

英 問

英 語

平成 27 年 度 (前 期)

注 意

1. 「解答はじめ」というまで開いてはいけない。
2. 問題は 1 冊 (本文 11 ページ)、解答用紙は 4 枚である。
3. 全部の解答用紙に受験番号を書くこと。受験番号は次の要領で明確に記入すること。

(例) 受験番号 50001 番の場合 →

5	0	0	0	1
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4. 解答は解答用紙の所定の位置に書くこと。他の所を書くとは無効になることがある。解答用紙の裏面は使ってはならない。字数などの指示がある場合は、その指示に従って書くこと。解答文は横書きとする。
5. 書き損じても、かわりの用紙は交付しない。
6. 試験終了後、問題冊子は持ち帰ること。

I 次の英文を読み、下の問いに答えなさい。（*を付した語句には、問題文の末尾に注がある。）

Nowadays, we praise our children. Praise, self-confidence and academic performance, it is commonly believed, rise and fall together. But current research suggests otherwise — over the past decade, a number of studies on self-esteem have come to the conclusion that praising a child as ‘clever’ may not help her at school. In fact, it might cause her not to try her best. Often a child will react to praise by quitting — why make a new drawing if you have already made ‘the best’? Or a child may simply repeat the same work — why draw something new, or in a new way, if the old way always gets applause?

In a now famous 1998 study of children aged ten and eleven, psychologists Carol Dweck and Claudia Mueller asked 128 children to solve a series of mathematical problems. After completing the first set of simple exercises, the researchers gave each child just one sentence of praise. Some were praised for their (A) — ‘You did really well, you’re so clever’; others for their hard work — ‘You did really well, you must have tried really hard.’ Then the researchers had the children try a more challenging set of problems. The results were dramatic. The students who were praised for their (B) showed a greater willingness to work out new approaches. They also showed more resilience* and tended to attribute their failures to insufficient effort, not to a lack of intelligence. The children who had been praised for their cleverness worried more about failure, tended to choose tasks that confirmed what they already knew, and displayed less tenacity* when the problems got harder. Ultimately, the thrill created by being told ‘You’re so clever’ gave way to an increase in anxiety and a drop in self-esteem, motivation and performance. When asked by the researchers to write to children in another school, recounting their experience, some of the ‘clever’ children lied, inflating their scores. In short, all it took to knock these youngsters’ confidence, to make them so unhappy that

they lied, was one sentence of praise.

(3) Why are we so committed to praising our children? In part, we do it to demonstrate that we're different from our parents. In *Making Babies*, a memoir about becoming a mother, Anne Enright observes, 'In the old days — as we call the 1970s, in Ireland — a mother would dispraise her child automatically. "She's a monkey," a mother might say, or "Street angel, home devil." It was all part of growing up in a country where praise of any sort was taboo.' Of course, this wasn't the case in Ireland alone.

Now, wherever there are small children, you will hear the background music of praise: 'Good boy,' 'Good girl,' 'You're the best.' Admiring our children may temporarily lift our self-esteem by signaling to those around us what fantastic parents we are and what terrific kids we have — but it isn't doing much for a child's sense of self. In trying so hard to be different from our parents, we're actually doing much the same thing — giving out empty praise the way an earlier generation gave out thoughtless criticism. If we do it to avoid thinking about our child and her world, and about what our child feels, then praise, just like criticism, is ultimately expressing our indifference.

Which brings me to a problem — if praise doesn't build a child's confidence, what does?

Shortly after qualifying as a psychoanalyst*, I discussed all this with an eighty-year-old woman named Charlotte Stiglitz. Charlotte taught remedial reading* in northwestern Indiana for many years. 'I don't praise a small child for doing what they ought to be able to do,' she told me. 'I praise them when they do something really difficult — like sharing a toy or showing patience. I also think it is important to say "thank you." When I'm slow in getting a snack for a child, or slow to help them and they have been patient, I thank them. But I wouldn't praise a child who is playing or reading.'

