

(2019年度)

6 英語問題 (90分)

(この問題冊子は27ページ、8問である。)

受験についての注意

1. 試験監督者の指示があるまで、問題冊子を開いてはならない。
2. 試験開始前に、試験監督者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. 試験監督者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、辞書機能を使用してはならない。また、スマートウォッチなどのウェアラブル端末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。
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×をつけたりしてはならない。また、マーク箇所以外の部分には何も書いてはならない。
7. 訂正する場合は、消しゴムでていねいに消すこと。消しき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. 試験監督者の許可なく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)の問いに最も適切な答えを(a)~(d)から一つ選びなさい。

(Fred and Bonnie Waitzkin attend Open House at their son Josh's school. They look around at the paintings and projects the kids have done and then they meet with his teacher to discuss how Josh is doing in class.)

Teacher: Mr. Waitzkin.

Fred: Oh, hi, how are you doing?

Teacher: I'm glad that you could _____.

(1)

Fred: Me too. This is really great.

Teacher: Isn't it? The kids worked really hard getting it ready. I understand from Josh you just got back from another chess tournament in Washington. I think that's super. He told us all about the hotel.

Fred: Yeah, he was pretty _____.

(2)

Teacher: You've been taking him a lot of places lately.

Fred: I think it's good. I think it's important for a kid to travel, it's a great education. They realize there's _____ than New York.

(3)

Teacher: Let's see, we've heard about hotels in Syracuse, Philadelphia, Boston, and Washington now. _____.

(4)

Not the White House or the Capitol Building, or the Lincoln Memorial ...

Fred: And you're wondering why that is. It's because I'm a rotten father, you're right. I drag him all over the country for my own selfish reasons.

Bonnie: Is Josh falling behind in his schoolwork?

Teacher: He is but I'm more concerned about other things. Like his friendships.

Bonnie: There's a problem there?

Teacher: _____
(5)

Fred: Well, is there or isn't there?

Teacher: Mr. Waitzkin, I'm sure he's very good at this chess thing, that's not the issue. I'm sure he's very good at it, but _____⁽⁶⁾. If I could make an analogy ... What if it was video games? What if he was traveling so much for video game tournaments?

Fred: Video games? Bonnie, _____⁽⁷⁾. What am I supposed to say to that?

Bonnie: She's trying to make a point, _____⁽⁸⁾.

Fred: I'm sorry, but that analogy is a very bad one. If you want to compare it to something, compare it to something that makes sense. Compare it to math, or music, or art, because otherwise you belittle it, and him and me.

Teacher: I'm not trying to belittle anything ...

Fred: But you are. You are. You want to know how good he is? He's better at this than anything I've ever been at anything in my life. He's better at this than you'll ever be at anything. Once you acknowledge that then maybe we'll have _____.

(9)

Adapted from Zaillian, Steven (director). *Searching for Bobby Fischer*. Performances by Joe Mantegna, Max Pomeranc, Laurence Fishburne, Joan Allen, and Ben Kingsley. 1993. Paramount.

(1) Select the answer that best fits the blank.

- (a) get it
- (b) manage us
- (c) make it
- (d) judge us

(2) Select the answer that best fits the blank.

- (a) irritated by it
- (b) impressed with it
- (c) ignorant of it
- (d) isolated in it

(3) Select the answer that best fits the blank.

- (a) more at the world
- (b) more from the world
- (c) more on the world
- (d) more to the world

- (4) Select the answer that best fits the blank.
- (a) That's all he seems to remember there
 - (b) He remembers so much of what he sees there
 - (c) He was so excited to travel there
 - (d) It's incredible how much he's won there
- (5) Select the answer that best fits the blank.
- (a) That's what I heard
 - (b) That's what you're saying
 - (c) There should be
 - (d) There could be
- (6) Select the answer that best fits the blank.
- (a) he threatens me
 - (b) it thrills me
 - (c) it worries me
 - (d) he irritates me
- (7) Select the answer that best fits the blank.
- (a) she wants Josh to play video games
 - (b) she's making a strong comparison
 - (c) she's comparing chess to video games
 - (d) she thinks chess is a video game
- (8) Select the answer that best fits the blank.
- (a) maybe we should play
 - (b) maybe you should listen
 - (c) maybe I should complain
 - (d) maybe she should apologize

(9) Select the answer that best fits the blank.

