

(2020年度)

## 6 英語問題 (90分)

(この問題冊子は33ページ, 8問である。)

### 受験についての注意

1. 試験監督者の指示があるまで, 問題冊子を開いてはならない。
2. 試験開始前に, 試験監督者から指示があったら, 解答用紙の右上の番号が自分の受験番号と一致することを確認し, 所定の欄に氏名を記入すること。次に, 解答用紙の右側のミシン目にそって, きれいに折り曲げてから, 受験番号と氏名が書かれた切片を切り離し, 机上に置くこと。
3. 試験監督者から試験開始の指示があったら, この問題冊子が, 上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は, HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能, 計算機能, 辞書機能を使用してはならない。また, スマートウォッチなどのウェアラブル端末を使用してはならない。
5. 解答は, 解答用紙の各問の選択肢の中から正解と思うものを選んで, そのマーク欄をぬりつぶすこと。
6. マークをするとき, マーク欄からはみ出したり, 白い部分を残したり, 文字や番号, ○や×をつけたりしてはならない。また, マーク箇所以外の部分には何も書いてはならない。
7. 訂正する場合は, 消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり, 破ったりしてはならない。
9. 試験監督者の許可なく試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

1 次の英文を読み、(1)～(10)の問いに最も適切な答えを(a)～(d)から一つ選びなさい。

(1) The bedtime story has long been a carrot encouraging young parents to get through their day, even when they feel tired and stressed. Like so little else in their lives, it lives up to the picture—a moment of family bliss that makes raising a family in today's chaotic world worth it. What many tired-eyed parents probably do not realise is that these sentimental moments are also sparking real language development in their children.

Many modern parents are turning to technology, believing that it will give their children's language development an edge. It is clear, however, that the decidedly old-fashioned bedtime story should not be dumped into the digital trash bin. It seems to have valuable benefits for young children's language development, and may also help their storytelling abilities and their understanding of others' mental states.

The bedtime story, or any form of shared book reading, has long been described as a vocabulary acquisition device. Scientists have found that reading with children as early as eight months, but not as early as four months, has been found to predict later language scores at twelve and sixteen months. This research suggests that parents should bring out the books after infants can sit up, but while they are still in a pre-verbal stage. This fact is surprising to many of us who would have thought that shared book reading should only begin when we hear the infant's first words, usually around one year of age.

Most of us do read to our children. But not all of us are born to be storytellers. Most of us need a little guidance to make our shared reading

effective. With older infants and two-year-olds, it is important to offer positive feedback and questions. Parents may offer questions about the book: for example, a parent reading a book about monkeys may ask: "What do monkeys do?" Or they may imitate children's statements: for example, if the child says "A big boat," the parent might repeat, "A big boat." Statements that relate the events in the book to the child's experience are also important for children's vocabulary and the complexity of their language. For example, a parent reading a story about a farm may relate the story to the child's world by commenting "Look, chickens, like Grandpa's chickens."<sup>(8)</sup>

Mothers still do the majority of bedtime reading. In a sample of approximately 100 infants from predominantly white, middle-class homes, 66 per cent of the mothers and 42 per cent of the fathers reported that they read with their infants. Studies in shared reading led by fathers have found few, but perhaps important, differences in their styles of reading to their children. Sometimes fathers have shown more concern with just reading the story, a goal which is not optimal for children's language development. They may also ask fewer questions than mothers, and let their infants control the book reading situation more than mothers.

Adapted from Blake, J., and Maiese, N. (2008). "No Fairytale ... the benefits of the bedtime story". *The Psychologist*, 21, 386-88

- (1) Why is the bedtime story described as a "carrot"?
  - (a) Because it motivates parents when they are tired.
  - (b) Because it is a tedious but necessary end to the day.
  - (c) Because it is a good way to force children to behave.
  - (d) Because it is good for children's physical development.

- (2) Which phrase is closest in meaning to "it lives up to the picture"?
- (a) It is easy to photograph.
  - (b) It is commonly seen in movies.
  - (c) It is a disappointing experience.
  - (d) It corresponds to the ideal of parenting.
- (3) According to the article, what should parents realize about the bedtime story?
- (a) That it is also a way of showing love for children.
  - (b) That it is also a crucial chance to bond with children.
  - (c) That it is also important for developing children's language.
  - (d) That it is also an important time for the whole family to come together.
- (4) What does the article say about technology?
- (a) That it should not be used alongside books.
  - (b) That it should not lead us to overlook the benefits of books.
  - (c) That it is better to read electronic versions of books to children.
  - (d) That high-tech reading methods will eventually replace paper books.
- (5) According to scientists, which of these is a good age to begin shared reading with children?
- (a) Four months.
  - (b) Eight months.
  - (c) Twelve months.
  - (d) Sixteen months.

