

入学試験問題(1次)

外国語

平成29年1月23日

13時10分—14時10分

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見てはならない。
- 2 この冊子は、13ページである。落丁、乱丁、印刷不鮮明の箇所などがあった場合には申し出よ。
- 3 解答には必ず黒鉛筆(またはシャープペンシル)を使用せよ。
- 4 解答用紙の指定欄に受験番号上下2か所、氏名を忘れずに記入せよ。
- 5 解答は、必ず解答用紙の所定の解答欄に記入せよ。
- 6 解答の記入の仕方については、解答用紙に書いてある注意に従え。
- 7 この冊子の余白は、草稿用に使用してよい。ただし、切り離してはならない。
- 8 解答用紙およびこの問題冊子は、持ち帰ってはならない。

受験番号				
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上の枠内に受験番号を記入せよ。

I. 次の英文を読み、1～9の問いに答えなさい。

Japan's National Diet building has three statues of Itô Hirobumi. One is located in a corner of the Diet building's central hall inside the main entrance. There, the bronze statue of Itô overlooks the hall along with those of two other leaders of Meiji (1868—1912) era Japan, Ôkuma Shigenobu and Itagaki Taisuke. They occupy three of the pedestals standing at the four corners of the hall. One pedestal is (1), and there are a number of theories as to why. Some say it turned out to be impossible to agree on a fourth figure, others believe the vacant pedestal represents the incompleteness of government. Still others propose that it is a message encouraging Diet members to work hard, in the hope that their own image might one day be placed in the hall in the company of their distinguished predecessors.

A second statue of Itô stands immediately outside the Diet building, in the front courtyard of the House of Councilors. An impressive eleven-meter-tall work, it was erected in 1936 by the Shunpo-kô Tsuishôkai, a society organized in 1933 to honor the achievements of Itô, whose alias was Prince Shunpo (Spring Field). Initially the statue stood in the outer garden of the Diet building, and the area around it was known as Prince Itô Memorial Park. Later donated to the then *House of Peers, it was moved to the area within its grounds.

Where is the third statue? Actually it is something of a phantom. It must be imagined, atop the tower of the Diet building. The tower is modeled after the large podium that once supported a bronze statue of Itô placed in Ôkurayama Park in Kobe in 1911, soon after Itô's death. The statue itself was later removed and added to the obligatory supply of metal donated to the government during World War II, but the podium, designed by architect Takeda Goichi, the first professor in the Department of Architecture, College of Engineering at Kyoto Imperial University, remains in the park.

When Takeda's student Yoshitake Tôri designed the Diet building which was

completed in 1936, he researched historic sites related to Itô and learned about the statue in Ôkurayama Park. 彼の先生が作成した台座のレプリカは the perfect crown for that building, he believed. And that is how the design of the tower atop the Diet building came into being. In Yoshitake's imagination, the figure of Itô Hirobumi stands atop the tower, so Yoshitake must have thought of the Diet building as a (7) Itô.

The imagined statue of Itô, writes architectural historian Suzuki Hiroyuki, "must have been meant to remind the representatives gathered in the Diet of the way their great forefather devoted his life to running the national government -- a memento mori on a national scale." So the Diet has three Itô statues, including one that must be imagined. There may not be many buildings housing a nation's legislative body with more than one statue of the same individual who died on duty.

[Source: Kazuhiro, Takii. *Itô Hirobumi -- Japan's First Prime Minister and Father of the Meiji Constitution*, Routledge, 2014, pp. 1 - 2.]

Glossary:

House of Peers : 貴族院

1. 空所 (1) に入る最も適切な語を選べ。
 - A. tall
 - B. false
 - C. empty
 - D. broken

2. 下線部 theories の内容に該当しないものを選べ。
(2)
- A. It motivates today's politicians.
 - B. It is a symbol of dead politicians.
 - C. It is undecided whose statue should be there.
 - D. It shows government is never perfectly formed.
3. 下線部 Initially の意味に最も近いものを選べ。
(3)
- A. Originally
 - B. Fortunately
 - C. Accidentally
 - D. Surprisingly
4. 本文中、なぜ著者(the author)は下線部 phantom という語を用いたのか、最も適切に説明している文を選べ。
(4)
- A. The third statue of Itô Hirobumi is a fake.
 - B. The third statue of Itô Hirobumi was stolen.
 - C. The third statue of Itô Hirobumi was destroyed.
 - D. The third statue of Itô Hirobumi is underground.
5. 下線部 obligatory の意味に最も近いものを選べ。
(5)
- A. optional
 - B. required
 - C. individual
 - D. purchased

