

◇ 英 語

英 6-1～英 6-10 まで 10 ページあります。

1 次の英文を読んで以下の問いに答えなさい。解答はすべて①～④の選択肢の中から最も適切なものを一つ選び、所定の解答欄にマークしなさい（[]内の数字は段落番号を示す）。

[1] Dr. Brian Wansink, director of the Cornell University Food and Brand Lab, is obsessed with eating, or at least studying other people's eating behaviors. The author of the book, *Mindless Eating*, examines what environmental factors influence many Americans to subconsciously eat too much.

[2] Many people wrongly believe that physiological factors like hunger or emotional factors like boredom or depression are the main causes of overeating, but Wansink's research has shown otherwise. "We believe we overeat if the food is good or if we are really hungry. In reality, those are two of the last things that determine how much we eat," Wansink says. Instead, most people's eating habits are influenced by visibility, convenience, and packaging.

[3] In one experiment, Wansink placed jars of candy in office workers' *cubicles for a month. Then, he moved the candies six feet (1.8 m) away. The office workers ate five more candies each day when the jar was close to them, equaling an additional 125 calories a day. It does not sound too bad, but add that up over a year and you will have gained 12 pounds (5.4 kg). "Something that's very visible, every time we see it we have to make a decision. Do I want to eat that? Do I not want to eat that? Do I want that candy on my desk, or do I not want it? We can say no 27 times, but if it is visible, the 28th or 29th time, we start saying, 'Maybe.' By time 30, 31, we start saying, 'What the heck? I'm hungry,'" Wansink explains.

[4] In another experiment conducted in his food research lab, Dr. Wansink provided a free lunch of tomato soup. Unknown to diners, some soup bowls had been *rigged to keep the bowl about half full no matter how much soup had been consumed. The idea was to see which would be more likely to make people stop eating: visual cues, or a feeling of fullness. People using the normal soup bowls consumed about nine ounces (226 ml) of soup, while the average bottomless-soup-bowl diner ate almost twice as much. Some even continued eating until the 20 minute experiment was over, finishing more than three times what was in a normal soup bowl! When asked about how much they ate, both groups thought they had eaten about the same amount. Obviously, their perceptions were based on what they saw left in their bowls, not how they felt.

[5] An extreme example of how packaging can influence a person's mindless approach to eating involved an experiment with buckets of stale popcorn. Moviegoers were given five-day-old popcorn, some in medium size buckets, some in large buckets. Wansink found that moviegoers who had the larger buckets ate 53 percent more, despite its stale taste. Wansink believes that the distraction of the movie and hearing others eat the popcorn persuaded people to keep eating.

[6] Wansink's findings in other research have shown that we tend to eat more when we use larger dishes, larger utensils, eat in front of the television, or dine with someone who eats a lot. Instead of making a drastic change in eating habits, Wansink advocates a gradual approach. People can cut a couple hundred calories a day and lose 10 to 20 pounds (4.5-4.9 kg) a year by doing things such as avoiding open food dishes at the office, using smaller serving bowls, sitting next to the slowest eater, and being the last one to start eating. Simple lifestyle changes will add up over time and make you a more mindful eater.

(注) *cubicle(s) 「オフィスで個人用に仕切られた仕事用スペース」

*rig 「ひそかに取り付ける」

1. According to Dr. Wansink, which is one of the things that has the LEAST influence on how much we eat? 1

- ① visibility
- ② packaging
- ③ taste
- ④ convenience

2. In one of Dr. Wansink's experiments, how much candy did workers eat? 2

- ① They did not eat any of the candy.
- ② They ate the same amount when the bowl was close and far away.
- ③ They ate more candy when the bowl was close.
- ④ They ate more candy when the bowl was far away.

3. About how many calories were in each piece of candy? 3

- ① 12
- ② 25
- ③ 125
- ④ 5.4

4. In Paragraph 3, what does "What the heck?" mean? 4

- ① What is this?
- ② I don't understand.
- ③ It's OK.
- ④ I'm angry.

5. How did Dr. Wansink "rig" the soup bowls in his experiment? 5

- ① More soup was secretly put into the bowls as people ate.
- ② The bowls were different sizes.
- ③ People were given different amounts of time to eat the soup.
- ④ Soup was secretly removed from the bowls as people ate.

6. What did Dr. Wansink learn from his soup experiment?

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- ① Soup requires about 20 minutes to eat.
- ② The soup bowls had been rigged.
- ③ People eat more based on how hungry they feel.
- ④ People eat more based on how much food they see.

7. According to Dr. Wansink, which is NOT a reason the moviegoers ate more popcorn?

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- ① The popcorn was stale.
- ② The bucket size was larger.
- ③ They focused more on the movie than the popcorn.
- ④ Other people were eating popcorn too.

8. Which of the following is NOT one of Dr. Wansink's suggestions for people who want to eat less?

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- ① Don't eat too fast.
- ② Make quick diet changes.
- ③ Try not to keep snacks near you.
- ④ Use smaller dish sizes.

