

平成 28 年度

外国語問題

注意事項

- 1 問題冊子は、監督者が「解答始め」の指示をするまで開かないこと。
- 2 問題冊子は全部で22ページである。解答用紙は「外国語解答用紙（Ⅰ）英語」、「外国語解答用紙（Ⅱ）選択科目」の計2枚である。脱落等があった場合には申し出ること。
- 3 各解答用紙の所定欄に氏名、受験学部、受験番号（左右2か所）を忘れずに記入すること。また、「外国語解答用紙（Ⅱ）選択科目」には第4問で選択する科目名を所定欄に指示どおりに忘れずに記入すること。
- 4 第4問は選択科目である。
「英語」、「ドイツ語」、「フランス語」、「中国語」、「韓国・朝鮮語」より1科目を選択して解答すること。複数科目を解答した場合は、第4問の採点を行わない。
- 5 医学部医学科を志願する者は、選択科目（第4問）は必ず「英語」を解答すること。「英語」以外の科目を解答した場合は、その採点を行わない。
- 6 解答は、すべて解答用紙の所定欄に記入すること。
- 7 解答以外のことを書いたときは、該当箇所の解答を無効とすることがある。
- 8 机上に各自の「受験票」と「大学入試センター試験受験票」を出しておくこと。
- 9 問題冊子は持ち帰ること。

第1問 次の英文を読んで、設問に答えよ。

(30点)

As people grow older, they frequently say that time seems to pass more quickly than when they were younger. There are several hypotheses about this. One is that our perception of time is nonlinear and is based on the amount of time we've already lived. A year in the life of a four-year-old represents a larger proportion of the time she's already been alive than it does for a forty-year-old. Experiments suggest that the formula for calculating subjective time is a power function*, and the equation states that the passing of a year should seem twice as long for a ten-year-old than for a forty-year-old. You may recall trying to be ⁽¹⁾still for an entire minute as a child, and now a minute goes by very quickly.

Another factor is that after the age of thirty, our reaction time, cognitive processing speed, and metabolic rate* slow down – the actual speed of neural transmission* slows. This leaves the impression that the world is racing by, relative to our slowed-down thought processes.

The way we choose to fill our time naturally changes across the life span as well. When we're young, we are driven by novelty and motivated to learn and experience new things. ⁽²⁾Our teens and twenties can be seen as a time when we want to learn as much about ourselves and the world as possible, so that we can come to know, out of an infinity of possibilities, what we like and how we'd like to spend our time. Am I someone who likes parachuting? Martial arts? Modern jazz? As we get older and approach our fifties and sixties, most of us place a higher [A] on actually *doing* the things we already know we like rather than trying to discover new things we like. (Individuals vary tremendously of course; some older people are more interested in new experiences than others.)

These different views of how we want to spend time are partly ⁽³⁾fueled by how much time we feel we have left. When time is perceived as (あ), the goals that become most highly prioritized are those that are preparatory, focused on gathering information, on experiencing novelty, and on expanding

one's breadth of knowledge. When time is perceived as (い), the highest-priority goals will be those that can be realized in the short-term and that provide emotional meaning, such as spending time with family and friends. And although it's well documented that older people tend to have smaller social networks and reduced interests, and are less drawn to novelty than younger people, the older people are just as happy as the younger ones – they've found what they like and they spend their time doing it. Research shows clearly that this is *not* due to aging per se* but to a sense of time running out. Tell a twenty-year-old that he has only five years left to live and he tends to become more like a seventy-five-year-old – not particularly interested in new experiences, instead favoring spending time with family and friends and taking time for familiar pleasures. It turns out that [B]. There's a certain logic to this based on risk assessment: If you have a limited number of meals left, for example, why would you order a completely new dish you've never (う) before, ⁽⁴⁾running the risk that you'll hate it, when you can order something you know you like? Indeed, prisoners on death row* tend to ask for familiar foods for their last meals: pizza, fried chicken, and burgers, not crêpes suzette* or cassoulet de canard*. (At least American prisoners. There are no data on what French prisoners (え). France abolished the death penalty in 1981.)

