

入学試験問題



外国語 (英語)

(配点 120 点)

平成 27 年 2 月 26 日 14 時—16 時

注意事項

- 1 試験開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 この問題冊子は全部で 35 ページあります。落丁、乱丁または印刷不鮮明の箇所があったら、手を挙げて監督者に知らせなさい。
- 3 マークシートにマークしなさいという指示がある場合は**マークシートに必ず黒色鉛筆で解答しなさい**。それ以外は記述解答用紙に解答しなさい(黒色シャープペンシルを使用してもよい)。
- 4 記述解答用紙の指定欄に、受験番号(表面 2 箇所、裏面 1 箇所)、科類、氏名を記入しなさい。マークシートにも受験番号、科類、氏名を記入し、マークしなさい。指定欄以外にこれらを記入してはいけません。
- 5 解答は、5 問を越えてはいけません。ただし、第 4 問、第 5 問の代わりに、28 ページ以降にある他の外国語の第Ⅳ問、第Ⅴ問を選んでもよい。第Ⅳ問と第Ⅴ問とは必ず同じ外国語の問題でなければいけません。
- 6 解答は、必ず解答用紙(記述解答用紙とマークシート)の指定された箇所に記入しなさい。マークシートは 34 番以降は使用しません。また、第 4 問、第 5 問の代わりに他の外国語の第Ⅳ問、第Ⅴ問を選択する者は、21 番以降にマークしてはいけません。
- 7 第 3 問の聞き取り問題は**試験開始後 45 分経過した頃から約 30 分間**放送されます。
- 8 記述解答用紙裏面上方の指定された()内に、その紙面で解答する外国語名を記入しなさい。また、マークシートにもその外国語名をマークしなさい。
- 9 記述解答用紙裏面の上部にある切り取り欄のうち、その紙面で解答する外国語の分のみ 1 箇所をミシン目に沿って正しく切り取りなさい。
- 10 解答用紙の解答欄に、関係のない文字、記号、符号などを記入してはいけません。また、欄外の余白には、何も書いてはいけません。
- 11 解答用紙は、持ち帰ってはいけません。
- 12 試験終了後、問題冊子は持ち帰りなさい。

草 稿 用 紙

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英 語

- 1 (A) 次の英文の内容を、70～80字の日本語に要約せよ。句読点も字数に含める。

We like to think that humans are supremely logical, making decisions on the basis of hard data and not on impulse. But this vision of *homo economicus* — a person who acts in his or her best interest when given accurate information — has been shaken, especially by discoveries in the emerging field of risk perception. It has been found that humans have great difficulty in accurately gauging risk. We have a system that gives us conflicting advice from two powerful sources — logic and instinct, or the head and the gut.

Our instinctive gut reactions developed in a world full of hungry wild animals and warring tribes, where they served important functions. Letting the amygdala (in the brain's emotional core) take over at the first sign of danger, milliseconds before the neo-cortex (the thinking part of the brain) was aware that a spear was headed for our chest, was probably a very useful adaptation. Even today those gut responses save us from getting flattened by buses or dropping a brick on our toes. But our amygdala is not suited for a world where risks are measured by clicks on a radiation detector.

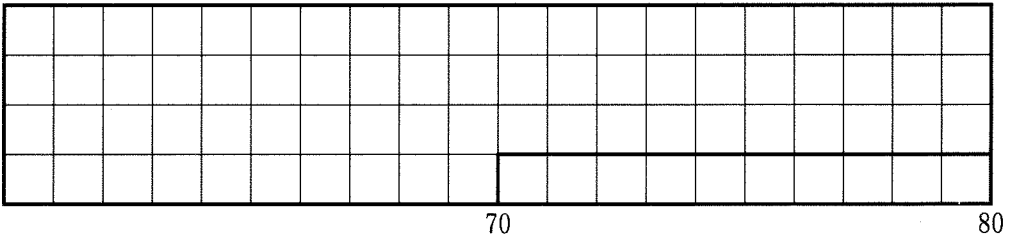
A risk-perception apparatus designed for avoiding wild animals makes it unlikely that we will ever run screaming from fatty food. “People are likely to react with little fear to certain types of objectively dangerous risk that evolution has not prepared them for, such as hamburgers, automobiles, and smoking, even when they recognize the threat at a conscious level,” says one researcher. Even Charles Darwin failed to break the amygdala's iron grip on risk perception. As an experiment, he placed his face up against the

rattlesnake cage at the London Zoo and tried to keep himself calm and unmoved when the snake struck the plate glass. He failed.

