

平成31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、下書き用紙を配付するので、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)

Scientists working with dolphins\* at a marine park near Paris, France have attempted to measure how the animals feel about aspects of their lives in captivity\*. The scientists claim that this is the first research project to examine captivity “from the animals’ perspective.”<sup>(1)</sup> The team assessed what activities dolphins looked forward to most. They found that the marine animals really anticipated spending time with a familiar human. The results suggest that animals are happier when they have a good connection with humans.

The study, published in the journal *Applied Animal Behaviour Science*, was part of a three-year project to measure dolphin welfare in dolphinariums\*. Chief scientist Dr. Isabella Clegg worked at Parc Astérix, a theme park with one of France’s largest dolphinariums. With colleagues at the University of Paris Animal Behavior Laboratory, she designed experiments to better understand dolphin behavior—essentially looking at how the dolphins move to guess how they were feeling. “We wanted to find out what activities in captivity they like most,” Dr. Clegg told the BBC. To work this out, she tested three activities: a trainer coming and playing with dolphins; adding toys to the pool; and leaving the dolphins alone.

“We found a really interesting result—what dolphins most looked forward to was seeing a familiar human,” Dr. Clegg said. The animals showed this by ‘spy hopping’—the action of looking above the surface of the water and looking in the direction that the trainers usually approached from. The dolphins would also increase their level of activity and spend more time at the edge of the pool. “We’ve seen this same thing in other zoo animals and in farm animals,” said Dr. Clegg. She also commented that animals are healthier when there is a good human-animal relationship.

The question of whether it is right or wrong to hold these animals in captivity has long been a point of debate, particularly in France.<sup>(3)</sup> The French government recently canceled a plan to ban the captive breeding\* of dolphins in marine parks such as Parc Astérix. That was a huge relief for Birgitta Mercera, who runs the dolphinarium. She told the BBC that allowing the dolphins to breed, to raise their own babies, was a critical part of what she suggested was a happy—though very different—life from that in the wild.<sup>(4)</sup> “I think that wild dolphins are happier in the wild, and captive-born dolphins are much happier in captivity. They’re born here—it is their life. And it’s our priority to look after them.”

Talking to Ms. Mercera and the trainers at Parc Astérix—who clearly love the dolphins—and observing the marine animals, it is easy to conclude that they have happy lives. Their leaping from the water during training sessions, and their curious approaches to the edge of the pool appear to be enthusiastic.<sup>(5)</sup> But Dr. Susanne Schultz from the University of Manchester,

who has studied the social behavior of wild marine animals, points out that the study cannot tell us “if a dolphin in captivity is happier than it would be if it was in the wild.” “I do think it’s a valuable finding that dolphins in captivity might seek out contact with humans,” Dr. Schultz added. “And I think that finding can be applied to how we manage other intelligent species. But just because a dolphin interacts with you doesn’t mean that it would choose that way of life if it was given a choice.”

According to a UK charity that protects whales and dolphins, there are at least 3,000 cetaceans\*—the group of ‘toothed whales’ that dolphins belong to—in captivity in 50 countries around the world. Dr. Clegg estimates that there could be as many as 5,000, as some animals are not officially registered. In addition, in the more than 150 years since the first whales and dolphins were brought from the wild and into dolphinariums, scientists have learned a huge amount about their intelligence and their complex social lives.

Dr. Clegg says that, rather than answering the question of whether it is right or wrong to have these animals in captivity, she hopes the findings will help improve the lives of those thousands of animals that spend their lives in dolphinariums. “I think the question of whether they should be in captivity is really important and we should be asking it at the moment,” she says. “And it has two elements: are the animals in good health? And what is their purpose? And we have to look deeper into the animals’ behavior, to understand how they’re feeling. But even if they are in good spirits, we need more research to ensure that their presence is really educating people. If they’re just here for our entertainment, that can’t be justified.”

(6)

\*dolphins イルカ

\*in captivity とらわれの状態, 飼育された状態

\*dolphinariums イルカショー水族館

\*captive breeding 飼育下繁殖

\*cetaceans クジラ目(もく)の動物

Adapted from an online article by Victoria Gill (28 May, 2018).