- (a) something to compare it to
- (b) a reason to transfer schools
- (c) something to talk about
- (d) a reason to stop him

(10) After reading the dialogue, what best explains why Fred gets angry at the teacher?

- (a) She doubts Josh's chess ability.
- (b) She claims to be good at chess.
- (c) She makes light of the game of chess.
- (d) She thinks Fred is a rotten father.

2 (11)~(20)に入る最も適切な文または語句を(a)~(j)から一つ選びなさい。なお、一度選んだ答えは二度使用することはできない。また、最初の小文字は文中では大文字の場合がある。

Practical solution to challenges faced by bilingual children

Researchers have (11) and in the identification of those children who require extra support to improve their language skills.

During a three-year study involving nine UK universities, academics interviewed almost 400 families with two-year-old children learning English and another of 13 common additional languages.

They were able (12) and a phonetically or grammatically close language (such as Dutch or German) knew more words in their other language than

those learning more distant languages such as Mandarin or Greek.

The team used the findings (13) how any bilingual child's language skills are developing.

Led by the University of Plymouth, the research was funded by the Economic and Social Research Council (ESRC) as part of a collaboration including the universities of Bangor, Birmingham, Kent, Liverpool, and Oxford. Academics at Coventry, East Anglia, and Essex were also involved.

With figures suggesting that almost 20% of children of school age in the UK are bilingual, (14), as well as national health and education systems.

The final research is published in *Monographs of the Society for Research in Child Development*. The project leader, Dr Caroline Floccia, Associate Professor (Reader) in Psychology at the University of Plymouth and Head of the Plymouth Babylab, said: "Language is a foundation for (15). In the majority of cases, their development in each language is (16) that of monolingual children, which can have knock-on effects both for them and (when they get to school) their peers. We are proposing the first practical solution to the potential problems faced by bilingual children, because (17) for the children and their prospects."

Currently, all two-year-olds are (18), and the researchers hope their UK Bilingual Toddler Assessment Toolkit (UKBTAT) can become a standard component in that assessment. It can also be used by a wide range of health practitioners, including speech and language therapists, social workers, educational psychologists, and GPs.

The UKBTAT includes a list of familiar English words that parents tick off if their child recognises or can say them, and a similar list of familiar words in their additional language.

It also features a Language Exposure Questionnaire (LEQ) that a health practitioner can complete with the help of the parents. The LEQ assesses the proportion of time the child spends engaged in an English-speaking setting compared with their additional language.

These answers are processed through the toolkit's statistical model to produce a result (19) across the UK. This will allow practitioners to (20) with their language development, not possible until now.

Adapted from University of Portsmouth. "Practical Solution to Challenges Faced by Bilingual Children". 21 February 2018. *Science Daily*.

<https://www.sciencedaily.com/releases/2018/02/180221204931.htm>.

- (a) harmonious development in a child and being bilingual is now a norm across the world
- (b) identify bilingual toddlers who may need additional support
- (c) its findings could have major implications for young people's personal and professional prospects
- (d) made a major breakthrough in the assessment of language development among bilingual families
- (e) required to have a health assessment to monitor their development
- (f) slightly delayed compared to
- (g) the earlier we identify and tackle these issues, the more likely a positive outcome

- (h) to create and test the first toolkit for health professionals to accurately assess
- (i) to demonstrate for the first time that those learning English
- (j) which shows where the child is situated in terms of the average level of proficiency

3

(21)~(30)の下線部(a)~(d)のうち、誤りのあるものを一つ選びなさい。

- (21) When the dry season spreading^(a) over the tropical savannas of Australia's Northern Territory, rangers start watching^(b) for the so-called firehawks: flocks of black kites, whistling kites and brown falcons that hunt near^(c) bushfires, snapping up small animals flushed out by the smoke and sparks.^(d)
- (22) The idea that birds intentionally manipulate fire^(a) has long been greeted with skepticism in scientific circles.^(b) But a recent paper^(c) published in the Journal of Ethnobiology gathers reports that all three species does spread^(d) wildfires for hunting purposes.
- (23) Black kites, one of the species implicated in fire-spreading^(a), have a reputation for being particularly clever.^(b) "They seem intelligent and quick to learn way of obtaining food,"^(c) Dr. Debus said. "They've been known to take food from schoolyards, even from children's hands,"^(d) and use bread scraps at picnic areas to bait fish within capture range."
- (24) Fire-spreading birds^(a) came to mainstream attention in 1964 for the^(b) publication of "I, The Aboriginal," the so-called autobiography (it was ghostwritten) of the indigenous activist Waipuldanya,^(c) which described firehawks spreading wildfires to hunt.^(d)

