

早稲田大学 法学部
2017 年度 入試問題の訂正内容

＜法学部 一般入試＞

【英語】

問題冊子 7 ページ：Ⅱ （2） 2

設問に不十分な部分があったため、適切な解答に至らないおそれがあると判断しました。

当該設問箇所につきましては、解答の有無・内容にかかわらず、受験生全員に得点を与えることといたします。

以上

英 語

(問 題)

2017年度

〈H29111112〉

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2～10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・乱丁及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. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 悪い

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を書いてはならない。
 - (3) 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。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

(例) 3825番⇒	万	千	百	十	一
		3	8	2	5

6. 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。
7. 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。
8. いかなる場合でも、解答用紙は必ず提出すること。

READING/GRAMMAR SECTION

All answers must be indicated on the MARK SHEET.

I Read the passage and answer the questions below.

① Some time ago, I was at a book festival in Finland. When there was a free day, the publisher who had invited me asked if there were any sights I would care to see. I said I'd like to visit some prisons. Finland locks people up at well under ten percent the rate we do in the United States. I was curious to see what prisons in this society looked like. Kerava Prison, the first of the two that I saw, was in the countryside half an hour's drive north of Helsinki. Its governor was a warm, lively, gray-haired woman named Kirsti Nieminen, a former prosecutor. On this winter morning, she had about 150 prisoners in her charge, all men.

② The rough equivalent of an American medium-security prison, Kerava had barbed-wire fences, bars on some windows, and plenty of locked doors. Some prisoners worked in greenhouses outside the walls, but only if they were under guard. Most resemblance to American prisons ended there. In the greenhouses the inmates raised flowers, which were sold to the public, as were the organic vegetables they grew. As we talked, Nieminen pointed out a stream where prisoners could fish, a soccer field, a basketball court, a grain mill, and something she was particularly proud of, a barn full of rabbits and lambs. "The responsibility to take care of a creature—it's very therapeutic," she said. "They are always kind to you. It's easier to talk to them."

③ For an hour or so, I had coffee with half a dozen prisoners. Marko, 36, wore a visor and had tattoos, and said he was here for a "violent crime" that he did not specify. Jarkko, a burly 26-year-old, was doing three years and ten months for a drug offense; Reima, 36, blond and tough-looking, was in for robbery. Kalla, at 48 the eldest, had committed fraud; Fernando was 26, convicted of armed robbery and selling heroin; Harre, 27, was doing five years for selling drugs. Also sitting with us, and helping with translation, were a young woman from the national prisons service, two of Kerava's teachers, also both women, as well as Nieminen. No armed guards were in sight, and both officials and prisoners wore their own clothes, not uniforms. This was still a prison, however, and at 7:30 each evening the inmates were locked in their two-man cells. Prisoners were assigned jobs, but most spent much of their day in classes on subjects including auto repair, computers, welding, cooking, and first aid. A library held several thousand books—more than you would find in many American high schools—and inmates could use the national interlibrary loan system to get more. I attended a cooking class and shared a tasty lunch its students had prepared: Karelian stew, which included beef, pork, potatoes, and cranberries.

④ All this was obviously another world from the overcrowded and underfunded prisons of the United States, where classes, if they happen at all, are often an afterthought. When the former Missouri state senator Jeff Smith was sentenced to a year and a day in a federal prison in Kentucky, he hoped that as someone who had taught at Washington University in St. Louis, he would be put to work teaching. Instead, he was assigned to the prison warehouse loading dock, where he observed and took part in the pilfering of food by both inmates and guards. A month from the end of his stay he was finally transferred to the education unit—and told to sweep out classrooms. A computer skills class consisted of the chance to sit at a computer for thirty minutes, with no instruction whatever; at a nutrition class, a guard handed prisoners a brochure with information about the calorie count of food at McDonald's and Wendy's and released them after five minutes.

⑤ An effective prison education program, however, can cut the recidivism rate. The well-known one run by Bard College in the United States reduced the rate (nationally 67.8 percent within three years) to single digits. The Bard program, for example, offers classes leading to a college degree. They are taught by professors from Bard and other campuses and attended by nearly 300 inmates in six New York State prisons. A debating team drawn from these students won national attention last year when it beat a team from Harvard University. Reducing recidivism through such efforts not only is humane but

also saves money, since keeping someone locked up is hugely expensive; it costs New York State more each year to house and guard a single prisoner than the total tuition, room, and board for a student at a private university.

