

平成 27 年度入学者選抜学力検査問題

英 語

注 意 事 項

1. この冊子は、監督者から解答を始めるよう合図があるまで開いてはいけません。
2. 解答は解答用紙に書きなさい。解答用紙は 3 枚です。監督者から指示があったら、3 枚とも、解答用紙の上部の所定欄に受験番号と座席番号を、また、下部の所定欄には座席番号をそれぞれ必ず記入しなさい。
3. この冊子は全部で 10 頁からなります。落丁、乱丁または印刷の不備なものがあったら申し出てください。
4. 解答用紙は、記入の有無にかかわらず、持ち帰ってはいけません。
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I 次の文章を読み、問1から問7の設問に答えなさい。\*が付いている語には本文の後ろに注があります。

Dr. Paul King at Texas Christian University has been an influential scholar in the field of communication studies for 30 years. I spoke to King about his research into “state anxiety in listening performance.” Most of us believe that anxiety impacts only the person giving the speech or presentation. Dr. King has discovered that audience members feel anxiety, too.

“We studied research participants—college students who listened to information knowing that they will be asked questions about it afterward. As time went on, their state anxiety levels just went up and up and up until after they took the test. Then their anxiety level dropped off,” King said. According to King, the accumulation\* of information results in “cognitive\* backlog\*,” which, like piling on weights, makes the mental load heavier and heavier. “As more and more stuff you need to remember piles on, it creates greater and greater pressure and pretty soon you’re going to drop it all.”

King says that listening is an exhausting activity because the learner is continually adding material to be retrieved later. This is what he means by “cognitive backlog.” Simply put, the longer the task, or the more information that is delivered, the greater the cognitive load. Listening to a five-minute presentation produces a relatively small amount of cognitive backlog; an 18-minute presentation produces a little more, while a 60-minute presentation produces so much backlog that you risk seriously upsetting your audience unless you create a very engaging presentation with “soft breaks”—stories, videos, demonstrations, or other speakers.

King says the majority of current research into memory processing suggests that it’s better to study content on two or three occasions for a short period of time rather than do all of it in a single longer session. “What I’m suggesting is that once you make a point, if you just beat the point to death

you're not really helping people to process it better and to store the content away in long-term memory."

King applies the results to his graduate class on research methods. If given a choice, most graduate students prefer a single three hour class to three 50-minute classes. When King taught his class once a week, he found that<sup>(1)</sup> students returned for the next class having lost most of the information they had learned the prior week. King discovered the "better practice" was to schedule the same content on three separate occasions, such as Monday, Wednesday, and Friday. King said that despite objections, when he made the class compulsory across three shorter sessions his students scored better and exhibited a better ability to remember the complex material.

It takes a large amount of energy to listen and learn. The brain gets tired<sup>(2)</sup> easily. Remember how exhausted you felt after the first day in a new job or after hours of studying a complicated manual for the first time? It takes energy to process new information.

Learning can be exhausting. The average adult human brain weighs only about three pounds, but it consumes an extraordinary amount of glucose\*, oxygen, and blood flow. As new information is taken in, brain activity increases, burning energy and leading to fatigue and exhaustion.

In *Willpower*, author Roy Baumeister explains that we have a limited amount of mental power each day, which becomes used up as our brains consume more energy. He found that completely unrelated activities (resisting chocolate, solving math problems, listening to a presentation) drew on the same source of energy. This<sup>(3)</sup> helps to explain why we're so tired after using our brains, whether we've been working all morning or simply trying to fight temptation.

The culprit\* is glucose, or lack of it. Glucose is a simple sugar manufactured in the body from all kinds of foods, which acts as fuel for the brain. Glucose enters your brain after being converted into chemicals your

brain cells use to send signals to one another.

Baumeister talks about a series of experiments designed to measure glucose levels in people before and after doing simple tasks, such as watching a video while words were flashed at the bottom of the screen. “Some people were told to ignore the words; others were free to relax and watch however they wanted. Afterward, glucose levels were measured again, and there was a big difference.<sup>(4)</sup> Levels remained constant in relaxed viewers but dropped significantly in the people who’d been trying to avoid the words. That seemingly small exercise in self-control was associated with a big drop in the brain’s fuel of glucose.”

