2 英語問題 （90分）

（この問題冊子は27ページ，5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。消しく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 　以下の［1］〜［13］のパラグラフに分けられた文章を読み，(1)〜(15)の問いに対する答えとして最も適切なものを，それぞれ(a)〜(d)から1つ選びなさい。なお，＊印のついた語句については下に注が与えられている。

［1］　The Urban Dictionary* is a crowd-sourced website that records new words and their meanings. It began life in 1999 as a parody of Dictionary. com, but has since become an important resource on the Web. Indeed, judges in the U.K. famously used the site in 2005 to help them understand slang used by two rappers involved in a dispute.

［2］　Part of Urban Dictionary's appeal is its informal approach, which allows both definitions and descriptions of words. It even allows opinions, which can sometimes be offensive. It captures new words quickly and registers many of the variations that emerge over time. A voting system allows users to show admiration or disdain, revealing the popularity of words.

［3］　Today, many millions of users rely on the site to （ 　3　 ） with slang, common usage, and popular culture. Of course, Urban Dictionary has its shortcomings. In the absence of style guides, editors, and moderators, the content can be vague and inaccurate. Also, little is known about the people who post new words and whether the entries reflect real changes in the language or just those that affect a small subset of people.

［4］　So just how good is the Urban Dictionary at capturing new words, and how does it compare with more conventional approaches to producing online dictionaries? Today, we get an answer of sorts thanks to the work of Dong Nguyen at the Alan Turing Institute in London and a few pals, who compare the Urban Dictionary and its content with Wiktionary, another crowd-sourced dictionary. "To the best of our knowledge, this is the first systematic study of Urban Dictionary at this scale," they say.

［5］　Wiktionary is an interesting comparison because it takes a much more formal approach to crowd-sourcing. This is a sister site to Wikipedia, run

by the same Wikimedia organization. It records only word definitions and employs guidelines about how these should be compiled. It also guides users as to what constitutes a definition. Moderators edit the content, control vandalism*, and aim to generate high-quality results. Unsurprisingly, Wiktionary has also become an important online resource, one that researchers increasingly use for natural-language processing and so on.

[6] Nguyen and his colleagues begin by analyzing the Urban Dictionary content in the broadest terms. They say it records 2,661,625 definitions for 1,620,438 words and phrases. Most words have just one definition, but a few have upwards of 1,000.

[7] In terms of popularity, up-votes slightly outnumber down-votes. But, say Nguyen and his colleagues, "there is a wide variation among the definitions, with some having more than ten times more up-votes than down-votes and some the other way around." The team also compares the lexical coverage of Urban Dictionary and Wiktionary. It turns out that the (8) is surprisingly small—72 percent of the words on Urban Dictionary are not recorded on Wiktionary.

[8] However, the team notes that many words on Urban Dictionary are relevant to only a small subset of users. Many are nicknames or proper names such as "Dan Taylor," defined as "a very wonderful man that cooks
(9)
the best beef stew in the whole wide world." These usually have only one meaning. So to study more common words, the team also compared only those words that have two or more definitions. In that case, the convergence is much larger: just 25 percent of the definitions appear only on Urban Dictionary. For example, the word "phased" appears on both dictionaries as something being done bit by bit—in phases.

[9] However, Urban Dictionary also describes several other meanings of "phased," such as "a word that is used when you are asking if someone

wants to fight" and "to be 'buzzed' when you aren't drunk, but aren't sober." In this analysis, many more words appear only on Wiktionary, some 69 percent of them. Nguyen and his colleagues say that many of these are encyclopedic entries.

[10] That leads the team to a clear conclusion. "In general, we can say that the convergence between the two dictionaries is small," they say. Unlike those on Wiktionary, Urban Dictionary meanings also include opinions. One definition of "beer" is this: "Possibly the best thing ever to be invented ever. I MEAN IT."

[11] To work out what (11) of definitions these make up, the team had crowd-workers assess each to determine whether it was an opinion or a meaning and whether they were familiar with it. They found that up to 50 percent of meanings for proper nouns were opinions and that the workers were unfamiliar with the majority of these uses. They also found definitions such as "coffee," "a person who is coughed upon."

[12] In addition, crowd-workers found that much of the Urban Dictionary content was offensive, but that this content tended to get lower votes. "We also found that words with more definitions tended to be more familiar to crowd-workers, suggesting that Urban Dictionary content does reflect broader trends in language use to some extent," say Nguyen and his colleagues.

