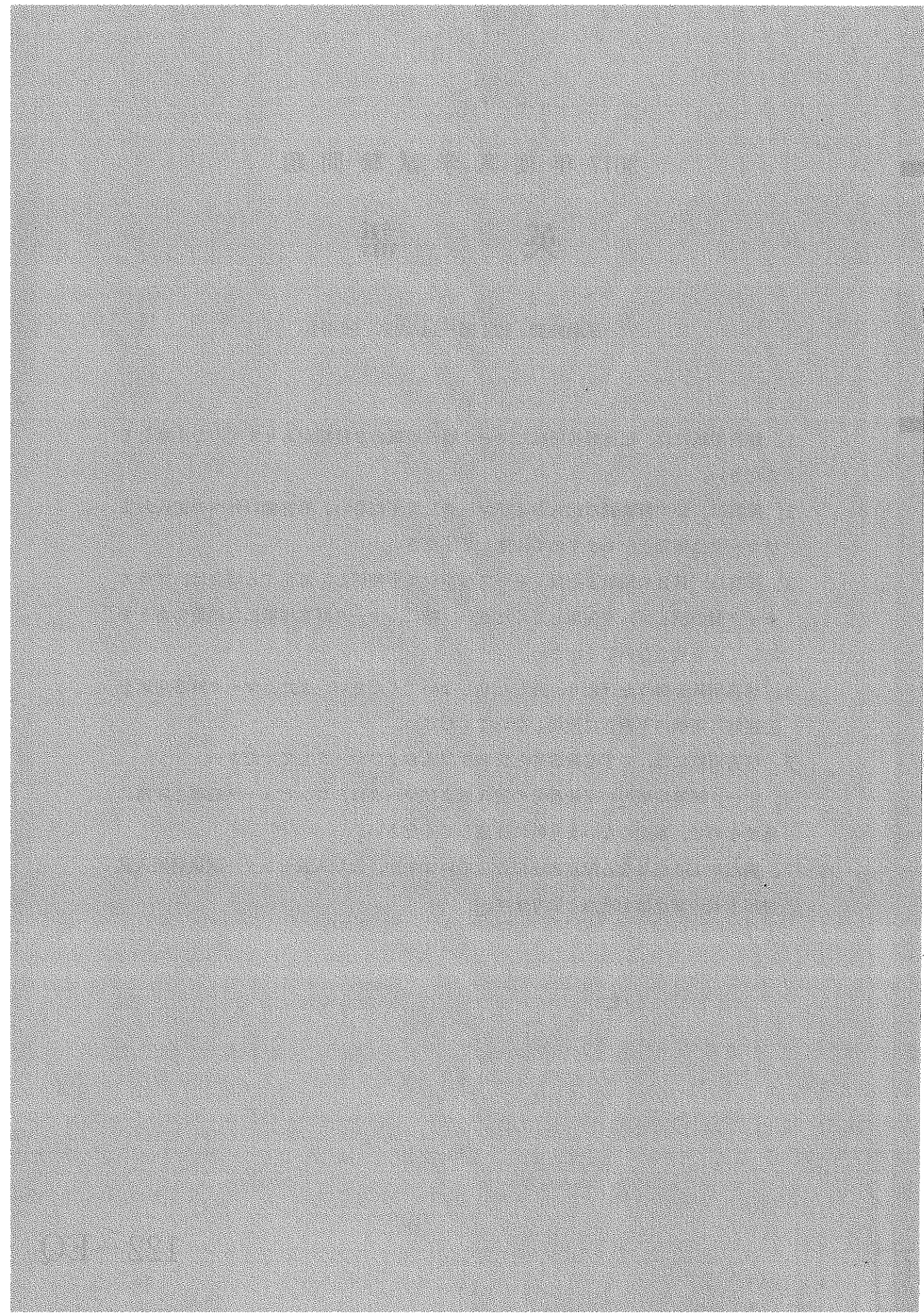


2017 年度 入学 試験 問題

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には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、大学入試センター試験利用入試併用方式の満点は100点となります。



I 次の各英文の下線部について、もっとも意味が近いものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(1) I have always found Sam to be a considerate person.

