

平成 27 年度 入学者選抜学力検査問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、問題冊子及び解答用紙の中を見てはいけません。
- 2 解答用紙は 3 枚あります。
- 3 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枚数の過不足や汚れ等に気がついた場合は、手を挙げて監督者に知らせてください。
- 4 試験開始後、すべての解答用紙に受験番号、志望学部及び氏名を記入してください。受験番号の記入欄は各解答用紙に 2 箇所あります。
- 5 解答はすべて解答用紙の指定された解答欄に記入してください。
- 6 問題冊子の余白は適宜使用してください。
- 7 各問題の配点は 200 点満点としたときのものです。
- 8 試験終了後、問題冊子は持ち帰ってください。

問題訂正

英語 問題 I

2 ページ

(誤)

(正)

1 3 行目

writer → writers

1 3 行目

writer's → writers'

1 5 行目

writer → writers

I Read the following text and answer the questions in English. (配点 70)

Happiness is something that everybody wants. Over two thousand years ago, a famous writer said that happiness is the only thing that people want only for itself, unlike money, high position, or health. In fact, as the writer said, people want money, high position, and health only so that they will make them happy.

What then, brings happiness? Unlike many people today, writers in ancient times thought of happiness as something more like an activity than like an emotion. They believed that happiness involved living a "good life", in which a person carried out, in the best possible way, those activities uniquely suited to human beings. In particular, logical thought was thought to be the major activity which separated people from other living creatures. Therefore, from this point of view, those people who could reason best were also the happiest.

This view is very far from what many people today believe. Many people today think of happiness as a state that can be achieved, a goal, rather than an activity. They may think that if they acquire enough money and possessions, then that will assure their happiness. Many buy lottery tickets hoping that a win will make them happy. However, newspapers frequently carry stories about people who have won the lottery. A year later, they are actually unhappier than before. It may be that although having a certain amount of money is necessary for happiness, those who have more are not any happier.

There are many activities that can lead to happiness, such as sharing one's life with family and friends, or leading a healthy lifestyle. However, one research professor has considered once more the ancient concept of happiness as an activity in itself. Professor Mihaly Csikszentmihalyi, whose field of study is psychology, has created the concept of "flow". Flow is something which often occurs while we are working intensely at a particular activity.

Have you ever been so taken up with some activity that you have lost all track of time? Minutes pass, sometimes hours, but you are scarcely aware of them. If so, you are probably experiencing flow. It does not matter what kind of activity it is, so long as it involves some

challenge, and the possibility of completing the activity. For example, the activity can be physical, such as playing a game of tennis or climbing a rock wall; it can be artistic, such as playing a piece of music making no wrong notes; or it can be intellectual, such as solving a difficult mathematical puzzle.

What is important is that there should be a strong sense of challenge, but not so difficult a challenge that the task seems impossible for you. Also, you should feel that the challenge suits your particular skills and abilities. It is no good trying to do something which you dislike or which feels impossible.

Strangely, after people experience flow, they often cannot recall having felt any particular emotion. In the middle of the activity, their focus on it is so strong that they forget their feelings. Nevertheless, afterwards, they believe it to have been a worthwhile experience.

It seems, then, that flow is not so different from the idea of happiness put forward by the writer in ancient times. Both flow and the ancient writer's idea of happiness mean doing a demanding activity not just for the rewards it might bring. However, there is one key difference. The writer in ancient times thought happiness lay in performing a limited number of activities that uniquely suit human nature, such as thinking logically. However, the concept of flow recognizes that all people are different, and each person must decide from a wide range those activities, goals and challenges that suit them best.

Questions

1. According to the text, are the following statements true or false? Circle either **T** (= True) or **F** (= False). Find the information in the text that supports your choice and write it in the box next to your answer.
 - (1) According to the ancient writers, people want money only for itself.
 - (2) When you experience flow, it is difficult to judge the passage of time.
 - (3) In order to reach the state of flow, physical effort is necessary.
 - (4) In order to reach the state of flow, it is important to try to do what cannot be achieved.
 - (5) During the state of flow, people feel intense happiness.

2. According to the newspaper stories, what evidence is there that money does not buy happiness?
3. According to the last paragraph, what are the differences between the ancient writers' idea of happiness and that of Mihaly Csikszentmihalyi? Complete the table below.

	The ancient writers	Csikszentmihalyi
The extent of activities is ...	(①)	(②)
The activities suit ...	(③)	individual abilities

4. A summary of the text is given below. Fill in the blanks to complete it. Use as many words as you want for each blank.

Some ancient writers said that happiness was something that involved participating in a "good" activity—especially the activity of (①). Many modern people do not agree with this idea. For example, they think that people will become happy if (②). For these modern people, happiness is a(n) (③) that follows an activity—not an activity itself. Recently, however, one psychologist has (④) the old idea of happiness. According to him, happiness exists in an activity itself. He says that you can do whatever kind of activity you want—as long as that activity is (⑤) enough.

