英　語

平　成　29　年　度

入　学　試　験　問　題

受　験番　号	

1. 注 意 事 項

⑴　試験開始の合図があるまで，この問題冊子の中を見てはいけません。

⑵　この問題冊子は 12 ページあります。

　　試験中に，問題冊子の印刷不鮮明，ページの落丁・乱丁および解答用紙の汚れなどに気づいた場合は，手を挙げて，監督者に知らせてください。

⑶　問題冊子の表紙の受験番号欄に受験番号を記入してください。

⑷　解答用紙には，氏名，受験番号の記入欄および受験番号のマーク欄があります。それぞれに正しく記入し，マークしてください。

⑸　問題冊子のどのページも切り離してはいけません。

⑹　**辞書機能や計算機能，通信機能などをもつ機器等の使用は禁止します。使用している場合は不正行為とみなします。**

⑺　試験終了後，解答用紙はもちろん，問題冊子も持ち帰ってはいけません。

2. 解答上の注意

⑴　**解答用紙の左下に記載している「注意事項」を読んでください。**

⑵　問題は Ⅰ ， Ⅱ ， Ⅲ ， Ⅳ の 4 つの大問があります。

I 問 1 ～問 11 について，（　　　）に入れるべき最も適切なものを ⓐ ～ ⓓ の中から 1 つずつ選びなさい。

問 1　By 2025, （　　　） 25 African countries may face severe water shortages.

ⓐ　as large as　　　　　　　　ⓑ　no more than

ⓒ　as many as　　　　　　　　ⓓ　the most

問 2　Members of this generation were born between 1980 and 2000, around the start of the new millennium.　That's （　　　） they are called "millennials."

ⓐ　when　　　　ⓑ　how　　　　ⓒ　why　　　　ⓓ　what

問 3　New York City （　　　） five sections: Manhattan, Brooklyn, Queens, the Bronx, and Staten Island.

ⓐ　is made up of　　　　　　　ⓑ　is made up with

ⓒ　is made up for　　　　　　　ⓓ　is made up into

問 4　Every year, movies from Hollywood are watched by billions of people worldwide.　（　　　）, TV shows and music are making their way from America to Asia.

ⓐ　Then　　　ⓑ　Otherwise　　　ⓒ　However　　　ⓓ　Likewise

問 5　American women fell （　　　） 36th place in the report's global ranking of life expectancy in 2010.

ⓐ　on　　　　ⓑ　for　　　　ⓒ　behind　　　　ⓓ　to

問 6 If you wish to leave the park, but plan on returning, you must have your ticket ( ) for re-entry by a Gate Host.

   ⓐ scan   ⓑ scanning   ⓒ scanned   ⓓ to scan

問 7 AIDS is believed to ( ), but still results in 1.5 million deaths each year.

   ⓐ be peaked   ⓑ peak
   ⓒ have peaked   ⓓ have been peaked

問 8 A hundred years ago no doctor in the world ( ) a patient that an operation would be without pain.

   ⓐ could assure   ⓑ should assure
   ⓒ should have assured   ⓓ could have assured

問 9 ( ) in the simplest words, Buddhism is a sort of philosophy, not a religion.

   ⓐ Stated   ⓑ Talking
   ⓒ Having stated   ⓓ Speaking of

問10 The doctor advised that he ( ) in bed for a few more days.

   ⓐ went   ⓑ was   ⓒ slept   ⓓ be

問11 Raphael grew up in Rome, ( ) explains his fluency in Italian.

   ⓐ whose   ⓑ which   ⓒ that   ⓓ where

問 12～問 18 について，[　　　]の語句を並べかえて英文を完成する際に，（ ⑫ ）～（ ⑱ ）に入れるべき最も適切なものを@～@の中から１つずつ選びなさい。

問12 A mushroom is a fungus, and fungi grow just about anywhere. The fungi are different from other plants because they (　　) (　　) (　　) (⑫) (　　) (　　) make food.

　　　[don't / help / need / sunlight / them / to]
@ help　　　ⓑ need　　　ⓒ sunlight　　　ⓓ to

問13 An unusual storm dropped basketball-size hailstones over much of the city. Scientists (　　) (　　) (　　) (　　) (　　) (　　) (⑬) (　　) this strange occurrence.

　　　[able / been / discover / for / have / not / the reason / to]
@ to　　　ⓑ the reason　　　ⓒ for　　　ⓓ discover

問14 Tony has a few friends from more distant parts of the town, but most (　　) (　　) (　　) (　　) (⑭) (　　) (　　) his neighborhood.

　　　[the children / he / in / live / of / plays / with]
@ he　　　ⓑ live　　　ⓒ plays　　　ⓓ with

問15 Everyone in Helene's family speaks French. They can speak English, but they use it only (　　) (　　) (⑮) (　　) (　　) (　　).