[13] The work provides a unique window into a website that has come to play an important role in popular culture. That should set the scene for other studies. In particular, an interesting question is whether online dictionaries not only record linguistic change but actually drive it, as some linguists suggest. Perhaps something for a future research project.

出典：Emerging Technology from the arXiv, "The Anatomy of the Urban Dictionary" (https://www.technologyreview.com/s/609871/the-anatomy-

of-the-urban-dictionary/) (一部改変)

〈注〉

Urban Dictionary: 新しい語句の定義や解説がクラウドソーシング(不特定多数の
　　　利用者への外注)によって決定されるオンライン辞書

vandalism: 破壊行為

[1]について

(1)　The main purpose of Urban Dictionary is:

　(a)　providing definitions of new words and slang

　(b)　explaining terms for legal purposes

　(c)　choosing new words which then become slang

　(d)　documenting important resources online

(2)　The underlined part states, "It began life in 1999 as a parody of Dictionary.
　　com". From this we can assume that:

　(a)　the site was more serious than Dictionary.com at first

　(b)　the site was not as popular as Dictionary.com

　(c)　the site tried to mimic Dictionary.com for humor

　(d)　the site began life with good intentions

[3]について

(3)　Choose the missing words to fill the gap.

　(a)　keep them up to date

　(b)　maintain their interest

　(c)　identify errors

　(d)　create new meanings

(4) What are the main problems with Urban Dictionary?

  (a) We don't know if the slang words are representative.

  (b) The people writing definitions are not experts.

  (c) Both of the above.

  (d) Neither (a) or (b).

[4]について

(5) Dong Nguyen did the first systematic research into Urban Dictionary by:

  (a) comparing the site with another site

  (b) creating another crowdsourced dictionary

  (c) asking young people to teach him about slang

  (d) making regular contributions to online dictionaries

[4]～[5] について

(6) Why was Wiktionary chosen for comparison?

  (a) It is run by a recognized organization, like Urban Dictionary.

  (b) It contains a similar number of definitions, although slightly fewer.

  (c) It has a different focus, but the way it is managed is similar.

  (d) It is generally thought to be much better quality and preferred by researchers.

[6]について

(7) Which of the following statements is NOT true about Urban Dictionary?

  (a) It has over two million definitions.

  (b) There are fewer words being defined than there are definitions.

  (c) The average number of definitions per word is one.

  (d) There can be a huge range in the number of definitions per word.

[7]について

(8) Which word best fills the gap in the sentence?

(a) overlap

(b) text

(c) vocabulary

(d) polarity

[8]について

(9) Why is the example of "Dan Taylor" given?

(a) To show that Urban Dictionary is sarcastic.

(b) To show that some words in Urban Dictionary are relevant to few people.

(c) To show that few people find Urban Dictionary useful.

(d) To show that "Dan Taylor" likes to cook.

[10]について

(10) Which statement is correct?

(a) Wiktionary is more likely to be objective.

(b) Wiktionary is more likely to be subjective.

(c) Objectivity is not important to Wiktionary.

(d) Subjectivity is not important to Wiktionary.

[10]～[11]について

(11) Choose the best word to fill the blank.

(a) proportion

(b) allowance

(c) scale

(d) measure

— 7 —

[10]～[13]について

(12) Which of the following statements is NOT true about the Urban Dictionary?

(a) Rude definitions were less popular with readers.

(b) The definition of coffee was incorrect.

(c) The workers did not understand many of the definitions.

(d) Most of the site's definitions were vulgar.

(13) How did the researchers come to the conclusion that the Urban Dictionary
"does reflect broader trends"?

(a) Based on the number of votes.

(b) Based on the number of definitions per word.

(c) Based on an independent test.

(d) Based on media coverage.

[13]について

(14) Which of the following statements is true?

(a) More research may be needed because online dictionaries may drive
language change.

(b) Online dictionaries are speeding up language change.

(c) The researchers concluded that their study had been a waste of time.

(d) A lecture of important linguistic observations was made by researchers.

[1]〜[13]について

(15) Overall, which of the following statements best summarizes the essay?

(a) The researchers were surprised to learn that many new words and slang have more than one definition.

(b) The study helped to prove that Urban Dictionary is a trustworthy way for slang definitions to become standard.

(c) The research showed that readers of online dictionaries are easily offended.

(d) The study mainly uncovered unique features about the way users make contributions to online dictionaries.

