

令和 5 年度(前期日程)
入学者選抜学力検査問題

英 語

(コミュニケーション英語Ⅰ・コミュニケーション英語Ⅱ・
コミュニケーション英語Ⅲ・英語表現Ⅰ・英語表現Ⅱ)

試験時間 120分

文学部, 教育学部, 法学部, 理学部, 医学部, 工学部

問 題	ページ
I ~ IV	1 ~ 10

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 3. 試験開始後、この冊子又は解答紙に落丁・乱丁及び印刷の不鮮明な箇所などがあれば、手を挙げて監督者に知らせなさい。
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I 次の英文を読んで問1～問6に日本語で答えなさい。

Imagine the ultimate luxury hotel. There's gourmet food for breakfast, lunch, and dinner. During the day, you do as you please: lounge by the pool, get a spa treatment, romp in the game room. At night, you sleep in a king-size bed with down pillows and 600-thread-count sheets. The staff is ever present and ever pleasant, happy to fulfill any requests you might have, and the hotel even boasts state-of-the-art medical services. You can bring your whole family and socialize with lots of new people. If you're single, you might find that special someone among all the attractive men and women around. And the best part is that it's free. There's just one small catch: Once you check in, you can never leave.

No, it's not the famous Hotel California. Such luxurious imprisonment is the norm for animals in zoos across the world. Since the 1970s and 1980s, zoos have strived to reproduce the natural habitats of their animals, replacing concrete floors and steel bars with grass, boulders, trees, and pools of water. These environments may simulate the wild, but the animals don't have to worry about finding food, shelter, or safety from predators; all the necessities of life seem to be provided for them. While this may not seem like such a bad deal at first glance, the animals experience numerous complications. The zebras live constantly under the sword of Damocles, ⁽¹⁾ smelling the lions in the nearby Great Cats exhibit every day and finding themselves unable to escape. There's no possibility of migrating or of gathering food for the winter, which must seem to promise equally certain doom to a bird or bear. In fact, the animals have no way of even knowing whether the food that has magically appeared each day thus far will appear again tomorrow, and no power to provide for themselves. In short, zoo life is utterly incompatible with an animal's most deeply rooted survival instincts. ⁽²⁾

In spite of the dedication of their human caretakers, animals in zoos may feel caught in a death trap because they exert minimal control over their own lives. Every year, undaunted by the extensive moats, walls, nets, and glass surrounding their habitats, many animals attempt escape, and some of them even succeed. In 2008, Bruno, a 29-year-old orangutan at the Los Angeles Zoo, punched a hole in the mesh surrounding his habitat, only to find himself in a holding pen. No one was hurt, but 3,000 visitors were evacuated before Bruno was sedated by a handler. A year earlier, a four-year-old Siberian tiger known as Tatiana had jumped the 25-foot moat at the San Francisco Zoo, killing one person and injuring two others before she was shot dead. And in 2004, at the Berlin Zoo, the Andean bespectacled bear Juan used a log to "surf" his way across the moat surrounding his habitat before climbing a wall to freedom. After he had taken a whirl on the zoo's merry-go-round and a few trips down the slide, he was shot with a tranquilizer dart by zoo officials.

⁽³⁾ These stories reveal that the need for control is a powerful motivator, even when it can

lead to harm. This isn't only because exercising control feels good, but because being unable to do so is naturally unpleasant and stressful. Under duress, the endocrine system produces stress hormones such as adrenaline that prepare the body for dealing with immediate danger. We've all felt the fight-or-flight response in a dangerous situation or when stressed, frustrated, or panicked. Breathing and heart rates increase and the blood vessels narrow, enabling oxygen-rich blood to be pumped quickly to the extremities. Energy spent on bodily processes such as digestion and maintaining the immune system is temporarily reduced, freeing more energy for sudden action. Pupils dilate, reflexes quicken, and concentration increases. Only when the crisis has passed does the body resume normal function.⁽⁴⁾

Such responses are survival-enhancing for short-term situations in the wild because they motivate an animal to terminate the source of stress and regain control. But when the source of stress is unending—that is, when it can't be fled or fought—the body continues its stressed response until it is exhausted.⁽⁵⁾ Animals in a zoo still experience anxiety over basic survival needs and the possibility of predator attacks because they don't know that they're safe. Physically, remaining in a constant state of heightened alert can induce a weakened immune system and even heart problems. Mentally, this stress can cause a variety of repetitive and sometimes self-destructive behaviors, the animal equivalent of wringing one's hands or biting one's lip, which are considered a sign of depression or anxiety by most biologists.

