

平成30年度入試
個別学力試験問題(前期日程)

英 語

学 部	問 題
法文学部, 教育学部, 人間科学部, 総合理工学部, 生物資源科学部	1, 2, 4, 5-A
医学部医学科	1, 2, 3, 4, 5-B

注 意

1. 問題紙は指示があるまで開いてはいけません。
2. 問題紙は10ページ, 解答用紙は法文学部, 教育学部, 人間科学部, 総合理工学部, 生物資源科学部受験生は1枚, 医学部医学科受験生は2枚です。指示があつてから確認し, 解答用紙の所定の欄に受験番号を記入してください。
3. 法文学部, 教育学部, 人間科学部, 総合理工学部, 生物資源科学部受験生は 1, 2, 4, 5-Aの問題を, 医学部医学科受験生は 1, 2, 3, 4, 5-Bの問題を解答してください。
4. 答えはすべて解答用紙の所定のところに記入してください。
5. 解答用紙は持ち帰ってはいけません。
6. 試験終了後, 問題紙は持ち帰ってください。

1

次の英文を読んで問いに答えなさい。(共通問題)

In the mid-1990s, an experimental public school called the KIPP Academy opened on the fourth floor of Lou Gehrig Junior High School in New York City. Lou Gehrig is in the seventh school district, otherwise known as the South Bronx, one of the poorest neighborhoods in New York City. It is a gray 1960s-era building across the street from a group of high-rises. A few blocks over is Grand Concourse, the district's main road. These are not streets that you'd happily walk down, alone, after dark.

KIPP is a middle school. Classes are large: the fifth grade has two sections of thirty-five students each. There are no entrance exams or admissions requirements. Students are chosen by lottery, with any fourth grader living in the Bronx eligible to apply. Roughly half of the students are African American; the rest are Hispanic. Three-quarters of the children come from single-parent homes. Ninety percent qualify for free lunch, which is to say that their families earn so little that the U.S. government assists so the children can eat properly at lunchtime.

KIPP Academy seems like the kind of school in the kind of neighborhood with the kind of student that would make teachers despair — except that the moment you enter the classroom, it's clear that something is different. The students are taught to turn and address anyone talking to them in a way known as “SSLANT”: smile, sit up, listen, ask questions, nod when being spoken to, and track with your eyes. On the walls of the school's corridors are hundreds of small flags from the colleges that KIPP graduates have gone on to attend. Last year, hundreds of families from across the Bronx entered the lottery for KIPP's two fifth-grade classes. It is no exaggeration to say that just ten years into its existence, KIPP has become one of the most desirable public schools in New York City.

What KIPP is most famous for is mathematics. In the South Bronx, only

about 16 percent of all middle school students are performing at or above their grade level in math. But at KIPP, by the end of fifth grade, many of the students call math their favorite subject. In seventh grade, KIPP students start *high school* math. By the end of eighth grade, 84 percent of the students⁽⁵⁾ are performing at or above their grade level, which is to say that this mixed group of randomly chosen lower-income kids from dark and dirty apartments in one of the country's worst neighborhoods — whose parents, in an overwhelming number of cases, never set foot in a college — do as well in mathematics as the privileged eighth graders of American's wealthy suburbs. "Our kids' reading is excellent," said David Levin, who founded KIPP with a fellow teacher, Michael Feinberg, in 1994. "They struggle a little bit with writing skills. But when they leave here, they are really good at math." There are now more than fifty KIPP schools across the United States, with more on the way. The KIPP program represents one of the most promising new educational philosophies in the United States.

(Malcolm Gladwell, "Marita's Bargain"より 一部改変)

[注] Bronx ブロンクス：ニューヨーク市の区のひとつ

high-rises 高層建築

lottery 抽選

1. 下線部(1)を日本語に直しなさい。
2. 下線部(2)を日本語に直しなさい。
3. 下線部(3)の具体的内容を、本文にそって日本語で説明しなさい。
4. 下線部(4)の具体的内容を、本文にそって日本語で説明しなさい。
5. 下線部(5)について、それは具体的にどのような状況なのか、本文にそって日本語で簡潔に説明しなさい。

2

次の英文を読んで問いに答えなさい。(共通問題)

During my last trip to Japan, I had a lesson in calligraphy. This was not the usual lesson for foreigners, but rather a real calligraphy class in a Japanese junior high school. My lesson began when the calligraphy teacher quietly walked over to my desk. He dipped his long brush into the black ink, and made several graceful strokes on the delicate paper. Then he took my hand, dipped my brush in the black ink and guided it in the same graceful pattern. He pointed first to the beautiful character that he had drawn and then to the spring flowers that the Japanese students had given me. In a deep, quiet voice, he said *hana*. I understood that this was the Japanese word for flower.

For the next thirty minutes, I tried to write the elegant *hana* like the calligraphy teacher, but in vain. Most of my flowers looked like weeds. Finally I passed my brush across the paper, and, as if by magic, I saw a flower come to life. The teacher smiled with approval. We both knew that I had discovered the magic of writing.