2 以下の[1]〜[17]のパラグラフに分けられた文章を読み，(16)〜(30)の問いに対する答えとして最も適切なものを，それぞれ(a)〜(d)から１つ選びなさい。なお，＊印のついた語句については下に注が与えられている。

[1] What can we do <u>to make the case for</u> the humanities? Unlike the STEM disciplines (science, technology, engineering, and mathematics), they do not—on the surface—contribute to the national defense. It is difficult to measure, precisely, their effect on the GDP, or our employment rates, or the stock market.

[2] And yet, we know <u>in our bones</u> that secular humanism is one of the greatest sources of strength we possess as a nation, and that we must protect the humanities if we are to retain that strength in the century ahead.

[3] I do not exactly <u>hail</u> from the center of the humanities. I'm an economist. When you ask economists to weigh in on an issue, the chances are good that we will ultimately get around to a basic question: "Is it worth it?" Support for the humanities is more than worth it. It is essential.

[4]　We all know that there has been a fair amount of hostility to this idea
(19)
recently in Congress and in State Houses around the country.　Sometimes
it almost feels as if there is a "National Alliance against the Humanities."
There are frequent insults by radio commentators, and calls to reduce
government spending in education and scholarship in the humanities.

[5]　In the current economic environment, "these attacks" have the potential
(20)
to sway people.　Any expense has to be clearly worth it.　"Performance
(21)
funding" links government support to disciplines* that provide high
numbers of jobs.　Or, as in a Florida proposal that emerged last year, a
"strategic" tuition structure would essentially charge more money to
(22)
students who want to study the humanities and less money for those
going into the STEM disciplines.

[6]　As a result, there is grave cause for concern.　Federal support for the
humanities is heading in the wrong direction.　In fiscal year 2013, the
National Endowment for the Humanities was funded at $139 million, down
$28.5 million from FY* 2010, at a time when science funding stayed mostly
intact.　This is part of a pattern of long-term decline since the Reagan
years*.

[7]　I believe the question is fair.　Are the humanities worth it?　To push
(23)
back against the recent tide of criticism, I'd like to offer several strategies.

[8]　First, we need to argue that there are tangible benefits to the humanistic
(24)
disciplines—to the study of history, literature, art, theater, music, and
languages.　In the complex, globalized world we are moving toward, it will
obviously benefit American undergraduates to know something of other
civilizations, past and present.　Any form of immersion in literary
expression is helpful when we are learning to communicate and defend
our thoughts.　And it should not be that difficult to agree that a thorough
and objective grounding in history is helpful and even inspiring when
applying the lessons of our past to the future.

[9] This point came home to me when, in my previous role as Dean of Princeton University's Woodrow Wilson School*, I went to the university archives to read the reports and correspondence that concerned the formation of the School in 1929. The founding director of the School wrote that the need was not for "young men minutely trained in specific technicalities," but, instead, for a "broad culture that will enlarge the individual's mental scope to world dimensions." Accordingly, the curriculum was designed to ground students in both the social sciences and the humanities. At that time—on the eve of the Great Depression—there was concern that such an "impractical" education would be of little value. Indeed, one alumnus wrote that the curriculum "is not immediately useful to the boy who has to earn a living." Yet, if one looks back over the course of the school's rich history, it is evident that many of the men and women who were exposed to that curriculum went on to positions of genuine leadership in the public and private sectors.

[10] We know that one of the best aspects of the undergraduate experience is the fact that it is so multifaceted. Our scientists enjoy studying
(25)
alongside our humanists and vice versa. They learn more that way, and they do better on each side of that not-very-precise divide. When I ask any of Brown University's business-leader alumni what they valued most during their years at Brown, I am just as likely to hear about an inspirational professor of classics or religion as a course in economics, science, or mathematics.

[11] Second, we need to better defend an important principle that centuries of humanism have taught us—that we do not always know the future benefits of what we study and therefore should not rush to reject some forms of research as less deserving than others. In 1939, the founding director of the Institute for Advanced Studies in Princeton wrote an essay on this topic titled "The Usefulness of Useless Knowledge." It was
(26)

published in 1939, on the eve of World War II, a time when we can assume there was a high priority placed on military and scientific knowledge. This essay argued that most of our really significant discoveries have been made by "men and women who were driven not by the desire to be useful but merely the desire to satisfy their curiosity."

[12] This essay underscores a very important idea—that random discoveries can be more important than the ones we think we are looking for, and that we should be wary of imposing standard criteria of costs and benefits on our scholars. Or perhaps I should put it more precisely: We should be
(27)
prepared to accept that the value of certain studies may be difficult to measure and may not be clear for decades or even centuries.