Gus, the 700-pound polar bear at the Central Park Zoo, exhibited such behavior back in 1994 when, to the dismay of zoo-goers and his keepers, he spent the bulk of his time swimming an endless series of short laps. In order to address his neuroses, Gus—a true New Yorker—was set up with a therapist: animal behaviorist Tim Desmond, known for training the whale in the movie, *Free Willy*. Desmond concluded that Gus needed more challenges and opportunities to exercise his instincts. Gus wanted to feel as if he still had the ability to choose where he spent his time and how—he needed to reassume control of his own destiny. Similarly, the frequent grooming that pet hamsters and lab mice engage in isn't due to their fastidious natures; it's a nervous habit that can continue until they completely rub and gnaw away patches of their fur. If administered fluoxetine, the antidepressant most commonly known as Prozac, the animals reduce or discontinue these behaviors.

Due to these physically and psychologically harmful effects, captivity can often result in lower life expectancies despite objectively improved living conditions. Wild African elephants, for example, have an average life span of 56 years as compared to 17 years for zoo-born elephants. Other deleterious effects include fewer births (a chronic problem with captive pandas) and high infant mortality rates (over 65 percent for polar bears). Though this is bad news for any captive animal, it is especially alarming in the case of endangered species.

- (問 1) 下線部(1)の内容を 50 字以内で具体的に説明しなさい。(ただし、句読点も字数に含む。)
- (問 2) 下線部(2)について本文中にある具体例を挙げなさい。
- (問 3) 下線部(3)について 50 字以内でまとめなさい。(ただし、句読点も字数に含む。)
- (問 4) 下線部(4)を日本語に直しなさい。
- (問 5) 下線部(5)の影響を、身体的・精神的側面からそれぞれ 35 字以内で説明しなさい。(ただし、句読点も字数に含む。)
- (問 6) 動物園などで飼育されている動物が受けている身体的・心理的悪影響が招くこととして著者が挙げている例を 3つ述べなさい。

II Read the following passage. Answer Questions 1–8 in English according to the text.

When my son, Max, was three years old, I discovered that he's allergic to *must*. When I would tell him that he *must* get dressed so that we can go to school (and he loved to go to school), he'd make an unpleasant face. The word *must* is a little verbal handcuff that triggered in him the desire to squirm free.

The word *can* is so much nicer: "Can you get dressed, so that we can go to school?" To be certain that these two words were really (1), I tried a little experiment. After dinner one night, I said "Max, you *must* eat ice cream now."

"But I don't want to!"

Four seconds later: "Max, you can have ice cream if you want."

"I want some!"


The difference between *can* and *must* is the key to understanding the profound effects of self-interest on reasoning. It's also the key to understanding many of the strangest beliefs—in UFO abductions, quack medical treatments, and conspiracy theories.

The social psychologist Tom Gilovich studies the cognitive mechanisms of strange beliefs. His simple formulation is that when we *want* to believe something, we ask ourselves, "Can I believe it?" Then, we search for a line of support and if we find a single piece of evidence, even pseudo-evidence, we can stop thinking. We now have permission to believe. We have a justification, in case anyone asks.

In contrast, when we *don't* want to believe something, we ask ourselves, "*Must* I believe it?" Then we search for contrary evidence, and if we find a single reason to doubt the claim, we can dismiss it. You only need one key to unlock the handcuffs of *must*.

Psychologists now have file cabinets full of findings on "motivated reasoning," showing the many tricks people use to reach the conclusions they want to reach. When participants are told that an intelligence test gave them a low score, they choose to read articles criticizing (rather than supporting) the validity of IQ tests. When people read a (fictitious) scientific study that reports a link between caffeine consumption and breast cancer, women who are heavy coffee drinkers find more flaws in the study than do men and less caffeinated women. Pete Ditto, at the University of California at Irvine, asked participants to lick a strip of paper to determine whether they have a serious enzyme deficiency. He found that people wait longer for the paper to change color (which it never does) when a color change is desirable than when it indicates a deficiency, and those who get the undesirable prognosis find more reasons why the test might not be accurate (for example, "My mouth was unusually dry today").

