

2018 年度 前期

個 別 学 力 検 査

英 語

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 問題冊子は 18 ページあります。解答冊子には解答用紙 5 枚が綴じられています。
3. 試験時間は 90 分間です。
4. すべての解答用紙の所定の欄に受験番号を記入してください(氏名は記入しないでください)。
5. 問題冊子と解答冊子に印刷不鮮明や落丁などがある場合は、手を挙げて監督者に知らせてください。
6. 試験中に気分が悪くなったときは、手を挙げて監督者の指示に従ってください。
7. 問題冊子は試験終了後に持ち帰ってください。ただし、無断で複写、複製、転載などを行うことはできません。

個別学力検査

英語

第1問 (配点 25 点)

次の英文を読んで、以下の設問に答えなさい。

In recent years, Japan is experiencing a “history boom.” History is popular enough, for example, that we need a special term for history-loving women (*rekijo*). Many popular TV drama series are tied into historical stories, and popular video games are using historical figures as game characters. Regions around Japan are making use of their local history or historical architecture to boost their (ア) tourism or to drive regional revitalizations.

In this way, the history boom marks an expansion in interest in history from those with an academic or hobby interest to a wider audience. Lately, in magazines targeted at businesspeople, there are special editions on “for businessmen brushing up on Japanese history.” So, what triggered this increased interest in history (or, as in this particular case, Japanese history)?

One clear driver is globalization. Businesspeople working overseas, or with people from overseas, need a good working knowledge of the (イ) of their workmates and clients - a knowledge that includes culture and history. However, even such international businesspeople who have carefully learned some basics of other countries can be at a loss when the topic of conversation moves to Japanese history or (ウ). We often hear a saying that translates as “no pride in oneself, no respect from others”: in the case of international business, you need to take pride in your own culture and history, in order to participate fully and successfully in (エ) economic activities.

So, what are we talking about when we talk about needing to know the “history” of a foreign country, or a (オ), or of Japan? A quick check of a dictionary will likely show several meanings of “history.” Oxford Advanced Learner’s Dictionary starts with “all the events that happened in the past,” and then “the past events concerned in the development of a particular place, subject,

etc.," followed by "a written or spoken account or explanation of past events." This range of definitions creates some confusion when discussing "history" and the need to know about it or take pride in it.

Now, though we could define history as "all the events that happened in the past," this is unhelpful for our present purposes, as it is impossible for us to know all past events. Therefore, we select some historical events according to our interests, and about which we can in fact gain some knowledge. This explains the second definition given above, as "a particular place, subject, etc." stands for our interest - in a particular country or region, dynasty or government, or social class, and so on. Indeed, a more detailed dictionary suggests that history in the sense of "major events that link groups of people or countries" - the sense in which I think we generally use the word "history" - is generally taken to have started in the fifteenth century, a period in which nation-states were appearing. Events which influenced the development and changes of such groups - and countries have been given the greatest weight amongst all the groups - are called "history."

A key point to notice is that history in this sense must exclude or ignore the vast majority of past events - everything that does not fit our particular interests, whether those are focused on an individual, a country, or a class, and so on. In addition, remembering the third definition of "history" we saw above, as an account or explanation of past events, we can ask whether an explanation can ever be impartial and objective. While it seems to be possible to make efforts to move towards these goals, it also seems inevitable that the subjectivity of the person giving the account, doing the explaining, will affect the explanation, and therefore the history. It is easy to imagine for example how the preexisting interests of the historian, a necessary condition for starting any kind of explanation, could influence the account.

The "Japanese History" taught in schools in Japan is not, therefore, an impartial history of the region known as Japan. It is a history selected and

interpreted from the point of view of Japan. ⁽¹⁾ In the same way, “World History” as taught in Japan is not simply a history of the globe; rather, it gives interpretations of selected Japan-relevant events from the innumerable events that happened around the world. There is a different “World History” in the US, or in China, and so on.