- (6) According to the article, why do many people think that shared reading should begin about one year of age?
- (a) Because most younger children haven't learned to talk.
  - (b) Because most younger children fall asleep at irregular times.
  - (c) Because most younger children can't sit still and listen to a story.
  - (d) Because most younger children can't understand complex stories.
- (7) Which of these is closest in meaning to the phrase "not all of us are born to be storytellers"?
- (a) Not all children learn language at the same rate.
  - (b) Not all parents can become authors of children's stories.
  - (c) Not all children are equally eager to hear bedtime stories.
  - (d) Not all parents are naturally effective at reading to their children.
- (8) According to the article, how might the sentence "Look, chickens, like Grandpa's chickens" help a child learn?
- (a) It defines a concept for them.
  - (b) It imitates the child's own speech.
  - (c) It shows the child where to focus in the book.
  - (d) It connects the book to the child's own experience.
- (9) According to the article, which of these statements best summarizes the available evidence about bedtime reading by fathers and mothers?
- (a) Fathers are more likely to read to children than mothers.
  - (b) Fathers may be less effective at reading to children than mothers.
  - (c) Middle-class fathers are more likely to read to their children than working-class fathers.
  - (d) There are small and relatively unimportant differences between the reading styles of fathers and mothers.

- (10) According to the article, what is one way in which fathers' reading styles may differ from those of mothers?
- (a) Fathers are more controlling and strict with children.
  - (b) Fathers make things up that weren't in the original book.
  - (c) Fathers stick more closely to reading out the original story.
  - (d) Fathers are more likely to ask children questions about the story.

**2** (11)~(20)の空欄に最も適切な表現を(a)~(d)より一つ選びなさい。

### **Bias against funding Canada's female scientists revealed in study**

*Women are less likely to win grants when the focus of the application is who leads the research.*

A new Canadian analysis in *The Lancet* ( 11 ) complains that the awarding of research grants is biased against female scientists.

The analysis found women are less likely to receive valuable research dollars if their grant applications are reviewed based on who the lead scientist is, rather than what the proposed project is.

The disparity is most striking in the field of public health, where female applicants ( 12 ) male applicants, but men are twice as likely to win Foundation grants—14.1 per cent versus 6.7 per cent.

The analysis took applicants' age and field of study into account.

"This evidence is fairly ( 13 )" said Holly Witteman, a researcher at Laval

University's Faculty of Medicine in Quebec City.

"When the [grant] reviewers are told to focus on evaluating the scientists ... that significantly amplifies success rates for men," she said.

### **Grant awarding system broken**

Neuroscientist Jennifer Raymond said the Canadian study is another ( 14 ) that the research funding "system is broken and really needs to be fixed."

Raymond is a researcher at California's Stanford University and wrote a commentary which appears in the same edition of *The Lancet*.

"A lot of times women internalize and say 'Oh it's me, maybe I'm not good enough, my male colleague is getting all of these awards and attention. I need to try harder,'" she told CBC News.

Raymond has also ( 15 ) grant applications for the National Institutes of Health, the U.S. equivalent of the Canadian Institute of Health Research.

"I sometimes hear comments that I wonder if they would be saying that if the applicant was a male scientist instead of a female scientist. But in any one of those cases, you can never really know what's motivating the comment. You can really only see the bias in the statistics."

### **Funding begets more funding**

Gender equality has long ( 16 ) the sciences, especially at the leadership level. Raymond said funding bias plays a role in that disparity.

"Small advantages over time can become big advantages. Getting funding can lead to more publications, which can make it easier to attract good scientists to your lab, which ( 17 ) can help you do more good science and get more funding. So you know there's all of these different levels at which these biases play ( 18 )."

Raymond said she supports a "blinded" grant application process to protect female researchers from unintended bias.

It's an approach increasingly adopted by recruiters and employers. When the Toronto Symphony Orchestra famously began ( 19 ) the identities of musicians during auditions in the 1980s, it transformed what was once a nearly all-male orchestra.

For research scientists early in their careers, the ( 20 ) effect of those first grants is often more opportunities down the road.

Adapted from Adhopia, V. (2019). "Bias against funding Canada's female scientists revealed in study". *CBC News*. Retrieved from <https://www.cbc.ca/news/health/cihr-gender-bias-1.5009611>



- (11) (a) confirms (b) dominates (c) maneuvers (d) totals
- (12) (a) assimilate (b) facilitate  
(c) outnumber (d) under-represent
- (13) (a) denial (b) effective (c) productive (d) strong
- (14) (a) beneficiary (b) indication  
(c) resemblance (d) vacancy
- (15) (a) assessed (b) negated (c) regretted (d) wrote
- (16) (a) discriminated (b) eluded  
(c) fabricated (d) generalized
- (17) (a) at all (b) by no means  
(c) in turn (d) off hand
- (18) (a) at (b) in (c) out (d) to
- (19) (a) concealing (b) disclosing (c) dismissing (d) exposing
- (20) (a) assertive (b) cumulative (c) distorting (d) enlightening

**3** 次の英文を読み、(21)～(30)の問いに最も適切な答えを(a)～(d)から一つ選びなさい。

In our steady march toward an all-digital world, an ever-growing selection of \*tangible forms of communication and culture—from printed books and newspapers to handwritten letters (imagine!) to DVDs—are being done away with. And now we're on the \*\*cusp of arguably the biggest transition yet: ditching \*\*\*cold, hard cash for a future in which all money is digital.

