

2015年度

## A 英語問題

### 注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。
7. この問題冊子は持ち帰ってください。

#### マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しきずはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

 (3と解答する場合)

I . 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

In 1972, I was hungry. Very hungry. After all, I was a 14-year-old boy. I played sports and was constantly working out. I could eat every hour. My mother packed my lunch in a grocery bag.

I was into eating and sports, but there were other manly pursuits I wanted nothing to do with. For example, I had no interest in tools. I could build a sandwich but not a birdhouse. Or a beer-can lamp. It is exactly what I would be doing in \*shop class that all boys had to take in the ninth grade at my junior high school.

Girls took home economics. Boys took shop. Girls learned to cook lasagna and bake chocolate cake. I would be learning to use a machine tool. I preferred lasagna. So I signed up for home economics.

The school counselor called me into her office to tell me that boys weren't allowed to take home economics. I asked to see her boss, the vice principal. Same story. "Well," I announced, "we have a problem because I'm not taking shop. These rules are discriminatory." This was 1972, and discrimination was everywhere you looked. If you weren't protesting something, what were you doing? My parents wrote a letter expressing their support for my decision.

My mother was called to school. The problem, it turned out, was that shop and home economics were same-sex classes, and they were worried that a boy would be troublesome in an all-girls class. Although I wanted to be in an all-girls class, that was impossible. But I saw an opening.

The next day I passed a petition around at school, demanding that the administration establish an all-boys home economics class for the students who signed it. I found two dozen hungry males whose parents were willing to let them out of shop to learn to cook.

The democratic process worked, the administration backed down, and within a few days, we boys began our experiment in cooking. It's true that we spent most of our time throwing hot, wet spaghetti at one another and eating so much raw muffin \*\*batter that our muffins came out tiny, but in spite of ourselves we witnessed magic: onions sweetened by fire and flour transformed by yeast.

So began my love affair with cooking. I was given the keys to the castle, the ability to satisfy my largest appetite. It was like the power some kids feel when they get a driver's license. If I was hungry (and I was), I didn't have to beg my mother to cook me something or settle for pretzels or chips. I could make spaghetti or meatloaf. I was the master.

In college, I might have been the only guy to ever use the dorm stove. I sold my meal tickets and cooked almost every night. I started with chili and burgers and soon graduated to making hummus and curried chicken. Along the way, I asked the cook at the local restaurant for her blue cheese dressing recipe.

By the time I was dating Rique, the woman who would become my wife, I knew my way around several cuisines and had a drawer full of spices. I invited her over for dinner and was in the process of roasting fragrant Indian seeds—cumin, coriander, black mustard—when she walked in. I ground them and let her smell the scent. She was mine.

What started for me as an act of civil disobedience back in the ninth grade became a lifelong habit. I cook every day. I cook because I love to eat. And I want control. I don't want someone else choosing the flavors and textures of my dinner. I cook; therefore, I am.

Michael Pollan, in his book *Cooked: A Natural History of Transformation*, suggests that cooking at home is the best way to lose weight. Most of us don't make French fries at home, for example. And how often does a home cook reach for a jar of corn syrup? It's so fattening. Mr. Pollan also proposes that we spend more time in school teaching boys and girls to cook in home economics classes, which are rarely required courses anymore. I couldn't agree more.

But in the end, health is just a byproduct of learning to cook. You could argue that cooking is the activity that most defines us as humans. Dolphins have a language, and crows can create tools. But only humans can cook. By cooking, we transform the mundane into something special. And then we share it with others. You probably don't pass out money to your friends, but you can pass the lasagna. But first you have to know how to make it.

\*shop class : 技術工作の授業

\*\*batter : 小麦粉, 牛乳, 卵などを混ぜて練ったもの

1. During his teenage years the author would have been likely to do all of the following EXCEPT

- イ. fix a flat tire on his bicycle.
- ロ. make a ham-and-cheese sandwich.
- ハ. play sports with his friends.
- ニ. eat an afternoon snack.

2. In junior high school, the author had an experience in which he felt that he was discriminated against on the basis of his

- イ. age.
- ロ. cooking experience.
- ハ. gender.
- ニ. social class.

