

2017年度

英 語

(問 題)

&lt;H29111181&gt;

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～15 ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. 受験番号および氏名は、試験が開始されてから、解答用紙の所定欄に正確に丁寧に記入すること（以下の記入例参照）。  
所定欄以外に受験番号・氏名を書いてはならない。なお、解答用紙が複数枚ある場合には、それぞれの所定欄に記入すること。
5. 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。読みづらい数字は採点処理に支障をきたすことがあるので、注意すること。

(記入例) 58001番 ⇒

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(数字見本)

0	1	2	3	4	5	6	7	8	9
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6. 解答は、Ⅰ～Ⅲはマーク解答用紙の対応する解答欄にマークすること。「Ⅳ. Essay Question」については、記述解答用紙に解答すること。
7. 「Ⅳ. Essay Question」の下書きは別に配付の下書き用紙を使用することができる。
8. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
9. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き、解答用紙を裏返しにすること。
10. いかなる場合でも、解答用紙は必ず提出すること。
11. 試験終了後、問題冊子と下書き用紙は持ち帰ること。

I. Read the following passages and answer questions 1-20.

Questions 1-5

Amyotrophic lateral sclerosis (ALS, also called Lou Gehrig's Disease) is a neurological disease characterized by the degeneration of the motor neurons that control voluntary movements. The disease begins with muscle weakening and lack of coordination and eventually destroys the neurons that control speech, breathing, and swallowing; in the end, the disease can lead to paralysis. At that point, patients require assistance from machines to be able to breathe and to communicate. Several special technologies have been developed to allow "locked-in" patients to communicate with the rest of the world. One technology, for example, allows patients to type out sentences by twitching their cheek. These sentences can then be read aloud by a computer.

A relatively new line of research for helping paralyzed patients, including those with ALS, to communicate and retain a degree of self-sufficiency is called brain-computer interface (BCI) technology. This technology sounds like something out of science fiction: it allows paralyzed patients to control a computer using only their thoughts. There are several forms of BCI. Some forms use EEG recordings from electrodes taped onto the skull. These recordings contain information from large populations of neurons that can be decoded by a computer. Other forms of BCI require the implantation of an array of electrodes smaller than a postage stamp in the arm and hand area of the motor cortex. This form of BCI, while more invasive, is very powerful as each electrode can record actual action potentials from one or more neurons. These signals are then sent to a computer, which has been trained to decode the signal and feed it to a tool – such as a cursor on a computer screen. This means that a patient with ALS can use e-mail, read the Internet, and communicate with others by thinking of moving his or her hand or arm (even though the paralyzed patient cannot make that bodily movement). Recent advances have allowed a paralyzed locked-in patient who suffered a stroke 15 years ago to control a robotic arm and even to feed herself coffee using BCI technology.

Despite the amazing advancements in BCI technology, it also has limitations. The technology can require many hours of training and long periods of intense concentration for the patient; it can also require brain surgery to implant the devices.

[Adapted from: OpenStax College, *Biology* (Houston, TX: OpenStax College, 2013), 1027, accessed May 6, 2016, <http://cnx.org/content/col11448/latest/>.]

1. In what sense are ALS patients "locked-in"?
  - ① They are tied to their beds so that they cannot move.
  - ② They have lost the ability to speak and make gestures.
  - ③ They have a disease that is permanent and cannot be cured.
  - ④ They are placed in hospital rooms that require a special key for access.

2. Which of the following can be inferred about the underlined term motor cortex from the text?
- ① It is the outer surface of the skull.
  - ② It is a cluster of neurons that control body movement.
  - ③ It is a mechanical device that patients can operate.
  - ④ It is useful for monitoring brain activity.
3. Which of the following approaches to communication for an ALS patient would be the LEAST invasive?
- ① A special chip is surgically placed inside the patient's skull and detects neural activity that shows their attempt to move their arms and hands.
  - ② The patient wears a hat with special detectors attached to the scalp to capture brain electricity corresponding to certain thoughts and ideas.
  - ③ A trained nurse watches the patient's eye movements toward special letter and word cards from a distance in order to understand their ideas.
  - ④ The patient has wires connected to the surface of their brain through a hole in the skull. The wires pick up electrical activity related to speech.
4. Which of the following is the best title for this passage?
- ① Brain-computer interface
  - ② Lou Gehrig's Disease
  - ③ Neural signals in the mind
  - ④ Communication with the world inside
5. Which of the following statements about the passage is TRUE?
- ① The passage has a basic comparison-plus-contrast structure.
  - ② The passage is a summary of a research paper that reports on an experiment.
  - ③ The passage has a basic problem-plus-solution structure.
  - ④ The passage is incoherent because it is missing some paragraphs in the middle.