I once watched Charlotte with a four-year-old boy, who was drawing. When he stopped and looked up at her — perhaps expecting praise — she smiled and

said, 'There is a lot of blue in your picture.' He replied, 'It's the pond near my grandmother's house — there is a bridge.' He picked up a brown crayon, and said, 'I'll show you.' Unhurried, she talked to the child, but more importantly she observed, she listened. She was present.

Being present builds a child's confidence because it lets the child know that she is worth thinking about. Without this, a child might come to believe that her activity is just a means to gain praise, rather than an end in itself. How can we expect a child to be attentive, if we've not been attentive to her?

Being present, whether with children, with friends, or even with oneself, is always hard work. But isn't this attentiveness — the feeling that someone is trying to think about us — something we want more than praise?

注 resilience 立ち直りの早さ

tenacity 粘り強さ

psychoanalyst 精神分析医

remedial reading 読書力を補強するための指導

- 1 下線部(1)の指す内容を日本語で説明しなさい。
- 2 下線部(2)を和訳しなさい。
- 3 下線部(3)の問いに対して筆者はどのような答えを提示しているか。70字以内の日本語(句読点を含む)で説明しなさい。
- 4 下線部(4)の指す内容を日本語で説明しなさい。
- 5 下線部(5)の問いの答えとなる英単語一語を本文から探して、解答欄に書きなさい。また、それが答えとなる理由を50字以内の日本語(句読点を含む)で説明しなさい。

6 空欄(A), (B)に入れる語の組み合わせとして最も適切なものを以下の選択肢イ~ニから一つ選び、その記号を解答欄に書きなさい。

(A) ——— (B)

- | | |
|--------------|------------|
| イ confidence | intellect |
| ロ effort | motivation |
| ハ intellect | effort |
| ニ motivation | confidence |

II 次の英文を読み、下の問いに答えなさい。（*を付した語句には、問題文の末尾に注がある。）

Toning. Lightening. Brightening. Whitening. While the marketing slogans promoting skin enhancement in Africa might be varied, the underlying effects are pretty identical. Although I do not use skin lightening products, I live in Nigeria where millions of women do.

On offer in my local shops are a wide variety of products designed to make dark skin lighter: Kojic acid* soaps, fade creams, hydroquinone* creams, whitening shower gels made from goat milk, and, for the more determined, skin lightening injections.

So when last month Vera Sidika, a popular Kenyan model, publicly admitted to spending tons of money bleaching her skin, she added fuel to an already smoking hot fire.⁽¹⁾ Just one admission was enough to re-ignite the fierce debate about Africans' perception of beauty.

Sidika says she is proud of the way she looks and thinks African societies are hypocritical on this problematic issue. But her honesty roused the anger of many social media users across the continent.

Passions inevitably run high among Africans whenever someone brings into play racial issues. On the topic of skin whitening, emotionally charged slogans such as “black is beautiful” are often employed in an attempt to make women like Sidika feel as if they are somehow betraying their race. Such women are then accused of having inferiority complexes towards white people.

In Nigeria, where 77 per cent of women use skin lightening products, according to a recent World Health Organization report, the mainstream African media, which is mostly male-dominated,⁽²⁾ projects a strong bias against the practice. I myself am a dark-skinned Nigerian woman who does not use whitening creams or soaps, but I feel that while there are valid health concerns as to the side-effects of skin lightening products, it should remain an individual's

right to be who or what they want to be.

Yes, black is beautiful, but so also is white, brown, yellow and the many shades in between. When white people use tanning lotions, tanning rooms and other methods to darken their skin, it is treated as natural and other white people don't feel the need to remind them that "white is beautiful". In fact, such a statement would likely be regarded as racist by members of other races. Yes, I understand that there was a specific historical context in the US and elsewhere which, at the time, required the use of the "black is beautiful" slogan in order to boost black people's sense of self-worth and identity, but this is 2014 and we should have gotten beyond that by now. Or are self-affirming slogans going to be needed by black people forever?

People's desire to have a particular skin tone, be it a darker or lighter one, comes from them wanting to be more attractive and noticed by others. And more often than not, in the case of an individual who has undergone skin lightening here in Africa, it works. The critics might be unwilling to admit this publicly, but the harsh truth is that in Africa, lighter-skinned girls do get more attention and are more appreciated than darker-skinned women.

