

令和2年度入学試験問題(前期)

コミュニケーション英語Ⅰ・Ⅱ・Ⅲ, 英語表現Ⅰ・Ⅱ

【注意事項】

1. 試験開始の合図があるまで、この問題冊子を開いて見てはならない。
2. 本冊子には、**1**から**4**までの4問題が印刷されていて、9ページある。
落丁、乱丁、印刷の不鮮明な箇所等がある場合には、申し出ること。
3. 解答用紙と下書き用紙を別に配付している。解答は、解答用紙の指定された箇所に記入すること。所定の箇所以外に記入したものは無効である。
4. 日本語で解答する問題と、英語で解答する問題があるので、注意すること。
5. 解答用紙の指定された欄に、学部名および受験番号を記入すること。
6. 提出した解答用紙以外は、すべて持ち帰ること。

1

次の英文を読み、下の設問に答えなさい。

(1) Before there were books, we told stories. Stories were the way we passed on knowledge to our children and their children. Storytellers were an important part of life. We still do this today. Older people shared information through stories and acting. They talked about plants, hunting, weather, seasons, history, and many other things. At some point, we realized we needed to record our stories and knowledge. People have great memories, but sometimes there is too much to remember. People needed a way to record things. They needed to write things down. It's impossible to remember everything!

At first, (2) we drew pictures or used our handprints to record information. But people could not share this knowledge widely as the information was only in one place. People needed a way to make copies of things and share them.

The oldest way was to use stamps. People cut marks and lines on soft materials in the shapes they wanted. Then they put it in a liquid and pressed it on things. The stamps were used for art, to write messages, and to put names on things. These stamps could put patterns on clothes and print pictures and designs.

Some people made a few really big stamps to print books. They were called "block books." Later, the Chinese made many small wooden blocks to print Chinese writing. By using one block for each character, they could use the same blocks again and again. In 1234, the Koreans began to make many small metal blocks for printing. This was the beginning of modern printing.

Movable metal blocks led to the idea of the first printing machine. It was made by Johannes Gutenberg in Germany about 1450. The printing machine was very large with metal blocks for letters. It was called a "press" because it pushed the paper very hard onto the letter blocks. It made a very good print and was much faster than writing or printing by hand.

(3) To use the machine:

- (ア)
- (イ)
- (ウ)
- (エ)

In 1814, another German named Friedrich Koenig began selling (4) steam-powered printing presses. The steam power was the same idea that was used in trains. But instead of turning train wheels, the steam power turned the wheels of the printing press. Koenig's first customer was the *London Times* newspaper, which bought two of his machines. With steam power, the printing press could work much faster than before, allowing them to print hundreds or thousands of copies in a few minutes.

Next came rolling printing presses which put the type onto a cylinder instead of a flat block. (5) That way, the paper could roll through the machine as it was printing. Over time, newspapers began building bigger and bigger presses. They were huge! Some presses could also cut the paper to make the newspapers.

The first computer printers were made in 1968. They were called "dot matrix" because they made letters and pictures from many dots. They were very noisy! Computer printers have gotten better and better over the years. Today, most people have a laser printer at home which can print beautiful full-color pictures. Some bookstores now even have "on-demand" printers. These machines can make a book in minutes — any book in any language!

3D printers are machines that print objects. Instead of ink, they can print with plastic, metal, glass — even chocolate! The printing process is slow, but anyone can use it to create exciting objects. If you want to, you can change the design every time you print. 3D printers are now making car parts, building materials, food — even bones and body parts. The International Space Station is also using 3D printing technology. Scientists use it for

research and to make things they need. If we can print tools and objects in space, then we can go far from Earth. Someday, we may use 3D printing to make a base on the moon or Mars!

(Adapted from James Chenery, *The History of Printing*, 2017, Seed Learning)

設問 1 下線部(1)について、このことにはどのような限界があったか、stories が果たしていた役割を明らかにして、日本語で説明しなさい。

設問 2 下線部(2)について、このことにはどのような問題があったか、日本語で説明しなさい。

設問 3 下線部(3)は当時の印刷機の使い方の手順について説明したものである。(ア)～(エ)に下の(a)～(d)からそれぞれ適当な英文を選び、記号で答えなさい。

- (a) Put a piece of paper on top of the blocks.
- (b) Arrange the metal letter blocks into words and sentences.
- (c) Use the machine to press the paper against the blocks.
- (d) Put ink on the blocks.

設問 4 下線部(4)について、①この機械はどのような原理で作動するか、②この機械にはどのような利点があったか、それぞれ日本語で説明しなさい。

設問 5 下線部(5)を、That way が指している内容を明らかにして、日本語に直しなさい。

設問 6 宇宙における 3D プリンターの利点は何か、日本語で説明しなさい。

2 次の英文を読み、下の設問に答えなさい。

Samantha: Excuse me. Aren't you taking the *Introduction to Psychology* class on Friday with Professor Jones?

Malcolm: Yes, I'm taking that class. Are you also taking it?

Samantha: Yes, I am. I thought I recognized you. You usually sit in the front of the classroom near the window, right?

Malcolm: Yes, I like sitting close to the window. So, how do you like the class?

Samantha: Well, I'm really enjoying it, but actually last week I was feeling a little under the weather, so unfortunately I missed the class.

Malcolm: Oh no. Are you feeling better?

Samantha: Yes, thanks. So, I was wondering if you could tell me what last week's lecture was about.

Malcolm: Well, (1) Afterwards, we got into small groups and discussed the reading in the textbook.

Samantha: Yes, I remember that chapter in the textbook. It was really interesting. Didn't it have a section that explained some of the traits of creative thinkers?

