

## 2017 年度 入学 試験 問題

# 英 語

(試験時間 12:55~14:25 90分)

1. 解答用紙には、記述解答用紙とマーク解答用紙の2種類がありますので注意してください。
2. 解答は、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは無効となりますので注意してください。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷きを使用しないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. マーク解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないよう特に注意してください。
7. 満点が150点となる配点表示になっていますが、国際企業関係法学科の満点は200点となります。なお、大学入試センター試験利用入試併用方式の満点は、法律学科が200点・国際企業関係法学科が300点となります。



I 次の英文の下線部(a)と(b)を日本語に訳しなさい。(30点)

It has become common for social theorists to describe the times in which we live as full of risks and anxieties. Science may have increased our ability to control various aspects of our lives, but it also threatens us with nuclear and environmental catastrophes, and regularly contradicts its earlier findings. Furthermore, it has failed to replace religious certainties with scientific certainties. These conditions provide an important part of the context in which the body has emerged as a fundamental social issue. While we potentially have the means to control our bodies more than ever, we are also living in an age which<sup>(a)</sup> has thrown into radical doubt our knowledge of the consequences of this control, and of how we should control our physical selves.

As a result of developments in biological reproduction, genetic engineering, plastic surgery and sports science, the body is becoming less of a given, and more a phenomenon of options and choices. While science allows greater degrees of intervention into the body, it also confuses our knowledge of what bodies are, and goes beyond our ability to judge morally how far science should be used to reconstruct the body. Indeed, there are strong reasons for suggesting that the<sup>(b)</sup> more we have been able to alter the limits of the body, the greater has been our uncertainty about what constitutes an individual's body. For example, artificial insemination\* and *in vitro* fertilization\* have enabled reproduction to be separated from heterosexual experience.

\* artificial insemination 人工授精

\* *in vitro* fertilization 体外受精

II 次の日本語(a)と(b)を英語に訳しなさい。(20点)

- (a) インターネットでは、あらゆる種類の知りたい情報を即座に入手できるのは確かだが、情報の質には注意しなくてはならない。
- (b) 発展途上国による乱開発を責めるよりも、私たちの経済活動が地球に及ぼす影響を考えることにもっと時間をかけるべきだ。

Ⅲ 次の1～5の(b)を筋の通った文にするために、それぞれの(a)の文から最も適切な1語を選び、その品詞(名詞・動詞・形容詞・副詞など)を変え、適合する形(1語)にして空所に入れなさい。解答は解答欄に書きなさい。ただし、動詞の～ing形は使わないものとします。(10点)

(例)

- (a) The orchestra's awesome performance was received favorably by the audience and critics alike.
- (b) This area is surrounded by mountains that will block the ( ) of cell phone signals.

(答) reception

- 1 (a) The best way to show respect to your parents is to listen eagerly to their advice.
- (b) We are all ( ) toward him because he is always honest with himself.
- 2 (a) The figures provided by UNICEF show how many children are in desperate need of life saving assistance.
- (b) New regulations guarantee that all services in hospitals include ( ) of detailed instructions on using medications.
- 3 (a) This artwork was produced by a famous illustrator, who contributed many beautiful drawings to the newspaper.
- (b) Her ( ) to the protection of the environment is now widely recognized.

- 4 (a) To train for Olympic competition takes many years of dedication and tremendous effort, no matter how talented an athlete might be.
- (b) In order to ( ) in politics one must have an understanding of what others need and want in life.
- 5 (a) They offer many forms of support for instructors to keep high standards of teaching.
- (b) He was in his late twenties and of average ( ).