⁽²⁾ したがって、歴史の中の特定の出来事を取り出し、説明しようとする、さまざまなバージョンがありうることに気づくだろう。 The same event can be described from the point of view of different countries, or of different groups, and interpreted and explained in different ways. This is called the “problem of historical perception,” ⁽³⁾ and it seems undeniable that the differences in the understanding of history are one of the major causes of some of the current troubles around the world.

What, then, can we do to mitigate these troubles a little? Forcing everyone to one point of view is out of the question. But simply recognizing that there are different points of view, and agreeing to disagree, clearly doesn’t lead to any kind of improvement or resolution either. The only way forward seems to be for people to inspect the differences in their points of view and engage in dialogue - extended dialogue - with a view to even slightly improved consensus.

問題 1 空欄（ア）～（オ）に入る最も適切な単語を(a)～(e)から選び、記号で答えなさい。ただし、同じ選択肢を2回以上選んではいけません。

- (a) countries
- (b) region
- (c) global
- (d) domestic
- (e) culture

問題 2 下線部(1)を日本語に訳しなさい。

問題 3 下線部(2)を英語に訳しなさい。

問題 4 筆者は、下線部(3) “problem of historical perception” を少しでも緩和するためにはどうするべきと考えているか、日本語で説明しなさい。

問題 5 あなたは歴史に興味がありますか。また、その理由も含め、自分の意見を 25 語以上 35 語以内の英語で書きなさい(意見の内容については評価の対象ではありません)。

第2問 (配点 25 点)

次の英文を読んで、以下の設問に答えなさい。

Early in the Meiji period, Jien was born to the family of a church in the countryside of Aomori in Japan. This church ran a small private school, so his grandfather and father, priests, were teaching reading, writing, and arithmetic to children from local farming households. Jien had been also educated there. While growing up in this environment, he had a natural access to learning from his early childhood, developing a (①) for studying hard. He was called genius. In those days, the village where he lived was small and poor. He decided to study hard because Jien had wanted the village affluent.

When Jien entered an elementary school, Ms. Tanaka was his homeroom teacher. She was a woman of wide knowledge and great enthusiasm. She found Jien's excellent academic performance and diligence in the pursuit of knowledge immediately. She taught him English after school. She said to him, "We must learn to use English fluently to make the world peaceful." She always had her strong (②).

Thanks (ア) Ms. Tanaka, Jien rapidly improved his English skills. One day, she took him to the English gathering in the neighboring town, where foreign people and local people exchanged information. But local Japanese people, especially elderly people, had difficulty in communicating with foreigners in English.

It was hard for them to make themselves understood with each other. "Go and interpret," Ms. Tanaka said to Jien, telling him to translate between Japanese and foreigners. Using his still broken English, he tried really hard to interpret between the two sides. "僕(3)の英語が通じた!" Serving as an interpreter taught him the joy of being able to speak English. Jien became strongly aware that reading books was not all there was to learning.

(4)

After graduating from the elementary school, Jien entered a private junior high school in Tokyo to study English more. He was a hard-working student and obtained such a great grade that he attracted a great deal of attention from people around him. But his achievement displeased a group of students from other regions. They were jealous of him, whom they unpleasantly described as “the only one to stand out.” They also ridiculed him as “a self-conceited country boy” from Aomori and started to bully him. “What can I do?” Jien had no friends from whom to seek advice. Finally, he had a nervous breakdown, and went back to Aomori. His disappointing return home came only one year (イ) he traveled to Tokyo.

In his hometown of Aomori, however, his parents and all other local people gave him a warm welcome. Because of his parents’ help, he recovered his physical and mental health. He decided to leave for Tokyo again. He swore to himself, “I’ll put them to shame.” So, he started studying hard again.