Questions 6-10

※この問題は、著作権の関係により掲載できません。

[Adapted from: Pam Belluck, "Traditional toys may beat gadgets in language development", *The New York Times*, December 23, 2015, accessed June 18, 2016, <http://well.blogs.nytimes.com/2015/12/23/traditional-toys-may-beat-gadgets-in-language-development/>.]

6. According to the passage, which of the following statements is TRUE about the experiment?
- ① Babies tended to be excited and to vocalize more with electronic toys than traditional toys.
  - ② Electronic toys were effective for babies' language development if parents did not talk much.
  - ③ Many parents tried to move away from electronic toys even when they were busy with housework.
  - ④ Most parents and babies responded similarly to the difference between electronic and traditional toys.

7. Which of the following statements is NOT supported by the passage?
- ① One of the participants in the study found it difficult to talk to her baby during play with electronic toys.
  - ② Parents tend to make reference to relevant objects more frequently during play with books than with toys.
  - ③ Babies' language development is promoted most effectively during play with electronic toys.
  - ④ The verbal interaction between parents and babies is more active during play with blocks and books than with electronic toys.
8. Which of the following is closest in meaning to the underlined word hunch, as used in the passage?
- ① imagination                      ② intention                      ③ speculation                      ④ proposition
9. Which of the following best fits in ( A )?
- ① on average                      ② as a whole                      ③ in principle                      ④ after all
10. Which of the following statements CANNOT be inferred from the passage?
- ① After participating in the study, Erica Jones is more likely to use electronic toys when she is busy.
  - ② Many electronic toys are designed to make various sounds to enhance babies' language skills.
  - ③ Parents tend to be observers when their babies play with electronic toys.
  - ④ Verbal exchanges between parents and babies are critical for babies' language development.

## Questions 11-15

There are probably more than 200,000 slums on earth, ranging in population from a few hundred to more than a million people. The five great metropolises of South Asia (Karachi, Mumbai, Delhi, Kolkata, and Dhaka) alone contain about 15,000 distinct slum communities whose total population exceeds 20 million. "Megaslums" arise when shantytowns and squatter communities merge in continuous belts of informal housing and poverty, usually on the urban periphery. Mexico City, for example, in 1992 had an estimated 6.6 million low-income people living contiguously in 348 square kilometers of informal housing. Most of the poor in Lima, likewise, live in three great peripheral cones radiating from the central city; such huge spatial concentrations of urban poverty are also common in Africa and the Middle East. In South Asia, on the other hand, the urban poor tend to live in a much larger number of distinct slums more widely dispersed throughout the urban fabric in patterns with an almost fractal complexity. In Kolkata, for instance, thousands of *thika bustees* – nine hutments of five huts each, with 45-square-meter rooms shared, on average, by an incredible 13.4 people – are intermixed with a variety of other residential statuses and land uses. In Dhaka, it probably makes more sense to consider the nonslum areas as enclaves in an overwhelming matrix of extreme poverty.

...

Everywhere in the Third World, housing choice is a hard calculus of confusing trade-offs. The urban poor have to solve a complex ( A ) as they try to optimize housing cost, tenure security, quality of shelter, journey to work, and sometimes, personal safety. For some people, including many pavement-dwellers, a location near a job – say, in a produce market or train station – is even more important than a roof. For others, free or nearly free land is worth epic commutes from the edge to the center. And for everyone the worst situation is a bad, expensive location without municipal services or security of tenure.

[Adapted from: Mike Davis, *Planet of Slums* (London: Verso, 2006), 26-29.]

