

平成 28 年度(前期日程)

入学者選抜学力検査問題

# 英 語

(コミュニケーション英語Ⅰ・コミュニケーション英語Ⅱ・  
コミュニケーション英語Ⅲ・英語表現Ⅰ・英語表現Ⅱ)

試験時間 120 分

文学部, 教育学部, 法学部, 理学部, 医学部, 工学部

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なお、解答紙には、必要事項以外は記入してはいけません。
  3. 解答は、必ず解答紙の指定された場所に記入しなさい。
  4. 試験開始後、この冊子又は解答紙に落丁・乱丁及び印刷の不鮮明な箇所などがあれば、手を挙げて監督者に知らせなさい。
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## I

次の英文を読んで設問に日本語で答えなさい。

Birds are not as carefree and independent as most people think. During the breeding  
<sup>(1)</sup>season each pair of birds claims and defends a nesting ground or territory. These are  
established by fighting and displaying, but once established, territorial boundaries are  
respected by neighbors.

Single birds of other species may usually trespass without notice because they are not direct rivals. Even if they seek food on the same territory they either collect food of a different kind or in other places. Song thrushes\*, for example, seek their food chiefly on the ground, blue tits\* on the branches of trees and tree creepers\* seek insects in the crevices of bark. All these birds, then, can live together without any conflict whatsoever.

Nesting territories vary in size, even among birds of the same species. The area may be determined by the abundance of food and the degree of competition for territories. In gardens, territories tend to be smaller than those situated in woods. Small birds naturally have smaller nesting territories than larger species. Those of large raptors such as buzzards\* are very large indeed. The territory of small songbirds may extend outward some 40-70  
<sup>(2)</sup>meters from the nest, although the nest need not be located in the exact center of the  
territory. Its location depends on where the suitable sites are.

Some birds, even songbirds, breed in colonies, siting their nests either close together or immediately above one another such as the house martin\*. In such cases the birds' nesting territory is so small that it is limited just to the nest and its immediate vicinity. These birds, however, have no need for separate feeding territories; they are skillful fliers and capable of sustained flight. They fly perhaps several kilometers from their nest in search of food above the surfaces of ponds, rivers, and so on. Colonial nesting, on the other hand, has certain advantages, such as joint defense against intruders.

The house martin, swift\* and other aerial hunters, however, are not the only colonial nesters. Some ground feeders, like rooks\*, often nest in large colonies, sometimes on the outskirts of small towns and villages. Although foraging in fields, they can nest in the relative safety of the tops of tall trees. Jackdaws\*, too, sometimes form large colonies in cities on church steeples or castle towers and they also must fly far afield in search of food.

Following the nesting season most birds abandon their territories and roam the countryside. Only a few species, like the robin\*, defend them even out of the breeding period.

How can birds tell if a certain territory is already occupied? One of the functions of song is to advertise territorial ownership. The male usually sings from some elevated post, often before he starts to build the nest, thus notifying other males of the same species that the place

is taken. In the case of songbirds it is usually the male that seeks the nesting site, those of some species arriving from their winter quarters several days ahead of the females. The song, in unpaired birds, has another purpose—namely of attracting a mate. In some instances it may also serve the purpose of frightening off other males in the vicinity; a strong, healthy bird has a loud, rich song thus demonstrating his “superiority” over the weaker individuals of his kind, and interestingly weaker birds in the neighborhood sometimes fall silent as soon as a strong male commences his song.

Besides song, most birds also produce other sounds typical for the given species. Most important of these is the call note, used to communicate among themselves even out of the nesting season. In addition to this, there are other sounds expressing fright or warning. All these various sounds are innate to the given species and produced even by young birds reared in captivity which have never heard the voices of their parents, but in the case of song the young of many species have to learn it from their elders. Some birds, like marsh warblers\*, tend to mimic phrases from other species, and incorporate these into their own songs.