After returning to Tokyo, Jien worked as an interpreter at sightseeing spots to improve his practical English skills (ウ) he did in Aomori. One day, he did not feel very well. He could not walk anymore, and finally collapsed. “Are you all right?” a foreign gentleman spoke to him. 彼はめまいがしたが、なんとか⁽⁵⁾英語で「具合が悪いです」と答えた。 There was a look of instant surprise in the face of the man as he heard Jien spoke English. He touched Jien’s forehead and said, “You’ve got the flu.” The man took Jien to his house and put him to bed. The bed felt so warm and comfortable to him. He had never slept in such a great bed before. Jien fell (エ) a deep sleep immediately. He woke up the next morning. The foreigner made chicken soup for him. The soup was so delicious to him. Jien had never tasted anything (オ) it.

In the end, Jien stayed in the man’s home for a week. The kind foreigner was a doctor and a priest from Canada. In those days, various foreign Christian organizations were actively working to spread their religion in Japan. They also founded Christian schools in the hope of teaching Japanese children their faiths.

The Canadian Church, to which the man belonged, had established a school in Tokyo. Through his accidental encounter with the man, he was admitted to the school as one of its first students.

An excellent student of English, Jien was very kindly treated by foreign teachers. Imitating his teachers' lifestyle, he had black tea and bread, and read English-language newspapers. if / foreign / leaving / were / in / daily / Japan /
⁽⁶⁾a / Jien's / as / without / looked / living / life / country / he. His life in Tokyo was entirely different from the harsh living conditions of people in his hometown. Jien said to himself every day, "What does it take for our nation to enjoy such an
⁽⁷⁾affluent life as that of people overseas?"

Jien graduated from the Canadian school and was admitted to the highest-ranked university, a school he had wanted to enter. He was determined to study economics at the university. At that time, economics was the most up-to-date
⁽⁸⁾subject of learning. That was how Jien came to decide he wanted to turn Japan into an affluent, first-class country that could match overseas nations. He devoted himself to the pursuit of learning even more earnestly.

問題 1 空欄(①)に入る最も適切な単語を(a)~(d)から選び、記号で答えなさい。

- (a) fondness (b) happiness (c) kindness (d) madness

問題 2 空欄(ア)~(オ)に入る最も適切な単語を(a)~(e)から選び、記号で答えなさい。ただし、同じ選択肢を2回以上選んではいけません。

- (a) as
(b) like
(c) into
(d) after
(e) to

問題 3 空欄(②)に入る最も適切な単語を(a)~(d)から選び、記号で答えなさい。

- (a) belie (b) belief (c) believe (d) believer

問題 4 下線部(3)を英語 3 語で訳しなさい。

問題 5 下線部(4)と最も近い意味を表す文を(a)~(d)から選び、記号で答えなさい。

- (a) Failure teaches success.
(b) Practice makes perfect.
(c) There is no time like the present.
(d) Time is money.

問題 6 下線部(5)を英語に訳しなさい。

問題 7 下線部(6)の単語を並べ替え、「ジエンの日々の生活は、まるで、日本から離れることなく、外国に住んでいるようだった。」という意味の英文にしなさい。

問題 8 下線部(7)を日本語に訳しなさい。

問題 9 下線部(8)と最も近い意味を持つ表現を(a)~(d)から選び、記号で答えなさい。

- (a) once upon a time (b) in early times
(c) cutting edge (d) out of date

第3問 (配点 20 点)

次の英文と図表より、以下の設問に答えなさい。

The (ア) ⁽¹⁾“waiting list children” problem has been receiving a lot of attention recently in Japan, and its solution - ultimately, the complete elimination of such waiting lists - is an important issue for both national and local government.

(イ), “waiting list children” are those who need childcare - or who fulfil the requirements for entry into nursery school - but cannot receive it. Figure 1 shows the number of children on childcare waiting lists by year from 2009 on. The numbers didn't decrease in the way we hoped. Were measures instituted by national and local governments insufficient? Or, are there perhaps more complex reasons?