The difference between a mind asking "Must I believe it?" versus "Can I believe it?" is so

profound that it even influences visual perception. Participants who thought that they'd get something good if a computer flashed up a letter rather than a number were more likely to see the figure  as the letter B, rather than as the number 13.

If people can literally see what they want to see, is it any wonder that scientific studies often fail to persuade the general public? Scientists are really good at finding flaws in studies that contradict their own views, but it sometimes happens that evidence accumulates across many studies to the point where scientists *must* change their minds. I've seen this happen in my colleagues (and myself) many times, and it's part of the accountability system of science—you'd look foolish clinging to discredited theories. But for nonscientists, there is no such thing as a study you must believe. It's *always* possible to question the methods, find an alternative interpretation of the data, or, if all else fails, question the honesty or ideology of the researchers.

And now that we all have access to search engines on our cell phones, we can call up a team of supportive scientists for almost any conclusion twenty-four hours a day. Whatever you want to believe about the causes of global warming or whether an unborn baby can feel pain, just Google your belief. You'll find biased websites summarizing and sometimes distorting relevant scientific studies. Science is a buffet, and Google will guide you to the study that's right for you.

1. Which of the following is best suited to ?
 - (A) bread and butter
 - (B) night and day
 - (C) pro and con
 - (D) trial and error

2. Which of the following is best suited to ?
 - (A) ambiguous
 - (B) beneficial
 - (C) considerable
 - (D) promotional

3. Which of the following is the closest in meaning to the underlined word, "justification"?
 - (A) belief system
 - (B) line of support
 - (C) permissible distraction
 - (D) simple formulation

4. Which of the following is true about Max?
- (A) He does not like to be told what to do.
 - (B) He is allergic to dairy products.
 - (C) He is reluctant to go to school.
 - (D) He must have ice cream after dinner.
5. What does Tom Gilovich state about the mechanism of strange beliefs?
- (A) One's personal beliefs can even influence one's visual perception.
 - (B) People look for evidence to confirm what they wish to believe.
 - (C) Strange beliefs are strengthened when tackled by opposing arguments.
 - (D) The credibility of information is key to changing one's personal beliefs.
6. Select TWO statements that are true about the psychological research findings described in the passage.
- (A) A drier mouth can cause an undesirable enzyme deficiency.
 - (B) Interpretation of visual information is influenced by one's desires.
 - (C) It is evident that more caffeinated women can develop breast cancer.
 - (D) One reason is enough to reject an idea one doesn't want to accept.
 - (E) People who get unfavorable test results find more reasons to support the same test.
 - (F) There is a relationship between the level of one's IQ and motivated reasoning.
7. According to the passage, what is true about scientists?
- (A) They are honest and reliable.
 - (B) They cling to discredited beliefs.
 - (C) They don't doubt scientific studies.
 - (D) They must account for their beliefs.
8. What is the warning the writer wants to convey to the reader in the last paragraph? You may add 15 to 20 words to complete the sentence below. Do not count punctuation such as periods and commas as words.

The author is warning us that _____.

III

According to data issued in May, 2022, by the Japanese Gender Equality Bureau of the Cabinet Office, the percentage of female members in the House of Representatives is 9.9% and ranks 166th among 190 countries. How can the situation be improved? Explain your ideas in English.

You may write up to 80 words. Count the number of words you wrote and put the number in the box provided. Do not count punctuation such as periods and commas as words.

IV

次の英文は、“The secrets of learning a new language”というタイトルのスピーチからの抜粋である。文中の(1)～(20)に入る最も適切な語を<語群>から選んで記入しなさい。また、動詞は必要に応じて適切な形に変えなさい。

<語群>文頭に来る語も小文字で表記している

after	another	available	away	bore
decide	every	favorite	friends	however
if	into	learn	make	mind
mistakes	myself	off	quietly	sense
shortcut	that	thorough	what	without

I love learning foreign languages. In fact, I love it so much that I like to learn a new language (1) two years—currently working on my eighth one. When people find that out about me, they always ask me, “How do you do that? What’s your secret?” And to be honest, for many years, my answer would be, “I don’t know. I simply love learning languages.” But people were never happy with that answer. They wanted to know why they were spending years trying to learn even one language, never achieving fluency, and here I come, learning one language (2) another. They wanted to know the secret of polyglots, people who speak a lot of languages. And that (3) me wonder, too—how do other polyglots actually do it? What do we have in common? And what is it (4) enables us to learn languages so much faster than other people? I decided to meet other people like me and find that out.

