

## Z 英語 問題

### 注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけないように注意してください。
7. この問題冊子は持ち帰ってください。

#### マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しきずはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

(3と解答する場合)

- I. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

Most psychologists agree that play provides benefits that last through adulthood, but they do not always agree on the extent to which a lack of play harms kids—particularly because, in the past, few children grew up without adequate playtime. But today free play may be losing its standing as a basic feature of youth. According to research published in 2005, children’s free-play time dropped by a quarter between 1981 and 1997. Concerned about getting their kids into the right colleges, parents are sacrificing playtime for more organized, structured activities. As early as preschool, youngsters’ after-school hours are now being filled with music lessons and sports—reducing time for the type of imaginative and active play that fosters creativity and cooperation.

But kids *play* soccer, chess, and the violin—so why are experts concerned that these activities are eating into free play? Certainly games with rules are fun and are sources of learning experiences—they may indeed foster better social skills and group unity, for instance, says Anthony Pellegrini, an educational psychologist at the University of Minnesota. But, Pellegrini explains, “games have rules—set up in advance and followed. Play, on the other hand, does not have predetermined rules, so it allows more creative responses.”

This creative aspect is key because it challenges the developing brain more than following predetermined rules does. In free play, kids initiate and create new activities and roles. It might involve fantasies—such as pretending to be doctors or princesses—or it might include mock fighting, as when kids (primarily boys) wrestle with one another for fun, switching roles periodically so that neither of them always wins.

How do such activities benefit kids? Perhaps most crucially, play appears to help us develop strong social skills. “You don’t become socially competent via teachers telling you how to behave,” Pellegrini says. “You learn those skills by interacting with your peers, learning what’s acceptable, what’s not acceptable.” Children learn to be fair and take turns—they cannot always demand to be the fairy queen, or soon they will have no playmates. “They want this thing to keep going, so

they're willing to go the extra mile" to accommodate each other's desires, he notes. Because kids enjoy the activity, they do not give up as easily in the face of frustration as they might on, say, a math problem—which helps them develop persistence.

Keeping things friendly requires a fair bit of communication—arguably the most valuable social skill of all. Play that happens among peers is the most important in this regard. Studies show that children use more sophisticated language when playing with other children than when playing with adults. In pretend play, for instance, "they have to communicate about something that's not physically present, so they have to use complicated language in such a way that they can communicate to their peer what it is that they're trying to say," Pellegrini says. For example, kids can't get away with just asking, "Vanilla or chocolate?" as they hand a friend an imaginary ice cream cone. They have to provide contextual signals: "Vanilla or chocolate ice cream: Which one would you like?" Adults, on the other hand, fill in the blanks themselves, making the task of communication easier for kids.

If play helps children become socialized, then lack of play should limit social development—and studies suggest that it does. According to a 1997 study of children living in poverty and at high risk of school failure, kids who enrolled in play-oriented preschools are more socially adjusted later in life than are kids who attended preschools where they were constantly instructed by teachers. By age 23, more than one third of the kids who had attended instruction-oriented preschools had been arrested for a crime as compared with fewer than one tenth of the kids who had been in play-oriented preschools. And as adults, fewer than 7 percent of the play-oriented preschool attendees had ever been suspended from work, but more than a quarter of the directly instructed kids had.

Research also suggests that play is critical for emotional health, possibly because it helps kids work through anxiety and stress. In a 1984 study published in the *Journal of Child Psychology and Psychiatry*, researchers assessed the anxiety levels of 74 three- and four-year-old children on their first day of preschool as indicated by their behavior—whether or not they pleaded, cried, and begged their parents to stay—and how much their palms were sweating. Based on the

researchers' observations, they labeled each child as either anxious or not anxious. They then randomly split the 74 kids into four groups. Half of the kids were escorted to rooms full of toys, where they played either alone or with peers for 15 minutes; the other half were told to sit at a small table either alone or with peers and listen to a teacher tell a story for 15 minutes.

