

令和2年度 入学試験問題

外 国 語

英 語

2月25日(火) 10:00—11:45

(全学部共通)

注 意 事 項

1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、16ページである。
3. 問題冊子とは別に答案紙が7枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の2箇所に受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了後、退室の許可があるまでは、退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。



I 次の英文を読み、下記の設問に答えなさい。

The Internet and the smartphone have fundamentally changed the way people interact with each other. As with the arrival of previous technologies such as the television or the telephone, the effect of digital technologies on social connections has been the subject of significant debate.

Two competing hypotheses exist to describe the effect of the Internet on human interactions. On the one hand, some researchers have argued that the Internet displaces social interactions from the real to the virtual world (Hypothesis 1). An early study in the United States used a longitudinal sample of first-time computer users to show that the use of Internet crowded out family time and offline social interactions. A more recent study also showed that mobile devices have removed pretexts for offline encounters: where people used to meet ア person for sharing photos, planning events or gossiping, such functions are now moved to the virtual world.

The competing hypothesis is that the Internet reinforces offline relationships and that computer-mediated communication increases offline contact (Hypothesis 2). By increasing the overall volume of communication, online communication also facilitates face-to-face interactions. In this sense, the rise of the Internet has commonalities with the arrival of the telephone, which greatly enhanced social connections. Various studies have supported this conclusion. A study of 1,210 Dutch adolescents found that those who spent more time using instant messengers also spend more time in face-to-face interactions. (A. Also, B. However, C. Consequently, D. Generally), a positive effect of ^(あ) social network use on face-to-face interactions was found in a longitudinal study using a nationally representative sample of the German population.

One way through which the Internet may enhance bridging social capital is through the formation of online communities. By connecting people with a shared interest, regardless of demographic characteristics or geographic location, the

Internet allows forging of new bonds and creating new groups of association. This pattern, while destructing previously existing social networks, allows for the formation of new circles of individuals sharing various commonalities. (A. On the other hand, B. For example, C. As a result, D. Moreover),
(v) online weight-loss support groups allow individuals to encourage each other in achieving a shared goal. Such networks may complement real-life networks.

The opportunity to create bridging social capital extends to new face-to-face encounters between individuals. The Internet emulates the ⁽¹⁾“strangers on the train” phenomenon, where the transient nature of the environment allows individuals who do not know each other to feel more comfortable in engaging in conversation. This does not mean that these encounters are only online. According to data from the US “How Couples Meet and Stay Together Survey”, the Internet is displacing traditional venues for meeting partners, such as the neighbourhood, the friends-circle and the workplace. People with Internet access in the United States were found to be more likely to have a romantic partner than people without Internet access, suggesting that more people may meet a partner thanks to new ways of finding someone online.

Although there are mixed research results, substantial evidence supports the idea that online social contact does complement offline interactions, especially when considering the active use of social networks. To illustrate, in European countries, data from the European Quality of Life Survey highlight a moderately strong cross-country correlation between frequent Internet use and people’s satisfaction 1 their social life. When distinguishing between daily and weekly users, the benefits of Internet use are greater for daily users than for weekly users. The benefits of the Internet for social connections are most likely the result of online social activity.

One area that should be highlighted as to the benefits of the Internet is in the potential decrease in loneliness among older adults who use digital technologies. Social isolation is a major and growing problem for the elderly,
(2)

as a result of higher life expectancy in old age, lower number of offspring, and changes in their patterns of living. Feelings of loneliness have detrimental effects on the elderly's health outcomes. To face this problem, a growing body of evidence points to the beneficial role that the Internet and online social networks can play to overcome loneliness among the elderly.

Despite various positive influences of the Internet described above, it also provides a space for negative social interactions given the comparatively lower barrier to participation ウ is the case for real life interactions. Because of the Internet's anonymous or detached nature, [か]. Online harassment, discrimination against some population groups, or even criminal offences can be facilitated by social media platforms and may be as harmful エ offline, if not more. Such negative effects are observed in the behaviour of bullying among children.

