

令和 3 年度

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英 語

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13 : 30 ~ 15 : 10

文学部英文学科  
一般選抜(中期日程)

注 意 事 項

1. 合図があるまでこの冊子を開いてはいけません。
2. 合図があったら受験番号を解答用紙の指定の欄に記入しなさい。
3. 問題は **I** から **V** までで、ページ数は全部で13ページです。落丁、乱丁、印刷不明、汚れの箇所があった場合は、すみやかに申し出てください。
4. 解答は必ず解答用紙の指定された解答欄に記入しなさい。
5. この冊子は持ち帰ってください。

I

次の文章を読んで、以下の設問に答えなさい。

Education in Japan, within the \*nexus of business, science and internationalization, is currently developing progressive initiatives.

● One such trend is to move university teaching out of brick-and-mortar classrooms and into the online sphere. This could be, in its more modest form, simply supplementary resources for the classroom experience that students can use to study while at home or commuting on the train, but potentially it could evolve into a more common form of long-distance learning as well. Staff members at elite Japanese universities are already developing full-scale online courses through a process of trial and error.

Jeffery Cross, a professor at Tokyo Institute of Technology and one of those at the forefront of this movement in Japan, says there are advantages in the shift to online courses. <sup>(1)</sup> “If a student can’t get to class, they have that material whenever they want. They can control the content. For example, you can play the videos at twice or half speed,” he explains. “We also have captions, so if their English listening comprehension isn’t that good they can read the text as well as listen to the spoken.”

(中略)

At present, only a minority of Japanese universities are involved in this shift to online teaching, but the number is expanding. <sup>(2)</sup> If a system of cross-credit online courses were to develop, it could ultimately allow students to benefit from top-of-the-field professors even when those instructors are based at universities other than their own.

(中略)

A more specific education technology company is Eigooo, which focuses on teaching the English language to Japanese students. The president of the company, Mizuki Nozue, explains that, for now, Eigooo's program is based on a mobile-phone application that matches up Japanese students to English teachers, who then engage together in a chat.

"The truth is that most Japanese study English on their phone, like when they are on the train, or somewhere else where they can't use their voices," Nozue says.

There is no verbal communication with the Eigooo app, only the text chats.<sup>(3)</sup> The objective is to build up the user's English fluency by having them ask questions and give responses in real time. Teachers interact with the students and send them electronic feedback to improve their accuracy.

All of Eigooo's English teachers are based outside of Japan; responding from many countries around the world, they are never in the same nation as their Eigooo students. The overall effect of the Eigooo system bears similarity to that of Tokyo Institute of Technology — collapsing physical distances by means of internet and mobile technologies, leaving institutions and individuals freer to accomplish other tasks wherever they may be, and to provide economic savings on travel, facilities and personnel.

Clearly, the possibilities of the new technologies are moving faster than the ability of the majority of the world to absorb and adapt. Japan is no exception in this regard, and the mainstream of its education system has barely begun to react. How most young people are being taught here is still more appropriate to a 20th-century industrial economy than to the developing<sup>(4)</sup> 21st-century information technology society.

Nevertheless, there are some pioneers who are indeed preparing students to be technologically aware, innovative and responsible global citizens. Seisen International School in Tokyo's Setagaya Ward is a particularly impressive example.

This school puts iPads in the hands of kindergarten students, and while teaching them about the four seasons it lets them do their coloring practices electronically. Use of such technology and the encouragement of teamwork and creativity blends seamlessly in small classes consisting of about half a dozen 5-year-olds. When the kindergarten students finish their assignments, they simply push a button to send their work to the teacher's screen for review.

"We're aiming to make possible a task that didn't previously exist," says David Towse, the information and communications technology integrator — the teacher — for the kindergarten students. "We really redefine and modify this task, which you just couldn't do with pencil and paper."

By the time these students are high school age, many of them will have become both proficient with technology and creative in their approaches to problems. They are clearly set to become leaders of the next generation.

Seisen International School's current high school students are also encouraged to research their own science projects by looking into the latest academic journals online before actually building some of the devices that they themselves conceive. One such student summed up the <sup>(5)</sup>trajectory of technology in education in her own words:

"I think that these days there's so much technology around us, that simple facts can be obtained everywhere. There are so many things that before only people could do, but now computers and phones and all these other devices can do them for us. One of the only things I think that humans can do better than these things is to innovate and to be creative."

出典 Adapted from Michael Penn, "Liberating Young Minds with Technology." *The Japan Times*. May 14, 2017.

注

\*nexus: a connection or network of connections between a number of people, things, or idea

\*trajectory: a course of development, such as that of a war or career

問 1 下線部(1)の内容を 60 字以内の日本語で説明しなさい。

問 2 下線部(2)のような傾向が 2020 年度は顕著に見られた。その状況を説明した以下の文の下線部を埋めるのに適切な英語を書きなさい。

To prevent the spread of \_\_\_\_\_, a majority of universities in Japan had no choice but to make a shift to online-teaching in 2020.

