

鹿児島大学

医学部 歯学部

前期

# 英 語

〔法文学部・教育学部・医学部・歯学部〕

## 注 意 事 項

1. 「解答始め」の合図があるまでこの冊子は開かないこと。
2. この冊子は11ページである。
3. 「解答始め」の合図があったら、まず、黒板に掲示又は板書してある問題冊子ページ数・解答用紙枚数・下書き用紙枚数が、自分に配付された数と合っているか確認し、もし数が合わない場合は手を高く挙げ申し出ること。次に、解答用紙をミシン目に沿って落ち着いて丁寧に別々に切り離し、学部名・受験番号・氏名を必ずすべての解答用紙の指定された箇所に記入してから、解答を始めること。
4. 解答は、必ず解答用紙の指定された箇所に記入すること。

1

次の英文を読み、設問に答えなさい。

In my research, I have compared the ways in which we read in print and onscreen. Between 2013 and 2015, I gathered data from 429 university students drawn from five countries (the U.S., Japan, Germany, Slovenia and India). The students in my study reported that print was aesthetically more enjoyable, saying things such as “I like the smell of paper” or that reading in print is “real reading.” What’s more, print gave them a sense of where they  
<sup>(1)</sup>were in the book — they could “see” and “feel” where they were in the text.

Print was also judged to be easier on the eyes and less likely to encourage multitasking. Almost half the participants complained about eyestrain from reading digitally (“my eyes burn”), and 67 percent indicated they were likely to multitask while reading digitally (compared with 41 percent when reading print). At the same time, respondents praised digital reading on a number of counts, including the ability to read in the dark, ease of finding material (“plenty of quick information”), saving paper and even the fact they could multitask while reading.

But the bigger question is whether students are learning as much when they read onscreen. A number of researchers have sought to measure learning by asking people to read a passage of text, either in print or on a digital device, and then testing for comprehension. Most studies have found that participants scored about the same when reading in each medium, though a few have indicated that students performed better on tests when they read in print. The problem, however, with learning-measurement studies is that their notion of “learning” has tended to be simplistic. Reading passages and answering questions afterwards may be a familiar tool in standardized testing, but tells us little about any deeper level of understanding. Some researchers are beginning to pose more nuanced questions, including one scholar who has  
<sup>(2)</sup>considered what happens when people read a story in print or on a digital

device and are then asked to reconstruct the plot sequence. The answer: Print yielded better results.

Another aspect of learning is to see how outcomes differ when students are doing their reading in less prescriptive experimental conditions. One study let students choose how much time to spend when reading on each platform. The researchers found that participants devoted less time to reading the passage onscreen — and performed less well on the subsequent comprehension test. This finding is hardly surprising, given the tendency so many of us have to skim and search when going online, rather than reading slowly and ( A ). In my study, one student commented, “It takes more time to read the same number of pages in print comparing to digital.” Another complained, “It takes me longer because I read more carefully.”

At the same time, we cannot ignore other factors impacting students’ decisions about what reading platform to choose for school work. Convenience is one big consideration: More than 40 percent of participants in my study mentioned convenience (including easy access to materials) as what they liked most about reading onscreen. Money is another variable. Students were highly conscious about differential prices for print and digital versions of reading materials, with cost often driving choice. As one student put it, “Cost rules everything around me.” Many students revealed a mismatch between<sup>(3)</sup> finances and learning. When queried about which reading platform they would choose if cost were the same, 87 percent said “print” for academic work.