Malcolm: Yes, (2) They also have a sense of humor and are willing to take risks.

Samantha: Oh yes, I remember reading that. That section also talked about the importance of exploring many possible ideas in order to generate a creative solution to some problem. Did the professor mention this in the lecture?

Malcolm: Yes, (3)

Samantha: Really? What example did she give?

Malcolm: Well, (4)

Samantha: Sounds difficult!

Malcolm: Actually, it was pretty fun. Some students came up with some really interesting ideas. (5)

Samantha: Wow! Sounds like fun. So, I was wondering if I could borrow your notes from the lecture. I am sure the final exam will have some questions about personality and creativity.

Malcolm: Sure, no problem. Here's my notebook. Just return it to me before class this Friday.

Samantha: Great. Thanks!

設問 (1)～(5)には、次の(a)～(e)の日本語文に相当する英文のいずれかが入る。解答欄[A]には(a)～(e)の記号を記入し、解答欄[B]にはそれに対応する英文を書きなさい。

- (a) 教授は僕たちにペットボトルを見せて、それから、その用途をできるだけたくさん考えるよう求めた。
- (b) 教授は講義の最後に問題を多角的に見ることの重要性について話をし、僕たちに例を一つあげてくれた。
- (c) 僕が一番創造的なアイデアだと思ったのは、ペットボトルを鳥の餌箱として使うというものだった。
- (d) 教科書では、創造的思考ができる人のことを、考え方が柔軟で、いろんな事に好奇心を持つ人だと説明していた。
- (e) 教授は最初の40分間、性格について講義して、それから、創造的な性格について話した。

3

次の英文を読み、下の設問に答えなさい。(後ろに星印[*]がついている語には英文の後に注がある。)

Gil wants to lose weight. He selects a particular diet and checks his progress on the scale every morning. If he has lost weight, he pats himself on the back and considers the diet a success. If he has gained weight, he writes it off as a normal fluctuation* and forgets about it. For months, he lives under the illusion that the diet is working, even though his weight remains constant.

(1) Gil is a victim of the *confirmation bias* — though a harmless form of it.

The *confirmation bias* is the mother of all misconceptions. It is the tendency to interpret new information so that it becomes compatible* with our existing theories, beliefs, and convictions. In other words, we filter out any new information that contradicts our existing views (“disconfirming evidence”). This is a dangerous practice. “Facts do not cease to exist because they are ignored,” said writer Aldous Huxley. However, we do exactly that, as super-investor Warren Buffett knows: “What the human being is best at doing is interpreting all new information so that their prior conclusions remain intact*.”

The *confirmation bias* is alive and well in the business world. One example: An executive team decides on a new strategy. The team enthusiastically celebrates any sign that the strategy is a success. Everywhere the executives look, they see plenty of confirming evidence, while indications to the contrary remain unseen or are quickly dismissed as “exceptions” or “special cases.” (2) They have become blind to disconfirming evidence.

What can you do? If the word “exception” crops up*, prick up your ears*. Often it hides the presence of disconfirming evidence. It pays to listen to Charles Darwin: Since his youth, he set out to fight the *confirmation bias* systematically. Whenever observations contradicted his theory, he took them very seriously and noted them down immediately. He knew that the brain

actively “forgets” disconfirming evidence after a short time. The more correct he judged his theory to be, the more actively he looked for contradictions.

(3) The following experiment shows how much effort it takes to question your own theory. A professor presented his students with the number sequence 2-4-6. They had to calculate the underlying rule that the professor had written on the back of a sheet of paper. The students had to provide the next number in the sequence to which the professor would reply “fits the rule” or “does not fit the rule.” The students could guess as many numbers as they wanted but could try only once to identify the rule. Most students suggested 8 as the next number, and the professor replied: “Fits the rule.” To be sure, they tried 10, 12, and 14. The professor replied each time: “Fits the rule.” The students concluded: “The rule is to add two to the last number.” The professor shook his head: “That is not the rule.”

(4) One shrewd student tried a different approach. He tested out the number -2. The professor said: “Does not fit the rule.” “Seven?” he asked. “Fits the rule.” The student tried all sorts of numbers: -24, 9, -43. Apparently he had an idea, and he was trying to find a flaw* with it. Only when he could no longer find a counterexample, the student said: “The rule is this: The next number must be higher than the previous one.” The professor turned over the sheet of paper, revealing those very words. What distinguished the resourceful student from the others? While the majority of students sought merely to confirm their theories, he tried to find fault with his, consciously looking for disconfirming evidence.

(Adapted from Rolf Dobelli, *The Art of Thinking Clearly*, translated by Nicky Griffin, 2013, HarperCollins Publishers)

注 : fluctuation 変動 compatible 矛盾しない intact そのままで
crop up 突然現れる prick up one's ears 聞き耳を立てる
flaw 欠点

設問 1 下線部(1)はどのようなことを述べたものか, Gil の confirmation bias の内容を明らかにして, 日本語で説明しなさい。

設問 2 下線部(2)はここではどのような状況を表しているか, その具体的な内容を 日本語で説明しなさい。

設問 3 下線部(3)について, ①目的, ②手順, ③ほとんどの学生によって出された結論をそれぞれ 日本語で説明しなさい。

設問 4 下線部(4)について, ①この学生によって出された結論, ②この学生と他のほとんどの学生との違いをそれぞれ 日本語で説明しなさい。

4 Recently in Japan, there has been an increase in inbound tourism. What are the advantages and disadvantages of this trend? Write your answer in about 100 words in English.