

前期日程

令和 8 年度入学試験問題

英 語

教 育 学 部  
経 済 学 部  
医 学 部  
農 学 部

— 解 答 上 の 注 意 事 項 —

1. 問題冊子 1 冊と解答用紙 2 枚（その 1、その 2）がある。
2. 「解答始め」の合図があるまで問題冊子を開いてはならない。
3. 解答は解答用紙の所定の解答欄に記入すること。
4. 解答用紙 2 枚を提出すること。
5. 問題冊子は持ち帰ること。

- 1 次の英文を読んで、Discourse analysis が下線部と区別される理由について100字程度の日本語でまとめなさい。(20点)

Discourse analysis is not only concerned with the description and analysis of spoken interaction. In addition to all our verbal encounters, we daily consume hundreds of written and printed words: newspaper articles, letters, stories, recipes, instructions, notices, comics, billboards, leaflets pushed through the door, and so on. We usually expect them to be clear, meaningful communications in which the words and/or sentences are linked to one another in a fashion that corresponds to conventional rules, just as we do with speech; therefore discourse analysts are equally interested in the organization of written interaction. In this piece, we shall use the term *discourse analysis* to cover the study of spoken and written interaction. Our overall aim is to come to a much better understanding of exactly how natural spoken and written discourse looks and sounds. This may well be different from what textbook writers and teachers have assumed from their own feelings, which is often burdened with judgements from traditional grammar, vocabulary and intonation teaching. With a more accurate picture of natural discourse, we are in a better position to evaluate the descriptions upon which we base our teaching, the teaching materials, what goes on in the classroom, and the end products of our teaching, whether in the form of spoken or written output.

(Adapted from Michael McCarthy, *Discourse Analysis for Language Teachers*)

2 以下の会話の空所に最も適していると思われる英文を、(a) ~ (d) から一つ選びなさい。(20点)

(1)

A: Didn't you just get back from Cambodia? \_\_\_\_\_ (i) \_\_\_\_\_

B: I was working for a volunteer organization.

A: Really? That's amazing. How was it?

B: It was great. I really learned a lot about myself and about the country and its culture.

A: I heard that Cambodia has the most unexploded landmines in the world.

B: Yes, they do. And the Japanese government has been doing a lot of work to solve the problem.

A: Were you involved in that?

B: No, I was working on local infrastructure projects and coaching children to play soccer.

A: That's amazing. Work like that can really \_\_\_\_\_ (ii) \_\_\_\_\_.

B: Yeah, soccer is getting really popular in Cambodia. And the whole experience was so rewarding.

(i)

- (a) What were you into there?
- (b) What were you up to there?
- (c) What were you for there?
- (d) What were you about there?

(ii)

- (a) make ends meet
- (b) make amends
- (c) make a difference
- (d) make a noise

( 2 )

A: Did you see Emily at the party last night?

B: No, I couldn't make it. How was it?

A: It was fun! Emily really stole the show with her dance moves.

B: \_\_\_\_\_

A: Yeah, she's always been a great dancer.

(a) She's never been one to fade into the background.

(b) I didn't know she could bake so well.

(c) That's why I don't like loud music.

(d) I think she prefers quiet evenings at home.

( 3 )

A: Hey, you look worried. What's going on?

B: I'm trying to prepare for the presentation, but nothing seems to be working.

A: Don't stress too much. You've done this kind of thing before.

B: I know, but this time the topic is so difficult.

A: \_\_\_\_\_

B: You're right. I'll try to calm down and focus.

(a) Just give it your best shot.

(b) That's not my cup of tea.

(c) You're just pulling my leg.

(d) It's all water under the bridge.

3 次の英文を読んで、問題（1）から（3）に答えなさい。問題（1）、（2）については、適当な答えを、(a)～(d)から一つ選びなさい。（30点）

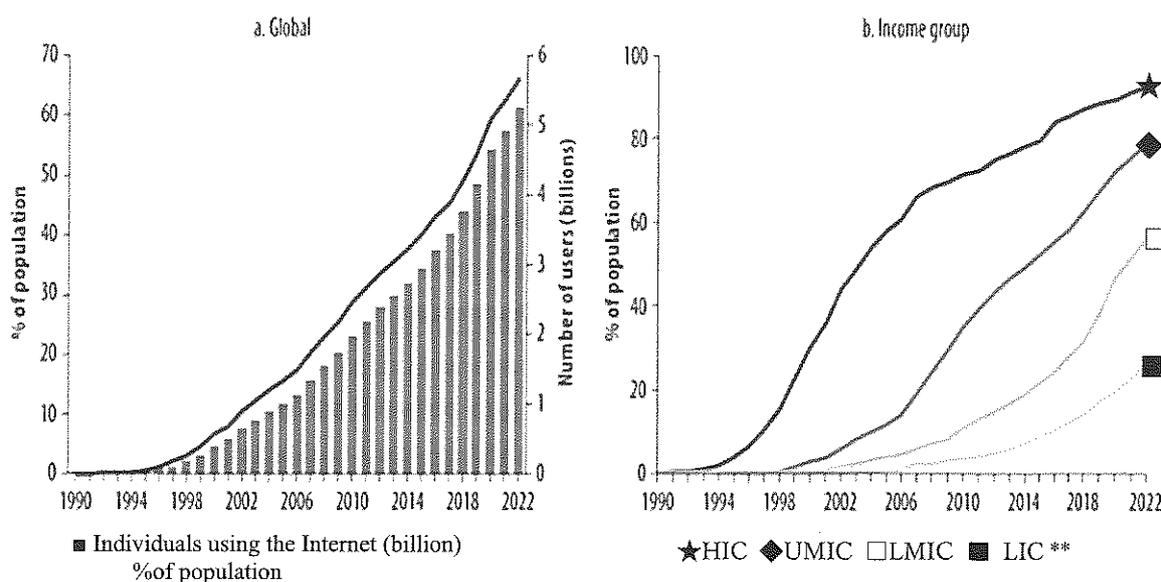
The world gained 1.5 billion new internet users between 2018 and 2022, as the COVID-19 pandemic amplified and accelerated growth in low- and middle-income countries. The number of internet users reached 5.3 billion in 2022, representing two-thirds of the global population. In 2020, the first year of the COVID-19 pandemic, the share of global population using the internet increased by 6 percent (500 million people), the highest jump in history, as mobility restrictions drove many activities online (Figure 1, Panel a). While growth slowed in 2021 and 2022, it remained faster than most years during the past two decades, as vast populations in both low-income and lower-middle-income countries began using the internet (Figure 1, Panel b).

