

# 英 語

## 注 意

1. 問題は全部で24ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

### マーク・シート記入上の注意

1. 解答用紙はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

第1問 次の(1)~(10)の下線部の意味に最も近いものを、それぞれ下の(1)~(4)の中から一つ選びなさい。

(1) The president launched a three-week campaign sale for the benefit of our company.

- (1) allowance
- (2) expense
- (3) turbulence
- (4) welfare

(2) The advertisement has raised the sales of our new product.

- (1) banqueted
- (2) boasted
- (3) boosted
- (4) burdened

(3) The Japanese government attempted to stimulate the economy.

- (1) assume
- (2) charge
- (3) impose
- (4) trigger

(4) Jim has a good grasp of French.

- (1) command
- (2) friction
- (3) intact
- (4) proclaim

(5) My new PC has broken again!

- (1) collapsed
- (2) complicated
- (3) conserved
- (4) contracted

(6) I sent you the wrong message. Could you please delete it?

- (1) embrace
- (2) humble
- (3) quote
- (4) remove

(7) Professor Smith serves as the acting chair of the committee.

- (1) impeccable
- (2) overwhelming
- (3) provisional
- (4) volatile

(8) The firm has admitted to bribery.

- (1) compelled
- (2) confessed
- (3) converted
- (4) corresponded

(9) Josh is qualified to apply for the scholarship.

- (1) delighted
- (2) due
- (3) eligible
- (4) exposed

(10) It is difficult to find a proper English expression corresponding to the Japanese term *otsukaresama*.

- (1) equivalent to
- (2) for the sake of
- (3) in terms of
- (4) put up with

第2問 次の英文の(11)~(20)のそれぞれの下線部にはいるのに最も適切なものを(1)~(4)の中から一つずつ選びなさい。

- (11) Not until the 1950s \_\_\_\_\_ growth of modern industry in Japan.
- (1) any significant was
  - (2) there were any significant
  - (3) was of any significance
  - (4) was there any significant
- (12) A St. Bernard has more than \_\_\_\_\_ of a typical small dog.
- (1) double the weight
  - (2) doubling the weight
  - (3) twice as heavy
  - (4) twice as heavily
- (13) \_\_\_\_\_, 'The Modern Economy', Sally Smith pointed out population growth as a major cause of poverty in the country.
- (1) Her book
  - (2) Her book written by
  - (3) It was her book
  - (4) In her book
- (14) The publishing company would have accepted the manuscript \_\_\_\_\_ to do some revisions.
- (1) agree by the author
  - (2) had the author agreed
  - (3) the author agreeing
  - (4) the author had agreed

- (15) This perfume was initially made of rose oil mixed with citrus oils from \_\_\_\_\_ oranges and yuzu.
- (1) fruits are
  - (2) fruits of which
  - (3) such fruits as
  - (4) which are
- (16) The treaty signed in 1880 ended the war and brought about \_\_\_\_\_.
- (1) as the recognition of the country's sovereignty
  - (2) over the country's sovereignty was recognized
  - (3) the country was recognized its sovereignty
  - (4) the recognition of the country's sovereignty
- (17) The statistics cited in this paper \_\_\_\_\_ false after an in-depth investigation.
- (1) turned out that
  - (2) turned out to be
  - (3) was turned out
  - (4) were turning it out
- (18) Prepositional phrases often work as modifiers \_\_\_\_\_ the grammatical structure of a sentence.
- (1) affecting not
  - (2) but affects
  - (3) with no affect
  - (4) without affecting

(19) Wesley University, the first private university founded in the 19<sup>th</sup> century,  
\_\_\_\_\_ after St. George University in the U.K.

- (1) is modeling
- (2) modeled
- (3) was modeling
- (4) was modeled

(20) The structure of the human nervous system is \_\_\_\_\_ each cerebral  
hemisphere controls the opposite half of the human body.

