

F 6 英 語

この冊子は、英語の問題で 1 ページより 13 ページまであります。

〔注 意〕

- (1) 試験開始の指示があるまで、この冊子を開いてはいけません。
- (2) 監督者から受験番号等記入の指示があったら、解答用紙に受験番号と氏名を記入してください。また、解答用マークシートに受験番号と氏名を記入し、さらに受験番号をマークしてください。
- (3) 解答は、所定の解答用紙に記入したもの及び解答用マークシートにマークしたものだけが採点されます。
- (4) 解答用マークシートについて
 - ① 解答用マークシートは、絶対に折り曲げてはいけません。
 - ② マークには黒鉛筆(HBまたはB)を使用してください。
指定の黒鉛筆以外でマークした場合、採点できないことがあります。
 - ③ 誤ってマークした場合は、消しゴムで丁寧に消し、消しくずを完全に取り除いたうえ、新たにマークしてください。
 - ④ 解答欄のマークは、横 1 行について 1 箇所に限ります。
2 箇所以上マークすると採点されません。
あいまいなマークは無効となるので、はっきりマークしてください。
 - ⑤ 解答用マークシートに記載されている解答上の注意事項を、必ず読んでから解答してください。
- (5) 試験開始の指示があったら、初めに問題冊子のページ数を確認してください。
ページの落丁・乱丁、印刷不鮮明等に気づいた場合は、手を挙げて監督者に知らせてください。
- (6) 問題冊子は、試験終了後、持ち帰ってください。

1

次の①～⑦の段落に分けられた英文を読み、あとの設問に答えなさい。なお、

*印のついた語句には本文末で注が与えられている。

(61点)

① A common complaint I hear from students is that they never seem to have enough time to finish all of their work. They vent* about how many hours they spend — late nights reviewing in the library, weekends sacrificed to paper writing — but no matter how hard they try, there always seems to be something else due. As Matthew, a straight-A* student, explains, it's easy for college students to become "stuck in a state of permanent catch-up."^(ア) Understandably, these students feel like they have reached their academic limit; they believe that unless they forgo sleep or any semblance* of a social life, there are simply not enough hours in the day to stay on top of all their schoolwork.^(イ)

② Let's start by getting one thing clear: This belief is (ウ). The problem here is not the amount of available hours, but rather how each hour is spent. I know this from firsthand experience. I spent time with some of the country's most accomplished students, and I can assure you that no matter how diligent you think you are, there is a Rhodes scholar* out there who fits in three times the amount of work and activities you do and probably still manages to party harder than you would ever dare.^(エ) I don't mean to imply that everyone should aim to become a drunken Rhodes scholar; rather, my point is that a surprising amount of work, relaxation, and socializing can be extracted from a single twelve-hour day. A lack of time, therefore, isn't enough to explain why so many students feel overwhelmed. So what does explain this phenomenon? The answer has much more to do with how we work than what we're trying to accomplish.^(A)

③ As humans, our minds have evolved to prefer short-term tasks. Therefore, when you walk into the library on a Sunday morning with the goal of finishing all of your homework and writing a paper, your brain isn't happy.

The idea of spending eight consecutive hours trapped in a study carrel* is dispiriting. Plus, it's hard to focus for that long, so pretty soon fatigue will set in, your concentration will wander, and every distraction will seem impossibly appealing. Before you know it, the day will be over and you'll realize that you haven't accomplished much productive work at all. The next day, new assignments will pile onto those you didn't finish on Sunday.

④ Jason, a straight-A student from the University of Pennsylvania, uses the term "pseudo-working" to describe this common approach to studying. The pseudo-worker looks and feels like someone who is working hard — he or she spends a long time in the library and is not afraid to push on late into the night — but, because of a lack of focus and concentration, doesn't actually accomplish much. 1) This bad habit is endemic* on most college campuses. 2) For example, at Dartmouth there was a section of the main library that was open twenty-four hours a day, and the students I used to see in there late at night huddled in groups, drinking coffee and griping* about their hardships, were definitely pseudo-working. 3) The roommate who looks through her chemistry notes on the couch while watching TV is pseudo-working. 4) The guy who brings three meals and a blanket to the study lounge in preparation for an all-day paper-writing marathon is also pseudo-working. 5) By placing themselves in distracting environments and insisting on working in long tedious stretches, these students are crippling* their brain's ability to think clearly and efficiently accomplish the task at hand. 6) By keeping two tasks separate most students end up working more effectively. 7) The result is fatigue headaches and lackluster* outcomes.