IV 次の英文 1～5 の空所に、与えられた文字で始まる適切な 1 語を入れると、下の日本語にほぼ相当する意味になります。与えられた文字も含めて、その語を解答欄に書きなさい。(10 点)

1 The company had expected to have higher income than the previous year, but that was not the (c      ).

その会社は前年よりも収益を上げると予想していたが、そうはならなかった。

2 So far as I know, no investigation has ever been (c      ) out into the problem.

私の知る限り、この問題についてこれまで調査はなされてこなかった。

3 The devoted teachers in my high school made me (w      ) I am today.

今日の私があるのも、高校の熱心な先生方のおかげだ。

4 I got off at the (w      ) station and had to walk for half an hour to the theater.

降りる駅を間違えてしまい、劇場まで 30 分歩かなければならなかった。

5 We will (l      ) it up to you to decide how to get to the meeting place.

待ち合わせ場所までどのように行くかはお任せします。

V 次の英文 1～10 の空所に入れるのに最も適切な語句を(a)～(d)から 1つ選び、その記号をマークしなさい。(20 点)

- 1 The spread of the disease was not given official ( ) because of fears that it would harm tourism.  
(a) administration (b) realization  
(c) recognition (d) responsibilities
  
- 2 The potential benefits of the scheme must be weighed ( ) the costs involved.  
(a) against (b) on (c) to (d) under
  
- 3 It was only ( ) I started to play jazz that I understood it is more than just a type of music: it is a state of mind.  
(a) if (b) that (c) until (d) when
  
- 4 The President has ( ) that he does not intend to run for election again.  
(a) let it be known (b) let it have known  
(c) let it knowing (d) let it to know
  
- 5 Although global oil use is still climbing worldwide, in a growing number of industrial countries oil use has peaked and begun to ( ).  
(a) decline (b) descent (c) raise (d) rise
  
- 6 There is ( ) uncertainty about the company's future.  
(a) considerable (b) considerably  
(c) considerate (d) considering



- 7 The government ( ) the improvement of working conditions in the country to the long-term labor movement.  
(a) admires (b) attributes (c) recognizes (d) regards
- 8 Perhaps the transition to an electrically powered transport system will come much faster than widely ( ).  
(a) expect (b) expectation (c) expected (d) expecting
- 9 When we are absorbed in a great literary work, we come face to face with ideas, experiences, and emotions that ( ) we might never encounter in our lifetime.  
(a) instead (b) nevertheless  
(c) on the other hand (d) otherwise
- 10 ( ) a shortage of details about the incident, the mainstream media did not hesitate to jump to all the familiar conclusions.  
(a) According to (b) Despite  
(c) For the sake of (d) So far as

VI 次の英文1～10の下線部(a)～(d)には、文法・語法・内容などの誤りを含むものが1つあります。その記号をマークしなさい。(20点)

- 1 Japanese policymakers have long claimed that whales are wastefully consuming marine species that humans can eat and, therefore, if we kill whales there will be less food for humans.
- 2 This turns out that the very opposite might be true. In the July issue of *Science* magazine, Eli Kintisch introduced new research that reveals whales may be having quite positive impacts on the ocean.
- 3 “Far from using up the resources of ocean ecosystems, increasing the number of large whales are necessary for keeping these environments healthy,” explained Kintisch, a contributing correspondent to *Science*.
- 4 Although large whales consume huge amounts of small fish and other sea animals, this consumption can have a positive impact on certain species of the whales consume, such as krill, small shrimp-like creatures found worldwide.
- 5 Apparently, in some areas which great whale populations have dropped, krill populations have decreased. Scientists reason that the whales helped provide nutrients critical to krill and other species by fertilizing waters with their wastes.

- 6 (a) “A recent study calculates (b) that recovered populations of whales could increase the productive of plankton in some ocean waters (c) by as much as 15 percent (d) above the current level,” Kintisch wrote, referring to an article appearing in this month’s issue of *Frontiers in Ecology and Environment* journal.
7. The authors (a) also noted that (b) whales can play a key role in carbon cycling from surface waters to the deep. (c) When whale dies, or falls, it carries a massive load of organic material to the bottom of the sea. (d)
- 8 Interestingly, Dr. Gregory Stone of Conservation International mentioned a whale fall he and his colleagues coordinated. (a) “We sank a whale body, (b) which had died from apparently natural causes and (c) washing up on shore, 2,000 feet below the Sea of Japan, (d) and then descended to observe various creatures feeding on the dead whale,” he explained in a blog post.
- 9 “When animals in the ocean, particularly large ones like whales, die and (a) sink to the bottom, they create own micro-ecosystem, (b) sort of like an oasis in the desert. Deep-sea fish, small creatures, and large and powerful sharks all showed up to feed on the buffet (c) we had set on the sea floor.” (d)
- 10 (a) Clearly there is a wealth of wonder and knowledge (b) below the waves that we dismiss at our peril. (c) Far less excusable is that we have (d) at our fingertips and yet fail to consider in policymaking.

