

平成30年度

外国語問題

注意事項

- 1 問題冊子は、監督者が「解答始め」の指示をするまで開かないこと。
- 2 問題冊子は全部で22ページである。解答用紙は「外国語解答用紙（Ⅰ）英語」、「外国語解答用紙（Ⅱ）選択科目」の計2枚である。脱落があった場合には申し出ること。
- 3 各解答用紙の所定欄に氏名、受験学部、受験番号（左右2か所）を忘れずに記入すること。また、「外国語解答用紙（Ⅱ）選択科目」には第4問で選択する科目名を所定欄に指示どおりに忘れず記入すること。
- 4 第4問は選択科目である。
「英語」12～15ページ、「ドイツ語」16～17ページ、「フランス語」18～19ページ、「中国語」20～21ページ、「韓国・朝鮮語」22ページより1科目を選択して解答すること。複数科目を解答した場合は、第4問の採点を行わない。
- 5 医学部医学科を志願する者は、選択科目（第4問）は必ず「英語」を選択すること。「英語」以外の科目を解答した場合は、その採点を行わない。
- 6 解答は、すべて解答用紙の所定欄に記入すること。
- 7 解答以外のことを書いたときは、該当箇所の解答を無効とすることがある。
- 8 机上に各自の「受験票」と「大学入試センター試験受験票」を出しておくこと。
- 9 問題冊子は持ち帰ること。

(空 白)

第1問 次の英文を読んで、設問に答えよ。

(30点)

Since dawn I had climbed up and down the steep mountain slopes and pushed my way through the dense valley forests. Again and again I had stopped to listen, or to gaze through binoculars at the surrounding countryside. Yet I had neither heard nor seen a single chimpanzee, and now it was already five o'clock. In two hours [ア] would fall over the rugged terrain* of the Gombe Stream Chimpanzee Reserve*. I settled down at my favorite vantage point*, the Peak, hoping that at least I might see a chimpanzee make his nest for the night before I had to stop work for the day.

I was watching a troop of monkeys in the forested valley below when suddenly [A]. Quickly I scanned the trees with my binoculars, but the sound had died away before I could [イ] the exact place, and it took several minutes of searching before I saw four chimpanzees. The slight squabble* was over and they were all feeding peacefully on some yellow plumlike fruits.

The distance between us was too great for me to make detailed observations, so I decided to try to get closer. I surveyed the trees close to the group: if I could manage to get to that large fig without frightening the chimpanzees, I thought I would get an excellent view. It [B]. As I moved cautiously around the thick gnarled* trunk of the fig I realized that the chimpanzees had gone; the branches of the fruit tree were empty. The same old feeling of depression clawed* at me. Once again the chimpanzees had seen me and silently fled. Then (1) all at once my heart missed several beats.

Less than twenty yards away from me two male chimpanzees were sitting on the ground staring at me intently. (2) Scarcely breathing, I waited for the sudden panic-stricken flight that normally followed a surprise encounter between myself and the chimpanzees at close quarters. But nothing of the sort happened. The two large chimps simply continued to gaze at me. Very slowly I sat down, and after a few more moments, the two calmly began to groom one

[あ].

As I watched, still scarcely believing it was true, I saw two more chimpanzee heads peering* at me over the grass from the other side of a small forest glade*: a female and a youngster. They bobbed down* as I turned my head toward them, but soon reappeared, one after the [い], in the lower branches of a tree about forty yards away. There they sat, almost motionless, watching me.

For over half a year I had been trying to overcome the chimpanzees' inherent fear of me, the fear that made them vanish into the undergrowth* whenever I approached. At first they had fled even when I was as far away as five hundred yards and on the other side of a ravine*. Now two males were sitting so close that I could almost hear them breathing.

Without any doubt whatsoever, this was the proudest moment I had known. I had been [ウ] by the two magnificent creatures grooming each other in front of me. I knew them both – David Graybeard, who had always been the least afraid of me, was one and the other was Goliath, not the giant his name implies but of superb physique and the highest-ranking of all the males. Their coats gleamed vivid black in the softening light of the evening.