11. Which of the following statements is supported by the passage?
  - ① Slums are present in several areas of the world, but they vary considerably in size and spatial distribution.
  - ② Governments and other organizations must take immediate action to solve the problem of massive slums in the modern city.
  - ③ As the urban population of the world grows exponentially, the ways of life of poor people continue to deteriorate.
  - ④ The inhabitants of the slums of developing nations are living in the most extreme conditions of poverty, crime, and disease.
12. What is the difference between the slums of South America, the Middle East and Africa, on the one hand, and those of South Asia, on the other?
  - ① African, Middle Eastern and South American slums are concentrated in the capital cities of their countries.
  - ② The slums of South Asia tend to be discontinuous and scattered throughout urban areas.
  - ③ Slum inhabitants in South Asia live closer to the shopping malls and railway stations.
  - ④ African, Middle Eastern and South American slums are growing rapidly, while those in the rest of the world are more stable.

13. Which of the following claims is NOT made in the passage?
- ① People in the slums of Kolkata live more than ten to a room.
  - ② Mexico City and Lima both have massive megaslums.
  - ③ Dhaka is the richest of the major cities of South Asia.
  - ④ Slum dwellers must make hard choices about where they live.
14. Which of the following best fits in ( A )?
- ① difficulty
  - ② equation
  - ③ mystery
  - ④ riddle
15. What does the underlined phrase tenure security mean?
- ① Crime is relatively rare and people are safe from violence.
  - ② People will not be forced to leave their homes.
  - ③ The buildings are pleasant and well-constructed.
  - ④ Rental units are generally inexpensive.

## Questions 16-20

The transition to agriculture began around 9500-8500 BC in the hill country of south-eastern Turkey, western Iran and the Levant. It began slowly and in a restricted geographical area. Wheat and goats were domesticated by approximately 9000 BC; peas and lentils around 8000 BC; olive trees by 5000 BC; horses by 4000 BC; and grapevines in 3500 BC. Some animals and plants, such as camels and cashew nuts, were domesticated even later, but by 3500 BC the main wave of domestication was over. Even today, with all our advanced technologies, more than 90 per cent of the calories that feed humanity come from the handful of plants that our ancestors domesticated between 9500 and 3500 BC – wheat, rice, maize (called ‘corn’ in the US), potatoes, millet and barley. No noteworthy plant or animal has been domesticated in the last 2000 years. If our minds are those of hunter-gatherers, our cuisine is that of ancient farmers.

Scholars once believed that agriculture spread from a single Middle Eastern point of origin to the four corners of the world. Today, scholars agree that agriculture sprang up in other parts of the world not by the action of Middle Eastern farmers exporting their revolution but entirely independently. People in Central America domesticated maize and beans without knowing anything about wheat and pea cultivation in the Middle East. South Americans learned how to raise potatoes and llamas, unaware of what was going on in either Mexico or the Levant. China’s first revolutionaries domesticated rice, millet and pigs. North America’s first gardeners were those who got tired of combing the undergrowth for edible gourds and decided to cultivate pumpkins. New Guineans tamed sugar cane and bananas, while the first West African farmers made African millet, African rice, sorghum and wheat conform to their needs. From these initial focal points, agriculture spread far and wide. By the first century AD the vast majority of people throughout most of the world were agriculturists.

Why did agricultural revolutions erupt in the Middle East, China and Central America but not in Australia, Alaska or South Africa? The reason is simple: most species of plants and animals can’t be domesticated. Sapiens could dig up delicious truffles and hunt down woolly mammoths, but domesticating either species was out of the question. The fungi were far too elusive, the giant beasts too ferocious. Of the thousands of species that our ancestors hunted and gathered, only a few were suitable candidates for farming and herding. Those few species lived in particular places, and those are the places where agricultural revolutions occurred.

[Adapted from: Yuval N. Harari, *Sapiens: A Brief History of Humankind* (London: Vintage, 2014), 87-89.]