- 1 dull 2 frightening 3 thoughtful 4 outrageous

(2) You should look through the bills before you pay them.

- 1 deposit 2 refund 3 examine 4 discount

(3) He majored in psychology in college.

- 1 brought 2 believed 3 persisted 4 specialized

(4) Your excuse that your dog ate your homework is really absurd.

- 1 smart 2 ridiculous 3 reasonable 4 practical

(5) A recession is inevitable and expected within the next three months.

- 1 unavoidable 2 escapable 3 unlikely 4 unveiled

II 次の各日本文と英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(20点)

(6) パトリックは責任感が強い。

Patrick has a strong () of responsibility.

- 1 critique 2 evaluation 3 prediction 4 sense

(7) 冷たい飲み物がほしくてたまらない。

I'm () for something cold to drink.

- 1 waking 2 permitting 3 putting 4 dying

(8) 真夜中に電話が鳴って、びっくりした。

I was () when the phone rang in the middle of the night.

- 1 charmed 2 gratified 3 insulted 4 startled

(9) 人が自らの理想に従って生きることはめったにない。

People seldom live () their ideals.

- 1 without 2 up to 3 under 4 down on

(10) 「郊外」という言葉は、都市から通勤圏内にある住宅地を指す。

The word "suburb" () to a residential area within commuting distance of a city.

- 1 means 2 refers 3 reverses 4 occurs

(11) いつニューヨークを発つのかあらかじめ教えてください。

Let us know () advance when you leave New York.

- 1 before 2 for 3 in 4 to

(12) 最近、空港のセキュリティは強化されるようになりました。

Recently, security at airports has been ().

- 1 displaced 2 enhanced 3 neglected 4 overwhelmed

(13) 平日と週末ではスケジュールが異なることをご了解ください。

Please be () that the schedule differs on weekdays and weekends.

- 1 advised 2 advising 3 learned 4 learning

(14) その会社は、業績不振を大荒れの経済状況のせいにした。

The company blamed its poor performance on the () state of the economy.

- 1 predictable 2 steady 3 tranquil 4 turbulent

(15) 肥沃な土壌には、植物の成長に必要な主要栄養分がすべて含まれている。

() soil contains all the major nutrients needed for plant growth.

- 1 Complicated 2 Congested 3 Fertile 4 Sterile

III 次の各組の英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを
1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(16) His artwork was totally different from what I had imagined.

His artwork was () like what I had imagined.

- 1 anything 2 nothing 3 everything 4 something

(17) I hope that criminal is put on trial.

I hope that criminal is () to justice.

- 1 brought 2 caught 3 sought 4 taught

(18) I didn't know that Bill likes classical music better than pop music.

I didn't know that Bill () classical music to pop music.

- 1 transfers 2 confers 3 prefers 4 infers

(19) He stressed the importance of the matter.

He put () on the importance of the matter.

- 1 control 2 emphasis 3 solution 4 strain

(20) There is no point in refusing to change your mind if your opinion makes no sense.

If your opinion makes no sense, being () is pointless.

- 1 exciting 2 generous 3 innovative 4 stubborn

IV 次の各日本文とほぼ同じ意味になるように、かっこの中の語句を並べ替えて英文を完成させるとき、かっこの中で3番目と5番目にくるものを選び、その番号をマーク解答用紙にマークしなさい。(20点)

(1) ベスは元の値段の半額未満でそのチケットを購入した。

Beth bought (1 less 2 for 3 ticket 4 the 5 half
6 than) the original price.

(2) 彼女がいなければ、確実に迷子になっているだろう。

We would certainly (1 lost 2 were 3 it 4 be 5 if
6 not) for her.

(3) 景気低迷のために、彼は丸1年失業している。

He (1 for 2 has 3 work 4 out 5 been 6 of)
a whole year because of the poor economy.

(4) 最新のカatalogを送っていただけると幸いです。

We would (1 you 2 appreciate 3 if 4 it 5 send
6 could) us your latest catalog.

