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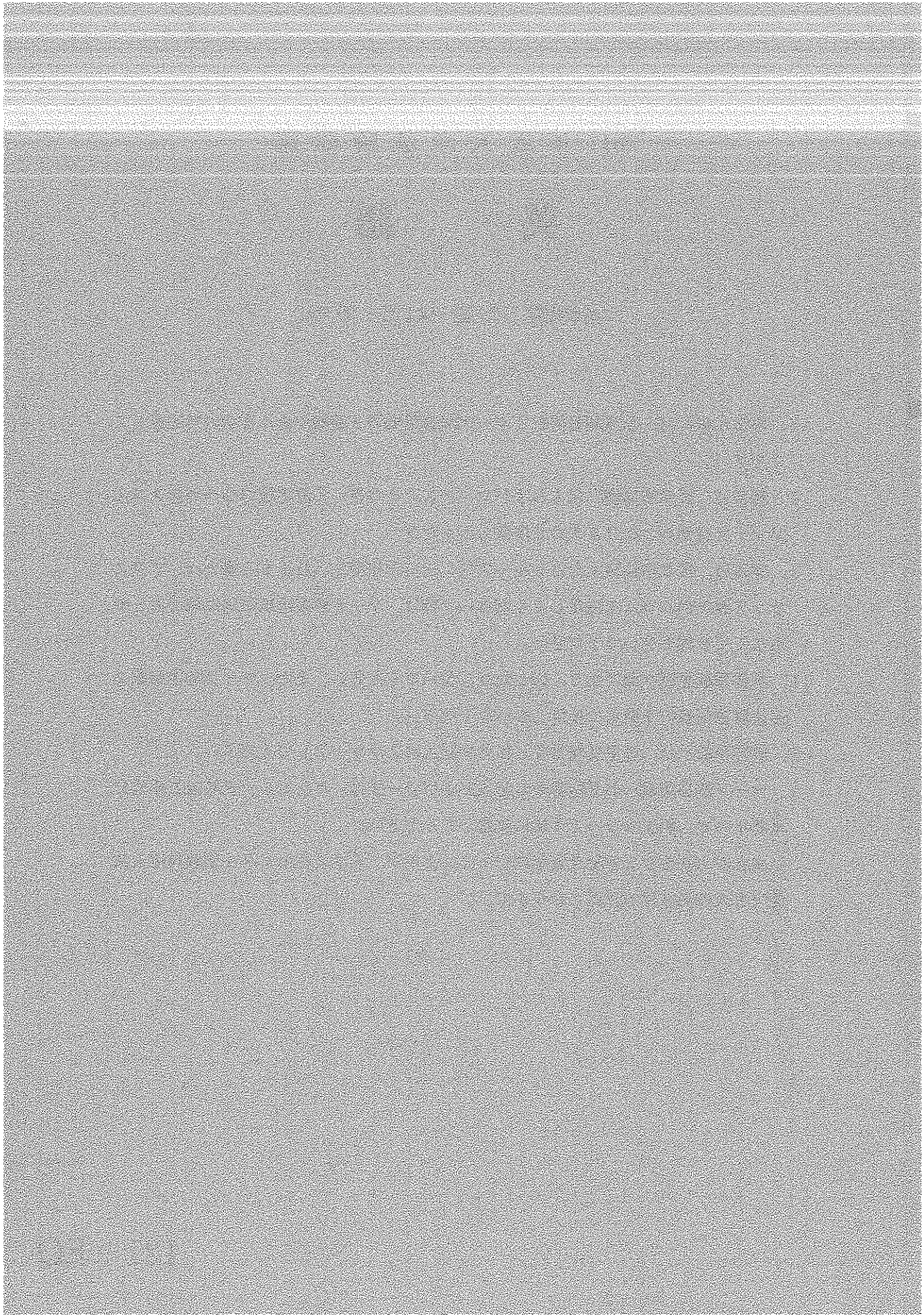
I   次の各英文の下線部について，もっとも意味が近いものを1〜4の中から一つずつ選び，その番号をマーク解答用紙にマークしなさい。(10点)

(1) With her dark hair and light skin, she looks like her sister.