Bullying can have detrimental consequences for children's mental health and subjective well-being and can, in extreme cases, lead to suicide. [き] because the reach of humiliation is expanded to a large audience online, and because words and images can remain online indefinitely. The link オ cyberbullying and mental health problems has been extensively documented.

[く]. Most surveys rely on self-reported information, which face inherent problems as victims may not be willing or able to report. According to the Health Behaviour in School-Aged Children survey, on average, 9% of 15-year-olds reports having experienced cyberbullying at least once in their life, with girls reporting victimisation more often than boys in many countries.

【出典：OECD (2019), "How's Life in the Digital Age?: Opportunities and Risks of the Digital Transformation for People's Well-being", OECD Publishing. 出題の都合上、原文の一部に変更を加えている。】

設 問

1.

ア

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 に入るもっとも適切な単語を選び、記号で答えなさい。各記号は1回のみ使用すること。
- A. as B. at C. between D. in
E. of F. on G. than H. with
2. (あ)、(い)の括弧内からもっとも適切な語句を選び、記号で答えなさい。
3. 下線部(1)の“strangers on the train”という現象を40字以内の日本語で説明しなさい。数字や記号を記入する場合は、ひとつにつき1マスを使用すること。
4. 下線部(2)の英文を日本語に訳しなさい。
5. [か] ~ [く] のそれぞれに入るもっとも適切な英文はどれか、以下から選び、記号で答えなさい。ただし、次の英文では、大文字であるべきところも小文字で示している。
- (A) cyberbullying can be more harmful than traditional forms of bullying
(B) cyberbullying is expected to increase in the future
(C) measuring the prevalence of cyberbullying is difficult
(D) cyberbullying should be punished
(E) people may engage in negative social behaviour more easily than in real life
6. Hypothesis 1 と Hypothesis 2 のどちらを支持するか、いずれかの立場から自分の意見を英語 40 語以内でまとめなさい。解答欄の末尾に単語数を記入すること。

II 次の英文を読み、下記の設問に答えなさい。

(*の付いた単語は注を参照すること)

To get a sense of how completely revolutionary have been the changes of the last two hundred years or so, it helps to have a long view of demography. When in 47 BC Julius Caesar (1) appointed perpetual dictator of the Roman Republic his domain stretched from what (2) now called Spain to modern Greece, as far north as Normandy in France, and much of the rest of the Mediterranean, a region that today contains over thirty countries. The population of these vast lands comprised around 50 million people, which was about 20% of a world population of approximately 250 million. More than eighteen centuries later, when Queen Victoria ascended the British throne in 1837, the number of people living on earth (3) grown to something like 1,000 million, a fourfold increase. Yet less than two hundred years after Victoria's coronation, world population has increased a further seven times—nearly twice the growth in a tenth of the time. This latter multiplication is astonishingly rapid, and (4) had a transformative global impact.

Between 1840 and 1857 Queen Victoria gave birth to nine children, all of whom survived into adulthood. Britain's previous female monarch, Queen Anne, had died in 1714, aged forty-nine. She had eighteen pregnancies but her tragedy was that not a single child survived her. By 1930, just twenty-nine years after the death of Queen Victoria, another great British matriarch, the Queen Mother*, had produced only two children, Elizabeth (the present queen) and Margaret. These facts about three queens—Anne, Victoria and Elizabeth the Queen Mother—neatly represent the two trends that began in Britain between the eighteenth and twentieth centuries and which have subsequently spread across the world.

The first was a precipitous drop in infant mortality, with the death of a child becoming mercifully irregular rather than a common agony for parents.

The second, which followed, was a dramatic reduction in the average number of children born per woman. In Queen Anne's time, losing child after child was common. In mid-Victorian Britain, having a large brood was still the norm. Its complete survival into adulthood was unusual (in this, Victoria had luck as well as wealth in her favour) but would shortly become usual. By the interwar years of the twentieth century, the Queen Mother's expectation that both her daughters would survive into adulthood was quite normal, in Britain at least.