Afterward, the kids' levels of distress were assessed again. The anxiety levels of the anxious kids who had played had dropped by more than twice as much as compared with the anxious kids who had listened to the story. (The kids who were not anxious to begin with stayed about the same.) Interestingly, those who played alone calmed down more than the ones who played with peers. The researchers speculate that through imaginative play, which is most easily initiated alone, children build fantasies that help them cope with difficult situations.

Relieving stress and building social skills may seem to be obvious benefits of play. But research hints at a third, somewhat surprising area of influence: play actually appears to make kids smarter. In a classic study published in *Developmental Psychology* in 1973, researchers divided 90 preschool children into three groups. One group was told to play freely with four common objects—among the choices were a pile of paper towels, a screwdriver, a wooden board, and a pile of paper clips. A second set was asked to imitate an experimenter using the four objects in common ways. The last group was told to sit at a table and draw whatever they wanted, without ever seeing the objects. Each activity lasted 10 minutes. Immediately afterward, the researchers asked the children to come up with ideas for how one of the objects could be used. The kids who had played with the objects named, on average, three times as many nonstandard, creative uses for the objects than the youths in either of the other two groups did, suggesting that play does foster creative thinking.

Of course, many parents today believe that they are acting in their kids' best interests when they exchange free play for what they see as valuable learning activities. But parents should let children be children—not just because it should be fun to be a child but because denying youth's unfettered joys keeps kids from developing into inquisitive, creative people. Play needs to be seen not as an opposite to work, but rather as a complement.

1. The first paragraph suggests that psychologists have different opinions about
  - ㄱ. how much children are affected by not playing.
  - ㄴ. what kind of play is best for children.
  - ㄷ. how much time children should spend playing.
  - ㄹ. why children need to play as well as study.
  
2. According to Anthony Pellegrini, the best way to learn social skills is by
  - ㄱ. playing competitive games with clear rules.
  - ㄴ. attending class and listening to the teacher.
  - ㄷ. interacting with peers in free play.
  - ㄹ. learning many words and using complex language.
  
3. Paragraph 5 suggests that adults are better than children at
  - ㄱ. explaining their ideas clearly.
  - ㄴ. guessing what others are trying to say.
  - ㄷ. teaching social rules.
  - ㄹ. pretending to know what they don't.
  
4. According to the 1997 study of children living in poverty, of the children who attended play-oriented preschools,
  - ㄱ. one in three had committed a crime by age 23.
  - ㄴ. more than 7% were unemployed as adults.
  - ㄷ. 25% had trouble at work in adulthood.
  - ㄹ. more than 90% had never been arrested by age 23.
  
5. The 1984 study of anxiety levels in children found that the most effective activity for relieving stress among anxious children was
  - ㄱ. playing freely with friends.
  - ㄴ. listening to a story with friends.
  - ㄷ. playing freely by themselves.
  - ㄹ. listening to a story by themselves.

6. In the 1973 study published in *Developmental Psychology*, children who thought up the most uses for a common object were the ones who had
- イ. played with the object freely.
  - ロ. watched an adult use the object.
  - ハ. never seen the object before.
  - ニ. drawn pictures of the object.
7. One theme of the passage is that, in order to provide the best possible stimulation for the growing child, play should
- イ. occur outdoors rather than indoors.
  - ロ. not have predetermined rules.
  - ハ. occur in groups rather than in solitude.
  - ニ. not have any time limits.
8. The passage suggests that free play helps children learn all of the following EXCEPT how to
- イ. obey the wishes of grown-ups.
  - ロ. deal with frustrating situations.
  - ハ. find creative solutions to problems.
  - ニ. communicate one's thoughts.
9. The underlined word "unfettered" (last paragraph) is closest in meaning to
- イ. uneducated.
  - ロ. unnecessary.
  - ハ. unprepared.
  - ニ. unrestricted.
10. The most appropriate title for this passage is
- イ. How to Raise Healthy Children.
  - ロ. The Benefits of Free Play.
  - ハ. Child Development and Human Creativity.
  - ニ. Patterns of Play in Childhood.

II. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

On November 13, 1877, a 23-year-old bank clerk named George Eastman walked into a camera store in Rochester, New York, and paid \$49.58 for a camera and some equipment. Eastman bought only the essentials, but in those days “the essentials” included a tripod, glass plates, a plate holder, containers of photographic chemicals, and more than a dozen other items, including a tent to serve as a darkroom. Eastman took his camera with him on a trip to Mackinac Island in Lake Huron, where he photographed some of the local sights. But as fascinated as he was by photography, he disliked the amount of equipment that was required. “It seemed,” he said, “that one ought to be able to carry less than a wagon load.”

Eastman began to experiment to see if he could simplify the process. He bought a subscription to the *British Journal of Photography*, and by chance, his first issue was the one reporting Charles Harper Bennett’s perfection of the \*gelatin dry-plate process. The article prompted him to abandon the “wet process” and start making his own gelatin plates.

Like most other commercial plate makers, Eastman started out making them one at a time. He heated chemicals in an old teakettle, poured them over glass plates, then smoothed out the coating with a rod. It was a difficult, time-consuming process, and that made plates expensive. Eventually Eastman invented a machine to coat gelatin plates automatically. Then, in April 1880, he started manufacturing them to sell to local photographers and photo supply stores.

The Eastman Dry-Plate Company grew rapidly on the strength of gelatin plate sales, but that didn’t stop Eastman from introducing a product in 1884 that he believed would make glass plates obsolete: it was a roll of photosensitive paper, or “film.” Eastman sold this film in a box that could be attached to existing cameras, in place of the box that held the glass plates.

Using glass plates, photographers could take at most a few shots before having to reload the camera, which usually required a dark room; with Eastman’s roll film there was enough paper for 50 shots. An added bonus was that roll film wasn’t heavy. “It weighs two and three-quarters pounds,” Eastman explained. “An

equivalent amount of glass plates and holders would weigh fifty pounds.”

Eastman's new film seemed such an obvious improvement over glass plates that he believed it would take the photographic world by storm. He was wrong. Professional photographers had too much money invested in glass-plate technology. Besides, glass plates made negatives as large as 20 by 24 inches, which captured an incredible amount of detail and produced beautiful photographs. Eastman's film couldn't duplicate the quality.

At first, Eastman tried to adjust his product line to accommodate the needs of professional photographers, but he soon realized that this was exactly the opposite of what he should be doing. And that was when he changed photography forever. “When we started out with our scheme of film photography,” he recalled in 1913, “we expected that everybody who used glass plates would take up film, but we found that in order to make a large business we would have to reach the general public.”

Eastman was one of the first people to understand that the number of people who wanted to take pictures was potentially much larger than the number of those who were interested in developing their own film. He realized that if he was the first person to patent a complete and simple camera “system” that anyone could use, he would have that market all to himself.

In 1888 Eastman patented what he described as a “little roll holder breast camera,” so called because the user held it against their chest to take a picture. But what would he call it? He wanted the name of his camera to begin and end with the letter K—he thought it a “strong” letter—and to be easy to pronounce in any language. He made up a word: Kodak.

Just as Eastman intended, his camera was easy to use. The photographer simply pulled a string to set the shutter, pointed the camera at the subject, pushed a button to take the picture, then turned a key to advance the film. The user didn't even have to focus: the lens was designed so that anything more than six feet away was always in focus. The price was \$25—a lot of money in those days, but half what Eastman had paid for his first camera equipment 11 years earlier.

The Kodak camera went on sale in June 1888. It was followed by an improved model, the Kodak No. 2 in 1889. By September of that year, Eastman had sold more than 5,000 cameras in the United States and was developing an average of



7,000 photographs a day.

Eastman quickly came to understand that the real money in the photography business wasn't in selling cameras—each customer needed only one—it was in selling and processing film. This gave him an incentive to lower the cost of his cameras, so that more people could afford to buy the film. In 1895 he introduced a Pocket Kodak camera, which at five dollars was Kodak's first truly affordable camera. Then in 1900 he introduced the Brownie, which sold for a dollar. Eastman sold more than 100,000 Brownies in the first year.