　　　1　restores　　　　2　respects　　　　3　reserves　　　　4　resembles

(2) You should try to modify your behavior.

　　　1　change　　　　2　describe　　　　3　exhibit　　　　4　understand

(3) She became frantic with worry when she discovered that her young son was missing.

　　　1　impressive　　2　wild　　　　　3　quiet　　　　　4　submissive

(4) Bob's views on taxation are utter nonsense.

　　　1　pessimistic　　2　official　　　3　detailed　　　4　absolute

(5) I don't think you should discipline another person's child.

　　　1　mislead　　　　2　feed　　　　　3　punish　　　　4　adopt

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) 面接では，予想しなかった質問をされた。

　　　At the interview, I was asked a question that I had not (　　　　　).

　　　1　accepted　　　2　amended　　　3　anticipated　　4　approved

— 1 —

(7) 幽霊の存在を信じる人はたくさんいます。

Many people believe in the (　　　　　) of ghosts.

1　persistence　　2　existence　　　3　insistence　　4　magnificence

(8) 彼の説明は私の理解の及ぶところではない。

His explanation is (　　　　　) my understanding.

1　beyond　　　2　off　　　　3　under　　　4　within

(9) 今日の勝利で，タイガースは3連勝になった。

With today's victory, the Tigers have now won three games in a (　　　　　).

1　column　　　2　loop　　　3　row　　　4　straight

(10) ショーンほど足が速い小学生を見たことがない。

I have (　　　　　) to see an elementary school child who can run as fast as Shawn.

1　ever　　　2　yet　　　3　never　　　4　since

(11) 若干の断片を除くと，彼女の作品は何一つ残っていない。

Nothing remains of her work (　　　　　) from a few fragments.

1　far　　　2　ever　　　3　coming　　　4　apart

(12) どんな状況でも有利な点もあれば不利な点もある。

There are (　　　　　) as well as advantages to every situation.

1　backups　　　2　drawbacks　　　3　outcomes　　　4　workouts

(13) 彼らは，前任者よりも彼女の方がそのポストに適任であろうと考えていた。

They thought she would be more (　　　　　) for the post than her predecessor.

1　damaged　　　2　confused　　　3　enraged　　　4　qualified

⒁　彼が昇進を断ったとき，誰もが驚いた。

　　Everyone was surprised when he turned (　　　　　) the promotion.

　　1　over　　　　　2　out　　　　　3　down　　　　　4　up

⒂　選挙で極めて重要な決定をするという責任を，普通の人々に任せることができますか。

　　Can ordinary people be (　　　　　) with the responsibility of making critically important decisions in elections?

　　1　dictated　　　2　defied　　　　3　trusted　　　　4　neglected

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)

⒃　Buy one, get one free.

　　If you buy one item, you can get another for (　　　　　).

　　1　good　　　　　2　nothing　　　3　exchange　　　4　all

⒄　I hardly ever go shopping on rainy days.

　　I (　　　　　) shop on rainy days.

　　1　frequently　　2　generally　　3　often　　　　　4　rarely

⒅　He ignored what his boss said.

　　He (　　　　　) no attention to what his boss said.

　　1　rejected　　　2　purchased　　3　paid　　　　　4　demanded

⒆　In this class, everybody has to take the final examination.

　　In this class, taking the final examination is (　　　　　).

　　1　mandatory　　2　optional　　3　beneficial　　4　advisable

— 3 —

(20) Many people are in doubt as to whether the plan will be a success.

There are many people who are (　　　　　　) about whether the plan will be

a success.

　　1　confident　　　2　diligent　　　3　intelligent　　　4　skeptical

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)

(21)　この映画はいつも観客を笑わせる。

　　This movie（1　to　　2　audience　　3　never　　4　the　　5　make

　　6　fails）laugh.

(22)　この物質は，抗生物質に耐性のある感染症の治療に役立つ。

　　This　substance　is　useful（1　that　　2　treating　　3　are　　4　infections

　　5　resistant　　6　for）to antibiotics.