Today many people take literacy for granted. They forget that reading and writing used to be a privilege for the people who had wealth and status in society. If we look at history, we see that writing is a relatively recent invention. The story of writing began around 4,000 B.C. when the ancient Sumerians developed a system called *cuneiform*. They drew picture symbols on wet clay tablets with a wedge-shaped pen.

The alphabet, which is used by Western languages, was invented about 1,000 years later. This alphabet was an efficient and easy way to write down the spoken language. Later the Greeks added vowels to the 25 consonants. The introduction of vowels permitted a one-to-one correspondence between the spoken and the written language.

Writing has certain distinct advantages over speaking. First of all, the reader can set his own pace, and reread the text whenever he wishes. Second,

writing preserves traditional examples of correct literary style. Third, writing⁽¹⁾ extends the range of oral communication. The written word can be passed down from generation to generation, and carried from place to place. Until the invention of modern technological wonders such as tape recorders, telephones and radios, only the written word could reach a large audience.

Writing eliminates some of the ambiguities of speech. For instance, the⁽²⁾ difference between *my daughter's books* and *my daughters' books* becomes clear in writing, because we can see that *daughter's* is singular, whereas *daughters'* is plural. Homonyms — words that sound alike but are spelled differently — cause no confusion once they are written. The spelling shows the difference between *be* and *bee* or *to*, *too* and *two*.

However, writing has certain limitations. Writing is less personal than⁽³⁾ speaking, because the reader cannot hear the author's voice or the voices of the characters in the book. The impact of writing is less dramatic, because it uses only a visual channel of communication. The reader can only see a person's words and imagine the gestures. A listener, on the other hand, both hears the words and sees the gestures.

About one-third of the world's population still cannot read and write. We who can read and write sometimes forget that billions of people live in a world where they can communicate only through spoken languages. They⁽⁴⁾ are amazed that a mysterious sign on a piece of paper can represent the spoken word. I rediscovered the magic of writing in my Japanese calligraphy class.

(Joan McConnell, "Speaking and Writing"より 一部改変)

[注] calligraphy 書道
wedge くさび
consonant 子音
singular 単数の

Sumerian シュメール人
vowel 母音
ambiguity あいまいさ
plural 複数の

1. 書道のクラスで書かれた文字は何だったか。そして、筆者はそれをどのようにして知ったのか。本文にそって日本語でまとめなさい。
2. 読み書きする能力に対する現代と過去の認識の違いを、本文にそって日本語で説明しなさい。
3. 下線部(1)の具体的内容を、本文にそって日本語でまとめなさい。
4. 下線部(2)の具体的内容を、本文にそって日本語でまとめなさい。
5. 下線部(3)の具体的内容を、本文にそって日本語でまとめなさい。
6. 下線部(4)の具体的内容を、本文にそって日本語で説明しなさい。

3

次の英文を読んで問いに答えなさい。(医学部医学科用問題)

For Ingelisa Keeling, a Houston mother of three children with multiple allergies, mealtime was a struggle. Nuts, eggs, wheat, beef, peas and rice were all off limits — banned by the children’s allergist.

But recently, Mrs. Keeling learned that her family’s diet need not be so restrictive. Although her children do have real allergies — to peanuts, milk and eggs, among other foods — extensive testing at a major allergy center showed that they were not in fact allergic to many of the foods they had been avoiding. Her 2-year-old son, who had been living on a diet primarily of potatoes, fruit and hypoallergenic formula, has resumed eating wheat, bananas, beef, peas, rice and corn.

“His diet had become so restricted that nutrition had become a real concern,” said Mrs. Keeling, who traveled to specialists at National Jewish Health in Denver last summer for answers about her children’s diet and eczema problems. Among other findings, she learned that neither of her younger children was really allergic to wheat.

“That’s the big one,” she said. “It is in everything, so it makes life a whole lot easier.”

Doctors say that (rise / food / to / allergies / on / misdiagnosed / appear / be / the), and countless families are needlessly avoiding certain foods and spending hundreds of dollars on costly nonallergenic supplements. In extreme cases, misdiagnosed allergies (at / have / risk / children / malnutrition / put / for). And avoiding food in the mistaken fear of allergy may be making the overall problem worse — by making children more sensitive to certain foods when they finally do eat them.

More than 11 million Americans, including 3 million children, are estimated to have food allergies, most commonly to milk, eggs, peanuts and soy. The rate of food allergies among children has risen 18 percent in the past decade,

according to the Centers for Disease Control and Prevention. While the increase appears to be real, so does the increase in misdiagnosis. The cause appears to be the widespread use of simple blood tests for antibodies that could signal a reaction to food. The tests have emerged as a quick, convenient⁽⁴⁾ alternative to uncomfortable skin testing and time-consuming food challenge tests, which measure a child's reaction to eating certain foods under a doctor's supervision.