6. 下線部 (6) の括弧内の和文に対応する英文を、以下の括弧内の語から完成した場合、2番目と9番目にあたる語を選べ。

[podium, of, by, would, a, his, the, teacher, be, replica]

2番目 9番目

- | | |
|------------|---------|
| A. of | teacher |
| B. by | teacher |
| C. podium | his |
| D. replica | would |

7. 空所 (7) に入る最も適切な語句を選べ。

- A. version of
- B. library with
- C. memorial to
- D. museum about

8. 下線部 running の意味に最も近いものを選べ。
(8)

- A. giving
- B. leading
- C. reading
- D. bringing

9. 下線部 a memento mori on a national scale の内容に最も近いものを選べ。
(9)

- A. a symbol of a national forest
- B. a reminder of political sacrifice
- C. a commemoration of a building
- D. an important living moment for the entire country

II. 次の英文を読み、10～17の問題に最も適した答えを選べ。

Antonin-Dalmace Sertillanges, a priest and professor of moral philosophy, wrote a slim but influential book during the early part of the twentieth century titled *The Intellectual Life*. Throughout his book, Sertillanges recognizes the necessity of mastering complicated material and argues that to advance your understanding of your field you must tackle the relevant topics systematically, allowing your “*converging rays of attention” to uncover the truth hidden in each. In other words, he teaches: To learn requires intense concentration. This idea turns out to be ahead of its time. In reflecting on the life of the mind in the 1920s, Sertillanges uncovered a fact about mastering cognitively demanding tasks that would take academia another seven decades to discover.

This task of formalization began in earnest in the 1970s, when a branch of psychology, sometimes called performance psychology, began to systematically explore what separates experts (in many fields) from everyone else. In the early 1990s, K. Anders Ericsson, a professor at Florida State University, pulled together these strands into a single coherent answer, consistent with the growing research literature, that he called deliberate practice. Ericsson stated that deliberate practice cannot exist alongside distraction, and that it instead requires uninterrupted concentration. As Ericsson emphasizes, “*Diffused attention* is almost antithetical to the *focused attention* required by deliberate practice.”

(11)
(12) As psychologists, Ericsson and the other researchers in his field are not interested in why deliberate practice works; they’re just identifying it as an effective behavior. In the intervening decades since Ericsson’s first major papers on the topic, however, neuroscientists have been exploring the physical mechanisms that drive people’s improvements on hard tasks. Scientists increasingly believe the answer includes *myelin, a layer of fatty tissue that grows around neurons, acting like an insulator that allows the cells to fire faster and cleaner.

This new science of performance argues that you get better at a skill as you develop more myelin around the relevant *neurons, allowing the corresponding circuit to fire more effortlessly and effectively. (13) To be great at something is to be well *myelinated. This understanding is important because it provides a neurological foundation for why deliberate practice works. Repetitive use of a specific circuit triggers cells to begin wrapping layers of myelin around the neurons in the circuits, effectively strengthening the skill.

(14) The reason, therefore, why it's important to focus intensely on the task at hand while avoiding distraction is because this is the only way to isolate the relevant *neural circuit enough to trigger useful *myelination. By contrast, if you're trying to learn a complex new skill (say, SQL database management) in a state of low concentration (perhaps you also have your Facebook feed open), you're firing too many circuits (15) to isolate the group of neurons you actually want to strengthen.

(16) To learn hard things quickly, you must focus intensely without distraction. To learn, in other words, is an act of deep work. If you're comfortable going deep, you'll be comfortable mastering the increasingly complex systems and skills needed to thrive in our economy. If you instead remain one of the many for whom depth is (17), you shouldn't expect these systems and skills to come easily to you.