Actually, it might seem we're already a good ways along. Just look at our exploding use of credit and debit cards: In 1990 debit cards in the U.S. were used for 300 million purchases; today the total exceeds 40 billion. Other technologies, involving things like microchip implants, fingerprint scans, and

facial recognition, are even eliminating the need for phones and smartwatches.

Printed money didn't come into widespread use until the 17th century, when it was adopted by Europeans, who could exchange their notes for actual gold. In 1933, when the connection between the U.S. dollar and gold was effectively severed, cash truly became just a paper construct. If the paper is no longer needed, logic would suggest, why not just get rid of it?

Nowhere is the cashless movement further along than in Sweden. After a decade during which the country's financial sector made a strong effort to get people to adopt electronic payment methods—by doing things like keeping no cash on hand at most bank branches and refusing to accept cash deposits—only 15 percent of financial transactions are now done with physical money.

Many stores, along with buses and the Stockholm metro, no longer take cash. Most person-to-person payments are made via a mobile app called Swish, which lets you send money instantaneously from one bank account to another with a phone number. Even street vendors have adopted Swish, and contrary to what you might assume, there isn't a large generational divide: at least half of Swedes over 60 use Swish. It's so popular, in fact, that the verb "to swish" has entered the nation's lexicon.

While the drive to eliminate cash is fueled partly by capitalism's impulse to eliminate waste out of the system, it is also propelled by consumers' desire to make their lives easier. In Sweden more than 4,000 people have had microchips implanted under their skin, which makes it possible for them to pay with the wave of a hand.

Whether a cashless consumer experience is your idea of heaven or a

nightmare, a case against paper money is easy to make. For starters, cash is dirty. A 2017 study found that dollar bills from New York banks were covered with hundreds of species of microorganisms, including ones that cause acne. Also, cash can be lost and accidentally destroyed. And, of course, it can be stolen.

Given that going cashless would seem to be a win-win for most of us, how much longer do we have to wait until the revolution is complete? Maybe longer than you'd think. Interestingly, while people are using cash less frequently, the actual amount of cash in circulation has increased. There are more physical dollars (and most other paper currencies) in the world today than ever before. According to the Federal Reserve, 65 percent of Americans regularly carry cash, perhaps because, as one recent consumer survey found, not having money in our wallets makes most of us anxious. Especially for small transactions, cash remains many people's payment method of choice.

Why is that? Partly it's about psychological and cultural factors, including our attachment to what's familiar and not wanting to have our options limited. We might speak of cold, hard cash, but studies have shown that we actually have an emotional attachment to physical money.

The fact is a lot of economic activity around the globe is still conducted using cash, and not only in less developed regions. Wealthy Americans may not use cash to buy much (according to a McKinsey study, once you get into the upper middle class, cash accounts for just 2 percent of all point-of-sale transactions), but many of the workers the wealthy employ—nannies, gardeners, housekeepers—are paid in cash. Such transactions would be impossible in a fully cashless economy. The same situation applies to tips for hotel housekeepers, doormen, valets, baristas, and the like. Workers in the

tourism industry, for instance, would likely see their incomes decline in a cashless world. And those who don't have checking or savings accounts—close to 7 percent of Americans (mostly non-white)—would be at risk of being shut out of the system completely.

Another aspect of going cashless is the impact it would have on our spending habits. Precisely because cash gives us a feeling of security, handing it over is painful in a way that swiping a card or waving a phone is not. What economists call “the price of paying” is simply higher with cash. As one consumer put it, “I really see the cash going out of my pocket when I spend.”

Although it's impossible to say when total cashlessness will come to pass, we can surmise that when it does we'll spend more freely and take on more debt. Our kids will grow up without ceramic piggy banks, and birthday cards from Grandma with a few bills slipped in. But they will adapt. A cashless society will not be a utopia—it will involve complicated trade-offs.