⑥ Although the prisons I saw in Finland certainly isolated inmates from the outside world, much that happened inside them seemed directed toward making sure that released prisoners could return to society. The diploma you get on completing one of the classes, for example, is certified by an outside organization; it doesn't say you received your training in prison. A host of services within the prison addressed the problems that landed men in trouble in the first place. There were programs for anger management and drug rehabilitation, as well as both individual and group psychotherapy. Prisoners could also take part in a class in life skills three times a week. And there was a series of speakers: former inmates who shared their experiences of readjusting to the world.

⑦ A released prisoner in the United States is frequently barred from voting, public housing, pensions, and disability benefits, and is lucky if he receives anything more than a bus fare. In Finland, before a prisoner is released, a social worker travels to his hometown and makes sure that he will have a job and a safe place to live. Small wonder that Finland's recidivism rate is far lower than our own.

[Adapted from Adam Hochschild, "Our Awful Prisons: How They Can Be Changed,"

New York Review of Books (May 26, 2016).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑦.

- | | |
|------------------------------------|------------------------------------|
| 1 In Paragraph ① the writer mainly | 5 In Paragraph ⑤ the writer mainly |
| 2 In Paragraph ② the writer mainly | 6 In Paragraph ⑥ the writer mainly |
| 3 In Paragraph ③ the writer mainly | 7 In Paragraph ⑦ the writer mainly |
| 4 In Paragraph ④ the writer mainly | |
-
- A argues that an effective prison education program can cut the number of prisoners down to single digits.
 - B compares the way former prisoners are treated in the United States with the way they are treated in Finland.
 - C criticizes the conditions in American prisons, using the experience of former Missouri state senator Jeff Smith as an example.
 - D describes the variety of educational programs provided for inmates in Finland by both the prison and outside organizations.
 - E explains why the writer wanted to see a Finnish prison and how he arranged to do so.
 - F lists some of the prisoners the writer met, the crimes they had committed, and the ways they spent their time while serving their sentences.
 - G maintains that providing educational programs for prisoners while they are serving their sentences is hugely expensive, because of the extra cost of guarding them while they study.
 - H points out that last year a debating team made up of Harvard students defeated a team made up of prisoners and Bard professors.
 - I provides a description of the physical environment of the Finnish prison the author visited and mentions the governor's explanation for the animals kept there.
 - J states that it is more cost-effective to educate prisoners so that they are less likely to return to prison than it is to keep them locked up.
 - K summarizes the experience of former state senator Jeff Smith, who was put to work both teaching and sweeping at the federal prison where he served his sentence.

(2) Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.

- 1 When the writer visited Kerava Prison,
 - A he learned that prisoners spent much of their time studying something useful and producing food to eat and sell.
 - B he met the female governor as well as several female staff members, even though it was a prison for men.
 - C he noticed a large collection of books in its library and heard that prisoners were able to borrow books on interlibrary loan as well.
 - D he saw some features, such as barbed-wire fences, bars on windows, and locked doors, that were like an American prison.
 - E he was unable to have coffee with some of the prisoners, because they were closely guarded and isolated from the outside world.
- 2 Compared to Finland,
 - A former prisoners in the United States are not prepared as carefully to re-enter society.
 - B jobs assigned to prisoners in the United States are more likely to require computer skills.
 - C prisoners in the United States are offered fewer educational opportunities.
 - D prisons in the United States hold too many prisoners and are not sufficiently funded.
 - E the three-year recidivism rate in the United States is very high at 67.8 percent.
- 3 Jeff Smith
 - A had been a teacher at a university in St. Louis and a Missouri state senator before he was imprisoned.
 - B observed a variety of classes while in prison, such as computer skills, nutrition, and pilfering.
 - C was assigned to various jobs while he was imprisoned, including working in the warehouse loading dock and sweeping out classrooms.
 - D was moved to the prison's education unit before he was released from prison.
 - E was sentenced to spend more than a year in a prison in the state of Kentucky.
- 4 Prisoners in Kerava
 - A are allowed to wear their own clothes rather than a uniform while they are in prison.
 - B are imprisoned for both violent and non-violent crimes, including drug offenses, fraud, and robbery.
 - C are ten percent less likely to be locked up than prisoners in the United States.
 - D grow some of their own food while in prison and learn how to prepare it.
 - E look after small animals while in prison, because doing so is therapeutic.

