



英語問題

はじめに、これを読むこと。

(注意事項)

1. この問題用紙は[I]から[Ⅲ]まで14ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し確認すること。
3. 解答用紙の所定の欄に氏名を記入すること。
4. 解答はすべて解答用紙の所定の欄にマークするか、または所定の欄に記入すること。
5. 解答は必ず鉛筆またはシャープペンシル(いずれもHBの黒)で記入すること。
6. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
7. 解答用紙は、絶対に汚したり折り曲げたりしないこと。また、所定以外のところには絶対に記入しないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は持ちかえらないこと。
10. この問題用紙は必ず持ちかえること。
11. 試験時間は60分である。
12. 解答をマークする場合の注意。

(マーク記入例)

| 良い例 | 悪い例 |
|---|---|
|  |  |

[I] 次の英文を読んで、1～5の問いに答えなさい。

Sleep deprivation among teenagers should be regarded as a public health epidemic. Only about 40% of teenagers get the eight to ten hours of sleep a night (A) by sleep scientists and pediatricians*.

A major reason teens aren't getting enough sleep isn't hormones, their busy social lives, too much homework or too much screen time. It's actually a matter of public policy.

That public policy is school start times — an issue that is being debated around the country, and particularly in California. The Senate* has passed and the Assembly* is about to vote on a bill that would require middle and high schools across the state to start no earlier than 8:30 a.m. That would be consistent with recommendations from the American Academy of Pediatrics and other major medical organizations. ^(a)

For California, it's a small change, really. According to the Centers for Disease Control and Prevention*, the average start time for middle and high schools in the state is 8:07 a.m. So the proposed law would, (1) average, delay the beginning of the school day by 23 minutes. However, this small change could have big implications. ^(b)

Proponents of the bill and other school-start-time initiatives across the country cite several scientific studies showing that later start times are linked with reductions in tardiness and absences, improvements in graduation rates, overall teen well-being, and reductions in motor vehicle crashes, which are the number 1 cause of death among teenagers in the U.S.

At the same time, the potential move in California to later school start times has also received strong opposition, primarily from the California School Boards Association, which represents thousands of school board members in the state. The group has described the measure as “too rigid for a population so large and diverse.”

In addition, many people tend to instinctively question whether changing school start times will actually result in more sleep for teens. They ask: If schools start later, won't teens just stay up later? The science says no. A systematic look at the evidence on the effect of later start times suggests that when schools start later, teens get more sleep. Basically, they go to sleep at the same time but wake up later, and they benefit from better quality sleep that tends to come their way in the early morning hours.

Another concern has to do with the cost implications of delaying school start times — an ever-present issue in the age of increasingly tight school budgets, and decreasing tax revenues. The move could lead to a range of initial up-front costs, with budget-watchers worried most (2) costs associated with changing bus schedules and additional lighting for athletic fields because after-school activities would be pushed later in the day.

However, our recently released research for the RAND Corporation (B) that delaying school start times to 8:30 a.m. could actually result in significant economic statewide benefits that would be realized within a matter of years.

Over the span of about a decade, the United States could stand to make financial gains of around \$83 billion if teenagers were able to get more sleep. In California alone the financial gains would be just over \$10 billion. Within even two years, most states would break even in terms of the initial costs of the move versus the economic benefits.

These gains are based on a macroeconomic model that (C) at two key effects of better-rested teens: improved academic performance and reduced motor vehicle crashes.

In terms of academic performance, research published (3) the apt title "Sleepwalking Through School" shows that an hour more a night of sleep increases the probability of high school and college graduation 8% to 13%. Better grades have a positive effect on the jobs teenagers will obtain in the future — and how much individuals contribute (4) the economy via future earnings.

More sleep could also lead to fewer vehicle crashes. CDC data show that in 2015, more than 2,300 teens in the United States from age 16 to 19 died in motor vehicle accidents. About 20% of all crash fatalities involve a driver ^(c)impaired by sleepiness, drowsiness or fatigue, according to the AAA* Foundation for Traffic Safety Standards. This feeds into the economic fallout caused by inadequate teen sleep: The tragedy of early death in an accident removes them from the future labor supply equation, as well as emotionally (D) those forced to cope with the loss of a young life.