(5) 信頼性があると見なされるためには、科学実験は再現可能でなければならない。

A scientific experiment (1 to 2 in 3 be able 4 must
5 replicated 6 be) order to be considered reliable.

V 次の各組の会話文において、空所に入るもっとも適切なものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(20点)

(26)

A: How many, please?

B: I'm not here for dinner. Actually, I ate lunch here this afternoon with some friends and I think I might have left something that I had with me.

A: What was it?

B: A brown shopping bag from Baron's Department Store. There's a birthday present for my wife in it.

A: I see. Well, I don't remember seeing anything like that. But, ().
Just wait a minute, please. ... Sir, is this the bag?

B: Yes, it is. Thank you so much.

A: You're welcome. Another waiter found it in that booth in the back.

B: Yes, that's where we were sitting. Well, thanks again.

- 1 I'll check with some other employees
- 2 it's been hours since I noticed it
- 3 I'll inform on you immediately
- 4 it's out of the question

(27)

A: Leonard, have you seen *The Last Big Case*?

B: Do you mean the movie starring Paul Corn?

A: Yes. I really want to see it. It's at the State Theater this week and I was thinking about going to see it tomorrow. Do you want to go with me?

B: No, ().

A: Are you sure?

B: Yes, I'm sure. I think Paul Corn is a pretty good actor, but the director of that movie is Sammy Lowe and I really can't stand his movies.

A: Okay, in that case I'll just go alone.

- 1 although the star is my least favorite actor
- 2 I'll just come along
- 3 I'm free tomorrow
- 4 I think I'll pass

(28)

A: Hello. Our Way Travel Agency. How may I help you?

B: Hello. Yes, I saw your ad for cheap flights to Mexico. It said to call for details.

A: Right, well we have tickets for round-trip flights to Mexico in March and April for three hundred dollars.

B: Oh, good! That's cheap. Are those daily departures and what's the airline?

A: The flights are Mondays, Wednesdays and Fridays on Acapulco Airways.

B: Acapulco Airways? (). There's no way I'd fly on that airline.

- 1 That's great! I've flown with them before
- 2 They're too expensive
- 3 Oh, sorry. I've heard some bad things about them
- 4 I'd prefer to go to Mexico instead

(29)

A: Did you play tennis with Lily this afternoon?

B: Yes.

A: How was it?

B: Terrible. She won every single game again.

A: Well, at least you got some exercise.

B: That's true. But it's embarrassing.

A: Why? From what I hear, Lily is a great tennis player. Didn't she play on her college team?

B: Yes, she did. But still, I hate losing to her over and over again. Anyway, I'm going to keep practicing until I can beat her.

A: You're (), aren't you?

B: Is that bad? Everyone hates losing.

A: Not everyone. It doesn't bother me at all.

- 1 very content
- 2 really competitive
- 3 accepting of defeat
- 4 satisfied with your tennis skills

(30)

A: Okay, Jennifer, I'm ready. Let's go.

B: You can't go out like that. Where's your coat?

A: I don't need a coat.

B: What do you mean you don't need a coat? It's freezing outside.

A: I'll be fine. I never wear a coat this time of year.

B: (). It's cold enough to snow today!

A: Even if it does, that's fine. When I was a kid, I always went out in the snow without a coat.

B: Well, I hate to break this to you, but you're not a kid anymore. So, please, stop arguing and get your coat.

- 1 Forget about the time of year
- 2 Well, it will get warm as soon as we go outside
- 3 Anyway, your coat is in no condition to be worn
- 4 Actually, I don't know what the weather's like

VI 次の英文を読み、(31)~(36)の設問に答えなさい。各段落の先頭には、段落番号を付しています。なお、*印のついた語句には注があります。(30点)

[I] Being bilingual has some obvious advantages. Learning more than one language enables new conversations and new experiences. But in recent years, psychology researchers have demonstrated some less obvious advantages of bilingualism, too. For instance, bilingual children may enjoy certain cognitive* benefits, such as improved executive function — which is critical for problem solving and other mentally demanding activities.

[II] Now, two new studies demonstrate that multilingual exposure improves not only children's cognitive skills, but also their social abilities.