Ⅱ 次の物語は、ボーイフレンドのいる「彼女」が彼と一緒に住む場所を見つけたことを両親に告げている場面から始まっています。これを読んで後の設問に日本語で答えなさい。(配点 60)

It was a Tuesday in April when she came home and said to her parents that she wouldn't be living there any more. She didn't say it like that, she said that they'd found a place, like the moving in was more important than the moving out, like the way they say at weddings that you're gaining a son, you're not losing a daughter. She said it like that. She said the place was perfect.

'That's wonderful,' her mother said, and she reached across to touch her hand.

'It's great,' her father said. He came over to stand next to her mother, to put his hand on the back of her neck.

She talked about all the things that they'd given her for birthdays and Christmases and
(1) how good they'd look in their new place. She tried to use words that included them — when you come and have dinner, she said, when you come and stay for a while. And they did come and hug her and they smiled at her but mostly they just stood together. They said things at the same time and then they laughed together and were quiet.

She took them around to see the flat* on Thursday. The corridor* outside the flat was narrow and it had carpet, they couldn't hear their own feet when they walked. There wasn't
(2) enough room for them to stand together there, they were crowded against the walls. There weren't any windows in the corridor either. Her mother saw this, looking around, holding her bag in both hands.

'No natural light,' she said, and then she looked at her husband and smiled.

She opened the door for them.

Once they were inside, though, her mother said only good things. She walked around and touched the cupboards* and opened them, she looked at the window fastenings* and moved the table a little bit, looking underneath at its legs. She touched almost everything in the flat but she only said good things.

Her father hardly touched anything. He was too tall to get through the doors properly and

he moved through the rooms, far away from the walls and the pieces of furniture that had come with the flat. He looked different, he put his hands in his pockets a lot and he often cleared his throat although he had nothing to say.

She watched them, feeling sad and wanting to say things. She seemed to always be on ⁽³⁾ the edge of saying something. She tried to say things that would make them feel better but all she really wanted to say was I love you. She saw her father stand and look at the view and it was all she wanted to say.

Before they left, she saw her mother and father stand and look at the view together. They said a lot of little things to each other, about how it would look at night and how you needed to have a nice view. They didn't look at each other, just out through the window but she saw they were holding hands.

The next two weeks before she moved were strange. Her father started fixing little things of hers that had been broken for a while. Her mother cooked a lot of food for her and she remembered this long article she'd read about a family where the mother was dying of cancer and they knew she only had a while left. This article said that it had brought the family together and that they'd spent all the time they had with each other, it said that they'd touched each other more. She thought that this was true, in a little way, in her family right now. But she also thought that even though they felt closer, they really felt further apart. It hadn't said that in the article, she didn't remember it saying that. In the article it had said that they loved each other more. She knew it wasn't the same, she wasn't dying of cancer or anything like that, but she didn't think that they loved each other more because loving wouldn't feel like this. Loving would be laughing with nothing underneath. And now, though they hugged each other more, they didn't squeeze* for a joke like they always had before. Against each other, their bodies were still.

(Rebecca Ray, "Lovers," 2000.)

*注

flat: アパート

corridor: 廊下

cupboard: 食器戸棚

window fastening: 窓の留め金具

squeeze: きつく抱きしめる

設 問

1. 下線部(1)を日本語に訳しなさい。その際、太字で示した2つの they と their のそれぞれが指す内容がわかるように書きなさい。
2. 下線部(2)を日本語に訳しなさい。
3. 下線部(3)を日本語に訳しなさい。
4. 最後の段落にある新聞記事に書かれている一家と「彼女」の一家を比べて、「彼女」が違うと思っていることを、健康面と心理面に分けて説明しなさい。

Ⅲ-1 Emily と Mike は Dunbridge 大学の学生で、社会調査 (survey research) に関する授業を受講しています。会話中の空所(1)~(6)に適切な英語を記入して、会話を完成させなさい。グラフ中の数値に関する表現もすべて英単語のつづりで書きなさい。なお、空所(3)については、自分で考えた英語表現にふさわしい句読点も書きなさい。(配点 42)

場面 1 : 2 人は、授業で出された課題について話し合っています。

Student Survey

You are required to conduct a survey and present the results in class.

- Survey group: Your classmates (Minimum 25 people)
- Survey topic: An aspect of university life (your free choice of aspect)
- Survey student attitudes and behaviour concerning your topic.
- Prepare graphs of your survey results for a presentation in class.
- Form a team with a partner for your survey and presentation.

Mike Do you know we have to do a survey in teams and give a presentation of the results in class? (1) _____ ?

Emily Of course, as long as you don't make me do all the work!

Mike Make you do all the work? You know I'd never do that.

Emily Okay, I believe you — this time. Anyway, you can count on me.

Mike So what do we have to do?

Emily Well, we have to write some questions about attitudes and behaviour and put them into a survey for our classmates to answer, then make up some graphs of the results for the presentation.

Mike But haven't you forgotten something?

Emily What's that?

Mike Well, we (2) _____ yet.

Emily Then let's choose one.

