

令和5年度 入学試験問題

英語（前期）

試験時間	90分
問題冊子	1～16頁

注意事項

1. 指示があるまで問題冊子は開かないこと。
2. 問題冊子および解答用紙に落丁、乱丁、印刷の不鮮明な箇所があったら、手を挙げて監督者に知らせること。
3. 解答が終わっても、または試験を放棄する場合でも、試験終了までは退場できない。
4. スマートフォン等の電子機器類は電源を必ず切り、鞆の中にしまうこと。
5. 机には、受験票と筆記用具（鉛筆、シャープペンシル、消しゴム）および時計（計時機能のみ）以外は置かないこと。（耳栓、コンパス、定規等は使用できない。）
6. 問題冊子および解答用紙に受験番号と氏名を記入すること。
7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
8. この問題冊子の余白は自由に用いてよい。
9. 質問、トイレ、体調不良等で用件のある場合は、無言のまま手を挙げて監督者の指示に従うこと。
10. 中途退室時は、問題冊子および解答用紙を裏返しにすること。
11. 受験中不正行為があった場合は、試験の一切を無効とし、試験終了時間まで別室で待機を命じる。
12. 試験終了後、解答用紙は裏返し、問題冊子は持ち帰ること。

受験番号	
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氏名	
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[I] 以下の設問に答えよ。

解答用紙(マークシート)に記入すること。各問の末尾に示された,
内の数字に対応する欄に解答せよ。

問1 次の英文の下線部の発音について、設問に答えよ。

Dr. Brown is a professor of chemistry.

(1) 次の a～d の下線部について、professor の第1アクセントが置かれる母音と同じ母音をもち、しかもそこに第1アクセントが置かれるものを1つ選べ。 1

- a. I followed the standard procedure.
- b. I must confess I didn't enjoy the party.
- c. Increasing the number of jobs will be a slow process.
- d. The program was installed on the computer.

(2) chemistry の下線部が表す発音を一切含まない単語を a～e からすべて選べ。 2

- a. chord
- b. mustache
- c. scissors
- d. stomach
- e. toothache

問2 次の a～e の単語について、第1アクセントが置かれる母音が互いに一致するものが2つある。その2つを選べ。 3

- a. grandparent
- b. inferior
- c. parliament
- d. steering
- e. transparent

問3 次のそれぞれの意味をもつ単語を a～e から 1 つずつ選べ。

(1) to give comfort or sympathy to somebody who is unhappy or disappointed 4

(2) to limit an activity, person, or problem in some way 5

- a. compile
- b. confine
- c. conform
- d. confront
- e. console

問4 次のそれぞれの意味をもつ単語を a～e から 1 つずつ選べ。

(1) to change to a new state or start using something new 6

(2) to spread a disease from one person to another 7

- a. transcend
- b. transcribe
- c. transfer
- d. transition
- e. transmit

問5 次のそれぞれの意味をもつ単語を a～e から 1 つずつ選べ。

(1) to make different things come together, to bring into agreement 8

(2) to fail to include or do something 9

- a. deteriorate
- b. linger
- c. omit
- d. reconcile
- e. suppress

問 6 次のそれぞれの意味をもつ単語を a～e から 1 つずつ選べ。

(1) smelling or tasting unpleasant 10

(2) simple and not skillfully done or made 11

- a. crude
- b. foul
- c. grim
- d. hollow
- e. stark

問 7 次のそれぞれの意味をもつ単語を a～e から 1 つずつ選べ。

(1) uncertainty of meaning or intention 12

(2) extreme distress of body or mind 13

- a. ambiguity
- b. anguish
- c. discrepancy
- d. disposition
- e. susceptibility

問 8 次の (1) ~ (3) のそれぞれにおいて、下線部 (a) ~ (d) のいずれか 1 か所に文法的な誤りがある場合はその記号を選べ。誤りがない場合は (e) を選べ。

(1) The Scientific Method provides a (a)means to formulate questions about general observations and devise theories. The approach lends itself to (b)answering questions in (c)fairly and unbiased statements, (d)as long as questions are posed correctly.

(e) NO ERROR

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(2) This method produces answers to questions posed in the form of a (a)working hypothesis that enables us to derive theories about what we observe. (b)Its power lies in (c)its ability to be repeated, (d)providing unbiased answers to derive theories.

(e) NO ERROR

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(3) Scientific knowledge can only (a)advance when the same process is (b)systematically used by every (c)scientists to test the broad range of results that occur. It is sometimes necessary to formulate new hypotheses that are tested by another (d)experiment.