注：song thrushes\*のような，\*の付いた語句はすべて鳥の名前；

crevice 裂け目；raptor 猛禽類；vicinity 周辺/近辺；forage あさる；

winter quarters 越冬地；call note 地鳴き

(問 1) 下線部(1)を日本語に直しなさい。

(問 2) 下線部(2)を日本語に直しなさい。

(問 3) house martin のような種の鳥たちは、えさ場の縄張りの必要がないと筆者は言っているが、その理由をどう説明しているか述べなさい。

(問 4) 筆者が“song”と呼んでいる鳴き声の機能を簡潔に3つ挙げなさい。

(問 5) 筆者が言うところの“song”以外の鳴き声の機能を簡潔に2つ挙げなさい。

**II**

Read the following passage and answer the questions in English.

Information is exploding and most digitally-connected Americans think that has brought benefits to them personally and to the broader culture, despite the ceaseless flow of commentary about information overload.

It is not easy to figure out exactly how much material flows into and out of people’s lives, but there is no doubt that there is much more than in the not-so-distant past. One elaborate study projected that by 2015, Americans will consume 1.7 trillion hours of traditional and digital media. That is an average of 15.5 hours of media per person per day of 30 different kinds of media in video, print, audio, and gaming formats. That projection came after watching 5% growth per year in the amount of information and media in people’s lives between 2008 and 2013. That work built on previous scholarship showing that the average American in 2008 was processing over 100,500 words per day in various formats—a 140% increase from 1980.

Over the years, the Pew Research Center has asked Internet users a variety of questions about the role of the Internet in their lives and the impact their Internet use has had on key aspects of their lives. This report focuses on the issue: Do the Internet and cell phones help people learn new things and feel better informed? And does this outweigh any possible feelings of information overload?

A large majority (87%) of American adult Internet users say the Internet has improved their ability to learn new things (see Figure 1). This figure includes just over half (53%) who say it has improved their ability to learn new things “a lot” and 34% who say it has improved this “somewhat.” Just 13% see the Internet and cell phones having little or no impact in this area.

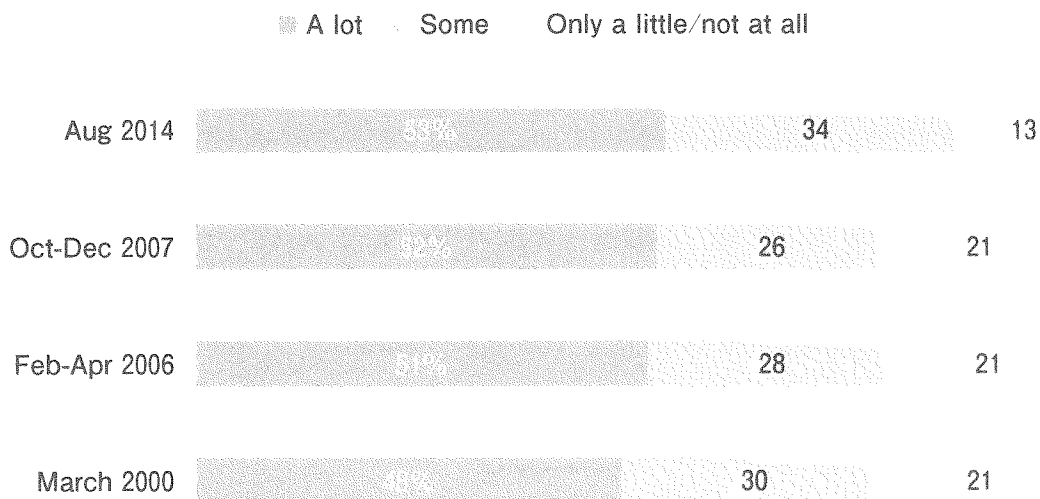


Figure 1

Americans' appreciation for digital technology's impact on their learning capacity has been ( 1 ) since Pew Research Center began measuring it in 2000. Even in those earlier days of Internet adoption, before smartphones became the norm, 78% of adult Internet users felt the Internet had an impact on their ability to learn new things, including about half (48%) who said it improved this "a lot."

Among today's web users, those under age 50 are more likely than Internet users age 50 and older (61% vs. 44%) to feel the Internet and cell phones have improved their ability to learn new things "a lot." The oldest Internet users (ages 65 or older) are the least likely to perceive an impact in this area, with 19% saying the Internet and cell phones have improved their ability to learn new things "only a little" or "not at all."

