

平成 29 年度 入学試験問題

英 語 問 題 用 紙 (前期)

試験時間	90 分
問題用紙	1 ~ 18 頁

注 意 事 項

1. 指示があるまで問題用紙は開かないこと。
2. 問題用紙および解答用紙に落丁, 亂丁, 印刷の不鮮明な箇所があったら, 手を挙げて監督者に知らせること。
3. 解答が終わっても, または試験を放棄する場合でも, 試験終了までは退場できない。
4. 携帯電話等の電子機器類は電源を必ず切り, 鞄の中にしまうこと。
5. 机上には, 受験票と筆記用具(鉛筆, シャープペンシル, 消しゴム)および時計(計時機能のみ)以外は置かないこと。(耳栓, コンパス, 定規等は使用できない。)
6. 問題用紙および解答用紙に受験番号と氏名を記入すること。
7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
8. この問題用紙の余白は自由に用いてよい。
9. 質問, トイレ, 体調不良等で用件のある場合は, 無言のまま手を挙げて監督者の指示に従うこと。
10. 中途退室時は, 問題用紙および解答用紙を裏返しにすること。
11. 受験中不正行為があった場合は, 試験の一切を無効とし, 試験終了時間まで別室で待機を命じる。
12. 試験終了後, 解答用紙は裏返し, 問題用紙は持ち帰ること。

受験番号		氏名	
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[I] 次の英文を読み、設間に答えよ。解答用紙（記述用）に記入すること。

Schools in Finland, it has been reported, are phasing out the teaching of handwriting skills, a claim that has 1 to arguments along the lines of whether technology has made handwriting obsolete and what the consequences of this might be. Some may feel ⁽¹⁾teaching handwriting is a poor use of precious educational time these days – but the death of handwriting may have been greatly exaggerated.

That there are many more ways to communicate today than through the (hand)written word alone does 2 questions about how we should teach writing to children. But the answers should surely focus more on how we can best use technology to improve children's education, rather than concluding that responsibility should be devolved to a machine. In this regard, the debate about the use of technology to replace handwriting appears to capture the issues 3 the benefits and dangers of technological advance. It's possible to argue that the invention of the internal combustion engine and the electric motor means humans no longer need to be physically active. This is certainly true in one sense – it is possible for the relatively affluent to live largely sedentary lifestyles in many societies. ⁽²⁾But as is suggested by the growing problem of obesity, physical activity may have benefits to individuals and to society that go beyond simply getting from A to B.

Similarly, there are many arguments that support the importance of teaching handwriting: here are three reasons why teaching writing skills is absolutely critical.

First, there are clear environmental advantages to using a pen and a piece of paper rather than 4 on electronic gadgetry – there is great virtue in the simplicity afforded by a pencil and piece of paper. We would surely be doing a disservice to a generation if we failed to teach them the basics of textual communication and forced them to become reliant on electronics and the availability of printers.

Second, handwriting underpins many other skills. It requires children to learn to control the forces they apply to objects 5 in their hands. It requires the use of visual feedback to correct errors and the ability to make predictions about the consequences of the commands the brain sends to the hand. These are fundamental control processes required in many other situations – think of ⁽³⁾using cutlery, tying shoelaces and playing ball sports for example.

Finally, handwriting is intrinsically linked to other important skills such as reading. A study published in the *Proceedings of the Royal Society* has shown that a child's ability to remember and then draw a visually presented shape is predictive of how well they will score on national writing tests. Interestingly, the ability to reproduce the memorized shape was also predictive of scores in reading tests. This suggests, as have other studies, that there is a link between writing and reading.

So this strong rationale for teaching handwriting skills makes it seem all the more incredible that Finland is to phase it out. But in fact, a closer inspection [6] a slightly more nuanced picture than the headlines might imply: children are still taught to write, but with less emphasis on cursive, or joined-up, handwriting skills and with more time given to teaching children the complementary skill of typing. This is a very different proposition to not teaching the basics of handwriting. Indeed, the idea that education should focus more on the substance of creative ideas and understanding than the stylistic production of beautiful cursive scripts is not new. Any educationalist worth their salt would surely welcome any technological advance that helps children to learn.