Later start times present school districts with logistical challenges, but they are surmountable, and the scientific and economic evidence shows ^(x)it is worth the effort.

*pediatrician 小児科医

*the Senate 州上院

*the Assembly 州下院

*the Centers for Disease Control and Prevention (CDC) アメリカ疾病予防管理センター

*AAA アメリカ自動車協会

1. 文中の(1)～(4)へ入れるものとして、最も適切な語を、1～7から選び、その番号をマークしなさい。

- | | | | |
|----------|-----------|---------|-------|
| 1. about | 2. beside | 3. in | 4. of |
| 5. on | 6. to | 7. with | |

2. 下線部 (a) ~ (c) の語句の意味に最も近いものを、それぞれ 1~4 より選び、その番号をマークしなさい。

(a) be consistent with

- | | |
|------------------|-----------------------|
| 1. be against | 2. be continuous from |
| 3. go along with | 4. include |

(b) implications

- | | |
|-----------------|-----------------|
| 1. applications | 2. consequences |
| 3. oppositions | 4. threats |

(c) impaired

- | | |
|----------------|---------------------------|
| 1. discouraged | 2. needing another driver |
| 3. partnered | 4. severely affected |

3. 文中の (A) ~ (D) に入れるものとして、最も適切な語を、それぞれ以下から選び、前後の文脈に合うように、必要があれば適切な形に変えて解答欄に記入しなさい。

affect / look / recommend / show

4. 下線部 (X) の内容を日本語で解答欄に書きなさい。

5. 次の三組の英文群(1)～(3)から、本文の内容に一致しているものをそれぞれ1つ選び、その番号をマークしなさい。

(1)

- 1 Teens do not get enough sleep because they have busy social lives and too much homework.
- 2 Only the government in the state of California is discussing changes in school start times.
- 3 Major medical organizations support the idea that high schools should not begin before 8:30 in the morning.

(2)

- 1 The most common cause of teenager death in the United States is automobile accidents.
- 2 The California School Boards Association supports the policy that will start school at a later time.
- 3 According to research, if schools start at a later time, teenagers will go to bed later.

(3)

- 1 A later start time for schools could be more cost-efficient over a long period of time.
- 2 Exactly 2,300 teens between the ages of 16 and 19 died in motor vehicle accidents in 2015.
- 3 The writer does not believe that school districts can overcome the challenges of starting school later in the day.

〔Ⅱ〕 次の英文を読んで、1～7の問いに答えなさい。

“We tell ourselves stories in order to live,” Joan Didion once wrote, and that is just as true of ghost stories: we tell stories of the dead as a way of making sense of the living. More than just simple urban legends and campfire tales, ghost stories reveal the shape of our anxieties, the nature of our collective fears and desires, the things we can’t talk about in any other way. The past we’re most afraid to speak of aloud in the bright light of day is the same past that tends to linger in the ghost stories we whisper in the dark.

Ghost stories are as old as human civilization, appearing in the earliest written epics and throughout the ancient world. In one of his letters the Roman writer Pliny the Younger¹ describes a house haunted by a ghost “in the form of an old man, of extremely thin and dirty appearance, with a long beard and uncombed hair, rattling the chains on his feet and hands.” The house remained vacant until the philosopher Athenodorus² rented it; his first night he waited up ^(b) for the ghost, writing in his study, until the ghost appeared.

Athenodorus, according to Pliny, was not in a hurry, and when confronted by the ghost “made a sign with his hand that the ghost should wait a little, and threw his eyes again upon his papers.” Eventually the philosopher allowed the ghost to lead him outside of the house into the yard, where the ghost vanished. The next morning, Athenodorus dug up the spot where the ghost had disappeared, and found the remains of a skeleton in chains that had been long neglected. He gave the corpse a proper burial, and the haunting ceased. ^(c)

Ghosts bridge (あ); they speak across the seemingly insurmountable barrier of time, connecting us to what we thought was lost. They give us hope for a life beyond death, and because of this help us to cope with loss and grief. Their presence is the promise that we don’t have to say goodbye to our loved ones right away, and — as with Athendorus’s haunting — what was left undone in one’s life could be finished by one’s ghost.

