

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 問題冊子は本文6ページ、解答用紙は3枚です。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
- 4 解答は、すべて解答用紙の所定の欄に記入しなさい。
- 5 問題冊子の余白は、下書き等に利用して構いません。
- 6 試験終了後、解答用紙のみを回収します。





[ 1 ] 次の「統制の所在」(locus of control)に関する文章を読み、問いに答えよ。

There is a concept in the psychological literature known as *locus of control* that is unfamiliar to most people, even though, once defined, is commonly understood. Locus of control is an individual's belief system relating to the causes of his or her experiences and the factors to which that person attributes success or failure.<sup>(1)</sup>

This concept is usually divided ( A ) two categories: internal and external. If a person has an internal locus of control, that person attributes success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and more likely to learn. A person with an external locus of control, who attributes his or her success to luck or fate, will be ( B ) likely to make the effort needed to learn. People with an external locus of control are also more likely to feel stressed since they believe that they are not in control of their lives. This is not to say, however, that an internal locus of control is “good” and an external locus of control is “bad.”<sup>(2)</sup> There are other variables to be considered, but psychological research has found that people with a more internal locus of control seem to be better off. For example, they tend to be more achievement-<sup>1</sup>oriented and get better-paying jobs.

For several years, I taught a course for mental health professionals who were interested in developing a private <sup>2</sup>practice in <sup>3</sup>psychotherapy. Some, who already had a practice, took the course because they were not doing well and wanted to learn how to be more successful. During the introductory remarks by each student, I was able to mentally divide the class ( A ) those having an internal or external locus of control and, therefore, learn a great deal about the class composition. The “internals” said things like, “I know it's up ( C ) me,” “I have to learn how to become more successful,” “I am responsible for what happens in my practice,” etc. (Notice the word beginning each statement). The “externals” were heard to say things like, “it's too hard to succeed these days,” or “the competition in our field is killing me,” etc. The internals clearly believed that it was, essentially, up ( C ) them to succeed. The externals believed that luck, fate, or circumstance would more likely determine whether or not they would become successful, more than the strength and quality of their own efforts.

Locus of control are / as / born / is / often viewed / a personality element / with / you.<sup>(3)</sup> However, there is also evidence that it is shaped by childhood experiences—including children's interactions with their parents. Children who were raised by parents who encouraged their independence and helped them to learn the connection between actions and their consequences tended to have a more well-developed internal locus of control.

The benefits of this were explained in a research study that looked at the potential health effects of the locus of control <sup>4</sup>trait. Researchers found that of more than 7,500 British adults followed since birth, those who had shown an internal locus of control at the age of ten were less likely to be overweight at age thirty, less likely to describe their health as poor, or show high levels of psychological stress. The major explanation for these findings<sup>(4)</sup> was that children with a more internal locus of control behave more healthily as adults because they have greater confidence ( D ) their ability to influence outcomes through their own actions. They may also have higher <sup>5</sup>self-esteem.

(“Locus of Control: How Do We Determine Our Successes and Failures?,” *Psychology Today*, modified)

注

<sup>1</sup>oriented: ~志向の

<sup>2</sup>practice: 診療

<sup>3</sup>psychotherapy: 心理療法, 心理カウンセリング

<sup>4</sup>trait: 特徴

<sup>5</sup>self-esteem: 自尊心, 自己肯定感

問 1 下線部(1)を日本語に訳せ。

問 2 ( A )～( D )の部分に入る最も適切な語をそれぞれ1語で答えよ。

問 3 以下は下線部(2)について具体例をまじえて説明したものである。空欄①～③に入る最も適切な表現を下の選択肢ア～エのうちから一つずつ選び、記号で答えよ。

In some contexts, having an external locus of control can be a good thing. For example, a person who loses a sports game may feel sad or anxious if they have a strong internal locus of control. If this person thinks, “[ ① ],” they might allow the loss to affect their self-image and feel stressed in future games. However, if this person takes an external focus during such situations, thinking for example, “[ ② ],” or “[ ③ ],” they will probably feel more relaxed and less stressed.