⑤ The bigger problem here is that most students don't even realize that they're pseudo-working. To them pseudo-work is work — it's how they've always done it, and it's how all of their friends do it. It never occurs to them that there might be a better way. Straight-A students, on the other hand, know all about pseudo-work. They fear it, and for good reason. It not only

wastes time, but it's also mentally draining*. There is just no way to be well-balanced, happy, and academically successful if you're regularly burning through your free hours in long, painful stretches of inefficient studying. The students I interviewed for this research emphasized again and again the importance of avoiding this trap. In fact, when asked what one skill was most important in becoming a non-grind* straight-A student, most of them cited the ability (ケ).

⑥ So how do these students achieve this goal? A big part of the solution is timing — they gain efficiency by compressing work into focused bursts. To understand the power of this approach, consider the following simple formula:

$$\text{work accomplished} = \text{time spent} \times \text{intensity of focus}$$

Pseudo-work features a very (ケ i) intensity of focus. Therefore, to accomplish something by pseudo-working, you need to spend (ケ ii) time. The straight-A approach, on the other hand, maximizes (ケ iii) in order to minimize (ケ iv).

⑦ With this formula in mind, you can begin to understand why many straight-A students actually study *less* than their classmates: They replace long, low-intensity stretches of work with a small number of short, high-intensity sessions. Of course, this is not the whole story behind their success; what straight-A students actually do in these short bursts is also crucial — *technique* is just as important as *timing*. But learning how to follow an efficient schedule, and banishing pseudo-work from your college experience for good, is a crucial first step toward your academic overhaul*.

注：vent (怒りを)吐き出す；straight-A 成績優秀な；semblance 体裁；
 a Rhodes scholar ローズ奨学生；carrel 個人用閲覧席；endemic はびこる；
 gripe 不平を言う；crippling そこなう；lackluster さえない；
 draining ぐったりさせる；non-grind ガリ勉をしない；
 overhaul 徹底的見直し

- (1) 本文中で使われている次の各単語の名詞形を解答用紙に記しなさい。ただし
 ～er, ～ing 形は除く。

(ア) emphasize

(イ) explain

- (2) 下線部(A)を日本語に訳し，解答用紙に記しなさい。

- (3) 本文中で用いられた次の各単語のもっとも強く発音する母音と，下線部の発
 音が同じ語を，右の1～4から1つずつ選び，その番号を解答用マークシート
 にマークしなさい。

(あ) fatigue	1	<u>ce</u> iling	2	de <u>er</u>	3	pa <u>ss</u> age	4	que <u>ue</u>
(い) homework	1	ap <u>pr</u> oach	2	f <u>ur</u> niture	3	h <u>on</u> or	4	sw <u>or</u> d
(う) interview	1	bi <u>rd</u>	2	f <u>ut</u> ure	3	pi <u>l</u> ot	4	ph <u>ys</u> ics
(え) replace	1	l <u>a</u> ck	2	pa <u>rt</u> y	3	ri <u>n</u> g	4	we <u>igh</u>
(お) roommate	1	bl <u>oo</u> d	2	l <u>e</u> tter	3	pa <u>in</u>	4	to <u>m</u> b

- (4) 本文中に以下のパラグラフを入れるとすれば、どの段落のうしろに入れるのがもっともよいか。その段落の番号を解答用マークシートにマークしなさい。

To accomplish this transformation, however, you will need to gain control over your lifestyle — and that's often no small task. For example, you will need to spread out the intense work sessions so that you have time in between to recharge. This requires basic time-management skills. You're also going to have to overcome your urge to put off doing things, because scheduling your work is meaningless if you don't actually work in the time you set aside. This requires self-motivation. Finally, to obtain the highest possible levels of intensity, you need to choose the right locations, times of day, and durations to study. If you aren't careful about how you select these three factors, you can unintentionally sabotage your ability to focus. This requires a smart planning strategy.

