(問題用紙 1)

平成30年度入学試験問題 英語

- ◎ 英語の試験問題は5枚綴りになっています。
- ◎ 解答は必ず解答用紙に記入すること。

	D英文の空所に入れるの 慮しないこと。	に最も適切なものを、(ア)~(エ)の中から一つ選	び、その記号をマークしなさい。大文字と小文字の区別は
(1) I tr	ried to tell myself not to b	ear (l) toward the	e enemy. (ウ) misery	(エ) misled
(2) Tal	kashi's attempt to find a j		,	
	(ア) juvenile	(イ) volatile	(ウ) futile	(工) versatile
(3) It s	sounds like they have bee (\mathcal{T}) calamity	n suffering one (3 (イ) velocity) after another. (ウ) tenacity	(工) immensity
(4) I aı	m hoping to have a (4) in the house we are	building.	
()	(ア) study	(イ) research	(ウ) scrutiny	(工) cram
(5) Th	e teacher found that (5) no one enjoyed the	activity of the previous	class
(0)	(ア) partially	イ) manually	(ウ) virtually	(土) watchfully
(6) It v	was thought that the (6) of early creatures h	ad not been preserved in	n ancient rocks since they had no shells or bones.
(0) 11 1	(<i>T</i>) seedlings	(イ) helixes	ad not been preserved if (ウ) ruins	(エ) remains
(7) Co	creat (7) the chair	and in the area that tourist	a againg thom falt ablivi	ana ta annu maina
(7) 30	great (7) the shring (7) had	nes in the area that tourist (イ) been have	s seeing them len oblivi (ウ) were	ous to any noise. (工) been
(9) In-			:-1	
(9) Jap	panese people often use π (\mathcal{T}) apology	nutual (8) as a soci	ial lubricant to keep hun (ウ) comparison	nan relations peacerul. (エ) boasts
(O) Y. 1				
(9) It i	s not surprising that the (\mathcal{T}) enrich	company founder's childro (イ) humble	en live the (9) lif (ウ) over	e at their parents' expense. (工) high
	() 0	(1) namere	()) 010.	()
(10) S	•	sible territorial zones, you	, ,	s types of reactions when you cross the line.
	(ア) excess	(イ) evoke	(ウ) embody	(工) esteem
II. 次	の各日本文の英訳として	、文法や意味からみて最	も適切なものを、(ア)~	・(エ)の中から一つ選び、その記号をマークしなさい。
(11) 等	笑いが健康にもたら す目	覚ましい効果については	科学的研究で実証され	てきた。
		ons have affirmed us that		
	• •	have attested that a laugh		
		ts of laughter on our heal ghing to our healthy cond		d with the scientific studies.
(12) #	た高わる際仕石けつした	った好た」 同復のために	・かかる時間を触らず?	レレートカズ
		スを減らし、回復のために e hospital reduces stress、・		on in the amount of time necessary for recovery.
(イ) A comfortable life at	hospital helps patients ke	ep stress low and saves	them the time for their recovery.
	,		•	s and the days before they get over the trouble.

(13) その野球の試合は雨で一時間遅れん(ア) The rainfall delayed the bad start (イ) The baseball game got off to a ba (ウ) The rain kept the baseball game f (エ) The baseball game was called of	of the baseball game d start with rain, whi from starting for an he	by one hour. ch forced an hour our that turned ou	it to be	bad.
(14) 他社の一歩先を進んで、その会社は (ア) The company went a step further (イ) The firm advanced one step ahear (ウ) The corporation took one more st (エ) The firm had a head start for creat	than its rivals by beg d than other compani ep forward over othe	ginning the develop es did in develop ers who invented t	opment ments o the qua	of quantum computers. ntum computers.
(15) 人と衝突したときの解決法を体得して (ア) Those endowed with the skill of (イ) People who have learned how to (ウ) Whoever has possessed the skill of (エ) A person who has mastered the s	personnel manageme resolve agreements a of settling a dispute a	nt may find them mong people tend mong people has	as a m l to pla becom	ain person in an organization. y a pivotal role in the organization.
	that women think mu at women consider ha of the idea that wome	ch of harmony ar armony but men p n prize harmony	nd men prefer o and me	are inclined toward competition is not honorable. competition, this turns out to be far from false. In choose to be competitive.
(17) 電車でうたたねからはっと我に返り、引 (ア) Coming to myself from a doze, I (イ) From a slumber on the train, jum (ウ) Waking from a nap on the train, l (エ) Where I got off the train when av	got off the train and bing out of it, I notice quickly jumped off	found out it was t ed it was a wrong and realized that i	wo star station it was t	tions faster than the one. two stops earlier where I had to get off. wo stations before my intended stop.
	ead the text tentative tbook before a lecture are means nothing wh	ly but not to read e, but instead read tile only reading l	it over d it full nard me	briefly. Then you can join the discussion. y so you can be prepared for discussion. eans your real class participation.
III. 次の語を並べかえて、適切な英文を完けをマークしなさい。	だ成させなさい。 大文	字と小文字の区別	別は考	慮しないこと。解答は指定された箇所に入るものた
(19) Agricultural growth () (growth in other sectors. (\mathcal{T}) in (\mathcal{A}) is) least twice ((ウ) as) effective ((工) at	19) combating poverty as compared ($$\rm\)$$ (\$\pi\$) to
(20) The sanctions imposed () ((7) against (1) into) country have i)()() for domestic progress. (才) turned
(21) The () of the () (() charged () conceal) with murder has	s been accused of (工) man	trying	to help him (21) (). (π) evidence
(22) There is metered parking available ((\mathcal{T}) on (\mathcal{A}) of) neighborhood (ウ) cost	i streets (22 (工) at)() () one dollar per hour. ($ \exists$) a