(3) Choose the best way to complete each of these sentences, which relate to the underlined words in the passage.

- 1 Here "pilfering" means
 - A disposing.
 - B preparing.
 - C producing.
 - D stealing.
 - E wasting.
- 2 Here "recidivism" means
 - A returning money.
 - B returning to college.
 - C returning to prison.
 - D returning to society.
 - E returning to work.
- 3 Here "barred from" means
 - A assisted with.
 - B criticized for.
 - C escorted to.
 - D restrained while.
 - E shut out of.

II Read the passage and answer the questions below.

I have come to my grandparents' house in the country after two months in a Tokyo junior high school. My parents have been heroic in their quest to preserve the Japaneseness of their two children. In America, a sheaf of yellow paper arrives each month from a correspondence school. It is homework in Japanese, which will teach us the characters we will need to read a newspaper. My parents' plan was to bring my older sister and me back to Japan each summer so we could attend school in June and July. We began at a private school called the Family School, whose mission was to assimilate returnee children like ourselves into Japanese society.

When I was in fifth grade, my parents decided the Family School was inadequate. How could we learn to be Japanese from returnee children? They enrolled us in an ordinary Tokyo public school. Perhaps my allergy to assimilation began at Higashiyama School, in Matsumoto-sensei's fifth-grade classroom. The class had a darling. When she stood to answer a question, the other girls would croon, "*Kawaiiiiiiii*." The class also had a pariah, a stoop-shouldered mumbler. He would elicit the cry, "*Kuriiiiiii*." Matsumoto-sensei smiled benignly at these rituals. It was good to come to a consensus.

The Japan scholar Edwin Reischauer once compared the Japanese to a school of fish, darting one way together, then, if startled, darting the other, but always in synchronicity. I have seen such fish in the Boston aquarium and have seen them move together as if each fish were a single scale on one larger fish. I have looked to see if there was a single fish out of place, and have realized that if I cannot find that fish, it may be because I am it.

My parents emphasized that the grades on my Japanese report cards were unimportant—this was an education in becoming Japanese. Becoming Japanese required an ability to read my social situation. And this I could not do. I clumped indoors with my outdoor shoes or called a student in the grade above me by her first name. [1]

My sister who has settled down in Tokyo, on the other hand, has gone so native that the Japanese compliment her *English*. I used to marvel at how she passed as Japanese until one day in college I watched her answer the telephone with Japanese mannerisms and realized she was no longer passing. She *was* Japanese. In Japan, perceptions of an individual's race do not rest on biology alone. Both my sister and I have the blood and skin of the Japanese. Yet while these biological traits were necessary to our status as "true Japanese," they were not sufficient. Our race was also defined by our behaviors.

It would be some time before I would apply that insight to my identity as an Asian-American. [2] I had spent two days in my Boston nursery school before my mother received a call from my teacher, who complained I was teaching the other children Japanese and asked my mother to stop me before I confused them beyond recall. At dinner, my parents gently impressed on me that while I should be proud to be Japanese, I should also keep it private. That was the first iteration of what would become a motto at home: "Be one hundred percent American in America, and one hundred percent Japanese in Japan."

That motto shaped my parents' lives. They created a racial sanctuary within their Boston apartment, keeping Japanese magazines and newspapers in their bedroom. It was on their king-sized bed, beneath a massive scroll I could not read, that I tested my Japanese on newspapers whose vertical print smudged so easily under my finger. The public spaces of the apartment, where guests might roam, were filled with other books—books in English—so clearly meant for show that I never thought to read them. I once took down *David Copperfield* from an endless row of navy hardcovers decorated in gold. It was abridged. The shelf looked gap-toothed without it, so I quickly slid it back into place.

As a young child, I took the motto at face value. I was usually the only Asian child in my classes. Surrounded at all times by whites, I could half forget my difference. Recently, a white friend of mine who is a Japanese literature professor said the object he most hates while in Japan is a mirror. In the absence of reflection, he can pretend he is Japanese—surrounded by Japanese, speaking Japanese, what

else could he be? Listening to him, I saw my own childhood aversion to mirrors in a new light.