- (25) When Mr. Gosford reread his copy of the book in 2011, however, the section on fire-spreading caught his eye. As an amateur *ornithologist and lawyer working on indigenous cases in the Northern Territory, Mr. Gosford said, he'd developed a deep respect to Aboriginal knowledge of the landscape.
- (26) Fires has long been a central land management tool for Aboriginal people; carefully controlled fires shaped forests and savannas for hunting and agriculture.
- (27) While the indigenous practice of controlled fires was largely suppressed during Australia colonial period, legal decisions that delivered land back to Aboriginal ownership have fueled a return to traditional strategies that more closely mimic natural processes.
- (28) "Aboriginal people—like the peoples of New Guinea and Amazonia and many other places—often has far better knowledge of local **flora and fauna than outsiders, built up over the course of millennia," Dr. Bonta said.
- (29) "What possible reason could there be not to put enormous effort into helping them preserve what they know and collaborate to improve our overall understanding of natures?"
- (30) Perhaps Australia's firehawks are enacting a process similar to the one humanity used to control fires. Or perhaps, as the Aboriginal people says, the birds' activities lit the spark for people in the first place. "I'm glad that others are now talking about co-evolution and learning from birds," Dr. Bonta said. "Fire may not be so uniquely human after all."

Glossary

*ornithologist: bird specialist

**flora and fauna: plants and animals

Adapted from Elbein, Asher. "In Australia, Arsonists May Have Wings". 5 February 2018. *The New York Times*. <https://www.nytimes.com/2018/02/05/science/australia-firehawks-aboriginal.html>.

4 次の英文を読み、(31)~(40)の下線の意味に最も合っているものを(a)~(d)から選びなさい。

The Eiken tests have traditionally been seen as the standard for English proficiency certification in Japan, and a ticket to a well-paying job⁽³¹⁾. Hundreds of thousands of people pass the tests every year, which makes you wonder where they are all hiding⁽³²⁾, as proficient English speakers can seem few and far between⁽³³⁾ in this country.

The Eiken tests, which are backed by the ministry of education⁽³⁴⁾, are designed and administered by Eikyo, the Eiken Foundation of Japan (formerly the Society for Testing English Proficiency), a public-interest incorporated foundation established in 1963 and based in Tokyo. Many employers see the certificate as a valuable asset in a prospective employee's portfolio, and cram schools offer courses dedicated to Eiken test preparation.

I spoke to an English teacher who has been involved in preparing Japanese children for the Eiken at a cram school. He asked to use a *pseudonym—let's call him John—due to worries about the consequences at work⁽³⁵⁾ if he were identified. The training is good business for the school⁽³⁶⁾, he says, as it takes a

huge amount of time to prepare students and the hourly fees are substantial.
(37)

"I began to have serious doubts about whether the Eiken is useful to English learners," he explains. "Not only are there many head-scratchers among the test items, but I think there is something ⁽³⁸⁾ ****flawed about the whole idea of promoting English proficiency by the means of paper-based examinations.** ⁽³⁹⁾ After all, the origin of any language is oral—that's the natural mode of human communication. ⁽⁴⁰⁾ But with the Eiken's heavy emphasis on grammar and reading comprehension, the language comes over to students as a formula to be solved on paper."

Adapted from Karlsson, Hans. "Is the Eiken Doing Japan's English Learners More Harm Than Good?". 8 June 2016. *The Japan Times*.

<https://www.japantimes.co.jp/community/2016/06/08/issues/eiken-japans-english-learners-harm-good>.