問 3 下線部(3)はどのようなアプリか、60 字以内の日本語で説明しなさい。

問 4 下線部(4)にふさわしいのはどのような人材か、本文中にある英語表現を抜き出して書きなさい。

問 5 下線部(5)の生徒が主張している内容を、60 字以内の日本語で説明しなさい。

II 次の文章を読んで、以下の設問に答えなさい。

No other species has a system of communication that's exactly like human language, but many basic properties of language can be found throughout the animal kingdom.

Scientists once thought animals could only express themselves in involuntary, emotional ways: a cry of pain, a grunt of satisfaction. Communicating intentionally about something other than one's own immediate state of mind — so-called referential communication — was ( 1 ) uniquely human.

This is certainly not the case. A coyote pup who “play bows” toward a sibling or a dog who drops a ball at your feet is demonstrating intent. One could also think of those gestures as referring to play.

Referential communication has been \*rigorously described in many species. Landmark studies involved monkeys whose alarm calls referred to different types of predators. As with so much research on animal intelligence, traits first observed in our closest relatives were soon ( 2 ) in other, less-related creatures.

The first birds demonstrated to use referential communication were domestic chickens whose calls alerted flock members to the location of food. Noisy miners, a bird species native to Australia, use alarms that — like the monkeys — distinguish between \*raptors approaching by air or land. Coral trout, who partner with moray eels to hunt, gesture with their heads to guide the eels toward prey hiding in deep rock crevasses.

Prairie dog communication is especially rich. Their high-pitched squeaks can ( 3 ) colony members not only of an approaching human but of the color of the \*intruder's shirt, whether they're tall or short, and the speed of their approach.

One especially important element of language is syntax, or the ability to

produce new meanings by ( 4 ) words in different order. (“Open the door” and “the open door” indicate two different things.) Syntax has been described in the calls of Japanese tits, small songbirds related to chickadees, and in Carolina chickadees as well.

These birds produce many fewer sounds than we do, but simple syntax helps make the most of what they have. And although more complex forms of grammar — such as embedding messages within other messages, as demonstrated in this sentence — are exceptionally ( 5 ) in human language, European starling calls also appear to contain nested grammatical forms.

Human languages are also characterized by turn-taking: the back-and-forth alternating patterns characteristic of conversation, hints of which can already be ( 6 ) in the babbling of infants who haven’t yet learned to talk. Scientists have studied turn-taking in no fewer than 360 bird species, most primates, \*cetaceans, bats, rodents, four kinds of insects, and frogs and toads.

Their turn-taking isn’t necessarily conversational. When male frogs alternate their ribbits, they’re not talking to each other so much as they’re ( 7 ) the wasted effort of trying to call over one another. Nevertheless, in that interaction the echoes of our own voices can be heard.

出典 Adapted from Keim, Brandon. Secrets of animal communication, *National Geographic*, 2019.

注

\*rigorously: very carefully

\*raptors: birds of prey, e.g. eagles or hawks

\*intruder: someone who goes into a place to steal something

\*cetaceans: animals such as whales and dolphins

問 上記の英文の( 1 )から( 7 )の空所に、次の英単語を、必要に応じて最も適当な形に変化させて1語で書き入れなさい。ただし、1語につき1回までの使用とする。

arrange

avoid

consider

describe

develop

expect

hear

inform

Ⅲ 次の文章を読んで、以下の設問に答えなさい。

How old was I when I smashed the <sup>①</sup> fair doll's face? I remember vividly the satisfaction of being wicked. The guilt that was half triumph.

Two dolls had arrived from England, a present from Irish Granny I suppose. One was <sup>②</sup> fair, one was dark. Both beautiful. But as soon as I saw the dark doll I wanted her as I had never wanted anything in my life before. While I was still gazing my little sister made a quick grab.

'Oh no,' I said. 'Oh no, I saw her first.'

But when I tried to take the doll away she yelled and my mother rushed to her rescue.

'You must let your little sister have it. You don't want to grow up a selfish girl whom nobody will love, do you?'

'I don't care.'

'Silly. You ought to be pleased she's so happy.'

'Now here's the <sup>③</sup> fair one. She's just as pretty. Even prettier. And look, her eyes open and shut.'

'I don't like her,' I said.

'Don't be silly. Don't be selfish.'

With the fair doll in my arms I walked away.

'Where are you going?'

'Into the garden.' I walked out of the sun, into the shadow of the big mango tree. I laid the fair doll down. Her eyes were shut. Then I searched for a big stone, brought it down with all my force on her face and heard the smashing sound with delight.

There was a great fuss about this. Why? Why had I done such a naughty, a really wicked thing? <sup>(1)</sup>

I didn't know. I was puzzled myself. Only I was sure that I must do it and for me it was right. My mother was so uneasy that she spoke to my

father about my extraordinary behaviour.

In his consulting-room I stood and looked at him. I'd asked my mother once, 'What colour are his eyes?'

'Your father has beautiful hazel eyes,' she'd answered.