(Partially excerpted from “Do students lose depth in digital reading?” by Naomi Baron <<http://theconversation.com/do-students-lose-depth-in-digital-reading-61897>> posted on July 20, 2016)

- (注) aesthetically : 審美的に, 美学的見地からすると  
multitasking : 複数の作業を同時におこなうこと  
respondents : 回答者  
on a number of counts : 多くの理由で  
pose : (問題・質問などを)提出する      prescriptive : 指示を与える  
platform : コンピュータ利用の基盤となるソフトまたはハードの環境  
skim : ざっと読む, 飛ばし読みする      variable : 変数, 不確定要素  
queried : query (質問する)の過去分詞

## 設 問

- (1) 下線部(1)を, where they were in the book の意味を前後の文脈から明確にして, 日本語になおしなさい。
- (2) 下線部(2)の more nuanced questions (より微妙な違いがわかる質問)の一例として挙げられている質問はどういった質問か, 日本語で答えなさい。
- (3) 第3段落と第4段落の内容の要約として最もふさわしいものを, 以下の選択肢から選んで記号で答えなさい。
- (ア) Measuring learning
  - (イ) Critical thinking and reading
  - (ウ) Adapting to digital learning
  - (エ) Digital is convenient and cheaper
- (4) 前後の文脈から判断して, 空欄( A )に入る最も適切な単語を, 文中から抜き出して答えなさい。
- (5) 下線部(3)の mismatch between finances and learning はどういう点で mismatch なのか, 日本語で簡潔に答えなさい。

(6) 電子書籍の利点として、本文で述べられていないものを、以下の選択肢から選んで記号で答えなさい。

- (ア) 価格が安い
- (イ) 手軽に入手しやすい
- (ウ) 文字の大きさが変えられる
- (エ) 暗い場所でも読むことができる

2

次の英文は、音楽大学の卒業式で行われたスピーチの一部です。読んで、設問に答えなさい。

Paradoxically, I'm coming to believe in the importance of silence in music, the power of silence after a phrase of music. For example, the dramatic silence after the first four notes of Beethoven's Fifth Symphony, or the space between the notes of a Miles Davis solo. There is something very specific about a rest in music. You take your foot off the pedal and pay attention. I'm wondering whether, as musicians, the most important thing we do is merely to provide a frame for silence. I'm wondering if silence itself is perhaps the mystery at the heart of music? And is silence the most perfect music of all?

Songwriting is the only form of meditation that I know. And it is only in silence that the gifts of melody and metaphor are offered. To people in the modern world, true silence is something we rarely experience. It is almost as if we conspire to avoid it. Three minutes of silence seems like a very long time. It forces us to pay attention to ideas and emotions that we rarely make any time for. There are some people who find this awkward, or even ( A ).

Silence is disturbing. It is disturbing because it is the wavelength of the soul. If we leave no space in our music — and I'm as guilty as anyone else in this regard — then we rob the sound we make of a defining context. It is often music born from anxiety to create more anxiety. It's as if we're afraid of leaving space. Great music's as much about the space between the notes as it is about the notes themselves. A bar's rest is as important and significant as the bar of demi-, semiquavers that precedes it. What I'm trying to say here is that if ever I'm asked if I'm religious, I always reply, "Yes, I'm a devout musician." Music puts me in touch with something beyond the intellect, something otherworldly, something sacred.

It's very hard to talk about music in words. Words are superfluous to the abstract power of music. We can fashion words into poetry so that they are

understood the way music is understood, but they only aspire to the condition where music already exists.

Music is probably the oldest religious rite. Our ancestors used melody and rhythm to co-opt the spirit world to their purposes — to try and make sense of the universe. The first priests were probably musicians, the first prayers probably ( B ).

So what I'm getting round to saying is that as musicians, whether we're successful, playing to thousands of people every night, or not so successful, playing in bars or small clubs, or not successful at all, just playing alone in your apartment to the cat, we are doing something that can heal souls, that can mend us when our spirits are broken.

