

平成31年度入学試験問題

英

語

コミュニケーション  
英語 I・II・III  
英語表現 I・II

(注意事項)

1. 問題冊子は指示があるまで開かないこと。
2. 問題冊子は17ページ，解答紙は5枚あります。「始め」の合図があったらそれぞれを確認すること。
3. 解答紙それぞれの2箇所受験番号を記入すること。
4. 解答はすべて解答紙の所定の欄に記入すること。
5. この教科は200点満点です。なお，共創学部については400点満点に，文学部については150点満点に，経済学部経済工学科については300点満点に，農学部については250点満点に換算します。

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〔 1 〕 次の英文を読み、設問に答えなさい。(47 点)

1 In developed countries, the gender gap has long favoured women by one measure at least: life expectancy. Throughout the past 100 years women have significantly outlived men, on whom war, heavy industry and cigarettes — among other things — have taken a heavier toll\*. But this gender gap is closing — and a new statistical analysis of life expectancy in England and Wales since 1950, suggests that, by the year 2032, men can expect to live as long as women, with both sexes sharing an average life expectancy of 87.5 years.

2 The study, led by Les Mayhew, professor of statistics at Cass Business School, calculated how long a sample of 100,000 people aged 30 would live if they experienced the average mortality rates for each ensuing\* year, projecting forward until the male and female life expectancy curves intersected.

3 There are a number of factors that explain the narrowing gap, according to Mayhew. “A general fall in tobacco and alcohol consumption has disproportionately benefited men, who tended to smoke and drink more than women. We’ve also made great strides in tackling heart disease, which is more prevalent in men,” Mayhew said. “And men are far more likely to engage in ‘high-risk’ behaviours, and far more likely to die in road accidents, which have fallen too.”

4 The life expectancy gender gap appears to be closing faster than was previously thought: research published in 2015 by Imperial College had indicated it would narrow to 1.9 years by 2030. The UK as a whole has slightly lower lifespan averages, as life expectancy tends to be higher in England than the other constituent nations\*. In the years immediately after 1950, women’s life expectancy increased faster than men’s in England and Wales, with the gender gap peaking in 1969, when women lived on average 5.68 years longer.

5 Majid Ezzati, professor of global environmental health at Imperial College, said the gap can be attributed largely to social rather than biological factors: “It’s actually the existence of the gap that is unusual, rather than the narrowing. It’s a recent phenomenon which began in the 20th century.” [A] Male cigarette consumption peaked in the 1940s when tobacco industry figures revealed that more than two-thirds of men smoked. [B] Female consumption peaked later, in the 1960s. [C] As well as changing attitudes to cigarettes and alcohol, the loss of heavy industry jobs — statistically more dangerous in both the short- and long-term — also disproportionately affected men. [D]

6 “As the life expectancy gap narrows, our understanding of what it means to be a man and a woman changes,” said Danny Dorling, professor of geography at the University of Oxford. “The difference between the genders also narrows because of the introduction of contraception\* and female entry into the labour market. But the really interesting thing is it’s actually a kind of reverse inequality: women have lived longer than men who are paid more throughout their lives and are structurally advantaged in any number of ways. We haven’t entirely worked out why that might be.”

Notes:

toll\*: 死者, 犠牲者

ensuing\*: 次の

the other constituent nations\*: Northern Ireland, Scotland, Wales の  
ことを指す

contraception\*: 避妊

問 1. 下線部(1)が表すことを、本文に即して日本語で述べなさい。

問 2. 下線部(2)が表すことを、本文に即して日本語で3つ挙げなさい。

問 3. 下線部(3)の“it”が指すものを本文から選び、英語で解答欄に書きなさい。

問 4. 段落5において、次の文が入る最も適切な位置を[A]-[D]から1つ選び、その記号を解答欄に書きなさい。

In addition to the heavy male death tolls caused by World War I and World War II, men started to smoke in large numbers before women did and women's consumption never outpaced men's.

