

平成30年度入学試験問題 (前期日程)

英 語

注 意 事 項

1. 受験番号を解答用紙の所定の欄(3か所)に記入すること。
2. 解答はすべて解答用紙の所定の欄に記入すること。
3. 解答用紙の他に、下書き用紙を配布するので、取り違えないように注意すること。
4. 解答時間は、100分である。

1 次の英文を読んで、以下の各問に答えなさい。(30点)

Growing up in a hungry household in the first couple of years of life can hurt how well a child performs in school years later, according to a new study. An estimated 13.1 million children live in homes without enough food, according to the most recent figures from the U.S. Department of Agriculture (USDA). Many of those children experience hunger during their first few years of life, or their parents are hungry and stressed out about food during those years – the most important time for a child’s development.

The new study, published in the latest issue of the journal *Child Development*, suggests that such early experiences of hunger in the family are likely to make those children less ready for kindergarten than their classmates who came from homes with enough to eat. It shows that kids who experienced food insecurity in their first five years of life are more likely to fall behind in social, emotional, and learning skills when they begin kindergarten.

Anna Johnson, a psychologist and an author of the new study, says that kids who start kindergarten delayed in their learning tend to stay behind and never catch up. Johnson and her colleague used data from an older study by the U.S. Department of Education conducted ⁽¹⁾ between 2000 and 2006, which followed about 10,700 children born in low-income households ⁽²⁾ in 2000. It asked the parents of these children ^(A) about various aspects of their lives, including the quantity and quality of food in their households. Johnson says researchers asked parents a range of questions that are part of a standardized USDA measure for food security, like “In the last 12 months, did you worry your food would run out before you could buy more? In the last 12 months, could you afford to eat balanced meals? In the last 12 months, were you ever hungry because there wasn’t enough food?” The researchers collected the data at different time points in the children’s lives: when they were 9 months old, when they were 2 years old, and when they were in nursery school. When the children started kindergarten, the scientists tested the kids on their math and reading skills (measures of their learning development). They also worked with the kids’ teachers to assess ⁽³⁾ their ability to pay attention in class, their tendency to have a bad temper or be over-excited, and their desire to learn (all measures for emotional and social skills).

Looking carefully at this data, Johnson found that high levels of hunger in the household at a young age were strongly related with poor performance in kindergarten. Moreover, the younger the children were when the family struggled with hunger, the stronger the effect on their performance once they started school. In other words, Johnson says, “When children were 9 months old, those who experienced food insecurity were more likely, five years later in kindergarten, to have lower reading and math scores than similar low-income 9-month-olds who

didn't experience food insecurity." They were also more likely to be over-excited and have a bad temper in the classroom.

Experiencing hunger at age 2 had a similarly strong negative effect on children's social, emotional, and mental abilities in kindergarten. Hunger experienced at preschool also seemed to affect reading scores and how the children approached learning, (a). Johnson says that nursery school children are at least getting some access to food in their nursery school classrooms or their child care centers. Little babies and very young children, on the other hand, don't have this option.

However, these effects aren't necessarily because the children themselves went hungry. They could also be an indirect result of parents being hungry, which also affects a child's development, says Johnson. According to her, previous research shows that when parents are hungry, they tend to be easily annoyed, harsh, and less patient with their children. They can also be careless or unhappy (b). "They're not getting down to their children's level, for example by doing a puzzle and talking about colors, or holding the child in their lap and singing songs to them," she says. "All of these things we know to be important for supporting early brain development."

"The findings from the study weren't surprising, in the sense that they're consistent with previous research," says John Cook, the lead scientist at Boston Medical Center's Children's Health Watch. A growing number of studies in brain science and social science show that hunger experienced early in life can have serious consequences for a child's development. Cook says the strength of the new study is in showing (c). He also says that it makes clear "the effects that food insecurity can have on a child's readiness to learn, which is a vital factor for them to achieve better results in school."