- (1) such as
- (2) such that
- (3) so that
- (4) so important to

第3問 次の英文(21)～(30)の下線部で間違っている箇所を(1)～(4)の中から一つずつ選びなさい。

(21) Our CEO gives her feedback at production targets, based on the company's budget.  
(1) her (2) production (3) company's (4) company's

(22) ABC Co. raised theirs fund for the merger by borrowing money from various banks.  
(1) theirs (2) theirs (3) for (4) borrowing

(23) Drivers of the Model DV 11 commonly call us the very best vehicle in Europe today.  
(1) Drivers (2) commonly (3) us (4) very best

(24) President Amis will be negotiated the acquisition of a competitor for over a year by this March.  
(1) will be negotiated (2) the (3) over (4) over

(25) The enclosed documents were detailed your rights as the owner should be read in full.  
(1) enclosed (2) were detailed (3) should (4) in full

(26) The annual meeting is deliberated held on the weekends so that even busy businessmen can attend.  
(1) deliberated (2) weekends (3) so that (4) attend

(27) All the patients' records in this hospital are classified as confidential because of their sensible nature.  
(1) records (2) classified (3) because (4) sensible

(28) Have you seen that many of the old industrious buildings near the airport have been replaced with skyscrapers?  
(1) industrious (2) near (3) have been replaced (4) skyscrapers

(29) Margaret's Doughnuts always creates freshly baked pastries from the finest organic ingredient.  
(1) creates (2) freshly (3) finest (4) ingredient



(30) ORIGIN.com receives (1) millions of visitors every day, as for less than half of (2) them (3) are converted into direct sales. (4)

第4問 次の(I)~(III)に答えなさい。

- (I) 次の英文を読んで小問(31)~(35)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

Plato not only explored complex questions about the relations of citizens to their state and all its functions, but in doing so, he created a utopian state, the *Republic*, to illustrate his beliefs and principles. Much of *Republic* is concerned with problems of education. Plato believed that students should be educated according to their capacities — that they should not all have exactly the same education. In this century, the great American philosopher John Dewey spoke with some admiration of Plato's astute observation that education should be tailored to the child. However, he faulted Plato for supposing that human beings necessarily fall into exactly three categories. Dewey wanted education to be fitted to each individual child. Further, Dewey rejected hierarchical categories of educational programs. Unlike Plato, he would not label one category better or higher than another.

Plato's plan provided for the special education of workers and artisans, of guardians (soldiers), and of rulers (the upper echelon of the guardian class). The first group were to be well trained in specific occupations so that, Plato says through Socrates, our shoes will be well made and our crops well tended. The second, identified by natural physical strength and spirit, were to receive an expert level of physical and moral training. Socrates described the noble auxiliary or guardian as well trained in philosophy, spirit, swiftness, and strength. Finally, potential rulers were to be educated with meticulous care in philosophy, mathematics, literature, and history, and their education would continue well beyond the usual school years.

Plato's model of education is "functionalist" — a model designed to produce competent adults to meet the needs of the state. Plato developed his thought on education in the context of describing the ideal state, and he could have

argued — as Dewey did later — that there is no *inherent* conflict between the individual and the state. That is, educators could work to produce people who are both self-actualized and useful to the state. However, Plato had very definite ideas about the good life and what we today call “self-actualization.” Only those who had the leisure to think long and deeply, to continue lifelong study, could participate in the truly good life. The contemplative life was closely identified with the good life. Because only a select few of the population were thought capable of real contemplation and because the manual work of the society had to be done, justice decreed that students be prepared for work consonant with their capacities.

Plato did not argue, as Dewey did later, that people in vastly different occupations could exemplify the truly human. That status was reserved for a few, but the few earned the right to their lofty position through their own merit. All children were to be given opportunities to show their abilities, and only gradually would they be sorted out. For Plato such an arrangement was thought to be just, and this line of thinking is still strong in today’s educational policymaking. A particular way of life — one marked by high salary and prestige — is thought to be the best, and all children are to be given opportunities to learn the subjects that will prepare them for such a life. If they fail to succeed at these opportunities, their failure is not a violation of justice.