問 5. 下線部(4)が表すことを、本文に即して日本語で述べなさい。



[ 2 ] 次の英文を読み、設問に答えなさい。(40点)

That same night, I wrote my first short story. It took me thirty minutes. It was a dark little tale about a man who found a magic cup and learned that if he wept into the cup, his tears turned into pearls. But even though he had always been poor, he was a happy man and rarely shed a tear. So he found <sup>(1)</sup>ways to make himself sad so that his tears could make him rich. As the pearls piled up, so did his greed grow. The story ended with the man sitting on a mountain of pearls, knife in hand, weeping helplessly into the cup with his beloved wife's murdered body in his arms.

That evening, I climbed the stairs and walked into Baba's smoking room, in my hands the two sheets of paper on which I had written the story. Baba and Rahim Khan were smoking pipes and sipping brandy when I came in.

"What is it, Amir?" Baba said, reclining on the sofa and lacing his hands behind his head. Blue smoke swirled around his face. His glare made my throat feel dry. I cleared it and told him I'd written a story.

Baba nodded and gave a thin smile that conveyed little more than feigned\* interest. "Well, that's very good, isn't it?" he said.

Rahim Khan held out his hand and favored me with a smile that had nothing feigned about it. "May I have it? I would very much like to read it."

An hour later, as the evening sky dimmed, the two of them drove off in Baba's car to attend a party. On his way out, Rahim Khan squatted before me and handed me my story and another folded piece of paper. He flashed a smile and winked. "For you. Read it later."

Later that night, curled up in bed, I read Rahim Khan's note over and over. It read like this:

Amir,

I enjoyed your story very much. God has granted you a special talent. It is now your duty to hone\* that talent, because a person who wastes his God-given talents is a donkey. You have written your story with sound grammar and interesting style. But the most impressive thing about your story is that it has irony. You may not even know what that word means. But you will someday. It is something that some writers reach for their entire careers and never attain. You have achieved it with your first story.

My door is and always will be open to you. I shall hear any story you have to tell. Bravo.

Your friend,

Rahim

Buoyed\* by Rahim Khan's note, I grabbed the story and hurried downstairs to the foyer where Ali and Hassan were sleeping on a mattress. I shook Hassan awake and asked him if he wanted to hear a story.

He rubbed his sleepy eyes and stretched. "Now? What time is it?"

"Never mind the time. This story's special. I wrote it myself," I whispered, hoping not to wake Ali. Hassan's face brightened.

"Then I *have* to hear it," he said, already pulling the blanket off him.

I read it to him in the living room by the marble fireplace. Hassan was the perfect audience in many ways, totally absorbed in the tale, his face shifting with the changing tones in the story. When I read the last sentence, he made a muted clapping sound with his hands.

"Bravo!" He was beaming.



“You liked it?” I said, getting my second taste — and how sweet it was — of a positive review.

“Some day, you will be a great writer,” Hassan said. “And people all over the world will read your stories.”

“You exaggerate, Hassan,” I said, loving him for it.

“No. You will be great and famous,” he insisted. Then he paused, as if on the verge of adding something. He weighed his words and cleared his throat. “But will you permit me to ask a question about the story?” he said shyly.

“Of course.”

“Well . . .” he started, broke off.

“Tell me, Hassan,” I said. I smiled, though suddenly the insecure writer in me wasn’t so sure he wanted to hear it.

“Well,” he said, “if I may ask, why did the man kill his wife? In fact, why did he ever have to feel sad to shed tears? Couldn’t he have just smelled an onion?”

I was stunned. That particular point, so obvious it was utterly stupid, hadn’t even occurred to me. I moved my lips soundlessly. It appeared that on the same night I had learned about one of writing’s objectives, irony, I would also be introduced to one of its pitfalls\*: the Plot Hole.

Notes:

feigned\*: 見せかけの, 偽りの

hone\*: 磨きをかける

buoyed\*: 興奮して, 高揚して

pitfall\*: 落とし穴

問 1. 下線部(1)を日本語に訳しなさい。

問 2. 下線部(2)の“irony”とは、本文の内容ではどのようなことを指しているか。(ア)~(エ)から最も適切なものを1つ選び、その記号を解答欄に書きなさい。

- (ア) Amir には才能があるのにじゅうぶんに生かされていないこと。
- (イ) 文法も文体もすぐれているが、Amir の書いた作品の内容とはそぐわないこと。
- (ウ) Amir はまだ気づいていないが、Amir の物語の筋の展開には大きな落とし穴があること。
- (エ) Amir の作品の主人公が、求めていたのとは正反対の結果を招いてしまうこと。