(23)　道路工事は，次の木曜日までに完了するはずです。

　　The road construction（1　supposed　　2　finished　　3　by　　4　be　　5　to

　　6　is）next Thursday.

(24)　これらの本を全部読む価値が本当にあるのだろうか。

　　I wonder（1　are really　　2　whether　　3　books　　4　all of　　5　worth

　　6　these）reading.

(25)　彼女たちが踊っているところが見えるように，私は息子を持ち上げた。

　　I lifted up my son（1　them　　2　he　　3　could　　4　that　　5　so

　　6　see）dancing.

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: Hmmm?

B: What's up?

A: Well, I'm writing this essay on the Olympic Games, and I can't decide if it
should have a singular or plural verb. For example, "the Olympic Games has
many problems." Should it be "has" or "have"?

B: I see. Well, I think it should be a plural verb, shouldn't it?

A: You would think so, but that just doesn't sound right to me.

B: Have you gone on to the Internet to look it up? (　　　　　).

A: Yes, I have and it seems to be split 50/50. So, I'm stuck and don't know
which to choose.

B: Well, it's your call. I guess half of your readers will not have a problem
with whichever you use.

 1 You should never believe what you read on the Internet

 2 I don't think that you will find the answer there

 3 There are websites where you can check which is used more frequently

 4 I found the answer to your question online right away

(27)

A: Good morning, Norman.

B: Good morning, Mr. Borg.

A: How are you enjoying your visit so far?

B: Everything's great, Mr. Borg. I'm really grateful to you and your family
for your hospitality.

A: Well, we're happy to have you. However, there is one thing that I'd like to
talk to you about.

B: What's that?

A: It's about your telephone calls, Norman. Could you please (   ) in the middle of the night? Last night and the night before your talking kept me up and kept my wife up as well.

B: Oh, I'm terribly sorry. I didn't realize you could hear me.

A: Yes, we could. At any rate, from now on, please don't make any calls after eleven o'clock.

1   refrain from talking on the phone

2   make it a point to call everyone

3   try to speak at a much greater volume

4   make all of your calls

(28)

A: I'm getting rather hungry. Shall we go out and get something to eat?

B: Sure. What did you have in mind?

A: I'd really like something hot and spicy, like Indian curry. How do you feel about that idea?

B: Hot and spicy is good, but (   ). How about Thai?

A: That's fine. Do you know of any good Thai restaurants around here?

B: There's one near the station. It's small and gets quite busy, but the food is excellent.

1   we're too busy to eat out

2   I know that you prefer Japanese food

3   all restaurants are closed all day today around here

4   I'm not in the mood for an Indian meal

(29)

A: Janice, how did you do on the math test?

B: I got a 95.

A: Really? That's about twice as high as my score. I envy you. I'm terrible at math.

B: Well, I'm not really very good at math, either. But, I did study hard for this exam.

A: ( ). I just can't understand math.

B: I think you're wrong. But, at any rate, if you want, I'll help you study for the next exam.

A: Thank you. I don't think it will do any good, but I'll still take you up on your offer.

1 Your effort didn't pay off

2 It doesn't matter how hard I study

3 That's too bad

4 I guess that explains your complete failure

(30)

A: Are you ready to order now, sir?

B: Well, maybe. Could you tell me what today's special is?

A: Yes, certainly. It's grilled swordfish steak with fried potatoes and mushrooms.

B: That sounds good. I think I'll have that.

A: Certainly, sir. Would you like anything to drink with that?

B: Yes, I'd like some coffee, please.

A: And ( ), sir?

B: I'd like it black, with sugar.

1 are you really sure that's what you'd like

2 when would you like your coffee

3 how would you like your coffee

4 how are you today

— 7 —

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] Scientists have created an "atlas of the brain" that reveals how the meanings of words are arranged across different regions of the organ. Like a colorful quilt laid over the cerebral cortex*, the atlas displays in rainbow hues how individual words and the concepts they convey can be grouped together in clumps of white matter*. "Our goal was to build a giant atlas that shows how one specific aspect of language is represented in the brain, in this case semantics, or the meanings of words," said Jack Gallant, a neuroscientist at the University of California, Berkeley.