A whole industry has developed around conquering the fear of flying, but while we pray not to be one of the roughly five hundred annual airline casualties around the world, we give little thought to driving to the grocery store, even though more than one million people die in automobile accidents each year.

草稿用紙

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(B) 次の空所(1)～(5)に入れるのに最も適したものを8～9ページのa～hより選び、マークシートの(1)～(5)にその記号をマークせよ。ただし、同じ記号を複数回用いてはならない。また、最後の段落の空所(ア)に入れるべき単語1語を記述解答用紙の1(B)に記入せよ。

“Decision fatigue” may help explain why ordinary, sensible people get angry at colleagues and families, waste money, and make decisions they would not normally make. No matter how rational you try to be, you can’t make decision after decision without paying a biological price. It’s different from ordinary physical fatigue—you’re low on mental energy, but you’re not consciously aware of being tired. And the more choices you make throughout the day, it seems, the harder each one becomes for your brain.

(1) Afterward, all the participants were given one of the classic tests of self-control: holding your hand in ice water for as long as you can. The impulse is to pull your hand out, and the deciders gave up much sooner.

(2) The researchers interviewed shoppers after shopping and asked them to solve as many arithmetic problems as possible but said they could quit at any time. Sure enough, the shoppers who had already made the most decisions in the stores gave up the quickest on the math problems.

Any decision can be broken down into what is called the Rubicon model of action phases, in honor of the Rubicon river that separated Italy from the Roman province of Gaul. When Caesar reached it in 49 B.C., on his way home after conquering the Gauls, he knew that a general returning to Rome was forbidden to take his army across the river with him, lest it be considered an invasion of Rome. Waiting on the Gaul side of the river, in the “predecisional phase,” he contemplated the risks and benefits of starting a civil war. Then he stopped calculating, made his decision, and crossed the Rubicon with his army, reaching the “postdecisional phase.”

(3) Researchers have shown that crossing the Rubicon is more

tiring than anything that happens on either bank — whether sitting on the Gaul side contemplating your options or advancing towards Rome.

Once you're mentally exhausted, you become reluctant to make particularly demanding decisions. This decision fatigue makes you easy prey for sales staff who know how to time their offers. One experiment was conducted at German car dealerships, where customers ordered options for their new vehicles. They had to choose, for instance, among thirteen kinds of wheel rims, twenty-five arrangements of the engine, and fifty-six colors for the interior.

At first, customers would carefully weigh the choices, but as decision fatigue set in, they would start taking whatever was recommended. (4) By manipulating the order of the car buyers' choices, the researchers found that the customers would end up settling for different kinds of options, and the average difference totaled more than 1,500 euros per car (about \$2,000 at the time). Whether the customers paid a little extra or a lot extra depended on when the choices were offered and how much willpower was left in the customer.

Shopping can be especially tiring for the poor. Some researchers argue that decision fatigue could be a major — and often ignored — factor in trapping people in poverty. Because their financial situation forces them to make so many difficult decisions, they have less willpower to devote to school, work, and other activities that might get them into the middle class. (5)

It is also known that when the poor and the rich go shopping, the poor are much more likely to (7) during the shopping trip. This might seem like confirmation of their weak character — after all, they could presumably improve their nutrition by cooking meals at home instead of consuming ready-to-eat snacks which contribute to their higher rate of health problems. But if a trip to the supermarket causes more decision fatigue in the poor than

in the rich, by the time they reach the cash register, they'll have less willpower left to resist chocolate bars. Not for nothing are these items called impulse purchases.

- a) But why is crossing the Rubicon so risky?
- b) The whole process can exhaust anyone's willpower, but which phase of the decision-making process is most exhausting?
- c) For a more realistic test of their theory, the researchers went into that great modern arena of decision-making: the suburban shopping center.
- d) In other words, because the financially poor have so little willpower, they cannot even decide to blame society for making their life difficult.
- e) And the more tough choices they encountered early in the process, the quicker they became tired and settled for the path of least resistance by taking a proposed option.
- f) In one experiment conducted by researchers at Florida State University, shoppers' awareness of their mental exhaustion was confirmed through a simple test of their calculating ability.

