

平成 29 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 2 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。

I Read the following article and answer the questions in English. (配点 54)

Distraction\* by mobile devices is indeed something to worry about. Jeffrey Kuznekoff studies communications at Miami University Middletown in Ohio. For one recent project, he let college students take notes during a video lecture. Afterward, the students took a test on the material. During the video, one group of students could text\* or tweet\* about anything. Another group could text and tweet only if the messages related to the lecture. A *control* group\* couldn't text or tweet at all.

"Texting on things that are unrelated to class can hurt student learning," Kuznekoff found. Overall, the control and class-related-message groups did 70 percent better on the test than did students that could text and tweet about anything. The control and relevant-message groups also scored 50 percent higher on note-taking.

"You're putting yourself at a disadvantage when you are actively engaged with your mobile device in class and not engaged in what's going on," warns Kuznekoff. His team shared its findings in the July 2015 issue\* of *Communication Education*.

Those findings mesh with\* what college students themselves report. Another new study found that the more time students said that they typically text, use social media or read online during class, the lower their grades are.

"A lot of students tend to think that they are good at multitasking," or doing more than one thing at a time, says Saraswathi Bellur. She's a communications researcher at the University of Connecticut (UConn) in Storrs. In fact, she and her colleagues found, multitasking in class "is likely to harm their academic performance."

"We also have data that show that people who multitask during class or while doing homework have to spend more time studying," notes UConn coauthor Kristine Nowak. In other words, she argues, students who use mobile devices for something other than research or note-taking during class "are not efficient, and it is costing them time."

Concludes Nowak, "People believe they are better at multitasking than they are and this is leading them to bad study habits." Her group shared its findings in the December 2015 issue of *Computers in Human Behavior*.

The classroom isn't the only place where students use mobile devices when they should be focusing on something else. Talking and texting on cellphones play a role in more than one of four U.S. motor vehicle crashes. The National Safety Council in Itasca, Illinois, made that estimate last May after reviewing 2013 data on road accidents.

In another recent study, many college students admitted that they often text, even when they know they shouldn't. Examples included texting during prayer services\* or in romantic situations.

College students "seem to have almost an uncontrollable need" to use their cellphones, says Marissa Harrison. "They can't resist checking their cellphones for texts." Harrison is a psychologist at Pennsylvania

State University in Harrisburg who worked on this college-student study. *Social Science Journal* published her team's findings in June 2015.

In extreme cases, using mobile devices and social media too much can turn into an addiction\*. By that, scientists mean people develop a very strong need to engage in some behavior, even when they know the consequences can be bad.

One August 2014 study showed that college-age cellphone users can show some of the same symptoms that drug addicts do. For example, some students felt anxious when their phone was not available. Students showing signs of addiction also spent more and more time using their phones. Many admitted their phone use was excessive. A second study that same month concluded that students can become addicted to Facebook (although better ways to measure that addiction are needed). *The Journal of Behavioral Addictions* published both studies.

Even where phone use isn't quite addictive, the habit of using mobile technology can pull at our attention, notes Jesper Aagaard. He's a graduate student in psychology at Aarhus University in Denmark. He recently interviewed 16- to 20-year old business-school students about their "off task" use of phones and tablet computers in class. "Off task" means that their use didn't deal with the subjects being discussed in class. This scientist also spent six months observing students in class.

His conclusion: The habit of using mobile devices can pull students towards tasks "that tend to conflict with school use."

For example, you might type your PIN, or personal identification number, without thinking whenever you pull out the phone. "The PIN, in other words, became embodied\* in your hand through practice," says Aagaard. In the same way, you might unthinkingly open the texting screen, email or some application.

That process becomes even easier with shortcuts, such as typing "F," "A," and "enter" to open Facebook. So whenever they let their guard down, students quickly — and without thinking — log onto Facebook to check their notifications\*, Aagaard says. "In other words, they are drawn to distraction." His study appears in the September 2015 issue of *Computers & Education*.

"Try to avoid splitting your attention" between what's going on in class and whatever you might feel a need to do with your mobile device, advises Kuznekoff at Miami University. Otherwise, he says, "there's a danger you're spreading your attention too thin."

"In order to pay more attention in class — or even outside of school — I recommend trying to obstruct\* your habits," says Aagaard. For example, turn your cellphone or tablet off, or at least put it in airplane mode. Then you won't wind up\* checking texts or using social-media sites without thinking.

Closing your laptop and putting your phone or tablet away more often could be good advice even outside the classroom. Stresses Harrison: "You're going to miss out on a whole new and exciting world if you can't get your head out of your phone screen."

(Adapted from Kathiann Kowalski, "When Smartphones Go to School,"  
*Science News for Students* (Society for Science and the Public) [March 3, 2016]  
 <<https://student.societyforscience.org/article/when-smartphones-go-school>>)

\*注

- |                         |                            |
|-------------------------|----------------------------|
| distraction: 注意散漫       | text: 携帯電話等で文字メッセージを送る     |
| tweet: ツイッターでツイートする     | control group: 対照実験用のグループ  |
| issue: (雑誌の)号           | mesh with ~: ~と合致する        |
| prayer service: 宗教の礼拝集会 | addiction: 依存症, 中毒         |
| embody: (体に)組み入れる       | notification: 通知           |
| obstruct: 遮断する, 妨害する    | wind up ~ing: 最終的に~することになる |

Questions

1. Complete the chart by choosing the best answer choice number (1)~(10) for each blank (A)~(H). Use each answer choice only once.

