令和４年度 入学試験問題

英語（前期）

試験時間	９０分
問題冊子	１～１６頁

注意事項

1. 指示があるまで問題冊子は開かないこと。
2. 問題冊子および解答用紙に落丁，乱丁，印刷の不鮮明な箇所があったら，手を挙げて監督者に知らせること。
3. 解答が終わっても，または試験を放棄する場合でも，試験終了までは退場できない。
4. スマートフォン等の電子機器類は電源を必ず切り，鞄の中にしまうこと。
5. 机上には，受験票と筆記用具（鉛筆，シャープペンシル，消しゴム）および時計（計時機能のみ）以外は置かないこと。（耳栓，コンパス，定規等は使用できない。）
6. 問題冊子および解答用紙に受験番号と氏名を記入すること。
7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
8. この問題冊子の余白は自由に用いてよい。
9. 質問，トイレ，体調不良等で用件のある場合は，無言のまま手を挙げて監督者の指示に従うこと。
10. 中途退室時は，問題冊子および解答用紙を裏返しにすること。
11. 受験中不正行為があった場合は，試験の一切を無効とし，試験終了時間まで別室で待機を命じる。
12. 試験終了後，解答用紙は裏返し，問題冊子は持ち帰ること。

受験番号		氏名	

［ Ⅰ ］ 以下の設問に答えよ。

> 解答用紙(マークシート)に記入すること。各問の末尾に示された，
> □内の数字に対応する欄に解答せよ。

問1 次の各単語は，それぞれ音節が「-」で区切られている。最も強く発音される部分が第2音節にあるものを，a～eからすべて選べ。 1

a. ex-cuse
b. ex-pert
c. in-ter-fere
d. mu-si-cian
e. per-cent-age

問2 a～eの単語のうち，第1アクセントが置かれる部分の母音が，ほかの4つと異なるものを1つ選べ。 2

a. circumstance
b. prefer
c. purchase
d. reference
e. reserve

問3 a～eのうち，comfortableの下線部と同じ発音をもち，しかもその部分に第1アクセントが置かれるものをすべて選べ。 3

a. orange
b. oven
c. stomach
d. upward
e. voluntary

問 4 次のそれぞれの意味をもつ単語をａ～ｅから 1 つずつ選べ。

(1) to mix with a liquid and become part of it [4]

(2) to make something known publicly [5]

a. disclose
b. disguise
c. dismiss
d. dispose
e. dissolve

問 5 次のそれぞれの意味をもつ単語をａ～ｅから 1 つずつ選べ。

(1) something that is thought to be true or likely [6]

(2) the act or process of supplying something [7]

a. precision
b. prescription
c. presumption
d. prosecution
e. provision

問 6 次のそれぞれの意味をもつ単語をａ～ｅから 1 つずつ選べ。

(1) exactly the same [8]

(2) intended to be kept secret [9]

a. authentic
b. confidential
c. identical
d. notorious
e. peculiar

問 7　次のそれぞれの意味をもつ単語を a ～ e から 1 つずつ選べ。

(1)　to gradually weaken or destroy something 10

(2)　to make something hard to see 11

a. blur
b. irritate
c. soak
d. terminate
e. undermine

問 8　次のそれぞれの意味をもつ単語を a ～ e から 1 つずつ選べ。

(1)　firm, final, and complete 12

(2)　quick, energetic, and active 13

a. ample
b. brisk
c. definitive
d. dreadful
e. tolerant

問 9 次の英文の下線部 (a) ～ (d) のいずれか一か所において，文法的な誤りを含む場合はその記号を選べ。誤りがない場合は，e を選べ。 14

Fossil fuels—including coal, oil, and natural gas—(a)have been powering economies for over 150 years, and (b)currently supply about 80 percent of the world's energy. Fossil fuels formed millions of years ago from the carbon-rich (c)remains of animals and plants, as they decomposed and (d)were compressed and heated underground.

a. have been powering
b. currently supply
c. remains of
d. were compressed
e. NO ERROR

問 10 次の英文の下線部 (a) ～ (d) のいずれか一か所において，文法的な誤りを含む場合はその記号を選べ。誤りがない場合は，e を選べ。 15

Coal (a)is primarily used to generate electricity and, in 2020, supplied 19 percent of U.S. (b)energy consume. Coal's share has been steadily decreasing as the costs of natural gas and renewable energy (c)have dropped, (d)making coal less competitive.

a. is primarily
b. energy consume
c. have dropped
d. making
e. NO ERROR

[II] 次の英文を読み，設問に答えよ。設問のうち，問 1～問 6 は解答用紙(記述用)に記入すること。その後の問 7～問 15 は解答用紙 (マークシート)に記入すること。

1. In 1879, a French ophthalmologist named Louis Émile Javal discovered that when people read, their eyes don't sweep across the words in a perfectly fluid way. Their visual focus advances in little jumps, pausing briefly at different points along each line. One of Javal's colleagues at the University of Paris soon made another discovery: that the pattern of pauses, or "eye fixations," can vary greatly depending on what's being read and who's doing the reading. In the wake of these discoveries, brain researchers began to use eye-tracking experiments to learn more about how we read and how our minds work. Such studies have also [1] valuable in providing further insights into the Net's effects on attention and cognition.