Retrieved from <http://www.bbc.com/news/science-environment-44273624>

出題の関係上, タイトルは省略した。

問1 本文中の下線部(1)～(6)の各語について、意味が最も近い語あるいは語句を選択肢 a～d の中から1つ選び、記号で答えなさい。(6点)

- (1) perspective  
a. activity                      b. condition                      c. inspection                      d. view
- (2) welfare  
a. connection                      b. fortune                      c. happiness                      d. success
- (3) particularly  
a. clearly                      b. especially                      c. mostly                      d. partly
- (4) critical  
a. very important                      b. very sensitive  
c. not very important                      d. not very sensitive
- (5) enthusiastic  
a. afraid                      b. angry                      c. excited                      d. surprised
- (6) justified  
a. false                      b. right                      c. true                      d. wrong

問2 次の(1)～(6)について、本文の内容と一致する場合には○、矛盾する場合には×、本文からは判断できない場合には△を記入しなさい。(12点)

- (1) The research described in this article occurred at Parc Astérix.
- (2) Birgitta Mercera was relieved because dolphins are still allowed to breed in dolphinariums.
- (3) Dr. Susanne Schultz thinks that captive dolphins would be happier in the wild.
- (4) Dolphins belong to the animal group called cetaceans.
- (5) Dolphins were first brought to dolphinariums less than a century ago.
- (6) Dr. Clegg is not concerned about improving dolphins' lives.

問3 次の(1)～(4)について、本文の内容と一致するように、下線部にあてはまる最も適切なものを、選択肢 a～d の中から 1 つ選び、記号で答えなさい。(12 点)

- (1) Dr. Clegg and her colleagues guessed how dolphins were feeling by \_\_\_\_\_.
- a. listening to how dolphins communicate with each other
  - b. making dolphins do particular activities
  - c. measuring dolphin welfare in the wild
  - d. studying dolphins' physical movements and actions
- (2) The French government almost \_\_\_\_\_.
- a. allowed breeding of dolphins in captivity
  - b. banned breeding of dolphins in captivity
  - c. proposed breeding of dolphins in captivity
  - d. suggested breeding wild dolphins in captivity
- (3) According to Birgitta Mercera, \_\_\_\_\_.
- a. dolphins born in captivity would be happier in the wild
  - b. dolphins born in captivity would be happier in a dolphinarium
  - c. dolphins born in the wild or captivity would be happier in the wild
  - d. dolphins born in the wild would be happier in captivity
- (4) Dr. Isabella Clegg thinks \_\_\_\_\_.
- a. there are more than 50 countries where cetaceans are kept in captivity
  - b. there are fewer than 50 countries where cetaceans are kept in captivity
  - c. there are more than 3,000 cetaceans in captivity in the world
  - d. there are fewer than 3,000 cetaceans in captivity in the world

2 次の英文を読んで、以下の各問に答えなさい。(30点)

Growing concerns about children eating alone have caused a movement in Japan to offer free or low-cost meals for them at temporary diners\*, as the world's third-largest economy faces a relatively high child poverty rate. Since the launch of the first such facility in Tokyo in 2012, the number of children's diners has sharply increased to about 500, with their activities expanding to education about diet, learning assistance, reduction of food waste, and renewing lost ties in local communities. Although a step in the right direction, the children's diners are not solving the more difficult problem of children suffering from neglect or other social difficulties that might require professional care, welfare experts say.

The temporary diners open regularly at such places as community centers, grocery stores, restaurants, *izakayas*, and private homes. Local volunteers and governments help run them, and cooking ingredients are often given to them for free by farmers and companies.

On a summer evening, about 80 children and adults gathered at a children's diner called "Kita Kuma" located in a community center in Tokyo's Kita Ward. Together, they cooked and ate various dishes. Ice cream was also on the menu. At Kita Kuma, some children helped prepare meals. Others played as they waited for the dishes that were provided free for children and that cost 300 yen (about \$2.70) for adults. "I came here for the third time with my son because he wants to play with older children," said a woman participating in the event.