Perhaps this is why, even without centuries-old castles or ruined churches, the United States is as ghost-haunted as anywhere else in the world — perhaps even more so. You'll find ghosts in the plantations of the South, in the wilds of the plains states, in the fancy hotels of California, in the wooden colonial buildings in the Northeast. They roam the streets of cities like Detroit and Buffalo, and they haunt the gothic cities of the South. You'll find them in abandoned mining towns, and in the bustling metropolis of New York City.

Forty-five percent of Americans say they believe in ghosts, and almost a third say they've witnessed them firsthand. Though this belief lies [①] the ways we normally explain the world, it's a difficult belief to shake. That we continue believing in ghosts despite our rational mind's skepticism suggests that これらの物語には、私たちが自分たちの世界をどう理解するかということにとって重要な何かがある。We cannot look [②], because we know something important is there.

Ghosts, Thomas W. Laqueur writes, are “a representation of the unrepresentable: the dead who were somewhere.” In a world where nearly every moment of our lives is photographed, recorded, and documented, the gaps in the past still beckon us. Searching for ghosts can be an attempt to reconstruct what is [Y]. By looking through time for stories that have been misplaced or forgotten, we listen to the voices that call out to be remembered. Our ghost stories center on unfinished endings, broken relationships, things left unexplained. They offer an alternative kind of history, bringing stories into the light that might [③] have been ignored.

In her study of the ghost stories of the Hudson Valley in New York, Judith Richardson describes how one ghost in particular has changed shape through the decades to suit (ㄨ). For over two centuries, residents in the village of Leeds, New York, have reported seeing a ghostly horse riding down the main road, dragging behind it a young woman. The story, in its most basic form, has to do with a cruel master who wickedly killed a young servant girl as punishment

for some minor misdeeds. When she was described by writer Miriam Coles Harris in her 1862 novel *The Sutherlands*, the ghostly victim is a slave of African and Native American descent. In 1896, the same ghost appears in Charles M. Skinner's *Myths and Legends of Our Own Land*, but now she is a white European immigrant, reflecting Skinner's interest in class differences and labor warfare.

Paying attention to the way ghost stories change through the years — and why those changes are made — can tell us a great deal about how we face (う). Even when these stories have a basis in fact and history, they're often changed significantly before we embrace them in our imagination, and teasing out^(f) these changes is key to understanding how these ghosts shape our relationship to the past.

*1 Pliny the Younger 小プリニウス^{しょう} (古代ローマ帝国時代の文人)

*2 Athenodorus アテノドロス・カナニテス (古代ギリシャの哲学者)

1. 下線部 (a) ~ (f) の語句に最も近い意味の語句をそれぞれ 1 ~ 4 より 1 つ選び, その番号をマークしなさい。

(a) anxieties

- | | |
|----------------|-----------------|
| 1. hopes | 2. reassurances |
| 3. reflections | 4. worries |

(b) vacant

- | | |
|----------|-------------|
| 1. clean | 2. distant |
| 3. empty | 4. occupied |

(c) ceased

- | | |
|-------------|--------------|
| 1. appeared | 2. continued |
| 3. dreamed | 4. stopped |

(d) witnessed

- | | |
|-------------|-------------|
| 1. believed | 2. imagined |
| 3. seen | 4. touched |

(e) alternative

- | | |
|-------------------|--------------|
| 1. changing | 2. different |
| 3. transformation | 4. variety |

(f) teasing out

- | | |
|-----------------|-----------------|
| 1. breaking out | 2. discovering |
| 3. researching | 4. standing out |

2. 空欄 [①] ~ [③] に入るのに最も適切な語をそれぞれ 1 ~ 4 より 1 つ選び, その番号をマークしなさい。

- | | | | | |
|---|------------|-----------|------------|--------------|
| ① | 1. besides | 2. on | 3. outside | 4. without |
| ② | 1. away | 2. back | 3. on | 4. out |
| ③ | 1. ever | 2. hardly | 3. never | 4. otherwise |

3. 空欄（あ）～（う）に入るのに最も適切な句を、以下の1～4より1つ選び、その番号をマークしなさい。

1. different needs of different eras
2. our fears and our anxieties
3. our happiest memories
4. the past to the present

4. 下線部（X）の日本語を英文に訳したい。下の1～8の語群から単語を選んで以下のカッコ内に入れて、日本語と同じ意味になる英文を作った場合、（ア）と（イ）に入る単語をそれぞれ1つ選び、その番号をマークしなさい。