- (3) According to the passage, which of the following points would be compatible with Plato’s philosophy of education?
- (1) Education is based on the natural abilities of students.
  - (2) Instructors should teach students only one subject at a time.
  - (3) All students must be given military training to build physical strength.
  - (4) Teachers need to implement the Socratic method in their teaching.

- (32) According to the passage, which of the following statements regarding Plato's educational plan is NOT true?
- (1) All forms of academic training are to have equal respectability.
  - (2) Only potential leaders are given an education in the liberal arts.
  - (3) One group of students are more suitable for training in particular vocations.
  - (4) Students with natural strength are exposed to strict physical training.
- (33) According to the passage, which of the following points about Plato's "functionalist" model of education is NOT true?
- (1) Developing people who are valuable to the state is a goal of education.
  - (2) Endeavoring to meet the needs of the government is a key principle.
  - (3) Participating in the reflective life is not suitable for all people.
  - (4) Training should focus completely on promoting individualism.
- (34) According to the passage, Dewey would be opposed to each of the following educational values of Plato, EXCEPT \_\_\_\_\_.
- (1) a hierarchical system of educational programs should be established
  - (2) human beings basically fall into three different categories
  - (3) a small number of people could embody the truly human
  - (4) there is no inherent struggle between the individual and the state
- (35) What type of publication would this passage most likely come from?
- (1) fiction novel
  - (2) book chapter
  - (3) laboratory report
  - (4) science periodical

(II) 次の英文を読んで小問(36)~(40)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

Social networking and social media use have often been used interchangeably in the scientific literature. However, they are not the same. Social media refers to the web 2.0 capabilities of producing, sharing, and collaborating on content online (i.e., user-generated content, implying a social element). Accordingly, social media use includes a wide range of social applications, such as collaborative projects, weblogs, content communities, social networking sites, virtual game worlds, and virtual social worlds.

Collaborative projects can be shared and worked on jointly and simultaneously using cloud-based computing. Two different types can be distinguished: *Wikis* allow for creating, removing and modifying online content (e.g., *Wikipedia*). Social bookmarking applications, on the other hand, allow for numbers of people to accumulate and appraise websites (e.g., *Delicious*). Taken together, collaborative projects may produce a superior end result in comparison to individual projects, which can be linked to the concept of collective intelligence, whereby the intelligence in the group is greater than the sum of its parts.

Weblogs (or “blogs”) can also be considered social media. Blogs allow individuals to share personal online diaries and information (sometimes in the form of images and videos), which may or may not be commented upon by other internet users.

Next, there are content communities and video-sharing sites (e.g., *YouTube*). Content may include videos, but also text (e.g., *BookCrossing*), photographs (e.g., *Instagram*), and *PowerPoint* presentations (e.g., *Slideshare*), and in most cases, there is no need for individuals to have personal profiles, and if they do, these tend to include limited personal information.

Virtual game worlds allow users to create an online alter ego in the form of an avatar and to play with other players in large gaming universes. Kaplan and Haenlein differentiate virtual social worlds from virtual game worlds, whereby the former allow individuals to create online characters which live in an alternative virtual world that is similar to their real life environments on the one hand, but defies physical laws. Arguably the best example of these virtual social worlds is *Second Life*, populated by human-like avatars, who engage in activities users engage in on an everyday basis, such as furnishing houses, going shopping, and meeting friends.

Finally, there are social networking sites, which we have previously defined as “virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests.” Social networking is particularly focused on connecting people, which does not apply to a number of the other social media applications outlined above. Engaging in social networking comprises a specific type of social media use, therefore they are not synonymous. Consequently, studies that have examined social media addiction and social networking addiction may also be using the terms interchangeably.