ア The sun was in my eyes!

イ I'm bad at sports and I don't try hard enough

ウ We were unlucky to get matched with such a strong team

エ There will be obstacles, but with hard work, there are no limits

問 4 下線部(3)について、斜線(/)で区切られた語句を並べ替えて正しい英文を完成せよ。

問 5 locus of control が後天的に決まるのはどのような場合か、本文で述べられている例について60字以内(句読点を含める)の日本語でまとめよ。

問 6 下線部(4)の指す内容を日本語で述べよ。

問 7 以下のア～カの文は、個人が持つ人生観の例を表したものである。本文の内容に沿って、an internal locus of control とより関係が深い例にはI、an external locus of control とより関係が深い例にはEとそれぞれ答えよ。

ア Life is a game of chance.

イ There is no such thing as fate or destiny.

ウ Our choices and actions determine our happiness.

エ Individuals have little influence over the events of the world.

オ If you study hard and are well-prepared, you can do well on exams.

カ It's who you know, not what you know, that determines how good a job you get.

[ 2 ] 次の文章を読み、問いに答えよ。

There are many humorous observational ‘laws,’ from Murphy’s Law (if it can go wrong, it will) to the Peter Principle (an individual will be promoted until they reach a position where they are <sup>1</sup>incompetent). Although funny, some of these widely held <sup>2</sup>rules of thumb do apply for real. For example, buses genuinely do quite often come <sup>3</sup>in bunches rather than evenly spread out.

The bus-bunching effect happens because a bus that stops to pick up a lot of people will spend longer than expected at the stop. Because of this, the gap before the next bus arrives at that stop is shortened. The bus that arrives soon after may well find an empty stop and so may not need to stop at all. This continues until the front bus is too full to pick up the whole <sup>4</sup>queue, at which point the gap to the third bus in line starts reducing.<sup>(1)</sup>

However, some of these observational effects seem to be more a matter of selective memory than anything that is really happening. We are more likely to remember an event that seriously inconveniences us, or that stands out in some other way. Most of us, for example, have stronger memories of train or plane journeys where there was a serious delay than those where everything ran on time.

This is also why we are surprised by <sup>5</sup>coincidences. I once happened to meet someone I knew from university on a <sup>6</sup>zebra crossing 200 miles away from the only place I had ever seen him before. But for the rest of my life I have passed many thousands of people while crossing roads who I didn’t unexpectedly recognize. It is the case that stands out that remains in my memory. Similarly, to get a phone call from someone you have just thought about can seem amazing...until you try to work out how many times you have thought about someone and they weren’t on the other ( A ) of the phone line soon after.<sup>(2)</sup>

It seems perfectly reasonable, then, to assume that the idea that toast falls butter-side down is also a matter of selective memory.<sup>(3)</sup> However, this is an example where the rejection of the myth is itself a myth. Because the buttered side of toast really is more likely to hit the floor. This is despite the <sup>7</sup>BBC doing an onscreen demonstration in which they ‘proved’ this was not ( B ), showing that the toast only landed butter-side down 50 per cent of the time, just as they had expected.

If you were looking for a physical explanation of butter-side down toast, you might think that it was an <sup>8</sup>aerodynamic effect. Once a slice of toast has been buttered, one side of it has different properties to the other. It looks and feels different. Perhaps that might ( C ) the way that air moves over it, and hence how it falls? But the real answer doesn’t require a study of aerodynamic principles.