A related difference in time perception is driven by differences in attention and emotional memory. Older adults show a special preference for emotionally positive memories over emotionally negative memories, while younger adults show the opposite. This makes sense because it has long been known that younger people find (a) information more compelling* and memorable than the (b). Cognitive scientists have suggested that we tend to learn more from (c) information than from (d) – one obvious case is that (e) information often simply confirms what we already know, whereas negative information reveals to us areas of ignorance. In this sense, the drive for negative information in youth parallels the thirst for knowledge that wanes* as we age.

(5) This age-related positivity bias is reflected in brain scans: Older adults activate the amygdala* only for positive information, whereas younger adults activate it for both positive and negative information.

One way to stave off* the effects of aging is to stay mentally active, to perform tasks you've never done before. This sends blood to parts of your brain that wouldn't otherwise get it – the trick is to get the blood flowing in every nook and cranny*. People with Alzheimer's disease show deposits in the brain of amyloids*, proteins that erroneously interact, forming small, fibrous microfilaments* in the brain. People who were more cognitively active in their lives have less amyloid in their brains, suggesting that mental activity protects against Alzheimer's. (6) And it's not just being active and learning new things in your seventies and eighties that counts – it's a lifetime pattern of learning and exercising the brain. “We tend to focus on what people do at seventy-five in terms of dementia*,” says William Jagust, a neuroscientist at UC Berkeley. “But there is more evidence that what you do in your life, at forty or fifty, is probably more important.”

(Daniel J. Levitin, *The Organized Mind* より)

[注] power function : べき関数 (定義域が $x > 0$ で, 定数 a を用いて $y = x^a$ となる関数)

metabolic rate : 代謝率

neural transmission : 神経伝達

per se = by itself

death row : 死刑囚の獄舎

crêpes suzette : クレープにリキュールのソースをかけたもの

cassoulet de canard : 鴨肉とインゲン豆を脂で煮込んだ料理

compelling = attractive

wane = weaken

amygdala : 扁桃腺 (感情や記憶を司る部分)

stave off = keep away, prevent

every nook and cranny = every single place

amyloid : アミロイド (繊維質のタンパク質で, アルツハイマー病の原因物質とされる)

fibrous microfilament : 繊維質の微小細胞

dementia : 認知症

問 1 下線部 (1) (3) (4) の言い換え表現として最も適切なものを下から選び、番号で答えよ。

- (1) ① yet ② low ③ even ④ motionless
(3) ① attracted ② burnt ③ activated ④ added
(4) ① taking ② dealing ③ racing ④ holding

問 2 空所 [A] に入る最も適切な英単語 (1 語) を本文中から探して書け。

問 3 空所 (あ) ~ (え) に入る最も適切な語を下から選び、番号で答えよ。ただし、同じ語を繰り返し用いてはならない。

- ① requested ② constrained ③ tried ④ open-ended

問 4 空所 [B] に入る次の語句を最も適切に並べ替えて英文を完成し、3 番目と 10 番目に来るものを番号で答えよ。

- ① old people ② like ③ view ④ with ⑤ tend
⑥ terminal diseases ⑦ more ⑧ young people ⑨ to
⑩ the world

問 5 空所 (a) ~ (e) に入る語の最も適切な組み合わせを下から選び、番号で答えよ。

- ① (a) positive (b) negative (c) negative (d) positive (e) positive
② (a) negative (b) positive (c) positive (d) negative (e) positive
③ (a) positive (b) negative (c) positive (d) negative (e) negative
④ (a) negative (b) positive (c) negative (d) positive (e) positive
⑤ (a) positive (b) negative (c) positive (d) negative (e) positive

問 6 下線部 (5) の表す内容を日本語で簡潔に説明せよ。

問 7 下線部 (2) (6) を日本語に訳せ。

第2問 次の英文を読んで、設問に答えよ。

(30点)

In explaining any human shortcoming, the first tool I reach for is (1) Hanlon's Razor: Never attribute to malice* that which is adequately explained by stupidity. The kind of stupidity I have in mind has nothing to do with ignorance or low IQ; in fact, it's often the brightest and best informed who suffer the most from it. I once attended a lecture on biology addressed to a large general audience at a conference on technology, entertainment, and design. The lecture was also being filmed for distribution over the Internet to millions of other laypeople. The speaker was an eminent* biologist who had been invited to explain his recent breakthrough in the structure of DNA. He launched into a jargon-packed technical presentation that was (2) geared to his fellow molecular biologists, and it was immediately apparent to everyone in the room that none of them understood a word. Apparent to everyone, that is, except the eminent biologist. When the host interrupted and asked him to explain the work more clearly, he seemed genuinely surprised and not a little annoyed. This is the kind of stupidity I am talking about.