16. Approximately how long did it take from the start of the “Agricultural Revolution” to the point at which the great majority of human beings were engaged in agriculture?
- ① about 1000 years      ② about 5000 years      ③ about 10,000 years      ④ about 100,000 years
17. About how long was the period during which the plants that generate more than nine-tenths of the calories that we consume today were domesticated?
- ① about 3500 years      ② about 6000 years      ③ about 8000 years      ④ about 9500 years



18. What does the author mean by saying at the end of the first paragraph that "our cuisine is that of ancient farmers"?
- ① He means that the farmers of ancient Greece and Rome invented the kitchen.
  - ② He means that kitchens have changed little for thousands of years.
  - ③ He means that our minds remain close to those of our pre-agricultural ancestors.
  - ④ He means that our diet remains close to that of early agriculturalists.
19. According to the passage, how has scholarly opinion changed concerning the origin of agriculture?
- ① Agricultural revolutions were once believed to have occurred in Australia, Alaska, and South Africa in addition to the Middle East, China, and Central America.
  - ② A number of plants and animals were once believed to have been domesticated in the last 2000 years.
  - ③ Native North Americans, New Guineans, and West Africans were not originally believed to have domesticated any plant species.
  - ④ All agriculture was once believed to have originated from a single source.
20. According to the passage, what explains the limitation of agricultural revolutions to particular areas of the world?
- ① The number of plant and animal species suitable for domestication was quite limited.
  - ② Truffles were too elusive, and woolly mammoths too ferocious, to be domesticated.
  - ③ The human beings who initiated agricultural revolutions were more culturally advanced than those who did not.
  - ④ Human beings inhabited only certain parts of the world during the relevant period.

II. In each of the following groups, 21 to 30, choose the sentence in which the underlined word or phrase is most different in meaning from the underlined words or phrases in the other sentences.

21.

- ① She became enamored with psychology.
- ② They were mesmerized by his lecture.
- ③ He majored in biology at college.
- ④ The man was intrigued by Laura's stories.

22.

- ① The prime minister's speech was very eloquent.
- ② That music is extremely expressive.
- ③ She is a very articulate young woman.
- ④ It was an extremely precise description.

23.

- ① The senator strongly opposed the legislation.
- ② He eventually rejected her proposal of marriage.
- ③ The governor quickly vetoed the budget bill.
- ④ The stricken country refused the offer of assistance.

24.

- ① The long journey left a shadow of tiredness on his face.
- ② There was a clear impression of autobiography in the story he told.
- ③ I think I can smell a slight trace of cigarette smoke in here.
- ④ Because of the darkness in the room, we could not see the cat.

25.

- ① I don't believe you! I think you made up that excuse.
- ② Shakespeare invented some of the world's best stories.
- ③ The lawyer accused the witness of having fabricated the evidence.
- ④ Since we resolved our differences, we have become best friends.

26.

- ① Her qualifications met the requirements for the university application.
- ② He should have accompanied his parents on their European vacation.
- ③ The candidate satisfied the desire of the voters for a strong leader.
- ④ The athlete never fulfilled the promise she had shown earlier as a youngster.

27.

- ① After 10 years together, the band released a compilation of their best hits.
- ② Weather reports predicted an accumulation of up to 30 cm of snow.
- ③ The next item for auction was a composition of clay and oils on canvas.
- ④ The acceleration of technological change is a major business challenge.

28.

- ① The candidate chose a climactic moment during the debate to reveal her new plan.
- ② John's leadership and high morale was integral to the team's victory in the games.
- ③ The purchase of stock in expanding markets was an essential part of their strategy.
- ④ When applying for a new job, follow-up after the interview is crucial – Don't forget!

29.

- ① There is an increasing need for a complex organization in today's world to change its shape to accommodate changing demands.
- ② Creole and Cajun cooking are broadly French-based, but they reflect the great American ability to assimilate other cultures.
- ③ The national economic policy was designed to reduce public expenditure, to liberate enterprise and to eradicate inflation.
- ④ The philosophy right from the start was the need to incorporate a variety of approaches, both analytical and intuitive.

30.

- ① Failure to anticipate changes in income levels and bidding requirements is a far more common cause of financial difficulty in practice than serious overspending.
- ② It is not implausible to foresee a situation in which central government exercises increasing control over the ordinary movements and activities of its citizens.
- ③ From time to time, people condemn the use of this sort of filing system as a prying interference into individual privacy.
- ④ In short, when we hear of a peaceful society, we are likely to envision a society that is somehow the antithesis of the self-absorbed individualism of the modern urban-industrial world.

