

2020年度 入学試験問題

英 語

注 意

- (1) 解答用紙には受験番号の記入欄が3か所ある。
3か所とも正確、明瞭に記入すること。
- (2) 解答用紙には氏名の記入欄が1か所ある。
正確、明瞭に記入すること。
- (3) 解答はすべて解答用紙の所定欄に記入すること。
解答用紙の裏面は使用してはならない。
- (4) 問題紙の本文は17ページある。
試験開始後、落丁・損傷がないか確認すること。
- (5) 試験終了後、問題紙は各自持ち帰ること。

[I] 次の文章を読んで設問に答えなさい。[*印のついた語句は注を参照しなさい。](79点)

In life, once on a path, we tend to follow it, for better or worse. What's sad is that even if it's the latter, we often accept it anyway because we are so accustomed to the way things are that we don't even recognize that they could be different.

This is a phenomenon psychologists call functional fixedness. This classic experiment will give you an idea of how it works—and a sense of whether you may have fallen into the same trap. People are given a box of tacks* and some matches and asked to find a way to attach a candle to a wall so that it burns properly.

Typically, the subjects try tacking the candle to the wall or lighting it to affix* it with melted wax. The psychologists had, of course, arranged it so that (Y) of these obvious approaches would work. The tacks are too short, and the paraffin* doesn't bind to the wall. So how can you accomplish the task?

(a) The successful technique is to use the tack box as a candleholder. You empty it, tack it to the wall, and stand the candle inside it. To think of that, you have to look beyond the box's usual role as a receptacle* just for tacks and reimagine it serving an entirely new purpose. That is difficult because we all suffer—to one degree or another—from functional fixedness.

The inability to think in new ways affects people in every corner of society. The political theorist Hannah Arendt coined the phrase *frozen thoughts* to describe deeply held ideas that we no longer question but should. In Arendt's eyes, the complacent* reliance on such accepted "truths" also made people blind to ideas that didn't fit their worldview, even when there was ample evidence for them. Frozen thinking has

nothing to do with intelligence, she said. "It can be found in highly intelligent people." Arendt was particularly interested in the origins of evil, and she considered critical thinking to be a moral imperative—in its absence, a society could go the way of Nazi Germany. ^(d) (中略)

Fortunately, psychologists have found that anyone can unfreeze his or her thinking. One of the most effective ways is to introduce a little discord to one's intellectual interactions.

^(e) Consider a study performed about half a century ago. The researcher showed two groups of female volunteers a sequence of blue slides. In both groups, he asked each individual to state the color of each slide. In the experimental group, he had planted some actors who called the color green rather than blue. Whom were they fooling? (Z). The experimental subjects ignored the deviant* responses. When their turns came, most of them answered blue, just as the control group* had.

Then the subjects were asked to classify a series of paint chips as either green or blue, even though their color lay between those two pure colors. Amazingly, the people who had been in the experimental group identified many chips as green while those from the control group called the same ones blue. Even though no one in the experimental group had been convinced by the actors before, their exposure to the earlier misidentification had shifted their judgement and made them more open to seeing a color as green. ^(f)

Other experiments have shown that dissent* can not only sway us with regard to the issue at hand. It can also thaw frozen thinking in general, even in contexts unrelated to the original discussion. (あ) this all meant is (い), as difficult (う) it can sometimes (え), talking to people (お) disagree with you is good for your brain. (中略)

In addition to being open to dissenting opinions, here are some techniques that could help broaden the way you think:

1 A disruption in your everyday life may provide the force needed to alter the direction of your thinking. For some people, small changes might help (reorganizing your desk or taking a new route to work), whereas for others, more upheaval* (a new job or a divorce) is required.

2 A Zen Buddhist concept for approaching even routine situations as if you were encountering them for the first time, “beginner’s mind,” allows you to remain open to new experiences despite any expertise^(g) you may have. For instance, when you brush your teeth, take a moment to look at the toothbrush as if you’ve never laid eyes on such an object and notice its color and shape. Think about the flavor of the tooth-paste and notice how your mouth feels as you move the brush back and forth.

3 The mere presence of individuals from different backgrounds with different points of view in your everyday life creates an atmosphere in which people can better respond to change.