2. In 2006, Jakob Nielsen, a longtime consultant on the design of Web pages who has been studying online reading since the 1990s, [2] an eye-tracking study of Web users. He had 232 people wear a small camera that tracked their eye movements as they read pages of text and browsed other content. Nielsen found that hardly any of the participants read online text in a methodical, line-by-line way, as they'd typically read a page of text in a book. The vast majority skimmed the text quickly, their eyes skipping down the page in a pattern that resembled the letter *F*. They'd start by glancing all the way across the first two or three lines of text. Then their eyes would drop down a bit, and they'd scan about halfway across a few more lines. Finally, they'd let their eyes cursorily drift a little farther down the left-hand side of the page.

3. "F," wrote Nielsen, in summing up the findings for his clients, is "for *fast*. That's how users read your precious content. In a few seconds, their eyes move at amazing speeds across your website's words in a pattern that's very different from what you learned in school." As a complement to his eye-tracking study, Nielsen analyzed an extensive database on the behavior of Web users that had been compiled by a team of German researchers. They had monitored the computers of twenty-five people for an average of about a hundred days each, tracking the time the subjects spent looking at some fifty thousand Web pages. Parsing the data, Nielsen found that as the number of words on a page increases, the time a visitor spends looking at the page goes up, but only slightly. For every hundred additional words, the average viewer will spend just 4.4 more seconds perusing the page. Since even the most accomplished reader can read only about eighteen words in 4.4 seconds, Nielsen told his clients, "when you add verbiage to a page, you can assume that customers will read 18% of it." And that, he cautioned, is almost certainly an overstatement. It's unlikely that the people in the study were spending all their time reading; they were also probably glancing at pictures, videos, advertisements, and other types of content.

4. Nielsen's analysis backed up the conclusions of the German researchers themselves. They had reported that most Web pages are viewed for ten seconds or less. Fewer than one in ten page views extend beyond two minutes, and a significant portion of those seem to involve "unattended browser windows... left open in the background of the desktop." The researchers observed that "even new pages with plentiful information and many links are regularly viewed only for a brief period." The results, they said, "confirm that browsing is a rapidly interactive activity." The results also reinforce something that Nielsen wrote in 1997 after his first study of online reading. "How do users read on the web?" he asked then. His (1)succinct answer: "They don't."

5. Web sites routinely collect detailed data on visitor behavior, and those statistics underscore just how quickly we leap between pages when we're online. Over a period of two months in 2008, an Israeli company named ClickTale, which supplies software for analyzing how people use corporate Web pages, collected data on the behavior of a million visitors to sites maintained by its clients around the world. It found that in most countries people spend, on average, between nineteen and twenty-seven seconds looking at a page before moving on to the next one, including the time required for the page to load into their browser's window. German and Canadian surfers spend about twenty seconds on each page, U.S. and U.K. surfers spend about twenty-one seconds, Indians and Australians spend about twenty-four seconds, and the French spend about twenty-five seconds. On the Web, [A] leisurely browsing. We want to gather as much information as quickly as our eyes and fingers can move.

6. That's true even when it comes to academic research. As part of a five-year study that ended in early 2008, a group from University College London examined computer logs documenting the behavior of visitors to two popular research sites. Both sites provided users with access to journal articles, e-books, and other sources of written information. The scholars found that people using the sites exhibited a distinctive "form of skimming activity" in which they'd hop quickly from one source to another, rarely returning to any source they had already visited. They'd typically read, at most, one or two pages of an article or book before "bouncing out" to another site. "It is clear that users are not reading online in the traditional sense," the authors of the study reported; "indeed there are signs that new forms of 'reading' are [3] as users 'power browse' horizontally through titles, contents pages and abstracts going for quick wins. It almost seems that they go online to [4] reading in the traditional sense."