III. Read the texts for questions 31-40. For each bracketed set of seven words, rearrange them in the correct order and choose from options ① to ④ the one that correctly specifies the third and fifth words.

Example

I was making exactly [ I / years / made / twenty / what / had / earlier ].

[Adapted from: Neal Gabler, "The Secret Shame of Middle-Class Americans", *The Atlantic*, May 2016, accessed May 21, 2016, <http://www.theatlantic.com/magazine/archive/2016/05/my-secret-shame/476415/>.]

- |                         |                          |                           |                           |
|-------------------------|--------------------------|---------------------------|---------------------------|
| ① 3 <sup>rd</sup> : had | ② 3 <sup>rd</sup> : had  | ③ 3 <sup>rd</sup> : I     | ④ 3 <sup>rd</sup> : years |
| 5 <sup>th</sup> : made  | 5 <sup>th</sup> : twenty | 5 <sup>th</sup> : earlier | 5 <sup>th</sup> : what    |

The correct order of the bracketed words is "what I had made twenty years earlier", in which the third and fifth words are "had" and "twenty". Therefore, the correct answer would be ②.

Question 31

I know what it is like to have to juggle creditors to make it through a week. I know what it is like to have to swallow my pride and constantly dun people to pay me so that I can pay others. I know what it is like to have liens slapped on me and to have my bank account levied by creditors. But you wouldn't know <sub>31</sub>[ look / me / of / to / that / at / any ].

[Adapted from: Neal Gabler, "The Secret Shame of Middle-Class Americans", *The Atlantic*, May 2016, accessed May 21, 2016, <http://www.theatlantic.com/magazine/archive/2016/05/my-secret-shame/476415/>.]

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31.

- |                          |                        |                        |                          |
|--------------------------|------------------------|------------------------|--------------------------|
| ① 3 <sup>rd</sup> : look | ② 3 <sup>rd</sup> : to | ③ 3 <sup>rd</sup> : at | ④ 3 <sup>rd</sup> : that |
| 5 <sup>th</sup> : that   | 5 <sup>th</sup> : at   | 5 <sup>th</sup> : to   | 5 <sup>th</sup> : look   |

Questions 32-33

Jim: Hi, Don. I was surprised not to see you at the ball game last night.

Don: Yeah, sorry. My dad asked me to <sub>32</sub>[ business / he / some / out / with / him / help ] needed to do.

Jim: Oh, that's too bad. The game was one of those that <sub>33</sub>[ up / right / could / either / gone / have / way ] to the end.

Don: Wish I'd been there.

32.

- |                            |                        |                          |                         |
|----------------------------|------------------------|--------------------------|-------------------------|
| ① 3 <sup>rd</sup> : he     | ② 3 <sup>rd</sup> : he | ③ 3 <sup>rd</sup> : with | ④ 3 <sup>rd</sup> : out |
| 5 <sup>th</sup> : business | 5 <sup>th</sup> : out  | 5 <sup>th</sup> : help   | 5 <sup>th</sup> : some  |

33.

- |                          |                           |                          |                        |
|--------------------------|---------------------------|--------------------------|------------------------|
| ① 3 <sup>rd</sup> : gone | ② 3 <sup>rd</sup> : right | ③ 3 <sup>rd</sup> : gone | ④ 3 <sup>rd</sup> : up |
| 5 <sup>th</sup> : way    | 5 <sup>th</sup> : up      | 5 <sup>th</sup> : could  | 5 <sup>th</sup> : have |

### Questions 34-35

A sample of 300 students is taken. Of the students surveyed, 50 were music students, while 250 were not. Ninety-seven were on the honor roll, while 203 were not. If <sup>34</sup>[ assume / being / student / a / and / we / music ] being on the honor roll are independent events, what is <sup>35</sup>[ of / number / music / students / who / expected / the ] are also on the honor roll?

[Adapted from: OpenStax College, *Introductory Statistics* (Houston, TX: OpenStax-CNX, 2016), 646, accessed May 6, 2016, <http://legacy.cnx.org/content/col11562/1.18/>.]

34.