II 次の英文を読んで以下の問いに答えなさい。解答はすべて①～④の選択肢の中から最も適切なものを一つ選び、所定の解答欄にマークしなさい。

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK, the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55-64 and 2.9 million over-65s.

Sheila, aged 59, says, "I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did."

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site—only 2.2 million users are under 17—but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. "It's my alarm clock, so I have to," she says. "I look at it before I go to sleep and as soon as I wake up."

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. "We use Facebook to arrange to meet all over the country," she says. "It's changed my social life completely."

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. "I was always connected and I felt like I was always working," he says. "How could I tell my kids to get off their phones if I was always in front of a screen myself?" So, in the evenings and on weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. "I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them."

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

1. What is happening to the number of Facebook users?

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- ① The group of users who are over 55 years old is getting larger.
- ② An increasing number of older adults are closing their accounts.
- ③ Users who are grandchildren will soon be the second biggest group.
- ④ Three and a half million users are now older than 65 years old.

2. Which sentence about Sheila is true?

- ① She likes getting photos and letters in the mail more than seeing them online.
- ② She joined Facebook to find out more about her grandparents' lives.
- ③ She feels lucky that she can communicate the same way she did as a child.
- ④ She prefers checking Facebook to stay updated on her family.

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3. What are children under the age of 17 doing?

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- ① They are using their smartphones less often than before.
- ② 2.2 million of them have already closed their Facebook accounts.
- ③ The number of them using Facebook is decreasing.
- ④ They are using Facebook more often.

4. According to the passage, what is the disadvantage of teenagers using their phones?

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- ① They are not spending enough time on homework.
- ② They miss using Facebook when they leave it.
- ③ They don't meet in person with friends often enough.
- ④ They cannot send their grandparents messages easily.

5. What is NOT an example mentioned of how Sheila uses Facebook?

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- ① She watches videos posted by her daughter.
- ② She makes friends with people she has never met.
- ③ She makes plans to get together with friends.
- ④ She learns about her grandchildren's activities.

6. According to the passage, what is true about the parents of teenagers?

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- ① They were slow to start using smartphones.
- ② They were one of the first groups of people to use smartphones.
- ③ They did not understand how to use smartphones in the beginning.
- ④ They have never used smartphones in their daily lives.

7. Why does Peter take his SIM card out of his phone?

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- ① so that he cannot make any phone calls
- ② so that he can increase his work time
- ③ because he wants to have more time with his children
- ④ because he wants to save money with an older style phone

III 次の会話の()に入れるのに最も適切なものを、①～⑨の選択肢からそれぞれ一つずつ選び、所定の解答欄にマークしなさい(選択肢は一度しか使えない)。

Situation: Emma calls a company about an item she ordered online.

Customer service (CS): Hello. This is Clothing Online Express. How can I help you?

Emma: Hi. My name is Emma Blake. I ordered a sweater from your company, but there is a problem.

CS: I'm sorry to hear that, Ms. Blake. ()

Emma: I ordered a green sweater in a medium size. ()

CS: I apologize for the mistake. Do you have the order number for your sweater?

Emma: I'm not sure. ()

CS: The number should be at the bottom of your receipt.

Emma: Oh, I see. Yes, it is 37181.

CS: Thank you. I was able to locate your order. We will send you a replacement for your sweater. ()

Emma: Yes, that information is correct. Will I have to pay for shipping again?

CS: () Once again, we apologize for the mistake.

Emma: Thank you very much.

■ 選択肢

- ① When I received the sweater, it was perfect for me.
- ② Will you order a sweater from our company again?
- ③ However, the sweater that arrived is a blue sweater in a small size.
- ④ I can see the order number clearly.
- ⑤ Just to confirm, that was a green sweater in a medium size?
- ⑥ No, all of our packages were sent by ship.
- ⑦ What is the problem with your order?
- ⑧ No, our company will pay for all the delivery fees.
- ⑨ Where can I find that information?

V 次の () 内の語 (句) を、日本語の文に合うように並べ替えて、指定された場所にくるものの番号を所定の解答欄にマークしなさい。

1. 線路の向こうに屋根が見えるのが、私たちの家です。

The building (① beyond ② whose ③ roof ④ see ⑤ can ⑥ the ⑦ you)
railroad is our house.

The building ()()()()
()()() railroad is our house.

2. これは私の妹が生まれる前に住んでいた家の写真だ。

This is a photo of (① was ② before ③ lived ④ my sister ⑤ in ⑥ the house
⑦ we) born.

This is a photo of ()()()()
()()() born.

3. 新聞によると、フランスでは日本酒の人気の高まったそうだ。

It was (① reported ② the newspaper ③ has ④ in ⑤ sake ⑥ that ⑦ become)
very popular in France.

It was ()()()()
()()() very popular in France.