The findings further show the importance of government food assistance programs, says Cook. "These programs are very effective in ensuring both the food security and the health of school children and enabling them to go to school ready to learn," he says. Making sure kids get enough to eat is good for society in the long run, he says, because hunger experienced early in life can really set the direction for a child's "ability to compete in the job market and to earn enough money to survive as a member of society."

Adapted from Fishel, D. Retrieved from <http://www.npr.org/sections/thesalt/520997010/>
出題の関係上, タイトルと日付は省略した。

問1 本文の下線部(1)~(6)の各語句について、置き換え可能な同意語を選択肢(ア)~(エ)の中から1つ選び、記号で答えなさい。(6点)

(1) colleague

(ア) college (イ) relative (ウ) professor (エ) associate

(2) conducted

(ア) focused on (イ) carried out (ウ) cooperated with (エ) devoted to

(3) assess

(ア) tax (イ) access (ウ) evaluate (エ) criticize

(4) harsh

(ア) positive (イ) unpleasant (ウ) gentle (エ) desperate

(5) consequences for

(ア) differences of (イ) impacts on (ウ) successes for (エ) penalties for

(6) effective

(ア) affectionate (イ) influential (ウ) rough (エ) welcoming

問2 以下の(ア)~(ウ)は本文から抜き出したものである。本文中の(a)~(c)にあてはまるものを、それぞれ1つずつ選び、記号で答えなさい。(9点)

(ア) but the overall effects were weaker than food shortages at earlier ages

(イ) how hunger as a baby and in early childhood can result in slight but significant differences in learning abilities later in childhood

(ウ) and easily annoyed, careless, and unhappy parents engage less with their children

問3 下線部(A)と(B)がそれぞれ示す内容を、具体的な日本語で書きなさい。(6点)

問4 次の(1)~(6)について、本文を読んで正しいと判断できるものには○、正しいと判断できないものには×を記入しなさい。(6点)

- (1) All of the children who came from homes with enough to eat succeeded in kindergarten.
- (2) Children who experience food insecurity early in life are readier to learn when they start kindergarten.
- (3) Anna Johnson's research includes questions about food insecurity, nutritional balance, and food shortages.
- (4) The effects of experiencing hunger are stronger in earlier stages of life.
- (5) Children's brain development is affected by their parents' hunger.
- (6) According to Cook, Johnson's findings prove the importance of government food assistance programs for supporting children's development.

問5 本文の要約として最も適切な文はどれですか。以下の(ア)~(エ)より1つ選び、記号で答えなさい。(3点)

- (ア) Kids who were raised in a poor community suffer when they become parents.
- (イ) Kids who fail in school need parents with a better understanding of their job.
- (ウ) Kids who suffer hunger in their first years fall behind their classmates.
- (エ) Kids whose parents are rich may know the importance of food in childhood.

2 次の英文を読んで、以下の各問に答えなさい。(30点)

The British custom of driving on the left side of the road isn't because they are strange – there's actually a very sensible reason for it. Have you ever wondered why Americans drive on a different side of the road than the British? It might seem odd that U.K. drivers stay on the left, but they're not the only ones. Around 35 percent of the world population does the same, including people in Ireland, Japan, and some Caribbean islands.

Originally, almost everybody traveled on the left side of the road, according to BBC America. However, their way of transport was quite different from today: Think four legs instead of four wheels. In the days when people traveled on horses, it made sense for men carrying swords to keep to the left, so as to have their right arms closer to any possible opponents. (Presumably the 10 to 15 percent of left-handed people just had to somehow overcome this difficulty.) Getting on and off was also easier from the left side of a horse too, and safer done by the side of the road than in the center.

So perhaps the question here should be, "Why did people stop traveling on the left?" Things changed in the late 1700s when large wagons pulled by several pairs of horses were used to transport farm products in France and the United States. In the absence of a driver's seat inside the wagon, the driver sat on the left horse at the back, with his right arm free to use his whip to keep the horses moving. Since he was sitting on the left, he wanted other wagons to pass on his left, so he kept to the right side of the road.