Glossary

*pseudonym: a name that is not someone's real name

**flawed: mistaken

(31) a ticket to a well-paying job

- (a) a way to get more money at work
- (b) a requirement for any employment
- (c) a pathway to a job with a high salary
- (d) necessary for the globalized workforce

(32) makes you wonder where they are all hiding

- (a) seems strange because there don't seem to be that many proficient Japanese speakers of English around
- (b) proves that people are embarrassed to boast about their proficiency to avoid looking as if they are showing off
- (c) means that people must be hiding their test scores from those around them
- (d) makes us think that even though many people have perfect English skills, they only use them overseas

(33) few and far between

- (a) to live a great distance from each other
- (b) to have lower proficiency than expected
- (c) to be widespread
- (d) to be quite rare

(34) are backed by the ministry of education

- (a) form the basis of the ministry's English policy
- (b) are run by the ministry
- (c) receive support from the ministry
- (d) are secretly pushed by the ministry

(35) worries about the consequences at work

- (a) he might get in trouble with his company for talking about his Eiken classes
- (b) the school is worried about publicizing the high scores of its students
- (c) he is concerned that the scores of the students at his school aren't high enough
- (d) he fears the increased attention he will get at work if everyone knows his real name

(36) The training is good business for the school

- (a) teachers are well trained so they can attract lots of students
- (b) being involved in education is morally good
- (c) preparing students for Eiken is profitable
- (d) the training provided by this school is high quality

(37) the hourly fees are substantial

- (a) the costs of preparing students are very high
- (b) students have to pay a lot to study at the cram school
- (c) the teachers are paid very well for each class they teach
- (d) the price of Eiken classes is much too high

(38) head-scratchers

- (a) complicated and tricky questions
- (b) confused test takers
- (c) creative problems
- (d) stimulating and challenging ideas

(39) there is something **flawed about the whole idea of promoting English proficiency by the means of paper-based examinations

- (a) there are serious problems with the Eiken written tests because they don't improve learners' proficiency
- (b) Eiken needs to greatly improve its examinations in order for learners to really develop their English
- (c) writing on paper can never adequately measure a learner's real understanding of a language
- (d) it seems problematic to use written tests to encourage the development of learners' English ability

(40) that's the natural mode of human communication

- (a) it's natural that humans use language for communication purposes
- (b) people inherently use spoken language to communicate with one another
- (c) communication via language sets humans apart from other life forms
- (d) it's fashionable to think that oral communication is the most important language skill

5 次の英文を読み、(41)~(50)の問いに最も適切な答えを(a)~(d)から一つ選びなさい。

Every 20 years in the eastern coastal Japanese city of Ise, the shrine, one of the country's most respected, is knocked down and rebuilt. The ritual is believed to refresh spiritual bonds between the people and the gods. Destroying houses has no such grand objective. Yet in Japan houses have a similarly short life expectancy.

According to Nomura, a brokerage firm, the value of the average Japanese house falls to zero in 22 years. (It is calculated separately from the land, which is more likely to hold its value.) Most are knocked down and rebuilt. Sales of new homes far outpace those of used ones, which usually change hands in the expectation that they will be demolished and replaced. In America and Europe second-hand houses accounted for 90% of sales and new-builds for 10% in 2017. In Japan the proportions are the other way around.

The reasons for Japanese houses' rapid loss of value lie partly in tradition. In many countries people buy when they pair off, when they move to a bigger place after they have children or when they downsize on retirement. Japanese people have tended to see out all life's stages in the same dwelling, a custom they attribute to their history as a farming nation, when they had to stay put. As a result, they never got used to second-hand homes. The frequency of earthquakes also plays a part. Large tremors tend to be followed by tougher building regulations. Many people want to live in a home built to the most recent standards.

In a cruel cycle, houses are expected to *depreciate and are therefore not maintained, so second-hand homes are often dark and depressing. Japanese people also avoid *wake-ari bukken*, buildings "stigmatised" because, say, a former resident was killed there or a cult resides nearby. "In Japan, the words *old* and *charming* do not go together," says Noriko Kagami, an estate agent (who tore down an old house she bought herself).