Adapted from Surowiecki, J. (January, 2019). “Is this the end of cash?” *Town and Country*. Retrieved from <https://www.townandcountrymag.com/society/money-and-power/a25682980/end-of-cash/>

### **Glossary**

\*tangible: something that can be touched

\*\*cusp: a point of transition

\*\*\*cold, hard cash: printed or pressed money in paper notes or coins

- (21) According to the article, which is a sign of our increasingly all-digital world?
- (a) We increasingly use electronic rather than physical media.
  - (b) We use debit cards more than credit cards.
  - (c) We produce less printed money than ever before.
  - (d) We've grown to dislike cash because it's cold.
- (22) According to the article, when did printed money first become less meaningful?
- (a) During the 17th century, when Europeans preferred gold.
  - (b) In the early 20th century, when its value was no longer tied to gold.
  - (c) When the financial relationship between Europe and the U.S. was severed.
  - (d) When technology was invented to allow people to pay digitally.
- (23) According to the article, how did Sweden become a more cashless country?
- (a) By allowing only 15% of people to carry cash.
  - (b) By eliminating cash from all bank branches and public transportation.
  - (c) By paying people to adopt electronic payment methods.
  - (d) By making it more difficult for people to use and receive cash at banks.
- (24) According to the article, which is true about the Swedish app called Swish?
- (a) Most payments between people in Sweden are made through the app.
  - (b) Most people in Sweden over sixty are reluctant to use the app.
  - (c) A person in Sweden can send money through the app by waving their hand.
  - (d) The verb "to swish" was invented by street vendors who used the app.

- (25) According to the article, what did one 2017 study reveal about dollar bills in New York?
- (a) That they could be easily destroyed by thieves.
  - (b) That dirty cash is more likely to be stolen.
  - (c) That people avoid dollars because they cause acne.
  - (d) That dollars carry a lot of germs and bacteria.
- (26) According to the article, which best describes printed money in the world today?
- (a) People use printed money more often today than at any other time in history.
  - (b) Although the use of printed money has declined, more exists than before.
  - (c) Carrying printed money has been shown to cause anxiety.
  - (d) Printed money is only being used for small transactions.
- (27) According to the article, what is one reason why it is difficult for people to stop using printed money?
- (a) People have so much printed money they don't want to waste it.
  - (b) People feel more emotion when they pay their credit card bills.
  - (c) People are reluctant to use technology to make electronic transactions.
  - (d) People want to have choices in the way they spend their money.

- (28) According to the article, which statement is true about the economic impact of a cashless society?
- (a) A cashless society would increase the income of hospitality workers.
  - (b) A cashless society would make it difficult for household employees to receive their salaries.
  - (c) A cashless society would economically disadvantage 7% of the world's population.
  - (d) A cashless society would reduce the number of wealthy Americans by 2%.
- (29) According to the article, why does paying with cash feel more “painful” to consumers than making electronic transactions?
- (a) Unlike electronic transactions, consumers feel pain when cash is stolen from their pockets.
  - (b) Unlike paying with cash, credit cards are light and take less effort to use.
  - (c) Having printed money makes people feel safe, so paying with it is psychologically harder.
  - (d) Making cash payments is more expensive than paying electronically.
- (30) According to the article, what is one likely future result of a cashless society?
- (a) In the future, people will spend and save more freely in a cashless society.
  - (b) In the future, people in a cashless society will likely owe more money.
  - (c) In the future, kids will no longer get unwanted birthday cards from their grandparents.
  - (d) In the future, a cashless society will complicate trade between countries.

4

(31)~(40)に入る最も適切な文または語句を(a)~(j)より一つ選びなさい。なお、一度選んだ答えは二度使用することはできない。また、最初の小文字は文中では大文字の場合がある。

### Should You Allow Laptops in Class? Here's What the Latest Study Adds to That Debate

*By Beckie Supiano*

Point: Laptops are a ( 31 ) not only those using them but also their neighbors.

Counterpoint: Laptops are a ( 32 ) class.

Plenty of professors have strong opinions about whether laptops belong in the classroom. They also pride themselves on holding opinions based on research. So ( 33 ) was bound to attract attention. But that doesn't mean it offers a definitive answer.

The paper, "How Much Mightier Is the Pen Than the Keyboard for Note-Taking? A Replication and Extension of Mueller and Oppenheimer (2014)," was published this week in *Educational Psychology Review*. As the title suggests, the authors tried to ( 34 ) students who took notes by hand fared better on conceptual test questions than did those who typed notes on a laptop. Students who took notes on a laptop wrote more, and were more likely to write what a lecturer said word-for-word, according to the original study. Perhaps, the authors of that study wrote, students taking notes on laptops did so ( 35 ) on the items that demanded such understanding.



The original study was cited among several that led one professor ( 36 ) in a widely read and much-debated *New York Times* article.

The new paper, ( 37 ). Instead, it found that students who took notes by hand fared a bit better on factual test questions, but not on conceptual ones. While both papers find some advantage for students who take notes by hand, the new study at least complicates the 2014 paper's theory about why handwritten notes appeared to improve conceptual understanding in particular.

So where does that leave us in the laptops-in-the-classroom debate? Let's take a look:

Should students take notes by hand?

Maybe. When the authors of the new paper conducted a meta-analysis, looking at the results of both papers' experiments, ( 38 ). Still, "we are of the bent that it might be a little too early to make definite prescriptions," said John Dunlosky, a professor of psychology at Kent State University and one of the new paper's authors.