[III] One study from my developmental psychology lab — conducted in collaboration with the psychologists Boaz Keysar, Zoe Liberman and Samantha Fan at the University of Chicago, and published last year in the journal *Psychological Science* — shows that multilingual children can be better at communication than monolingual children.

[IV] We took a group of children in the United States, ages 4 to 6, from different linguistic backgrounds, and presented them with a situation in which they had to consider someone else's perspective to understand her meaning. For example, an adult said to the child: "Ooh, a small car! Can you move the small car for me?" Children could see three cars — small, medium and large — but were in position to observe that the adult could not see the smallest car. Since the adult could see only the medium and large cars, when she said "small" car, she must have been referring to the child's "medium."

[V] We found that bilingual children were better than monolingual children at this task. If you think about it, this makes intuitive sense. Interpreting someone's utterance often requires attending not just to its content, but also to the surrounding context. What does a speaker know or not know? What did she intend to convey? Children in multilingual environments have social experiences

that provide routine practice in considering the perspectives of others: They have to think about who speaks which language to whom, who understands which content, and the times and places in which different languages are spoken.

[VI] Interestingly, we also found that children who were effectively monolingual yet regularly exposed to another language — for example, those who had grandparents who spoke another language — were just as talented as the bilingual children at this task. It seems that being raised in an environment in which multiple languages are spoken, rather than simply being bilingual, is the key factor.

[VII] You might wonder whether our findings could be explained as just another instance of the greater cognitive skills that bilingual children have been observed to have. We wondered about that, too. So we gave all the children a standard cognitive test of executive function. We found that bilingual children performed better than monolingual children, but that the kids who were effectively monolingual yet regularly exposed to another language did not. These “exposure” children performed like monolinguals on the cognitive task, but like bilinguals on the communication task. Something other than cognitive skills — something more “social” — must explain their facility in adopting another’s perspective.

[VIII] In a follow-up study, forthcoming in the journal *Developmental Science*, my colleagues and I examined the effects of multilingual exposure on even younger children: 14- to 16-month-old babies, who are hardly speaking at all. In this study, led by Zoe Liberman and in collaboration with Professor Keysar and the psychologist Amanda Woodward, babies were shown two versions of the same object, such as a banana, one of which was visible to both the infant and an adult, the other visible to the baby yet hidden from the adult’s view. When the adult asked the baby for “the banana,” the baby could have handed her either object — both were bananas, after all — yet if the baby understood the social context, he would have reached more often for the banana that the adult could see.

[IX] We found that babies in monolingual environments reached equally often for the two bananas. Babies in multilingual environments, including those who were exposed to a second language only minimally, already understood the importance of adopting another's perspective for communication: They reached more often for the banana that the adult could see.

[X] Multilingual exposure, it seems, facilitates the basic skills of interpersonal understanding. Of course, becoming fully bilingual or multilingual is not always easy or possible for everyone. But the social advantage we have identified appears to emerge from merely being raised in an environment in which multiple languages are experienced, not from being bilingual per se*. This is potentially good news for parents who are not bilingual themselves, yet who want their children to enjoy some of the benefits of multilingualism.

[注] cognitive : 知的活動に関連した (認知の) per se : それ自体は

①) 第I段落から第III段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 Researchers studying bilingualism can't have new conversations with other researchers unless they learn more than one language.
- 2 Psychologists have proved that bilingual children are worse at problem solving than monolingual children.
- 3 New studies show that multilingual exposure aids both social abilities and cognitive skills.
- 4 A new study from the author's laboratory was conducted by a total of three people.

②) 第IV段落から第V段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 In the experiment, children could see all three cars, but adults could only see the smallest.

- 2 It seems that monolingual children were more likely to move the medium car than bilingual children when they were asked to move the “small” car.
- 3 When monolingual children try to interpret an utterance, they always think about its context, but not its content.
- 4 Bilingual children were shown to be better than monolingual children at considering the context of another person’s utterance.