7. The switch from reading to power-browsing is happening very quickly. Already, reports Ziming Liu, a library science professor at San José State University, "the (2)advent of digital media and the growing collection of digital documents have had a profound impact on reading." In 2003, Liu surveyed 113 well-educated people—engineers, scientists, accountants, teachers, business managers, and graduate students, mainly between thirty

and forty-five years old—to gauge how their reading habits had changed over the preceding ten years. Nearly eighty-five percent of the people reported that they were spending more time reading electronic documents. When asked to characterize how their reading practices have changed, eighty-one percent said that they were spending more time "browsing and scanning," and eighty-two percent reported that they were doing more "non-linear reading." Only twenty-seven percent said that the time they devoted to "in-depth reading" was on the rise, while forty-five percent said it was declining. Just sixteen percent said they were giving more "sustained attention" to reading; fifty percent said they were giving it less "sustained attention."

8. The findings, said Liu, indicate that "the digital environment tends to encourage people to explore many topics extensively, but at a more (3)superficial level," and that "hyperlinks distract people from reading and thinking deeply." One of the participants in the study told Liu, "I find that my patience with reading long documents is decreasing. I want to skip ahead to the end of long articles." Another said, "I skim much more when reading html pages than I do with printed materials." It's quite clear, Liu concluded, that with the flood of digital text pouring through our computers and phones, "people are spending more time on reading" than they used to. But it's equally clear that it's a very different kind of reading.

9. There's nothing wrong with browsing and scanning, or even power-browsing and power-scanning. We've always skimmed newspapers more than we've read them, and we routinely run our eyes over books and magazines in order to get the gist of a piece of writing and decide whether it warrants more thorough reading. The ability to skim text is every bit as important as the ability to read deeply. What is different, and troubling, is that skimming is becoming our dominant mode of reading. Once a means to an end, a way to identify information for deeper study, scanning is becoming an end in itself—our preferred way of gathering and making sense of information of all sorts. What we're experiencing is, in a metaphorical sense, a reversal of the early trajectory of civilization: (4)we are evolving from being cultivators of personal knowledge to being hunters and gatherers in the electronic data forest.

10. There are compensations. Research shows that certain cognitive skills are strengthened, sometimes substantially, by our use of computers and the Net. These involve lower-level, or more primitive, mental functions such as hand-eye coordination, reflex response, and the processing of visual cues. One much-cited study of video gaming, published in *Nature* in 2003, revealed that after just ten days of playing action games on computers, a group of young people had significantly increased the speed with which they could shift their visual focus among different images and tasks. Veteran game players were also found to be able to identify more items in their visual field than novices could. The authors of the study concluded that "although video-game playing may seem to be

rather mindless, it is capable of radically altering visual attentional processing."

11. While experimental evidence is sparse, it seems only logical that Web searching and browsing would also strengthen brain functions related to certain kinds of fast-paced problem solving, particularly those involving the recognition of patterns in a welter of data. Through the repetitive evaluation of links, headlines, text snippets, and images, we should become more adept at quickly distinguishing among competing informational cues, analyzing their salient characteristics, and judging whether (5)they'll have practical benefit for whatever task we're engaged in or goal we're pursuing. One British study of the way women search for medical information online indicated that the speed with which they were able to assess the probable value of a Web page increased as they gained familiarity with the Net. It took an experienced browser only a few seconds to make an accurate judgment about whether a page was likely to have trustworthy information.

12. But it would be a serious mistake to look narrowly at the Net's benefits and conclude that the technology is making us more intelligent. Jordan Grafman, head of the cognitive neuroscience unit at the National Institute of Neurological Disorders and Stroke, explains that the constant shifting of our attention when we're online may make our brains more effective when it comes to multitasking, but improving our ability to multitask actually [5] our ability to think deeply and creatively. "Does optimizing for multitasking result in better functioning—that is, creativity, inventiveness, productiveness? The answer is, in more cases than not, no," says Grafman. "The more you multitask, the less deliberative you become; the less able to think and reason out a problem." You become, he argues, more likely to rely on conventional ideas and solutions rather than challenging them with original lines of thought.

13. In an article published in *Science* in early 2009, Patricia Greenfield, a prominent developmental psychologist, reviewed more than fifty studies of the effects of different types of media on people's intelligence and learning ability. She concluded that "every medium develops some cognitive skills at the expense of others." Our growing use of the Net and other screen-based technologies has led to the "widespread and sophisticated development of visual-spatial skills." We can, for example, rotate objects in our minds better than we used to be able to. But our "new strengths in visual-spatial intelligence" go hand in hand with a weakening of our capacities for the kind of "deep processing" that underpins "mindful knowledge acquisition, inductive analysis, critical thinking, imagination, and reflection." The Net is making us smarter, in other words, only if we [6] intelligence by the Net's own standards. If we take a broader and more traditional view of intelligence—if we think about the depth of our thought rather than just its speed —we have to come to a different and considerably darker conclusion.