Daniel Oppenheimer, a professor of social and decision sciences at Carnegie Mellon University and an author of the original paper, said he ( 39 ). "The right way to look at these findings, both the original findings and these new findings," he wrote in an email, "is ( 40 ) that longhand note-taking is *different* from laptop note-taking."

Adapted from Supiano, B. (2019). "Should you allow laptops in class? Here's what the latest study adds to that debate". *The Chronicle of Higher Education*.

Retrieved from <https://www.chronicle.com/article/Should-You-Allow-Laptops-in/245625>

- (a) a new paper investigating the difference between taking notes longhand or on a laptop
- (b) appreciated the opportunity to clarify his advice on best classroom practices
- (c) in contrast, couldn't completely replicate those findings
- (d) "indiscriminately or by mindlessly transcribing content," did not form a deep understanding of the material, and therefore did worse
- (e) lifeline, allowing students with disabilities to participate fully in
- (f) menace, undermining how students take notes in class and distracting
- (g) not that longhand is better than laptops for note-taking, but rather
- (h) replicate a well-known study that found that
- (i) they found a small, statistically insignificant increase in test performance for those who took longhand notes
- (j) to ban laptops in her classroom

**5** 次の英文を読み、(41)～(50)の問いに最も適切な答えを(a)～(d)から一つ選びなさい。

In January, 27-year-old Samantha Wu quit her teaching job in Boston to move home to New Jersey and support her mother through illness. To take her mind off her worries, she also took up coloring books. She very quickly found it hard to stop. Coloring in the pictures became a useful distraction, and then a preoccupation: "I would be doing other things, and I'd be like, 'I can't wait until I get to do that again.'" For a month, she colored every day, at times twice a day.

In a very short time, coloring has proven surprisingly addictive for America's stressed, anxious, and overworked. This supposedly soothing activity has also become a big business—in 2015 alone, U.S. sales of coloring books shot up from 1 to 12 million units. Coloring books are one of the main reasons print books have performed so strongly recently in the U.S.

A sizable number of the best-selling titles make one promise: “relaxation” or<sup>(43)</sup> “stress relief.” Anecdotally at least, coloring seems to make people feel calmer. But unlike with drugs or exercise, it's hard to pinpoint exactly how. “People with a lot of anxiety respond really well to the controlled environment of coloring books,” says New York-based art therapist Nadia Jenefsky. “There are still some choices involved—in terms of choosing what colors you're going to use and how you're blending your colors—but there's also a lot of structure.”

According to the American Psychological Association, in 2015 Americans reported being more stressed than in 2014. And even though stress was on the decline in the years before that, Americans routinely report that their stress levels are higher than what they believe is healthy. Work, along with money, is consistently one of the top reasons people say they're stressed. From knitting crazes to mindfulness training centers, Americans today will take anything they can get to escape their constant internet connectivity and overwork.

We color to feel like children again, and to flex creative muscles, but as Jenefsky says, the truth is that children are actually so creative that coloring books slow them down. “For children a lot of times coloring books can inhibit their creativity,” she says. Their natural creativity, she says, lends itself better to creating original art. Burned-out adults, on the other hand, can be

overwhelmed by a blank page. For them, selecting colors to fill in the lines may be all the creativity they can summon.

It's precisely coloring's not-quite-therapy, not-quite-art qualities that make it compelling. The activity takes less energy than jogging or yoga, is easier to pick up than knitting, and is more productive than watching TV drama (or can be done alongside it). And while it can give you a short break from your screens and devices, coloring also promises something productive and social media-friendly: at the end, you still have something pretty to put on Instagram.

Wuu says she's cut back significantly on her coloring, partly because she started to question just how "productive" she was being by filling her hours with shading. Still, she thinks her obsession was ultimately positive for her during a time of immense stress. "You can't do it wrong—and even when you do, you're like, 'Whatever, I have another shot,'" she says. "It felt like I could mess up. I would look at this, and be like, 'Oh, that's not really what I wanted to do. But there are, like, 10,000 other flowers in this book.'"

Adapted from Ha, T. (April 24, 2016). "America's obsession with adult coloring is a cry for help". *Quartz*. Retrieved from <https://qz.com/650378/the-sad-reason-american-adults-are-so-obsessed-with-coloring-books/>

- (41) Why did Samantha Wuu take up coloring?
- (a) As an occupation to support her family.
  - (b) Because she was recovering from sickness.
  - (c) In order to distract herself from her problems.
  - (d) Because she had more time after quitting her job.

- (42) According to the article, what statement is true about the sales of coloring books in America?
- (a) Coloring books dramatically increased in popularity in 2015.
  - (b) Coloring books now account for one in twelve print books sold.
  - (c) Coloring books are the most profitable kinds of books for publishers.
  - (d) Coloring books make up a minor part of the overall sales of print books.
- (43) Which of these sentences is closest in meaning to: "A sizable number of the best-selling titles make one promise"?
- (a) The titles of coloring books often mislead their readers.
  - (b) There are many reasons why adults enjoy coloring books.
  - (c) Many popular coloring books advertize the same benefits.
  - (d) Coloring books which have simple titles are more likely to sell in large numbers.
- (44) What does the article say about the relationship between coloring books and anxiety?
- (a) Coloring books reduce anxiety by creating beautiful blends of colors.
  - (b) Coloring books reduce anxiety by providing a structured activity to follow.
  - (c) Coloring books reduce anxiety in the same ways as drugs or physical exercise.
  - (d) Coloring books reduce anxiety in ways that can be scientifically demonstrated.