(33) 第VI段落から第VII段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 On a standard cognitive test of executive function, monolingual children did not perform as well as bilingual children.
- 2 Children who were effectively monolingual yet regularly exposed to another language did best on a standard cognitive test of executive function.
- 3 Monolingual children who were regularly exposed to another language suddenly became completely bilingual during a communication task.
- 4 “Social” skills can’t help us to understand differences in the ability to adopt another’s perspective.

(34) 第VIII段落から第IX段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 In a follow-up study, the effect of a multilingual environment was examined using babies who already spoke fluently.
- 2 In the experiment, babies could see both versions of an object, but adults could only see one.
- 3 When an adult asked babies to pass an object, all of the babies always passed the one that only they could see.
- 4 If babies were exposed to more than one language, they lacked the understanding of the importance of another’s point of view.

35) 第X段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 A multilingual environment endangers a child's communication skills.
- 2 Basic skills of interpersonal understanding are apparently aided by multilingual exposure.
- 3 The author's findings are only beneficial for a society in which a single language is spoken.
- 4 The author's findings might be bad news for parents who are bilingual because their children can't receive the benefits of a multilingual environment.

36) 下線部(A)を和訳し、記述解答用紙に記入しなさい。

VII 次の英文を読み、37)～42)の設問に答えなさい。各段落の先頭には、段落番号を付しています。なお、*印のついた語句には注があります。(30点)

[I] A lot of health advice is hard to swallow. But it can be made more persuasive if it tastes like crispy bacon and lightly poached eggs, or a buttery croissant... This is perhaps why the idea that breakfast is the most important meal of the day has stuck to our collective subconscious like an egg to an uncoiled pan.

[II] The health claims for breakfast are innumerable. It can boost your metabolism*, leave you eating more healthily for the rest of the day, plus you'll have more energy and be less likely to put on weight, which is good news for avoiding heart disease and type 2 diabetes*.

[III] "The problem is that these benefits, although logical sounding, are largely assumptions based on observational studies and had never actually been tested," says James Betts, who studies nutrition and metabolism at the University of Bath,

UK. “I was amazed when I started looking for evidence — I thought there would be a lot,” he says. What was out there, though, didn’t stand up to examination. So he decided to find out for himself.

[IV] The concept of a healthy breakfast was probably first introduced at the turn of the last century by John Harvey Kellogg to promote his new breakfast cereal. Despite these dubious beginnings, a body of research has since been published to support the idea. Studies show, for instance, that both adults and children who skip breakfast could end up at increased risk of type 2 diabetes. Other work found that eating breakfast cereals leads to a healthy BMI (body mass index) in adolescent girls and that teens who skip the meal are more likely to be overweight. So surely eating breakfast amounts to a simple and important public health message, doesn’t it?

[V] Not quite. There is one big problem — these and similar findings are based on observational studies, in which investigators watch people going about their normal life, without control groups. This means that other elements of the person’s lifestyle — such as regular exercise or getting a good night’s sleep — could truly be driving the health effects. So are people healthy because they eat breakfast, or do they eat breakfast because they are healthy?

[VI] It’s not a trivial matter. Given that so many countries are in the midst of an obesity epidemic, Betts thinks questioning the value of breakfast should ensure that advice dished out by doctors is based on solid evidence. “As soon as doctors find out that an overweight patient skips breakfast, they’ll often tell them to make sure they eat it every day,” he says. “But should we not know more about the effects? We try not to give other health advice without evidence, so why are we more lax with breakfast?”

[VII] To determine what, if any, causal effect breakfast can have on health, Betts and his team decided to conduct an experiment. One group of people ate breakfast, while the other fasted and drank just water until lunch. Those who ate breakfast had to consume 700 calories or more before 11 am. The team then

recorded a range of measurements throughout the day — either by monitoring participants in the lab or by having them keep their own records.

[VIII] One thing they looked at was daily total consumption. Does breakfast really make people less likely to overeat at lunch or dive into the biscuit tin?

[IX] Contrary to accepted wisdom, skipping breakfast had little effect — those who fasted all morning ate more at lunch, but not enough to make up the 700 calorie deficit, and overall the breakfast group ended up eating a fair bit more over the day. In addition, eating breakfast didn't give people a metabolic boost either.