次の問 1〜問 6 に答えよ。

答えは解答用紙(記述用)に記入すること。

問 1 [1]〜[6]に入れるのに最もふさわしい動詞を次の語群から選び，必要ならば適切な形に直して 1 語で書け。なお，同じものを 2 度以上用いてはならない。

avoid	conduct	define	demonstrate	derive	disturb
emerge	enhance	investigate	prove	reveal	seek

問 2 次の内容は，本文中のどの段落で述べられているか。該当する段落の番号を書き，その内容を日本語で述べよ。

the characteristics of skimming behavior found by monitoring people's eye movements

問 3 次の内容は，本文中のどの段落で述べられているか。該当する段落の番号を書き，その内容を日本語で述べよ。

the characteristics of skimming behavior seen in people visiting academic research sites

問 4 次の内容は，本文中のどの段落で述べられているか。該当する段落の番号を書き，その内容を日本語で述べよ。

the purpose of skimming in the traditional sense

問 5 下線部(4)の表現を通して著者は何を言おうとしているのか，日本語で説明せよ。

問 6　本文の内容に照らし，次の英文を完成させるのに適当でないものを(あ)～(お)から 1 つ選び，その記号を書け。さらにそのように判断した理由を，本文および選択肢の具体的な内容に照らして日本語で説明せよ。

It can be inferred from the research findings mentioned in the text that...

(あ)　no single medium is good for making people smarter in every way.
(い)　becoming better at multitasking likely allows people to solve problems more creatively.
(う)　Internet users spend somewhat more time on pages with more information.
(え)　browsing the Web is a rapid activity even for pages with substantial content.
(お)　experience with searching the Web helps users to evaluate information more efficiently.

次の問 7〜問 15 の設問に答えよ。

答えは解答用紙(マークシート)に記入すること。各問の末尾に示された，□内の数字に対応する欄に解答せよ。

問 7 Choose ALL of the statements that can be inferred about Javal from the text. 16

a. He found that people's eyes jump from point to point when they read.
b. He found that the pattern of eye movements depends on the reading material.
c. He was the first to use eye-tracking experiments to study how people read.
d. He worked at the University of Paris in the late 19th century.

問 8 Which one of the following is closest in meaning to the word *succinct*, marked (1) in Paragraph 4? 17

a. expressed with deep insight
b. said in a slightly rude manner
c. said without unnecessary words
d. spoken in haste

問 9 Which one of the following would best fill [A] in Paragraph 5? 18

a. nothing is better than
b. nothing stops us from
c. there is no harm in
d. there is no such thing as

問 10 Which one of the following best describes the main point of Paragraph 5? 19

a. French users spend more time reading Web pages than German users.
b. Internet users in many countries do not spend much time reading each page.
c. Most people around the world spend less than 19 seconds reading a Web site.
d. The data on Web user behavior are often collected by Web sites.

問 11 Which one of the following researchers discovered that people spend less time on concentrated reading than they used to? 20

a. Grafman
b. Greenfield
c. Liu
d. Nielsen

問 12 Which one of the following is closest in meaning to the word *advent*, marked (2) in Paragraph 7? 21

a. arrival
b. convenience
c. popularity
d. variety

問 13 Which one of the following is closest in meaning to the word *superficial*, marked (3) in Paragraph 8? 22

a. insignificant
b. intense
c. outstanding
d. personal

問 14 What does the word *they*, marked (5) in Paragraph 11, refer to? 23

a. competing informational cues
b. links, headlines, text snippets, and images
c. their salient characteristics
d. none of the above

問 15 Which one of the following best completes the sentence below? 24

In paragraph 10, the author of the text mentions the study about playing action games...

a. to illustrate that playing action video games is a mindless activity.
b. to give an example of how using computers can improve some brain functions.
c. to show the detrimental effects of playing games intensively on the human brain.
d. to show the similarities between users of Web pages and video game players.

[III] 下記の指示にしたがって英文を書け。解答用紙(記述用)に記入すること。

In your own words, explain the author's views about online reading as expressed in the text in [II]. Then, explain to what extent you agree with the author's views. Write your answer in academic style, in one or two paragraphs, using examples to support your opinion.

(下書き用紙)

使用著作物：

Adapted from an excerpt of a book by Nicholas Carr, *The Shallows*, W. W. Norton and Company, 2010.

Adapted from the article, *Fossil Fuels*, on the website of the Environmental and Energy Study Institute, https://www.eesi.org/topics/fossil-fuels/description, July 22, 2021 (accessed September, 2021).