3. The passage suggests that the author's parents

- イ. encouraged him to learn how to use tools.
- ロ. agreed with his decision to take home economics.
- ハ. thought of the plan to create an all-boys class.
- ニ. wanted him to be in an all-girls class.

4. The underlined words "an opening" (paragraph 5) are closest in meaning to

- イ. a beginning.
- ロ. a point.
- ハ. an offer.
- ニ. an opportunity.

5. In the underlined sentence "I was given the keys to the castle" (paragraph 8), the word "castle" refers to
- ㄱ. the author's junior high school.
  - ㄴ. the world of cooking.
  - ㄷ. the author's appetite.
  - ㄹ. the kitchen in the author's house.
6. The passage suggests that Rique
- ㄱ. was impressed by the author's cooking.
  - ㄴ. used to work at ethnic restaurants.
  - ㄷ. taught the author many things about cooking.
  - ㄹ. did not like the author's blue cheese dressing.
7. The passage mentions all of the following benefits of cooking EXCEPT that it
- ㄱ. allows us to share something with others.
  - ㄴ. gives us control over the taste of our food.
  - ㄷ. is less expensive than eating at restaurants.
  - ㄹ. helps to keep us from gaining too much weight.
8. The author uses the example of dolphins and crows to suggest that
- ㄱ. all animals are creative in their own way.
  - ㄴ. humans need to develop their talents more.
  - ㄷ. all animals have a diet suited to their needs.
  - ㄹ. humans are unique in their ability to cook.
9. The underlined word "mundane" (last paragraph) is closest in meaning to
- ㄱ. delicious.
  - ㄴ. exotic.
  - ㄷ. ordinary.
  - ㄹ. silly.

10. The most appropriate title for this passage is

- イ. Why I Love to Cook.
  - ロ. The Secret of Healthful Living.
  - ハ. How to Cook Good Meals.
  - ニ. The Value of Home Economics.
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- Ⅱ. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

Messy or tidy—which is better? Historically, the evidence has favored the tidy camp. Cleanliness, as the proverb says, is next to godliness. The anthropologist Mary Douglas noted almost 50 years ago a connection between clean, open spaces and moral righteousness. More recently, psychologists have shown that the scent of citrus cleaning products is enough to raise people’s ethical standards and promote trust. Conversely, in another study, people were found to associate disorderly wilderness with death. But if messiness is so bad, why do so many people tolerate, and even embrace, it?

Not long ago, two of my colleagues and I speculated that messiness, like tidiness, might serve a purpose. Since tidiness has been associated with social standards, we predicted that just being around tidiness would raise a desire for convention. We also predicted the opposite: that being around messiness would lead people away from convention, in favor of new directions.

We conducted some experiments to test these intuitions, and as we reported in last month’s issue of the journal *Psychological Science*, our guesses were right. For our first study, we arranged rooms in our laboratory to look either tidy, with books and papers stacked and orderly, or messy, with papers and books spread around. Then we invited 188 adults to visit our laboratory individually, seemingly for a consumer-choice study. Each subject was assigned to either a messy or a tidy room, where he or she was shown a menu from a deli that made fruit smoothies. The smoothies were said to come with a “boost” (added ingredients) from which there were three options to choose—a health, wellness or vitamin boost.

We created two versions of the menu. Half of the subjects saw a menu that had the word “classic” highlighting the health boost option, whereas the other half saw the health boost highlighted by the word “new.” Then our subjects made their choices.

As predicted, when the subjects were in the tidy room, they chose the health boost more often—almost twice as often—when it had the “classic” label: that is, when it was associated with convention. Also as predicted, when the subjects were in the

messy room, they chose the health boost more often—more than twice as often—when it was said to be “new”: that is, when it was associated with novelty. Thus, people greatly preferred convention in the tidy room and novelty in the messy room.