When Queen Victoria was born in 1819, only a small number of Europeans — around 30,000 — were living in Australia. The number of indigenous Australians at that time is uncertain, but estimates range from between 300,000 to 1 million. When Victoria died at the start of the twentieth century, there were fewer than 100,000, while Australians of European origin numbered nearly 4 million, more than a hundred times as many as eighty years earlier. This transformation in the size and composition of a continental population occurred in the space of a single lifetime. It changed Australia completely and forever, and would have a significant impact beyond Australia's shores, as the country came to play a major role in provisioning and manning British efforts in both world wars. A similar story can be told of Canada and New Zealand.

These startling facts — ^(v) the rapid but selective acceleration of population growth; plummeting infant mortality rates; falls in fertility; the nineteenth-century outpouring of European populations to lands beyond Europe — are all connected. They are born of the same profound social changes that accompanied the industrial revolution and have proved to be a formidable influence on the course of history, empowering some countries and communities at the expense of others, determining the fate of economies and empires, and laying the foundations of today's world.

【出典：Morland, P. (2019, January). *The Human Tide: How Population Shaped the Modern World*. John Murray Publishers. 出題の都合上、原文の一部に変更を加えている。】

注

the Queen Mother 皇太后

設問

1. (1)～(4)に入るもっとも適切な語を選択肢から選び、記号で答えなさい。各記号は1回のみ使用すること。
(A) are (B) be (C) been (D) being
(E) had (F) has (G) have (H) having
(I) is (J) was (K) were
2. 下線部(あ)の内容を40字以内の日本語で具体的に説明しなさい。数字や記号を記入する場合は、ひとつにつき1マスを使用すること。
3. 下線部(い)は、カナダとニュージーランドで何が起こったと示唆しているのか、日本語で答えなさい。
4. 下線部(う)を日本語に訳しなさい。
5. 本文の最後に続き得るもっとも適切なトピックを以下からひとつ選びなさい。
(A) information technology in the 20th century
(B) economic changes in the 1960s
(C) changes of government during the 19th century
(D) demographic changes after 1945
(E) population changes during the Roman Empire

6. 本文に照らして、以下から正しい文を2つ選び、記号で答えなさい。

- (A) About one fifth of the world population resided in the Roman Republic in 47 BC.
- (B) Elizabeth the Queen Mother had just one sister and no brother.
- (C) In Britain, infant mortality decreased sharply during the Victorian Age.
- (D) None of Queen Anne's children survived past the age of one.
- (E) The population of Australia decreased and then increased within the last 200 years.
- (F) The rapid growth of population in Britain was a cause of the industrial revolution.

III Yuta, a Japanese university student, is talking with his English professor, Karen, after class about his application to study abroad at a university in the United States. Read the text and answer the questions.

Yuta : Excuse me, professor, did you have a chance to read my application essays?

Karen : Yes! I'm glad you reminded me. Here, let me return your drafts. I can tell that you worked hard on your essays, but I suggested some (ア) changes, so I'm sorry to say that revising might take you a while.

Yuta : I was afraid of that! Did I make a lot of grammar mistakes?

Karen : No, your grammar was fine aside from a few (イ) errors that should be easy to correct. Actually, I think the main issue is the content.

Yuta : Oh, really? Did I choose boring topics?

Karen : (カ). Actually, I'm worried that the essays are too similar. You were supposed to write one essay about how you have prepared for the demands of studying abroad and the other about a time when you overcame a challenge, right?

Yuta : Yes, exactly.

Karen : Well, in your first essay, you wrote about how you studied intensely to (ク) your dream of going abroad and took TOEFL again and

again until you finally got the required score. In the second, you described how you worked hard to pass the university entrance exam.

Yuta : That's right. I'm sorry, but can I ask what the problem is? I thought these topics met the requirements well.

Karen : Of course, it's good to mention that you have scored well on tests in the past, but there is a risk that you might come across as one-dimensional to the people judging your essays. In my opinion, it would be better to describe a different type of experience in each essay and show multiple sides of your character.

Yuta : Now I see what you mean, but I'm not sure what else I can write about! I haven't experienced many struggles outside of school.

Karen : There must be something else we can come up with. Have you traveled abroad before?

Yuta : I went to Canada with my family when I was in junior high school, but I was too young and shy to approach local people. I just relied on my parents to get around, order food, and so on.