4 Unlike negative emotions that trigger specific reactions (e.g., fear propels* us to flee), positive emotions prompt us to broaden our attention, explore our environment, and open ourselves to absorbing information⁽⁻ⁱ⁾. Take a few moments to think about the things in your life that are going well and for which you are grateful^(h). This will automatically brighten your mood — and free your brain.

(By Leonard Mlodinow, writing for *The Reader’s Digest*,

December 2018 / January 2019)

- [注] tacks 画びょう
 affix 取り付ける
 paraffin パラフィン蠟(ろう)
 receptacle 入れ物
 complacent 独りよがりの
 deviant 逸脱した
 control group 対照群(同一実験で実験要件を加えないグループ)
 dissent 意見の違い
 upheaval 激変
 propels (propel 駆り立てる)

I - A 空所(Y)と(Z)に入るもっとも適切なものを次の1~4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

- (Y) 1 both 2 either 3 neither 4 some
 (Z) 1 Actors 2 Everybody 3 Nobody 4 Researchers

I - B 下線部(a)~(h)の意味・内容にもっとも近いものを次の1~4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

- (a) accomplish
 1 abandon 2 achieve 3 enjoy 4 plan
 (b) coined
 1 borrowed 2 created 3 earned 4 translated
 (c) ample
 1 abundant 2 deniable 3 rational 4 simple
 (d) imperative
 1 contradiction 2 danger 3 requirement 4 tradition
 (e) discord
 1 disagreement 2 disaster 3 discovery 4 disrespect

(f) exposure to

- | | |
|------------------|-----------------|
| 1 expectation of | 2 experience of |
| 3 question about | 4 surprise at |

(g) expertise

- | | | | |
|-----------------|---------|--------------|---------|
| 1 certification | 2 doubt | 3 enterprise | 4 skill |
|-----------------|---------|--------------|---------|

(h) grateful

- | | | | |
|-----------|--------------|------------|-------------|
| 1 careful | 2 successful | 3 thankful | 4 wonderful |
|-----------|--------------|------------|-------------|

I - C 波線部 (ア)~(エ) の意味・内容をもっとも的確に示すものを次の 1 ~ 4 の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(ア) you may have fallen into the same trap

- 1 you may have been deceived by the same person
- 2 you may have been injured by falling into the same hole
- 3 you may have found yourself in the same position
- 4 you may have taken the same unbeaten path

(イ) look beyond the box's usual role as a receptacle

- 1 appreciate the beauty of the box as a receptacle
- 2 look carefully at the box and see how it can be used as a receptacle
- 3 think of using the box as something other than a receptacle
- 4 try to find another box that can be used as a receptacle

(ウ) sway us with regard to the issue at hand

- 1 connect us by making us hold hands
- 2 influence us concerning the present matter
- 3 mislead us when we have a problem to solve
- 4 teach us a lot about unfamiliar concepts

(エ) open ourselves to absorbing information

- 1 make us more critical of information
- 2 make us ready to take in information
- 3 make us vulnerable to the flood of information
- 4 make us willing to reveal information

I - D 二重下線部の空所(あ)～(お)に次の1～7の中から選んだ語を入れて文を完成させたとき、(い)と(え)に入る語の番号を解答欄に記入しなさい。同じ語を二度使ってはけません。選択肢の中には使われないものが二つ含まれています。選択肢は文頭に入るものも含め、すべて小文字にしてあります。

(あ) this all meant is (い), as difficult (う) it can sometimes (え), talking to people (お) disagree with you is good for your brain.

- | | | | |
|--------|--------|-------|--------|
| 1 as | 2 be | 3 is | 4 that |
| 5 what | 6 when | 7 who | |

I - E 本文の意味・内容に合致するものを次の1～9の中から三つ選び、その番号を解答欄に記入しなさい。

- 1 When asked to attach a candle to the wall using a box of tacks and some matches, people usually come up with the idea of using the box to hold the candle.
- 2 Functional fixedness refers to our tendency to stick to the old ways we are used to even when there are some better options.
- 3 According to Hannah Arendt, intelligent people have more flexible ways of thinking as they have the ability to examine evidence.
- 4 For Hannah Arendt, Nazi Germany is an extreme example of the consequence of frozen thinking, so she deemed it our important duty to think critically.