For more than ten minutes David Graybeard and Goliath sat grooming each other, and then, just before the sun vanished over the horizon behind me, David got up and stood staring at me. And it so happened that my elongated* evening shadow fell across him. The moment is etched* deep into my [エ]: the excitement of the first close contact with a wild chimpanzee and the freakish* chance that cast my shadow over David even as he seemed to gaze into my eyes. Later it acquired an almost allegorical* significance, for of all living creatures today only man, with his superior brain, his superior intellect, overshadows the chimpanzee. ⁽³⁾Only man casts his shadow of doom over the freedom of the chimpanzee in the forests with his guns and his spreading settlements and cultivation. At that moment, however, I did not think of this. I

only marveled in David and Goliath themselves.

The depression and despair that had so often visited me during the preceding months were [オ] nothing compared to the exultation* I felt when the group had finally moved away and I was hastening down the darkening mountainside to my tent on the shores of Lake Tanganyika.

(Jane Goodall, *In the Shadow of Man* より)

[注] rugged terrain: 荒涼とした土地

the Gombe Stream Chimpanzee Reserve: ゴンベストリーム・チンパンジー保護区

vantage point: 見晴らしの良い地点

squabble: a quarrel

gnarled: ふしくれだった

claw: (爪で) 襲いかかる

peer: to look very carefully

glade: a small open space in a wood or forest

bob down: ひよいとかがむ

undergrowth: やぶ

ravine: a deep narrow valley with steep sides

elongated: 長く伸びた

etch: 刻み込む

freakish: very strange, unusual, or unexpected

allegorical: 寓意的な

exultation: great happiness because of something exciting that has happened

問 1 下線部(1)が表す意味を日本語で述べよ。

問 2 下線部(2)(3)を日本語に訳せ。

問 3 次の語を並べ替えて、空所[A][B]に入る英文を完成し、その英文の4番目と7番目に来る語の番号を、その順に答えよ。

[A]

- ① a ② the ③ screaming ④ heard
⑤ chimpanzee ⑥ I ⑦ of ⑧ young

[B]

- ① the ② make ③ minutes ④ me ⑤ ten
⑥ took ⑦ about ⑧ journey ⑨ to

問 4 空所[あ][い]に入る最も適切な語(1語)を書け。

問 5 空所[ア]～[オ]に入る最も適切な語を下から選び、番号で答えよ。

- ① accepted ② darkness ③ see ④ as
⑤ locate ⑥ refused ⑦ horizon
⑧ feeling ⑨ memory ⑩ if

第2問 次の英文を読んで、設問に答えよ。

(30点)

Why were we so wrong about babies for so long? If you look cursorily* at children who are four years old and younger, you might indeed conclude that [ア] is going on. Babies, after all, cannot talk. And even preschoolers are not good at reporting what they think. Ask your average three-year-old an open-ended question, and you are likely to get a beautiful but incomprehensible stream-of-consciousness monologue. Earlier researchers, such as the pioneering Swiss psychologist Jean Piaget, concluded that children's thought itself was irrational and illogical, egocentric and “[イ]” – with no concept of cause and effect.

The new science that began in the late 1970s depends on techniques that look at what babies and young children do instead of just what they say. Babies look longer at novel or unexpected events than at more predictable ones, and experimenters can use ⁽¹⁾this behavior to figure out what babies expect to happen. The strongest results, however, come from studies that observe actions as well: Which objects do babies reach for or crawl to? How do babies and young children imitate the actions of people around them?

Although very young children have a [A] time telling us what they think, we can use language in more subtle ways to tease out* what they know. For example, Henry Wellman of the University of Michigan has analyzed recordings of children's spontaneous conversations for clues to their thinking. We can give children very focused questions – for instance, asking them to choose between just two alternatives, rather than asking [あ ,].

In the mid-1980s and through the 1990s, scientists using these techniques discovered that babies already know a great deal about the world around them. That knowledge goes well beyond concrete, here-and-now sensations. Researchers such as Renée Baillargeon of the University of Illinois and Elizabeth S. Spelke of Harvard University found that infants understand

fundamental physical relations such as movement trajectories*, gravity and containment*. They look longer at a toy car appearing to pass through. [ウ] than at events that fit basic principles of everyday physics.

By the time they are three or four, children have elementary ideas about biology and a first understanding of growth, inheritance and illness. This early biological understanding reveals that children go beyond superficial perceptual appearances when they reason about objects. Susan A. Gelman, also at Michigan, found that young children believe that animals and plants have an “[エ]” – an invisible core that stays the same if outside appearances change.