Call it the Curse of Knowledge: a difficulty in imagining what it is like for someone else not to know something that you know. The term was invented by economists to help explain why people are not as shrewd* in bargaining as they could be, in theory, when they possess information that their opposite number does not. A used-car dealer, for example, should price a lemon* at the same value as a creampuff* of the same make and model, because customers have no way to tell the (a). (In this kind of analysis, economists imagine that everyone is an amoral* profit-maximizer, so no one does anything just for honesty's sake.) But at least in experimental markets, sellers don't take full advantage of their private knowledge. They price their assets as if their customers knew as much about their quality as they do.

The curse of knowledge is far more than a curiosity in economic theory.

The inability to set aside something that you know but that someone else does not know is such a pervasive affliction* of the human mind that psychologists keep discovering related versions of it and giving it ⁽³⁾new names. There is egocentrism, the inability of children to imagine a simple scene, such as three toy mountains on a tabletop, from another person's vantage point*. There's hindsight* bias, the tendency of people to think that an outcome they happen to know, such as the confirmation of a disease diagnosis* or the outcome of a war, should have been obvious to someone who had to make a prediction about it before the fact. There's false consensus, in which people who make a touchy* personal decision (like agreeing to help an experimenter by wearing a sandwich board* around campus with the word REPENT) assume that everyone else would make the same decision. There's illusory transparency, in which observers who privately know the backstory to a conversation and thus can tell that a speaker is being sarcastic* assume that the speaker's naïve* listeners can somehow detect the sarcasm, too. And there's mindblindness*, a failure to mentalize, or a lack of a theory of mind, in which a three-year-old who sees a toy being hidden while a second child is out of the room assumes that the other child will look for it in its actual location rather than where she last saw it. (In a related demonstration, a child comes into the lab, opens a candy box, and is surprised to find pencils in it. Not only does the child think that another child entering the lab will know it contains pencils, but the child will say that he himself knew it contained pencils all along!) (b) mostly outgrow the inability to separate their own knowledge from someone else's, but not entirely. ⁽⁴⁾Even adults *slightly* tilt their guess about where a person will look for a hidden object in the direction of where they themselves know the object to be.

Adults are particularly accursed* when they try to estimate other people's knowledge and skills. If a student happens to know the meaning of an uncommon word like *apogee* or *elucidate*, or the answer to a factual question like where Napoleon was born or what the brightest star in the sky is, she

assumes that other students know it, too. When experimental volunteers are given a list of anagrams* to unscramble*, some of which are easier than others because the answers were shown to them beforehand, they ⁽⁵⁾rate the ones that are easier for *them* (because they'd seen the answers) to be magically easier for *everyone*. And when experienced cell phone users were asked how long it would take novices* to learn to use the phone, they guessed thirteen minutes; in fact, it took thirty-two. Users with less expertise* were (c) accurate in predicting the learning curves, though their guess, too, fell short: they predicted twenty minutes. The better you know something, the less you remember about how hard it was to learn.

[A] is the single best explanation I know of why good people write bad prose. It simply doesn't occur to the writer that her readers don't know what she knows – that they haven't mastered the patois* of her guild*, can't divine the missing steps that seem too obvious to mention, have no way to visualize a scene that to her is as clear as day. And so she doesn't bother to explain the jargon, or spell out the logic, or supply the necessary detail.