Middle-income countries, especially India, drove the rise in internet users. In 2018, only one in five Indians used the internet. However, between 2018 and 2022, India recorded a remarkable 170 percent growth in internet users. Contributions to such growth included the rise in internet literacy among women, cheaper mobile data prices, pandemic restrictions, and government initiatives like the Unified Payments Interface and the Digital India Initiative. Consequently, as of 2022, more than half of Indians were active internet users. Mongolia experienced even faster growth, as more than one-third of its population became internet users during 2019–21. In addition, since 2018, the Arab Republic of Egypt, Ghana, the Lao People’s Democratic Republic, and Thailand also brought a quarter of their population online.

COVID-19 has significantly narrowed the gap between middle-income and high-income countries in the share of internet users, although low-income countries continue to lag. In 2022, 92 percent of the population in high-income countries used the internet, up from 87 percent in 2018. At the same time, the share of internet users grew much faster in middle-income countries, narrowing the gap with high-income countries. By 2022, the share of internet users in upper-middle-income countries reached 79 percent, while the share in lower-middle-income countries reached 56 percent, reflecting an increase of 16 percent and 25 percent, respectively, since 2018. Low-income countries also experienced accelerated growth of internet users, especially between 2021 and 2022, but the gap with high-income countries remains substantial. As of 2022, only one in four individuals in low-income countries used the internet. As such, 2.7 billion people remain unconnected globally, mostly in low- and middle-income countries.

Both high-income and middle-income countries have made significant progress since 2019 to narrow the gaps between urban and rural areas, age groups, and genders.

However, in low-income countries, these gaps have widened, as most new internet users are young males in urban areas. Internet use is much more common among individuals residing in urban areas than among those residing in rural areas. The urban-rural gap stands out as the widest of the three gaps (urban-rural, youth-adult, and male-female) across low- and middle-income countries, indicating broader economic disparities between urban and rural areas. The urban-rural gap is particularly pronounced in lower-middle-income countries, with three-quarters of urban residents using the internet in 2022, compared with only two in five rural residents. Regardless of income group, youth between the ages of 15 and 24 are more likely to use the internet than the older population, although the gap is greatest in upper-middle-income countries. The gender gap has largely been closed in high-income countries but (i) \_\_\_\_\_ in lower-middle-income and low-income countries, where the share of men using the internet overtakes that of women by as much as 15 percentage points.



\*\*HIC = high-income countries; LIC = low-income countries; LMIC = lower-middle-income countries; UMIC = upper-middle-income countries.

**Figure 1.**

**Internet users as a share of population, global and by country income group, 1990–2022**

Sources: World Development Indicators and International Telecommunication Union data (<https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx>).

(Adapted from World Bank Group, *Digital Progress and Trends Report 2023*)

- (1) What is the passage mainly about? (5 点)
- (a) Global internet users by country income group
  - (b) The economic impact of COVID-19 restrictions across age groups
  - (c) The mobility of residents by country income group
  - (d) The growth of internet communities since the start of the COVID-19 pandemic
- (2) Which of the following words is the most appropriate for the blank (i)? (5 点)
- (a) engages
  - (b) suggests
  - (c) persists
  - (d) disappears
- (3) Based on the passage, what will the share of internet users look like in 2026 in Japan (a high-income country), compared to the middle-income countries listed in the passage? Write your answer including reasons in English. (About 60 words)  
(20 点)

4. 次の英文を読んで、質問 (Q) について 100 語程度の英語で答えなさい。  
(30点)

A major pen company has launched a campaign to get kids to write called “Fight for the Write”. This campaign boasts a video featuring a boy inspiring a classroom of kids through a series of “interesting facts” that show the benefits of writing by hand: increased creativity, better critical thinking, boosted self-confidence, and an improvement in reading capability.

But are these benefits real? Opponents claim that it is hard to define creativity—it carries different meanings across ages, individuals and contexts. In addition, extended handwriting can cause hand fatigue, muscle aches, or discomfort. Therefore, it is hard to believe that it always leads to better critical thinking and improved reading comprehension.

(Adapted from an article published in *TIME* at <https://time.com/3982285/bic-writing-hand-benefits/>)

- (Q) Which side do you agree with, the pros or cons of writing by hand? State your opinion using reasons and relevant personal experiences in about 100 words.