The reason it happens — and the reason the BBC’s ‘experiment’ was a failure — is all about the way that toast falls in the real world.<sup>(4)</sup> The TV demonstration <sup>9</sup>flipped the toast high in the air like a coin and, as with a coin, they got 50:50 results. But that’s not how we end up with toast on the floor in real life. What usually happens is that the toast slips off a plate, out of your hand or off a <sup>10</sup>work surface from around waist height. As one edge of the toast will usually start to fall first, it rotates. But in the time between leaving the initial, level, safe position and hitting the floor, the toast typically only has time to make half a turn. We usually start with the toast butter-side up. So, after that half-revolution, it’s the buttered side that comes into contact with the kitchen floor.<sup>(5)</sup>

Interestingly, even a coin toss is slightly biased depending on the way up that the coin starts. Here, there is a slightly higher ( D ) that the side that starts face up will also end face up, as an analysis of the flight of a flipped coin shows that it spends more time in flight with its initial top face <sup>11</sup>uppermost — but the outcome, like the BBC’s toast flip, is still very close to 50:50.

(Brian Clegg, *Lightning Often Strikes Twice: The 50 Biggest Misconceptions in Science*, modified)

注

- <sup>1</sup>incompetent: 不適任な  
<sup>2</sup>rule of thumb: 経験的法則  
<sup>3</sup>in bunches: まとまって, 連なって  
<sup>4</sup>queue: (順番を待つ)列の人々  
<sup>5</sup>coincidence: 偶然の一致, 巡り合わせ  
<sup>6</sup>zebra crossing: 横断歩道  
<sup>7</sup>BBC: 英国放送協会  
<sup>8</sup>aerodynamic: 空気力学的な  
<sup>9</sup>flip: ぼいと投げる, 放り投げる  
<sup>10</sup>work surface: 調理台  
<sup>11</sup>uppermost: 上向きで

問 1 下線部(1)を日本語に訳せ。“This” が指す内容も明示すること。

問 2 下線部(2)を日本語に訳せ。

問 3 下線部(3)はどうかを日本語で説明せよ。

問 4 下線部(4)の原因は何かを 60 字以内(句読点を含める)の日本語で述べよ。答えの中で BBC を用いる場合は, BBC のままでよい。また, BBC で 2 マス使用すること。

問 5 下線部(5)のようになるのはなぜかを 80 字以内(句読点を含める)の日本語で説明せよ。

問 6 ( A ) ~ ( D ) の部分に入る最も適切な語をそれぞれア~エのうちから 1 つずつ選び, 記号で答えよ。

- (A) {  
ア end  
イ direction  
ウ point  
エ side

- (B) {  
ア doubtful  
イ exceptional  
ウ obvious  
エ true

- (C) {  
ア change  
イ follow  
ウ identify  
エ show

- (D) {  
ア degree  
イ level  
ウ probability  
エ standard

[ 3 ] Read the following passage and answer the questions (Questions 1–5) *in English*. (The author is a psychiatrist, a doctor who treats mental illnesses.)

The cruel thing about vacations is that they are pleasurable but only temporary. I recently had time to consider this unwelcome fact during a 10-hour flight home from a Greek island where I had spent a fantastic two weeks. I found myself wondering about the relationship between the length of a vacation and the continuous effect of its mental health benefits.

<sup>(1)</sup>We Americans have been obsessed with the length of our vacations for some time. William Howard Taft, our 27th president, gave his view on the subject in 1910 in an interview with *The New York Times*. He claimed that “vacations of two to three months are necessary” for someone “to work the next year with the energy and effectiveness they ought to bring.”

Two to three months? For most of us, that is not a possibility.

Not to worry, I have good news: Vacation research — yes, there is such a thing — shows that beyond a week or two away from work, more time off isn’t going to make you happier or calmer or produce more lasting gains of another sort.

For example, in a 2012 study in the Netherlands, in which the length of the participants’ vacations ranged from 14 to 35 days, researchers found that <sup>1</sup>subjective <sup>2</sup>measures of health and wellness rose rapidly at the start of the break and then peaked by Day 8. Sadly, these positive vacation effects disappeared after just one day back at work.

I know this finding runs counter to the popular notion that you can’t sufficiently recover from work stress without a long and relaxing break. <sup>(2)</sup>But in fact several other studies have also failed to find a measurable psychological benefit due to vacations that lasted beyond two weeks.

