

(2014年度)

## 4 英語問題 (90分)

(この問題冊子は26ページ，8問である。)

### 受験についての注意

1. 監督の指示があるまで，問題冊子を開いてはならない。
2. 試験開始前に，監督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. 監督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，辞書機能など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。その他の部分には何も書いてはならない。
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×をつけてはならない。
7. 訂正する場合は，消しゴムでいねいに消すこと。消しきら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)にあてはまる語句としてもっとも適切なものをそれぞれ(a)～(d)から1つ選びなさい。

Bullying has remained a serious problem in the Japanese school system. Students are reluctant to report it and teachers and administrators reluctant to admit it. A new proactive approach by the Saitama Prefectural Board of Education has the potential to start putting a stop to the problem through the use of a mobile access site that ( 1 ) bullying at an early stage. Such reporting systems are rare in Japan, but this one allows students to get ( 2 ) through a simple address. Since most students these days have a cellphone, they will be ( 3 ) to access the site immediately and confidentially.

The Stop Ijime Navi site provides phone numbers and mail addresses where students can report bullying cases 24 hours a day. The site also ( 4 ) a wealth of information about bullying, counseling, legal options, and perhaps most importantly, supportive messages from students who experienced bullying and survived. The site helps students know what to do and where to get help. ( 5 ), many students do not feel close enough to any teacher or administrator to report cases, and even then, they are often too ( 6 ). Even worse, some school administrators remain in denial that bullying occurs. The site helps surmount those hurdles with a better system for all-around communication. That is an ( 7 ), and one that should be followed by others.

The new site was developed by a project team that includes lawyers, suicide intervention counselors, and specialists in children's education and development. ( 8 ) education boards and administrators, they established a step-by-step plan to confirm reports and gather information before notifying relevant schools or organizations. They also offer intervention strategies and procedures to stop bullying at an early stage and resolve problems amicably. Hotlines for suicide, rape and crime have ( 9 ) in helping victims get the help they need and this site is no different. It provides a lifeline to young people who may be suffering

from the terrible effects of bullying but not know what to do or where to turn. With the help of this project, the simple, easy step of saving a barcode and sending a text just might save the life of a classmate, friend or oneself. Even more hopefully, it will help ( 10 ) one of the worst parts of young people's lives in Japan—bullying.

(Adapted from "A website to combat bullying." *The Japan Times*, January 13, 2013. <<http://www.japantimes.co.jp/opinion/2013/01/13/editorials/a-website-to-combat-bullying/#.UWfXNoKvRFY>>)

- (1) (a) lets students report                      (b) makes students avoid  
(c) allows teachers to investigate        (d) has teachers intervene in
- (2) (a) affectionate and intimate service  
(b) troublesome yet painless help  
(c) quick and easy help  
(d) annoying yet swift service
- (3) (a) subjected        (b) obliged        (c) about        (d) able
- (4) (a) approves        (b) provides        (c) imposes        (d) treats
- (5) (a) Fortunately                              (b) Sadly  
(c) Unexpectedly                              (d) Doubtlessly
- (6) (a) sure and decisive to show up        (b) insecure and terrified to assert  
(c) unsure or shy to speak up        (d) doubtful or hesitant to go

- (7) (a) easy strategy for punishment  
 (b) irrational way to dissolve bullying  
 (c) unrealistic solution to adopt  
 (d) excellent step forward
- (8) (a) In terms of (b) In relation to  
 (c) By means of (d) In cooperation with
- (9) (a) proved effective (b) failed miserably  
 (c) demonstrated clearly (d) refuted conclusively
- (10) (a) give up on (b) stay away from  
 (c) break off from (d) bring an end to

**2** 次の会話の中で(11)~(20)に最適な表現をそれぞれ(a)~(d)から1つ選びなさい。

David and Julia are undergraduate students at the same university.

David: Hello, Julia. \_\_\_\_\_

Julia: Hi David. Didn't get much done, but I did manage to get a lot of sleep.  
 How about you?

David: Pretty good. Got some shopping done.

Julia: Nice. Hey, did you have class today?

David: Yes, first period. Introduction to Sociology. How about you?

Julia: I had my Interpersonal Communication class, period three.

David: \_\_\_\_\_

Julia: <sup>(12)</sup> Pretty good. So far, I'm getting As on all of my assignments.