While the blood tests can help doctors identify potentially risky foods, they⁽⁵⁾ aren't always reliable. A 2007 study at Johns Hopkins Children's Center found the blood allergy tests could both under- and overestimate the body's immune response. A 2003 report said a positive result on a blood allergy test correlated with a real-world food allergy in fewer than half the cases. "The only true test of whether you're allergic to a food or not is whether you can eat it and not react to it," said Dr. David Fleischer, an assistant professor at National Jewish Health. In one recent case there, doctors treated a young boy who had been given a feeding tube because blood tests indicated he was allergic to virtually every food. Food challenge testing allowed doctors to quickly reintroduce 20 foods into his diet, and they expect more to be added. Blood tests may also be unreliable because they fail to distinguish between similar proteins in different foods. A child who is allergic to peanuts, for instance, might test positive for allergies to soy, green beans and peas. Children with milk allergies may test positive for beef allergy.

The most important question in diagnosing food allergy is whether the child has tolerated the food in the past, Dr. Fleischer says. While some severe allergies are obvious, parents given a positive blood test result should seek advice from an experienced allergist who performs medically supervised food challenge testing. Even when a food allergy has been confirmed, parents should have children retested, because many allergies disappear as they grow up, particularly in the cases of milk, eggs, soy and wheat.

Doctors' groups are also starting to acknowledge that some of their own
⁽⁶⁾policies may have contributed to overtesting and misdiagnoses, and they are
considering revised guidelines recommending earlier introduction of foods like
eggs and peanuts, which in the past have been delayed until age 2 or 3. A
2008 study of 10,000 British children found that early exposure to peanuts
lowered allergy risk.

Just as an allergy indicates oversensitivity to certain foods, it may be that
doctors and parents have become oversensitive to food allergies. Dr. Nicholas
A. Christakis, a professor at Harvard Medical School, argues that an
“overreaction” to allergy is leading to unnecessary testing and false positives.

“If the kid has been doing fine, I would advise parents not to get allergy
testing, because the results are more likely to be false positives than true
positives,” Dr. Christakis said in an interview. “If they do think they need
allergy testing, be extremely careful and go to reliable people.”

(Tera Parker-Pope, “Telling Food Allergies From False Alarm” より 一部改
変)

[注] hypoallergenic formula 低アレルギー性の乳児用ミルク
eczema ^{しっしん} 湿疹 malnutrition 栄養失調
antibody 抗体

1. 下線部(1)の具体的内容を、本文にそって日本語で説明しなさい。
2. 下線部(2), (3)の()内の語を意味が通じるように並べ替えなさい。
3. 下線部(4)を、the tests の具体的内容を明らかにして、日本語に直しなさい。
4. 下線部(5)の二つの理由を、本文にそって日本語で説明しなさい。
5. 下線部(6)を日本語に直しなさい。
6. Christakis 医師の食物アレルギーに対する見解を、本文にそって日本語で説明しなさい。

- 4 次の英語の指示に従って、60 語程度の英語で答えなさい。なお、解答用紙の指定した()欄に、使用した語数を記入すること。ただし、コンマやピリオドなどの記号は語数には入れない。(共通問題)

Suppose your name is Keisuke and you have received the following email message from John, your friend who lives in Sydney, Australia. Write back to John answering his message.

Dear Keisuke,

I hope you are well.

As we're approaching the end of the semester, I'm getting excited about my trip to Japan.

I have booked an airplane ticket to Japan and I'm going to arrive in Japan on Tuesday morning, August 7th. I'm planning to take the train from the airport to see you later that evening.

I have a small favor to ask. Since this will be my first time to Japan, I don't know what the weather is like there in the summer. So I'm wondering what kinds of clothes I should bring for this visit. Could you please give me some advice?

I'm looking forward to hearing from you soon.

Your friend,

John

5

法文学部，教育学部，人間科学部，総合理工学部，生物資源科学部受験生はAの問題に，医学部医学科受験生はBの問題に答えなさい。

A. 次の日本語の下線部(1)，(2)を英語に直しなさい。

米国の大学で，新学期になると学生にこんな問いかけをする教授がいた。
(1) 「10年前には存在しなかったが，いまは身の回りにあるモノを思いつく限り言ってみて。」技術の進歩がいかに人間の暮らしを変えるのか，実感させるためだ。10年前なら夢物語としか思えなかったものが，
(2) 「どんどん実用化しつつある」 自動運転の乗用車開発が進み，無人機ドローンによる宅配が検討される。会社の経営判断に人工知能が関わる日も近いかもしれない。

(朝日新聞「天声人語」より 一部改変)

B. 次の日本語の下線部(1)，(2)を英語に直しなさい。

「化学合成や，植物，土壌中の菌，海洋生物などから発見された物質の中から
(1) 「くすりの候補」として選ばれます。 この「くすりの候補」の開発の最終段階では，健康な人や患者さんの協力によって，人での効果と安全性を調べる必要があります。

「こうして得られた成績を国が審査して，病気の治療に必要で，かつ安全に
(2) 「くすり」となります。

人における試験を一般に「臨床試験」といいますが，「くすりの候補」を用いて国の承認を得るための成績を集める臨床試験は，特に「治験」と呼ばれています。

(厚生労働省「治験とは」より)

[注] 化学合成 chemical synthesis 菌 bacteria