[13] After September 11, experts in Arabic and the history of Islam were
(28)
suddenly in high demand—their years of research could not simply be invented overnight. Similarly, we know that regional leaders like Brazil, Indonesia, and South Africa will rise in relevance and connectivity to the United States over the next few decades, just has China and India already have. To be ready for those relationships, and to advance them, we need our humanists fully engaged.

[14] And third, the pace of learning is moving so quickly that I would argue it is all the more important that we maintain support for the humanities, precisely to make sure that we remain grounded in our core values. As many previous generations have learned, innovations in science and technology are tremendously important. But they inevitably result in unintended consequences. Some new inventions, if only available to small numbers, increase inequity or competition for scarce resources, with multiplying effects. We need humanists to help us understand and respond to the social and ethical dimensions of technological change. As more changes come, we will need humanists to help us filter them, calibrate them, and when necessary, correct them. And we need them to

galvanize the changes that are yet to come. Our focus should not be only on training students about the skills needed immediately upon graduation. The value of those skills will depreciate quickly. Instead, our aim is to invest in the long-term intellectual, creative, and social capacity of human beings.

[15]   I started by saying that we should embrace the debate about the value of the humanities. Let's hear the criticisms that are often leveled, and do what we can to address them. Let's make sure we give value to our students, and that we educate them for a variety of possible outcomes. Let's do more to encourage cross-pollination* between the sciences and the humanities for the benefit of each. Let's educate all of our students in every discipline to use the best humanistic tools we have acquired over a millennium of university teaching—to engage in a civilized discourse about all of the great issues of our time. A grounding in the humanities will sharpen our answers to the toughest questions we are facing.

[16]   We don't want a nation of technical experts in one subject. We want a lively civil society in which everyone can talk to everyone. That was a quality that Alexis de Tocqueville wrote of when he visited the United States at the beginning of the 1830s. Even in that era before mass communication, before the telegraph, before the Internet, we were engaged in an American conversation that stretched from one end of the country to another. We want politicians who have read Shakespeare—as Lincoln did. We want bankers and lawyers who have read Homer* and Dante*. We want factory owners who have read Dickens*.

[17]   It is really important we get this right. A mountain of empirical evidence indicates a growing inequality in our society. There is no better way to check this trend than to invest in education. And there is no better way to invest in education than to invest fairly, giving attention to all disciplines and short shrift to none.

〈注〉

disciplines: 学問分野

FY = Fiscal Year: 会計年度

the Reagan years: レーガン大統領の在任期間(1981-1989)

Dean of Princeton University's Woodrow Wilson School: プリンストン大学ウッ
ドロウ・ウィルソン・スクールの長

cross-pollination: 多家受粉

Homer: ホメーロス(古代ギリシアの詩人)

Dante: ダンテ(イタリアの詩人: 1265-1321)

Dickens: ディケンズ(イギリスの小説家: 1812-1870)

[1]について

(16) What is the meaning of the underlined phrase, "to make the case for"?

(a) to argue for

(b) to call for

(c) to arrange for

(d) to cheer for

[2]について

(17) What is the meaning of the underlined phrase, "in our bones"?

(a) deeply

(b) deftly

(c) superficially

(d) subtly

[3]について

(18) What is the meaning of the underlined word, "hail"?

(a) criticize

(b) be

(c) work

(d) call

[3]～[4]について

(19) What is the meaning of the underlined words, "this idea"?

(a) Support for the humanities is probable.

(b) Support for the humanities is unnecessary.

(c) Support for the humanities is possible.

(d) Support for the humanities is necessary.

[4]～[5]について

(20) "[T]hese attacks" do NOT come from which of the following?

(a) government

(b) radio

(c) newspapers

(d) politicians

[5]について

(21) How do we know if something is "worth it"?

(a) It balances the budget.

(b) It is popular with voters.

(c) It is popular with elected officials.

(d) It constitutes good cultural value.

(22) Presumably, what would be the effect of a "'strategic' tuition structure"?

 (a) the reduction of the number of humanities students

 (b) decreasing money or revenue

 (c) the reduction of the number of STEM students

 (d) increasing money or revenue

[7]について

(23) What is the function of the underlined sentence?

 (a) It shows the reader that the author is balanced.

 (b) It shows the reader that the author is passionate.

 (c) It shows the reader that the author is interested.

 (d) It shows the reader that the author is correct.

[8]について

(24) What does "tangible" mean?

 (a) unbiased

 (b) possible

 (c) material

 (d) numerous

[10]について

(25) What does "multifaceted" mean?