David: That's great! \_\_\_\_\_  
<sub>(13)</sub>

Julia: Well, the other day, we learned about why some people have a difficult time keeping a conversation going.

David: You mean, like people who aren't good at talking with others?

Julia: Yes, exactly.

David: I know someone like that. He's a friend from back in high school. \_\_\_\_\_<sup>(14)</sup>

Julia: Do you have any idea as to why the conversations didn't get past a few rounds?

David: Well, if I asked him something, he would just answer, and the conversation would quickly \_\_\_\_\_<sup>(15)</sup>.

Julia: I learned that that is quite a common occurrence. It's important to ask a similar question back to the other person who asked, so that the conversation remains \_\_\_\_\_<sup>(16)</sup>. It's called reciprocating.

David: But what if some people don't know how to reciprocate?

Julia: Well, it's important for them to remember to share something about themselves, like what they like or don't like, what gets them excited, that kind of thing.

David: Sure. That makes sense.

Julia: For some people, \_\_\_\_\_<sup>(17)</sup>. But for others it is quite anxiety-provoking.

David: Yeah, I agree. There are many people who feel anxious about carrying a conversation. Like if you go on the Internet, there are so many people asking for advice on how to carry a conversation.

Julia: Yes, some people are not that talkative and find the whole endeavor quite intimidating.

David: For me, it's sometimes hard to start up a conversation. I'm sitting there going, "What do I ask or say?"

Julia: In that case, it's useful to be in the moment so that you notice what that person's current situation is. If someone appears to be waiting for someone and keeps checking his watch, you can ask him, "So what time

are you guys supposed to meet up?"

David: Or, \_\_\_\_\_  
(18)

Julia: Yes, you get it. The other thing is to come up with a compliment.

David: A compliment? Hmm. Like, "Hey you look nice today!" kind of thing?

Julia: Yes! You should never \_\_\_\_\_ the power of compliments.  
(19)

David: I'll have to remember that.

Julia: Hey, those are neat glasses you're wearing!

David: Thanks! They're brand new—just got them over the weekend. I was tired of the old ones because I've had them since 7<sup>th</sup> grade, can you believe it? Hey, wait, were you just making a point there?

Julia: Not at all! \_\_\_\_\_ But see how much you got excited?  
(20)

David: Haha, yes!

Julia: Well, it was good running into you! Would love to hear more about your Sociology course, too.

David: For sure! See you around!

(11) (a) What have you been up to? (b) So good to run into you!

(c) How was your weekend? (d) Where have you been?

(12) (a) When are your classes? (b) Is that an easy subject?

(c) It sounds interesting. (d) How's that going?

(13) (a) So, what kind of things are you learning in that class?

(b) Guess what I am learning in my class.

(c) Do you think you will major in communications?

(d) Does the professor assign a lot of readings?

- (14) (a) We'd sometimes end up talking for hours.  
(b) He was rather sociable for a shy person.  
(c) He was extremely funny and had lots to say.  
(d) Our conversation lasted only a few turns.
- (15) (a) come to an end                      (b) be replaced by something else  
(c) alter the subject                      (d) change its course
- (16) (a) static              (b) alive              (c) serious              (d) distant
- (17) (a) having conversations is easy and effortless  
(b) maintaining a conversation is stressful  
(c) dealing with people who are introverted can be draining  
(d) knowing other people's hobbies enlivens conversations
- (18) (a) Would you like to get a cup of coffee somewhere?  
(b) What kind of music do you normally listen to?  
(c) It turned out to be a pretty nice day, huh?  
(d) Don't you hate it when people don't show up on time?
- (19) (a) criticize                      (b) analyze  
(c) underestimate                      (d) reconsider
- (20) (a) Are you insane?                      (b) I really meant it!  
(c) I didn't see it coming.                      (d) I was trying to flatter you.