Along with younger adult Internet users, those living in higher income households are also more likely to see these technologies having an impact on their ability to learn new things. Six in ten (59%) web users living in households with incomes of \$75,000 or more say the Internet and cell phones have improved their ability to learn "a lot," while it drops to 44% among those in households with incomes below \$30,000.

An Internet user's education level is also related to their perceptions of the Internet's impact in this area, with adults at the higher end of the educational spectrum reporting more of an impact than those in the lower end. Online Americans who have attended or graduated from college are more likely than those who have not (60% vs. 43%) to say the Internet and cell phones improve "a lot" their ability to learn new things.

In addition to seeing an impact on their own ability to learn, large majorities of adult Internet users believe both the "average American" and "today's students" are better informed because of the Internet. Three-quarters of online adults (76%) say access to the Internet has made average Americans better informed, while just 8% say it has made average citizens less well-informed. The remainder say the Internet has made no difference.

Likewise, when asked if the Internet has made today's students better informed or less well-informed, 77% of web users say they are better informed. Again, just 8% say the Internet has made today's students less well-informed and the remainder see no impact.

Interestingly enough, some of the heaviest users of the Internet are less likely to believe that other Americans are benefiting from Internet use. Younger adult Internet users (those ages 18-29) are the least likely to believe the Internet is making average Americans (66%) or today's students (67%) better informed, and instead are more likely than their older counterparts to say the Internet has no real impact. About one in five young online adults say the Internet has had no real impact on how well-informed average Americans (23%) or today's students (19%) are.

Asked about the Internet's impact on how well-informed average Americans are, those at

the two ends of the educational spectrum differ slightly from those in the middle. On this question, those who have graduated from high school are more likely than both those who have not graduated from high school and those who have graduated from college to say the Internet has made average Americans better informed (81% vs. 66% and 72% respectively).

These differences disappear when asking about the Internet's impact on today's students.

(2)

To gauge the perceived impact of the Internet in different topic areas, Internet users were asked to think about being better informed now on key issues, compared with five years ago: Did their use of the Internet and cell phones make them better informed about various topics? Results reveal widely varying perceptions of how much impact the Internet is having on respondents' knowledge levels in different areas.

Generally, respondents report digital technologies have made them better informed about topics further away or more removed from them personally, such as national news, international news, pop culture, and products and services to purchase. Topics that are more local, micro-local or personal in nature, including family, friends, local news, their health, local civic and government activities, and their neighbors or neighborhood, tend to reveal less perceived impact.

1. Which is the most appropriate title for this passage?
  - (a) Do You Need Digital Technology?
  - (b) The Internet: Young Users vs. Older Users
  - (c) Is the Internet Our Servant or Master?
  - (d) More Internet Use Yields More Learning
  - (e) A Survey of American Opinions
  
2. Select the best phrase for blank ( 1 ).
  - (a) drastically increasing
  - (b) extremely variable
  - (c) gradually decreasing
  - (d) highly irregular
  - (e) relatively stable
  
3. Explain underline (2) within 30 words. In the blank on the answer sheet, put the number of words you wrote. (Do not count punctuation such as periods and commas as words.)
  
4. What is the main idea of the last paragraph? Write your answer within 15 words. In the blank on the answer sheet, put the number of words you wrote. (Do not count punctuation such as periods and commas as words.)

III

Read the following story and explain the strategy that the boy used to get his ball back. Write 35 to 55 words in English. In the blank on the answer sheet, put the number of words you wrote. (Do not count punctuation such as periods and commas as words.) Avoid copying, but you can include keywords and phrases.

A young boy was playing with a ball in the street. He kicked it too hard, and it broke the window of a house and fell inside. A lady came to the window with the ball and shouted at the young boy, so he ran away. But he still wanted his ball back. A few minutes later he returned and knocked at the door of the house, and when the lady answered it, he said, "My father's going to come and fix your window very soon."