- 5 According to psychologists, our way of thinking gradually becomes fixed, and then there is no way to make ourselves more open to new ideas.
- 6 In an experiment, it was found that an unexpected answer could help people to become more flexible and look at things in new ways.
- 7 Changing the environment in our daily lives is helpful when we want to change our way of thinking, but a big change is never desirable, as it disturbs us too much.
- 8 Zen Buddhism emphasizes the importance of maintaining a “beginner’s mind,” which allows us to become an expert in whatever field we work.
- 9 The writer advises us to brush our teeth carefully so that we can enjoy the flavor of tooth paste and maintain good dental health.

I - F 本文中の太い下線部を日本語に訳しなさい。

A disruption in your everyday life may provide the force needed to alter the direction of your thinking.

〔Ⅱ〕 次の文章を読んで設問に答えなさい。[*印のついた語句は注を参照しなさい。](71点)

Broccoli is nutritious, and it knows it. Since humans and other plant-eating animals have reason to consume a lot of broccoli, it has come to produce goitrin, a compound that tastes very bitter to people with a certain gene — which serves as a (meager*) defense against getting eaten. (中略) Kale, brussels sprouts, and collard greens*, all employ a similar protective strategy. But, as the podcast *Surprisingly Awesome** recently noted, broccoli's flavor armor can be actually quite effective, as evidenced by many kids' disgusted reaction to tasting it for the first time.

But those kids can learn to like it, eventually. One 1990 study found that kids need to be presented with unknown foods somewhere between eight and fifteen times before they come to accept them. This, of course, doesn't come cheap. Once rejected, a good number of those eight to fifteen servings of broccoli (or carrots or whole grains or fish) are going to end up on the floor and then in the garbage. And on top of that, parents need to buy a dependable backup food to have on hand.

Who can afford that sort of waste? Not parents with tight food budgets. A recently published study looking into the eating and shopping habits of both low-income and high-income parents suggests that the steep up-front cost* of introducing foods to children is enough to deter a number of parents (Y) trying. This cost-cutting decision may explain some of the differences between how rich and poor Americans eat.

This basic idea about how humans come to like novel foods, surprisingly, doesn't come up very much in discussions about the price of healthy eating — a topic that economists, public-health researchers, and journalists all disagree about. On one side there are a number of economists who say that on a per-calorie basis, it is more affordable, not

to mention less time-consuming, to buy fast food than it is to cook a meal using fresh produce. On the other side are those who maintain that thinking by the calorie does not make sense, because Americans eat too many calories anyway. This latter group, which includes other economists as well as the food writer Mark Bittman, insists that it's not all that difficult to cook a filling, nutritious meal for less money than it takes to go to McDonald's, as long as one is not hung up on buying organic or local food.

Both arguments have their virtues and their shortcomings*, but both overlook the basic fact that food purchased is not necessarily the same as food consumed. When many economists estimate the price of eating fresh foods, the cost when a child eats half of a 50-cent carrot is recorded as 25 cents, even if the other half goes to waste.

Could this unaccounted-for cost be part of the explanation for why high-income and low-income Americans tend to have different diets? Caitlin Daniel, a doctoral student in sociology at Harvard, recently published a study in the journal *Social Science & Medicine* suggesting that this cost might actually be large enough to change the shopping decisions of some low-income families, but small enough for wealthier parents to shrug off. In other words, richer parents might have plenty of room in their budgets to force brussels sprouts on their children ten times and throw out what remains, while poorer parents tend to stick (Z) dependable but less-nutritious foods that their kids are known to like.

Daniel arrived at this finding after interviewing 75 Boston-area parents from a range of economic backgrounds about their food-shopping habits. She spent an average of two hours with each interviewee, and followed a number of them on their trips to the grocery store. (中略) The data that came out of Daniel's study is qualitative, but it provides some insight into how parents of different economic backgrounds think about the

costs of feeding their children. “I try (あ)(い)(う)(え) that I don’t (お)(か) he’ll like because it’s just, it’s a waste,” one lower-income mother told Daniel. Parents talked about wanting to serve “real” food, but out of necessity resorting to more dependable, easier-to-love foods. (中略) Whether the rejected food was eaten by another family member, stashed* in the fridge, or thrown out entirely, parents mentally counted it as a loss. (g) (h)