Only when I went to boarding school did I encounter Asian-Americans in any numbers. In one of my first calls home, I mentioned to my father that there were many Asians here and they even had a group. My father asked if I was planning to join it, and I said I didn't know. "What can they teach you that you do not already know?" he asked. This sounded familiar—in Japan, he had pulled me from the Family School because only pure Japanese could teach me to be Japanese. Here, I heard him saying only pure Americans could teach me to be American. And pure, in this case, meant white. I joined the student government instead.

In hindsight, I see that my father and I misunderstood the purposes of the Asian-American group, one of which was to resist the notion that American meant white. Yet I still appreciate what my father wished for me. He wanted me to be at the center of any experience—Japanese, American, or otherwise. I will always be grateful to him for teaching me to be bold, to be unafraid of the center.

I suspect other minority students were getting similar advice from their parents. Many of the racial minorities at the boarding school were likely to assimilate to white norms. Some behaviors were common across groups. Avoiding ethnic organizations was one. Choosing clothes from catalogs that featured no racial minorities was another. And each group followed strategies of its own—Asian-Americans got eyelid surgery, African-Americans straightened their hair, Latinos removed the accents from their names.

Did I yearn to convert to whiteness? Asian-American friends have described the turmoil they caused in their families when they came home as young children demanding to know when they would become white. I believe I accepted my race with relative equanimity because of the racial pride my parents gave me. In this regard, their strategy of shuttling their children between the United States and Japan worked brilliantly. [3] Throughout my youth, they also kept reminding me that my minority status in America was an accident of geography.

[Adapted from Kenji Yoshino, *Covering: The Hidden Assault on Our Civil Rights* (2006).]

(1) **Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.**

- 1 At the boarding school that the author attended,
 - A minority students would act in ways that made the author suspect they were receiving the kind of advice he received from his father.
 - B minority students tended to strive to conform with white norms.
 - C students were encouraged to be at the center of what they were experiencing.
 - D the author did not join an Asian-American group, on the advice of his father.
 - E the author was placed in an environment with more than a few Asian-American students.
- 2 It can be inferred from the passage that
 - A Edwin Reischauer made an observation about the Japanese during a visit to the Boston aquarium.
 - B it was important for the author's parents to appear assimilated into American society when they were in Boston.
 - C the author did not approve of consensus being formed in Matsumoto-sensei's class.
 - D the author did not enjoy being reminded of his racial background when he lived in Boston.
 - E the author feels grateful for the way his parents raised him.

3 The author

- A had, in his youth, feelings similar to those of a professor who had to act Japanese to teach Japanese literature in Japan.
- B had not realized, when he started boarding school, that the Asian-American group could help make visible how diverse Americans are.
- C has come to the conclusion that the way one acts and one's physical traits both contribute to the way one's racial identity is perceived in Japan.
- D studied Japanese while he was in the United States as well as in Japan.
- E was not impressed by the behavior of the other students in his class at Higashiyama School.

4 The author's parents

- A displayed, in their Boston apartment, English books that looked impressive.
- B had Japanese artwork in the private space of their apartment in the United States.
- C ordered the author not to associate with minority students at boarding school.
- D taught the author from a young age to adapt his behavior to his environment.
- E were not too bothered about how the author did academically in Japan.

5 The author's sister

- A bears physical traits common to the general Japanese population.
- B currently resides in the city she used to visit during the summer in her childhood.
- C learned how to answer the telephone in an acceptably Japanese manner after college.
- D studied at both the Family School and an ordinary public school in Tokyo.
- E was more successful than the author in assimilating with the Japanese.

(2) Choose the ONE option that best fits each of the numbered blanks [1] to [3] found in the passage.

1 The best option for [1] is:

- A Consequently, I learned to behave correctly and eventually became Japanese.
- B Despite my failures, I was becoming Japanese.
- C I focused on excelling at school in America to make up for my poor grades in Japan.
- D I passed Japanese language but failed Japanese culture.
- E The more fluent my Japanese became, however, the more I began to behave Japanese.

2 The best option for [2] is:

- A Before that, I was comfortable hiding my Asian identity.
- B I was, of course, aware of the demand to assimilate to American norms.
- C In the beginning, I was taught that true assimilation meant avoiding Asians.
- D It was the realization that race does not change which resulted in this insight.
- E This insight encouraged me to show off my identity.

3 The best option for [3] is:

- A As a result, I learned from them to disdain anything marked as Asian-American.
- B Being Japanese, their decisions have been dictated by the proverb, "the protruding nail gets hammered."
- C In other words, I was reminded that I would not be part of the majority in Japan.
- D They helped me accept the fact that I am undeniably American.
- E They permitted me to access Japanese culture as an affirmative birthright.