 (a) economical

 (b) reasonable

 (c) friendly

 (d) diverse

[11]について

(26) What does the title "The Usefulness of Useless Knowledge" probably mean?

(a) It is difficult to know what knowledge will be useful.

(b) Most knowledge is useful.

(c) Very little knowledge is not useful.

(d) Curiosity can lead to harm.

[12]について

(27) The underlined "it" refers to which of the following?

(a) a cost

(b) an idea

(c) a scholar

(d) a benefit

[12]～[13]について

(28) The passage, "experts in Arabic and the history of Islam," illustrates which point?

(a) We should plan for all future events.

(b) It is difficult to know how to prevent terrorism.

(c) We do not know what will make a nation rise economically.

(d) We may not know what knowledge will be valuable.

[16]について

(29) What is the main idea of this paragraph?

(a) We want a citizenry that is righteously educated.

(b) We want a citizenry that is diversely educated.

(c) We want a citizenry that is practically educated.

(d) We want a citizenry that is professionally educated.

(30) Which of the following is part of the author's main thesis?

(a) Democracy is the best form of government.

(b) A well-educated citizenry requires an education in the humanities.

(c) Both of the above.

(d) None of the above.

3 次の各文の空所を埋めるのにもっともふさわしい語句を，(a)～(d)から１つ選びなさい。

(31) Numbers are (　　　) of our everyday lives that we take them for granted.

(a) as many as a part

(b) as much as a part

(c) so many a part

(d) so much a part

(32) As soon as people started to keep animals, they needed a way to keep track of them,(　　　) all the sheep/goats/yaks/pigs were safely in the pen.

(a) to check whether

(b) to confirm where

(c) to examine who

(d) to investigate which

(33) (   ) that four apples can be shared out as two apples for each of two people, people discovered that four of anything can always be divided into two groups of two and, indeed, four "is" two twos.

(a) Besides seeing

(b) In spite of understanding

(c) No matter how interesting

(d) On account of challenging

(34) The numbers we use today in the West have a long history and (   ) the Indus valley civilizations more than 2,000 years ago.

(a) dealt with

(b) dispensed with

(c) originated with

(d) shared with

(35) The use of a single stroke (   ) "one" is intuitive and, not surprisingly, many cultures came up with the idea.

(a) in need of

(b) in search for

(c) to ask for

(d) to stand for

(36) (   ) the Indian numerals throughout the Middle East was assured by two very important texts produced at the House of Wisdom.

(a) The confusion in

(b) The contamination by

(c) The diffusion of

(d) The participation for

(37)　Historians have debated the extent（　　）the President restructured
the American economy.

(a)　in which

(b)　of which

(c)　through which

(d)　to which

(38)　No serious writer can possibly be indifferent to the fate of any language,
（　　）his own mother tongue.

(a)　aside

(b)　concerning

(c)　let alone

(d)　with respect to

(39)　It is（　　）the nation is so new and fragile that citizens are struggling
hard to maintain the frontiers mapped out by Europeans.

(a)　because

(b)　by

(c)　for this reason

(d)　the case which

(40)　The federation was（　　）from the severe strain of regional animosity
and ineffectual central authority.

(a)　broken in

(b)　collapsed under

(c)　disintegrating in

(d)　falling apart

4 以下の英文中の下線部の意味にもっとも近いものをそれぞれ(a)～(d)から１つ選びなさい。

(41) The entire manned space program has not truly improved the quality of life on Earth, nor has it added anything of great value to the prospect of keeping Earth <u>habitable</u>.

(a) cool

(b) dangerous

(c) inhabitable

(d) warm

(42) Compared to larger human issues—war, famine, disease, cruelty, capital crime—controlling and cleaning up after pets is <u>small potatoes</u>.

(a) critical

(b) funny

(c) major

(d) unimportant

(43) Here is one more readily observable proof that the habits of societies and the minds of people can change <u>in favor of</u> the common good.

(a) in contact with

(b) in opposition to

(c) in preparation for

(d) in support of

(44) In my pocket as I walk is a trilobite, which I carry and turn over in my fingers as a <u>talisman</u>.

(a) candy

(b) charm

(c) coin

(d) ring

(45) I may give my life meaning by throwing myself <u>recklessly</u> into it daily, as if something astonishing is happening and I am part of it.

(a) carefully

(b) curiously

(c) heedlessly

(d) promptly

(46) He was old and gay, and danced with the slightly <u>awkward</u> movements of a man with an artificial leg.