A long, confusing presentation forces your listener’s brain to work hard and to consume energy. Your brain cells need (as, as, cells, energy, much, other, twice)<sup>(5)</sup> in your body. Mental activity rapidly uses up glucose. That’s why an 18-minute presentation works so well. It leaves your audience with some brainpower and glucose remaining to think about your presentation, share your ideas, and act on them. Talk for too long and your audience will be<sup>(6)</sup> unable to concentrate on your content.

出典：Gallo, Carmine. *Talk Like TED: The 9 Public-Speaking Secrets of the World’s Top Minds*. St. Martin’s Press, 2014. 抜粋の上、一部変更。

(注)

accumulation: 蓄積したもの

cognitive: 認知に関する

backlog: 未処理の仕事

glucose: ブドウ糖

culprit: 犯人(比喩的に)

問 1 下線部(1)の問題について、どのような対策が取られたかを説明しなさい。

問 2 下線部(2)を和訳しなさい。

問 3 下線部(3)が示す内容を日本語で答えなさい。

問 4 下線部(4)が具体的にどのようなことであるかを説明しなさい。

問 5 下線部(5)の括弧の中の語を文法的に正しい語順に並べ替えなさい。

問 6 下線部(6)を和訳しなさい。

問 7 次の文章は本文の最初の3段落を書き換えたものです。空欄①～⑧に入る最も適切な単語を下のa)～l)から選び解答欄に記号を書きなさい。囲みの中の単語は1回しか使わないこと。

Everyone thinks that only those giving talks feel anxious but, actually, those who are listening also feel this way. This is what has been ( ① ) by Dr. Paul King, a professor in communication studies. Measuring university students for stress as they listened to a talk, King found that the degree of their ( ② ) became greater the longer they had to listen to a lecture if they were aware they would have to do a ( ③ ) on material from the lecture afterward.

King describes the stress of listening to more and more and having to try to recall it as "cognitive backlog." As the amount of information that has to be subsequently ( ④ ) builds up and up, the pressure on the mind to recall it also builds up to a breaking-point at which none of the information can be remembered. He compares this to carrying a load. You can keep adding a little extra at a time but eventually you can carry

no more and you will ( ⑤ ) everything you had been holding.

Short presentations of only five minutes create little stress. A ( ⑥ ) more is created by longer ones of eighteen minutes, whereas the amount of information constantly added in one of sixty minutes could make the members of the ( ⑦ ) very stressed. Because it is so ( ⑧ ) for the mind to listen over long periods, King recommends speakers break up long lectures with such activities as watching videos.

- |               |             |               |           |
|---------------|-------------|---------------|-----------|
| a) anxiety    | b) audience | c) discovered | d) drop   |
| e) exhausting | f) insisted | g) knowledge  | h) little |
| i) relaxing   | j) remember | k) retrieved  | l) test   |

Ⅱ 次の文章を読み、問1から問6の設問に答えなさい。\*が付いている固有名詞には本文の後ろに片仮名表記に関する注があります。

Here are three stories about the famous philosopher Martin Heidegger\* and television. He was born in Messkirch\* in 1889 and died in 1976. Messkirch, at the time of Heidegger's birth, was a village with a population of around 2,000, situated in south-west Germany. He grew up in a deeply rural, traditional Catholic environment; his father was a craftsman. His mother was from a poor farming family. In 1961, Messkirch celebrated the 700th anniversary of its founding and it invited Heidegger to join in the festivities and give a talk.

Heidegger's talk, appropriately enough, was on the meaning of 'home'. He remarked that the first thing he noticed when coming home to Messkirch that day was the television antennas on every roof-top. He saw in this a powerful symbol of what awaited Messkirch and the world in the future. The TV antennas showed that human beings were, in a way, no longer 'at home' in their houses.<sup>(1)</sup> The people of Messkirch might be sitting in their living room, but really, thanks to television, they were in the sports stadium or in a desert or in the Old American West. According to Heidegger, television was an alien presence invading people's homes. It was part of the domination of mankind by modern technology.

That is the first story. Here is the second. Heidegger, for sure, did not have a television set. And yet, in his later years, he would regularly go to a friend's house to watch television. All his life Heidegger had been a keen sportsman. He was an excellent skier and would head for the snow-covered slopes whenever he could in the winter.<sup>(2)</sup> He had always been fond of football and in his youth he was a useful player. In his later years he became an enthusiastic follower of the European Cup on television and, during one legendary match, he upset a teacup in his excitement. This match took place

in the 1960-61 season, the same year in which Heidegger gave his talk in Messkirch.