3

次の(21)～(30)の各文には誤りがある。誤りの箇所を(a)～(d)から1つ選びなさい。

- (21) For decade<sup>(a)</sup>, Hollywood has been a big part of brand America, and U.S. movies continue to break box office records<sup>(b)</sup> around the world. Over the past year, blockbusters<sup>(c)</sup> like *The Avengers* and *The Dark Knight Rises* have earned over half a billion<sup>(d)</sup> dollars outside the United States.
- (22) And this weekend, according to<sup>(a)</sup> the *Academy of Motion Picture Arts and Sciences*, viewers in<sup>(b)</sup> more than 225 countries will tune up<sup>(c)</sup> the Oscars. Surveys consistently show that movies—and more broadly, American popular culture—are a strong suit of<sup>(d)</sup> U.S. soft power.
- (23) And, while<sup>(a)</sup> studio executives spend considerably more time thinking about box office returns rather<sup>(b)</sup> than public diplomacy, Tinseltown is actually pretty<sup>(c)</sup> effective at nudging America's international image in a positive<sup>(d)</sup> direction.
- (24) Certainly, with anti-Americanism still<sup>(a)</sup> strong in the Middle East and among some other nations, brand America needs<sup>(b)</sup> all the help it can get. American culture is especially attractive in Europe. The continent may have a long tradition of intellectuals<sup>(c)</sup> deriding U.S. culture, but average Europeans embrace them<sup>(d)</sup>.
- (25) A 2012 Pew Research Center polled<sup>(a)</sup> found solid majorities in all eight European Union nations surveyed<sup>(b)</sup> saying<sup>(c)</sup> they like American movies, music, and television, including<sup>(d)</sup> 72 percent in France, home to the Cannes Film Festival, Jean-Luc Godard, and (until recently) Gérard Depardieu.



(26) As is the case with nearly all thing<sup>(a)</sup> American, U.S. pop culture is more popular among Europeans in the Obama era than<sup>(b)</sup> it was during George W. Bush's presidency, although even during the Bush years<sup>(c)</sup>, when European anti-Americanism was surging, most<sup>(d)</sup> still had a favorable opinion of American entertainment.

(27) And it's not just Europe—about seven-in-tenth<sup>(a)</sup> of those surveyed in Japan, Brazil, and Mexico, for example, say they enjoy<sup>(b)</sup> U.S. movies, music, and television. In nearly all<sup>(c)</sup> countries included in the survey, America's pop culture is especially attractive<sup>(d)</sup> to young people.

(28) For instance, a stunning 94 percent<sup>(a)</sup> of Germans under age 30 like it, while just 47 percent<sup>(b)</sup> of those 50 and older<sup>(c)</sup> agreed. Huge age gaps are also founded<sup>(d)</sup> in Russia, France, Britain and elsewhere.

(29) In many nations, there is also an education gap. In China, where a<sup>(a)</sup> growing middle class increasingly has yuan to spend on<sup>(b)</sup> entertainment, 74 percent of people with a college degree enjoy American pop culture, compare<sup>(c)</sup> with less than half of those with less<sup>(d)</sup> education.

(30) It's true that Hollywood isn't popular everywhere. In<sup>(a)</sup> particular, it has limited appeal in some predominantly Muslim nations. Among 20 countries that<sup>(b)</sup> surveyed by Pew Research, the only four where<sup>(c)</sup> majorities said they do not like American movies, music, and TV were<sup>(d)</sup> Pakistan, Turkey, Egypt, and Jordan.

(Adapted from "American star power still rules the globe." *CNN*, February 22, 2013. <<http://globalpublicsquare.blogs.cnn.com/2013/02/22/american-star-power-still-rules-the-globe/>>)

- 4 次の英文を読み、(31)～(35)に当てはまるもっとも適切なものを、(a)～(f)よりそれぞれ1つ選びなさい。ただし、同じ選択肢は2回使わないこと。また、選択肢には1つ余分なものが含まれている。

Japan may have a relatively high standard of living and the longest life expectancy in the world, but it does not have the happiest people. ( 31 ). The results showed just how little economic levels connect with life satisfaction.

( 32 ). Panama ranked No. 1 followed by, in order, Paraguay, El Salvador, Venezuela, Trinidad and Tobago, Thailand, Guatemala, the Philippines, Ecuador and Costa Rica. In Asia, only Thailand and the Philippines, with economic levels significantly lower than Japan's, broke into the top 10.

The worldwide poll found that happiness was only indirectly connected to material-centered lifestyles. Canada has the highest college graduation levels, Qatar the highest income, Germany and France relatively high income and long vacation time, but none of these countries were found in high ranks. ( 33 ). Guatemala's civil war and gang violence did not keep it from reaching seventh place.