Karen : Okay, back to the drawing board. I remember that you mentioned you have a part-time job at a coffee shop during one of our previous classes. Can you think of any (工) experiences at work that show your abilities to solve problems or overcome difficulties?

Yuta : Hmmm. Sometimes I get annoyed with my boss, but that's not very

interesting. Oh, I just thought of a better idea!

Karen : Great, let's hear it!

Yuta : Last month, a foreign tourist came into the shop to ask for directions to a nearby museum. He couldn't speak any Japanese, so at first, I couldn't figure out where he was trying to go and how I could help him. I also felt embarrassed about speaking English with a foreign person, but I used gestures and basic expressions, and eventually we could understand each other. I couldn't believe how grateful he was when I showed him the way to the museum. Do you think I could write one of the essays about this experience instead?

Karen : Yes, (オ)! It not only shows that you are kind and patient but also demonstrates that you have used English successfully outside of the classroom. See, I knew there was more to you than high test scores!

Yuta : Okay, thank you very much professor. I will rewrite one of the essays right away.

Karen : That sounds great. Good luck!

Questions

1. What is the professor's main concern about Yuta's essay drafts?
 - (A) He chose uninteresting topics.
 - (B) He made some grammar mistakes.
 - (C) He wrote both essays about taking tests.
 - (D) He should have written about his previous trip to Canada.
 - (E) He did not address the required topics.

2. Based on the professor's comments, which TWO of the following can be inferred about how the American university selects study abroad students?
 - (A) They do not consider applicants' test scores to be very important.
 - (B) They take applicants' personalities and backgrounds into consideration.
 - (C) They prefer applicants who balance studying with part-time jobs.
 - (D) They prefer applicants who have experiences of traveling abroad.
 - (E) They view experiences with using English in non-academic settings positively.

3. Which sentence is closest in meaning to the underlined expression "back to the drawing board"?
 - (A) We should go back to your original topic and find a way to make it better.
 - (B) We should start over and try to think of another possible topic.
 - (C) We should think of more details about your trip to Canada.
 - (D) We should draw different conclusions about your trip to Canada.

4. Which statement about Yuta's experience working at the coffee shop is not true?
- (A) Yuta needed to speak to a tourist in English.
 - (B) Yuta was uncomfortable about speaking English to the tourist.
 - (C) Yuta feels the experience with the tourist is more interesting than his relationship with his boss.
 - (D) Yuta did not believe the tourist was grateful for his help.
5. Fill in each space (ア) to (オ) using the letter of the most appropriate word from the list below. Use each item only ONCE.
- (A) pursue
 - (B) unexpectedly
 - (C) challenging
 - (D) substantial
 - (E) trivial
 - (F) success
 - (G) absolutely
 - (H) amused
 - (I) routinely
6. Select the most appropriate expression to fill in the blank (か).
- (A) I wouldn't say that.
 - (B) I can't say for sure.
 - (C) That's what they say.
 - (D) I'm not sure what you're saying.

7. Which do you think is more important for a successful study abroad experience: language ability or a positive attitude? Please explain your response using between 25 and 40 English words. (Indicate the number of words you have written at the end of the composition.)

IV Read the following instructions carefully and write a paragraph in English.

The chart below, from 2013, displays the results of an international survey on the attitudes of young people. Describe one or more results that you observe. Compare the data from several different countries. Explain a possible reason for each result that you write about. Write approximately 80-100 words in English. (Indicate the number of words you have written at the end of the composition.)

Survey item	Agreement percentage by country						
	France	Germany	Japan	Korea	Sweden	The United Kingdom	The United States
1. I am satisfied with myself.	83%	81%	46%	71%	74%	83%	86%
2. I have hope for the future.	84%	82%	62%	86%	91%	90%	91%
3. I work ambitiously even when I am not sure I will succeed.	86%	80%	52%	71%	66%	80%	79%
4. I am not motivated to complete boring tasks.	44%	45%	77%	64%	56%	55%	49%
5. I want to be useful for my country.	45%	50%	54%	43%	53%	41%	42%

(Adapted from: "Japan Cabinet Office Special Report on the Consciousness of Young People", 2013)

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