等は減少する。

Other things () equal, faster economic growth will diminish inequality in society.

- 1 are 2 being 3 having been 4 may

(9) どうしてその映画は日本でそんなに人気が出たんですか。

What has () that movie so popular in Japan?

- 1 caused 2 done 3 led 4 made

(10) 空港までアメリカ人の友人を見送りに行ってきたところです。

I have just been to the airport to see an American friend ().

- 1 around 2 forward 3 off 4 out

(11) 気候変動が事実であると裏付けるデータは、政府によって却下された。

The data confirming the reality of climate change were () by the government.

- 1 disclosed 2 discriminated 3 disguised 4 dismissed

(12) 数学に関することなら何でも得意です。

I am good at everything that has to do () mathematics.

- 1 at 2 in 3 on 4 with

(13) 彼に投票した人たちの多くは TPP に反対していたんじゃないかしら。

I () that many who voted for him were against TPP.

- 1 doubt 2 question 3 suspect 4 wonder

(14) 彼は数分の余裕を持って到着した。

He arrived with a few minutes to ().

- 1 leave 2 spare 3 use 4 waste

(15) 私たちは時に、本物と複製を見分けられないことがある。

We sometimes () to distinguish the originals from the copies.

- 1 can't 2 fail 3 leave 4 mistake

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) It is often said that oranges contain plenty of vitamin C.

Oranges are often said to be () in vitamin C.

- 1 crowded 2 full 3 much 4 rich

(17) You can find a wide variety of trips with guides at Stella Holidays.

Stella Holidays offers you () range of guided trips.

- 1 an available 2 an extensive 3 a selected 4 a valuable

(18) John persuaded his father to buy him a car.

John () his father into buying him a car.

- 1 requested 2 said 3 spoke 4 talked

(19) He was not so much surprised as scared when the monster appeared suddenly.

He was () scared than surprised at the sudden appearance of the monster.

- 1 less 2 more 3 instead 4 so

(20) By signing this, you agree that we are not responsible for any damage.

By signing this, you agree that you cannot () us for any damage.

1 assist 2 blame 3 respond 4 demand

IV 次の各日本文と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) いまだかつて、先週訪れた島ほど美しい景色は見たことがない。

Never (1 a 2 beautiful 3 have 4 I 5 seen 6 so) sight as
the island we visited last week.

(22) 忙しくないのに忙しそうに見せる必要はない。

You don't have (1 busy 2 look 3 make 4 to 5 when
6 yourself) you aren't.

(23) その角を曲がった途端に海が見えてくるよ。

The sea (1 the 2 view 3 moment 4 into 5 come 6 will)
you turn the corner.

(24) 大統領は増大する退陣要求に直面しています。

The President (1 calls 2 facing 3 increased 4 is 5 step
6 to) down.

(25) 彼女の勇気は大変なものだったので、誰もが彼女を賞賛せざるを得なかった。

Her courage was (1 could 2 everyone 3 help 4 not 5 such
6 that) admiring her.

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: Excuse me, how soon can you deliver a parcel to my brother in Shanghai?

B: It depends on how big it is and how fast you want it to get to him. Let me weigh it and measure it.

A: I want it to reach him as soon as possible. It's a special present for him and ()

B: No problem. If you send it now, he will get it in time.

- 1 I would like to deliver it to him myself.
- 2 the day after tomorrow is his birthday.
- 3 would you buy another present for him?
- 4 would you mind sending another present to him now?

(27)

A: Hi, John. Hey, nice shirt!

B: Thanks. I bought it online.

A: Oh, really? I've never bought anything online.

B: Well, online shopping is cheap and convenient. But this time, (). I ordered another shirt and already paid for it, but actually I've received nothing!

A: What! Did you send a complaint?

B: Yes. I asked them to check my order.

- 1 I got something as a great bargain
- 2 I'll buy my clothes online
- 3 I'm afraid I have a problem
- 4 I'm afraid to buy it online

(28)

A: Thank you for calling Johnson Company. May I help you?

B: This is Kenji Sakata speaking, a sales manager of Lily Flower Delivery Company. I would like to speak to Mr. Johnson.

A: May I ask what this is about, please?

B: (). I missed his call 30 minutes ago.

A: Sorry, right now he is meeting with clients. Can I take a message?

B: Could you ask him to call to my smartphone at 5 o'clock?

A: Of course. Could I have your mobile number, please?

- 1 He doesn't have my number
- 2 I'm calling from his own office
- 3 I'm returning his call
- 4 You don't have to do it

(29)

A: Can I buy ballet tickets here?

B: Yes, of course. May I help you?