Daniel found that parents with higher incomes framed the conversation about food waste in very different terms. Similar to less wealthy parents, they didn’t like the idea of throwing food out, but they tended to be bothered only by the principle of it, not focusing on the loss of money. One well-off mother who kept packing grapes in her son’s lunchbox only to find them uneaten day after day, told Daniel, “I do feel bad about the waste, but I feel worse about my son not eating well.” Of the parents that Daniel interviewed, those with higher incomes were more likely to say they can afford to waste food, and that rejected food would not go uneaten. (x)

While it’s not clear just how big of a role these discrepancies* play in shaping different families’ eating habits—Daniel stresses that this is just one sample of parents in one American city—it does seem to be the case that poorer parents feel they don’t have enough wiggle room* in their budgets to present acquired tastes to their children, whereas wealthier parents aren’t as constrained in teaching their children what to like. And, as Daniel notes in her paper, the tastes that children come to enjoy are likely to stick around into adolescence and beyond. (i)

(By Joe Pinsker, writing for *The Atlantic*, 電子版, January 28, 2016)

[注] meager わずかばかりの

kale, brussels sprouts, and collard greens ケール、芽キャベツ、コラード (ケールの一種) の若葉

Surprisingly Awesome インターネット上の配信番組名

up-front cost 前もって支払う費用

shortcomings 欠点

stashed (stash しまっておく)

discrepancies 相違

wiggle room 余地

II - A 空所(Y)と(Z)に入るもっとも適切なものを次の1~4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(Y) 1 by 2 from 3 in 4 with

(Z) 1 from 2 in 3 on 4 to

II - B 下線部 (a)~(i) の意味・内容にもっとも近いものを次の1~4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(a) on top of

1 according to

2 at the peak of

3 in addition to

4 in spite of

(b) novel

1 principal

2 revolting

3 sophisticated

4 unfamiliar

(c) filling

1 homemade

2 luxurious

3 satisfying

4 simple

(d) hung up on

1 longing to try

2 strongly opposed to

3 unwilling to consider

4 very committed to

(e) shrug off

1 consider

2 evaluate

3 ignore

4 oppose

(f) insight into

- | | |
|----------------|--------------------|
| 1 attention to | 2 condition for |
| 3 relation to | 4 understanding of |

(g) resorting to

- | | |
|-------------------|----------------|
| 1 objecting to | 2 playing with |
| 3 refraining from | 4 relying on |

(h) counted

- | | | | |
|------------|------------|-------------|-----------|
| 1 numbered | 2 regarded | 3 regulated | 4 started |
|------------|------------|-------------|-----------|

(i) paper

- | | |
|-----------------|-----------|
| 1 advertisement | 2 article |
| 3 diary | 4 film |

II - C 波線部 (ア)~(エ) の意味・内容をもっとも的確に示すものを次の 1~4 の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(ア) a dependable backup food

- 1 a food for the parents themselves to eat later
- 2 a substitute food their children are sure to eat
- 3 an acceptable dessert to follow the main meal
- 4 an additional supply of the rejected food

(イ) tight food budgets

- 1 a large number of children to feed
- 2 a limited amount of money to spend on food
- 3 insufficient space to store large quantities of food
- 4 little time for economical cooking

(ウ) thinking by the calorie does not make sense

- 1 calorie consumption is unacceptable
- 2 calorie counting is the wrong approach
- 3 thinking ability is unaffected by calorie control
- 4 we can no longer talk about calories

(工) be bothered only by the principle of it

- 1 be annoyed by the practical difficulties of disposing of food
- 2 be frustrated by so many rules about leftover meals
- 3 be disturbed by the ethics of food waste
- 4 be unhappy with having to talk about food

II - D 二重下線部の空所(あ)～(か)に次の1～6の中から選んだ語を入れて文を完成させたとき、(あ)と(う)と(か)に入る語の番号を解答欄に記入しなさい。同じ語を二度使ってはいけません。

I try (あ)(い)(う)(え) that I don't (お)(か) he'll like because it's just, it's a waste

- | | | | |
|----------|------|--------|-------|
| 1 buy | 2 if | 3 know | 4 not |
| 5 things | 6 to | | |

II - E 本文の意味・内容に合致するものを次の1～8の中から三つ選び、その番号を解答欄に記入しなさい。

- 1 Some vegetables that contain a bitter taste component are protecting themselves from being consumed, which is why many children show a repulsive reaction when they are served them for the first time.
- 2 If children are forced to eat unpleasant foods many times when they are between eight and fifteen years old, they come to accept them willingly in the end.
- 3 The latest study demonstrates conclusively that the eating patterns found in most American families are not influenced by the initial cost of purchasing specific kinds of vegetables.
- 4 Mark Bittman, a food writer, maintains that nutritious meals cooked with fresh vegetables and low-calorie products are less affordable than foods served at McDonald's.