The best place to meet a lot of polyglots is an event where hundreds of language lovers meet in one place to practice their languages. There are several such polyglot events organized all around the world, and so I (5) to go there and ask polyglots about the methods that they use.

And so I met Benny from Ireland, who told me that his method is to start speaking from day one. He learns a few phrases from a travel phrasebook and goes to meet native speakers and starts having conversations with them right away. He doesn’t (6) making even 200 mistakes a day, because that’s how he learns, based on the feedback. And the best thing is, he doesn’t even need to travel a lot today, because you can easily have conversations with native speakers from the comfort of your living room, using websites.

I also met Lucas from Brazil, who had a really interesting method for learning Russian. He simply added a hundred random Russian speakers on Skype as (7), and then he

opened a chat window with one of them and wrote “Hi” in Russian. And the person replied, “Hi, how are you?” Lucas copied this and put it into a text window with another person, and the person replied, “I’m fine, thank you, and how are you?” Lucas copied this back to the first person, and in this way, he had two strangers have a conversation with each other (8) knowing about it. And soon he would start typing himself, because he had so many of these conversations that he figured out how the Russian conversation usually starts. (9) an ingenious method, right?

And then, I met polyglots who always start by imitating sounds of the language, and others who always learn the 500 most frequent words of the language, and yet others who always start by reading about the grammar. If I asked a hundred different polyglots, I heard a hundred different approaches to (10) languages. Everybody seems to have a unique way they learn a language, and yet we all come to the same result of speaking several languages fluently.

And as I was listening to these polyglots telling me about their methods, it suddenly dawned on me: the one thing we all have in common is that we simply found ways to enjoy the language-learning process. All of these polyglots were talking about language learning as (11) it was great fun. You should have seen their faces when they were showing me their colorful grammar charts and their carefully handmade flash cards, and their statistics about learning vocabulary using apps, or even how they love to cook based on recipes in a foreign language. All of them use different methods, but they always make sure it’s something that they personally enjoy.

I realized that this is actually how I learn languages (12). When I was learning Spanish, I was (13) with the text in the textbook. I mean, who wants to read about Jose asking about the directions to the train station? Right? I wanted to read *Harry Potter* instead, because that was my (14) book as a child, and I have read it many times. So, I got the Spanish translation of *Harry Potter* and started reading. And sure enough, I understood almost nothing at the beginning, but I kept on reading because I loved the book. And by the end of the book, I was able to follow it almost without any problems. And the same thing happened when I was learning German. I decided to watch *Friends*, my favorite sitcom, in German. And again, at the beginning it was all just gibberish. I didn’t know where one word finished and (15) one started, but I kept on watching every day because it’s *Friends*. I can watch it in any language—I love it so much. And after the second or third season, seriously, the dialogue started to make (16).

I only realized this after meeting other polyglots. We are no geniuses and we have no (17) to learning languages. We simply found out how to enjoy the process, how to turn

language learning from a boring school subject (18) a pleasant activity which you don't mind doing every day. If you don't like writing words down on paper, you can always type them in an app. If you don't like listening to boring textbook material, find interesting content on YouTube or in podcasts for any language. If you're a more introverted person and you can't imagine speaking to native speakers right (19), you can apply the method of self-talk. You can talk to yourself in the comfort of your room, describing your plans for the weekend, how your day has been, or even take a random picture from your phone and describe the picture to your imaginary friend. This is how polyglots learn languages, and the best news is, it's (20) to anyone who is willing to take the learning into their own hands.

SOURCES

- I Sheena Iyengar. *The Art of Choosing*, 2010. Hachette Book Group. (一部変更)
- II Jonathan Haidt. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. 2012. Pantheon Books. (一部変更)
- III “Current Status and Challenges of Gender Equality in Japan.” May, 2022. Gender Equality Bureau, Cabinet Office, Government of Japan.
https://www.gender.go.jp/english_contents/pr_act/pub/status_challenges/pdf/202205.pdf
- IV A 2019 TED Talk by Lýdia Machová titled “The secrets of learning a new language.”
https://www.ted.com/talks/lydia_machova_the_secrets_of_learning_a_new_language/transcript (一部変更)