(問題用紙 3)

(23) ()(23)()(), Mar	i has prove	en ()	() to be not only ambitious but also hardworking.			
(ア) contrary		(イ) expectations		(ウ) to		(工) herse	(工) herself (才				
(24) Customers () (24) (due.)() this new () will rece) will receive a monthly () by e-mail when their payment is			
(\mathcal{T}) for			イ) who		(ウ) op	t	(エ) remin	nder	(才) feature		
(25) She expl	lained	my di	ietary need	ds () (25)()()() and mim	e.	
(\mathcal{T}) of			(イ) langu	ıage	(ウ) by		(工) sign		(才) means		
(26) His action	ons ma	ade it	clear that	he had be	en highly ()()(26)()().	
(ア) matt	ers		(イ) etiqu	ette	(ウ) edu	cated	(工) in		(才) of		

IV. 次の英文の空所に入れるのに最も適切な語句を、(ア)~(エ)の中から一つ選び、その記号をマークしなさい。大文字と小文字の区別は考慮しないこと。

An experimental drug touted as "exercise in a pill" has dramatically increased endurance in couch potato mice, even after a lifetime of inactivity. It appears to work by adjusting the body's metabolism, allowing muscles to favor burning fat over sugar, researchers report in the May 2 *Cell Metabolism*.

(27) mice, prodded into exercising, ran for an average of about 160 minutes on an exercise wheel before reaching exhaustion. But mice given the drug for eight weeks could run for 270 minutes on average. These mice were burning fat like (28) athletes, even though they had spent their whole lives taking it easy, molecular biologist Michael Downes and colleagues found.

Normally, running, cycling or other (29) exercise eventually depletes available glucose in the blood, leaving the brain short of energy. The brain then sends an emergency stop signal. Athletes call this "hitting the wall." Training and conditioning (30) the body to burning fat for energy, leaving an ample supply of glucose for the brain and other organs.

Scientists at the Salk Institute for Biological Studies in La Jolla, Calif., developed the drug to activate a protein that (31) genes triggered during exercise. "We believe it's tricked the body into thinking it's done some training," says Downes.

Called GW501516, the drug has been under study for more than a decade. Previous research had found that it could improve endurance, but only when (32) with regular exercise. The goal is not to boost athlete performance, though, but to help those who can't exercise: people who are sick, disabled or elderly. It may also aid people who are obese or diabetic and do not have the stamina for even short-term exercise, Downes says.

"We know a lot about exercise, but we still don't know how we (33) all the benefits," says Rick Vega, a molecular and cellular biologist at Sanford Burnham Prebys Medical Discovery Institute in Orlando, who was not involved in the experiment. He praised the work as adding valuable information to the understanding of exercise and the drug in development. "The next step is really to show this has value in a medical (34). To state the obvious, mice are not humans."

(27)	(ア) muddy	(イ) overworked	(ウ) deskbound	(工) sedentary
(28)	(ア) championships	(イ) conditioned	(ウ) crude	(エ) slipshod
(29)	(ア) childish	(イ) moreish	(ウ) prolonged	(エ) shortened
(30)	(ア) adopt	(イ) help	(ウ) revolt	(工) shift
(31)	(ア) releases	(≺) reserves	(ウ) regulates	(工) repatriates
(32)	(\mathcal{T}) combined	(イ) peopled	(ウ) excluded	(工) counteracted
(33)	(ア) obtain	(イ) exceed	(ウ) undo	(工) moderate
(34)	(T) parcel	(イ) mouse	(ウ) dressing	(工) application

V. 次の英文を読んで、下の問いに答えなさい。

(エ) by the same token

Philosophers often use animal examples to show how difficult it is to understand the representations and thoughts of creatures that lack language. Some philosophers claim that in the (35) of language there can be no thought. If that's true, we're in a difficult bind when it comes to understanding animal thought, and some would claim that the entire (36) is bankrupt. Yet there is a long history of research on humans in which tasks have been developed to determine what humans are thinking in the (35) of language—a huge amount of work on human infants, who have yet to express their linguistic capacity. What I argue is that some of the most profound problems having to do with the human mind can be addressed only by studying animals. There are three foundations for this claim.