- (5) 下線部(ア)の意味にもっとも近いものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 come under constant pressure not to fall behind
- 2 fall into the habit of working too hard
- 3 feel compelled to continually overwork
- 4 find themselves in a long-term stressful situation

(6) 下線部(イ)の意味にもっとも近いものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 fall into
- 2 find it difficult to
- 3 go without
- 4 make much of

(7) 空所(ウ)を補う単語としてもっとも適切なものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- | | |
|-----------|------------|
| 1 correct | 2 false |
| 3 natural | 4 outdated |

(8) 下線部(エ)にもっとも近い意味・用法の party を含む文を次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 Party leaders met to discuss the serious financial deficit.
- 2 People used to bring their own food and drink and party through to the morning.
- 3 The matter should be decided among parties immediately interested.
- 4 They had a surprise party for their grandmother on her 88th birthday.

(9) 下線部(オ)の意味にもっとも近いものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 every attention will be paid to what looks appealing
- 2 every temptation will appear to be hard to resist
- 3 it will seem impossible to enjoy all forms of entertainment
- 4 one will always be tempted to appeal for instructions

(10) 下記の a)～d) のうち、下線部(カ)の内容に合致する場合は 1 を、合致しない場合には 2 を解答用マークシートにマークしなさい。

- a) a student who focuses on quantity of study hours rather than quality of learning
- b) a student who spends nearly all his or her time studying without getting anything done
- c) a student who studies in the library for hours while listening to music
- d) a student who uses every single hour of the day without wasting any time

(11) 本文の段落④の 1)～7) の各文の中には、不要な文が 1 つ挿入されている。その不要な文の番号を解答用マークシートにマークしなさい。

(12) 下線部(キ)の指示する内容としてもっとも適切なものを 1 つ選び、解答用マークシートにマークしなさい。

- 1 how all of their friends do it
- 2 pseudo-work
- 3 that there might be a better way
- 4 The bigger problem

(13) 空所(ク)を補うものとして、もっとも適切なものを次の 1～4 から 1 つ選び、その番号を解答用マークシートにマークしなさい。

- 1 to concentrate on one task for a certain long period of time
- 2 to find questions and follow a path of evidence to a corresponding conclusion
- 3 to get work done quickly and with a minimum of wasted effort
- 4 to master new areas of knowledge and have some fun in the process

- (14) 空所(ケ i)～(ケ iv)を補う 4つの語(句)の配列としてもっとも適切なものを次の 1～4 から 1つ選び, その番号を解答用マークシートにマークしなさい。

- 1 high / little / intensity / time
- 2 high / little / time / intensity
- 3 low / a lot of / time / intensity
- 4 low / a lot of / intensity / time

- (15) 次の 1～4 から, 本文の主旨にもっとも合致するものを 1つ選び, その番号を解答用マークシートにマークしなさい。

- 1 One of the important skills necessary for academic success is to manage your time well.
- 2 Spending as little time as possible on one particular thing is your first step toward a productive college life.
- 3 The importance of avoiding the strain of overwork cannot be stressed too much.
- 4 The key to your academic achievements is to achieve a balance between schoolwork and leisure.

2

次のラジオのトーク番組の会話を読んで、あとの設問に答えなさい。なお、
*印のついた語句には本文末で注が与えられている。 (39点)

Dan: Hello, I'm Dan.

Neil: And I'm Neil. We'll be discussing the rise of those little graphics we call emojis and emoticons.

Dan: You know, I think emojis are a vital tool for communication. And actually, they're not that new, either.

Neil: Oh really?

Dan: Well, that's the perfect opportunity to ask this question. When was the first emoticon used? Was it:

a) 1606 b) 1862 c) 1982

Neil: It must be 1982. (ア) c).

Dan: We'll find out if you're right or wrong later.

Neil: You know, I think we should clear one (イ): what's the difference between an emoticon and an emoji?

Dan: (イ). Emoticons came first. They're the images (エ) a keyboard — usually punctuation, letters and numbers. For example, a colon and a hyphen followed by the curved line of a close parenthesis is a ...

Neil: A smiley face. Something you use in way too many of your emails!

Dan: Well, thanks! Whereas an emoji is something completely different. It's an actual image. It could be a simple yellow smiley face; or something like a dancing lady; or even a bowl of noodles ...

Neil: Ah yes, all those little images we have in our phones. But you'll have to convince me — why do people use them so much?