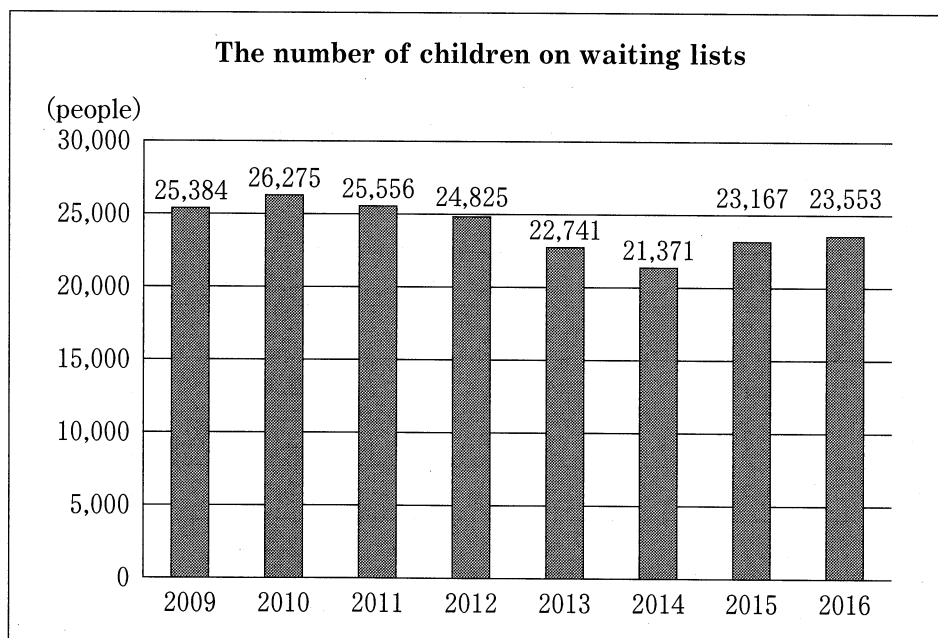
Figure 2 shows changes in the utilization rate of childcare centers over the same period, by young children overall (aged 0-5 years) and for the subgroup of children aged 1-2 years. The utilization rate is the percentage of all children in the population who use childcare centers. (ウ), the actual number of children aged 0-5 years in 2010 was about 6,360,000, and 6,030,000 in 2015 by Statistics Bureau, Ministry of Internal Affairs and Communications. Although the number of children in the population has dropped by around 5% during this period, utilization rates have climbed from 32.2% to 37.9%, meaning that the number of children using childcare centers has increased by around 240,000. So although the number of children on waiting lists declined only slightly (12%) over this period, the number of users increased significantly. (エ) What, then, causes this situation?

Table 1 shows Japan's population (column A), population in paid work (column B), and population of women in paid work (column C) by year. Column D indicates the population aged between 15 and 64 (the working-age population).

Focusing on 2010 and 2015, the number of people in paid work increased slightly (Ⅲ) a decrease in the working-age population, one contributing factor to which was presumably the increase in the number of women in paid work over the same period. These figures - more working women, more working mothers - help us understand the (3) in childcare center use.