And lastly, another football story. Back in 1974 when Germany's football team won the World Cup—for the second time—Heidegger was now an old man in his eighties and his death was less than two years away. One day he took a train from Heidelberg\* back to Freiberg~ where he lived and, since in city trains at that time there were dining cars, Germany's greatest thinker had the chance to make the acquaintance of Freiberg's theatre director:

'Why didn't we meet before?' was the director's urgent first question. 'Why don't you ever show up at the dramatic performances I give?'

Heidegger's answer was simple:

'Because on your stage they're just actors whom I'm not at all interested to see'.

'But dear Professor, what else would you expect in the theatre?'  
(3)

'I prefer to see and hear not actors but heroes and gods'.

'Impossible. Heroes don't exist and gods even less'.

'So haven't you watched the recent World Cup on TV? Although my wife and I don't have a television at home, I visited some nearby friends in order to watch. And for me the most obvious thing to remark was the fact that Franz Beckenbauer\*, the hero of the German football team, was never injured or even touched—he's proven that he cannot be beaten and his name will be worshipped forever. Now you can see, there are heroes and gods even among us!'

What do these stories tell us? Like any good tale they point to a moral which I take to be something about scholars and how they think as scholars on the one hand, and how they act when, on the other hand, they stop being scholarly. In his public role of philosopher, Heidegger criticizes television as a technology that rules people's lives. When he gets home and takes off his professor's hat, he becomes ordinary like the rest of us, and does what the rest



of us do ordinarily. He watches television and is absorbed by it. What needs serious consideration is not what Heidegger *thought* about television, but what *happened* to him when he watched it. Heidegger's spilt teacup is what calls for explanation.<sup>(6)</sup>

出典：Scannell, Paddy. *Television and the Meaning of Live*. Polity Press, 2014. 抜粋の上，一部変更。

(注)

Martin Heidegger: マルティン・ハイデガー

Messkirch: メスキルヒ

Heidelberg: ハイデルベルク(ドイツ南西部の都市)

Freiburg: フライブルク(ドイツ東部の都市)

Franz Beckenbauer: フランツ・ベッケンバウアー

問 1 下線部(1)が具体的にどのようなことを意味するのかを説明しなさい。

問 2 下線部(2)を和訳しなさい。

問 3 下線部(3)で話者が具体的になにを言いたいのかを説明しなさい。

問 4 下線部(4)について、ハイデガーがベッケンバウアーを神とみなす理由を説明しなさい。

問 5 下線部(5)について、ハイデガーの場合、どのようなことをしているのかを説明しなさい。

問 6 下線部(6)が具体的にどのようなできごとを指すかを説明しなさい。



B. Complete the following description of the Harry Potter series of books by filling in the blank spaces with between *one and three* words.

The Harry Potter series by J.K. Rowling is without doubt one of the greatest success stories of modern publishing. The first point to emphasize is that sales of the books are truly remarkable. Well ( ① ) three-hundred million copies have already been sold worldwide. That is almost three copies for every single person in Japan! However, it is not only the volume of sales that is significant, but the extent. The Harry Potter books have been ( ② ) sixty-three languages, which is more than Shakespeare, and are popular with people of all races, religions, cultural backgrounds and ages, making it one ( ③ ) books to have ever gained genuine global appeal.

Moreover, the Harry Potter books have been credited with educational value ( ④ ) they encourage children to read as opposed ( ⑤ ) video games. In the United Kingdom, sales of video games ( ⑥ ) after the release of every Harry Potter book in the series, and it is normal for children ( ⑦ ) young as nine years old to read through an entire book of eight-hundred pages in one day.

How can this success be ( ⑧ )? There are several reasons for the books' popularity. The first is that Harry Potter is well written. The stories are fast-paced and dramatic and Rowling displays that gift of making her readers want to keep on turning the pages. Start reading Harry Potter, and most people are incapable of putting it down. The books secondly display the same power of imagination that fills the work of other popular Fantasy writers ( ⑨ ) J.R.R. Tolkien, author of the *Lord of the Rings* or C.S. Lewis, author of the Narnia series. The action does occur in another world, but it is one which has close ( ⑩ ) with the real world. For instance, in the real world, children have to go to school; so must they in the books, but they are required to study magic and fantastic creatures, not physics and biology.