Given that divergence from the \*status quo is the essence of creativeness, we conducted a second experiment to test whether messiness fostered creativity. Forty-eight research subjects came individually to our laboratory, again assigned to messy or tidy rooms. This time, we told subjects to imagine that a ping-pong ball factory needed to think of new uses for ping-pong balls, and to write down as many ideas as they could. We had independent judges rate the subjects' answers for degree of creativity. Answers rated low in creativity included using ping-pong balls for beer pong (a party game that in fact uses ping-pong balls, hence the low rating on innovation). Answers rated high in creativity included using ping-pong balls as ice cube trays, and attaching them to chair legs to protect floors.

When we analyzed the responses, we found that the subjects in both types of rooms came up with about the same number of ideas, which meant they put about the same effort into the task. Nonetheless, the messy room subjects were more creative, as we expected. Not only were their ideas 28 percent more creative on average, but when we analyzed the ideas that judges scored as “highly creative,” we found a remarkable boost from being in the messy room—these subjects came up with almost five times the number of highly creative responses as did their tidy-room counterparts. (These results have been confirmed by independent researchers at Northwestern University, who found that subjects in a messy room drew more creative pictures and were quicker to solve a challenging puzzle than subjects in a tidy room.)

Our findings have practical meanings. There is, for instance, a minimalist design trend taking hold in contemporary office spaces where less means more. Private walled-in offices and even private cubicles are out of favor. Today's office environments often involve desk sharing and have minimal “footprints” (smaller office space per worker), which means less room to make a mess.

At the same time, the working world is busy with cultivating innovation and creativity, endeavors that our findings suggest might be hampered by the minimalist movement. Although cleaning up certainly has its benefits, clean spaces might be too conventional to let inspiration flow.



\*status quo : 現状

1. One idea included in the first paragraph is that

- イ. messiness and cleanliness have different meanings for people.
- ロ. anthropologists and psychologists study different things.
- ハ. wilderness has an association of cleanliness for many people.
- ニ. psychologists have not yet explored the meaning of cleanliness.

2. The passage indicates that cleanliness is associated with all of the following  
EXCEPT

イ. morality.

ロ. wealth.

ハ. social conformity.

ニ. trust.

3. In the first experiment, the 188 subjects

- イ. learned the goal of the experiment beforehand.
- ロ. visited both the tidy and the messy rooms.
- ハ. sat together with other subjects at a table.
- ニ. chose one of three kinds of fruit smoothies.

4. The results of the first experiment showed that subjects in the messy room

- イ. wanted to try something traditional.
- ロ. preferred the menu with several options.
- ハ. wanted to try something new.
- ニ. preferred the classic menu.

5. The underlined word "divergence" (paragraph 6) is closest in meaning to
- イ. criticism.
  - ロ. difference.
  - ハ. encouragement.
  - ニ. recognition.
6. In contrast to the subjects in the first experiment, subjects in the second experiment
- イ. visited the laboratory individually.
  - ロ. were allowed to play ping-pong.
  - ハ. visited the laboratory more than once.
  - ニ. were asked to come up with ideas.
7. Results of the second experiment showed that
- イ. the type of room had a big influence on subjects' creativity.
  - ロ. it is difficult to use one's imagination in a laboratory.
  - ハ. the type of room had a big influence on the number of ideas.
  - ニ. it is difficult to evaluate creativity in a laboratory.
8. The underlined word "hampered" (last paragraph) is closest in meaning to
- イ. cancelled.
  - ロ. explained.
  - ハ. restricted.
  - ニ. strengthened.
9. The authors would most likely agree that
- イ. it's important to keep your house or office as tidy as possible.
  - ロ. the immediate environment can influence how we think.
  - ハ. minimalist office design helps to stimulate creativity.
  - ニ. psychological experiments tell us little about the real world.

10. The most appropriate title for this passage is

イ. The Psychological Effects of Cleanliness.

ロ. Innovation in the Office Environment.

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ハ. Recent Theories of Human Creativity.

ニ. The Benefits of a Messy Room.

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Ⅲ. 次の1～8それぞれの空所を補うのにもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. My grandmother passed away at the age of 97, (        ) her husband by more than 15 years.