- (45) According to the fourth paragraph, which statement about the stress levels of Americans is accurate?
- (a) Americans' stress levels fell in the period before 2014.
  - (b) Americans' stress levels reached an all-time high in 2015.
  - (c) Americans' stress levels were higher in 2014 than in 2015.
  - (d) Americans' stress levels in 2015 were lower than a few years earlier.
- (46) Which possible cause of Americans' stress is NOT mentioned in the fourth paragraph?
- (a) Anxiety about politics.
  - (b) Financial difficulties.
  - (c) Long hours at their jobs.
  - (d) Excessive time spent online.
- (47) According to the article, what is one difference between children and adults?
- (a) Compared to adults, children color in pictures more quickly.
  - (b) Compared to adults, children are more creative when selecting colors.
  - (c) Compared to adults, children benefit more from drawing on a blank page.
  - (d) Compared to adults, children have their creativity improved by coloring books.
- (48) Which reason for the appeal of coloring books is NOT mentioned?
- (a) They are easy to learn.
  - (b) They increase muscle co-ordination.
  - (c) They can be easily posted on social media.
  - (d) They can be done at the same time as other activities.

- (49) Overall, what did Wu appreciate MOST about her coloring book?
- (a) It gave her the feeling that she was free to make mistakes.
  - (b) It was a social activity that she could enjoy with her mother.
  - (c) It relaxed her and allowed her to increase her productivity at work.
  - (d) It allowed her to experiment with many different techniques and designs.
- (50) Which sentence best describes the overall attitude of the article towards coloring books?
- (a) They are helpful for adults but potentially addictive for children.
  - (b) They are popular ways to deal with the pressure of modern life.
  - (c) They are ineffective at relieving the stress many Americans are under.
  - (d) They are evidence that many adults waste their time on pointless activities.

**6** 次の会話文を読み、下線部(51)～(60)に入る最も適切な語句を(a)～(d)の中から一つ選びなさい。

The year is 2017. Alex is a Cuban-American teenage boy who has decided to interview his grandmother Lydia for his school project on Cuba. He has set up a video camera and is ready to shoot the interview. Penelope, who is Alex's mother and is also Lydia's daughter, watches on. Lydia was one of approximately 1.4 million refugees who fled Cuba to the United States after the 1959 Cuban Revolution headed by Fidel Castro.

Alex:       \*Abuelita, you're up.

Lydia:      Oh, hello. I didn't see you there. [*chuckles*] It is I, Lydia Riera, the most famous dancer in Cuba. I can do flamenco, salsa, mambo,

pachanga, and the Funky Chicken. [*pretends to play castanets*]

Alex: Okay, Abuelita. Time for your story. Make me laugh. Make me cry. \_\_\_\_\_ me an "A."  
(51)

Lydia: Well, when I was in Cuba the people would line up for blocks and blocks just to see me. I was the iPhone of my time. But then Castro took over. My family was forced to flee. And that's when I came to America.

Alex: Ooh! You know what would be good? Talk about being one of the Pedro Pan kids.

Lydia: [*gasps*] Ah! Pedro Pan was a program that started during the revolution to fly children out of Cuba and give them safe haven in the United States until Castro left.

Alex: Okay, so you were put on a \_\_\_\_\_ to a new country where you didn't know the language?  
(52)

Lydia: Oh, yes.

Alex: Without your parents?

Lydia: Yes.

Alex: And you were Elena's (Alex's older sister) age, which would have made Maruchi my age? And Mimi would've been really young.

Lydia: Yes.

Alex: Wow, Abuelita. I can't even imagine. That must have been so hard, taking care of your sisters, since you were the oldest.

Penelope: \*\*Mami. Are you okay?

Lydia: Ah. [*voice breaking*] You know, I am sorry. I'm a little tired. I'm sorry, \*\*\*Papito. I think I am \_\_\_\_\_.  
(53)

*Lydia is alone in her bedroom. Penelope enters to check in.*

Lydia: Is Alex okay? Did I ruin his movie?



Penelope: No. Alex is fine. He's a little confused. Frankly, so am I. [sighing] I know how much you like talking about all the good times in Cuba. And I also know that there are certain things that are hard to talk about. But I've never seen you react like that. What's going on? It might be good for you to \_\_\_\_\_<sup>(54)</sup>. That's what I've been doing in therapy.

I would love to hear your whole story.