<注>

obsolete: out of date

sedentary: involving little exercise or physical activity

obesity: being extremely fat

cutlery: knives, forks, and spoons used for eating or serving food

worth one's salt: good at one's job

問1 本文の内容に照らし, [1] ~ [6] に入れるのに最もふさわしい動詞を次の語群から選び, 必要ならば適切な形に直して1語で書け。なお, 同じ語を繰り返して選ばないこととする。

associate	become	emerge	hold	lead	predict
raise	rely	result	reveal	surround	trust

問2 下線部(1)について, この見解と最も近い見解が述べられている箇所を本文から探し出し, その箇所が含まれている1文(ピリオドで終わる文)の最後の3語を英語のまま書き抜け。

問3 下線部(2)を和訳せよ。

問4 下線部(3)は何を説明するための具体例か、日本語で説明せよ。

問5 本文の内容に合わないものを次の(1)～(5)から1つ選び、その番号を書け。さらにそのように判断した理由を日本語で具体的に説明せよ。

- (1) The author reports that schools in Finland are reducing the amount of time they spend teaching handwriting and are increasing the amount of time spent on typing.
- (2) The author refers to how the invention of the electric motor has affected humans in a certain way.
- (3) The author argues for teaching handwriting mainly from her concern about children not developing the ability to communicate through handwritten documents.
- (4) The author maintains that a good teacher should adopt technological advance to support children's learning.
- (5) The author makes a reference to some academic studies that report links between drawing skills and academic success in order to make her argument more credible.

[II] 下記の指示にしたがって英文を書け。解答用紙（記述用）に記入すること。

In your opinion, what are some of the advantages and disadvantages of modern communication technology? Write a paragraph of about 50 words, giving reasons and examples to support your opinion.

In my opinion, there are many advantages and disadvantages of modern communication technology. One of the main advantages is that it has made communication faster and easier. For example, with the use of email, we can send messages to people all over the world almost instantaneously. Another advantage is that it has made it easier to stay in touch with family and friends who live far away. However, there are also disadvantages. One disadvantage is that it can be used for malicious purposes, such as spreading rumors or causing harm. Another disadvantage is that it can be addictive and lead to social isolation. Overall, while modern communication technology has brought many benefits, it is important to use it responsibly and ethically.

[III] 次の英文を読み、設問に答えよ。解答用紙（マークシート）に記入すること。（各問に通し番号がついているので対応する欄に解答せよ。）

Imagine looking at the Earth from space. What is at the top of the planet? If you said the North Pole, you probably wouldn't be alone. Strictly speaking, you ア, either.

The uncomfortable truth is that despite almost everybody imagining that the world is this way up, there is no good, scientific reason to think of north as being the roof of the world.

The story of how it came to be considered to be that way is a heady mix of history, astrophysics and psychology. And it leads to an important conclusion: it turns out that the way we have decided to map the world has very real consequences for how we feel about it.

Understanding where you are in the world is a basic survival skill, イ we, like most species, come hard-wired with specialized brain areas to create cognitive maps of our surroundings. Where humans are unique, though, with the possible exception of honeybees, is that we try to communicate this understanding of the world with others. We have a long history of doing this by drawing maps – the earliest versions yet discovered were scrawled on cave walls 14,000 years ago. Human cultures have been drawing them on stone tablets, papyrus, paper and now computer screens ever since.

Given such a long history of human map-making, it is perhaps surprising that it is only ウ the last few hundred years that north has been consistently considered to be at the top. In fact, for much of human history, north almost never appeared at the top, according to Jerry Brotton, a map historian from Queen Mary University, London and author of *A History of the World in Twelve Maps*. “North was rarely put at the top エ the simple fact that north is where darkness comes from,” he says. “West is also very unlikely to be put at the top because west is where the sun disappears.”