( 34 ). However, it remains one of the most meaningful and deeply felt life experiences and has become an important new way of finding one's satisfaction in life. Happiness has come to be established as a new measurement with important implications for individuals and policymakers alike. Japan's leaders should take note that the past emphasis on economic growth and material gains is out of date. New measures of happiness, such as Bhutan's well-known Gross National Happiness concept, are growing in importance and need to be included into government initiatives.

Like Singapore, last on the Gallup Poll, Japan's relatively high economic level has been achieved through high pressure, tight schedules and a work-life balance tipped very far toward work. What most Latin American interviewees cited as the source of their daily happiness—taking pleasure in friends, family, nature and

religion—have been neglected in many economically developed countries.

( 35 ).

- (a) In contrast, Italy and Greece, with their debt-ridden economies, were in the top 20
- (b) As the government ponders Japan's future, it should be clear that higher income, without other types of nonmaterial gains, means very little
- (c) Latin American countries with relatively low levels of economic development dominated the top 10 happiest countries
- (d) According to a recent Gallup poll of 148 countries, Japan ranks somewhere in the middle of world happiness levels
- (e) Rich people may try in vain to buy happiness with money, and poor people may try desperately to be rich to do just the same
- (f) Happiness may appear to be a subjective, intangible quality that is hard to define and harder to measure

次の文は前文の続きであるが、その内容に照らして(36)~(40)の後に続くもっとも適切な語句をそれぞれ(a)~(d)から1つ選びなさい。

In another study by Nobel Prize-winning economists Daniel Kahneman and Angus Deaton, Americans felt happier with greater income only up to about \$75,000 annually. After that, more money had little connection to happiness. Other studies found that rates of happiness in America did not rise at all over the last half-century despite huge economic and technological growth. In Japan, as in

America, it is relative status, not just income that determines much of the feeling of satisfaction in life. Japanese feel unhappy even with the relative gains they have achieved in the past several decades partially because wealth has become so unevenly distributed. In addition, social factors such as insecurity, isolation and distrust of institutions contribute to lower levels of happiness.

The government should include issues of well-being into all planning and policies. National happiness can and should be used as a measure of a successful government. The government so far helped to build a powerful consumer society, but that too failed to achieve life satisfaction for most Japanese. Decisions about economic policy and social change should incorporate the findings of the aforementioned studies and focus on nonmaterial improvements to Japanese life. Instead of continuing to focus on numerical economic growth by exploiting ever more resources, both human and natural, other issues should be given greater consideration. Top of the list to improve Japan's level of happiness is higher rates of employment and better quality of work. The focus, though, should be on quality of work, rather than just income.

Likewise, finding ways to improve physical and mental health should be given as high a priority as finding economic stimuli. The government can also focus on the enrichment of community, family life, education and leisure pursuits. Those issues should no longer be considered exclusively as individual choices or consumer options, but an essential and basic part of what government supports for its citizens. Pumping money into the economy might make economic numbers look good. However, without greater consideration of noneconomic factors, Japan will never achieve the levels of happiness and life satisfaction it deserves.

(Adapted from "Happiest people in the world." *The Japan Times*, January 6, 2013. <<http://www.japantimes.co.jp/opinion/2013/01/06/editorials/happiest-people-in-the-world/#.UWfX8oKvRFZ>>)

- 36) The author of this article states that
- (a) Americans' sense of happiness continues to rise as their income level increases.
  - (b) income is not connected to one's level of satisfaction in life in the U.S.
  - (c) technological advances have raised people's feelings of life satisfaction in the U.S.
  - (d) Americans do not necessarily find their life more satisfactory with greater income.
- 37) It is suggested in the article that
- (a) people do not tend to weigh their levels of satisfaction in life simply by absolute gains in income.
  - (b) uneven distribution of wealth has resulted in the increase of unhappy people all over the world.
  - (c) isolated individuals often find greater freedom in life, thus feeling more content with their life.
  - (d) the government should make sure it imposes heavier taxes on wealthy people in the country.
- 38) By "well-being," the author of this article means
- (a) a crime-free society where people can live safely.
  - (b) people's feelings of satisfaction in their lives.
  - (c) the financially prosperous situation to be in.
  - (d) a state in which people exercise their creativity.