Despite social networking being one type of social media use, the behavior is inherently eclectic because it includes a variety of apps and services that can be engaged in. For instance, social networking can be the use of traditional social networking sites, such as *Facebook*. *Facebook* can be considered an ‘egocentric’ SNS (rather than the previously more common virtual communities that focused on shared interests between members) because it allows individuals to represent themselves using individual profiles and wall posts. These can contain text and audiovisual content, whilst connecting to friends who often appear as real life friends and acquaintances given the main motivation of individuals to use SNSs such as *Facebook* is to maintain their connections.

Over the past few years, new networks have emerged that have gradually risen in popularity, particularly amongst younger generations. *Instagram* was launched in 2010 as a picture sharing SNS, claiming to “allow you to experience moments in your friends’ lives through pictures as they happen.” In 2016, *Instagram* had 500 million active users. *Snapchat* was launched in 2011 as an SNS that allows users to message and connect with others using a smartphone and to send texts, videos, and make calls. *Snapchat* is different from other networks in that it has an inherently ephemeral nature, whereby any messages are automatically deleted shortly after the receiver has viewed them, allowing an increased experience of perceived privacy and safety online. However, teenagers are especially aware of the transitory nature of *Snapchat* messages and therefore take screenshots and keep them stored on their mobile phones or in the cloud, simply to have proof of conversations and visuals spread on this medium. The privacy advantage of the medium is thereby countered.

Social networking can be microblogging. Microblogging is a form of more traditional blogging, which could be considered a personal online diary. Alternatively, microblogging can also be viewed as an amalgamation of blogging and messaging, in such a way that messages are short and intended to be shared with the writer’s audience (typically consisting of ‘followers’ rather than ‘friends’ found on *Facebook* and similar SNSs). A popular example of a microblogging site is *Twitter*, which allows 140 characters per Tweet only. In 2016, *Twitter* had 313 million active users, making it the most successful microblogging site to date. *Twitter* has become particularly used as a political tool with examples including its important role in the Arab Spring anti-government protests, as well as extensive use by American President Donald Trump during and following his presidential campaign. In addition to microblogging politics, research has also assessed the microblogging of health issues.

- (36) Which of the following titles is the most appropriate for this passage?
- (1) Demerits of Social Media for 21<sup>st</sup> Century Communication
  - (2) Dangers of Social Media Addiction among Young Adults
  - (3) Growing Popularity of SNS for Online Collaboration
  - (4) Key Features of Social Media and Social Networking
- (37) According to the passage, what is a key difference between social media and social networking?
- (1) Social media stresses collaborative learning, whereas social networking emphasizes file sharing.
  - (2) Social media includes content creation, whereas social networking involves connecting people.
  - (3) Social media concentrates on product delivery, whereas social networking is all about virtual gaming and communication.
  - (4) Social media centers on microblogging, whereas social networking recognizes individual differences.
- (38) Which of the following points about *virtual game worlds* is stated in the passage?
- (1) They almost always result in a form of user addiction.
  - (2) They prevent online characters from living in an alternative virtual world.
  - (3) They support users in participating in everyday activities.
  - (4) They enable users to create an alter ego.



- (39) According to the passage, which of the following characteristics of social networking sites is NOT true?
- (1) They allow for diversity and collaboration.
  - (2) They are comprised of merely audiovisual content.
  - (3) They can be used as a tool to promote protests.
  - (4) They focus on maintaining connections among users.
- (40) Which of the following is NOT mentioned in the passage about microblogging?
- (1) Instagram and Snapchat have experienced bankruptcy.
  - (2) There is ordinarily a limit to how many words are allowed.
  - (3) Political and health issues are discussed.
  - (4) Users are typically connected to followers not friends.

(Ⅲ) 次の英文を読んで小問(41)~(45)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

The summer holidays are in full swing — and protests against overtourism have begun (yet again) in a number of popular European cities. Overtourism is not a new problem. Barcelona, in particular, is at the center of these mounting concerns about the rapid growth of tourism in cities, especially during peak holiday periods. In fact, Destination Barcelona estimates that there were 30 million overnight visitors in 2017, compared to a resident population of 1,625,137.