(a) clumsy

(b) gorgeous

(c) incompetent

(d) swift

(47) I stood holding my umbrella under the corner streetlight, <u>reluctant</u> to let go of my momentary companion.

(a) unwilling

(b) eager

(c) independent

(d) prepared

(48) Though she was a stranger there, the woman <u>assumed</u> a knowing look.

   (a) accepted

   (b) affected

   (c) imagined

   (d) supposed

(49) The executive director's bribery was <u>uncovered</u> by the press.

   (a) attacked

   (b) brought to light

   (c) controlled

   (d) followed

(50) The journalist impugned the <u>integrity</u> of the officials concerned.

   (a) bias

   (b) completeness

   (c) devotion

   (d) virtue

5 以下の日本語の文に相当するように与えられた語を一回ずつ使って英文中の空所を埋めた時，＊印の箇所に入る語を選びなさい。なお，文頭に来る単語も小文字で記している。

(51) ソクラテスはしばしば，自分が確信をもつと言える唯一のことは自分が無知であるということだと言った。

Socrates often said that （　　）（　　）（　＊　）（　　）（　　）（　　） about was his own ignorance.

(a) he
(b) only
(c) sure
(d) the
(e) thing
(f) was

(52) ソクラテスは，自分が物事をよく知っていると思っている人に出会うと，勇気や正義といった一般的な概念について定義させてみることにしていた。

Socrates （　　）（　＊　）（　　）（　　）（　　）（　　） who thought themselves knowledgeable to define common concepts such as courage or justice.

(a) a
(b) challenging
(c) habit
(d) made
(e) of
(f) people

(53) 彼の目的は，どんなものでも我々が考えるところよりは複雑であり，一般的な考え方を吟味もせずに受け入れることは愚かであると示すことだった。

His aim was to show that everything is more complicated than we are inclined to think, and （　　）（　　）（　　）（　　）（　　）（　＊　） unwise.

(a) accepting
(b) beliefs
(c) commonly-held
(d) is
(e) scrutiny
(f) without

(54) 赤ん坊は空っぽの心，あるいは「何も書かれていない書版」をもって生まれ，その上に経験によって知識が書き込まれる，と最初に言い出したのはアリストテレスだった。

Aristotle was the first to suggest (　　)(　　)(　*　)(　　)(　　)(　　) an empty mind, or "unscribed tablet" on which experience writes knowledge.

(a)　a
(b)　baby
(c)　born
(d)　is
(e)　that
(f)　with

(55) 赤ん坊の脳がどのように発達していくのか，そして，身体的な発達が一定の段階にまで達しないと学ぶことができないスキルがあることを，脳神経学者は，我々に説明してくれる。

Neurologists can tell us (　　)(　　)(　*　)(　　)(　　)(　　) develop, and it is physically incapable of learning some skills before a particular stage of physical development.

(a)　baby's
(b)　brain
(c)　continues
(d)　how
(e)　the
(f)　to

(56) プラトンやデカルトなど，我々は理性を働かしてのみ知識に到達できると考える者たちは，合理主義者と呼ばれる。

Those, like Plato and Descartes, (　　)(　　)(　*　)(　　)(　　) at knowledge just through the application of reason are called rationalists.

(a)　arrive
(b)　believe
(c)　can
(d)　we
(e)　who

(57) 幼少の時から人との関わりを遮断されてきた子供は，話す，立って歩く，調理された食べ物を食べる，衣服を着るといった行動を学べないことがある。

( )(*)( )( )( )( ) infancy from human company sometimes never learn to speak, walk upright, eat cooked food or wear clothes.

(a) been

(b) children

(c) excluded

(d) have

(e) since

(f) who

(58) 一本の神経だけで意識が生まれるということはないだろうが，神経が一まとまりになって意識が生まれる。

A single neuron is probably not conscious, but ( )( )( ) (*)( )( ).

(a) a

(b) consciousness

(c) group

(d) of

(e) produces

(f) them

(59) 死すべき運命を認識することは，私たちに何が重要かを決めることを迫り，それに集中させるのだ。

The awareness of our mortality forces ( )( )( )(*) ( )( ) and focus on it.

(a) decide

(b) important

(c) is

(d) to

(e) us

(f) what

(60)　自分が属する社会の文脈の外に出て，他の社会の人々にどう見られているの
かを理解することはとても難しい。

It's very difficult to （　　）（　　）（　　）（　　）（ ＊ ）（　　）
to see how it might be seen by others.

(a)　context

(b)　our

(c)　outside

(d)　own

(e)　social

(f)　step