For babies and young children, the most important knowledge of all is knowledge of other people. Andrew N. Meltzoff of the University of Washington showed that newborns already understand that people are special and will imitate their facial expressions.

In 1996 Betty Repacholi and I found that ⁽²⁾18-month-olds can understand that I might want one thing, whereas you want another. An experimenter showed 14- and 18-month-olds a bowl of raw broccoli and a bowl of goldfish crackers and then tasted some of each, making either a disgusted face or a happy face. Then she put her hand out and asked, “Could you give me some?” The 18-month-olds gave her broccoli when she acted as if she liked it, even though they would not choose it for themselves. (The 14-month-olds always gave her crackers.) So even at this very young age, children are not completely [ヱ] – they can take the perspective of another person, at least in a simple way. By age four, their understanding of everyday psychology is even more refined. They can explain, for instance, if someone is acting oddly, because he or she believes something that is not true.

⁽³⁾By the end of the 20th century experiments had thus charted impressively abstract and sophisticated knowledge in babies and the equally impressive growth of that knowledge as children get older. Some scientists have argued that babies must be born knowing much of what adults know about how

objects and people behave. Undoubtedly, newborns are far from being blank slates, but the changes in children's knowledge also suggest that they are learning about the world from their experiences.

(Alison Gopnik, "How Babies Think", *Scientific American, Special Collector's Edition*, 2017 より。一部省略あり)

[注] cursorily: quickly and without much attention to details

tease out: to spend time trying to find out information or the meaning of something

trajectory: the curve path of something that has been fired, hit, or thrown into the air

containment: the act of holding something within a limited space or area

問 1 空所[ア]～[エ]に入る最も適切な語句を、下のそれぞれの選択肢から選び、番号で答えよ。

[ア]: ① not much ② nothing ③ quite a lot ④ everything

[イ]: ① noncausal ② ineffective ③ precausal ④ inconsiderate

[ウ]: ① a dark tunnel ② a solid wall ③ a tall gate ④ a narrow hole

[エ]: ① envelop ② effect ③ experience ④ essence

問 2 下線部(1)の this behavior の表す内容を日本語で述べよ。

問 3 空所[A]に入る最も適切な語(1語)を書け。

問 4 空所[あ]に入る最も適切な語句を本文中から抜き出して書け。

問 5 空所[い]に入る最も適した語(1語)を本文中から抜き出して書け。

問 6 下線部(2)の根拠となった実験はどのようなものか、日本語で簡潔に説明せよ。

問 7 下線部(3)を日本語に訳せ。

問 8 次の英文のうち、本文の内容と一致するものを2つ選び、番号で答えよ。

- ① A famous researcher thought cause and effect was within a young child's understanding. The new science, however, has proven otherwise.
- ② Children are worse at paying attention to new or unknown things and better at focusing on just one thing.
- ③ If you know how children learn about biology, you can help them understand the difference between animals and plants.
- ④ Babies understand that knowing about other people is vital and they soon copy what they see in other people's expressions.
- ⑤ One and a half-year-old children are capable of recognizing in a primitive form that someone else has a different perspective and taking it into account.
- ⑥ There is no doubt that babies have the huge amount of knowledge about the world required for their lives from the very moment they are born.

第3問 次の日本語を読んで、下線部(1)(2)(3)の内容を英語で表現せよ。(20点)

(1)わたしは物を持つのが嫌いである。世の中にはコレクターと呼ばれる方々もけっこうおられるようで、種々のものを収集・保管しておくことを生き甲斐とする人も少なくないようだが、(2)私は本であれ CD であれ衣服であれ何であれ、自分のまわりに物が増え始めると気が落ち着かない。よって仕事中にやおら立ち上がり、視界に入るいろんなものを手当たり次第に捨て始めることがよくある。

わたしは連合いにも「物を増やすな。(3)一年間使用しなかったものはお前様の人生にとって不要なものだから、うち捨ててしまえ」と常日頃から言い聞かせているのだが、「そんなこと言ったって、いつか使うかもしれないし」などと言う連合いは物を捨てられない性質の人間であり、このことが原因となって両者の間で諍い^{いさか}が勃発することも往々にしてある。

(ブレイディみかこ『花の命はノー・フューチャー』より。一部省略あり)

第4問 選択問題

下記より 1科目 を選択して解答すること。

(医学部医学科を志願する者は必ず「英語」を選択すること。)

英語	12～15 ページ
ドイツ語	16～17 ページ
フランス語	18～19 ページ
中国語	20～21 ページ
韓国・朝鮮語	22 ページ

英語

第4問 次の英文を読んで、設問に答えよ。

(20点)

When I was twelve years old and my sister was fourteen, our family went to Disney World in Orlando. Our parents figured we were just old enough to roam a bit around the park without being monitored. In those days before cell phones, Mom and Dad told us to be (ア), picked a spot where we would meet ninety minutes later, and then they let us take off.