[II] No single brain region holds one word or concept. A single brain spot is associated with a number of related words. And each single word lights up many different brain spots. <u>Together they make up networks that represent the (A) meanings of each word we use</u>: life and love; death and taxes; clouds, Florida and bra. All light up their own networks. "It is possible that this approach could be used to decode* information about what words a person is hearing, reading, or possibly even thinking," said Alexander Huth, the first author on the study. One potential use would be a language decoder that could allow people silenced by motor neurone disease* or locked-in syndrome* to speak through a computer.

[III] To create the atlas, the scientists recorded people's brain activity while they listened to stories read out on *The Moth Radio Hour*, a US radio show. They then matched the transcripts of the stories with the brain activity data to show how groups of related words triggered neural responses in 50,000 to 80,000 pea-sized spots all over the cerebral cortex. Huth used stories from *The Moth Radio Hour* because they are short and compelling. The more interesting the stories, the more confident the scientists could be that the people being scanned were focusing on the words. Seven people listened to two hours of stories each. Per person, that amounted to hearing roughly 25,000 words — and more than 3,000 different words — as they lay in the scanner.

[IV]   The atlas shows how words and related terms exercise the same regions of the brain. For example, on the left-hand side of the brain, above the ear, is one of the tiny regions that represents the word "victim." The same region responds to "killed," "convicted," "murdered" and "confessed." On the brain's right-hand side, near the top of the head, is one of the brain spots activated by family terms: "wife," "husband," "children," "parents." Each word is represented by more than one spot because words tend to have several meanings. One part of the brain, for example, reliably responds to the word "top," along with other words that describe clothing. But the word "top" activates many other regions. One of them responds to numbers and measurements, another to buildings and places. The scientists have created an interactive website where the public can explore the brain atlas.

[V]   Strikingly, individual brain atlases were similar for all the participants, suggesting that their brains organized the meanings of words in the same way. The scientists only scanned five men and two women, however. All are native English speakers, and two are authors of the study published in *Nature*. It is highly possible that people from different backgrounds and cultures will have different semantic brain atlases. Armed with the atlas, researchers can now piece together the brain networks that represent wildly different concepts, from numbers to murder and religion. "The idea of murder is represented a lot in the brain," Gallant said. Using the same haul of data, the group has begun work on new atlases that show how the brain holds information on other aspects of language, from phonemes* to syntax*. A brain atlas for narrative structure has so far proved elusive, however. "Every time we come up with a set of narrative features, we get told they aren't the right set of narrative features," said Gallant.

[VI]   Uri Hasson, a neuroscientist at Princeton University, praised the work. Unlike many studies that looked at brain activity when an isolated word or sentence was spoken, Gallant's team had shed light on how the brain worked in a real-world scenario, he said. The next step, he said, was to create a more comprehensive and precise semantic brain atlas. Ultimately, Hasson believes it

will be possible to reconstruct the words a person is thinking from their brain activity. The ethical implications are enormous. One harmless use would see brain activity used to assess whether political messages have been effectively communicated to the public. "There are so many implications, and we are barely touching the surface," he said. Lorraine Tyler, head of the Centre for Speech, Language and the Brain at Cambridge University, said the research was a "tour de force* in its scope and methods." But the brain atlas in its current form does not capture fine differences in word meanings. Take the word "table." It can be a member of many different groups, says Tyler. "It can be something to eat off, things made of wood, things that are heavy, things having four legs, non-animate objects, and so on. This kind of detailed semantic information that enables words to be used flexibly is lost in the analysis," she said. "While this research is path-breaking in its scope, there is still a lot to learn about how semantics is represented in the brain."