Miwa Tsuboi, 39, who founded Kita Kuma with her friends in May last year, said she created it to support children who usually eat alone because their parents are busy working. "I was on a long leave to take care of my third child and thought it would be my last chance to do something while away from work," Tsuboi said. "It's fun to eat together, and I try to talk to children who may have problems," she said, referring to children from single-parent households or those on welfare. To help the children relax, Tsuboi said she invites them to come to the diner with their friends. Kita Kuma also provides children with used school uniforms and other school supplies. "In the future, we'd like to increase the number of dishes featuring special foods from each season and start a learning assistance program," Tsuboi said. "I hope children's diners will further spread so that children can walk alone to a nearby diner."

Chieko Kuribayashi, 50, who leads a campaign to promote children's diners across Japan, said the recent increase of such diners reflects the concerns of many people who worry about children in such difficult situations. "Hearing the news about child poverty, I believe many people wondered what they could do and found out they could be of help by just cooking meals," said Kuribayashi, who is also head of a volunteer group managing children's diners in Tokyo's Toshima Ward. Through the three-year promotion campaign started last year,

Kuribayashi and other organizers aim to teach other groups what they have learned and share good practices with those interested in establishing children's diners in each region of the country.

Japan's 2015 child poverty rate stood at 13.9 percent, meaning one in every seven children below 18 years old was in a household living on less than half the national median\* household income. The figure slightly improved from 2012 during the country's economic recovery but was still higher than the average among 36 advanced and emerging\* economies. In Japan's single-parent households, the rate was as high as 50.8 percent. Kuribayashi noted that there are children living in poverty all over Japan, regardless of the size of the cities. "Whether in urban areas or in the country, local communities are losing the capacity to support each other," she said. "Children's diners could help promote understanding about children who live in poverty and who are often overlooked by Japanese society because people are embarrassed to talk about such problems. Meeting at these diners gives people in these circumstances a <sup>(D)</sup> much-needed opportunity to form connections with others to address problems they are facing."

When her group, Toshima Kodomo Wakuwaku Network, opened a children's diner in 2012, it drew criticisms from people who said parents "would become lazy" if they didn't have to prepare meals for their children. Starting a diner, they argued, might be "interfering in each family's private affairs." Kuribayashi, on the other hand, said, "I'd like to promote <sup>(E)</sup> understanding about the diners, so that community residents can unite to help children live better and healthier lives."

However, Masumi Kanazawa, associate professor\* of social welfare at Momoyama Gakuin University, said there are limits to the influence children's diners can have when trying to help troubled children who require specialists' care. "Now that children's diners are becoming so popular, they can help to make people more aware of the poverty issue in Japan. Moreover, children whose conditions are not so serious or are in the stage of recovery may also be able to come," Kanazawa said. "<sup>(F)</sup> But children with troubles who refuse to go to school, children who are neglected by their parents, or children who are disabled\* tend to stay at home and require long-term care before they can repair relationships with other people," she said. The associate professor said volunteers at children's diners need to alert welfare experts whenever they find children with problems because they have not been trained to handle such situations. <sup>(G)</sup> Kanazawa also said local governments should be careful about spending too much money on children's diners, and instead try to use that money to help people who are known to be in difficult circumstances.

- \*diners 小食堂, 簡易食堂
- \*median 中央値の
- \*emerging 新興の
- \*associate professor 准教授
- \*disabled 障がいのある

Adapted from an online article by Maya Kaneko (30 August, 2017).

Retrieved from <https://english.kyodonews.net/news/2017/08/d6c1d26c1fe2-feature-childrens-cafeterias-booming-in-japan-but-neglected-kids-still-big-issue.html>

出題の関係上, タイトルは省略した。

問1 次の(1)~(5)について, 本文の内容と一致するように, 質問の答えとして最も適切なもの, または下線部にあてはまるものを, 選択肢 a~d の中から1つ選び, 記号で答えなさい。

(10点)

- (1) What does the underlined part (B) mean?
  - a. Children cannot always feel happy when eating healthy food.
  - b. Children cannot always expect to receive professional help.
  - c. Children dining alone causes social problems and other difficulties.
  - d. Children's diners alone cannot solve all the problems children have.
  