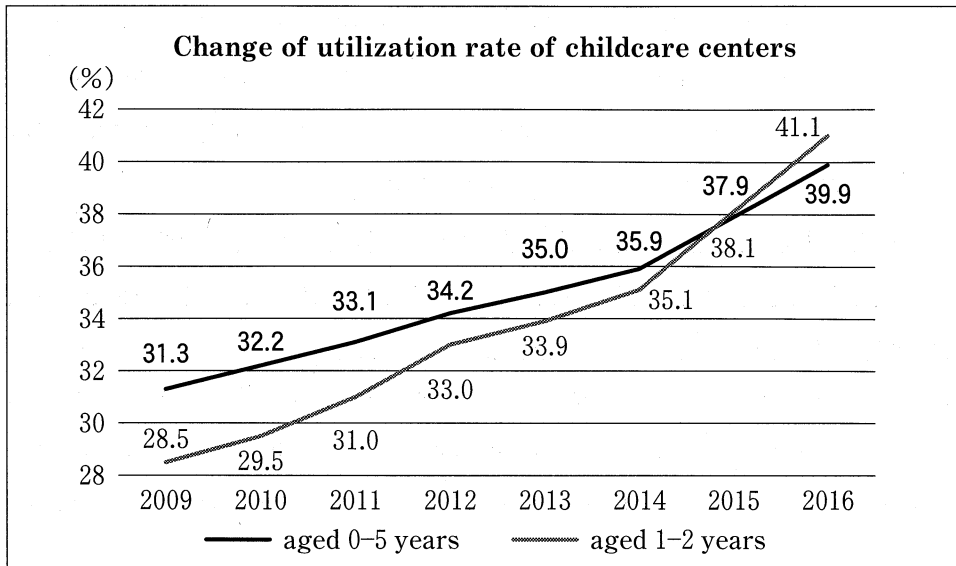
(4) Given Japan's declining birthrate and aging society, labor shortages will become ever more serious in future, and the increase in parents wanting to use childcare centers reflects a need or desire to work. Eliminating the waiting lists for childcare is (オ) ever more important, as it allows those parents to return to work. Improvement of the provision of childcare is a part of the solution for a Japan which needs to secure workers in the face of an aging society.

Figure 1



(From Ministry of Health, Labour and Welfare: Press Release, Sep. 2016)

Figure 2



(From Ministry of Health, Labour and Welfare: Press Release, Sep. 2016)

Table 1

(unit population = 10, 000)

	A Japan's population	B population in paid work	C population of women in paid work	D working-age population
2009	12, 803	6, 314	2, 649	-
2010	12, 806	6, 298	2, 656	8, 103
2011	12, 783	6, 293	2, 654	-
2012	12, 759	6, 280	2, 658	-
2013	12, 741	6, 326	2, 707	-
2014	12, 724	6, 371	2, 737	-
2015	12, 710	6, 401	2, 764	7, 629

(From Statistics Bureau, Ministry of Internal Affairs and Communications:
National Institute of Population and Social Security Research)

問題 1 下線部(1)を日本語で説明しなさい。

問題 2 以下の(a)~(d)のうち、空欄(2)に入る最も適切な文を選び、記号で答えなさい。

- (a) We cannot conclude that childcare centers have been developed; however, demand continues to increase.
- (b) We cannot conclude that childcare centers have been decreased and the number of children (aged 0-5 years) is increasing.
- (c) We can conclude that childcare centers have been developed somehow; however, demand continues to outstrip supply.
- (d) We can conclude that childcare centers have been decreased and demand continues to decrease as well.

問題 3 空欄(3)に入る最も適切な単語を以下の(a)~(d)から選び、記号で答えなさい。

- (a) growth
- (b) shrink
- (c) stable
- (d) bottom

問題 4 下線部(4)を日本語に訳しなさい。

問題 5 空欄(ア)～(オ)に入る最も適切な表現を(a)～(e)から選び、記号で答えなさい。ただし、文頭にくる語も小文字で記してあります。また、同じ選択肢を2回以上選んではいけません。

- (a) roughly speaking
- (b) so-called
- (c) therefore
- (d) for instance
- (e) despite

問題 6 Figure 2 と Table 1 からあなたが読み取ったことを日本語で述べなさい。

第4問 (配点 20 点)

問題 1 次の各英文を完成させるため、空欄に入る最も適切な単語をそれぞれ(a)～(d)から選び、記号で答えなさい。

問 1 If _____ John were here.

- (a) just (b) only (c) once (d) often

問 2 Mike can _____ both the time and the money for a journey around the world.

- (a) afford (b) do (c) pay (d) play

問 3 Nobody can tell her _____ her twin sister.

- (a) about (b) from (c) into (d) of

問 4 _____ you play against, you must do your best.