　　　[can't / French /people / speak / who / with]
@ people　　　ⓑ can't　　　ⓒ who　　　ⓓ with

問 16, 17, 18

Maria Mitchell was a well-known American astronomer. While she was growing up on Nantucket Island, off the coast of Massachusetts, Maria spent every possible ( ) ( ) ( ) ( ) (⑯) ( ) the heavens through a telescope. Nantucket is a low, flat island. It is far enough out to sea to be out of sight of the mainland. For these reasons, it is an ideal place to see the stars and planets. One night, Maria Mitchell ( ) ( ) ( ) (⑰) ( ) ( ) a new comet. She reported what she had seen and she turned out to be right. The King of Denmark had offered a gold medal for the sighting of new comets and Maria won the Medal. She was also ( ) ( ) (⑱) ( ) ( ) ( ) member of the American Academy of Arts and Sciences.

問16　[clear night / her home / of / on / the roof / watching]
　　ⓐ her home　　　ⓑ of　　　　　ⓒ the roof　　　ⓓ watching

問17　[be / saw / she / thought / to / what]
　　ⓐ she　　　　　ⓑ thought　　　ⓒ to　　　　　ⓓ what

問18　[being / by / the first / honored / made / woman]
　　ⓐ being　　　　ⓑ by　　　　　ⓒ honored　　　ⓓ made

Most cell phone companies design models especially for kids. But parents are usually the ones buying the phones, and paying the bill. According to a July 2012 study, 56% of parents of children ages 8 to 12 have given their children a cell phone. The percentage goes up with age.

According to a recent survey, 12 is the magic number. It is the most common age for kids to get their first cell phone. But 13% of children ages 6 to 10 already have one. That's more than one （ ⑲ ） every 10 kids.

Many adults, including parents, note that cell phones help kids （ ⑳ ） in touch with their friends and families. They believe that cell phones are an important tool in an emergency. Kids can stay connected with their parents at all times. Plus, some people say having a cell phone helps teach kids to be responsible. Some cell phones designed for kids can be controlled with settings that allow the phone （ ㉑ ） in parent-approved ways. What's the harm in that?

But other people are worried about the health and safety effects of kids' cell phones. They believe that plugged-in kids could be missing out on other
㉓
activities, such as playing outside or hanging out with friends, and that sending text messages or answering phone calls while doing homework is bad for concentration. They say that kids are spending too much time texting instead of talking to each other.

Another concern is *cyberbullying, which is on the rise as more kids use e-mail and text messages to communicate. And some experts are concerned （ ㉒ ） possible health risks.

Notes: *cyberbullying　インターネット上のいじめ行為

問19 ⓐ among ⓑ with ⓒ out of ⓓ into

問20 ⓐ keep ⓑ make ⓒ take ⓓ go

問21 ⓐ to only use ⓑ to only be used
ⓒ to have only used ⓓ to only be using

問22 ⓐ on ⓑ about ⓒ to ⓓ of

問23 ⓐ kids who use their cell phone constantly
ⓑ kids who keep up with the most recent fashions
ⓒ kids who know the latest information
ⓓ kids who make friends on their cell phone

問 24～問 37 について，次の英文を読み，本文の内容に一致する最も適切なものを@～@の中から 1 つずつ選びなさい。

People feel a rush of pride when they come up with ideas, solutions and concepts for themselves and see the value in what they have just learned much more clearly than if they had simply been told a good idea. When it comes to seeing the value in libraries and their resources, we need to support a mode of teaching that allows students to experience information literacy concepts in this way.

While many of us have been told that active learning and critical thinking are vital for our information literacy programs, very few of us understand the 'how' and even fewer the 'why.'

Active learning is important because it more closely models the way that humans learn. Experiments carried out by noted educational psychologists indicate that all learning begins with data collection, called assimilation. This assimilation can be the observation of a phenomenon or reading of new materials. In many cases, the new data is inconsistent with the learner's current view of the world, and they can't make sense of it.

The next step in learning is trying to make sense of the new information, called accommodation. Critical thinking skills are developed during this phase as learners make sense of the new information by inventing rules, testing *1hypotheses, and changing their world view in light of this new data. In this stage, they are no longer just memorizing information or learning a series of clicks; rather, they are actively inventing new ways of understanding the world and taking ownership of the knowledge they're creating.

The final step is called organization, and this is when they use their newly created knowledge and skills to solve other problems, and figuring out where else their new knowledge can be applied.

The learning cycle instructional method — giving students a new situation, asking them to make sense of it, and serving merely as a guide in their process — models the way people learn, and as a result, generates authentic, meaningful learning experiences for students. Compared to lectures or demonstrations where students are told what the answers are and then perform exercises that confirm that what they are told is correct, they are making the new knowledge out of their own ideas.

Modeling instructional activities after the way people learn is vital for making learning experiences that 'stick.' Typical library instruction involves excessive amounts of "click here, then click here, and once you're there, click here." There's little discovery or invention of core information literacy concepts. Students are told how to use information resources, told how to use [2]citation styles, and told the consequences of unethical use of information. How can we make discovery of information literacy concepts more... scientific? Can students invent information literacy concepts on their own, given a scenario and a librarian as a guide?