- 39) The factor *not* included in this article for why people feel unsatisfied with their lives is
- (a) the insufficient amount of employment available in the country.
  - (b) the asymmetrical allocation of money among people.
  - (c) their lack of confidence in organizations in their society.
  - (d) their fear towards natural disasters they may encounter in life.
- 40) The author implies that the levels of happiness that Japan deserves should
- (a) not be so high considering the current economic situation in the country.
  - (b) not be higher in light of the decreasing population in the country.
  - (c) be higher than they are currently shown in the poll.
  - (d) be equivalent to the level of sophistication in its culture.

5

次の(41)~(50)の下線部に当てはまる語句としてもっとも適切なものをそれぞれ(a)~(d)から1つ選びなさい。

- (41) The following research is based on observations made to discover what skills basic writers see themselves as \_\_\_\_\_, and how these self-perceptions correlate with what skills they need in order to succeed in college English.
- (a) possessing
  - (b) possessed
  - (c) possess
  - (d) have possessed
- (42) This project helped me to learn more about the students I am teaching, and taught me more about how I can help each of my students \_\_\_\_\_ about becoming better writers using their current writing abilities.
- (a) grow exciting
  - (b) grew excited
  - (c) grow excited
  - (d) grow to excite







In Madhya Pradesh  
Where they're building dams  
They're ( 53 ) native people  
From their homes and lands  
  
So they hunger strike  
Cos they believe they count  
To lose a single life  
Is such a small amount  
  
In the name of ( 54 )  
And democracy  
The concepts represented in name  
only

His world is suffering  
Her world is suffering  
Their world is suffering  
World citizen  
  
World citizen

And the buildings fall  
In a cloud of dust  
And we ask ourselves  
How could they hate us?  
Well, when we live in ignorance and  
luxury  
While our super powers ( 55 )

Puppet mastery  
  
We raise the men  
Who run the fascist states  
And we sell them arms  
So they maintain their place  
  
We ( 56 ) our backs  
On the things they done  
Their human rights record  
And the guns they run

His world is suffering  
Her world is suffering  
Their world is suffering  
World citizen  
  
My world is suffering  
Your world is suffering  
Our world is suffering  
World citizen

Who'll ( 57 ) away with flags?  
Who'll do us proud?  
Remove the money from their  
pockets  
Scream dissent out loud?  
  
Cos god ain't on our side

The shoe won't ( 58 )	Not one life is taken
And though they think the war is	In my name
won	In my name
That's not the last of it	
	His world is suffering
Disenfranchised people	Her world is suffering
Need their voices ( 59 )	Their world is suffering
And if no one stops to listen	World citizen
Lose their faith in words	
	My world is suffering
And violence rises	Your world is suffering
When all hope is ( 60 )	Our world is suffering
Who'll embrace the human spirit	World citizen
And absorb the cost?	

(Adapted from "World Citizen," David Sylvian, 2003. Opium (Arts) Ltd.  
 <[http://www.davidsylvian.com/lyrics\\_and\\_poetry/world\\_citizen.html](http://www.davidsylvian.com/lyrics_and_poetry/world_citizen.html)>)

- |                |          |           |              |
|----------------|----------|-----------|--------------|
| (a) displacing | (b) do   | (c) heard | (d) practice |
| (e) progress   | (f) make | (g) turn  | (h) paid     |
| (i) count      | (j) fit  | (k) lost  |              |

**7** 次の会話の中で(61)~(65)に最適な表現をそれぞれ(a)~(d)から1つ選びなさい。

This is a conversation between a therapist and a client. The client is a college student who is trying to change his tendency to procrastinate, which is defined as "putting off doing high priority tasks."

- Therapist: Come on in. What \_\_\_\_\_ you here? How can I help?  
(61)
- Client: I have a major problem with procrastination. I tend to \_\_\_\_\_ doing  
(62) what needs to get done. It's affecting my life, because I don't get any studying done. I have a hard time writing my papers for class assignments, for example.
- Therapist: OK. When you procrastinate, what do you tell yourself to *make* yourself procrastinate?
- Client: Well, I tell myself that "I must do other things," like clean my room or do my laundry.
- Therapist: Why don't you study first and stop the procrastination? What stops you, in your head?
- Client: I don't know—I guess I tell myself that I should sleep because I'm too tired to write something good.
- Therapist: Those sound like \_\_\_\_\_! What's the real reason you procrastinate?  
(63)
- Client: I ... I don't know.
- Therapist: OK, you need to get started on that paper. What are you telling yourself to *stop* yourself from pushing yourself to start the paper?
- Client: I think I'm actually pushing myself. It's just that it's not effective enough. I just don't do the immediate tasks. I do other tasks.
- Therapist: Because, what? "If I did the immediate things—what?"
- Client: (Silence)
- Therapist: Is it because, "If I do it, I may fail?" Is that what \_\_\_\_\_ you?  
(64)
- Client: Well, yeah. That's one of the things that goes through my mind ... "I really want to do a good job of it." So I sort of don't get to it, or I research it but don't actually write the paper.
- Therapist: That would be *nice*. But why must you do a good job of it? Why **MUST** you?
- Client: At school, I'm involved in many clubs. So, I'm considered something of a leader. So I guess I have to do things well. I have to \_\_\_\_\_ a  
(65)