イ. resigning

ロ. withstanding

ハ. surviving

ニ. missing

2. The company was finally able to pay (        ) its debt.

イ. for

ロ. out

ハ. away

ニ. off

3. Last week, I forgot to take my wallet to school and borrowed 1,000 yen from Yumiko. I still (        ) her that.

イ. rent

ロ. owe

ハ. loan

ニ. lend

4. Organized criminal networks (        ) wild animals with extinction by selling them as pets.

イ. threaten

ロ. increase

ハ. find

ニ. kill

5. The assemblyman is ( ) misusing 2 million yen in official allowances.
- イ. doubted by
  - ロ. blamed of
  - ハ. questioned by
  - ニ. suspected of
6. An official at a major cereal producer says many buyers are women ( ).
- イ. by the 20s to 40s
  - ロ. from the 20s to 40s
  - ハ. in their 20s to 40s
  - ニ. of their 20s to 40s
7. The world's oldest man died at the age of 111 in the United States, ( ) a Japanese man, aged 110, as the world's oldest.
- イ. leaving
  - ロ. enabling
  - ハ. recognizing
  - ニ. regarding
8. After the typhoon, around 30 people were reported ( ), mainly from falls, but none of the cases were life-threatening.
- イ. as injuring
  - ロ. injuring
  - ハ. to injure
  - ニ. injured

IV. 以下にあたえられたA～Eは、単語とその単語の説明文である。文中の空所(1)～(4)それぞれを補うのにもっとも適当なものを、各イ～チから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

A : stethoscope (聴診器)

A stethoscope is an ( 1 ) that a ( 2 ) uses to ( 3 ) to the patient's ( 4 ) and breathing.

- |          |               |           |            |
|----------|---------------|-----------|------------|
| イ. all   | ロ. collect    | ハ. doctor | ニ. examine |
| ホ. heart | ヘ. instrument | ト. listen | チ. that    |

B : cactus (サボテン)

A typical cactus is a thick plant that ( 1 ) in hot and dry parts of the world. It usually has ( 2 )( 3 ) but is ( 4 ) with sharp needles.

- |            |            |          |           |
|------------|------------|----------|-----------|
| イ. covered | ロ. filled  | ハ. grows | ニ. leaves |
| ホ. no      | ヘ. painful | ト. puts  | チ. rotten |

C : mumps (おたふく風邪)

Mumps is an ( 1 ) disease usually ( 2 ) by children. It ( 3 ) a mild ( 4 ) and painful swelling in the neck.

- |               |           |           |          |
|---------------|-----------|-----------|----------|
| イ. allergic   | ロ. caught | ハ. causes | ニ. fever |
| ホ. infectious | ヘ. known  | ト. sees   | チ. to    |

D : horseradish (西洋わさび)

Horseradish is used to add a sharp and hot ( 1 ) to food. It is made from the root of a ( 2 ), ( 3 ) is of the ( 4 ) family as mustard.

- |          |          |           |          |
|----------|----------|-----------|----------|
| イ. as    | ロ. crisp | ハ. flavor | ニ. green |
| ホ. plant | ヘ. same  | ト. tongue | チ. which |

E : tape measure (卷尺)

A tape measure is a tool ( 1 )( 2 ) a narrow strip, made of cloth or thin metal, marked in inches or centimeters and used for measuring lengths. It can be rolled up when ( 3 )( 4 ) used.

イ. areas

ロ. as

ハ. being

ニ. consisting

ホ. known

ヘ. not

ト. of

チ. tools

V. 次の空所(1)~(5)それぞれにもっとも適当な1語を補い, 英文を完成せよ。解答は解答用紙の所定欄にしるせ。

In 2013, New York was the most expensive city for sushi in the U.S., ( 1 ) its sushi prices 3.3 percent higher than those in second-place Los Angeles. The U.S.'s cheapest city for sushi was New Orleans, which was 23 percent below the national average.

“New York is New York: You have to ( 2 ) rent, and ( 3 ) you go, you’re going to spend a ton of money,” said Guy Vaknin, sushi chef and owner of a sushi shop in New York. “So to ( 4 ) up for it, prices increase.”

Vaknin also said he tries to keep his costs down by offering vegetarian options to avoid the high cost of fish, and that he deals directly with the farmers who supply his produce, ( 5 ) of working through distributors.