- g) This is significant because study after study has shown that low self-control is associated with low income as well as a large number of other problems, including poor achievement in school, divorce, crime, alcoholism and poor health.
- h) Researchers at Florida State University conducted an experiment to test this theory. A group of students were asked to make a series of choices. Would they prefer a pen or a candle? A candle or a T-shirt? They were not actually given the chosen items—they just decided which they preferred. Another group, meanwhile—let's call them the nondeciders—spent an equally long period contemplating all these same products without having to make any choices.

- 2 (A) 下の絵に描かれた状況を簡単に説明したうえで、それについてあなたが思ったことを述べよ。全体で60～80語の英語で答えること。



草 稿 用 紙

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(B) “Look before you leap” と “He who hesitates is lost” という、内容の相反することわざがある。どのように相反するか説明したうえで、あなたにとってどちらがよい助言と思われるか、理由とともに答えよ。全体で 60～80 語の英語で答えること。

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3 放送を聞いて問題 (A), (B), (C) に答えよ。

注 意

- ・ 聞き取り問題は試験開始後 45 分経過した頃から約 30 分間放送される。
- ・ 放送を聞きながらメモを取ってもよい。
- ・ 放送が終わったあとも、この問題の解答を続けてかまわない。

聞き取り問題は大きく三つに分かれている。(A) と (B) は内容的に連続しており、(B) は (A) をふまえたうえでの問題である。(C) は独立した問題である。

(A), (B), (C) のいずれも二回ずつ放送される。

(A) これから放送するのは、あるラジオ番組の一部である。これを聞き、(6) ~ (10) の問いに対して、それぞれ正しい答えを一つ選び、マークシートの (6) ~ (10) にその記号をマークせよ。

(6) What will be the most important feature of the new telescope?

- a) It will be able to magnify up to 800 times.
- b) It will strengthen international cooperation and goodwill.
- c) It will collect more light than all existing telescopes combined.
- d) It will correct and sharpen images distorted by the earth's atmosphere.

(7) Which claim is not made by the speaker?

- a) The new telescope will be built 3,000 metres above sea level.
- b) The new telescope will be built in the middle of the Atacama Desert.
- c) The new telescope will use technology derived from telescopes based in space.
- d) The new telescope will have a mirror larger than that of any current telescope.

- (8) The telescope's main mirror is made up of reflective plates which are:
- a) 5 centimetres wide.
 - b) 100 centimetres wide.
 - c) 140 centimetres wide.
 - d) 800 centimetres wide.
- (9) The speaker refers to several advantages of the location of the new telescope. Which of the following is not mentioned?
- a) It has very clean air.
 - b) It is one of the driest places on earth.
 - c) It is in a country with low construction costs.
 - d) It has a view of the southern sky, which is more interesting to astronomers.
- (10) Which of the following is not mentioned as a positive outcome of the project?
- a) More young people may want to become scientists.
 - b) Relations among the countries sponsoring the project will be improved.
 - c) It will make it possible for future telescopes to use computers to correct distorted images.
 - d) It will stimulate technological progress that will contribute to the development of things other than telescopes.

- (B) これから放送するのは、(A)の内容について、一人の女性 (Jodi) と二人の男性 (Shawn と David) が行なった会話である。これを聞き、(11) ~ (15)の問いに対して、それぞれ正しい答えを一つ選び、マークシートの(11) ~ (15)にその記号をマークせよ。

NOTE

An asteroid is a rocky object in space smaller than a planet.

- (11) Which incorrect detail do the speakers agree on?
- a) The size of the new telescope's mirror.
 - b) The identity of the world's driest desert.
 - c) The identity of the new telescope's builders.
 - d) The general reason for putting the facilities underground.
 - e) The effect of conditions at the observatory on the telescope's performance.
- (12) Which detail are the speakers clearly unable to agree on?
- a) The size of the new telescope's mirror.
 - b) The identity of the world's driest desert.
 - c) The identity of the new telescope's builders.
 - d) The general reason for putting the facilities underground.
 - e) The effect of conditions at the observatory on the telescope's performance.
- (13) What does Shawn probably do for a living?
- a) He is a barber.
 - b) He is a comedian.
 - c) He is a researcher.
 - d) He is an eye doctor.