[Source: Cal Newport, *Deep Work*, Grand Central Publishing, 2016. pp. 33 - 37]

Glossary:

converging : 収束 myelin : ミエリン neuron : 神経細胞

neural : 神経の myelination : ミエリン化(髄鞘形成)

[myelinated : ミエリン化された]

10. This idea turns out to be ahead of its time, because. . .
- (10)
- A. Sertillanges's belief in learning topics was systematically superior.
 - B. Sertillanges believed that learning cognitive demanding tasks took decades for psychologists to learn.
 - C. Sertillanges uncovered a fact of learning difficult material decades before it was explained by psychologists.
 - D. Sertillanges believed he was able to learn cognitively demanding tasks better than other major psychologists.
11. What does the word antithetical mean?
- (11)
- A. identical or equal
 - B. opposed or adverse
 - C. unethical or immoral
 - D. incorrect or imperfect
12. According to the article, K. Anders Ericsson's role in performance psychology is. . .
- A. identifying why deliberate practice works.
 - B. identifying deliberate practice as an effective behavior.
 - C. identifying research literature related to deliberate practice.
 - D. identifying systematically the answer for deliberate practice.
13. People who are great at something. . .
- A. effortlessly and effectively develop a lot of myelin.
 - B. are people who have a lot of neurons that create myelin.
 - C. allow more myelin to produce more relevant brain circuits.
 - D. are people who have a lot of myelin around relevant neurons.

14. Deliberate practice cannot exist alongside distraction because. . .
- A. distractions from relevant circuits isolate too much myelin.
 - B. only repetitive use of specific neurons triggers relevant circuits.
 - C. intense focus is the only way to isolate relevant neural circuits to trigger myelin around neurons.
 - D. repetitive and constant use from intense focus is the only way myelin can trigger circuits around neurons.
15. Choose the word that best fits (15) to complete the sentence.
- A. tightly
 - B. creatively
 - C. effectively
 - D. simultaneously
16. Choose the best answer why learning without distraction is necessary to thrive in our economy.
- A. It will enable a person to consider complex systems and skills.
 - B. Complex systems and skills enable a person to learn deep work.
 - C. It will enable a person to learn complex systems and skills quickly.
 - D. It is an easy way for a person not to master complex systems and skills.
17. Choose the word that best fits (17) to complete the sentence.
- A. continuous
 - B. distracting
 - C. inescapable
 - D. uncomfortable

Ⅲ. 次の英文を読み, 18~25 の問いに答えなさい。

The old man shields his eyes against the fierce light of the Altiplano and considers the question. When he talks about his ancestors, does he mean the Incas? No, he replies in a sort of *Spanish creole, he means his great-great-grandfather. And with his right hand he makes a rotating gesture up and forwards from his body. The Incas, he adds, came way earlier. And with the same hand he sweeps even further forward, towards the mountains on the horizon.

In the next video clip, the researcher asks a woman to explain the origins of her culture. She starts by describing her parents' generation, then her grandparents', and so on, extending her arm further and further in front of her as she does so. Then she switches to talk about how the values of those earlier generations have been handed back to her (her hand gradually returns to her body from out front), and how she will in turn pass them on to her children (she thumbs over her shoulder).⁽¹⁸⁾

The man and woman belong to an *Amerindian group called the Aymara. Rafael Núñez, a *cognitive scientist at the University of California, who is interested in how we develop abstract ideas like time, now believes that he has definitive evidence that the Aymara have a sense of the passage of time that is the mirror image of his own: the past is in front of them, the future behind.

Time, as Einstein showed, is a tricky concept to nail down, and all languages use metaphor to express it. In fact, with staggering *monotony, they all (19) to the same metaphor: space. If an English speaker says: "We are approaching the deadline," he or she is expressing *imminence in terms of nearness, a property of physical space. Anyone listening will understand exactly what he or she means, even though the deadline is not a real thing that exists in the physical world.⁽²⁰⁾ Núñez says: "There is no ultimate truth that you could discover that is outside that metaphor."

So if time landmarks don't exist except in our heads, where does our notion of time come from? And why do we feel so strongly a sense of time as motion? In all Indo-European languages including English, but also in languages as diverse as Hebrew, Polynesian, Japanese and Bantu, speakers face the future. Time flows from a point in front of them, through their current position — the present — and back to the past. The Aymara also feel time as motion, but for them, (to, the, the, and, their, past, face, have, backs, future, speakers).