Nevertheless, the British government refused to give up their left-hand driving ways, and in 1773 introduced the General Highways Act, which encouraged driving on the left. This was later made law, thanks to the Highway Act of 1835. Meanwhile, under their left-handed ruler Napoleon, post-revolutionary France decided to move to the right side of the road forever. In the middle of all this driving confusion, the British and the French were spreading their power across the world, and as part of the rules for their new colonies they insisted that the countries they occupied drive on the same side of the road as they did. This explains why former British colonies such as Australia, New Zealand, and India drive on the left, while former French colonies like Algeria, Ivory Coast, and Senegal drive on the right.

When Henry Ford began selling his Model T automobile in 1908, the driver's seat was on the left, meaning that cars would have to drive on the right-hand side of the road to allow front and back passengers to exit the car onto the side of the road. According to National Geographic Magazine, this led to a change in many countries: Canada, Italy, and Spain changed to right-side driving in the 1920s, and most of Eastern Europe did so in the 1930s. Drivers in Sweden began driving on the right in 1967, thanks to a \$120 million government program.

However, there is one recent example of a place where government policy runs counter to

this trend. When Okinawa was returned to Japan on May 15th, 1972, people on that island faced an entirely new set of challenges that needed to be met in order to adjust to being part of the Land of the Rising Sun again. One major difficulty was switching from U.S. traffic laws and driving on the right side of the road to existing Japanese laws and driving on the left. Switching directions for driving on the roads on July 30th, 1978 was officially called the *Nana-san-maru* Campaign (*nana* = 7, *san* = 3, *maru* = 0).

This particular problem consumed a lot of resources, both in time and in planning, as all of Okinawa Prefecture had to convert traffic lights, road signs, and lane markings literally overnight – not to mention the time drivers needed to adapt and get their bearings. Accidents happened frequently in the beginning. Altogether, from reversion in May 1972 to July 1978, the switch took over six years to plan and complete.

At 10 pm on the night of July 29th, 1978, all traffic – with the exception of emergency vehicles – was barred from public roads as police and road crews spent the next eight hours preparing for the switch. This included changing traffic signals, replacing road signs, moving bus stops and taxi stands, replacing some 1,000 buses and 5,000 taxis, and changing headlights that pointed left instead of right on over 300,000 vehicles. Purchasing all new buses to service passengers on the new roads was especially costly for bus companies. The story is so famous among Okinawans that any old bus still in service is referred to as a 730 (*nana-san-maru*) bus.

In all, the Japanese government spent roughly \$150 million to pay for all of these changes, and the United States spent another half a million for converting military base roads. Finally, at 6 am on July 30th, the roads were opened again, and traffic resumed on the left side. Because of this historic switch from driving on the right to the left, and the vast effort it required from everyone, July 30th is a date remembered island-wide and holds a special place in the hearts of many Okinawans.

Thirty-nine years after the switch most of the original 730 buses have been replaced with newer, more fuel-efficient models. Yet, two companies – Toyo Bus Company and Okinawa Bus Company – still use original 730 buses for limited service on the anniversary of July 30th.

Adapted from Gillespie, C. (N.D.) "Why do Americans and Brits Drive on Different Sides of the Road?" *Reader's Digest*. Retrieved from <http://www.rd.com/culture/why-drive-on-different-sides-of-the-road/> and "Remembering Reversion and Driving on the Right Side, or is it the Left?". *OkinaWanderer*. Retrieved from <http://www.okinawanderer.com/remembering-reversion-and-driving-on-the-right-side-or-is-it-the-left/>

出題の関係上、日付は省略した。

問1 次の(1)~(4)について、本文の内容に照らして、日本語で簡潔に答えなさい。(20点)

- (1) On which side of the road did almost all people at first drive?
- (2) List five road traffic changes that occurred on July 30, 1978 in Okinawa.
- (3) Would 1977 have been a good year to buy a new car in Okinawa? Why or why not?
- (4) In what year was this article written?