- (14) David is doubtful about the telescope project. Which of the following gives his main reason for feeling doubtful?
- a) The giant telescope may provide great images of space, but that won't justify the cost.
 - b) Nations build giant telescopes in order to gain status, but that strategy never succeeds.
 - c) The money used to build the giant telescope would be better spent on things like urban towers.
 - d) The giant telescope won't tell us about the current state of the universe, only about how it used to be.
- (15) When Jodi says the new telescope may help humans find a new planet if the earth is struck by a giant asteroid, what specific fact does Shawn point out?
- a) The new planet might not support human life.
 - b) The new planet might be hit by an asteroid after humans settle there.
 - c) The new planet might have been hit by an asteroid by the time humans see it.
 - d) The new planet might be hit by an asteroid while humans are on the way to it.

- (C) これから放送する講義を聞き、(16)～(20)の問いに対して、それぞれ正しい答えを一つ選び、マークシートの(16)～(20)にその記号をマークせよ。

NOTE

Text messages are short, written messages sent and received by mobile phones.

- (16) Based on the lecture, which of the following statements is true?
- a) The speaker thinks e-mail was initially a good thing.
 - b) Before 1992, text messages combined intimacy and speed.
 - c) The speaker believes she can say exactly when the revolution began.
 - d) Before about 1995, there was one nightly news broadcast each evening.
- (17) Which of the following would the speaker probably regard as the worst aspect of the new communication technologies?
- a) They are highly addictive.
 - b) They have made it harder for us to concentrate.
 - c) Correct spelling and punctuation have declined.
 - d) Communication has become shorter and less personal.
- (18) Which of the following does the speaker mention as a positive aspect of the new technologies?
- a) They have expanded communication.
 - b) They have helped to promote democracy.
 - c) They have allowed us to go into things more deeply.
 - d) They have brought people together for music and dancing.

- (19) On average, students scored 20% lower on tests when they:
- a) studied alone before taking the test.
 - b) accessed the web while taking the test.
 - c) checked their e-mail while taking the test.
 - d) received text messages while taking the test.
- (20) According to the speaker, how are some young people resisting the changes she describes?
- a) By sounding the alarm.
 - b) By explaining what we have lost.
 - c) By adopting older ways of living.
 - d) By trying to live without electricity.

- 4 (A) 次の英文の(ア), (イ), (ウ)の括弧内の語を並べ替えて, 文脈上意味が通るように文を完成させ, 2番目と5番目にくる語の記号をマークシートにマークせよ。(ア)は(21)と(22)に, (イ)は(23)と(24)に, (ウ)は(25)と(26)に, 順にマークせよ。ただし, それぞれ不要な語が1語ずつ混じっている。

Biologist Christina Riehl is studying the odd cooperative breeding behaviors of certain tropical birds called “anis.” Groups of anis raise their young together in a single nest, every adult sharing in the work. Remarkably, however, the birds in these groups aren’t necessarily blood relatives.

For half a century, the study of animal cooperation has been largely dominated by the theory of “kin selection”: animals help each other only if they stand to gain something — if not for themselves, then for their kin (family and relatives). This ensures that they always pass along some of their genetic material to the next generation. But (ア)[a] comes, b) has, c) it, d) raising, e) their, f) to, g) when, h) young], anis behave in ways that cannot be explained by kin selection alone.

Riehl has learned that, although anis work together cooperatively, some work much harder than others. In every group, one male (イ)[a] all, b) ends, c) much, d) labor, e) performing, f) the, g) tiring, h) up] of sitting on the eggs in the nest. While other group members sleep, the bird on the night shift performs extra work for no apparent additional gain in the fitness or survival of his own young — again, breaking the rules of kin selection.

The anis aren’t totally unselfish. Although females cooperate in tending the nest, they simultaneously improve their young’s chances for survival by pushing other females’ eggs out of it. Here, too, their behavior is odd: of ten thousand species of birds in the world, only a half-dozen engage in this wasteful practice of destroying eggs — strengthening Riehl’s assertion that “this is one of (ウ)[a] except, b) existence, c) for, d) in, e) interesting, f) most, g) species, h) the] animal social behavior.”