- (a) Wherever (b) Whatever (c) Whoever (d) However

問 5 Unfortunately, we found _____ intelligence in his speech.

- (a) few (b) little (c) several (d) each

問 6 Eco-tourism is _____ to keep growing in Japan.

- (a) expected (b) due (c) as (d) able

問 7 Let me make _____ if they understand correctly.

- (a) sure (b) up (c) off (d) away

問 8 This software can monitor the computer virus around the _____.

- (a) clock (b) time (c) watch (d) hour

問 9 How _____ you go home so early today?

- (a) long (b) come (c) often (d) far

問10 _____ present will have to accept her proposal soon.

- (a) Every (b) Those (c) Each (d) They

問題 2 次の語句を並べ替えて日本文に合う英文を作りなさい。ただし、文頭にくる語も小文字で記してあります。

問 1 (it / book / an / the / the / is / is, / expensive / old / more / rarer).

古い本が珍しければ珍しいほど、それは高価になる。

問 2 (today / what / he / his / him / a youth / diligence / as / is / has / made).

彼は若いときに勤勉だったから、今の彼のようになった。

問題 3 次の日本文を英文に訳しなさい。

留学の良い点は、外国語の習得だけではなく、世界中の人々と知り合うことができることである。また、私たちは留学により、他の生活様式や文化を学ぶこともできる。そうすることで、自国について、より一層理解することができるだろう。

第5問 (配点10点)

問題 1 次の会話文を読み、各設問の答えとして最も適切なものを(a)~(d)から選び、記号で答えなさい。

John : I have been interested in “slow food” recently.

Mike : I have heard of that, but I don’t know it well. I was under the impression that the movement began in the US, right?

John : No, it started in Italy and then has spread worldwide.

Mike : Really? Is it contradictory to “fast food”?

John : I think so. It promotes traditional cuisine using the local organic food. We see many supermarkets stocking organic ingredients.

Mike : I see. What does “slow” mean?

John : It means producing fresh materials slowly as well as cooking and eating slowly.

Mike : Do you think fast and slow foods compete?

John : I don’t think so. Both are needed for modern people because they are so busy.

Mike : One problem that came to me is the cost. Is it expensive?

John : Exactly. “Slow food” has been loved by those with higher than average incomes.

Mike : If the number of consumers increases, we will have more opportunities.

John : That’s right. It’s a kind of venture. Oh, I’ve just come up with a great idea.

問 1 Where did “slow food” start?

(a) southern Europe

(b) northern Europe

(c) the US

(d) Japan

問 2 What is the meaning of “slow” in this dialog?

- (a) to go to a supermarket slowly (b) to grow vegetables slowly
- (c) to move slowly (d) to set the table slowly

問 3 What does John think of “slow and fast foods”?

- (a) they are opposites (b) they are similar
- (c) they are traditional (d) they are modern

問 4 What kind of people would support the slow food movement?

- (a) lazy people (b) adventurous people
- (c) rich people (d) diligent people

問 5 What would John do next?

- (a) meet more consumers
- (b) adventure in Italy
- (c) teach traditional cuisine to local people
- (d) run a slow food restaurant

問 6 What is a likely occupation of the people in the dialog?

- (a) athletes (b) investors (c) librarians (d) engineers

問題 2 以下のA～Eの英文を会話が成り立つように、正しい順に並べ替えなさい。ただし、最初と最後の文は示してあります。

The new British ten pound note has a portrait of a woman. Who is she?

Guess. She is one of the greatest novelists of nineteenth century Britain.

- A. It's just a fantasy. It's not about our real lives.
- B. Oh, my dear. Why?
- C. Uh . . . nothing occurs to me.
- D. No, thanks. I have no interest in literature.
- E. Jane Austen! I love her stories. Do you want to read some? I can lend you some books.

No, it reflects some facts. Actually, Austen's novels are said to be brilliant social commentaries.