Let's take peer-reviewed journals as an example. At its worst, library instruction on this topic is equivalent to "Check this box for peer-reviewed articles in your results. It's what your professors want." This kind of instruction not only goes against the way people learn new ideas, but also undermines the importance of the peer review process by reducing it to "because your professor wants it."

Active learning can be used to get students to explore issues of peer-reviewed journals and have them compare them to magazine or popular literature. While this introduces the element of discovery and active learning, it's only discovering the difference between the two types of publications, not the importance of the peer review process. If a librarian in this classroom tells them why peer review is important, even after this activity, it's still telling, not students discovering.

◇M1(151—9)

Instead, I develop learning cycles that reflect how people learn. In this instance, I give students a situation where they don't have an answer but must work together to solve a problem. I tell students they have decided to start a magazine and they want to publish the best, newest research done in educational psychology or whatever field they're majoring in. Unlike *TIME* or *Newsweek*, their articles should be useful for researchers who are pushing the boundaries of knowledge in their field. They plan on sending out a call across the Internet asking for people to send in their best papers for the magazine.

I then ask the students to come up with a method for judging how good a paper they receive is and let them go to it. As they come up with criteria (e.g., "It has to be undiscovered knowledge" and "It must be based on sound evidence"), I ask how they, as college students, will be able to tell what's good and what's not. Who is qualified to answer those questions? How will they, as the editors, use these people?

As they work to create this new publication, they will be inventing peer review. Peer review will be an idea that they came up with themselves. They may call it something else, but the core purposes of peer review will be in their responses. As a library instructor, my goal is to guide them with questions that challenge their thoughts, and finally, give it the label of 'peer-reviewed' once they've established the concept.

This lesson models how the mind actually works.

Notes: *1hypothesis　仮説　　　*2citation　引用

問24　What is the least understood aspect concerning active learning and critical thinking?

ⓐ　The use of them is.

ⓑ　The principle of them is.

ⓒ　The way of doing them is.

ⓓ　The reason for doing them is.

問25　How does the human learning process start?

ⓐ　by analyzing data

ⓑ　by collecting information

ⓒ　by applying knowledge

ⓓ　by developing literacy

問26　Why do some learners fail to understand the new data?

ⓐ　It corresponds to their view of the world.

ⓑ　It doesn't correspond to their view of the world.

ⓒ　It isn't within the reach of the senses.

ⓓ　It is too far from common sense.

問27　What makes learners build critical thinking skills?

ⓐ　Reading new materials does.

ⓑ　Keeping the existing world view does.

ⓒ　Having answers given to them does.

ⓓ　Changing perspectives does.

問28　What are learners doing in the stage of accommodation?

ⓐ　They are remembering what is already known.

ⓑ　They are gaining possession of new ideas.

ⓒ　They are learning how computer clicks can lead them to new knowledge.

ⓓ　They are using previous methods of comprehension.

問29　What happens in the last stage of the human learning process?

ⓐ　development of problems

ⓑ　application of newly created knowledge

ⓒ　invention of rules for better understanding

ⓓ　creation of new knowledge

問30　What is most significant about the learning cycle instruction method?

ⓐ　It serves as a new model for learners.

ⓑ　It pushes out the boundaries of knowledge.

ⓒ　It is similar to how people ordinarily gain knowledge.

ⓓ　It helps make sense of all things.

問31　What is the genuine learning experience?

ⓐ　To reach the final step in learning is.

ⓑ　To make the means for people to learn is.

ⓒ　To get new knowledge from students' ideas is.

ⓓ　To make a way to guide students is.

問32　What is essential for making learning experiences that 'stick'?

ⓐ　confirming what has been told is correct

ⓑ　providing a lot of demonstrations

ⓒ　developing learning opportunities reflecting how people learn

ⓓ　giving detailed and accurate instructions

問33　What is lacking in typical library instruction?

ⓐ　Invention of core information literacy concepts is.

ⓑ　Discovery of instructional activities is.

ⓒ　Learning experiences are.

ⓓ　A scenario and a librarian are.

問34　What is the worst type of library instruction on peer-reviewed journals?

ⓐ　Teaching students where to click to find them is.

ⓑ　Refusing to learn new ideas about peer review is.

ⓒ　Undermining the peer review process is.

ⓓ　Denying the instruction "because your professor wants it" is.

問35　Why is comparing peer-reviewed journals to magazines not very helpful?

ⓐ　It does not address what the significance of peer review is.

ⓑ　It is not active learning.

ⓒ　It does not have an element of discovery.

ⓓ　It is not introducing the different types of publications.

問36　What must learners do once they start a magazine and send out a call for papers in the given scenario?

ⓐ　They must find the best papers in various fields of study.

ⓑ　They must find a way to evaluate the papers.

ⓒ　They must use the Internet to access more magazines.

ⓓ　They must stay within the boundaries of knowledge in their fields.

問37　How is the writer's method of instruction significantly different?

ⓐ　The concepts used will be established ones.

ⓑ　The concepts used will be called something else.

ⓒ　The concepts used will be based on solid evidence.

ⓓ　The concepts used will be generated by the learners.