問2 次の(1)~(4)について、本文を読んで正しいと判断できるものには○、正しいと判断できないものには×を記入しなさい。(4点)

- (1) People rode their horses on the right side of the road because they carried their swords on their left side.
- (2) Driving on the right side of the road became more common because it was easier for drivers of large wagons.
- (3) Some buses in Okinawa still have steering wheels on the left side.
- (4) The U.S. government paid all expenses to convert Okinawa to driving on the right side of the road.

問3 次の(1), (2)について、本文の内容から判断して、下線部にあてはまる最も適切なものを、選択肢(ア)~(エ)の中から1つ選び、記号で答えなさい。(6点)

- (1) If post-revolutionary France had not changed its driving laws, _____.
(ア) Australia would now drive on the right side of the road
(イ) England would have given up driving on the left side of the road
(ウ) Senegal would now drive on the left side of the road
(エ) France would have given up driving on the left side of the road
- (2) If the driver's seat of Ford's Model T automobile had been located on the right side, _____.
(ア) the British government would have decided to switch to driving on the right side of the road
(イ) the Swedish government would have ordered Ford to locate the driver's seat on the left side
(ウ) front and back passengers would not have been able to safely exit from the left side of the car
(エ) Canada, Italy, and Spain could have continued to drive on the left side of the road

3 次の対話文を読んで、以下の各問に答えなさい。(10点)

(At the office)

Mike: Charles, would you like to get a cup of coffee?

Charles: Are you buying?

Mike: Sure. It's the (1) I can do for all your help at work.

Charles: Thanks, I'd love to join you for coffee.

Mike: I know a great café that just opened across the street from school. It's (2) the Someday Café.

Charles: Someday Café? That's a cool name. But is the coffee any good?

Mike: It's not just (3), it's great. I always get their latté, but their normal coffee is tasty too.

Charles: (4) good. Let's go.

(At the café)

Waiter: Hello, what would you like this afternoon?

Mike: I'll (5) a small latté please.

Waiter: And you?

Charles: Could I please have a large coffee?

Waiter: Of course. That's one small latté and one (6) coffee, right?

Charles: Right. How much is that?

Mike: Wait a minute, (a).

Waiter: Well, it will be four dollars and fifty cents for whoever is (7).

Mike: That would be me. Here's five dollars.

Waiter: Thank you. Here is your (8).

Mike: Thanks, you can keep it. Charles, let's (b).

Charles: Okay, how about on that sofa?

Mike: Okay.

(鄭讚容, 『英語は絶対, 勉強するな!: 学校行かない・お金かけない・だけどペラペラ』,
金淳鎬訳, サンマーク出版, 2001年, 117~118ページ, 一部改変)

問1 空欄(1)～(8)に適切な英単語(1語)を入れなさい。(8点)

問2 空欄(a)に最もふさわしい文を(ア)～(エ)の中から1つ選び、記号で答えなさい。(1点)

- (ア) I said that you were paying
- (イ) I said that I was paying
- (ウ) you said that I will pay the fine
- (エ) you said that it will be expensive

問3 空欄(b)に最もふさわしい文を(ア)～(エ)の中から1つ選び、記号で答えなさい。(1点)

- (ア) practice karate at my place
- (イ) go back to the office
- (ウ) sit over there by the window
- (エ) see a movie in the theater

4 次の文をよく読んで問いに答えなさい。(30点)

国や地域を超えたグローバルな視点での協力を行うにあたって、言語はもちろんのこと、国・地域間の様々な「違い」が障壁となることが少なくありません。グローバルな協力を行うにあたっての支障となる「違い」を言語以外から一つ選び、それがどんな問題を生じさせるのかを説明した上で、その問題をどのように解決したらよいかまでを、150語程度の英語で具体的に述べなさい。なお、文法や綴りも採点の対象となります。