- (2) What does the underlined part (E) suggest?
  - a. People in a community should be united and recognize each family is different.
  - b. People in a community should work together to solve their children's problems.
  - c. Residents in a community should promote understanding about their neighborhood.
  - d. Residents in a community should see that each family has its unique health problems.
  
- (3) Sentence (F) indicates that \_\_\_\_\_.
  - a. children's diners are always the best place for those who refuse to go to school
  - b. children's diners are not always the best place for those who need long-term care
  - c. children's diners are the best place for disabled children to repair relationships
  - d. children's diners are not the best place for neglected children to see their parents



- (4) What does sentence (G) mean?
- It is more important to expand temporary diners' services than to keep lonely and neglected children healthy.
  - It is more important to help diners expand to meet various needs of children than to spend money on children in need.
  - It is more important to spend more money on free lunch programs so that fewer children will go hungry.
  - It is more important to spend money according to the various needs of people than to help diners expand.
- (5) Volunteers at children's diners mostly need welfare experts' help to \_\_\_\_\_.
- counsel neglected children
  - cook for hungry children
  - play with older children
  - teach young children about food

問2 次の(1)~(3)について、それぞれの指示に従って答えなさい。(12点)

- 下線部(A)について、“a relatively high child poverty rate”とは具体的に何を意味しているのか、本文中で使われている数値を用いて英文で答えなさい。
- 下線部(C)について、“children in such difficult situations”が具体的に意味するものを本文の中から1つ抜き出さなさい。
- 下線部(D)について、“opportunity to form connections with others to address problems they are facing”の意味を、以下の語句を並べ替えて言い換えなさい。与えられた語句以外は使用しないこと。

to help solve	a chance	and know
to meet	problems	people better and

問3 本文の内容と一致するように、次の空欄(1)~(4)に与えられた文字から始まる英単語(1語)を挿入し、文章を完成させなさい。(8点)

The children's diners were created to support children who s<sup>(1)</sup>\_\_\_\_\_ from poverty and normally eat alone. They are b<sup>(2)</sup>\_\_\_\_\_ popular all over the country. However, welfare experts a<sup>(3)</sup>\_\_\_\_\_ concerned that children with more serious problems should receive p<sup>(4)</sup>\_\_\_\_\_ care.

3 次の対話文を読んで、以下の各問に答えなさい。(10点)

Jack: So, how was your trip to California?

Jill: Terrible!

Jack: Terrible? Really?

Jill: Well, the first day of the trip...

Jack: The first \_\_\_\_\_ ?  
(1)

Jill: Yeah, it was a nightmare. The flight to San Francisco was good, you know, nice and smooth but after that...

Jack: Yeah?

Jill: We got to San Francisco, you know, it was a good flight, and then my family went to \_\_\_\_\_ a car.  
(2)

Jack: Right.

Jill: And we had reservations. My mother had made \_\_\_\_\_ on the Internet.  
(3)

Jack: So you had already \_\_\_\_\_ a car on the Internet, before you got there.  
(4)

Jill: Yeah. We had already made reservations and when we got to the rental place, it was so crowded.

Jack: Really?

Jill: It was unbelievable. We waited for almost two hours to get a car.

Jack: No \_\_\_\_\_ !  
(5)

Jill: Yeah.

Jack: That's awful.

Jill: Anyway we got our car, a nice little sports car, and we left the airport but...

Jack: But \_\_\_\_\_ ?  
(6)

Jill: We couldn't find a hotel room.

Jack: What? All the hotels were full?

Jill: Yeah. \_\_\_\_\_  
(A)

Jack: You're kidding.

Jill: No. So we drove \_\_\_\_\_ looking for a place, but everywhere we went, no vacancy\*,  
(7) no vacancy, no vacancy.

Jack: Really? All no vacancy? No \_\_\_\_\_ anywhere?  
(8)

Jill: No! But we finally found a hotel room.

Jack: So, you got a room?

Jill: Yeah, but it was far from downtown.

Jack: What do you mean? \_\_\_\_\_  
(B)

Jill: Yeah, just out of town.