Most photographers had approached photography as an art form, but Eastman worried that if his customers did the same thing, they might get bored with their new hobby and find something else to do. He believed that if he could convince the public to use their cameras to document birthdays, summer vacations, and other special moments of their lives—once a family purchased a camera they would never go without one again. Accordingly, Kodak's advertisements featured parents photographing their children, and children photographing each other. "Don't let another weekend slip by without a Kodak," the magazine ads said. "Take a Kodak with you." And millions of people did.

Eastman accomplished what he had set out to accomplish—he brought photography to the masses. Now, with the advent of digital technology, film photography may soon disappear. But that doesn't take away from the miracle of what the pioneers of photography achieved—capturing actual images from the air and preserving them for all time, an amazing feat that once seemed impossible.

\*gelatin dry-plate : ゼラチン感光乾板

1. The main purpose of the first paragraph is to describe
  - イ. the historical background of photography in the U.S.
  - ロ. the problem that George Eastman wanted to solve.
  - ハ. the technical aspects of "wet process" photography.
  - ニ. the character and lifestyle of George Eastman.

2. The underlined word “obsolete” (paragraph 4) is closest in meaning to
- イ. convenient.
  - ロ. inexpensive.
  - ハ. successful.
  - ニ. unnecessary.
3. One of the advantages of roll film was that photographers could
- イ. take pictures without the need for negatives.
  - ロ. obtain a clear image even of scenes with little light.
  - ハ. take many pictures without reloading the camera.
  - ニ. obtain a clearer image than pictures taken with glass plates.
4. A key idea that helped Eastman succeed in the photography business was that
- イ. ordinary people want to take photos.
  - ロ. professional photographers care most about picture quality.
  - ハ. camera weight is more important to people than camera price.
  - ニ. the name of the camera should be a familiar word.
5. Between 1888 and 1900, the price of a Kodak camera decreased by
- イ. \$5.
  - ロ. \$10.
  - ハ. \$24.
  - ニ. \$45.
6. The passage suggests that Eastman’s main motivation in lowering the price of his cameras was to
- イ. make it easier for people to purchase film.
  - ロ. encourage children to take more pictures.
  - ハ. sell more cameras than other companies.
  - ニ. allow people to focus on artistic photography.

7. According to the passage, Eastman introduced all of the following innovations

EXCEPT

- ㄱ. a machine to coat gelatin plates.
- ㄴ. a camera with the film inside.
- ㄷ. photosensitive paper.
- ㄹ. an adjustable “zoom” lens.

8. The passage suggests that Eastman was

- ㄱ. mainly interested in helping professional photographers.
- ㄴ. not only an inventor but a businessman as well.
- ㄷ. surprised by the success of film photography.
- ㄹ. not so interested in having a big company.

9. The underlined word “advent” (last paragraph) is closest in meaning to

- ㄱ. arrival.
- ㄴ. benefit.
- ㄷ. experience.
- ㄹ. requirement.

10. The most appropriate title for this passage is

- ㄱ. The Advantages of Kodak Cameras.
- ㄴ. George Eastman: An American Leader.
- ㄷ. Photography and Popular Culture.
- ㄹ. The Origin of Film Photography.

Ⅲ. 次の1～6それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. A: My brother looks down on me because I like horror novels. He says those books aren't true literature.

B: I disagree. ( ) It's not right to say one kind of literature is superior to another.

イ. People are reading less these days.

ロ. The definition of "true literature" is clear.

ハ. Everyone has their own taste.

ニ. Popular books are more important than literary books.

2. A: Excuse me, I'm looking for the Empire State Building. Could you please tell me, ( )

B: Instead of burying your head in a guidebook, why don't you just look up? You can see the Empire State from here!

イ. where am I on this map?

ロ. which direction on this map do you recommend?