reputation.

Therapist: Let's suppose you lose your reputation. Why must you keep it?

Client: I guess I don't have to keep it.

Therapist: That's right. Now say, "I don't have to keep my reputation." You better go over it five thousand times, until you really believe it.

(Adapted from "Rational Emotive Behavioral Therapy (REBT) Network." Albert Ellis, 2006. Transcript from Friday Night Workshop. <[http://www.rebtnetwork.org/ask/transcript\\_01.html](http://www.rebtnetwork.org/ask/transcript_01.html)>)

- 61) (a) brings      (b) drives      (c) gets      (d) takes
- 62) (a) prevent      (b) retreat      (c) avoid      (d) refrain
- 63) (a) excuses      (b) problems      (c) complaints      (d) claims
- 64) (a) distinguishes      (b) encourages  
(c) informs      (d) prevents
- 65) (a) expect      (b) uphold      (c) raise      (d) endorse

**8** 次の英文を読み、(66)~(75)の間の答としてもっとも適切なものをそれぞれ(a)~(d)から1つ選びなさい。

We are all familiar with the idea of the self-fulfilling prophecy. One way of describing this concept is to say that if we expect something to happen in a certain way, our expectation will tend to make it so. Whether self-fulfilling prophecies really do occur in a predictable way in everyday life is open to

scientific study, but psychological research has demonstrated that in some areas they are a reality.

The question of the self-fulfilling prophecy in scientific research was first brought to the attention of psychologists in 1911 in the famous case of "Clever Hans," the horse of Mr. von Osten. Clever Hans was a horse that was famous for being able to read, spell, and solve math problems by stomping out answers with his front hoof. Naturally there were many skeptics, but when Hans's abilities were tested by a committee of experts, they were found to be genuinely performed without prompting from Mr. von Osten. But how could any horse possess such a degree of human intelligence? Well, a psychologist, O. Pfungst, performed a series of careful experiments and found that Hans was receiving subtle unintentional cues from his questioners. For example, after asking a question, people would look down at the horse's hoof for the answer. As the horse approached the correct number of hoof stomps, the questioners would very slightly raise their eyes or head in anticipation of the horse completing his answer. The horse had been conditioned<sup>(A)</sup> to use these subtle movements from the observers as signs to stop stomping, and this usually resulted in the correct answer to the question.

So, you might ask, how is a trick horse related to psychological research? Well, the Clever Hans findings pointed out the possibility that observers often have specific expectations or biases that may cause them to send covert and unintentional signals to a subject being studied. These signals, then, may cause the subject to respond in ways that are consistent with the observers' biases and, consequently, confirm their expectations. What all this finally boils down to<sup>(B)</sup> is that an experimenter may think a certain behavior results from his or her scientific treatment of one subject or one group of subjects compared with another. Actually it may result from nothing more than the experimenter's own biased expectations. If this occurs, it renders the experiment invalid. This threat to the validity of a psychological experiment is called the *experimenter expectancy*

*effect.*

Robert Rosenthal, considered the leading researcher on this methodological issue, has demonstrated the experimenter expectancy effect in laboratory psychological experiments. In one study (Rosenthal & Fode, 1963), psychology students in a Psychology of Learning course unknowingly became subjects themselves.<sup>(c)</sup> Some of the students were told they would be working with rats that had been specially bred for high intelligence, as measured by their ability to learn mazes quickly. The rest of the students were told that they would be working with rats bred for dullness in learning mazes. The students then proceeded to train their rats to perform various skills, including maze learning. The students who had been assigned the maze-bright rats reported significantly faster learning times than those reported by the students with the maze-dull rats. In reality, the rats given to the students were standard lab rats and were randomly assigned, meaning that the rats did not differ in intelligence between the two groups. These students were not cheating or purposefully slanting their results. The influences they exerted on their animals were apparently unintentional and unconscious.