(e) NO ERROR

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[II] 次の英文を読み、設問に答えよ。設問のうち、問 1～問 9 は解答用紙(マークシート)に記入すること。その後の問 10～問 15 は解答用紙(記述用)に記入すること。

PART 1

1. We all have blind spots in our knowledge and opinions. The bad news is that they can leave us blind to our blindness, which gives us false confidence in our judgment and prevents us from rethinking. The good news is that with the right kind of confidence, we can learn to see ourselves more clearly and update our views. In driver's training we were taught to identify our visual blind spots and eliminate them with the help of mirrors and sensors. In life, since our minds don't come equipped with those tools, we need to learn to recognize our ⁽ⁱ⁾cognitive blind spots and revise our thinking accordingly.
2. On the first day of December 2015, Halla Tómasdóttir got a call she never expected. The roof of Halla's house had just given way to a thick layer of snow and ice. As she watched water pouring down one of the walls, the friend on the other end of the line asked if Halla had seen the Facebook posts about her. Someone had started a petition for Halla to run for the presidency of Iceland.
3. Halla's first thought was, "Who am I to be president"? She had helped start a university and then cofounded an investment firm in 2007. When the 2008 financial crisis rocked the world, Iceland was hit particularly hard; all three of its major private commercial banks defaulted and its currency collapsed. Relative to the size of its economy, the country faced the worst financial meltdown in human history, but Halla demonstrated her leadership skills by guiding her firm successfully through the crisis. Even with that accomplishment, she didn't feel prepared for the presidency. She had no political background; she had never served in government or in any kind of public-sector role.
4. It wasn't the first time Halla had felt like an impostor. At the age of eight, her piano teacher had placed her on a fast track and frequently asked her to play in concerts, but she never felt she was worthy of the honor—and so, before every concert, she felt sick. Although the stakes were much higher now, the self-doubt felt familiar. "I had a massive pit in my stomach, like the piano recital but much bigger," Halla told me. "It's the worst case of adult impostor syndrome I've ever had." For months, she struggled with the idea of becoming a candidate. As her friends and family encouraged her to recognize that she had some relevant skills, Halla was still convinced that she lacked the necessary experience and confidence. She tried to persuade other women to run—one of whom ended up ascending to a different office, as the prime minister of Iceland.
5. Yet the petition didn't go away, and Halla's friends, family, and colleagues didn't stop urging her on. Eventually, she found herself asking, "Who am I not to serve?" She ultimately decided to go for it, but the odds were heavily stacked against her. She was running as an unknown independent candidate in a field of more than twenty contenders.

One of her competitors was particularly powerful—and particularly dangerous.

6. As Iceland's prime minister from 1991 to 2004, this man put the country's banks ⁽¹⁾in jeopardy by privatizing them. Then, as governor of Iceland's central bank from 2005 to 2009, he allowed the banks' balance sheets to balloon to more than ten times the national GDP. When the people 1 against his mismanagement, he refused to resign and had to be forced out by Parliament. Nevertheless, in 2016 he announced his candidacy for the presidency of Iceland: "My experience and knowledge, which is considerable, could go well with this office."
7. In theory, confidence and competence go hand in hand. ⁽ⁱⁱ⁾In practice, they often diverge. You've probably met some football fans who are convinced they know more than the coaches on the sidelines. That's the armchair quarterback syndrome, where confidence exceeds competence. Even after calling financial plays that destroyed an economy, the former prime minister still refused to 2 that he wasn't qualified to coach—let alone quarterback. He was blind to his weaknesses.
8. The opposite of armchair quarterback syndrome is impostor syndrome, where competence exceeds confidence. Think of the people you know who believe that they don't deserve their success. They're genuinely unaware of just how intelligent, creative, or charming they are, and no matter how hard you try, you can't get them to rethink their views. Even after an online petition proved that many others had confidence in her, Halla Tómasdóttir still wasn't convinced she was qualified to lead her country. She was blind to her strengths.
9. We're all novices at many things, but we're not always blind to that fact. We tend to overestimate ourselves on desirable skills, like the ability to carry on a riveting conversation. We're also prone to overconfidence in situations where it's easy to confuse experience for expertise, like driving, typing, trivia, and managing emotions. Yet we underestimate ourselves when we can easily recognize that we lack experience—like painting, driving a race car, and rapidly reciting the alphabet backward. If you don't know a thing about football, you probably don't walk around believing you know more than the coach.
10. It's when we progress from novice to amateur that we become overconfident. As we gain experience, we lose some of our humility. We take pride in making rapid progress, which promotes a false sense of mastery. That jump-starts an overconfidence cycle, 3 us from doubting what we know and being curious about what we don't. We get trapped in a beginner's bubble of flawed assumptions, 4.
11. That's what happened in Iceland to Halla's competitor—then governor of the country's central bank. After having refused help from England's central bank, at the height of the crisis, he brashly declared in public that he had no intention of covering the debts of Iceland's banks. His downfall, according to one journalist who chronicled

Iceland's financial collapse, was "arrogance, his absolute conviction that he knew what was best for the island." What he lacked is a crucial nutrient for the mind: humility.