Dan: (ウ) Professor Vyv Evans. He wrote a book called *The Emoji Code*:

(Evans): They enable us to express emotion and empathy in digital (A).

communication. Increasingly, what we're finding is that digital communication is taking over from certain aspects of face-to-face interaction. In the UK today, for example, adults spend 22 hours online (B) on average each week. (III) that they really do enable us to express our emotional selves much more effectively.

Neil: Ok, so he used a very useful word — empathy. (I), Dan.

Dan: Yes — adding an emoticon can show you understand and express emotion, and show empathy more clearly. In digital communication we lack the visual signals we have in face-to-face interaction, as he says.

Neil: We can also interact with things like machines, computers and social media.

Dan: Yes, Professor Evans says 60% of information when we're talking to each other comes from non-verbal cues.

Neil: (C) (オ). A cue is a signal that you need to do something.

Dan: For example, an actor goes on stage after their cue.

Neil: Here in the studio there are lots of other non-verbal signals about how we're feeling. For example, my facial expression, my body language, the look in my eyes, Dan.

Dan: There's a glint* of rage in there somewhere, Neil. (力) to digital communication. Imagine I sent you a text saying I hit my finger with a hammer — how would you respond?

Neil: (キ). Did you hurt yourself badly?

Dan: If I followed it with a sad face emoji, then ...?

Neil: Then I guess I'd know you hurt yourself. (ク).

Dan: But if I followed it with a laughing-face emoji?

Neil: Then I'd probably reply saying how stupid and clumsy you are!

Dan: Exactly — without adding the emoji — it's hard to know my emotional state. The emoji is the non-verbal cue, like my facial expression.

Neil: By the way, is there an emoji meaning clumsy? Someone who's clumsy

falls over a lot and drops things. Anyway, you were saying emoticons aren't as new as I think?

Dan: Yes, I asked when they were invented. Is it a)1606, b)1862 or c)1982?

Neil: I said 1982.

Dan: Well, in fact, a witty speech Abraham Lincoln reprinted in a newspaper as far back as 1862 included a semi colon with the curved line of a close parenthesis.

Neil: Like a winking face?

Dan: Exactly. Though people think this was sadly just a typographical error — or what we normally call a typo.

Neil: A typo!

Dan: The official birth of emoticons is usually given as 1982, when a US professor instructed his students to use smiley faces to indicate jokes in digital communication.

Neil: (ケ). Maybe I should start using them.

注: glint 瞬間的な現れ

- (1) 空所(ア)～(ケ)に入るもっとも適切なものを次の1～9から1つずつ選び、その番号を解答用マークシートにマークしなさい。ただし、同じものを2度以上使わないこと。

- 1 Good point
- 2 I'll go with
- 3 Ok, so let's apply this
- 4 Ok — tell me more
- 5 Poor you
- 6 Well, it depends
- 7 Well, let's listen to
- 8 Wow, so they're over 30 years old
- 9 Wow, that's a lot

- (2) 与えられた語(句)群から空所(I)～(III)を補うのもっともふさわしい英文を完成し、その番号を上から順に解答用マークシートにマークしなさい。ただし、同じものを2度以上使わないこと。文頭の語も小文字にしてある。

- (I)
- | | | |
|-------|----------|-----------|
| 1 any | 2 before | 3 further |
| 4 go | 5 thing | 6 up |
| 7 we | | |

- (II)
- | | | |
|--------|---------|----------|
| 1 keys | 2 made | 3 normal |
| 4 on | 5 using | |

- (III)
- | | | |
|---------------|---------------|-------|
| 1 are | 2 emojis | 3 is |
| 4 interesting | 5 of | 6 one |
| 7 so | 8 the reasons | |

(3) 下線部(A)～(E)の意味としてもっとも適切なものを次の1～5から1つずつ選び、解答用マークシートにマークしなさい。ただし、同じものを2度以上使わないこと。

- 1 a spelling mistake made when typing too fast or carelessly
- 2 physically awkward
- 3 the ability to show you understand someone else's feelings
- 4 the process of communicating with each other
- 5 without using spoken language

(4) 下線部(a)の答えとしてもっとも適切なものを次の1～3より選び、解答用マークシートにマークしなさい。

- 1 a) 1606 2 b) 1862 3 c) 1982