As a result of these lines of research, the threat of experimenter expectancies to scientific research has been well established. Properly trained researchers using careful procedures (such as the double-blind method, in which the experimenters who come in contact with the subjects are unaware of the hypotheses of the study) are usually able to avoid these expectancy effects.

(Adapted from "Forty Studies that Changed Psychology: Exploration into the History of Psychological Research." Hock, R. R., 2001, pp. 92-94, Prentice Hall.)

- (66) Who demonstrated that Clever Hans did not in fact possess math and reading abilities close to that of human intelligence?
- (a) Mr. von Osten
  - (b) O. Pfungst
  - (c) A committee of experts
  - (d) Robert Rosenthal
- (67) Which of the following best describes the word conditioned in the second paragraph?  
(A)
- (a) restricted
  - (b) managed
  - (c) required
  - (d) trained
- (68) Clever Hans was able to answer all of the math, reading, and spelling questions correctly because
- (a) Mr. von Osten had trained Clever Hans to memorize all of the questions ahead of time so that Clever Hans could answer correctly.
  - (b) Clever Hans was a rare horse that possessed an unusually high intelligence, similar to that of humans.
  - (c) The psychologist O. Pfungst had been unconsciously sending cues to Clever Hans so that Clever Hans would answer in the correct way.
  - (d) Clever Hans had learned to pay close attention to the head and eye movements of those who asked him the questions.

- (69) Which of the following is closest in meaning to the phrase boils down to?  
(B)
- (a) heats up on
  - (b) amounts to
  - (c) lives up to
  - (d) takes up
- (70) What is meant by "psychology students ... unknowingly became subjects themselves"?  
(C)
- (a) They were aware that the subject they were studying was not Psychology of Learning.
  - (b) They became the subject of debate during the laboratory experiments without their knowing.
  - (c) They realized that the rats had not been specially bred for their intelligence.
  - (d) They were unaware that they were the ones being tested as part of an experiment.
- (71) In the study by Robert Rosenthal using rats, what determined whether a rat was considered intelligent?
- (a) How high the rat's IQ score was.
  - (b) How quickly the rat was able to find food and shelter.
  - (c) How fast the rat learned to move through mazes.
  - (d) How many new tricks the rat was able to learn.



- (72) What were the results from the Rosenthal and Fode study on the training of so-called "maze-bright" and "maze-dull" rats?
- (a) The maze-bright rats learned mazes faster than the maze-dull rats.
  - (b) The maze-dull rats learned mazes faster than the maze-bright rats.
  - (c) The maze-bright rats and the maze-dull rats learned the mazes at a similar pace.
  - (d) The results were invalid because the students were found to have purposely slanted the results.
- (73) What conclusion can we draw from the results of the experiment with maze-bright and maze-dull rats?
- (a) The students who worked with the maze-bright rats did not truly believe that their rats were particularly intelligent.
  - (b) The students who worked with the maze-dull rats did not truly believe that their rats were unintelligent.
  - (c) The students who worked with the maze-bright rats unconsciously held high expectations making them train the rats in a way that improved the rats' performance.
  - (d) The students who worked with the maze-dull rats unconsciously held high expectations making them train the rats in a way that improved the rats' performance.

- (74) What is one way researchers can avoid the "experimenter expectancy effect"?
- (a) The experimenters who deal with the subjects should not be told the hypothesis of the study beforehand.
  - (b) The subjects that participate in the experiment should be told the hypothesis of the study beforehand.
  - (c) The experimenters should be blindfolded so that they are unable to read the facial expressions of the subjects.
  - (d) The subjects that take part in the experiment should be blindfolded so that they are unable to read the facial expressions of the experimenter.
- (75) What is the main idea of this passage?
- (a) Self-fulfilling prophecy is an important and interesting concept; however, psychological research has shown that the concept has little validity in reality.
  - (b) The experimenter's expectations of the subjects can unconsciously and unintentionally make a significant difference in how the subjects perform.
  - (c) Having high or low expectations about your own abilities absolutely influences your own performance later in life.
  - (d) The cases described the effects of human expectations on animal behavior and therefore cannot be generalized to human expectations on *human* behavior.