- 5 Many economists fail to consider the important difference in expense between purchased food and consumed food, or, in other words, the cost of leftover foods.
- 6 Caitlin Daniel, a sociology student at Harvard, obtained parents' reports of their approach to food, and concluded that household income does not impact on the way families eat.
- 7 One mother whom Caitlin Daniel interviewed said her son felt bad about wasting food, even though he knew the family could afford it.
- 8 Caitlin Daniel's research suggests that parents' willingness to pay for uneaten food may determine children's tastes and habits for a healthy diet in the future.

〔Ⅲ〕 次の対話を読んで設問に答えなさい。(50点)

(Honolulu. 8 AM. Yukio Suzuki has used a smartphone application to request a taxi to pick him up at his homestay family's house.)

Driver: Hi. Yukio Suzuki, right? I'm Carl.

Yukio: Yes. Hi. I want to go to the University of Hawaii, Manoa campus.

Driver: I've got all that right here. _____ (a)

Yukio: Okay, good. And that'll cost me \$5.40? That's cheaper than I expected. I thought it would be at least \$10.

Driver: Yes, cheaper than a regular taxi. _____ (b)

Yukio: Today's the first day of my study-abroad program. We get our bus passes today. But actually I've never called a taxi like this before, so I installed the app to see how it works.

Driver: Well, ask me anything!

Yukio: Anything? Okay.... _____ (c)

Driver: My wife and I just had a baby. I wanted to do something where I could set my own hours so I can be around to take care of my daughter.

Yukio: That's great. My father was always too busy. [子供のときに、お父さんが、僕ともっと一緒に時間を過ごしてくれたらよかったのになあ。](Pointing to a photo.) Is that her picture there?

Driver: Yes. She's five months old today. Plus, you know my last job was doing data entry for an insurance company. The money was good, but it was just me and my computer in a room all day long. I really like talking to people, and in this job that can actually earn me a higher rating.

Yukio: _____ (d)

Driver: After I drop you off, you'll get an email from the taxi company asking you to rate how much you enjoyed the ride, from one to five.

Yukio: Really? I'm supposed to rate the quality of our conversation?

Driver: Along with other things. And I get to rate you, too.

Yukio: You get to rate me?

Driver: Yeah. Because sometimes there's a difficult passenger. _____ (e) If passengers give you a hard time, you can give them a bad rating. That number shows up on the screen the next time they request a ride. Drivers have the right to refuse to pick up someone with a bad rating.

Yukio: That seems fair. _____ (f) Just out of curiosity, how are you going to rate our conversation today?

Driver: Oh, I always give my passengers a five, unless they are really bad. I'll definitely give you 5 stars.

Yukio: Thank you. I'll give you 5 stars, too. _____ (g)

Driver: Thanks for saying that. Here we are at your destination. _____ (h)

Yukio: Thanks a lot.

Ⅲ - A 空所 (a)~(h) に入るもっとも適切なものを次の1~10の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。同じ選択肢を二度使ってはいけません。選択肢の中には使われないものが二つ含まれています。

- 1 How did you get into this business?
- 2 I hope your stay in Hawaii goes well!
- 3 I rate you and you rate me.
- 4 I used to take the bus.
- 5 It's about a 10-minute drive from here.
- 6 Not every day, but it happens.

- 7 The bus is even cheaper, though.
- 8 You'll get a low rating as a bus driver.
- 9 You were really easy to talk to.
- 10 What do you mean?

Ⅲ-B 本文中の [] 内の日本語を英語で表現しなさい。

子供のときに、お父さんが、僕ともっと一緒に時間を過ごしてくれたらよかったのになあ。

以下余白

