

平成 30 年度入学者選抜試験問題

人文社会科学部
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外 国 語

(英 語)

前 期 日 程

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 この問題冊子の本文は 1 ページから 7 ページまでです。
- 3 試験中に問題冊子の印刷不鮮明・落丁・乱丁、解答用紙の汚れなどに気が付いた場合は、手を挙げて監督者に知らせてください。
- 4 監督者の指示にしたがって、解答用紙に学部名と大学受験番号を正しく記入してください。
大学受験番号が正しく記入されていない場合は、採点されないことがあります。
- 5 問題冊子のほかに、解答用紙 2 枚、下書き用紙 1 枚を配付してあります。
- 6 試験終了後、問題冊子と下書き用紙は持ち帰ってください。

I Read the text and answer Q1 - Q6.

A In the last couple of years, toddlers* and even babies have begun to be able to use computers. This may seem like the sort of minor news that shows up in the lifestyle section of the paper and in cute YouTube videos. But it actually presages* a profound change in the way human beings live.

B Touch and voice interfaces have become ubiquitous* only recently; it's hard to remember that the iPhone is just eight years old. For grown-ups, these interfaces are a small additional convenience, but they transform the way young children interact with computers. For the first time, toddlers can directly control a smartphone or tablet.

C And they do. Young children are fascinated by these devices and remarkably good at getting them to do things. In recognition of this, in 2015 the American Academy of Pediatrics* issued a new report about very young children and technology. For years the Academy had recommended that children younger than two should have no access to screens at all. The new report recognizes that this recommendation has become impracticable.* It focuses instead, sensibly, on ensuring that when young children look at screens, they do so in concert with attentive adults, and that adults supervise what children see.

D But this isn't just news for anxious parents; it's important for the future of the human species. There is a substantial difference between the kind of learning we do as adults, or even as older children, and the kind of learning we do before we are five. For adults, learning mostly requires effort and attention; for babies, learning is automatic. Grown-up brains are more plastic* than we once thought, but very young brains are far more plastic; young children's brains are designed to learn.

E In the first few years of life, we learn about the way the physical, biological, and psychological world work. Even though our everyday theories of the world depend on our experience, by the time we're adults [granted / simply take / we / them / for]—they're part of the unquestioned background of our lives. When technological, culturally specific knowledge is learned early, it becomes part of the background too. In our culture, children learn how to use numbers and letters before they're five. In rural Guatemala, they learn how to use a machete.* These abilities require subtle and complicated knowledge, but it's a kind of knowledge that adults in the culture hardly notice (though it may startle visitors from another culture).

F Until now, we couldn't assume that people would know how to use a computer in the way we assume they know how to count. Our interactions with computational systems depended on first acquiring the skills of numeracy* and literacy. You couldn't learn how a computer worked without first knowing how to use a keyboard. That ensured that people learned about computers with relatively staid* and inflexible old brains. We think of millennial high-school tech whizzes* as

precocious* “digital natives.” But even they only really began to learn about computers after they’d reached puberty.* And that is just when brain plasticity declines precipitously.*

㊦ The change in interfaces means that the next generation really will be digital natives. They will be soaked in the digital world and will learn about computers the way previous generations learned language—even earlier than previous generations learned how to read and add. Just as every literate person’s brain has been reshaped by reading, my two-year-old granddaughter’s brain will be reshaped by computing.

(Adapted from *Know This*, edited by John Brockman, 2017.)

Vocabulary

toddlers よちよち歩きの幼児

presages 前兆となる

ubiquitous 至る所にある

the American Academy of Pediatrics 米国小児科学会

impracticable 実行不可能な

plastic 可塑性のある 適応性のある

machete 特に中南米諸国で用いる大型のナイフ

numeracy 基礎的な計算能力

staid 安定した

high-school tech whizzes コンピューターの得意な高校生

precocious 早熟な

puberty 思春期

precipitously 急激に

Q1 Which of the four choices (A) - (D) is the closest in meaning to the words (1) - (6)?

(1) profound (in paragraph **A**)

- (A) confused
- (B) elementary
- (C) significant
- (D) superficial

(2) transform (in paragraph **B**)

- (A) consider
- (B) control
- (C) modify
- (D) transport

(3) attentive (in paragraph **C**)

- (A) logical
- (B) observant
- (C) preoccupied
- (D) regretful

(4) subtle (in paragraph **E**)

- (A) conscious
- (B) obvious
- (C) refined
- (D) straightforward

(5) relatively (in paragraph **F**)

- (A) comparatively
- (B) expertly
- (C) fluently
- (D) stubbornly

(6) soaked (in paragraph **G**)

- (A) absorbed
- (B) bored

(C) charged

(D) suspected

Q2 Paraphrase the underlined part “they do” in paragraph ㉓ in seven English words.