Lydia: I remember being at the airport. We were only allowed one suitcase. And my mami was so clever. [sniffles] She sewed two dresses together, one inside the other so I could have more clothing. Then it was time to say goodbye but I couldn't let go of Blanca.

Penelope: Who's Blanca?

Lydia: [sighs] My sister.

Penelope: Mami, you don't have a sister named Blanca. There's Mimi, Maruchi, Mirtha.

Lydia: She was my older sister.

Penelope: Oh.

Lydia: [sniffles] She couldn't come with us because she was 19. \_\_\_\_\_<sup>(55)</sup> for Pedro Pan. And she kept telling me "It's okay, we'll be seeing each other again in a few months." She said "\*\*\*\*Pucha, you have to go. Walk through the gate and don't look back." "If you look back, you will never go forward."

So I did it. Because I did everything \_\_\_\_\_<sup>(56)</sup> told me to do. I never looked back.

Penelope: [softly] Oy. Mami. [sniffles]

Lydia: [sobbing] [sniffles] She died when you were little. They said that she died of the flu.

[sniffles] Every day, I wish \_\_\_\_\_<sup>(57)</sup>. Every day [sniffing and

*sobbing*] I wish I had looked back.

Penelope: Ay, Mami. Mami, I'm so sorry.

Lydia: [*both sobbing*] No, no. It's okay. I'm glad I told you. Leaving was the \_\_\_\_\_ thing I have ever had to do. And I am happy that  
(58) I did it. Because look what I made.

Penelope: [*sees Alex standing there*] So, I guess you heard everything?

Alex: Abuelita, I'm sorry I made you \_\_\_\_\_.  
(59)

Lydia: Oh, no, no. It's okay, honey. It's okay. I will tell it again.

Alex: Oh, you don't have to do that.

Lydia: Just let me reapply my makeup. I didn't come \_\_\_\_\_ for you  
(60) to get a "B."

## Glossary

\*Abuelita: an affectionate term in Spanish for grandmother

\*\*Mami: an informal term in Spanish used to refer to one's mother, a close female friend, or a female romantic partner

\*\*\*Papito: an affectionate term in Spanish for a boy or man in the family

\*\*\*\*Pucha: A soft way to express frustration in Spanish

Adapted from a script from the Netflix television series "One Day at a Time" (2017) from Season 1, Episode 9 "Viva Cuba." Retrieved from <https://www.netflix.com/title/80095532>

- |               |           |
|---------------|-----------|
| (51) (a) Get  | (b) Give  |
| (c) Send      | (d) Try   |
| (52) (a) boat | (b) bus   |
| (c) plane     | (d) train |

- (53) (a) done talking (b) going to the movies  
(c) nervous (d) remembering little
- (54) (a) ask questions (b) go running  
(c) pray (d) talk about it
- (55) (a) Too far (b) Too ill  
(c) Too old (d) Too young
- (56) (a) Blanca (b) Mami  
(c) Maruchi (d) Mirtha
- (57) (a) I hadn't listened to her (b) I hadn't taken her with me  
(c) I was obedient to her (d) I was younger
- (58) (a) best (b) easiest  
(c) hardest (d) most tiresome
- (59) (a) apologize (b) irritated  
(c) sick (d) upset
- (60) (a) all this way (b) running  
(c) this way or that (d) to this distance

7 次の英文(61)～(70)にある下線部(a)～(d)のうち、文法的に不適切なものを一つずつ  
選びなさい。

(61) In 2012, the writer Jhumpa Lahiri moved to Rome and begun<sup>(a)</sup> a period of self-imposed<sup>(b)</sup> linguistic exile from<sup>(c)</sup> English. She stopped speaking, reading, and writing the language entirely<sup>(d)</sup>, the better to learn Italian.

(62) Total immersion in a foreign language makes sense as means of<sup>(a)</sup> achieving mastery, but for<sup>(b)</sup> a writer of English literature, abandoning the language in<sup>(c)</sup> which she has established her career and literary identity also seems<sup>(d)</sup> an odd move. What is a writer without the language in which she writes?

(63) This isn't a passing<sup>(a)</sup> fling, either. In a memoir of her Italian immersion, translated into<sup>(b)</sup> English as "In Other Words", Ms Lahiri notes that Italian is "the sole language in which I continue to write". People have advised her for<sup>(c)</sup> it, insisting that they don't want to read her in translation and that the change could spell<sup>(d)</sup> disaster for her career. Even Italians struggle to understand why she would want to write in a language much less widely read.

(64) But Ms Lahiri's move is not unusual; there is a tradition of writers trying to escape their language<sup>(a)</sup> and create art in a foreign tongue. Some do it because they are intoxicated by the possibilities offered in<sup>(b)</sup> a new language—the words and turns of phrase for which their own language doesn't have any<sup>(c)</sup> equivalents, the strange new rhythms and patterns of sound. Vladimir Nabokov had political and commercial reasons for writing in English rather than Russian, but his real compulsion had to be with<sup>(d)</sup> the pleasures of the language itself.