A: I would like to buy two tickets for "The Nutcracker" on the 3rd of December.

B: Oh, the booking for "The Nutcracker" is not open yet. Sales will start in September.

A: Is there any chance for priority booking?

B: If you join the Friends of the Theater, you will have the privilege to book your ticket two weeks earlier than the general public. The annual fee is \$100.

A: That sounds nice. ()

B: Thank you. I'm sure you'll benefit from paying the fee.

- 1 But it seems too expensive for me.
- 2 Can I book a ticket for "Swan Lake" on September 23rd now?
- 3 I don't approve of different classes among the audience.
- 4 I'd like to join the Friends of the Theater.

(30)

A: Excuse me, Professor. I have to talk to you about why I didn't hand in my assignment on time.

B: What happened?

A: I forgot the deadline.

B: Well, (). When will you be turning it in?

A: I'll hand it in next week.

B: Fine, but it cannot happen again if you want an "A" in this course.

A: OK, it won't happen again.

B: Remember that you are in college now. You have to behave properly.

- 1 I allow only one late assignment per semester
- 2 I am going to fail you
- 3 I don't mind having the assignment late as long as it is on time
- 4 I won't accept your assignment under any circumstance

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、*印のついた語には注があります。(30点)

[I] In order to be successful, many people believe, one must be passionate. Passion makes challenges enjoyable. It provides the stamina necessary to succeed. However, there are significant counterexamples* where passion doesn't seem to be a necessary ingredient for success. One such case is academic success. You might think that successful students should be passionate about their schooling, and that this passion for school would account, at least partly, for why some students succeed and why some don't. But this isn't right. My research has found that there is in fact no relationship between how well students do academically and what their attitudes toward schooling actually are. A student doesn't need to be passionate about school to be academically successful.

[II] My research findings derive from the analysis of a large-scale international database called the Program for International Student Assessment (PISA). The Organization for Economic Co-operation and Development (OECD) makes the dataset available every three years. It's a wonderful resource that gives researchers like myself an unparalleled view into what students across the world think about their education. In the most recent 2015 PISA assessment, 72 countries and economies contributed. Reading, mathematics and science tests, along with a questionnaire about attitudes, beliefs, learning habits and the like, are administered to nationally representative samples of 15-year-olds around the world. In previous surveys, four simple options were used to measure students' attitudes toward school:

- (a) school has done little to prepare me for adult life when I leave school.
- (b) school has been a waste of time.
- (c) school helped give me confidence to make decisions.
- (d) school has taught me things that could be useful in a job.

[III] As it turned out, a simple and direct relationship between students'

academic achievement and their attitudes toward school was near zero. This was far from being unusual. The near-zero result was repeated in the PISA 2003, 2009, and 2012. There were no differences with respect to students' socio-economic backgrounds. Gender did not affect the finding, and it holds for both developing and developed countries. Only about 2 percent of the PISA mathematics performance was explained by students' attitudes toward school in 62 countries. This means that in most countries, academically able students do not hold their schooling in high regard. Similarly, academically less able students do not necessarily have low opinions about their schooling. There's simply no connection. This raises the interesting question of motivation. If there is no real relationship between academic achievement and attitudes, then what motivates bright students to achieve academic success? It certainly isn't from a huge passion for school.

[IV] The answer is that it comes from within. Other PISA-based research has suggested that what sets academically able and less able students apart is self-belief about their own strengths and weaknesses. Individual psychological factors such as self-efficacy*, anxiety and enjoyment of learning in itself explain between 15 percent and 25 percent of the variation in students' academic achievement. Collectively, research shows that students' self-belief in their own problem-solving abilities is far more important than their perception of school itself.

[V] This is a problem. Students' attitudes to school should matter for a number of reasons. If students find it difficult to see the direct benefits of their schooling, if they think that their school has not met their expectations, and if they perceive that their academic skills are learned outside of school, it is possible that this will affect their views of formal institutions later in life. And indeed, many people have a pessimistic view of the role that formal institutions play — a view that could have originated from school experiences during formative* years. Formal institutions shape the lives of citizens. They need to be maintained, bettered and strengthened — not thrown away. So students should be taught to invest themselves in formal institutions, rather than not to take part in them.

[VI] What can be done? Adults responsible for making decisions about schooling need to be more aware of the long-term influences that the school experience can exert on students' attitudes and beliefs. A stronger emphasis must also be given to the inclusion of practical group activities that imitate what they may do in life once they graduate. Whether students are able to see the link between their present and future may have critical results for society.