VII 次の英文の空所1～10に入れるのに最も適切なものをそれぞれ(a)～(j)から1つ選び、その記号をマークしなさい。同じ選択肢を繰り返し用いることはできません。

(20点)

When possible, the brain makes a behavior into a habit, which saves effort and therefore ( 1 ) to deal with complex, novel, or urgent matters. Habits mean we don't strain ourselves to make decisions, give out rewards, or push ourselves to begin. Life becomes simpler, and many daily tasks become easier. Because ( 2 ) about the multistep process of putting in my contact lenses, I can think about the problems caused by rainwater leaking into my home office.

Also, when we're worried or overworked, a habit comforts us. Research suggests that people feel ( 3 ) when engaged in habit behavior. I have a long blue jacket that I wore for five years whenever I gave speeches, and now it's quite tired-looking—yet if I feel ( 4 ) about some presentation, I still turn to that well-worn jacket. Surprisingly, stress doesn't necessarily make us likely to indulge in bad habits; when we're anxious or tired, we tend to follow our habits, ( 5 ). In one study, students in the habit of eating a healthy breakfast were more likely to eat healthfully during exams, while students in the habit of eating an unhealthy breakfast were more likely to eat unhealthfully. For this reason, it's ( 6 ) to try to shape habits thoughtfully, so that when we fall back on them at times of stress, we're following activities that make our situation better, not worse.

But habits, even good habits, have disadvantages ( 7 ). Habits speed time, because when every day is the same, experience shortens and fades; by contrast, time slows down when habits are interrupted and the brain must process new information. That's why the first *month* at a new job ( 8 ) than the fifth *year* at that job. And, as it speeds time, habit also ( 9 ). An early-morning cup of coffee was delightful the first few times, until it gradually became part of the background of my day; now I don't really taste it, but I'm upset if ( 10 ). Habit makes it dangerously easy to become numb to our own existence.

- (a) all the more important
- (b) as well as benefits
- (c) gives us more capacity
- (d) I don't get it
- (e) I don't have to think
- (f) lessens pleasure
- (g) more in control and less anxious
- (h) particularly anxious
- (i) seems to last longer
- (j) whether bad or good

VIII 次の英文を読んで、あとの問1～問10に答えなさい。(20点)

Excitement, novelty, risk, the company of peers. These traits may seem to add up to nothing more than doing foolish new stuff with friends. Look deeper, however, (イ) you will see that these traits that define adolescence make us more adaptable, both as individuals and as a species. That's doubtless why these traits, broadly defined, seem to show themselves in virtually all human cultures, modern or tribal. They may concentrate and express themselves more clearly in modern Western cultures, (ウ) teens spend so much time with each other. But anthropologists have found that virtually all the world's cultures recognize adolescence as a distinct period (エ) adolescents prefer novelty, excitement, and peers.

Culture clearly shapes adolescence. It influences its expression and possibly its length. It can magnify its manifestations. Yet culture does not create adolescence. The period's uniqueness arises from genes and developmental processes that have been selected for over thousands of generations because they play a greater role during this key transitional period: producing a creature fully prepared to leave a safe home and move into unfamiliar territory.

The move outward from home is the most difficult thing that humans do, as well as the most critical—not just for individuals but for a species that has shown an outstanding ability to overcome challenging new environments. In scientific terms, teenagers can be troublesome. But they are quite possibly the most fully adaptable human beings around. (カ) them, humanity might not have spread so readily across the globe.