Curiously, the Dutch researchers also found that those who couldn’t resist the urge to do a little work while on vacation were no less likely to gain the benefits than those who avoided all work. So no need to put away your phones entirely. Perhaps the key to enjoyment on vacation is the ability to control what you do, and to do what is most natural to you. <sup>3</sup>Workaholics might find “forced” relaxation stressful. By all means let them ( A ) a little on vacation!

At first glance, such research seems to support the idea that the best way to maximize the benefits of your vacation is to take ( B ) breaks. Perhaps. But my personal and clinical experiences suggest that there might be something more to the effective vacation than just the proper length: namely, the importance of unexpected, <sup>4</sup>immersive experiences.

Consider a former patient of mine, a workaholic guy in finance who rarely, if ever, took time off and who finally agreed to a vacation at the urging — or more accurately, the threats — of his wife. <sup>5</sup>Reluctantly, he went off with his wife to <sup>6</sup>Tuscany.

Two weeks later, he returned to my office looking unusually relaxed. He told me about the following experience: He’d been driving in a little village when his car got stuck at a train crossing. Panicked, he and his wife got out and prepared for the worst, when a local farmer came by and offered to <sup>7</sup>tow the car to safety. The farmer also insisted on taking them to his house for lunch, which turned into an all-day affair.

At first, the experience made my patient feel anxious, because he had carefully planned his vacation to the minute. But in the end he could not have been more delighted by this unexpected encounter. In fact, he referred to it repeatedly in his therapy after that.

My patient had no pictures or videos to show me, but just a sharp and long-lasting memory that he carried with him. And that I suspect is key to a great vacation: He allowed himself to be open to the unexpected and completely involved in his experience.

In contrast, I think back to all the people I observed on my recent vacation armed with smartphones and cameras, diligently documenting the beauty around them. It made me wonder whether in the attempt to record and preserve our pleasure, we become observers of our experience rather than full participants in it.

Looking at the hundreds of pictures I took <sup>8</sup>drove this possibility home. There were scores of perfect sunsets, shots of the glittering sea — all beautiful to look at, but largely incapable of making me have the feeling of being there. I was probably too busy capturing the moment to be part of it.

I do have one <sup>9</sup>unglamorous, poorly framed shot of a dish of grilled octopus at a simple seaside restaurant where I spent an unplanned afternoon talking with the charming owner. Whether or not I look at that image, when I think of that lunch, the pleasure of the afternoon comes rushing back.

(Richard A. Friedman, “How to Bring Your Vacation Home With You,” *The New York Times*, 2017, modified)



Notes:

<sup>1</sup>subjective: existing only in your mind or imagination

<sup>2</sup>measure: an estimated amount

<sup>3</sup>workaholic: a person who works very hard and finds it difficult to stop working and do other things

<sup>4</sup>immersive: relating to activity that occupies most of one's attention, time, or energy

<sup>5</sup>reluctantly: unwillingly

<sup>6</sup>Tuscany: a region in central Italy, famous for its history, art, landscapes, food, etc.

<sup>7</sup>tow: to pull a car, boat, etc. behind another vehicle, using a rope or chain

<sup>8</sup>drive (something) home: If you *drive* something *home*, you make it clear to someone by emphasizing its importance.

<sup>9</sup>unglamorous: not attractive or exciting

Question 1: Read the underlined section (1) and answer the following question in **one sentence**.

*What kind of relationship do people usually expect between the length of a vacation and the effect of its mental health benefits?*

Question 2: From the following phrases ((a)-(d)), choose the one that has the closest meaning to the underlined section (2).

(a) competes with      (b) goes back to      (c) is consistent with      (d) is opposite to

Question 3: Fill in the blank ( A ) with the most suitable word (**one word**).

Question 4: From the following phrases ((a)-(d)), choose the most appropriate one to fill in the blank ( B ).

(a) longer and less frequent      (b) shorter and less frequent  
(c) longer and more frequent      (d) shorter and more frequent

Question 5: What do you think of the author's opinion about the effective vacation? Express your opinion in about **80 words**.