Confusingly, early Chinese maps seem to buck this trend. But, Brotton says, even though they did have compasses at the time, that isn't the reason that A. Early Chinese compasses were actually oriented to point south, which B. But in Chinese maps, the Emperor, who lived in the north of the country, was C, with everyone else, his loyal subjects, looking up towards him. “In Chinese culture the Emperor looks south because it's where D, it's a good direction. North is not very good but you are in a position of subjection to the emperor, so you look up to him,” says Brotton.

Given that each culture has a very different idea of who, or what, they should look up to, it's perhaps not surprising that there is オ consistency in which way early maps pointed. In ancient Egyptian times the top of the world was east, the position of sunrise. Early Islamic maps favored south at the top because most of the early Muslim cultures were north of Mecca, so they imagined looking up (south) towards it. Christian maps from the same era (called

Mappa Mundi) put east at the top, towards the Garden of Eden and with Jerusalem in the center.

So when did everyone get together and decide that north was the top? It's tempting to put it down to European explorers like Christopher Columbus and Ferdinand Magellan, who were navigating by the North Star. But Brotton argues that these early explorers didn't think of the world like that at all. "When Columbus describes the world, it is in accordance with [力] being at the top," he says. "Columbus says he is going towards paradise, so his mentality is from a medieval mappa mundi." We've got to remember, adds Brotton, that at the time, "no one knows what they are doing and where they are going."

A. 本文の内容に照らし, [ア] ~ [カ] に入れるのに最もふさわしいものを, それぞれ(a) ~ (d)から 1つ選べ。

1. [ア]

- (a) could be wrong
- (b) couldn't be wrong
- (c) should be more precise
- (d) wouldn't be right

2. [イ]

- (a) that is to say
- (b) which is why
- (c) on the other hand
- (d) therefore

3. [ウ]

- (a) since
- (b) after
- (c) within
- (d) before

4. 工

- (a) in spite of
- (b) for
- (c) contrary to
- (d) because

5. 才

- (a) relatively high
- (b) far more
- (c) very little
- (d) only few

6. 力

- (a) north
- (b) south
- (c) east
- (d) west

B. 下線部の語 (tablet, および subject) の本文中の意味は何か。最も近い意味で使われている文を、それぞれ(a)～(d)から1つ選べ。

7. tablet (第4番目の段落)

- (a) The first entry on my writing tablet was a note to myself about my presentation.
- (b) The student searched for the name of a muscle on a tablet in her anatomy class.
- (c) The memorial tablet was formally dedicated at the ceremony yesterday.
- (d) Medicines come in a variety of forms including tablets.

8. subject (第6番目の段落)

- (a) In a true experiment, subjects are randomly assigned to the treatment conditions.
- (b) Over the past few years some of the positions Mr. White has adopted have made him the subject of criticism.
- (c) Instruction in these subjects in undergraduate classes is almost exclusively by lecture.
- (d) Diverse theories have been employed to explain why rulers and subjects think and act as they do and how their thought and actions shape the course of politics.

C. 本文の内容に照らし、第6番目の段落を完成させるのに最もふさわしい表現を次の(a)～(d)から1つずつ選べ。なお、本文の A ~ D のそれぞれに対応する記号を選ぶこと。

9. A

10. B

11. C

12. D

- (a) the winds come from
- (b) always put at the top of the map
- (c) was considered to be more desirable than deepest darkest north
- (d) they placed north at the top

D. 本文の内容に合うものを次の(a)～(d)から1つ選べ。

13.

- (a) Brotton believes that Columbus and Magellan played a vital role in forming maps that are currently in use.
- (b) Brotton states that the use of compasses determined in which direction old Chinese maps were pointed.
- (c) In the long history of map-making, north and east are the two directions that people have avoided placing at the top.
- (d) For religious reasons, early Islamic maps and Christian maps that appeared around the same time as each other pointed different directions.

E. 下記の 3 つの語について、最も強く発音される音節の母音が一致するものをそれぞれ(a)～(d)から 1 つ選べ。

14. consequence

- (a) desperate
- (b) disappearance
- (c) moderate
- (d) procedure

15. consistently

- (a) contemporary
- (b) extraordinary
- (c) forbid
- (d) unfortunate

16. uncomfortable

- (a) controversy
- (b) courageous
- (c) government
- (d) unemployment

[IV] Read this passage and answer the questions that follow.