()()() lies (ア)()() the way (イ)
() the world around us

語 群

- | | | | |
|------------|-------|---------------|------------|
| 1. crucial | 2. in | 3. something | 4. stories |
| 5. these | 6. to | 7. understand | 8. we |

5. 空欄〔Y〕に入るのに最も適切な語を以下の1～5より1つ選び、その番号をマークしなさい。

1. built
2. dreamed
3. found
4. imagined
5. lost

6. 以下の1～11の英文について、本文の内容に合致している場合にはTを、合致していない場合にはFを、それぞれマークしなさい。

1. The details of ghost stories are influenced by historical events.
2. Ghost stories are a way of explaining the world.
3. Ghost stories are not connected to real events.
4. Athenodorus was frightened of the ghost that he saw.
5. Ghosts can make difficult situations easier to deal with.
6. There are fewer ghost stories in the United States than in other parts of the world.
7. More than half of all Americans say that they have seen a ghost.
8. We don't need ghost stories as much anymore because today everything is recorded electronically.
9. Ghosts and ghost stories are symbols of things that we are afraid to talk about.
10. Ghost stories are more common in rural areas than in large cities.
11. Ghost stories influence historical events.

7. この英文のタイトルとして、最も適切なものを以下の1～5より1つ選び、その番号をマークしなさい。

1. America Is the World's Most Haunted Country
2. What Ghost Stories Can Tell Us About the Real World
3. How Ghost Stories Have Changed
4. How History Is Shaped by Ghost Stories
5. Why People Believe in Ghosts

[III] The following conversation is from a TV interview between Jon Stewart and Malala Yousafzai. Malala is a young Pakistani woman who won the Nobel Peace Prize after being shot and nearly killed for her work in promoting education for girls in a part of Pakistan that was controlled by an extreme religious group known as the Taliban. A comedian and political commentator who mixes humor and serious topics, Stewart interviewed Malala when he was host of the program *The Daily Show*.

For each of questions (1) to (15) choose the ONE correct answer from A to D that fits the blanks in the conversation.

JS: My guest tonight, she's an advocate for girls' access to education worldwide, and is the youngest person _____ nominated for a Nobel Peace Prize. Her new book _____ *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Please welcome to the program: Malala Yousafzai.

JS: _____ you.

MY: Thank you.

JS: Thank you _____ here.

MY: Thank you so much. It's an honor for me.

JS: It is an honor for us. By the way, we talked _____ before the show. Nothing feels _____ making you laugh. I will say that. I _____ our conversation very much.

MY: Thank you.

JS: Malala, it's honestly humbling to meet you. You're 16. Where did your love for education _____ ?

MY: We are human beings, and it is part of our human nature that we _____ the importance of anything _____ it is snatched from our hands. And in Pakistan, when we were stopped _____ to school, at that time, I _____ that education is very important, and education is power for women. And _____ the terrorists are _____ education. They

do not want _____ an education, because then women would become
more powerful.⁽¹⁵⁾

JS: Exactly. Exactly right.

- | | |
|-------------------------|------------------|
| (1) A. ever to be | B. having been |
| C. never having been | D. that can be |
| (2) A. calling | B. is called |
| C. named | D. that named |
| (3) A. Good of | B. Nice for |
| C. Nice of | D. Nice to see |
| (4) A. being | B. for being |
| C. to be | D. to come |
| (5) A. a little bit | B. nearly |
| C. when | D. while |
| (6) A. best for | B. better |
| C. better than | D. impressive |
| (7) A. enjoyed | B. was enjoyed |
| C. had enjoyment | D. was enjoyment |
| (8) A. became | B. become |
| C. came from | D. come from |
| (9) A. aren't learning | B. don't learn |
| C. haven't been learned | D. mustn't learn |
| (10) A. after | B. because |
| C. then | D. until |
| (11) A. and going | B. from going |
| C. going | D. to go |
| (12) A. have thought | B. realized |
| C. was realized | D. was thought |

- (13) A. it's caused by
C. it's so that
- (14) A. afraid for
C. fearful for
- (15) A. to become women's
C. women becoming
- B. it's factual that
D. that's why
- B. afraid of
D. fearful that
- B. to be women's
D. women to get