(B) ナバホ語 (Navajo) に関する次の英文を読み、下線部 (ア), (イ), (ウ) を和訳せよ。

Eugene Crawford is a Navajo, a Native American; he cannot forget the day he and his friends were recruited for the United States military. Upon arrival at Camp Elliott, they were led to a classroom, which reminded him of the ones he had entered in boarding schools as a child. Those memories were far from pleasant. (ア) He could almost taste the harsh brown soap the teachers had forced him to use to wash his mouth out when he was caught speaking Navajo. His thoughts were interrupted when the door suddenly opened and an officer entered. The new recruits stood to attention. “At ease, gentlemen. Please be seated.”

The first hour they spent in that building changed their lives forever, and the shock of what occurred is still felt by them to this day. They could never have imagined the project the military had recruited them for. Some of them believed that, had they known beforehand, they might not have joined up so eagerly. Navajo had been chosen as a code for secret messages because unless you were a Navajo, you’d never understand a word of it. Navajo is a complex language and a slight change in pronunciation can completely change the meaning of a message. The government’s decision was wise — it turned out to be the only code the enemy never managed to break — but for the young Navajo soldiers, it was a nightmare. (イ) At no time under any circumstances were they to leave the building without permission or alone. They were forbidden to tell anyone about the project, even their families, until it was finally made public in 1968.

Many of these men had been punished, sometimes brutally, for speaking Navajo in classrooms similar to this, classrooms in schools run by the same government. (ウ) Now this government that had punished them in the past for speaking their own language was asking them to use it to help win the war. White people were stranger than the Navajos had imagined.

5 次の文章を読み、問いに答えよ。

Rebecca was getting ready to start her bookstore, making a business plan, applying for loans. “A *bookstore*?” Harriet, her mother, said. “With your education you want to start a store, and one that doesn’t even have a hope of making money? What is your life adding up to?”

Rebecca was hurt, furious. They had one of their old fights, made worse by the fact that Rebecca hadn’t realized these old fights were still possible. The recent long peace since the beginning of Harriet’s illness had given Rebecca a false sense of safety. She felt deceived.

Then Harriet sent Rebecca a check, for quite a lot of money. *To help with the bookstore*, she wrote on the card.

“You can’t (27) this,” Rebecca said.

“It’s what I want to do,” Harriet said.

Then she got sick again.

Pneumonia* — not life-threatening, but it took a long time to get over. Rebecca drove down and made Harriet chicken soup and vanilla custard, and lay across the foot of Harriet’s bed.

So this has been going on for years and years. Harriet getting sick and recovering. Rebecca showing up and withdrawing. Living her life between interruptions.

Rebecca is tired. Harriet has been sick on and off for more than a decade. Rebecca has just driven four hours from Boston to get to the Connecticut nursing home where Harriet now lives. She is taking two days off from the small bookstore she (28), paying her part-time assistant extra to cover for her. She’s brought a shopping bag full of things Harriet likes. She has walked into the room, and Harriet has barely looked away from the TV to say hello. Rebecca pulls over a chair and sits facing her mother. Harriet is in a wheelchair,

paralyzed again — it has happened before; she has some rare back disease, but this time the doctor says it is permanent.

Rebecca feels guilty about not coming down to see her mother more often. Harriet is always mentioning something she needs — lavender bath powder, or socks, or a blanket to put over her legs when they wheel her outside. Rebecca mails what she can, sometimes (29) by but at other times annoyed by the many requests.

The last time Rebecca visited, on the day Harriet moved to the nursing home, the nurse put an enormous plastic napkin on Harriet's front before bringing in her dinner tray. Harriet allowed it, looking at Rebecca with a kind of stunned sadness; of all the insults received on that day, this was the one that undid her. "She doesn't need that," Rebecca told the nurse.

"We do it for everybody."

"Right, but my mother doesn't need it."

(A) So that was one small battle that Rebecca was there to win for Harriet. Without Rebecca, Harriet could have won it just fine for herself. Both of them knew this — and yet, between them, love has always had to be proved. It is there; and it gets proved, over and over. Some of their worst fights, confusingly, seem to both prove and disprove it: two people who didn't love each other couldn't fight like that — (B) certainly not repeatedly.