⁽²¹⁾ The Aymara word for past is *transcribed as *nayra*, which literally means “eye, sight or front”. The word for future is *q'ipa*, which translates as “behind or the back”. The Jesuits undoubtedly noticed this oddy ⁽²²⁾ in the 16th century, when they traveled up into the mountains to spread the word.

Over the years, rumors have surfaced of similar strangeness in other languages. Maori speakers use front-type words to signify events that happened earlier, Agathe Thornton, an expert in the Maori oral tradition reported in the 1980s. Madagascar language, too, uses “in front of” to mean “earlier than”. It began to look as if the Aymara weren't alone in reversing time's arrow. However, in 1980 Mark Johnson, a philosopher at the University of Oregon, ⁽²³⁾ warned against jumping to that conclusion.

Johnson realized that not only could different languages use different metaphors for time, but a single language could contain more than one metaphor. In English, for instance, speakers switch between at least two different frames of reference when discussing the order of events, a trick Núñez has demonstrated in a simple experiment. Ask any randomly selected group of English speakers to answer this question: If a meeting scheduled for Wednesday is moved forward two days, what day will it fall on? “More or less 50% of the people will say Friday, and 50% will say Monday,” says Núñez. The word ⁽²⁴⁾ “moved” allows the ambiguity that the meeting is either being moved forward in time, meaning it will happen later, or being brought closer in time to the person.

[Source: <https://www.theguardian.com/science/2005/feb/24/4>]

Glossary:

Spanish creole : 混成スペイン語

Amerindian group called the Aymara : アユマラ族と呼ばれるアメリカ先住民

cognitive scientist : 認知科学者 monotony : 一本調子, 単調さ, 変化のなさ

transcribed > transcribe : ~を書き写す, 文字に起こす

imminence : 切迫 denote(s) : ~を意味する, 示す

18. 下線部 in turn のこの場合の用法に最も近い意味の表現を選べ。

- (18)
- A. as well
 - B. by hand
 - C. internally
 - D. spinningly

19. 空所 (19) に入る最も適切な語を選べ。

- A. due
- B. fall
- C. resort
- D. depend

20. 下線部 the deadline is not a real thing that exists in the physical world の主旨として最も適切なものを選べ。

- (20)
- A. 締め切りは物質的世界における実在として存在するものではない。
 - B. 締め切りとは本来, 時間的なものではなく, 空間的なものである。
 - C. 物理的な身体の領域の外にある本質こそがもっとも重要な事柄である。
 - D. 生と死の境界は絶対的なものではなく, 話者の想像の世界に存在するものである。

21. 下線部 (21) の〔 〕内の語をすべて用い、文脈に即した最も適切な内容の英文を構成せよ。4 番目と 8 番目の語の組み合わせを選べ。

4 番目 8 番目

- A. to past
- B. their and
- C. past backs
- D. future backs

22. 下線部 oddity の 'o' の部分と同じ発音を含む語を選べ。
(22)

- A. car
- B. add
- C. own
- D. too

23. 下線部 Mark Johnson, a philosopher at the University of Oregon, warned against jumping to that conclusion. の主旨として最も適切なものを選べ。
(23)

- A. 時間順序の表現の仕方は、言語ごとにすっかり転倒していると言える。
- B. マオリ語の話者は、過去の出来事を示すために前方指示語を使用する。
- C. アユマラ族の時間感覚は、古代的な循環する時間であることを哲学者たちは指摘している。
- D. 同一の言語内であれば時間順序の表現は一律に方向が定まっていると考えるのは早計である。

24. 下線部 50% will say Monday において言及されている 50% にあたる人々にとって、この事例で論じられているところの 'Monday' は、'Wednesday' と比較して、自分の身体を基準とした場合、空間的にどこに位置すると考えられているか。最も適切なものを選べ。

- A. Wednesday より身体に近い前方
- B. Wednesday より身体に近い後方
- C. Wednesday より身体から遠い前方
- D. Wednesday より身体から遠い後方

25. この文章の主題を表わすタイトルとして最も相応しいものを選べ。

- A. Time Machine
- B. Backs to the Future
- C. Einstein's Time and Space
- D. The Aymara People's Language and Mythology