ハ. where is the address on this map?

ニ. which way does this map show?

3. A: You were just driving 55 miles per hour, but the speed limit on this road is 30. I have no choice but to give you a speeding ticket.

B: Yes, officer, I admit that I was speeding. But I'm in a hurry to get to the airport to catch a flight. ( )

A: I'm sorry. A violation is a violation.

イ. Could you ignore my issue just this once?

ロ. Would it be possible to stare the other way?

ハ. Could you possibly let it go this time?

ニ. If you could forget me, I would appreciate it.

4. A: There's still no clear front runner in the upcoming presidential election.

B: That's hardly a surprise. ( )

A: There really is a lack of originality in politics these days.

イ. The main issues are easy to understand.

ロ. I've finally made up my mind who to vote for.

ハ. The election is only a few months away.

ニ. The candidates are all saying the same thing.

5. A: You don't use a smartphone?

B: No, I still rely on the old-fashioned telephone. ( )

A: Not at all. Smartphones are just telephones with extra functions.

イ. Do you think I should make up for lost time?

ロ. Do you think I've fallen behind the times?

ハ. Do you think the times are changing too fast?

ニ. Do you think I should use it less often?

6. A: I have job offers from two companies. Both have pluses and minuses. Can you give me some advice?

B: Advice, yes. But this is your future at stake. ( )

イ. You must have studied hard to make it this far.

ロ. It's up to you to make the final decision.

ハ. Past working experience will not be of much help.

ニ. Please make contact with the company you prefer.

IV. 次の1～8それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. Our flight to Okinawa has been (        ) due to mechanical problems with the plane.  
イ. delayed        ロ. extended        ハ. prevented        ニ. reversed
2. If children always get their own (        ), it will be hard for them to learn consideration for others.  
イ. behavior        ロ. decision        ハ. way        ニ. will
3. Linda is a women's rights activist and is currently (        ) in a variety of volunteer projects in developing countries.  
イ. emerged        ロ. engaged        ハ. located        ニ. settled
4. The economy has been strong (        ) the past two decades, so the cause of the current recession is a bit of a mystery.  
イ. about        ロ. around        ハ. since        ニ. throughout
5. As a vegetarian Susan refuses to eat any beef or chicken, but sometimes her family wishes she would be more (        ).  
イ. acceptable        ロ. assertive        ハ. changeable        ニ. flexible
6. Jeff wouldn't need to feel so busy all the time if he just learned how to (        ) his time.  
イ. follow        ロ. guide        ハ. manage        ニ. rule
7. The (        ) of Professor Smith's class is to look at history through the eyes of the people who actually experienced it.  
イ. application        ロ. approach        ハ. presentation        ニ. system

8. Science experiments depend on a clear method, but there is no (        ) that the results will come out as expected.

- イ. advantage    ロ. belief    ハ. guarantee    ニ. problem

V. 次の空所(1)~(6)それぞれにもっとも適当な1語を補い、英文を完成せよ。解答は解答用紙の所定欄にしるせ。

Jake: I'll be travelling to Tokyo for the first ( 1 ) next month, but I only have three days to stay. What do you recommend I see?

Ayana: If you're ( 2 ) in traditional Japan, then you should go to Asakusa. They have a famous temple there, Sensoji Temple, that's almost 1,400 years old!

Ken: You can also find some neat souvenirs on the shopping street there, and eat some delicious noodles. But if you want to experience modern Japan, I think you should check out the Yamanote train line during ( 3 ) hour. You can see how Japanese business people go to ( 4 ) every morning!

Ayana: Just don't try to get on the train yourself. You might regret it.

Jake: You're probably right. I'm from Wyoming, so I'm not ( 5 ) to big crowds.

Ayana: Well if you like wide open spaces, how about a visit to Tokyo Skytree? It has the best ( 6 ) in Tokyo—you can see for miles around.

Ken: As long as you don't go on a cloudy day!

Jake: Thanks so much for the advice—I'm looking forward to my trip.