Construction and home-fitting companies benefit from this speedy housing cycle. But Japan's throwaway housing culture, shaped by a once-urgent need to house growing numbers, makes no sense now that the population is shrinking. The country currently has an estimated 10 million abandoned

homes, a number that is expected to rise above 20 million by 2033. That is a problem for entire neighbourhoods: an abandoned lot drags down the value of nearby houses.

The government has started to rethink its policies. It set itself the target of doubling the number of used-housing sales in 2020 compared with ten years earlier. The government is also considering reducing the taxes associated with buying a home if it is currently vacant. Some regions are offering incentives to buyers of abandoned homes, including financial aid and lower taxes.

Some housing companies are starting to offer renovation services. When Sunny Azabu Hills, a luxury building of rented apartments in central Tokyo, recently changed hands, the new owner decided to redo the interiors rather than knock the whole thing down.

All this is having some success. In the cities a larger share of people now rent than own places, and move more often. "We are entering a stage where people are starting to see a used home as an option," says Yasuhiko Nakajo, who leads the property department at Meikai University. In 2017 a record 37,329 second-hand flats were sold in Tokyo, a 31% increase on ten years earlier.

Adapted from "Nobody's Home: Why Japanese Houses Have Such Limited Lifespans". 15 March 2018. *The Economist*. <https://www.economist.com/finance-and-economics/2018/03/15/why-japanese-houses-have-such-limited-lifespans>.

Glossary

*depreciate: to decrease in price

- (41) According to the article, what is notable about the Ise Shrine?
- (a) It houses eastern coastal gods.
 - (b) It's haunted by 20-year-old spirits.
 - (c) It helps people live longer.
 - (d) It's remade every two decades.
- (42) According to the article, what is the expectation when people buy older homes in Japan?
- (a) That the houses will be bought when people marry and sold when people retire.
 - (b) That the houses and the land will hold their value.
 - (c) That the houses will be destroyed in favor of updated construction.
 - (d) That the houses will start losing value after 20 years.
- (43) According to the article, which best describes one reason why Japanese homes quickly lose their value?
- (a) Retirees own the majority of houses in Japan and refuse to sell.
 - (b) New earthquake regulations force people to rebuild their homes.
 - (c) Recent trends in Japan encourage people to constantly re-sell houses.
 - (d) The farming history of Japan influenced attitudes about homeownership.
- (44) According to the article, which best describes many older homes in Japan?
- (a) Their loss of value leads them to be poorly cared for.
 - (b) The condition of second-hand homes terrifies their owners.
 - (c) Maintenance fees for older homes are costly and avoided.
 - (d) Poor electricity causes the homes to have little light.

- (45) According to the article, what is one difference between homebuyers in Japan and other parts of the world?
- (a) Homebuyers in other countries appreciate the design and history of older homes.
 - (b) Homebuyers in other countries are more willing to buy older homes.
 - (c) Homebuyers in other countries see a house as a lifetime investment.
 - (d) Homebuyers in other countries find new homes poorly built and too expensive.
- (46) According to the article, what is true about Noriko Kagami?
- (a) She sold houses that are both old and charming.
 - (b) She purchased and destroyed a second-hand home.
 - (c) She encouraged homeowners to avoid second-hand houses.
 - (d) She represented many homes in questionable neighborhoods.
- (47) According to the article, what is one problem with the increasing number of abandoned homes in Japan?
- (a) Abandoned homes force people out of their neighborhoods.
 - (b) Abandoned homes are often purchased by dangerous cults.
 - (c) Abandoned homes impact the price of surrounding properties.
 - (d) Abandoned homes are difficult to tear down and renovate.

- (48) According to the article, what changes are being made to motivate people to buy second-hand homes?
- (a) Several areas are encouraging the purchase of older homes with reduced costs.
 - (b) Construction companies are offering discounts on remodeling and renovations.
 - (c) The government is considering tax incentives only for first-time buyers.
 - (d) Targets are being set to sell ten times more second-hand homes each year.
- (49) According to the article, what did the new owners of Sunny Azabu Hills decide to do?
- (a) Entirely rebuild the expensive apartment complex.
 - (b) Change the previous owner's handmade interiors.
 - (c) Relocate the guts of the apartments to a less expensive area.
 - (d) Renovate the apartments instead of rebuilding them entirely.
- (50) According to the article, which statement about homes purchased in America and Europe is true?
- (a) Accountants in those countries prefer used homes.
 - (b) As in Japan, buying new homes is preferred.
 - (c) The majority of people have bought and sold a home.
 - (d) People rarely pay to build houses from the ground up.