Names of the researchers	Names of the journals	Points of the arguments
Aagaard	(A) _____	(E) _____
Harrison	(B) _____	(F) _____
Kuznekoff	(C) _____	(G) _____
Nowak	(D) _____	(H) _____

Answer choices for (A)~(D):

- (1) *Communication Education*
- (2) *Computers & Education*
- (3) *Computers in Human Behavior*
- (4) *The Journal of Behavioral Addictions*
- (5) *Social Science Journal*

Answer choices for (E)~(H):

- (6) Unlimited use of mobile devices affects academic performance.
- (7) Some college students can't stop using mobile devices even though they know they should.
- (8) Finger movements may automatically start an online service unrelated to the class.
- (9) Multitasking during class results in spending more time studying.
- (10) Talking and texting on cellphones are major causes of traffic accidents.

2. Fill in the blanks in the following sentence.

Kuznekoff's project showed that the students who were allowed  and those who could  did equally well on both the test and note-taking.

3. According to the article, what are the three different situations in which students should not text outside the classroom?

4. Fill in each blank in the following sentence, using 6 words or less.

To avoid distraction by mobile devices, it is advised in the article to  by doing such things as .

II 次の英文はクラスの会計委員をしている Sonia の話です。英文を読んで後の設問に日本語で答えなさい。(配点 60)

Fifteen-year-old Sonia was treasurer of her ninth-grade class. The kids had raised a few hundred dollars with bake sales\* in order to fund an end-of-the-year dance. When she needed to give the faculty advisor\* the financial report, she started to panic, and confided\* in her mother.

(1)  
“I borrowed about fifty dollars from the class treasury a few months ago. I thought I’d be able to pay it back but I haven’t, and now they’re going to think I stole it.”

Recognizing the seriousness of the situation, Mom responded, “You took money that didn’t belong to you. That *is* stealing.”

“You’re not supposed to make this worse,” Sonia replied impatiently. “You’re supposed to help me!”

“How do you want me to help you?” Mom asked, suspicious of where this conversation was going.

“You can loan me the money, so I can pay back the school, and I’ll pay you back by baby-sitting,” Sonia said.

“Hmm. That may get you out of trouble this time, but it’s not good for you in the long run,” Mom answered. “I don’t want you to think you can get out of this so easily.”

“What do you mean?” Sonia asked.

“I think you need to tell your advisor exactly what you’ve done. Take full responsibility for your mistake and decide with him how to handle this and replace the money.”

“No way!” Sonia replied sharply, frightened and adamant\* at the same time.

“I’ll go with you if you want, but you created this mess and you’re the one who has to find a way through it,” Mom said. She was at least as adamant as her daughter.

Sonia and her mom went around and around on this one, but Mom wouldn’t change her position. They talked about how Sonia had arrived at the decision to “borrow” money from the treasury and how she had rationalized to herself that this would be okay. Furthermore, Mom told Dad about it later that evening, even though Sonia didn’t want him to know. Mom had insisted he needed to be included and kept informed about the situation. Dad was equally concerned and also volunteered to go with Sonia when she met with her advisor.

“I don’t need both of you there,” Sonia protested.

“Okay, but let me know what happens,” Dad said.

Sonia practiced with her parents exactly what she would say to the advisor — how sorry she was, the fact that she knew it was her responsibility, and that she’d never do it again. She spoke to him the next day after school, while her mom waited outside his office in the corridor\*. When Sonia and the advisor came out of the office, Sonia looked greatly relieved. They had worked out a plan for Sonia to pay back the class treasury with her allowance and baby-sitting money and had agreed that the whole situation would be kept secret, just between the two of them. Sonia also had to promise not to run for class treasurer again for at least a year.

“So what did you learn from all this?” Mom asked on the drive home.

“Handling the treasury is harder than I thought,” Sonia admitted. “And more serious.”

“You’re really responsible for that money,” Mom agreed. “Dad and I couldn’t just rescue you by bailing\* you out. You have to learn to face the consequences and be accountable\* for your actions. You understand that, right?”

Sonia nodded. It was a tough lesson, but she did understand.

In this situation, Sonia was literally accountable for the missing money, which she had to pay back in full. This was a concrete way for her to make amends\* for her behavior. Being accountable means more than just saying “I’m sorry” when we do wrong. We have to teach our kids to take full responsibility for repairing any damage or pain they may have caused through their actions.

If Mom and Dad had protected Sonia from embarrassment by giving her a loan, she would not have had to face the natural consequences of her action. This may have encouraged her to think that she could get away with it again, and it would have caused an unhealthy dependency on her parents at a time when she should be becoming more independent. The natural consequence of her action was having to admit to her advisor what she had done, and be held accountable by him.