[注]　cerebral cortex：大脳皮質　　white matter：(脳の) 白質

decode：解読する　　motor neurone disease：運動ニューロン病

locked-in syndrome：閉じ込め症候群　　phonemes：音素

syntax：統語論，文法　　tour de force：力作

(31)　第Ⅰ段落から第Ⅱ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　Scientists have found that the brain is made up of material of many different colors.

2　The aim of this research was to identify which areas of the brain are linked with different word meanings.

3　Jack Gallant and Alexander Huth did not both work on the brain atlas project.

4　Only one word can occupy a single spot in the brain.

(32)　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　The researchers played audio recordings of lengthy stories to a large group of people.

2　Each of the seven people who were studied listened to 28,000 words.

3　The scientists listened to the sounds of groups of insects as a means of relaxing while they were working.

4　While the people were being studied, their brains activated in 50,000 to 80,000 different places.

(33)　第Ⅳ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　"Wife," "husband," "children" and "parents" are all words that activated one spot on the right-hand side of the brain.

2　The word "top" is unusual because it has several different meanings while most words do not.

3　The word "tend" is given as an example of a word that has only one meaning.

4　Part of the research work required members of the public to use an interactive website.

(34)　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　Although similar brain atlases were found for all the people studied, the number of people studied was very small.

2　The research shows precisely how narrative structure is organized in the brain.

3　It is already clear that people from completely different cultural backgrounds have semantic atlases that are absolutely identical.

4　The researchers studied people who were native and non-native speakers of English.

(35) 第Ⅵ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　Experts believe that it would not be right to investigate whether political messages are understood by the public.

2　One problem with the research was that it only focused on a single word or sentence as it was spoken.

3　According to Lorraine Tyler, the brain atlas in its current form captures the fact that the word "table" belongs to several different semantic groups.

4　The researchers have not yet found a way to see fine differences in the meanings of words using the brain atlas.

(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]　Higher education, once seen as the nation's great leveler, has become a guardian of class division and privilege in America.　At the country's most selective schools, three percent of students come from families in the bottom economic quartile*, while the top economic quartile supplies 72 percent.　A high-achieving poor student is only one-third as likely to go to a competitive school as his or her wealthier counterpart.

[Ⅱ]　Talented students should go to the best college they can — and not just for the career advantages later.　A student who could get into a top school is nearly twice as likely to graduate there than if he or she goes to a noncompetitive school. The top colleges are the only ones where students of all income levels graduate at the same rates.　The reason is money: Selective colleges are richer.　They can afford to provide specialized counseling and lots of financial aid.　And running

out of money is the most common reason people drop out.

[III] It doesn't seem as if closing this gap should be so difficult. Some 30,000 low-income high school seniors in America each year are top students but don't go to selective schools, or to college at all. Catharine Bond Hill, a prominent economist who studies equity in higher education, found that the share of low-income students at highly selective colleges could rise by 30 to 60 percent with no decrease in academic quality. So why don't colleges just grab these students?

[IV] One big obstacle is that many poor students don't apply because they don't know elite schools are an option. The top students among them are also hard for recruiters to find, since they are scattered around the country.

[V] But when poorer students do apply, they are accepted less often than similar students from high-income families, or they get in but don't receive enough financial aid to go. Some elite private colleges cost $60,000 per year or more. Just thinking about graduating with a five- or even six-figure amount of debt sends many students from poor families rushing back to state schools.

[VI] Colleges that enroll the highest percentage of low-income students are need-blind, which means they make admissions decisions without considering ability to pay. <u>They offer enough financial aid to completely close the gap</u>
(A)
<u>between the cost of college and what a student's family can pay.</u> And they actively recruit low-income students.

[VII] Stephen Burd, a senior policy analyst at New America, a public policy institute, said that between 20 and 25 private schools and many public colleges do all three things, among them many Ivy League colleges, Stanford and small colleges like Pomona, Wellesley and Amherst (another leader in educating low-income students).

[VIII] The vast majority of colleges don't. Enrolling poor students is costly, especially because each scholarship student will take the place of someone who could pay in full. The financial crisis of 2008 sliced into donations, and states are

cutting public schools' budgets.