6

次の英文(51)～(60)にある下線部(a)～(d)のうち、文法的に不適切なものを一つずつ選びなさい。

The Parable of the Ox (牡牛の寓話)

(51) In 1906 the great statistician Francis Galton observed a competition to guess the weight of an ox at (a) a county fair. Eight hundred people entered. Galton, being the kind of man he was, ran statistical tests on (b) the numbers. He discovered that the average guess was extremely close in (c) the weight of the ox. This story was told by James Surowiecki, in (d) his entertaining book *The Wisdom of Crowds*.

(52) Not many people know (a) the events that followed. A few years later, the scales seemed to become less and less reliable. Repairs would be expensive, but the fair organiser has (b) a brilliant idea. Since attendees were so good at guessing the weight of an ox, it was unnecessary to repair the scales. The organiser would simply ask (c) everyone to guess the weight, and take (d) the average of their estimates.

(53) A new problem emerged, however. Once weight-guessing competitions became the raging, (a) some participants tried to cheat. They even tried to get privileged information from the farmer who had bred the ox. (b) But there was fear that, if some people had an edge, others would be reluctant to enter the weight-guessing competition. With few entrants, (c) you could not rely on the wisdom of crowds. (d) The process of weight discovery would be damaged.

(54) So strict regulatory rules were (a) introduced. The farmer was asked to prepare three-monthly bulletins on the development of his ox. These bulletins were (b) posted on the door of the market for everyone to read. If the

farmer gave his friends any other information about the beast, that information was able to be posted on the market door. And anyone who entered the competition who had knowledge about the ox that were not available to the world at large would be expelled from the market. In this way the integrity of the weight-guessing process would be maintained.

(55) Professional analysts scrutinised the contents of these regulatory announcements and advised their clients on their implications. They wined and dined farmers; but once the farmers were required to be careful about the information they disclosed, these lunches became less useful. Some smarter analysts realised that understanding the nutritions and health of the ox wasn't that useful anyway.

(56) Since the ox was no longer being weighed—what mattered was the guesses of the bystanders—the key to success lay not in correctly assessing the weight of the ox but in correctly predict what others would guess. Or what other people would guess others would guess. And so on.

(57) Some people—such as old Farmer Buffett—claimed that the results of this process were more and more divorced from the realities of ox-reared. But he was ignored. True, Farmer Buffett's beasts did appear healthy and well fed, and his finances ever more prosperous; but he was a countryman who didn't really understand how markets work.

(58) International bodies were established to define the rules for assessing the weight of the ox. There were two competing standards—generally accepted ox-weighing principles, and international ox-weighing standards. But both agreed on one fundamental principle, which followed from the need to eliminate the role of subjective assessment by any individual. The weight of

the ox was officially defined at the average of everyone's guesses.

(59) One difficulty was that sometimes there were few, or even no, guesses of the weight of the ox. But that problem was soon overcome. Mathematicians from the University of Chicago developed models from which it was possible to estimate what, if there had actually been many guesses as to the weight of the ox, the average of these guesses would have been. No knowledge of animal husbandry was required, only powerful computer.

(60) By this time, there was a large industry of professional weight-guessers, organisers of weight-guessing competitions and advisers helped people to refine their guesses. Some people suggested that it might be cheaper to repair the scales, but they were derided: why go back to relying on the judgement of a single auctioneer when you could benefit from the aggregated wisdom of so many clever people? And then the ox died. Amid all this activity, no one had remembered to feed it.

Adapted from Kay, John. *Other People's Money: The Real Business of Finance*. 2015. London: Profile Books. pp. xi-xii.

7 (61)~(70)に入る最も適切な答えを(a)~(j)の中から選びなさい。なお、一度選んだ答えは二度使用することはできない。問題文の中に答えが入る場合、選択肢の文頭の文字は小文字になることもある。

Security guard, truck driver, salesperson—year after year, these jobs appear on lists of the unhappiest careers. Although many factors can make a job dismal—unusual hours, low pay, no chance for advancement—these three jobs stand out for another reason: They're characterized (61).