Nearly fifteen years ago, Harriet seemed to be dying. She had stage four colon cancer.** Rebecca believed that her mother was dying, and for the first time, she began to feel close to her. She sometimes lay in bed at night and cried, alone, or with Peter Bigelow, who taught architectural history at Harvard. He held her and listened while she talked about how hard it was to be (30) her mother and yet losing her at the same time.

Incredibly, Harriet didn't die. The operation was successful, and she kept having more surgeries. Rebecca kept driving down and spending time with her

mother. But she couldn't keep it up: the attention, the sympathy, the friendship, the aimless joy of just hanging around with her mother, watching the TV news. She had burned herself out.

Harriet started feeling that Rebecca wasn't visiting often enough. It was true, she was coming down less often. But oh, that "enough." That tricky guilty-sounding word that doesn't even need to be spoken between a mother and daughter because both of them can see it lying there between them, injured and complaining, ⁽³¹⁾a big violent-colored wound.

Peter asked Rebecca how she would feel about getting married. That was how he did it: not a proposal, but an introduction of a topic for discussion. She said she wasn't sure. The truth was that when he said it, she got a cold, sick feeling in her stomach. This lovely, good, thoughtful man: what was the matter with her? She was nervous, and also irritated that he seemed so calm about the whole thing, that he wasn't desperate for her, that he wasn't knocking her over with forceful demands that she belong to him. On the other hand, she wasn't knocking him over either.

Then his book was finished and published. He brought over a copy one night, and she had a bottle of champagne waiting. "Peter, I'm so happy for you," and she kissed him. She turned the pages, and her own name jumped out at her: "... and to Rebecca Hunt, who has given me so many pleasant hours."

It was understatement, wasn't it? The kind of understatement that can exist between two people who understand each other? What did she want, a dedication that said, "For Rebecca, whom I love with all my heart and would die for"?

Here was something she suddenly saw and disliked in herself, something she might have inherited from Harriet: a raw belief that love had to be declared and proved — intensely, loudly, explicitly.

注 *pneumonia 肺炎 **colon cancer 結腸癌

(A) 下線部 (A) を、指示代名詞 **that** の内容を明らかにして和訳せよ。

(B) 下線部 (B) を、省略されている部分を補って和訳せよ。

(C) 以下の問いに答え、解答の記号をマークシートにマークせよ。

問 空所 (27) ~ (30) には単語が一つずつ入る。それぞれに文脈上最も適切な語を次のうちから一つずつ選び、マークシートの (27) ~ (30) にその記号をマークせよ。ただし、動詞の原形で示してあるので、空所に入れる際に形を変える必要があるものもある。また、同じ記号を複数回用いてはならない。

- a) afford b) anticipate c) complain d) find e) own
f) participate g) prevent h) talk i) touch j) walk

問 下線部 (31) で、**a big violent-colored wound** と呼ばれているものは何か。最も適切なものを次のうちから一つ選び、マークシートの (31) にその記号をマークせよ。

- a) Harriet's illness.
b) The nurse's insult.
c) Rebecca's tiredness.
d) The word "enough."
e) Peter's unenthusiastic proposal.

問 本文の最後で Rebecca はどのような認識に至ったか。正しいものを一つ選び、マークシートの (32) にその記号をマークせよ。

- a) She is more like Peter than she thought.
- b) She is more like Harriet than she thought.
- c) She doesn't really like her mother, Harriet.
- d) She doesn't really like her boyfriend, Peter.
- e) She doesn't really have the capacity to love.

問 本文の内容と合致しないものはどれか。一つ選び、マークシートの (33) にその記号をマークせよ。

- a) Harriet didn't want Rebecca to run a bookstore, which she thought would be unprofitable.
- b) Rebecca was angry when she found that the nurse was treating her mother as if she were a baby.
- c) Rebecca was so happy about the publication of Peter's book that she kissed him, grateful to him for mentioning her in it.
- d) Relations between Rebecca and her mother improved when the latter was hospitalized for a serious illness about fifteen years ago.
- e) Although Peter is a fine man that Rebecca should be happy to marry, she felt irritated when he didn't declare his love to her strongly enough.

草 稿 用 紙

(切り離さないで用いよ。)