解答用紙（マークシート）に記入すること。各間に通し番号がついているので対応する欄に解答すること。

Dinner party conversations can prove rather irritating for Tom Gash. A he mentions that he works advising governments on how to reduce crime, (1)everyone's ears prick up, and everyone wants to share their solution. "They are very quick to say 'shouldn't we just do X? Why don't we just do Y?", says Gash. One of the things people say to him (2)"all the time" is that we should have longer prison sentences and make prisons tougher to deter crime. People argue: "If we had longer prison sentences, they wouldn't do it; we should make prisons more horrible – you'd think twice, B?"

Tom Gash is exasperated by popular theories like this. C spent years researching the causes of crime and the results of its punishment, he has come to the conclusion that most of what we are told about crime is a lie. The (3)seemingly obvious notion that criminals might think again if faced with the deterrent of a harsh punishment is completely unjustified, he says. (4)"The thing is, you might think twice, but would someone living a drug dependent, chaotic life think twice? Making it more catastrophic will just end up with them serving a sentence and you paying for it, with less money on education, healthcare and preventing crime in the first place." Of course committing a crime needs to have consequences, Gash says, "but how harshly you punish is not going to be the thing that changes how much people commit crime."

That's not the only myth that Oxford History alumnus Gash is keen to debunk. He hopes to spread the message that the following assumptions are without evidence: that crime is rising; that criminals will stop at nothing; that poverty is the real cause of crime; that immigration increases crime rates; that biology determines criminality; that criminals don't change their spots; that we need radical reforms to reduce crime; and that we need more bobbies on the beat.

After leaving Oxford, Gash worked as a management consultant, but a (5)fascination with criminology started to build after an encounter on a train in his mid-twenties. He was on his way back from a meeting with a pharmaceutical company when an excited woman bounced into his first class carriage D not having the correct ticket. Gash recalls how the woman (6)announced, "I've just got out of bird [prison]" and proceeded to tell him the story of her life. Gash says, "She had seven kids in care; she had been in and out of prison all her life; she had £46 to her name, and had already spent some; her phone had no battery; she had no fixed

abode. I thought, 'Something is badly wrong in our system – this person's being sent out with very little hope of getting back on track. Could that be changed?"

So Gash moved into the public sector to become an advisor on home affairs in the government's strategy unit. [E], he had access to studies and reports on crime which almost never reached the general public. Soon, he was "learning fascinating stuff about what motivates humans to behave badly and what governments can do about it" – and he realized that "many of the assumptions you believe to be true about crime, how it operates and what to do about it, aren't true."

Gash says he became a very skeptical person. "When I watch TV, and read news stories, I'm always asking: 'Is that really likely to be true? Why is someone trying to ⁽⁷⁾persuade me of this? What's going on behind that story?' I don't just do it with crime now – I do it with current affairs; anything we're being told."

<Notes>

alumnus: a former pupil or student of a particular school or university

don't change (their) spots: an expression that means it is not possible for a person to change his/her character

public sector: the part of the economy controlled by the government

bobbies on the beat: police officers on the street

17. *Which of the following best summarizes Tom Gash's point of view?*

- (a) We should let go of our myths about crime.
- (b) Criminals are essentially bad people.
- (c) Governments need to make great changes to the system in order to reduce crime.
- (d) Only skeptical people can understand the truth about crime.

18. Which of the following is closest in meaning to "everyone's ears prick up", which is the underlined phrase marked (1), in the sense that this phrase is used in the text?

- (a) everyone becomes argumentative
- (b) everyone wants to speak
- (c) everyone becomes attentive
- (d) everyone is offended

19. Why is "all the time", which is the underlined phrase marked (2) in the text, written inside punctuation marks? Choose the best answer from the following options.

- (a) To indicate that this is a phrase that is commonly used by people.
- (b) To indicate that Tom Gash said this phrase.
- (c) To indicate that this is one phrase among many others that people say to Tom Gash.
- (d) To indicate that people always say this phrase to Tom Gash.