[IX] In addition, the money colleges do have increasingly goes to students who don't need it. Private colleges engage in bidding wars for talented *wealthy* students. Burd writes that the same thing is happening at public colleges, where tuition is higher for out-of-state students, and bidding wars for them consume a growing percentage of aid. While this crowds out low-income students, and many colleges say they would like to stop, they do not because their competitors are still doing it.

[X] Tied to money is the powerful influence of *U.S. News & World Report*'s much-criticized college rankings. Colleges seek to move up in the rankings by competing on selectivity, student test scores, contributions from graduates and academic spending, among other measures on which colleges do best when they stick to privileged students. The college ranking system of *The Washington Monthly* provides a valuable alternative. It rates colleges for their contribution to the public good, considering the percentage of students from low-income families, innovative research and the percentage of students who do national service.

[XI] In January, the Jack Kent Cooke Foundation, which focuses on helping promising poor students, published *True Merit*, a report that details many obstacles in the way of low-income students, including the following:

- Students who apply for early admission often double their chance of acceptance. But early admission is not an option for students who need to see and compare all of their financial aid offers.
- Colleges look for interesting extracurricular activities*. A student who can afford to take an unpaid internship in a research lab moves ahead of a student who spent evenings working at Burger King.
- Students who have a parent or close relative who attended the school get preference. Harvard's admission rate for such applicants, for example, is

four times higher than for regular applicants. There is no more direct way to perpetuate privilege.

◉ Colleges depend heavily on SAT* and ACT* scores. But these standardized tests are discriminatory — the richer you are, the better you'll do, even without test-preparation services and professional tutoring, to which poor kids have no access.

◉ Most controversially, even affirmative action* can discriminate against the poor, the report said. Nearly 90 percent of African-American students at selective colleges, some of whom were admitted through racial preferences, are middle- or upper-class.

[注] quartile：四分位数（例えば，the bottom quartile は下位4分の1を指す）
extracurricular activities：課外活動
SAT, ACT：いずれもアメリカの大学入学共通試験
affirmative action：積極的差別是正措置

(37) 第Ⅰ段落から第Ⅱ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 top colleges, poor students graduate at lower rates than rich students.

2　Even an excellent student is less likely to go to a competitive school if he or she comes from a poor family.

3　Higher education has always been thought of as a guardian of class division and privilege in America.

4　Generally speaking, it is more difficult to graduate from a top school than to graduate from a noncompetitive school.

(38) 第Ⅲ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　About 30,000 low-income high school seniors in America go to elite colleges each year.

2　When poorer students apply to selective schools, their rate of acceptance is the same as for similar students from wealthy families.

3　Many poor students don't think about going to elite schools because they don't know that going to elite schools is possible for them.

4　Catharine Bond Hill found that the share of low-income students at highly selective colleges should range from 30 to 60 percent.

(39) 第Ⅵ段落から第Ⅷ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 vast majority of colleges actively recruit high-achieving poor students.

2　Some colleges make admissions decisions without considering one's ability to pay.

3　Most colleges welcome poor students more than others because they prefer scholarship students.

4　There are no Ivy League colleges that offer financial aid to students from families that are not wealthy.

(40) 第Ⅸ段落から第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　At public colleges, all students pay the same amount of tuition.

2　Private colleges use their money exclusively to help students in need.

3　Both private and public colleges spend money to recruit talented students.

4　The rankings of colleges are determined entirely by their students' diversity.

(41) 第XI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　Affirmative action guarantees that colleges do not discriminate against the poor.

2　Participating in interesting extracurricular activities actually lowers one's chances of acceptance at a college.

3　Poor students usually take part in an unpaid internship in a research lab because it increases the possibility of getting into top colleges.

4　At Harvard, the admission rate for applicants who have a parent or close relative who attended Harvard is higher than for regular applicants.

(42)　下線部(A)を和訳し，記述解答用紙に記入しなさい。

VIII　次の日本文を英訳し，記述解答用紙に記入しなさい。(10点)

(43)　日本の人口減少をもっとも重要な問題だと考える人の大半が，その提案に反対している。