Mike Hmm, about university life... Lots of things to choose from there.

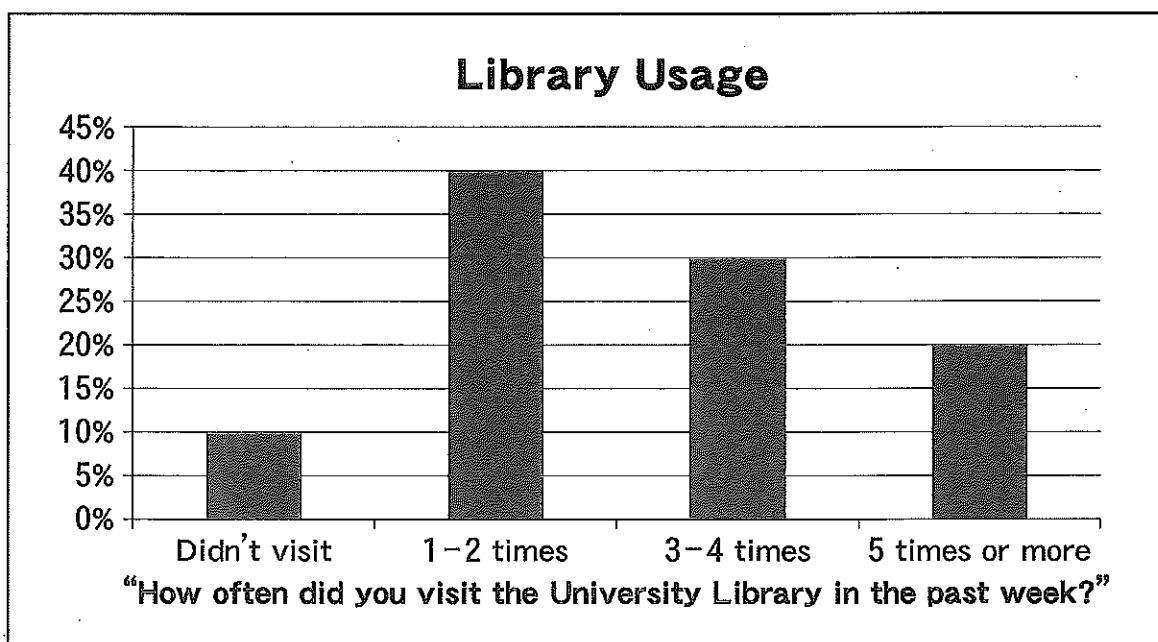
Emily I have a good idea. I saw an article in the University Newsletter recently saying that the University Library wanted to increase students' use of the library. The library is asking for suggestions about how it can improve its services.

(3) _____

Mike That sounds like a good idea. So we've decided.



場面 2 : 2 週間後, 調査を終えた Emily と Mike は結果を話し合っています。



Emily Well, it's good now that we have our first results of the survey. How many people were in our survey group, eventually?

Mike Thirty.

Emily Thirty? That (4) _____ . Do you think that will be enough?

Mike It should be. It's five more than the minimum number. Okay, so I've made up a bar chart of the results from our first question, "How often did you visit the University Library in the past week?" As you can see, thirty per cent of the students said they visited the library three to four times, and one in five went five times or more, but half of them only (5) _____ .

Emily That's disappointing. Anyway, I've got some results here showing some of the reasons the students gave for the library not getting as much use as it might.

Mike So what did they say?

Emily Well, it seems a lot of students are concerned about seating — some students are actually standing in places waiting to sit down.

Mike It seems clear then — the library (6) _____ .

Emily Yes, I think we can recommend that.

Ⅲ-2 Emily と Mike が研究発表を行ったところ、担当の先生から高評価を得ました。大学図書館に連絡をとり職員にその研究内容を発表することを勧められた2人は、図書館長宛に次のような手紙を書いています。ていねいな言葉づかいを心がけ、手紙の空所を埋めるべく、以下の(1)~(4)の内容にそった英語を解答用紙の所定の欄に記入しなさい。(配点 28)

- (1) 図書館職員に向けてプレゼンテーションをするよう、先生が私たちに勧めた。
- (2) 図書館にどんなサービスを望んでいるかも学生に聞いた。
- (3) プレゼンテーションを見せる時間を作ってほしい。
- (4) その後で、調査の結果について話し合えるとうれしい。

Ms S. Moore
Head Librarian
Dunbridge University

Dear Ms Moore,

We are two students studying survey research this semester at Dunbridge University as part of Social Science SS101A, taught by Mr Peter Stevens. Our research is focused on attitudes and behaviour related to the University Library.

We gave a presentation of our survey results to members of our class. Our class teacher praised our presentation and (1) _____

Included in our survey was a question which asked why students don't use the library more often. (2) _____ They gave us many interesting ideas which we would like to share with you.

(3) _____ (4) _____

Our presentation itself lasts approximately twenty minutes.

We look forward to hearing from you.

Sincerely,
Emily Dickinson
Mike Bell