Psychologists have long said that connecting with others is central to well-being, (62). In one study, researchers *eavesdropped on undergraduates for four days, then cataloged each overheard conversation as either “small talk” (“What do you have there? Popcorn? Yummy!”) or “substantive” (“So did they get divorced soon after?”). (63)—the happiest students had roughly twice as many substantive talks as the unhappiest ones. Small talk, meanwhile, made up only 10 percent of their conversation, versus almost 30 percent of conversation among the least content students.

(64). Scientists believe that small talk (which linguists describe as a form of “phatic communication”) could promote bonding. Late last year, Princeton researchers reported that ring-tailed **lemurs reserve their call-and-response conversations, akin to human small talk, for the animals they groom the most—suggesting that (65) and isn’t merely the stuff of awkward exchanges with strangers.

Still, chatting with strangers could brighten your morning. In a series of experiments, psychologists gave Chicago commuters varying directions about whether to talk with fellow train passengers—(66). Those told to chat with others reported a more pleasant journey than those told to “enjoy your solitude” or to do whatever they normally would. None of the chatters reported being rejected. And the results held for introverts and extroverts alike—which makes sense (67).

Small talk can also help us feel connected to our surroundings. People who smiled at, made eye contact with, and briefly spoke with their Starbucks staff reported (68) than those who rushed through the transaction. Similarly, one not yet published paper found that when volunteers broke the silence of the Tate Modern Museum to chat with gallery goers, the visitors felt

more connected to the exhibit than those who were not approached.

Of course, (69) at turning small talk into something bigger. In one study, people who were rated “less curious” by researchers had trouble getting a conversation rolling on their own, and had greater luck building closeness with others when they were supplied with questions that encouraged personal disclosure (“When did you last cry in front of someone?”). But people who were deemed “curious” (70) about everyday things like favorite holidays into intimate exchanges. A “curious mindset,” the authors concluded, can lead to “positive social interactions.”

Adapted from Hayes, Stephanie. “Nice Day, Eh?: How Small Talk Can Improve Your Life”. October 2016. *The Atlantic*. p. 22.

Glossary

*eavesdrop: listen in

**lemur: an animal similar to the monkey

- (a) since acting extroverted has a positive effect on introverts
- (b) but don't write off small talk just yet
- (c) a greater sense of belonging
- (d) some of us are better than others
- (e) they found that the second type correlated with happiness
- (f) needed no help transforming conversations
- (g) either by a lack of conversation or by obligatory but meaningless small talk
- (h) small talk maintains closeness with loved ones
- (i) something they typically avoided
- (j) but just how much conversation we require is under investigation

8

(71)~(75)の空欄に最も適切な表現を(a)~(d)から一つ選びなさい。

Michelle Obama: Change Comes From People, Not Politicians

Former First Lady Michelle Obama is (71) everyday people—not politicians—to (72) racism, inequality and divisiveness in the USA.

Obama (73) questions about the country's current leadership—and repeatedly denied that she would make a run for the *Oval Office herself—throughout the hour-long conversation, which (74) everything from meeting the Pope to her forthcoming memoir. Obama maintained that people are the key to changing the fabric of society.

Obama also said she believes young people will be the ones to bring about that change. “I’m optimistic about our kids, always,” Obama said. “We see these kids in Florida, the Black Lives Matter kids. They are smart, they are passionate, they do have the (75). They know inequity. They know wrong when they see it. There is hope in that next generation. They’re tired of watching us do the same old thing and expect different results.”

Glossary

*Oval Office: the office of the President of the United States

Adapted from Ducharme, Jamie. “Michelle Obama: Change Comes from People, Not Politicians”. 28 February 2018. *Time*. <http://time.com/5178890/michelle-obama-president-leadership>.

- (71) (a) calling on (b) caring for (c) craving for (d) cruising with
- (72) (a) nurture (b) overcome (c) provide (d) restore
- (73) (a) allocated (b) dared (c) deflected (d) organized
- (74) (a) asked about (b) blamed on
(c) questioned about (d) touched on
- (75) (a) critical reflections (b) informed say
(c) right values (d) smart moves