[注] counterexample : 反例 self-efficacy : 自己効力感
formative : 人格形成の

A :

(31)~(35) : 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

- 1 Academic success is one of the counterexamples the author has found about the uselessness of passion in life.
- 2 Passion for school is not necessary for academic success.
- 3 The author has found some evidence that passion provides the stamina necessary to succeed.
- 4 The less passion students have about their schooling, the more likely they are to be successful academically.

(32) 段落 II

- 1 The OECD allows people from across the world to use the PISA database for research purposes.
- 2 Students who answered “Yes” to all the questions (a)-(d) were considered passionate about their schooling.
- 3 The questionnaire about reading habits was administered in order to measure the participants’ attitudes toward school.
- 4 The students who participated in PISA knew that what they learned in school was useful in their jobs because they had job experience.

(33) 段落 III

- 1 Female students had more positive attitudes toward school than males did.
- 2 PISA data were not available for 2006 because it was not administered that year.
- 3 Students’ attitudes toward school had little connection to their performance in the PISA test on mathematics.
- 4 The test scores of the students who participated in PISA in 2003 were near zero.

(34) 段落 IV

- 1 About 15 to 25 percent of the students were anxious to attend school.
- 2 Students who believe in their own problem-solving abilities are more likely to succeed academically.
- 3 Students who don’t enjoy learning have psychological problems.
- 4 Students who participated in PISA had a 15 to 25 percent variation in their academic achievement.

(35) 段落Vから段落VI

- 1 Formal educational institutions should not fail because they imitate what students may do in life after graduation.
- 2 Practical group activities should not be included in current forms of schooling.
- 3 Students are investing themselves in formal institutions because they feel that their school has not met their expectations.
- 4 The author thinks that formal educational institutions should be strengthened because schools shape people's lives.

B :

- (36) 段落VIの下線部を和訳し、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] When you go to the desert with David Strayer, don't be surprised if he sticks electrodes* to your head. A psychologist at the University of Utah who studies the mind's ability to think clearly, Strayer understands that our modern brains are overburdened by a vast amount of information. But as an eager backpacker he thinks he knows the cure.

[II] On the third day of a camping trip in Utah, Strayer, wearing a T-shirt and a slight sunburn, is mixing an enormous iron pot of chicken curry while explaining the "three-day effect" to 22 psychology students. Our brains, he says, aren't machines; they're easily exhausted by our fast-paced, increasingly digital lives. But when we slow down, stop being busy, and seek out natural surroundings, we not only feel relaxed but also our mental performance improved. Strayer has demonstrated this with a group of outdoor enthusiasts, who scored 50 percent

higher on creative problem-solving tasks after three days of wilderness backpacking.

[III] Strayer says, “if you can have the experience of being in nature for two or three days, it seems to produce a difference in qualitative thinking.”

[IV] Strayer’s hypothesis is that being in nature allows the prefrontal cortex*, the brain’s command center, to rest and recover, like an overused muscle. If he’s right, when he hooks his research participants — in this case, his students and me — to a portable EEG* device, our brain waves will show calmer “midline frontal theta waves,” a measure of conceptual thinking and sustained attention, compared with the same waves in volunteers walking around a Salt Lake City parking lot.

[V] Strayer has his students put my head into a sort of bathing cap with 12 electrodes embedded in it. They add another six electrodes to my face. Wires from them will send my brain’s electrical signals to a recorder for analysis. I walk carefully to a grassy bank along the San Juan River, where I’m supposed to think of nothing in particular, just watch the wide, sparkling water flow by. I haven’t looked at a computer or cell phone for days, and it’s easy to forget for a few moments that I ever had them.

[VI] In 1865, the great landscape architect Frederick Law Olmsted, designer of New York City’s Central Park, looked out over Yosemite Valley. He was so moved that he urged the California government to protect it from development. “It is a scientific fact,” he wrote, “that occasionally viewing natural scenes of an impressive character is favorable to the health of men.”

[VII] Olmsted’s claim had a long history, going back at least to Cyrus the Great, who some 2,500 years ago built gardens for relaxation in the busy capital of Persia. Paracelsus, the 16th-century German-Swiss scientist, wrote, “The art of healing comes from nature, not from the doctor.” And 19th-century Americans Ralph Waldo Emerson and John Muir wrote in favor of creating the world’s first national parks by claiming that nature had healing powers for both mind and body. There wasn’t evidence back then.

[VIII] There is now.