[X] So does breakfast have any benefits at all? It does appear to.

[XI] In Betts's study, it turned out that the breakfast eaters had better control over glucose* levels in the afternoon, and this is an advantage that he wants to probe further, especially since we know that this is what goes wrong in people with type 2 diabetes.

[XII] Other work backs up this idea. One study showed that children who ate breakfast every day, especially high-fiber cereal, were at lower risk of developing type 2 diabetes later on in life. "Our work and others' certainly show an association between not eating breakfast and an increased risk of later disease such as type 2 diabetes," says Peter Whincup at St. George's, University of London, who led the study.

[XIII] Even so, Whincup warns against overinterpreting data from those kinds of studies because they are observational and have limitations. Plus, his research was based on asking children to remember what they had eaten, which is prone to errors.

[XIV] Perhaps the biggest benefit of breakfast is that those who indulge, while tending to eat more during the day, manage to burn off those calories later on — an effect that we didn't know about before. Betts's team used heart rate monitors and accelerometers* to measure movement, giving them an edge over past studies based on questionnaires alone. These would have missed lower-intensity

activities such as unconscious movement or fidgeting, otherwise known as “non-exercise activity thermogenesis*,” or NEAT. And even light activity can make a big difference. In Betts’s study, calorie expenditure from low-intensity activities was significantly higher in breakfast eaters than in the fasters. They also burned on average several hundred more calories during the morning than their fasting counterparts. Those who fasted just moved around less without thinking about it.

[注] metabolism : (新陳)代謝 type 2 diabetes : 2型糖尿病 (インスリンの分泌量不足等で起こり, 糖尿病の大半を占める) glucose : ブドウ糖
accelerometers : 加速度計 thermogenesis : 熱発生

③7 第I段落から第III段落の内容に照らして, もっとも適切なものを1~4の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- 1 We easily believe almost all of the health advice that we get.
- 2 There are not many health claims regarding breakfast.
- 3 Many people regard breakfast as the most important meal of the day.
- 4 Most claims about the importance of breakfast have been proved by numerous experiments.

③8 第IV段落から第V段落の内容に照らして, もっとも適切なものを1~4の中から一つ選び, その番号をマーク解答用紙にマークしなさい。

- 1 The origin of the idea of the importance of breakfast dates back to the middle of the 19th century.
- 2 Some research shows a link between skipping breakfast and being overweight.
- 3 Many findings on the merits of eating breakfast ignored observational studies.
- 4 Studies that support the idea of a healthy breakfast have generally taken into account all aspects of a person’s life.

(39) 第VI段落から第IX段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 Betts agreed on the importance of eating breakfast even though there was no evidence.
- 2 According to Betts, there are no doctors who think that eating breakfast every day prevents people from becoming overweight.
- 3 In an experiment that Betts and his team conducted, one group ate breakfast fast while the other ate slowly.
- 4 In the study by Betts and his team, the group that skipped breakfast did not completely make up that calorie deficit at lunch.

(40) 第X段落から第XIII段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 In Betts's study, eating breakfast led to an increase in type 2 diabetes.
- 2 In an experiment, Betts found no advantage in eating breakfast.
- 3 According to Peter Whincup, research has shown a connection between not eating breakfast and an increased risk for type 2 diabetes.
- 4 Whincup believes that data from observational studies are complete and without limitations.

(41) 第XIV段落の内容に照らして、もっとも適切なものを1～4の中から一つ選び、その番号をマーク解答用紙にマークしなさい。

- 1 In Betts's study, those who ate breakfast used up more calories in the morning than those who did not.
- 2 Past studies based on questionnaires alone were more scientific than Betts's study.
- 3 NEAT is a category that would include long distance running.
- 4 Calories consumed at breakfast can never be burned off.

(42) 下線部(A)を和訳し，記述解答用紙に記入しなさい。

VIII 次の日本語を英訳し，記述解答用紙に記入しなさい。(10点)

(43) この授業では，私は猛暑が農業生産に与える影響に焦点を置く計画である。

