入 学 試 験 問 題

前

英語

（学習用配点 200 点）

2027 年度 東北大学・非公式予想問題

試験時間 100 分　前期日程対策　全　4　問

注 意 事 項

1 開始の合図があるまで、問題冊子を開かないこと。

2 問題冊子は 7 ページ、全 4 問である。印刷の欠落や不鮮明な箇所がないか確認すること。

3 解答には、黒鉛筆または黒色シャープペンシルを用いること。

4 解答用紙の指定欄に受験番号と氏名を記入すること。指定欄以外へ識別情報を書かないこと。

5 解答は、解答用紙の指定された欄に記すこと。設問ごとの字数や語数の条件を守ること。

6 解答欄には設問と関係のない文章・記号・符号を書かないこと。計算・論証の必要な設問は途中の過程も示すこと。

7 この問題冊子の余白は下書きに用いてよい。冊子のページを切り離さないこと。

8 問題冊子と解答用紙を照合し、解答すべき大問と小問の取り違えがないようにすること。

9 全学部共通の英語（100 分）を想定した演習用。配点は学習用の独自配点で、大学の学部別配点とは異なる。

10 本冊子は非公式の独自予想問題である。大学の公式試験問題ではなく、配点と採点基準は学習用の独自設計である。

第　1　問

（60 点）

次の英文は本教材用の書き下ろしである。英文を読み、下の問いに答えよ。

[1] On a hot afternoon, the difference between a street with trees and a street without them can be felt immediately. Pavement that has absorbed sunlight all day releases heat long after sunset, while a canopy of leaves shades the ground and cools the air through the evaporation of water. City planners have known this for decades, yet the distribution of trees in many cities remains strikingly uneven. Wealthier neighborhoods often enjoy generous shade, whereas districts with lower incomes may have only a few scattered trees along their main roads.

[2] This pattern did not arise by accident. In many cities, trees were planted most heavily(ア) in areas where residents had the money and political influence to request them. Later, when budgets for maintenance were cut, the neighborhoods that(イ) could organize volunteers kept their trees healthy, while trees in other areas was allowed(ウ) to decline. The result is a map of shade that reflects past decisions as much as(エ) present needs.

[3] Recognizing this, a number of cities have announced ambitious goals to plant hundreds of thousands of new trees. Such announcements are easy to applaud(1), but the number of trees planted is a poor measure of success. A young tree provides little shade for its first several years, and a large share of newly planted trees die before they mature, often because no one waters them during dry summers. A program that plants a hundred thousand trees and loses half of them may achieve less than one that plants fewer trees and cares for each of them.

[4] What matters, then, is not only where a tree is planted but who will be responsible for it once the planting ceremony is over.(2) Some cities now pay local residents to water and inspect young trees in their own neighborhoods. Such programs create jobs, and they also give residents a reason to treat the trees as part of their community rather than as objects installed by distant officials.

[5] Trees also compete with other uses of limited space. Underground pipes and cables restrict where roots can grow, and wide sidewalks may be needed for wheelchairs and strollers. In some districts, residents worry that new trees will make their neighborhood more attractive to wealthier newcomers and push up rents. This concern is not an argument against trees, but it is a reminder that a benefit added to a place does not automatically remain with the people who already live there.(3)

[6] Researchers have therefore begun to study greening as a social process as well as an environmental one. They examine (4)[(A) benefit (B) from (C) intended (D) the people (E) to (F) were (G) whether (H) who (I) the shade] actually receive it, and they ask residents what kinds of trees, and how many, they would like to see.

[7] Their findings suggest that the most successful programs begin with conversation rather than with a target number. When residents help choose locations and species, fewer trees are damaged or removed, and the neighborhood is more likely to defend the program when budgets are under pressure. In this sense, a tree is not merely a piece of equipment for lowering temperatures. It is a long-term commitment shared among a city, its workers, and the people who walk beneath its branches every day.