To investigators who hold that a particular kind of thought depends on language, I would argue that the only species you can test that hypothesis on is animals—not human infants, who, although they have yet to develop competence with language, have (37) a brain that evolved to be suitable for language and is therefore inappropriate for such a test. Brain-damaged patients who don't have production or comprehension of language are not good subjects, either, (38). If you're interested in the connection between language and thought, you must test that hypothesis on other species. In our lab, and in the field along with scientists like Dorothy Cheney and Robert Seyfarth, we have studied nonhuman primates and other animals to see whether they have a capacity for the kinds of thought that appear to require a language. Increasingly there are elegant demonstrations of such representational capacities and thoughts without language.

There are an awful lot of claims about the special nature of particular human thought processes. Beginning in the 1960s, debate focused on the special mechanisms underlying speech. (\mathcal{T}) People claimed, for example, that our ability to make categorical distinctions between phonemes, like ba and pa, was due to (39) one such mechanism. (\mathcal{T}) Her work has initiated a program of research aimed at identifying whether a particular mechanism is special to humans. (\mathcal{T}) The only way to address such claims is by studying animals. (\mathcal{T})

The third reason, more familiar to psychologists and neuroscientists, is the idea that certain kinds of experiments are either unethical or logistically too difficult to run on humans but can be conducted with animals. Although the ethical issue usually dominates this debate, it is equally important to consider the logistics: We may be able to perform better experiments on animals because of the level of control, the types of stimuli presented, and the long-term study of single individuals. Long-term studies of animals, such as Jane Goodall's work on chimpanzees and Cynthia Moss's work on elephants, have provided us with a 30-year run on the lives of highly social and fascinating creatures. It would be difficult to match such studies with human subjects.

For all these reasons, animal studies are beginning to play a greater role in the cognitive sciences and neurosciences. New techniques allow us to identify animal behaviors that suggest how they think about the world, and the theoretical push we have made is to unite evolutionary theory with modern ideas in cognitive science in the new way. One of the problems with evolutionary psychology is that it has focused exclusively on humans. Broadly defined, evolutionary psychology has been going on since the days of Darwin, who asked questions about the mind with an eye to evolutionary principles. What we're now seeing is an emergence of Darwin's initial intuition—that we can marry evolutionary theory with the cognitive sciences as applied to the study of the animal mind.

問1	二つの空所(35)に入れるのに最も適切な語を、 $(ア)\sim(x)$ の中から一つ選び、その記号をマークしなさい。 $(ア)$ slavery (Λ) absence (P) accord (P) influence
問 2	空所(36)に入れるのに最も適切な語を、 (P) ~(エ)の中から一つ選び、その記号をマークしなさい。 (P) company (A) corporation (\dot{P}) enterprise (T) firm
問 3	空所(37)に入れるのに最も適切な表現を、(ア)~(エ)の中から一つ選び、その記号をマークしなさい。 (ア) nonetheless (イ) hence (ウ) regardless of

- 間 4 空所(38)に入れるのに最も適切なものを、(ア)~(エ)の中から一つ選び、その記号をマークしなさい。
 - (\mathcal{T}) since the number of the patients is limited
 - (1) because their brains developed with language
 - (ウ) which is why human infants are chosen as candidate subjects
 - (\pm) owing to the lack of more advanced brain imaging technologies
- 問5 下線部(39)が意味するものとして最も適切なものを、(ア)~(エ)の中から一つ選び、その記号をマークしなさい。
 - (T) an ability to acquire language
 - (≺) an ability to make speeches
 - (ウ) a human thought process
 - (工) a phoneme production mechanism
- 問6 下の一文が入るのに最適な所を、第三段落にある(ア)~(エ)の中から一つ選び、その記号を(40)にマークしなさい。

The first refutation of that idea was made by Patricia Kuhl at the University of Washington, who ran experiments on chinchillas and macaques showing that they have exactly the same perceptual abilities as humans, given the same set of stimuli.

(chinchilla = (南アフリカ産の)リスに似た小型の動物、macaque = (アジア・北アフリカ産の)サル)

- 問7 第4段落の内容と合致するものを、(ア)~(エ)の中から一つ選び、その記号を(41)にマークしなさい。
 - (\mathcal{T}) Due to various difficulties, long-term experiments on humans are logistically infeasible.
 - (1) Researchers can conduct controlled experiments because tame animals don't show unexpected behavior.
 - ($\dot{\mathcal{D}}$) Investigators understand well that moving experimental equipment to a site is as significant as having an ethical perspective.
 - (±) Ethical issues concerning experiments on animals are still in debate, but we can resolve them if we can control the level of stimuli.
- 間8 本文の内容と最も合致するものを、(ア)~(エ)の中から一つ選び、その記号を(42)にマークしなさい。
 - (\mathcal{T}) The author and philosophers argue for there being critical differences between human beings and other primates but, at the same time, argue against the particular thought processes that only humans have.
 - (1) It will be very soon that evolutionary psychology which started after new technologies were invented allows scholars to identify representational capacities of animals.
 - (ウ) Experiments on chimpanzees and elephants showed that they had exactly the same perceptual abilities as humans under controlled conditions.
 - (±) It can be suggested from recent work that some animals can have the mental capacity for certain conceptual processes.