[IX] Researchers at the University of Exeter Medical School in England analyzed data from 10,000 people living in cities and found that those living near green space reported less mental stress. In 2009, Dutch researchers found fewer diseases in people, who lived within about a half mile of green space. Richard Mitchell of the University of Glasgow in Scotland found fewer deaths and diseases in people who lived near green space, even if they didn't go there. "Our own studies plus others show these health benefits whether you've gone for walks or not," Mitchell says. People who have window views of trees and grass have been shown to recover faster in hospitals, perform better in school, and display less violent behavior.

[X] Japanese researchers led by Bum Jin Park and Yoshifumi Miyazaki at Chiba University measured nature's effects on the brain by sending 280 volunteers for a walk in 24 different forests while the same number walked around city centers. The forest walkers performed better, showing a 16 percent decrease in stress levels. From brain-imaging experiments, South Korean researchers found that the brains of volunteers looking at city scenes showed more blood flow in the amygdala*, which deals with fear and anxiety. In contrast, natural scenes lit up the anterior cingulate cortex* and the anterior insula* — areas associated with empathy* and altruism*. Miyazaki believes our minds and bodies relax in natural surroundings because our senses adapted to interpret information about plants and streams, he says, not traffic and tall buildings.

[XI] And yet, less than a quarter of American adults say they spend 30 minutes or more outside every day. "People don't appreciate the happiness effect of being outdoors," says Lisa Nisbet, an assistant professor of psychology at Canada's Trent University. "We don't think of it as a way to increase happiness. We think other things will, like shopping or TV," she adds. "We evolve in nature. It's strange we'd be so disconnected."

[XII] Nooshin Razani at Benioff Children's Hospital in Oakland, California, is one of several doctors around the world starting to reverse this disconnection as a means

to heal the anxious and depressed. As part of a pilot project, she's training medical staff in the clinic to write prescriptions* for young patients and their families to regularly visit green parks nearby, with transportation provided in partnership with the Easy Bay Regional Parks District. To guide the staff and patients into a state of mind where this makes sense as treatment, she says, "we have transformed the clinical space so nature is everywhere. There are maps on the wall, so it's easy to talk about where to go, and pictures of local wilderness."

[注] electrode : 電極 prefrontal cortex : (大脳の前頭前皮質)
EEG : 脳波図 amygdala : (大脳の扁桃核)
anterior cingulate cortex : (大脳の前帯状皮質)
anterior insula : (大脳の前部島皮質)
empathy : 感情移入 altruism : 利他主義 prescription : 処方せん

A :

(37)~(40) : 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。

(37) 段落 I から段落 IV

- 1 David Strayer is one of the most famous leaders of backpackers in the United States.
- 2 David Strayer is well-known for his invention of a good medicine for our exhausted brains.
- 3 David Strayer says that our mental performance could be improved by spending a few days in natural surroundings.
- 4 David Strayer says the use of portable EEG devices helps conceptual thinking.

(38) 段落 V から段落 VII

- 1 We can find common ideas about nature in ancient Persia, 16th-century Europe and 19th-century America.
- 2 The author put on a special cap with many electrodes by himself for the experiment.
- 3 It was Frederick Law Olmsted who made a great contribution to the protection of nature in New York City as a lawmaker.
- 4 Ralf Waldo Emerson and John Muir established the world's first national park in New York.

(39) 段落 IX から段落 X

- 1 According to some British researchers, people living near green space tend to have more mental stress than those living in cities.
- 2 The 560 people who participated in a study at Chiba University showed a 16 percent reduction in their stress levels.
- 3 Richard Mitchell's study shows that people living near green space are less likely to have diseases even if they do not visit there.
- 4 Viewing urban scenes stimulates a part of the brain which causes people to sympathize with others.

(40) 段落 XI から段落 XII

- 1 Nooshin Razani criticized American people for ignoring the healing power of natural surroundings.
- 2 Nooshin Razani is one of a number of doctors who demand regular visits to green parks as a part of staff training.
- 3 Lisa Nisbet is certain that human beings will continue to evolve even if they are disconnected from nature.
- 4 More than seventy-five percent of American adults do not spend even half an hour on outdoor activities.

B :

(41) 段落Ⅷの下線部の内容にもっとも近いものを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 We now have evidence that nature has healing powers.
- 2 You don't have to worry about your past.
- 3 There is a national park in New York now.
- 4 Nature has not given us healing powers.

C :

(42) 段落Ⅵの下線部を和訳し、記述解答用紙に記入しなさい。更に、文中の it が指し示す英語を本文から抜き出して、解答欄の該当する欄に記入しなさい。

VIII 次の日本語を英訳した文を、空欄に英語を補って完成させなさい。なお、() の中には1語、 の中にはそれぞれ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) 多くの人々は、今日の異常な天気が地球温暖化のせいだということを当然とみている。

Many people take that to () warming.