(Steven Pinker, *The Sense of Style* より)

[注] malice = hatred

shrewd : 抜け目のない

creampuff : 新品同様の中古車

affliction : 苦悩

hindsight : あと知恵

touchy = (of an issue or situation) requiring careful handling; delicate

sandwich board = a pair of advertisement boards which are hung over a person's shoulders

sarcastic : 皮肉な

mindblindness : 心盲 (物は見えているが、意味づけて認識や理解ができない状態)

accursed = under a curse

eminent = famous

lemon : ポンコツ車

amoral : 道德観念を欠いた

vantage point : 有利な位置

diagnosis : 診断

naïve = naive

anagram : アナグラム (綴りを入れ替えてできる語句)

unscramble : (暗号などを) 解読する

novice = beginner

expertise = expert skill or knowledge in a particular field

patois = jargon

guild : 同業者

問 1 下線部(1)の表す内容を日本語で簡潔に説明せよ。

問 2 空所(a)～(c)に入る最も適切な英単語(各1語)を書け。

問 3 下線部(3)の5つの具体例のうち、玩具を使った3歳児に対する実験における反応を35字以内の日本語で簡潔に説明せよ。ただし、句読点も字数に含めること。

問 4 下線部(2)(5)の言い換え表現として最も適切なものを下から選び、番号で答えよ。

(2) ① spoken ② opened ③ adjusted ④ limited

(5) ① prefer ② earn ③ compare ④ think

問 5 以下の①～⑥のうち、本文の内容と一致しないものを2つ選び、番号で答えよ。

- ① 経済学者は、人間というものは損得を抜きにした誠実な商いのできないものだと考える。
- ② 著名な生物学者の講演は、一般聴衆には難し過ぎて全く理解されなかった。
- ③ キャンディーの箱の中に鉛筆が入っているのを見て驚いた子どもは、別の子どもも、それを開けると自分同様に驚くだろうと思う。
- ④ 経済学者によれば、売り手は自分だけが知っている情報があっても、商品に高い値をつけることができない。
- ⑤ 自分の知っていることは他人も知っていると思いがちだが、真に立派な人物だけがそうした思い込みから逃れられる。
- ⑥ 習得した知識については、それに要した時間を短く見積もりがちである。

問 6 下線部(4)を日本語に訳せ。

問 7 空所 [A] に入る最も適切な語句(4語)を本文中から抜き出して書け。

第3問 次の日本語は、鎌田浩毅氏が野口晴哉著『風邪の効用』について述べたものである。これを読んで、下線部(1)(2)(3)の内容を英語で表現せよ。

(20点)

健康は古今東西すべての人の願いであるが、著者は体を詳しく観察することから健康の本質を熟考した。世間では、健康とは病気でない状態を指し、もし風邪を引いたらさっさと薬を飲んで熱を下げようとする。(1)ところが著者は、風邪にかかるのは人体に何らかの必然性があるからだと考える。発熱には体全体の歪みを正す効果があり、無理に避けるべきものではないと、説く。

「風邪を全うすると、自ずから改まる体の状態がある。栄養過剰とか、そのための気分の鬱滞とか、億劫になるとか、体が妙に重くて疲れたような感じとか(中略)風邪を経過すれば自ずから消失してしまいます。」(2)風邪は必要あって体を通り過ぎてゆくものと考える著者は、「風邪を経過する」と独特の表現をする。

では、その後はどうすればよいか。「経過した後は体を休めねばならない。高熱の後、平温以下になったら安静にする。(中略)風邪を経過するのに働いた処に休みを与えると、後は丈夫になる。」何と、風邪を引く前よりも健康になると言うのだ。

つまり、すぐに薬や医師に頼るのではなく、自分で判断して経過を見ることが大切なのである。(3)風邪を薬で無理に治すと、本来体が持つ自然治癒力を損ない、大きな病気にかかりやすくなるとも述べる。

(鎌田浩毅『座右の古典』より。一部省略あり)

第4問 次の英文を読んで、設問に答えよ。

(20点)

Jason and Ben – fair-haired, ten and eight respectively – found that a bucketful of ready-mixed concrete was too heavy to carry, so they slopped* half of it out again. Sharing the handle of the bucket, they found they could now manage to convey their load, even (ア) Ben complained. They carried it from the backyard, through the kitchen and into the hall, to where their father's golf-bag stood in a corner. The bag, recently new, contained driver, putter and a selection of irons, as well as tees*, balls and gloves in various side pockets. A chair stood in front of the bag, on to which both boys now clambered*, still precariously* grasping the bucket. They had practised; they knew what they were doing.