(Adapted from Dorothy Law Nolte and Rachel Harris, *Teenagers Learn What They Live*, 2002)

\*注

bake sales: 菓子を売って資金を集めるバザー

faculty advisor: 学校の顧問の先生

confide: 秘密を打ち明ける

adamant: 断固とした

corridor: 廊下

bail out: 金銭的援助をする

accountable: 説明責任がある

amends: つぐない

設 問

1. 下線部(1)のようになった理由を説明しなさい。
2. 下線部(2)の her position が指す内容を説明しなさい。
3. 顧問の先生と Sonia が話し合った結果、取り決めたことをすべて挙げなさい。
  - 4.1. 下線部(3)文頭の This の指す内容を説明しなさい。
  - 4.2. 下線部(3)を日本語に訳しなさい。なお、This の指す内容は、訳文に反映させる必要はありません。

III-1 カナダにあるカルガリー英語学校では、以下の広告のような英語留学プログラムを開設しています。そのプログラムのコーディネーター John Smith が来日し、案内のプレゼンテーションを行いました。その後、二人の日本人学生 Yuki と Akira が、John に英語で質問をしています。広告と会話の内容が適切につながるように、(1)~(7)の空所を正しい英語で埋めなさい。なお、必要に応じて適当な句読点を用いなさい。(配点 56)

#### Advertisement

### Study Abroad in Canada

The 2017 spring English program at the Calgary English School in Canada is four weeks long. Why not try studying English during your spring vacation? Participants who (1) \_\_\_\_\_ will receive a certificate.

The program starts on March 6 and ends on March 31. Daily English lessons in small groups, conversation sessions with native speakers, and cultural activities are included. The deadline for applications is December 22.

The homestay experience includes three meals per day, and a bus pass is provided. The cost of the program is \$3,300 (Canadian dollars). Airfare is \$1,500. For more details, please contact the program coordinator John Smith at JS@CalgaryEnglish.ca.

#### Conversation

**Yuki:** Thank you for your wonderful presentation. I'm very interested in studying in Canada. Is four weeks long enough to improve my English?

**John:** Yes, it is. You can really improve your English listening ability in this short program.

**Yuki:** (2) \_\_\_\_\_ in your advertisement?

**John:** For example, a presentation about Canadian history and modern life given by Canadian students. You will also have time to talk with them after the presentation.

**Yuki:** Wow, sounds exciting.

**Akira:** Will (3) \_\_\_\_\_ in Japanese with me?

**John:** You will have to communicate in English every day with your homestay family. Not many people in Calgary can speak Japanese, but they are very friendly.

**Yuki:** (4) \_\_\_\_\_ from the homestay family's house?

**John:** Sometimes that is possible, but many students will need to take a bus to the school. You will receive a bus pass.

**Akira:** What is the weather like in Calgary at that time of year? Do I need a jacket?

**John:** It is extremely cold in March, so you need a warm winter jacket. It often snows, and the



temperature is often below zero. Be prepared for winter conditions.

**Akira:** I didn't expect it to be so cold in spring.

**Yuki:** When should we arrive in Calgary?

**John:** Please arrive in Calgary one day before the start of the program. Your homestay family can meet you at the airport on March 5.

**Akira:** How much (5) \_\_\_\_\_

**John:** Sorry, I can't answer that question because the dollar-to-yen exchange rates change quickly, on an hourly basis. Please check current rates in a newspaper or online.

**Yuki:** Is \$1,500 the cost of a return ticket?

**John:** Yes, it is. That's a group discount rate.

**Akira:** Oh, but \$3,000 for airfare is a lot of money! That's almost the same sum as the program fee itself.

**Yuki:** Akira, what are you talking about? You can (6) \_\_\_\_\_ for \$1,500. A "return ticket" doesn't mean "a one-way ticket back home."

**John:** She's right.

**Akira:** Oh dear, it seems I really need to improve my English.

**John:** We can help you book your flight.

**Yuki:** So (7) \_\_\_\_\_

**John:** No, we will do it for you. Be sure to submit your application to us before the deadline. That's all the time I have right now. Thank you for coming to my presentation. If you have any more questions, please contact me by email anytime.

Ⅲ-2 後日、Akira が John に問い合わせのメールを書いています。以下の①～③の内容にそった英語を解答用紙の所定の欄に記入し、メールを完成させなさい。その際、適当な句読点を用いなさい。  
(配点 30)

- ① ホストファミリーに喜んでもらえそうな贈り物について、助言をもらえるか。
- ② 日本以外にどんな国からの学生がプログラムに参加しているか。
- ③ 食べられないものがあるので、あらかじめホストファミリーに知らせる方法を教えてもらえるか。

To: John Smith <JS@CalgaryEnglish.ca >

Subject: Questions

Dear Mr. Smith,

Thank you for your presentation. I am interested in your English program. I have some more questions.

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

I look forward to your reply.

Thank you.

Sincerely,

Akira Yamaguchi