12. Humility is often misunderstood. It's not a matter of having low self-confidence. It's about recognizing that we're flawed and fallible. On the other hand, confidence is a measure of how much you believe in yourself. Evidence shows that's distinct from how much you believe in your methods.
13. We become blinded by arrogance when we're utterly convinced of our strengths and our strategies. We get paralyzed by doubt when we lack conviction in both. We can be consumed by an inferiority complex when we know the right method but feel uncertain about our ability to execute it. What we want to attain is confident humility: having faith in our capability while appreciating that we may not have the right solution or even be addressing the right problem. That gives us enough doubt to reexamine our old knowledge and enough confidence to pursue new insights.
14. Confident humility can be taught. In one experiment, when students read a short article about the benefits of A, their odds of seeking extra help in an area of weakness spiked from 65 to 85 percent. They were also more likely to explore opposing political views to try to learn from the other side.

PART 2

15. A few years after Iceland's presidential election, when I invited her to speak to my class, Halla mentioned that the psychological fuel that propelled her meteoric rise was none other than impostor syndrome. Feeling like an impostor is typically viewed as a bad thing, and for good reason—a chronic sense of being unworthy can breed misery, crush motivation, and hold us back from pursuing our ambitions. Strangely, it seems to be particularly ⁽²⁾pronounced among high achievers. I've taught students who earned patents before they could drink and became chess masters before they could drive, but these same individuals still wrestle with insecurity and constantly question their abilities. The standard explanation for their accomplishments is that they succeed in spite of their doubts, but what if their success is actually driven in part by those doubts?
16. To find out, ⁽ⁱⁱⁱ⁾Basima Tewfik recruited a group of medical students who were preparing to begin their clinical rotations. She had them interact for more than half an hour with actors who had been trained to play the role of patients presenting symptoms of various diseases. Basima observed how the medical students treated the patients—and also tracked whether they made the right diagnoses.
17. A week earlier the students had answered a survey about how often they entertained ⁽³⁾impostor thoughts. Those who self-identified as impostors didn't do any worse in their diagnoses, and they did significantly better when it came to bedside manner—they were rated as more empathetic, respectful, and professional, as well as more effective in asking

questions and sharing information.

18. This evidence is new, and we still have a lot to learn about when impostor syndrome is beneficial versus when it's detrimental. Still, it leaves me wondering if we've been misjudging impostor syndrome by seeing it solely as a disorder. When our impostor fears crop up, the usual advice is to ignore them—give ourselves the benefit of the doubt. Instead, we might be better off embracing those fears, because they can give us three benefits of doubt.
19. The first upside of feeling like an impostor is that it can motivate us to work harder. It's probably not helpful when we're deciding whether to start a race, but once we've stepped up to the starting line, ⁽⁴⁾it gives us the drive to keep running to the end so that we can earn our place among the finalists. In some of my own research across military and government teams, and nonprofit organizations, I've found that confidence can make us complacent. If we never worry about letting other people down, we're more likely to actually do so. When we feel like impostors, we think we have something to prove. Impostors may be the last to jump in, but they may also be the last to quit.
20. Second, impostor thoughts can motivate us to work smarter. When we don't believe we're going to win, we have nothing to lose by rethinking our strategy. Feeling like an impostor puts us in a beginner's mindset, leading us to question assumptions that others have taken for granted.
21. Third, feeling like an impostor can make us better learners. Having some doubts about our knowledge and skills takes us off a pedestal, encouraging us to seek out insights from others. As psychologist Elizabeth Krumrei Mancuso and her colleagues write, "Learning 4 the humility to realize one has something to learn." There's no clearer case of this dynamic than Halla Tómasdóttir.
22. While other candidates were content to rely on the usual media coverage, Halla's uncertainty about her tools made her eager to rethink the way campaigns were 5. She worked harder and smarter, staying up late to personally answer social media messages. She held Facebook Live sessions where voters could ask her anything, and learned to use Snapchat to reach young people. Deciding she had nothing to lose, she went where few presidential candidates had gone before: instead of prosecuting her opponents, she treated her competitors with respect.

<Notes>

imposter: someone who pretends to be someone else in order to trick people

次の問 1～問 9 の設問に答えよ。

答えは解答用紙 (マークシート) に記入すること。各問の末尾に示された、
 内の数字に対応する欄に解答せよ。

問 1 Choose ALL of the statements that are true about Halla Tómasdóttir described in Part 1. 17

- a. Halla decided to run for the presidency because she had good odds of winning.
- b. The idea of running for the presidency induced self-doubt and anxiety similar to what Halla felt at her piano concerts.
- c. There was a discrepancy between the views of Halla and her friends on whether she was well suited to be president.
- d. When Iceland faced a financial crisis in 2008, she led the country as the president.