After a few minutes, a man came to the door with tools in his hand, so the lady let the boy take his ball away. When the man finished fixing the window, he said to the lady, "That will cost you exactly fifty dollars." "But aren't you the father of that young boy?" the woman asked, looking surprised. "No," he answered, equally surprised. "Aren't you his mother?"

IV

Write the most appropriate word for each blank using the first letter provided. A sample answer is given for number 1 on the answer sheet.

*The following is an interview with a Harvard University professor.*

Interviewer: We're speaking today with Harvard University professor, Shawn Achor, who is well known for his research on happiness. Good afternoon, Professor.

Professor: Good afternoon, it's nice to be here.

Interviewer: I wonder if I could begin by asking how you became interested in h<sup>(1)</sup>\_\_\_\_\_.

Professor: Well, it came about by observing my students at Harvard. I noticed that some of my students saw their study at Harvard as a privilege, but o<sup>(2)</sup>\_\_\_\_\_ quickly lost sight of that reality and focused only on the workload, the competition, and the stress. They felt overwhelmed b<sup>(3)</sup>\_\_\_\_\_ every small setback.

Interviewer: So, they couldn't get over obstacles. Why was that?

Professor: Take a moment to imagine my Harvard students. They w<sup>(4)</sup>\_\_\_\_\_ in the top one percent of their class, and then the top one percent of those who t<sup>(5)</sup>\_\_\_\_\_ standardized testing along the way. They won awards. They broke records.

Interviewer: So, why the unhappiness?

Professor: Well, they get into Harvard, walk confidently into the freshman dining hall on the first day of college, and then have a terrible realization: *50 percent of them are suddenly below average*. Many b<sup>(6)</sup>\_\_\_\_\_ miserable and depressed and their performance declines as a result.

Interviewer: I should think that getting into Harvard would surely h<sup>(7)</sup>\_\_\_\_\_ given them a sense of success, of having made it.

Professor: Surely. But the problem is they linked their happiness, even their identity to success, at least success c<sup>(8)</sup>\_\_\_\_\_ to those around them. And now that's gone.

Interviewer: And they weren't prepared f<sup>(9)</sup>\_\_\_\_\_ that?

Professor: Right. These best and brightest willingly sacrificed happiness for success because, like so many of us, they have been t<sup>(10)</sup>\_\_\_\_\_ that if you work hard you will be successful—and only then, once you are successful, will you be happy. But in fact, it works the other way around.

Interviewer: Could you explain what you m<sup>(11)</sup>\_\_\_\_\_ by the 'other way around'?

Professor: What I am saying is happiness leads to success.

Interviewer: Happiness comes first? So, if you want to be s<sup>(12)</sup>\_\_\_\_\_; be happy? Be positive?



- Professor: Exactly. We've found, for example, that optimistic salespeople outsell their pessimistic counterparts by 56 percent. Students primed to feel happy before taking math achievement tests far outperform their neutral peers. It turns out that our brains perform best, not when they are n<sup>(13)</sup>\_\_\_\_\_ or even neutral, but when they are positive.
- Interviewer: Remarkable.
- Professor: Yet in today's world, we ironically sacrifice happiness for success. Our hard-driving lives leave us feeling s<sup>(14)</sup>\_\_\_\_\_, and we feel swamped by the mounting pressure to succeed at any cost. My struggling Harvard students w<sup>(15)</sup>\_\_\_\_\_ do well to remember that.
- Interviewer: The English poet, John Milton, w<sup>(16)</sup>\_\_\_\_\_ in *Paradise Lost*, "The Mind is its own place, and in itself can make a heaven of hell, a hell of heaven."
- Professor: Yes, that's right. Milton realized this 400 years ago. It's all up to you.

## SOURCES

- I J. Felix. *A Colour Guide to Familiar Garden and Field Birds Eggs and Nests*. Octopus, 1981. (一部変更)
- II Pew Research Center.  
<http://www.pewinternet.org/2014/12/08/>. (一部変更)
- III L. A. Hill. *Intermediate Anecdotes in American English*. Oxford University Press, 1980. (一部変更)
- IV S. Achor. *The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work*. Crown Publishing Group, 2010. (参考に作成)