(1) 第 2 段落の下線部 (ア)〜(エ) のうち、文法的な誤りを含むものを一つ選び、記号で答えよ。また、正しい形に直せ。(6 点)

(2) 下線部 (1) の語の意味に最も近いものを、次の (A)〜(D) から一つ選べ。(6 点)

(A) praise　(B) question　(C) postpone　(D) measure

(3) 下線部 (2) を日本語に訳せ。(14 点)

(4) 下線部 (3) はどのようなことを述べているか。本文に即して日本語で説明せよ。(14 点)

(5) 下線部 (4) の [ ] 内の語句を並べ替えて意味の通る英文を作るとき、3 番目と 6 番目に来るものを記号で答えよ。(8 点)

(6) 本文の内容と一致するものを、次の (A)〜(F) から二つ選べ。(12 点)

(A) Trees cool the air partly because water evaporates from their leaves.

(B) The uneven distribution of trees is mainly the result of differences in climate.

(C) Planting more trees always produces more shade within a few months.

(D) Paying residents to care for trees can strengthen their connection to the trees.

(E) Residents who fear rising rents generally oppose all forms of greening.

(F) Successful programs usually start by fixing the number of trees to be planted.

第　2　問

（60 点）

次の英文は本教材用の書き下ろしである。英文を読み、下の問いに答えよ。

[1] Anyone who has asked an expert for directions has probably experienced a curious problem. The expert knows the route perfectly, yet the explanation is full of gaps: “Turn left after the old bank,” says someone who has forgotten that the bank closed years ago and no longer looks like a bank to anyone else. Psychologists call this difficulty the “curse of knowledge.” Once we know something, we find it remarkably hard to imagine not knowing it.(1)

[2] In a well-known study, participants were asked to tap out the rhythm of a familiar song on a table while a listener tried to identify the song. The tappers predicted that listeners would recognize about half of the songs. In fact, listeners identified only a tiny fraction. The tappers could hear the melody in their heads as they tapped; the listeners heard only a series of knocks.

[3] The same pattern appears in classrooms and workplaces. A teacher who has solved hundreds of similar problems may skip a step that once confused her, simply because the step now seems trivial(a). An engineer writing a manual may describe a device using terms that only colleagues understand. In each case, the expert is not careless. The knowledge itself has become so familiar that it is no longer noticed.

[4] Simply telling experts to “imagine” a beginner’s position helps less than one might hope. Because the knowledge cannot be switched off at will, an effort to picture a beginner’s mind tends to produce a picture that still contains the very knowledge it is meant to exclude.(2) More reliable(b) methods involve observing real beginners.

[5] Some companies, for example, ask new employees to record every question that occurs to them during their first weeks. These questions, which experienced staff would never think to ask, are later used to revise training materials. Similarly, a teacher can ask students to explain a solution in their own words before revealing(c) the standard method; the explanations show exactly where the reasoning breaks down.

[6] There is an irony(d) in all this. The more someone knows, the more valuable that person’s explanations could be, yet the harder it becomes to produce them. Expertise, in other words, is both a resource and an obstacle for anyone whose job includes passing it on.(3) Recognizing this is not a reason to distrust experts. It is a reason to treat explanation as a skill that must be practiced and tested, rather than as something that follows automatically from knowing a subject well.

(1) 下線部 (1) の状態に該当する具体例として、筆者は第 1 段落と第 3 段落でどのようなことをあげているか。本文に即して二つ、日本語で簡潔に説明せよ。（12 点）

(2) 下線部 (2) を日本語に訳せ。（14 点）

(3) 下線部 (a)〜(d) の意味に最も近いものを、それぞれ次の (A)〜(D) から一つずつ選べ。（各 3 点）

(a) trivial　(A) unimportant　(B) difficult　(C) original　(D) formal

(b) reliable　(A) expensive　(B) dependable　(C) recent　(D) flexible

(c) revealing　(A) hiding　(B) testing　(C) showing　(D) changing

(d) irony　(A) danger　(B) paradox　(C) rule　(D) habit

(4) 下線部 (3) はどのようなことを意味しているか。本文に即して日本語で説明せよ。（12 点）

(5) 本文の内容と一致しないものを、次の (A)〜(D) から一つ選べ。（10 点）

(A) Experts may leave gaps in their explanations without being careless.