(3) Choose FOUR statements that are NOT true according to the passage. You may NOT choose more than FOUR statements.

- A Being in school with few or no Asian children affected the author's image of himself as a child.
- B In the Boston aquarium, the author felt he was like a fish moving with other fish and taking on the appearance of a larger fish.
- C Minority students in the author's boarding school tended to wear clothes that the other minority groups did not wear.
- D Some of the author's Asian-American college friends were in turmoil because their families taught them they would not become white.
- E The author attended at least two different schools in Japan.
- F The author made an effort to learn Japanese, even though his parents did not worry too much about his grades in Japan.
- G The author's sister tried to speak English to the Japanese in a way that impressed them.
- H When advising him against joining the Asian-American group, the author's father used similar reasoning from when he moved the author out of the private school in Japan.

(4) Which ONE of the following sentences BEST summarizes the passage?

- A Assimilation prevents the affirmation of racial identity and should not be encouraged.
- B Behavior, rather than physical traits, determines one's racial identity.
- C Experiencing different cultures fully can lead those with bicultural backgrounds to embrace their racial identity.
- D Racial minorities in the United States need to explore their racial heritage and become aware of their minority status in America.
- E Racial minority groups encourage conformity whereas American society celebrates racial diversity.

(5) Find the vowel with the strongest stress in each of these words, as used in the passage. Choose the ONE which is pronounced DIFFERENTLY in each group of five.

- | | | | | | | | | | | |
|---|---|------------|---|------------|---|-----------|---|------------|---|--------------|
| 1 | A | aquarium | B | behavioral | C | iteration | D | racial | E | straightened |
| 2 | A | assimilate | B | brilliant | C | familiar | D | literature | E | situation |
| 3 | A | emphasized | B | equanimity | C | identity | D | perception | E | relative |

III Choose the underlined section in each of the sentences below that is INCORRECT grammatically. If the sections are ALL CORRECT, choose F.

- 1 A lack of stable income was a problem which Lucy was confronted when she thought of
A B C D
becoming an actress.
E
F ALL CORRECT
- 2 How could you have possibly voted for that candidate, given what you know about
A B C D
his record of incompetent and immoral?
E
F ALL CORRECT

- 3 I don't usually get to see my father in the morning because he has already left for work
 A B C D
by the time I get up.
 E
 F ALL CORRECT
- 4 The story was horrified, not just for what the criminals had done to their victims,
 A B
but for the cruelty with which they had carried out their murder plan.
 C D E
 F ALL CORRECT

IV Choose the BEST way to fill each of the blanks to complete the following sentences. If no word is necessary, choose E.

- 1 Everyone opposed () the war.
 A by B for C to D with E NO WORD
- 2 It warmed their hearts to see the elderly couple dancing () the music.
 A against B by C on D to E NO WORD
- 3 Tourists want to visit () the historical site.
 A at B in C over D to E NO WORD
- 4 What had been going on accounts () their distrust.
 A for B of C to D with E NO WORD

V Choose the BEST way to fill each of the blanks to complete the following sentences.

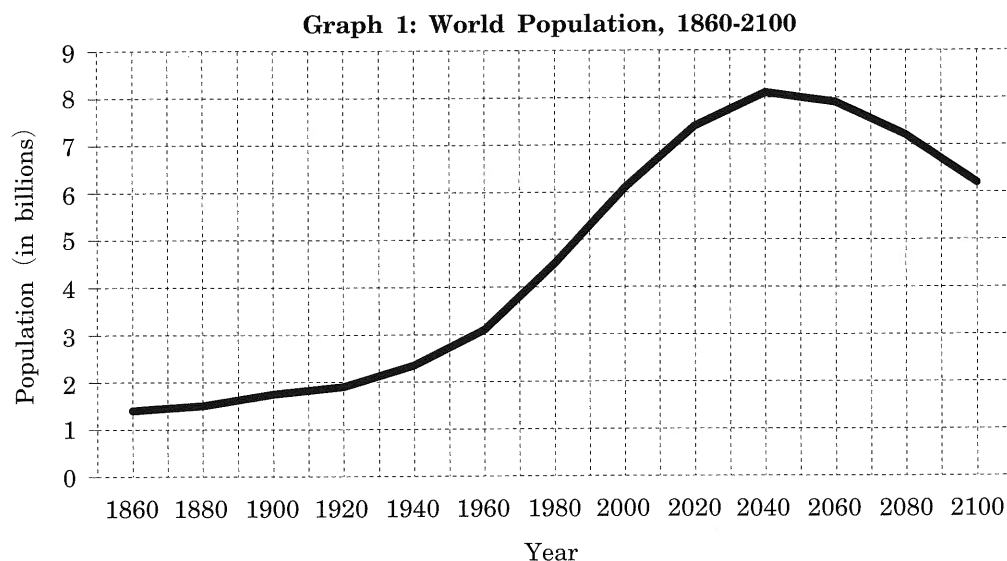
- 1 () improved hygiene, a lot of illnesses have been eliminated.
 A Because of B Despite C If humans had
 D In case of E Since
- 2 () men take childcare leave to take care of their children.
 A A small portion of B Few C Hardly
 D Scarcely no E Very little
- 3 Could you () me a big favor?
 A beg B do C give
 D have E make
- 4 Many relationship problems () stress.
 A are acknowledged for B are resulted in C can be attributed to
 D lead from E play a key with