But across southern Europe protests and social movements are growing in number. This has led to the formation of organizations such as the Assembly of Neighborhoods for Sustainable Tourism (ABTS) and the Network of Southern European Cities against Tourism (SET). They are at the forefront of the fight against overtourism and the impact it has on local residents.

While many tourists want to “live like a local” and have an authentic and immersive experience during their visit, the residents of many tourism-dependent destinations are seeing the unique sense of place that characterized their home towns vanish beneath a wave of souvenir shops, crowds, tour buses and rowdy bars. They are also suffering as local amenities and infrastructure are put under enormous strain.

It is a truly global issue. Other destinations where overtourism has reached disruptive proportions include Palma de Mallorca, Paris, Dubrovnik, Kyoto, Berlin, Bali and Reykjavik. Recently, Thai authorities were forced to act when the number of tourists visiting Maya Bay, the beach made famous by Danny Boyle’s film *The Beach*, led to shocking environmental damage.

We define overtourism as “the excessive growth of visitors leading to overcrowding in areas where residents suffer the consequences of temporary and seasonal tourism peaks, which have enforced permanent changes to their

lifestyles, access to amenities and general well-being.” The claim is that overtourism is harming the landscape, damaging beaches, putting infrastructure under enormous strain, and pricing residents out of the property market. It is a hugely complex issue that is often oversimplified.

It can have an impact in multiple ways. The international cruise industry, for example, delivers thousands of passengers daily to destination ports. While comparatively little is returned to communities, cruise activity creates physical and visual pollution.

City residents also bear the cost of tourism growth. As cities transform to cater for tourists, the global travel supply chain prospers. This coincides with increasing property speculation and rising costs of living for local communities. AirBnB, for example, has been accused of reducing housing affordability and displacing residents. Amsterdam wants to take direct action to prevent this by banning short-term rentals and directing cruise passengers away from the city center. AirBnB is also making efforts to address the problems they are accused of creating.

Things are made worse by the fact that key destinations are mostly unprepared to deal with overtourism. According to the Italian sociologist Marco d'Eramo, in 1950 just 15 destinations were visited by 98% of international tourists, while in 2007 this had decreased to 57%. This indicates the rapid expansion of global tourism beyond established destinations.

Overcrowding and the establishment of typical tourism-focused businesses, such as clubs, bars and souvenir shops, overwhelm local businesses—and rowdy and unmanageable tourist behavior is common. This diminishes the unique ambience of destinations and leads to crowd and waste management pressures.

Clearly, tourism brings jobs, investment and economic benefits to destinations. But overtourism occurs when tourism expansion fails to acknowledge that there are limits. Local government and planning authorities

have so far been powerless to deal with the overwhelming influence of the global tourism supply chain. This has led to widespread “tourist-phobia” — first described by Manuel Delgado more than a decade ago as a mixture of repudiation, mistrust and contempt for tourists.

Dealing with overtourism must now be a priority. But despite the mounting howls of protest, tourism promotion endures — and unsustainable hordes of tourists continue to descend on cities, beaches and other natural wonders.

Managing the flow of tourists seems an improbable and unwelcome task. But some cities have taken drastic measures to limit the effects of overtourism, including the introduction of new or revised taxation arrangements, fines linked to new local laws, and “demarketing,” whereby destinations focus on attracting fewer, high-spending and low impact tourists, rather than large groups.

But it’s a fine line to tread. If tourist arrivals to a destination decline suddenly and dramatically it would likely have considerable economic repercussions for those who rely on them. Overtourism is a shared responsibility. City administrators and destination managers must acknowledge that there are definite limits to growth. Prioritizing the welfare of local residents above the needs of the global tourism supply chain is vital. Prime consideration must be given to ensuring that the level of visitation fits within a destination’s capacity.