Hazel. A new word. I must remember that.

And now what? What's going to happen?

'What am I going to do with you? It was a very stupid thing to do,' he said, looking away.

'I wanted the other one. I saw her first,' I managed to say. 'She only wanted it because I did. It wasn't fair.'

'Nothing is fair,' he answered rather grimly. 'Nothing. And the sooner you understand that the better. You weren't very fair to the poor doll if it comes to that. So silly, so naughty. Why not give it away if you didn't want it?'

This was a new idea. Why not? No, that wouldn't have been enough.

'Your mother thinks that Great-aunt Jane spoils you,' he said, still looking away. 'Encourages you to imagine that you must always get your own way or you will kick up a hell of a row. Perhaps you'd better stay here instead of going to Geneva next week.'

Not go to Geneva? Not see Great-aunt Jane?

'Oh no, no!'

'Well, this time then. But you must not worry your mother like this. I will not have it. You must turn over a new leaf or I'll be very angry.'

But he hadn't told me why I'd done it and I thought he knew everything.

It was only in Great-aunt Jane's arms that I could talk about it.

'They are always expecting me to do things I don't want to do and I won't. I won't. I won't. I think about it all the time. I'll never do it again.' (Never, ever.)

She said, 'Don't think about it any more.'

For the first time I wept for the fair doll. ‘I’ll bury her in the garden,’ I sniffed. ‘I’ll put flowers on her grave.’

‘Well now, \_\_\_\_\_ (3),’ said Aunt Jane.

‘I can’t imagine what will become of you,’ my mother often said. And Auntie B doesn’t like me because I hate sewing.

出典 Rhys, Jean. 1979. *Smile Please: An Unfinished Autobiography*. Penguin Random House, 1990.

問 1 下線部(1)は何を意味しているか、日本語で具体的に説明しなさい。

問 2 本文で使われている“fair”についての以下の問いに答えなさい。

- (1) ①、②、●、●の中から異なる意味のものを1つ選び、その番号を書きなさい。
- (2) 下線部(2)で主人公は何を父親に訴えたかったのか、“fair”の2つの意味を踏まえ、2通りの解釈を日本語で解答欄 a と b に書きなさい。

問 3 (3)の空所を埋めるのに最もふさわしいものをア～エの中から1つ選び、その記号を書きなさい。

- ア. you’ll get soaked
- イ. that will be a nice thing to do
- ウ. it wasn’t so easy
- エ. they are perfectly harmless

IV Read the conversation below and fill in the gaps A to J with the appropriate expressions from 1 to 11.

Landlady: Hello?

Student: Hello. A

Landlady: Yes, certainly.

Student: I'd like to speak to Mrs. Wellington.

Landlady: Yes, this is she.

Student: Mrs. Wellington, B

Landlady: Oh, yes?

Student: Uh, you have a student room, don't you?

Landlady: Yes, it's a student room, uh-huh.

Student: C

Landlady: Well, uh, it's a single room. You have a little kitchen and a shower.

Student: Oh, is it far from the University?

Landlady: Which university?

Student: St. Norbert College, in De Pere.

Landlady: D

Student: Uh huh, which bus stop is it?

Landlady: The Windermere Stop.

Student: Oh yes, I know where that is. E

Landlady: Yes, it's on the third floor.

Student: No elevator, of course.

Landlady: Oh no.

Student: Oh, that's too bad. F

Landlady: Uh, not in the room. But we have one for the whole house. Uh, if you want to use the Wi-fi, then you need to pay for that separately. Just \$5 per month.

Student: Oh, that's not expensive.

Landlady: Oh, it's not expensive.  There aren't a lot of tenants.

Student: All right.

Landlady: Yes, certainly, when you like.

Student:

Landlady: Good, well, that'll be good because I'm not free in the morning, and so . . . you were thinking of coming tomorrow?

Student: Yes, tomorrow afternoon, if that's OK.

Landlady: Good, because, wait . . . tomorrow, uh, I have someone coming for lunch, so . . . about 2:30?

Student: Yes, about 2:30, that's good.

Landlady: Good, that's perfect. Could I have your name?

Student: Yes, it's Ms. Mieko Kodama.

Landlady: Fine, well, I look forward to seeing you tomorrow, then.

Student: OK.

Landlady: Goodbye.

Student: Goodbye. I'll see you tomorrow.

1. Oh, a half-hour by bus, or thereabout.
2. It is also very fast, and you can connect as many platforms as you like.
3. I am a Green Bay Packers fan.
4. So, could I come to see the room?
5. Thank you for calling.
6. Is this 33 Windermere Road, De Pere in Wisconsin?
7. Uh, is there a Wi-fi?
8. Uh, is it on an upper floor?
9. Could I have some information about it?
10. I'm usually free in the afternoon.
11. I'm calling in reference to the ad on the Internet.

V

What aspect of foreign culture do you most admire? Give reasons for your answer. Write your answer in about 100 words in English.

Blank writing area for the answer.