問 3. 下線部(3)に関して、Hassan はどのような点で“perfect audience”だと描写されているか、本文に即して日本語で述べなさい。

問 4. 下線部(4)の“That particular point”とは何か、本文に即して日本語で述べなさい。

[ 3 ] Read the following passage and answer the questions below. (47 点)

1 What's going on in a child's brain when parents read them a story? A newly published study gives some insight into what may be happening inside young children's brains in three different situations. Lead author <sup>(1)</sup> Dr. John Hutton says there are some kinds of storytelling that may be "too cold" for children, while others are "too hot." And of course, some are "just right\*."

2 For the study, 27 children around age 4 went into an fMRI\* machine. They were presented with stories in three conditions: audio only; the illustrated pages of a storybook with an audio voiceover\*; and an animated cartoon. All three versions came from the web site of Canadian author Robert Munsch. While the children paid attention to the stories, the fMRI scanned for activation within certain brain networks and connectivity between the networks. "We went into it with an idea in mind of what brain networks were likely to be influenced by the story," Hutton explains. One was language. One was visual perception. The third is called visual imagery\*. The fourth was the default mode network, which includes regions of the brain that appear more active when someone is *not* actively concentrating on a designated mental task involving the outside world.

3 Here's what the researchers found: In the audio-only condition (too cold), language networks were activated, but there was less connectivity overall. There was more evidence the children were struggling to understand. In the animation condition (too hot), there was a lot of activity in the audio and visual perception networks, but not a lot of connectivity among the various brain networks. "The language network was working to keep up with the story," says Hutton. "Our interpretation was that the animation was doing all the work for the

child. They were expending the most energy just figuring out what it means.” The children’s comprehension of the story was the worst in this condition.<sup>(A)</sup>

4 The illustration condition was what Hutton called “just right.”<sup>(2)</sup> When children could see illustrations, language-network activity dropped a bit compared to the audio condition. Instead of only paying attention to the words, Hutton says, having the pictures as clues supported the children’s understanding of the story. “With animation, the story information is given to the child all at once, so they don’t have to do any of the work.” Most importantly, in the illustrated book condition, researchers saw increased connectivity between and among all the networks they were looking at: visual perception, imagery, default mode, and language.

5 “For 3 to 5-year-olds, the imagery and default mode networks mature late, and take practice to integrate with the rest of the brain,” Hutton explains. “With animation you may be missing an opportunity to develop them.” When we read to our children, they are doing more work than meets the eye. “It’s that muscle they’re developing bringing the images to life in their minds.” Hutton’s concern is that in the longer term, “kids who are exposed to too much animation are going to be at risk for developing not enough integration.”<sup>(B)</sup> Overwhelmed by the demands of processing language, without enough practice, they may also be less skilled at forming mental pictures based on what they read, much less reflecting on the content of a story. This is the stereotype of a “reluctant reader” whose brain is not well trained in getting the most out of a book.<sup>(3)</sup>

6

One interesting note is that, because of the constraints of an fMRI machine, which encloses and holds the body in position, the story-with-illustrations condition wasn't actually as good as reading on Mom or Dad's lap. The emotional bonding and physical closeness, Hutton says, were missing. In an ideal world, you would always be there to read to your child. The results of this small, preliminary study also suggest that, when parents do turn to electronic devices for young children, they should move toward the most stripped-down version of a narrated, illustrated e-book, as opposed to either audio-only or animation.

Notes:

too cold, too hot, just right\*:

In this passage about reading a story to children, "too cold" and "too hot" indicate some difficulties in understanding or processing it, but "just right" indicates the appropriateness of such storytelling.

fMRI\*: a method to measure and map the brain activity

voiceover\*: the spoken words that describe the story

visual imagery\*: an image created in a person's mind

- Q 1.** What are the "three different situations" in the underlined part (1) in paragraph 1? Select the three phrases that refer to them from paragraph 2, and write them down in English.

Q 2. In paragraph 2, what had the researchers assumed about brain networks before beginning this study? Write the letter (A, B, C, D) of your choice.