This view of adolescence, however accurate, can be tricky to come to terms with—the more so for parents dealing with teens in their most contrary and scary moments. It's reassuring to see worrying aspects of growing up as signs of an individual learning how to negotiate its surroundings. But natural selection can be deadly, and the teen's careless moments can bring unbearable consequences.

We may not run the risk of being killed in ritualistic battles or being eaten by leopards, but drugs, drinking, driving, and crime cost society greatly. My son lives and (ク) without a car at college. Some of his high school friends, however, died during their driving experiments. Our children learn to adapt by facing small but horrific risks.

We parents, of course, often stumble too, as we try to walk the unclear line between helping and hindering our kids as they adapt to adulthood. The United States spends about \$1 billion a year on programs to counsel adolescents on violence, gangs, suicide, sex, drugs, and other potential risks. Few of them work.

Yet we can and do help. We can keep away some of the world's worst hazards and direct adolescents toward appropriate responses to the rest. Studies show that when parents engage and guide their teens with a light but steady hand, staying connected but allowing independence, their kids generally do much better in life. Adolescents want to learn primarily, but not entirely, from their friends. At some level and at some times (and it's the parent's job to know when), the teen recognizes that the parent can offer certain wisdom—knowledge valued not because it comes from parental authority but because it comes from the parent's own struggles to learn how the world turns. The teen rightly perceives that she must understand not just her parents' world but also the one she is entering. Yet if allowed to, she can appreciate that her parents once faced the same problems and may remember a few things worth knowing.

問1 下線部(ア)の言い換えとして最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) hardly            (b) increasingly    (c) largely            (d) only

問2 空所(イ)に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) and                (b) but                (c) if                (d) or

問3 空所(ウ), (エ)に共通して入れるのに最も適切なものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) by which      (b) in which      (c) to which      (d) with which

問4 下線部(オ)で始まる段落の内容に合致しないものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) 思春期がどのように現れるか, またどれだけ続くかは, 文化から影響を受けている。  
(b) 文化が思春期を生み出すわけではなく, 遺伝子や心身の発達がこの時期を独特なものにしている。  
(c) 文化は思春期の若者によって選択され, 変化に適合したものだけが後の世代に伝えられる。  
(d) 思春期には遺伝子や心身の発達がより重要な役割を果たし, 住み慣れた家を離れ新たな環境へと旅立つ体や心の準備が整う。

問5 空所(カ)に入れるのに最も適切なものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) Among      (b) For      (c) With      (d) Without

問6 下線部(キ)の意味として最も適切なものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) It is more difficult for parents than others to accept the conflicting aspects of adolescent development.  
(b) More and more parents find it difficult to deal with the troublesome moments of their teenage children.  
(c) Parents should try harder to accept their teenage children not just for the individual but for the species.  
(d) The view that teenagers can be troublesome is more appealing to parents than to any others.



問7 空所(ク)に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) gets along (b) keeps away  
(c) suffers from (d) turns out

問8 下線部(ケ)の意味として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 巨額の資金を投じたプログラムのほとんどがうまくいかない。  
(b) プログラムに参加している若者のほとんどが働かない。  
(c) 若者に起こりうる危険のうち実際に生じるものは少ない。  
(d) 若者の成長を迷いなくサポートできる親はほとんどいない。

問9 下線部(コ)で始まる段落の内容に最も合致するものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 十分休息をとり適切な対応をすれば、思春期の若者は世の中の危険を避けることができる。  
(b) 親が思春期の子どもに寄り添い、かつ彼らの自立を促すよう導いていけば、一般に子どもは人生をずっとうまくやっていける。  
(c) 思春期の若者は、親からではなく友人から学びたいと考えているが、それは親が権威主義的だからである。  
(d) 親は自分をよく見て忠告してくれるので、親が与えてくれる知識は重要だと、思春期の若者が理解する時もある。

問10 下線部(カ)に最も近い意味で light が使用されているものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) A lamp at the door shed a light into a small room.  
(b) The narrow roads of the city center are only open to light vehicles.  
(c) The writer approaches this controversial topic with a light touch.  
(d) This investigation brings the top secret to light.