(Partially excerpted and adapted from the commencement address by Sting, Berklee College of Music, Boston, USA, May 15, 1994 in *Mainichi Weekly*, February 4, 2006)

- (注) paradoxically : 逆説的なことに      phrase : 旋律      note : 音符  
Beethoven's Fifth Symphony : ベートーヴェン交響曲第5番  
Miles Davis : 米国のジャズ奏者・作曲家  
meditation : 黙想, 静思      metaphor : 比喩的表現, 象徴するもの  
conspire : 共謀する      wavelength : 波長, 感じ方  
bar : 《楽》小節, (楽譜の小節を分かつ)縦線  
demi-, semiquaver : 16分音符      devout : 信心深い  
superfluous : 余分な      fashion : 形づくる      rite : 儀式  
co-opt : 取り込む

設 問

- (1) 第1段落で、話者は音楽において最も大切なものは何だと言っていますか。  
英語1語で答えなさい。
- (2) 前後の文脈から判断して、空欄( A )に入れるのに最も適切な単語を、以下の選択肢から選んで記号で答えなさい。  
(ア) healing (イ) frightening  
(ウ) peaceful (エ) abstract
- (3) 第3段落において、話者が自分にとって音楽は宗教的であると言っていますが、その理由は何ですか。理由を述べている一文の最初と最後の単語を抜き出さなさい。
- (4) 前後の文脈から判断して、空欄( B )に入れるのに最も適切な単語を、以下の選択肢から選んで記号で答えなさい。  
(ア) words (イ) dances  
(ウ) songs (エ) acts
- (5) 最後の段落で、話者は音楽の効用は何だと言っていますか。日本語で簡潔に答えなさい。



試験問題は次に続く。

3

次の各文の( )に入る最も適切な語句を一つ選び、記号で答えなさい。

(1) A: Did you see Jane recently?

B: I met her yesterday. In fact, I had met her two days ( ), too.

- (ア) ago (イ) before  
(ウ) past (エ) after

(2) A: Some people leave their cars with the engines ( ) when they go shopping.

B: I never do such a thing.

- (ア) run (イ) to run  
(ウ) ran (エ) running

(3) A: I strongly recommended that he ( ) smoking.

B: But he ignored your advice and developed lung cancer.

- (ア) stop (イ) stops  
(ウ) stopped (エ) would stop

(4) A: Look at the cute dog ( ) under the table.

B: That's my grandmother's pet dog.

- (ア) lay (イ) lain  
(ウ) lying (エ) laying

(5) The last person ( ) the office will have to turn out all the lights.

- (ア) to be left (イ) to leave  
(ウ) who leave (エ) for leaving

(6) On the top of a hill stood a country house, the roof (        ) was brightly painted.

(ア) of whom

(イ) of which

(ウ) whose

(エ) what

(7) Kenji took a job interview at a company, but the company wanted a computer programmer, (        ) he was not. So he was not hired.

(ア) who

(イ) whom

(ウ) which

(エ) what

(8) My father's bad health was (        ) that he has fully recovered.

(ア) worrying, but I am relieved

(イ) worried, but I am relieved

(ウ) worrying, but I am relieving

(エ) worried, but I am relieving

(9) (        ) no objection, they decided to employ him as a consultant of our company.

(ア) There being

(イ) There were

(ウ) It being

(エ) To be

(10) Nowadays letters written (        ) pen are very rare.

(ア) with

(イ) in

(ウ) on

(エ) of

4

次の会話文中の下線部(1)~(4)の日本語を英語になおしなさい。

A: Many people are using smartphones these days. Do you think it's a good thing?

B: Yes, I do. スマートフォンがあれば、いろいろな娯楽を楽しめるし、家族や友人とも連絡がとりやすくなるからね。<sup>(1)</sup> However, there are a few problems.

A: Really? Like what?

B: 第一に、おとなやティーンエイジャーたちは、スマートフォンの画面をながめて多くの時間を費やしている。<sup>(2)</sup> It's bad for eyesight. Secondly, scientists now say that repetitive smartphone use can negatively affect our wrist and thumb!

A: I never thought about that. 運転中にスマートフォンを使うことが原因で、交通事故が増えているという新聞記事を、最近読んだよ。<sup>(3)</sup>

B: It is remarkable! 結局、スマートフォンは、良い影響と悪い影響の両方を私たちの生活に及ぼしていると思うよ。<sup>(4)</sup>

5

Write your answer in English to the following question in 80 to 100 words.

Japan is experiencing the problem of depopulation. Provide two ideas that can help Japan prepare for the challenges of a decreasing and aging population.