

2020年度 明治大学

【商学部】

解答時間 80分

配点 150点



り

英語問題

はじめに、これを読むこと。

1. この問題用紙は、20ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し、確認すること。
3. 解答用紙の所定の欄に氏名を記入すること。
4. 解答は、すべて解答用紙の所定の欄にマークするか、または所定の欄に記入すること。
5. 解答は、必ず鉛筆またはシャープペンシル(いずれもHB・黒)で記入すること。
6. 解答の綴りは正しくはっきりと記すこと。薄い文字や小さな文字、判読の著しく困難な文字など、あいまいな綴り方は不正解とする。
7. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
8. 解答用紙は、絶対に汚したり、折り曲げたりしないこと。また所定のところ以外には、絶対に記入しないこと。
9. 問題に指定された数より多くマークしないこと。
10. 解答用紙は、持ち帰らないこと。
11. この問題用紙は、必ず持ち帰ること。
12. 試験時間は、80分である。
13. 解答をマークする場合の注意。

(マーク記入例)

良い例	悪い例
	

[I] 空欄に入る最も適切なものをそれぞれ1つ選び、その番号をマークしなさい。

(1) Ladies and gentlemen, I have a grave announcement to ().

- | | |
|--------|----------|
| 1 hear | 2 listen |
| 3 make | 4 say |

(2) Jane's illness () her from going to watch the football match at the stadium.

- | | |
|----------|--------|
| 1 forced | 2 kept |
| 3 left | 4 shut |

(3) Roger has to get this assignment () by Wednesday.

- | | |
|--------|---------|
| 1 do | 2 doing |
| 3 done | 4 to do |

(4) My boss kindly gave me ().

- | | |
|--------------------|---------------|
| 1 a lot of advices | 2 an advice |
| 3 my advices | 4 some advice |

(5) I () walk in the rain than ride in a taxi with Stewart. He never stops talking.

- | | |
|-----------------|------------------|
| 1 could always | 2 quite possibly |
| 3 should prefer | 4 would rather |

(6) Speaking slowly with good pronunciation will make you a more () public speaker.

- | | |
|--------------|-------------|
| 1 effective | 2 native |
| 3 reflective | 4 talkative |

(7) He was () by his grandmother since childhood on a farm in the country.

1 developed

2 grown

3 promoted

4 raised

(8) My friend Joan pays little attention to the clothes that she wears. They just don't () to her.

1 matter

2 mind

3 sense

4 suit

(9) If you think about the problem long enough, I'm sure you will eventually () the answer.

1 break apart

2 calculate in

3 figure out

4 solve away

(10) All this evidence leads to an inevitable conclusion: he doesn't really want to () her.

1 get marriage

2 get married

3 marry

4 marry together

(11) My son was almost asleep when he heard his name ().

1 call

2 called

3 calling

4 to be called

(12) I didn't watch the TV program yesterday, and my sister didn't, ().

1 either

2 neither

3 so

4 too

(13) The heavy snow caused the drivers on the road () there for an hour.

- | | |
|--------------|----------------|
| 1 be waiting | 2 to be waited |
| 3 to wait | 4 wait |

(14) There () a small bookstore on this street.

- | | |
|---------------|--------------|
| 1 use to | 2 used to be |
| 3 was used to | 4 were |

(15) My father's family name being Pirrip, and my first name being Philip, my infant tongue could make of both names nothing longer or more explicit than Pip. So, I called myself Pip, and () to be called Pip.

- | | |
|------------|----------|
| 1 assumed | 2 came |
| 3 happened | 4 turned |

(16) The author of these travels, Mr. Lemuel Gulliver, is my ancient and intimate friend; there is likewise some relation between us on my mother's ().

- | | |
|--------|--------|
| 1 lap | 2 own |
| 3 side | 4 time |

(17) If I studied hard every day, I wouldn't have to () all night just before an examination.

- | | |
|------------|-------------|
| 1 sell out | 2 sleep out |
| 3 stand up | 4 stay up |

英語 問題は次ページに続いています。

〔Ⅱ〕 空欄(1)～(2)に入る最も適切なものをそれぞれ1つ選び、その番号をマークしなさい。

Eric: Hey, Larry. I heard you had some trouble with a client last week.