Think of the thrill that was! We were in the coolest place imaginable and we had the freedom to explore it on our own. We were also extremely grateful to our parents for taking us there, and for recognizing we were mature enough to be by (イ). So we decided to thank them (ウ) pooling our allowances and getting them a present.

We went into a store and found what we considered the perfect gift: a ceramic salt and pepper shaker featuring two bears hanging off a tree, each one holding a shaker. We paid ten dollars for the gift, headed out of the store, and skipped up Main Street in search of the next attraction.

I was holding the gift, and in a horrible instant, it slipped out of my (エ). The thing broke on impact. My sister and I were both in tears.

An adult guest in the park saw what happened and came over to us. "Take it back to the store," she suggested. "I'm sure they'll give you a new one."

"I can't do that," I said. "It was my fault. I dropped it. Why would the store give us another one?"

"Try anyway," the adult said. "You never (オ)."

So we went back to the store...and we didn't lie. We explained what happened. The employees in the store listened to our sad story and smiled at us...and told us we could have a new salt and pepper shaker. They even said it was their fault because they hadn't wrapped the original salt and pepper shaker

well enough! Their message was, "Our packaging should have been able to withstand a (カ) due to a twelve-year-old's overexcitement."

I was in shock. Not just gratitude, but (キ). My sister and I left the store completely giddy*.

When my parents learned of the incident, it really increased their appreciation of Disney World. In fact, that one customer-service decision over a ten-dollar salt and pepper shaker would end up earning Disney more than \$100,000.

Let me explain.

Years later, as a Disney Imagineering consultant, I would sometimes end up chatting with executives pretty high up the Disney chain of command, and wherever I could I would tell them the story of the salt and pepper shaker.

I would explain how the people in the gift shop made my sister and me feel so good about Disney, and how that led my parents to appreciate the institution on a whole other level.

My parents made visits to Disney World an integral part of their volunteer work. They had a twenty-two-passenger bus they would use to (ク) English-as-a-second-language students from Maryland down to see the park. For more than twenty years, my dad bought tickets for dozens of kids to go to Disney World. I went on most of those trips.

All in all, since that day, my family has spent more than \$100,000 at Disney World on tickets, food and souvenirs for ourselves and others.

When I tell this story to today's Disney executives, I always end it by asking them: "If I sent a child into one of your stores with a broken salt and pepper shaker today, would your (ケ) allow your workers to be kind enough to replace it?"

The executives squirm* at the question. They know the answer: Probably not.

That's because nowhere in their accounting system are they able to

measure how a ten-dollar salt and pepper shaker might (コ) \$100,000. And so it's easy to envision that a child today would be out of luck, sent out of a store with empty hands.

My message is this: There is more than one way to measure profits and losses. On every level, institutions can and should have a heart.

My mom still has that \$100,000 salt and pepper shaker. The day the folks at Disney World replaced it was a great day for us...and not a bad one for Disney!

(Randy Pausch and Jeffrey Zaslow, *The Last Lecture* より)

[注] giddy: 目まいがして

squirm: to feel or show signs of embarrassment or shame

問1 空所(ア)~(コ)に入る最も適切な語を下から選び、番号で答えよ。ただし、同じ語を繰り返して用いてはならない。

- | | | | | |
|------------|-------------|-------------|-------------|-----------|
| ① fall | ② material | ③ ourselves | ④ for | ⑤ know |
| ⑥ amazing | ⑦ disbelief | ⑧ arrange | ⑨ policies | ⑩ slow |
| ⑪ yield | ⑫ them | ⑬ careful | ⑭ self | ⑮ reasons |
| ⑯ decrease | ⑰ by | ⑱ drive | ⑲ transform | ⑳ hands |

(空 白)