Q3 Explain the underlined part in paragraph ㉔. Answer in 40-50 Japanese characters.

Q4 Put the words from paragraph ㉕ into the correct order.

[granted / simply take / we / them / for]

Q5 What does the author call the generation of humans that his granddaughter will belong to?

Answer in English quoting from the text.

Q6 Based on the content in the text, choose the three correct statements from (A) - (G) below.

(A) The fact that adults have come to use computers in the last couple of years is big news.

(B) Touch and voice interfaces have led to a big change in children’s computer use.

(C) In 2015, the American Academy of Pediatrics advised parents to stop young children from using digital devices.

(D) Adults in rural Guatemala feel it is not complicated to use a machete.

(E) In the past, people were thought to learn how to use a computer in the same way as how to count.

(F) Children need to know how a computer works so that they can use a keyboard.

(G) Differences in interfaces will change how we learn in our first stage of life.

II Read the text and answer Q1 - Q5.

A Popularity is a well-explored subject in social psychology. The latest thinking is parsed* by Mitch Prinstein, a professor and director of clinical psychology at the University of North Carolina at Chapel Hill, in his forthcoming book, “Popular: The Power of Likability in a Status-Obsessed World,” and in his currently running free online course.

B Dr. Prinstein sorts the popular into two categories: the likable and the status seekers. The likables’ plays-well-with-others qualities cement schoolyard friendships, boost interpersonal skills and, when cultivated early, are employed ever after in business and even romance. Then there’s the kind of popularity that emerges in adolescence*: status born of power and even notorious* behavior.

C Enviably as the cool kids may have seemed, Dr. Prinstein’s studies show negative consequences. Those who were highest in status in high school, as well as those least liked in elementary school, are “most likely to engage in dangerous and risky behavior,” like smoking cigarettes and using drugs.

D In one study, Dr. Prinstein examined the two types of popularity in 235 adolescents, scoring the least liked, the most liked and the highest in status based on student surveys. “We found that the least well-liked teens had become more aggressive over time toward their classmates. But so had those who were high in status. It was a nice demonstration that while likability can lead to healthy adjustment, high status has just the opposite effect on us.”

E Dr. Prinstein has also found that the qualities that made the neighbors want you on a play date — sharing, kindness, openness — carry over to later years and make you better able to relate and connect with others. In analyzing his and other research, Dr. Prinstein came to another conclusion: Not only does likability correlate* to positive life outcomes, but it is also responsible, he said, for those outcomes, too. “Being liked creates opportunities for learning and for new kinds of life experiences that help somebody gain an advantage.” he told me.

(Adapted from an article in *The New York Times* (online), April 7, 2017.)

Vocabulary

parsed 分析されている

adolescence 思春期

notorious 評判の悪い

correlate 相関関係にある

Q1 Which of the four choices (A) - (D) is the closest in meaning to the words (1) - (5)?

(1) cement (in paragraph **B**)

- (A) compensate
- (B) concrete
- (C) destroy
- (D) ensure

(2) cultivated (in paragraph **B**)

- (A) forgotten
- (B) fostered
- (C) neglected
- (D) purchased

(3) emerges (in paragraph **B**)

- (A) comes out
- (B) makes out
- (C) reaches out
- (D) takes out

(4) enviable (in paragraph **C**)

- (A) amusing
- (B) desirable
- (C) exciting
- (D) painful

(5) outcomes (in paragraph **E**)

- (A) appointments
- (B) causes
- (C) elections
- (D) results

Q2 What do you call the two types of popular people according to Dr. Prinstein? Answer in English quoting from paragraph **B**.

Q3 Select one sentence from (A) - (D) that is the closest in meaning to the underlined part in paragraph **D**.

- (A) The classmates became more aggressive toward those who were high in status, too.
- (B) The least well-liked teens became more aggressive toward those who were high in status, too.
- (C) Those who were high in status became more aggressive toward their classmates, too.
- (D) Those who were high in status became more aggressive toward themselves, too.

Q4 Translate the underlined sentence in paragraph **E** into Japanese.

Q5 Do you agree with the idea that being liked creates more advantages in life? Why or why not?

Write in two or three English sentences.