Larry: It was awful. We received an order from a customer. The delivery men arrived at the man's house on time, and they moved in the sofa he had purchased to his complete satisfaction.

Eric: That doesn't sound bad at all.

Larry: When the man opened the door to let the delivery men leave, his dog ran under his legs and out the open door. The dog just ran away, and he blamed our company for that.

Eric: He blamed our company?

Larry: Yes. The delivery men helped the man look for his dog, but no one could find it. After the delivery men finally left, the man called our company. He wanted us to apologize for his dog running away!

Eric: It was an accident. Besides, he was the one who opened the door.

Larry: I know, but there is even more to the story. He demanded that we send over a manager to apologize in person for his dog running away. Well, I went over immediately.

Eric: I don't see what the problem is.

Larry: It's my last name. It's "Lostapett." It sounds just like "lost a pet," right? When I knocked on the door and introduced myself as Mr. Lostapett, the man became even angrier. He demanded that I apologize for having such a disrespectful last name!

Eric: Wow! You know, it's not right (1).

Larry: I agree, but it all turned out fine in the end. While the man was yelling at me the dog showed up! It walked right back into the house through the open door (2). The man was extremely embarrassed and told me he was very sorry for being so angry.

- (1)
 - 1 for the dog to find his owner's new sofa so unappealing
 - 2 if apologies are used to comfort you in times of trouble
 - 3 to blame people for something that is out of their control
 - 4 when people believe things that can never be proven

- (2)
 - 1 as if nothing had happened
 - 2 before it went outside again
 - 3 to check that the sofa was still there
 - 4 without the benefit of its owner's permission

〔Ⅲ〕 次の英文を読み、設問に答えなさい。

When trying to memorize new material, it's easy to assume that the more work you put in, the better you will perform. Yet taking the occasional down time — to do literally nothing — may be exactly what you need. Just dim the lights, sit back, and enjoy 10 minutes of quiet contemplation, and you'll find that your memory of the facts you have just learned is far better than if you had attempted to use that moment more productively.

Although it's already well known that we should pace our studies, new research suggests that we should aim for “minimal interference” during these breaks — deliberately avoiding any activity that could disturb the delicate task of memory formation. So no running errands, checking email, or surfing the web on your smartphone. You really need to give your brain the chance for a complete recharge with no distractions.

An excuse to do nothing may seem like a perfect mnemonic technique¹ for the lazy student, but this discovery may also offer some relief for people with amnesia² and some forms of dementia³, suggesting new ways to release a hidden, previously unrecognized capacity to learn and remember.

The remarkable memory-boosting benefits of undisturbed rest were first documented in 1900 by the German psychologist Georg Elias Mueller and his student Alfons Pilzecker. In one of their many experiments on memory consolidation, Mueller and Pilzecker first asked their participants to learn a list of meaningless syllables. (A) a short study period, half of the participants were immediately given a second list to learn while the remaining participants were given a six-minute break before continuing.

When tested 90 minutes later, the two groups showed strikingly different patterns of recall. The participants given the break remembered nearly 50% of their list, compared to an average of 28% for the group who had been given no time to recharge their mental batteries. The finding suggested that our memory

for new information is especially fragile just after it has first been encoded, making it more susceptible to interference from new information.

⁽¹⁾ Although a handful of other psychologists occasionally returned to the finding, it was only in the early 2000s that the broader implications of it started to become known, with a pioneering study by Sergio Della Sala at the University of Edinburgh and Nelson Cowan at the University of Missouri.

The team was interested in discovering whether reduced interference might improve the memories of people who had (B) a neurological injury, such as a stroke⁴. Using a similar set-up to Mueller and Pilzecker's original study, they presented their participants with lists of 15 words and tested them 10 minutes later. In some trials, the participants remained busy with some standard cognitive tests; in others, they were asked to lie in a darkened room and avoid falling asleep.

The impact of the small intervention was more profound than anyone might have believed. Although the two most severely amnesic patients showed no benefit, the others tripled the number of words they could remember — from 14% to 49%, ⁽²⁾ placing them almost within the range of healthy people with no neurological damage.