- A. The brain networks would likely be affected significantly by animation.
- B. The four brain networks would show similar results for the process of learning to read.
- C. The stories would influence the four different brain networks: language, visual perception, visual imagery, and the default mode in certain ways.
- D. The default mode network would help children concentrate on a designated task.

Q 3. Which of the following statements is not consistent with the research findings in paragraph 3? Write the letter (A, B, C, D) of your choice.

- A. In the audio-only condition, language networks were stimulated, but there was weak connectivity overall.
- B. In the audio-only condition, the children were having a hard time to understand the story.
- C. In the animation condition, the audio and visual perception networks were activated, but there was little connection between the networks.
- D. In the animation condition, the children could understand the story better than the other conditions.

- Q 4. In paragraph 4, the author says that the illustration condition is “just right” in the underlined part (2). Answer in Japanese why it is “just right.”
- Q 5. How is the “reluctant reader” in the underlined part (3) described in paragraph 5? Choose one statement and write the letter (A, B, C, D) of your choice.
- A. A reader who has sufficient opportunity to read.
- B. A reader who has read a lot only because they were required to do it.
- C. A reader who has a limited vocabulary and lacks concentration.
- D. A reader who has difficulty in reading a story deeply and developing mental images.
- Q 6. In paragraph 6, when parents read a story to their child with electronic devices, what is the best approach? Choose one statement and write the letter (A, B, C, D) of your choice.
- A. Use the newest software available.
- B. Use a simple illustrated type of story.
- C. Use audio-only type of story.
- D. Use animated story to stimulate better brain connections.
- Q 7. Choose the most appropriate word that matches the meaning of the underlined words or phrases (A)–(C). Write the correct word in the space provided.
- |                   |            |             |             |
|-------------------|------------|-------------|-------------|
| (A) comprehending | counting   | questioning | stimulating |
| (B) expected      | prohibited | revealed    | shown       |
| (C) condition     | conflict   | damage      | tie         |





[ 4 ] Read the following newspaper article and follow the instructions below. (36 点)

According to the Kanagawa Prefectural Police Station, a 20-year-old female university student caused a traffic death. The student was riding on a power-assisted bicycle when the accident happened. She moved off from an intersection and started riding on the sidewalk. At that moment, a 77-year-old lady was walking on the sidewalk and moved toward the bicyclist. The student hit the lady. The collision caused the lady to fall and strike her head. She was transported to hospital, but died of her injuries two days later.

At the time of the incident, the student was apparently holding a smartphone in her left hand and a drink in her right while steering the power-assisted bike. Moreover, she had an earphone in her left ear. Therefore, police arrested the student for breaking the new law and riding recklessly. Police are investigating whether the student noticed that the old lady was walking toward her. They suspect that she was not paying sufficient attention because she was operating her smartphone right up until the collision. Her court appearance date has not been decided yet.

**Instructions:** Write two well-developed paragraphs in English. In the first paragraph, summarize the main points of the newspaper article above in approximately 100 words. Use different vocabulary and sentence structure from the original passage as much as possible. In the second paragraph, write your opinion about what should be done to reduce accidents like this in approximately 50 words.



〔5〕 次の文章の下線部(1)、(2)を英語に訳しなさい。(30点)

現在の地球上の総人口は約 60 億くらいですが、そのうち英語を母語とする人口は 3 ～ 4 億にすぎず、何とか通じる人口を合わせても約 10 億くらいとされています。地球上の圧倒的多数の人々は、英語とは関係のない暮らしをおくっている<sup>(1)</sup>のです。とすれば、インターネットを本当に地球上の人々をつなぐ通信インフラにするためには、多言語情報処理環境はぜひ必要なものなのです。(中略)

ここで「インターネット多言語主義」について、大切な点を補足しておきましょう。これは「日本人(／中国人／フランス人など)なら地球上どこでもインターネットで日本語(／中国語／フランス語など)を使えるべきだ」ということだけではありません。インターネット上で単に各国の「国語」を通用させればよいという、国民国家を絶対視する思考とは違うのです。もちろん、インターネット上で母語を扱えることは大事ですが、それ<sup>(2)</sup>だけでなく、「多様な言語を使う多様な人々との共存」という点が肝心なのです。