After five such journeys the golf-bag was half full of liquid concrete, the chair carried back to the kitchen, and small splashes wiped (イ) the tiles of the hall. Then the workmen who were rebuilding the boiler-shed returned from the Red Lion*, where they had spent their lunchtime.

'We know nothing about it,' Jason instructed his brother while they watched the workmen shovelling more sand and cement into the concrete-mixer.

'Nothing about it,' Ben obediently repeated.

'Let's go and watch *Quick Draw**.'

'OK.'

When their mother returned to the house half an hour later, with her friend Margy, it was Margy who noticed the alien smell in the hall. Being inquisitive* by nature she poked (ウ), and was delighted when she discovered the cause, since she considered that the victim of the joke would benefit from the inroads* it must inevitably make on his pomposity*. She propped the front door open for a while so that the smell of fresh concrete would drift away. The boys' mother, Francesca, didn't notice anything.

'Come on!' Francesca called, and the boys came chattering into the kitchen

for fish fingers and peas, no yoghurt for Ben because someone had told him it was sour milk, Ribena* [A] of hot chocolate for Jason.

'You did your homework before you turned on that television?' Francesca asked.

'Yes,' Ben lied.

'I bet you didn't,' Margy said, not looking up from the magazine she was flipping* through. Busy with their food, Francesca didn't hear that.

Francesca was tall, with pale, uncurled hair that glistened in the sunlight. Margy was small and dark, brown-eyed, with thin, fragile fingers. They had known one another more or less all their lives.

'Miss Martindale's mother died,' Ben divulged*, breaking the monotony of a silence that had gathered. 'A man interfered with* her.'

'My God!' Francesca exclaimed, and Margy closed the magazine, finding little of interest in it.

'Miss Martindale saw him,' Jason said. 'Miss Martindale was just arriving and she saw this figure. First she said a black man, then she said he could be any (エ).'

'You mean, Miss Martindale came to school today after something like that?'

'Miss Martindale has a (オ) of duty,' Jason said.

'Actually she was extremely late,' Ben said.

'But how ghastly (カ) the poor woman!'

Miss Martindale was a little thing with glasses, Francesca told her friend, not at all (キ) to sustaining something like this. Ben said all the girls had cried, that Miss Martindale herself had cried, that her face was creased* and funny because actually she'd been crying all night.

Margy watched Jason worrying in case his brother went too far. They could have said it was Miss Martindale who'd been murdered; they had probably intended to, but had changed it to her mother just [B] time. It wouldn't

have worked if they'd said Miss Martindale because sooner or later Miss Martindale would be there at a parents' evening.

'*Neighbours** now,' Jason said.

'Started actually,' Ben pointed out.

Margy lit a cigarette when she was alone with Francesca, and suggested a drink. She poured gin and Cinzano Bianco* for both of them, saying she didn't believe there was much wrong with Miss Martindale's mother, and Francesca, bewildered*, looked up from the dishes she was washing. Then, without a word, she left the kitchen and Margy heard her noisily reprimanding* her sons, declaring that it was cruel and unfeeling to say people were dead [C] weren't. Abruptly, the sound of the television ceased and there were footsteps on the stairs.

(William Trevor, *After Rain* より)

[注] slop : こぼす

clamber : よじ登る

the Red Lion : 赤獅子亭 (パブの名前)

inquisitive : 詮索好きな

pomposity : 仰々しさ, 尊大さ

flip : (ページなどを) すばやくめくる

interfere with = attack sexually

Neighbours : テレビドラマの名前

bewildered = very confused

tee : ゴルフでボールを乗せる小さい台

precariously = unsteadily

Quick Draw : テレビアニメの名前

inroad : 侵害

Ribena : 英国の飲料の名前

divulge : (秘密を) 漏らす

creased : 皺しわになった

Cinzano Bianco : イタリアの食前酒の名前

reprimand = scold

問1 空所[A]～[C]に入る最も適切な英単語（各1語）を書け。

問2 空所(ア)～(キ)に入る最も適切な英単語を下から選び、番号で答えよ。ただし、同じ語を繰り返し用いてはならない。

- ① colour ② factor ③ from ④ sense ⑤ through ⑥ time
⑦ reason ⑧ though ⑨ out ⑩ up ⑪ mind ⑫ about
⑬ year ⑭ to ⑮ for