(B) Asking experts to imagine a beginner's position completely solves the problem.

(C) Questions from new employees can be used to improve training materials.

(D) Students' own explanations can show where their reasoning fails.

第　3　問

（40 点）

森教授は「機械翻訳の時代の言語学習」についての講義を終えたところである。次の教授と学生の対話を読み、最後の問い 1) と 2) に答えよ。（対話は本教材用の書き下ろし）

Professor Mori: That brings us to the end of today's lecture on language learning in the age of machine translation. Translation software has improved enormously, and many of you use it every day. Before we finish, I would like to hear your views. Does anyone have a question?

Ken: Professor, I wonder whether it is still worth spending years becoming fluent(1) in a foreign language. When I traveled abroad last summer, an app on my phone translated menus and conversations almost instantly. If the technology keeps improving, language study may become as obsolete(2) as learning to use a typewriter.

Professor Mori: That is a common view. The software is certainly useful for practical tasks such as reading signs or ordering food. But translation is not only a matter of replacing words. Every language divides the world in its own way.

Lisa: I agree with you, Professor. When I talk with my host family in Spanish, I notice small differences in politeness and humor that the app does not show. A joke often depends on a nuance(3) that disappears in translation. I also think that if we become completely dependent(4) on machines, we will lose the chance to build relationships directly.

Ken: But not everyone has time to study a language for years. For most people, a good translation app may be enough.

Professor Mori: Both of you have raised important points. Perhaps the question is not whether to choose machines or people, but how to use each for what it does best. We will continue this discussion next week.

1) 下線部 (1)〜(4) の語の意味に最も近いものを、それぞれ (A)〜(D) から一つずつ選べ。（各 3 点）

(1) fluent　(A) skilled　(B) silent　(C) formal　(D) careful

(2) obsolete　(A) popular　(B) out of date　(C) expensive　(D) difficult

(3) nuance　(A) loud voice　(B) grammar rule　(C) subtle difference　(D) spelling error

(4) dependent　(A) relying　(B) angry　(C) independent　(D) curious

2) Who do you agree with, Ken or Lisa, about learning foreign languages? State your opinion, giving two reasons. Your response should be written in English and be 60–80 words long.（28 点）

第　4　問

（40 点）

次の文章は本教材用の書き下ろしである。文章を読み、下の問いに答えよ。

地方の小さな町では、祭りの担い手が年々減っている。若い世代の多くが都市へ移り、祭りの手順を知る人々が年をとるにつれて、受け継がれてきた知識が失われつつある。(1) そこで近年、祭りの様子を映像に残し、インターネットで公開する試みが各地で始まった。映像は、遠く離れた土地に住む出身者が、故郷の行事に関心を持ち続けるきっかけにもなる。(2) しかし、記録さえあれば伝統が守られるわけではない。祭りは、人々が集まり、準備の過程で互いに教え合うことで成り立ってきたからである。記録はあくまで地域の伝統を受け継ぐための手段であって、それ自体が目的になってはならない。(3)

(1) 下線部 (1) を英語に訳せ。（20 点）

(2) 下線部 (2) を次のように英語に訳すとき、最も適切な英文となるように、下の (A)〜(J) から八つを選んで並べ替え、2 番目・5 番目・8 番目に来るものを記号で答えよ。同じ選択肢を二度使ってはならない。（10 点）

The videos can also [　　] in the events of their hometowns.

(A) away　(B) encourage　(C) far　(D) interested　(E) interesting　(F) living　(G) people　(H) remain　(I) remaining　(J) to

(3) 下線部 (3) を次のように英語に訳すとき、最も適切な英文となるように、下の (A)〜(J) から八つを選んで並べ替え、2 番目・5 番目・8 番目に来るものを記号で答えよ。同じ選択肢を二度使ってはならない。（10 点）

A record is [　　], and it should not become an end in itself.

(A) a　(B) down　(C) hand　(D) handing　(E) local　(F) meaning　(G) means　(H) of　(I) only　(J) traditions