20. Which of the following is closest in meaning to "seemingly", which is the underlined word marked (3), in the sense that it is used in the text?

- (a) visibly
- (b) unlikely
- (c) frequently
- (d) apparently

21. Which of the following is closest in meaning to "The thing is", which is the underlined phrase marked (4), in the sense that it is used in the text?

- (a) This is what must be considered
- (b) Of course
- (c) This is something I have thought about
- (d) By the way

22. Which of the following is closest in meaning to “fascination”, which is the underlined word marked (5), in the sense that it is used in the text?

- (a) repulsion
- (b) attraction
- (c) compulsion
- (d) diversion

23. Which of the following is closest in meaning to “announced”, which is the underlined word marked (6), in the sense that it is used in the text?

- (a) mentioned
- (b) declared
- (c) annotated
- (d) confirmed

24. Which of the following is closest in meaning to “persuade”, which is the underlined word marked (7), in the sense that it is used in the text?

- (a) repel
- (b) scare
- (c) convince
- (d) help

25. Look at the second paragraph. Which of the following is Tom Gash most likely to agree with? Choose the best answer from the options.

- (a) Harsh punishments are a deterrent to criminals.
- (b) It is catastrophic for you to pay for criminals serving a sentence.
- (c) Harsher punishments are a waste of money.
- (d) The failure of harsh punishments is unjustified.

26. Which of the following would best fill space ?

- (a) As soon as
- (b) Previously
- (c) Of course
- (d) As quick as

27. Which of the following would best fill space ?

- (a) isn't it
- (b) don't you
- (c) wouldn't you
- (d) didn't you

28. Which of the following would best fill space ?

- (a) He
- (b) Often
- (c) Did
- (d) Having

29. Which of the following would best fill space ?

- (a) with
- (b) despite
- (c) even though
- (d) except

30. Which of the following would best fill space E?

- (a) There
- (b) This
- (c) Because
- (d) Whenever

31. How does Tom Gash feel about the opinion that prisons should be more horrible? Choose the best answer from the following options.

- (a) He is annoyed by it.
- (b) He is pleased by it.
- (c) He is confused by it.
- (d) He is exacerbated by it.

32. According to what we learn about him in the text, which of the following best describes Tom Gash's job?

- (a) He is a police detective.
- (b) He supports politicians' attempts to reduce crime.
- (c) He reduces crime in governments.
- (d) He researches crime at Oxford University.

33. Look at the third paragraph. Which of the following best paraphrases one of the messages that Tom Gash hopes to spread?

- (a) We do not need evidence to show that crime is rising.
- (b) There is no assumption that crime is rising.
- (c) There is no evidence that assumptions about crime are spreading.
- (d) We do not have data to suggest that crime is rising.

34. *What do we know about the financial situation of the woman Tom Gash met on a train?*

Choose the best answer from the following options.

- (a) She had less than £46.
- (b) She paid £46 for her name.
- (c) She had more than £46.
- (d) Her name was worth £46.

35. *Which of the following most closely summarizes what Tom Gash thought after meeting the woman on the train?*

- (a) He thought that the woman had done something wrong.
- (b) He thought that the woman had little hope of finding her way home.
- (c) He wondered if criminals could be sent back into society with more hope.
- (d) He wondered if he could help her to change.

36. *Look at the final two paragraphs. Which of the following statements is closest in meaning to what the text says happened?*

- (a) Gash became skeptical because he started to question what he saw on TV.
- (b) Gash moved into the public sector because he had access to studies which never reached the general public.
- (c) Because Gash became a skeptical person, he realized many of our assumptions about crime are not true.
- (d) Gash started to question what he saw on TV, because of what he learned from reports that almost never reached the public.

使用著作物:

An article written by Mark Mon-Williams for The Conversation (January 27, 2016).
<http://theconversation.com/>

An article written by Caroline Williams for the BBC (June 15, 2016)
<http://www.bbc.com/future/story/>

An article written by Olivia Gordon for Oxford Today (May 5, 2016).
<http://www.oxfordtoday.ox.ac.uk/interviews/crime-fictions-why-people-do-bad-things>

(一部改変あり)