It is not unusual to often hear Nigerian men say things like: "Oh, I met this beautiful girl the other day, she had a great body... and her skin was so light." But then these same men would hypocritically be outraged if a Nigerian woman, especially one in the public eye, openly admitted to bleaching her skin. If skin tone didn't matter at all to Nigerian men, skin lightening creams and soaps wouldn't be flying off the shelves over here as they are right now. In Nigerian music videos too, one can notice a glaring preference for lighter-skinned females. The slight suspicion remains that my society is more confused about questions of identity and its perception of beauty than it cares to admit.⁽³⁾

Physical attraction is instinctive and lighter-skinned women are bound to attract more attention from men in a dark-skinned society such as Nigeria — just like darker-skinned people do in mainly white societies. Such interest does not

have to be due to any sort of complex and is often simply mere curiosity of the different. Skin lightening should not be automatically regarded as an individual's outright (A) of their race. If a woman feels that lightening her skin will make her prettier or more confident, then society should let her be and not (B) itself as judge and jury on her concept of beauty. It is high time Africans stop being hysterical and overly defensive about issues of their self-worth and identity.

注 Kojic acid コウジ酸(肌の手入れ用の化粧品などに含まれる成分の一つ)
hydroquinone ハイドロキノン(肌の漂白に使われる薬剤)

- 1 下線部(1)のような事態となったのはどうしてか。80字以内の日本語(句読点を含む)で説明しなさい。
- 2 下線部(2)が補足的に書き加えられているのはどのような意図によるものか。日本語で説明しなさい。
- 3 下線部(3)を和訳しなさい。
- 4 空欄(A), (B)に入れる語の組み合わせとして最も適切なものを以下の選択肢イ~ニから一つ選び、その記号を解答欄に書きなさい。

(A) ——— (B)

イ depiction expose

ロ invention help

ハ prevention devote

ニ rejection impose

Ⅲ 次の1～10の英文のうち、下線部に間違いを含む英文が5つある。間違いを含む英文の番号と間違っている下線部の記号を解答欄に書きなさい。

- 1 By the age of five, the child had a vocabulary of more than 2,000 words.
(イ) (ロ) (ハ)
- 2 Both horse and rider were dripping with sweat within five minutes.
(イ) (ロ) (ハ)
- 3 It appears reasonable to assume that, other things being equal, most students would like single to shared rooms.
(イ) (ロ) (ハ)
- 4 The majority of contracts give the publisher the right to edit a book after it was done.
(イ) (ロ) (ハ)
- 5 He hesitated before left, almost as though he had been hoping for conversation.
(イ) (ロ) (ハ)
- 6 The thought made anger rise in him and he went into a bar and had a double whisky.
(イ) (ロ) (ハ)
- 7 No less than 35 percent of the country are protected in the form of parks and nature sanctuaries.
(イ) (ロ) (ハ)
- 8 After her death, her paper — including unpublished articles and correspondence — were deposited at the library.
(イ) (ロ) (ハ)
- 9 There is a place in London that supplies practically everything for left-handed people.
(イ) (ロ) (ハ)
- 10 I found life more charming and more astonishing than I'd ever dreamed.
(イ) (ロ) (ハ)

IV Write 120 to 150 words of English on one of the topics below. Indicate the number of the topic you have chosen. *Correctly* indicate the number of words you have written at the end of the composition.

- 1 “An education changes your mirrors into windows.” Explain what this quote means.
- 2 TV news programs and newspaper articles should only state the facts and avoid expressing political viewpoints. Explain why you agree or disagree with this opinion.
- 3 Write a description of this picture.



V 音声を聴き、その指示に従って、AおよびBの各問いに答えなさい。

A 音声を聴き、以下の質問に英語で答えなさい。

- 1 Why do Germans and Swiss tend to believe it is important to follow a schedule, move quickly, and work hard?
- 2 Why do Spanish or Italians think that time should be flexible?
- 3 What can learning about various cultural attitudes toward time help us do?

B 音声を聴き、以下の質問に英語で答えなさい。

1 How many words was Alex able to speak and use?

2 What is a “banerry”?

3 What were Alex's last words?