WRITING SECTION

All answers must be written in **ENGLISH** in the spaces provided on the **ANSWER SHEET**.

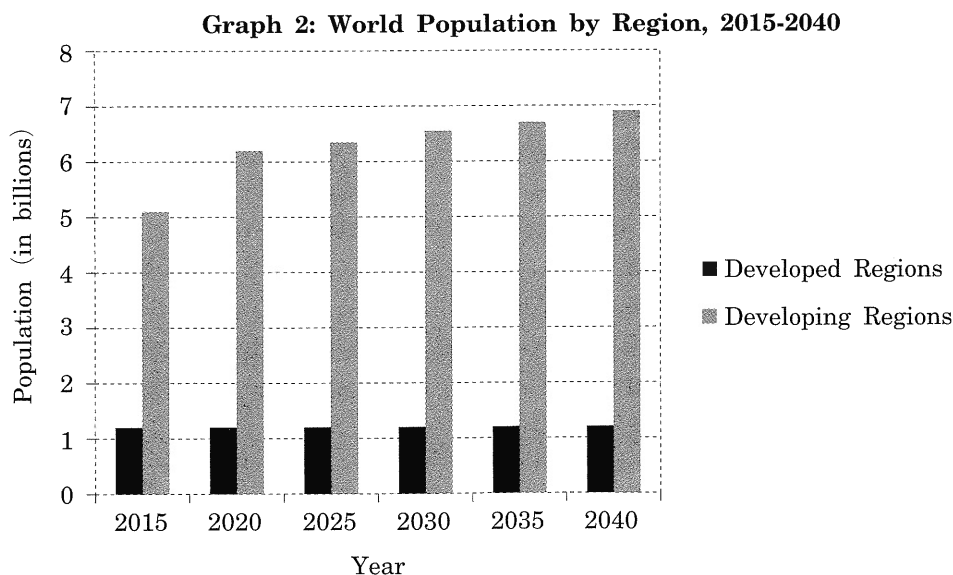
VI Examine the graphs below and follow the directions.

- 1 In ONE sentence, describe the trend shown in Graph 1.



(Source: UN Population Division, *World Population Prospects: The 2010 Revision*)

- 2 In ONE sentence, describe the trend shown in Graph 2.



(Source: UN Population Division, *World Population Prospects: The 2010 Revision*)

VII In a paragraph, describe two or more problems you think humanity faces in the future, given the data provided in the two graphs above in Question VI. Give specific reasons to support your opinion.

[以 下 余 白]

英語記述解答用紙

〔注意〕 受験番号・氏名は右上の2つの欄に書き入れなさい。

<2017 H29111112>

受 験 番 号	万	千	百	十	一
氏 名					

(注意) 所定の欄以外に番号・氏名を書いてはならない。

英 語

〈2017 H29111112〉

受 験 番 号	万	千	百	十	一
氏 名					

(注意) 所定の欄以外に番号・氏名を書いてはならない。

VI

1

1

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記入不可

2

2

--	--

記入不可

VII

[illegible]

2

記入不可

1

--	--

記入不可

2

Trial	Control	MCI	AD
1	90	80	60
2	90	75	55
3	90	70	50
4	90	65	45
5	90	60	40

記入不可

3.

□

記入不可