(65) Benjamin Lee Whorf, a 20th-century linguist, argued that speakers of different languages perceive and understand the world differently—that language determines thought. If this is the case then writing on a foreign language offers writers not just new words but new ideas, a different way of interpreting experience altogether.

(66) Whorf's theory is controversial. Some experts contend that it is more a matter of influence—that English doesn't force you to think differently from Russian, by instance, but that the languages have different associations and so different effects on your mind.

(67) Yet the adoption of foreign language isn't just about looking for a fresh perspective. It can signal a strained relationship with the original language. Samuel Beckett is probably the most identifiable example of this; after publishing novels and essays in English, he began to feel that it was impossible to continue writing in his native language. In English, Beckett's early fiction was badly received. So he switched to French, a language in which he felt it was "easier to write without style."

(68) Unlike Beckett, Ms Lahiri made her name in English from the start. But on reflection, she, too, acknowledges that she's "trying to get away from something." And if Beckett was burdened by his failure in English, Ms Lahiri is burdened by her success: "I became a writer in English. And then, rather quickly, I became a famous writer. All of my writing comes from a place which I feel invisible," she explains. "But a year after my first book was published, I lost my anonymity."

(69) Writers rejuvenate themselves by escaping to foreign tongues. In a sense, it's an extreme cure for writer's block. They learn to write again, in a different register. And in the process on adopting a new language, their relationship with the old one changes.

(70) It grows less familiar, less tired; with time and distance, the native language can take on the freshness and freedom of the foreign language. It seems Ms Lahiri was moving ahead in Italian for now, but she may find that the real benefit of her decision to abandon English is the opportunity to rediscover it.

Adapted from N.A. (March, 2016). "Why do writers abandon their native languages?" *The Economist*. Retrieved from <https://www.economist.com/prospero/2016/03/14/why-do-writers-abandon-their-native-language>

**8** 次の会話文を読み、下線部(71)～(75)に入る最も適切な語句を(a)～(d)の中から一つ選びなさい。

Casey, a white American high school girl, has been invited to apply to a prestigious private school because of her good record as a track and field athlete. As part of her admissions process, Casey is being interviewed by a senior student named Jayson.

Jayson: Casey! I'm Jayson. Nice to meet you.

Casey: Hey, you, too. [looks at Jayson] You look \_\_\_\_\_.

Jayson: I'm black, so they put me on the brochures [smiles].

Casey: Oh, yeah, [smiles] that's it.

Jayson: [gestures to sit down] Come on.

Casey: Okay.

Jayson: So we do peer interviews here. It's supposed to make you feel more comfortable, and I must be doing great because you seem comfortable, so ...

Casey: Oh, um, I'm ... I swear I'm just like a little ... completely nervous. It's just my other school is not this \_\_\_\_\_.

Jayson: You guys don't have a yoga room or bio-sustainable duck pond?

Casey: [*smiling*] No we don't.

Jayson: Look, I get it. But this place is pretty cool once you get used to it. Promise.

*Casey's cell phone vibrates.*

Casey: Um ... [*she reaches for the cell phone in her coat pocket*]

Jayson: [*looking puzzled*] You gonna turn that off or ...

*Casey stands up and walks a few steps away with her back turned to Jayson and answers the phone.*

Casey: Um, hey, Beth, what's going on?

Beth (a classmate): [*in a panicked voice*] I know I was supposed to give Sam his lunch money, but I can't find him. I don't know where he is.

Casey: Okay, calm down. Um. What about Paige, did you ask her?

Beth: Yeah. She hasn't seen him. Now he'll miss lunch, the second-most important meal of the day.

Casey: Okay. That's okay. I'm gonna text him. Thank you for trying, Beth.

Jayson: Seriously? I knew you were nervous, but picking up a phone call during an interview, and now you're texting. Are you trying to

\_\_\_\_\_?  
(73)

Casey: My brother's \*autistic.

Jayson: Well, I'm an idiot.

Casey: No, that's okay. \_\_\_\_\_.

I just have to answer my phone in case he's freaking out or he disappeared, which is what happened right now. It's kind of my job as his sister.

Jayson: \_\_\_\_\_.

Casey: Yeah, it has its moments.

### Glossary

\*autistic: 自閉症の

Adapted from a script from the Netflix television series "Atypical" (2017) from Season 1, Episode 5 "That's My Sweatshirt." Retrieved from <https://www.netflix.com/watch/80117466>.

(71) (a) different (b) familiar (c) handsome (d) happy

(72) (a) funny (b) lost (c) nice (d) sudden

(73) (a) be helpful (b) get to know me

(c) make a call (d) ruin this

(74) (a) Certainly (b) You shouldn't have

(c) You were right (d) You didn't know



- (75) . (a) Have you ever considered therapy?
- (b) That must be hard for you.
- (c) There is truth to that.
- (d) You are being a good sister.