- |   |  |   |  |
|---|--|---|--|
| ① 3 <sup>rd</sup> : we<br>5 <sup>th</sup> : student | ② 3 <sup>rd</sup> : and<br>5 <sup>th</sup> : music | ③ 3 <sup>rd</sup> : assume<br>5 <sup>th</sup> : a | ④ 3 <sup>rd</sup> : being<br>5 <sup>th</sup> : music |
|---|--|---|--|

35.

- |   |   |   |  |
|---|---|---|--|
| ① 3 <sup>rd</sup> : who<br>5 <sup>th</sup> : of | ② 3 <sup>rd</sup> : number<br>5 <sup>th</sup> : music | ③ 3 <sup>rd</sup> : of<br>5 <sup>th</sup> : the | ④ 3 <sup>rd</sup> : students<br>5 <sup>th</sup> : number |
|---|---|---|--|

### Questions 36-38

※この問題は、著作権の関係により掲載できません。

[Adapted from: Alex Preston, "The Death of Privacy", *The Observer*, August 3, 2014, accessed June 18, 2016, <https://www.theguardian.com/world/2014/aug/03/internet-death-privacy-google-facebook-alex-preston>.]

36.

- |  |  |   |  |
|--|--|---|--|
| ① 3 <sup>rd</sup> : recognised<br>5 <sup>th</sup> : as | ② 3 <sup>rd</sup> : grandparents<br>5 <sup>th</sup> : have | ③ 3 <sup>rd</sup> : have<br>5 <sup>th</sup> : our | ④ 3 <sup>rd</sup> : them<br>5 <sup>th</sup> : as |
|--|--|---|--|

37.

- |  |   |   |  |
|--|---|---|--|
| ① 3 <sup>rd</sup> : and<br>5 <sup>th</sup> : other | ② 3 <sup>rd</sup> : privileges<br>5 <sup>th</sup> : and | ③ 3 <sup>rd</sup> : that<br>5 <sup>th</sup> : generations | ④ 3 <sup>rd</sup> : for<br>5 <sup>th</sup> : generations |
|--|---|---|--|

38.

- |   |  |  |  |
|---|--|--|--|
| ① 3 <sup>rd</sup> : accept<br>5 <sup>th</sup> : the | ② 3 <sup>rd</sup> : that<br>5 <sup>th</sup> : majority | ③ 3 <sup>rd</sup> : to<br>5 <sup>th</sup> : that | ④ 3 <sup>rd</sup> : accept<br>5 <sup>th</sup> : come |
|---|--|--|--|

Questions 39-40

※この問題は、著作権の関係により掲載できません。

[Adapted from: Tatiana Schlossberg, "Just How Much Power Do Your Electronics Use When They Are 'Off'?", *The New York Times*, May 7, 2016, accessed June 17, 2016, <http://www.nytimes.com/2016/05/08/science/just-how-much-power-do-your-electronics-use-when-they-are-off.html>.]

39.

① 3<sup>rd</sup>: appear  
5<sup>th</sup>: off

② 3<sup>rd</sup>: they  
5<sup>th</sup>: be

③ 3<sup>rd</sup>: appear  
5<sup>th</sup>: to

④ 3<sup>rd</sup>: they  
5<sup>th</sup>: to

40.

① 3<sup>rd</sup>: the  
5<sup>th</sup>: mode

② 3<sup>rd</sup>: can  
5<sup>th</sup>: up

③ 3<sup>rd</sup>: to  
5<sup>th</sup>: the

④ 3<sup>rd</sup>: can  
5<sup>th</sup>: sleep

#### IV. Essay Question

In some countries, university education is provided for free while in others it is not. This choice reflects general economic and social priorities of the society. Argue as convincingly as you can for one of these two choices while also referring to at least one potential argument for the other. Write your answer in English in two to three paragraphs.

[ 以下余白 ]

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採 点 欄

受験 番号	万	千	百	十	一
姓氏名					
氏名					

英 語  
(記述解答用紙)

(所定欄以外に番号・氏名を書いてはならない)

IV.	<div style="position: absolute; top: 0; right: 0; bottom: 0; left: 0; border-top: 1px dashed black; border-bottom: 1px dashed black;"></div>
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