The global tourism supply chain also bears a major responsibility. It must ensure that product development achieves a balance between the optimal tourist experience and a commensurate local benefit. Tourists must also play their part by making travel choices that are sensitive to the places they visit and those who live in and around them.

Tourism should be part of the wider destination management system, which must also consider transport and mobility, the preservation of public

spaces, the local economy and housing, among other aspects of daily life. Research, planning and a close and ongoing dialogue between city administrators, the tourism industry, civil society groups and local residents are essential.

- (41) What is the main focus of the passage?
- (1) to ascertain what factor has had the most harmful impact on tourism
  - (2) to demonstrate how tourism has spread so quickly in recent years
  - (3) to explain how overtourism has become a major problem in the world
  - (4) to familiarize readers of the most popular vacationing destinations
- (42) According to the passage, overtourism has had each of the following harmful effects, EXCEPT \_\_\_\_\_.
- (1) contributing to a loss of happiness among local residents
  - (2) encouraging disorderly and uncontrollable conduct by tourists
  - (3) increasing anxiety among prospective clients of travel agents
  - (4) increasing the cost of living for local communities
- (43) Which of the following plans for dealing with overtourism is NOT mentioned in the passage?
- (1) introduction of a moratorium on traveling to places that are too congested
  - (2) necessity of research, planning, and dialogue between all parties involved
  - (3) promotion of smart travel choices and sensitivity on the part of tourists
  - (4) recognition by leaders of the limitations in the expansion of tourism
- (44) City destinations of the following countries are contained within the passage, EXCEPT \_\_\_\_\_.
- (1) Australia
  - (2) Germany
  - (3) Japan
  - (4) Italy

(45) The author of this passage is most likely an expert in which of the following areas?

- (1) architecture
- (2) linguistics
- (3) engineering
- (4) sociology

第5問 次の会話の(46)~(50)の空欄に入れるのに最も適切なものを(1)~(4)の中から一つずつ選びなさい。

**Ichiro:** Tim, <sup>(46)</sup> \_\_\_\_\_

**Tim:** It's going on nearly 20 years.

**Ichiro:** What do you think is different about Tokyo since you moved there?

**Tim:** <sup>(47)</sup> \_\_\_\_\_

**Ichiro:** In what ways?

**Tim:** <sup>(48)</sup> \_\_\_\_\_

**Ichiro:** Yeah, I think Tokyo is on its way to becoming a smoke-free city.

**Tim:** Another change is there are now more convenience stores than ever before.

**Ichiro:** Yes, there seems to be one on almost every street corner!

<sup>(49)</sup> \_\_\_\_\_

**Tim:** There are increasingly more international eateries, particularly Italian, French, Thai, and Chinese restaurants.

**Ichiro:** <sup>(50)</sup> \_\_\_\_\_

(46) (1) How long have you lived in Japan?

(2) I didn't know how long you will live in Japan.

(3) It's hard to believe it has been too long.

(4) You have stayed in Japan for a fun time?

(47) (1) If I had to choose a place to work, it'd be Tokyo.

(2) It's hard to imagine a better place to visit than Tokyo.

(3) There've been quite a few changes in Tokyo.

(4) Tokyo is by far the largest city in the world.



- (48) (1) Numerous places are available for people to enjoy smoking.
- (2) Smoking has been banned in many restaurants and public places.
- (3) There's a concern about secondhand smoke causing diabetes.
- (4) Tokyo has more designated smoking areas than other cities in the world.
- (49) (1) Any other noticeable changes that come to mind?
- (2) Don't you think Tokyo is a convenient place to work?
- (3) I think it would be a good idea for us to go shopping.
- (4) Many supermarket chains are moving in from overseas.
- (50) (1) Did you know there's an increasing number of nutritionists living in Tokyo?
- (2) Many Japanese enjoy eating out for meals instead of cooking at home.
- (3) My friend is having difficulty getting a job even though he's a great chef.
- (4) Were you aware that Tokyo has the most traffic of any city?