\*vacancy 空室

Adapted from Alastair Graham-Marr (2013). *Communication Spotlight: Speaking Strategies & Listening Skills (Pre-Intermediate)*, 2<sup>nd</sup> edition, ABAX ELT Publishers, p. 147.

問1 下線部(1)~(8)に適切な英単語(1語)を入れて会話文を完成させなさい。(8点)

問2 下線部(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) We couldn't buy a room.
- (イ) We couldn't find a room.
- (ウ) We didn't look for a room.
- (エ) We didn't want a room.

問3 下線部(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) In the center of the city?
- (イ) In the city or something like that?
- (ウ) In the middle of the countryside?
- (エ) In the suburbs or something like that?

4

次のグラフは、日本の大学に在籍する学生の2004年から2017年までの読書時間の推移を、5グループ(1日平均読書時間0分, 30分未満(0分含まず), 30分以上60分未満, 60分以上120分未満, 120分以上)に分けて表したものである。このグラフを見ると、調査期間において1日の平均読書時間が減少傾向にあることがわかる。この現象について、下記の指示に従ってあなたの考えを150語程度の英語で書きなさい。

- 下記(A)か(B)のどちらの意見を支持するかを明確に述べること。

(A)このグラフは現代の日本の大学生の問題や課題を浮き彫りにしている。

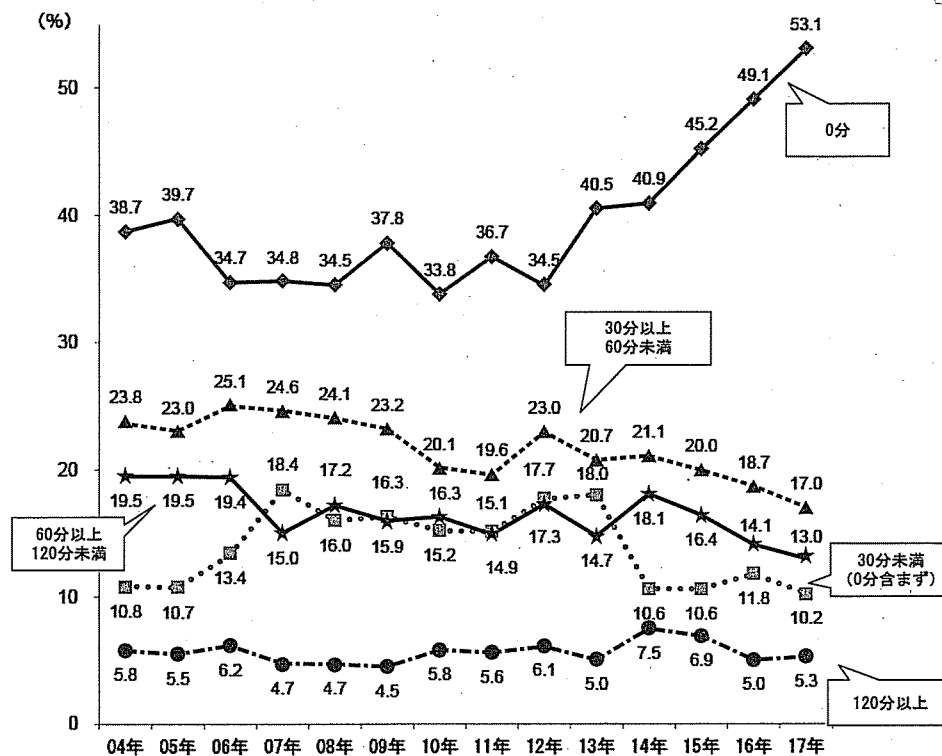
(B)このグラフから現代の日本の大学生について特に問題や課題は見出せない。

- あなたがその意見を支持する理由をいくつか述べること。

- 数字を少なくとも1回用いること。

なお、文法や綴りも採点の対象となるので注意すること。(30点)

日本の大学生の1日の読書時間分布



出典：全国大学生生活協同組合連合会「第53回学生生活実態調査の概要報告」2018年2月、一部改変、<https://www.univcoop.or.jp/press/life/report.html>, 2018/08/08