問 2 Which one of the following best completes the sentence below? 18

Halla's competitor is presented as an example of someone who...

- a. lacked both experience and expertise.
- b. lacked experience but possessed expertise.
- c. possessed both experience and expertise.
- d. possessed experience but not expertise.

問 3 Which one of the following is closest in meaning to the expression *in jeopardy*, marked (1) in Paragraph 6? 19

- a. in danger of failing
- b. in need of help
- c. in the hands of authority
- d. in the process of recovery

問 4 Which one of the following would best fill in Paragraph 14?

- a. admitting what we don't know rather than being certain about it
- b. focusing on areas where we are most competent
- c. paying attention to knowledge that we've already acquired
- d. studying thoroughly what we don't know until we become certain about it

問 5 Which one of the following is closest in meaning to the word *pronounced*, marked (2) in Paragraph 15?

- a. disadvantageous
- b. noticeable
- c. sensitive
- d. stressful

問 6 Which one of the following is an example of “impostor thoughts,” marked (3) in Paragraph 17?

- a. I am able to do things as well as most other people.
- b. I am dependent on other people to get things done.
- c. I am more capable than other people think I am.
- d. I am not as qualified as others think I am.

問 7 What does the word *it*, marked (4) in Paragraph 19, refer to?

- a. a race
- b. the starting line
- c. whether to start a race
- d. none of the above

問8 Which one of the following can be inferred from the text about the armchair quarterback syndrome? 24

- a. Someone with this syndrome does not recognize that they have relevant skills.
- b. Someone with this syndrome has more experience coaching other people than actually doing things.
- c. Someone with this syndrome is likely to be better at playing quarterback than coaching.
- d. Someone with this syndrome is more confident than they should be.

問9 Choose ALL of the following that can be inferred about “novices,” according to Part 1 of the text. 25

- a. Novices are more susceptible to the armchair quarterback syndrome than amateurs.
- b. Novices often turn into amateurs who fail to maintain the humility to question their competence.
- c. Novices refer to those who have neither competence nor confidence.
- d. Novices tend to overestimate, rather than undervalue, their abilities.

次の問 10～問 15 に答えよ。

答えは解答用紙(記述用)に記入すること。

問 10 ～ に入れるのに最もふさわしい動詞を次の語群から選び、必要ならば適切な形に直して 1 語で書け。なお、同じものを 2 度以上用いてはならない。

acknowledge	avoid	defeat	determine	offend
prevent	protest	remain	require	run

問 11 下線部(i)に関し、次の内容は本文中のどの段落で最も明確に説明されているか。該当する段落の番号を書き、その内容を具体的に日本語で説明せよ。

the term used to describe Halla Tómasdóttir's cognitive blind spots

問 12 下線部(ii)に関し、次の内容は本文中のどの段落で最も明確に説明されているか。該当する段落の番号を書き、その内容を具体的に日本語で説明せよ。

the author's recommendation to deal with the phenomenon he mentions

問 13 に入れるのに最もふさわしいものを 1 つ選べ。

- (あ) as a result of which we need more experience
- (い) in which we're subject to the sheer lack of experience
- (う) resulting in self-doubt and anxiety
- (え) where we're ignorant of our own ignorance
- (お) which often leads us to underestimating ourselves

問 14 下線部 (iii) の人物に関し、次の内容を具体的に日本語で説明せよ。

the objective of the study conducted by this person

問 15 本文の内容に合わないものを (あ)～(お) から 1 つ選び、その記号を書け。さらにそのように判断した理由を、本文および選択肢の具体的な内容に照らして日本語で説明せよ。

- (あ) The author implies that he is somewhat skeptical about the conventional view of the impostor syndrome.
- (い) The author reveals that people who reached excellence in certain areas early in their life are no exception to the impostor syndrome.
- (う) The author indicates that there is little advantage that can be derived from impostor thoughts.
- (え) The author argues that people with impostor thoughts do not need to feel obliged to disregard them.
- (お) The author implies that people with the armchair quarterback syndrome have excessive self-confidence.

[III] 下記の指示にしたがって英文を書け。解答用紙(記述用)に記入すること。

Based on the text in [II], give a situation where you are likely to have the imposter syndrome. Then, explain how you could deal with the situation to your own advantage by following what you have learned from the text in [II]. Write your answer in academic style, in one or two paragraphs, using examples to support your opinion.

(下書き用紙)

使用著作物：

Adapted from an excerpt of a book by Adam Grant, *Think Again*, Viking, 2021.

Adapted from the article, *The Scientific Method, Extension*, by Angela O'Callaghan, on the website of the University of Nevada, Reno, College of Agriculture, Biotechnology, and Natural Resources, <https://extension.unr.edu/publication.aspx?PubID=4239>, 2002 (accessed September, 2022).