The next results were even more impressive. The participants were asked to listen to some stories and answer questions an hour later. Without the chance to rest, they could recall just 7% of the facts in the story; with the rest, this jumped to 79% — an 11-fold increase in the information they retained. The researchers also found a similar though less pronounced benefit for healthy participants in each case, ⁽³⁾ boosting recall between 10% and 30%.

Della Sala and Cowan's former student, Michaela Dewar at Heriot-Watt University, has now led several follow-up studies, obtaining the same finding in many different contexts. In healthy participants, they have found that these short periods of rest can also improve our spatial memories, for instance, helping participants to recall the location of different landmarks in a virtual reality

environment. Crucially, this advantage (C) a week after the original learning task, and it seems to benefit young and old people alike. And besides the stroke survivors, they have also found similar benefits for people in the earlier, milder stages of Alzheimer's disease⁵.

In each case, the researchers simply asked the participants to sit in a dim, quiet room, without their mobile phones or similar distractions. "We don't give them any specific instructions with regard to what they should or shouldn't do while resting," Dewar says. "But questionnaires completed at the end of our experiments suggest that most people simply let their minds wander."

Even then, we should be careful not to exhaust ourselves as we daydream⁶. In one study, for instance, participants were asked to imagine a past or future event during their break, which appeared to reduce their later recall of the newly learned material. So it may be safest to avoid any concerted mental effort during our down time.

The exact mechanism is still unknown, though some clues come from a growing understanding of memory formation. It is now well accepted that once memories are initially encoded, they pass through a period of consolidation that cements them in long-term storage. This was once thought to happen primarily during sleep, with heightened communication between the hippocampus⁷ — where memories are first formed — and the cortex⁸, a process that may build and strengthen the new neural⁹ connections that are necessary for later recall.

This heightened nighttime activity may be the reason that we often learn things better just before bed. But in line with Dewar's work, a 2010 study by Lila Davachi at New York University found that it was not limited to sleep, and similar neural activity occurs during periods of waking rest, too. In the study, participants were first asked to memorize pairs of pictures — matching a face to an object or scene — and then allowed to lie back and let their minds wander for a short period. Sure enough, she found increased communication between the hippocampus and areas of the visual cortex¹⁰ during their rest. Crucially, people

who showed a greater increase in connectivity between these areas were the ones who remembered more of the task, she says.

Perhaps the brain takes any potential down time to cement what it has recently learned, and reducing extra stimulation at this time may ease that process. It would seem that neurological damage may render the brain especially vulnerable to that interference after learning a new memory, which is why the period of rest proved to be particularly potent for stroke survivors and people with Alzheimer's disease.⁽⁶⁾

Other psychologists are excited about the research. "The effect is quite consistent across studies now in a range of experiments and memory tasks," says Aidan Horner at the University of York. "It's fascinating." Horner agrees that it could potentially offer new ways to help individuals with impairments to function.

Practically speaking, he points out that it may be difficult to schedule enough periods of rest to increase their overall daily recall. But he thinks it could still be valuable to help a patient learn important new information, such as learning the name and face of a new helper. "Perhaps a short period of waking rest after that would increase the chances that they would remember that person, and therefore feel more comfortable with them later on." Dewar tells me that she is aware of one patient who seems to have benefitted from using a short rest to learn the name of their grandchild, though she emphasizes that it is only anecdotal¹¹ evidence.

Thomas Baguley at Nottingham Trent University in the UK is also cautiously optimistic. He points out that some Alzheimer's patients are already advised to engage in mindfulness techniques¹² to relieve stress and improve overall well-being. "Some of these interventions may also promote waking rest and it is worth (D) whether they work in part because of reducing interference," he says, though he adds that it may be difficult to implement in people with severe dementia.

Beyond the clinical benefits for these patients, Baguley and Horner both

agree that scheduling regular periods of rest, without distraction, could help us all hold on to new material a little more firmly. After all, for many students, the 10-30% improvements recorded in these studies could mark the difference between a grade or two. "I can imagine you could have these 10-minute breaks within a review period," says Horner, "and that might be a useful way of making small improvements to your ability to remember later on."

In the age of information overload, it's worth remembering that our smartphones aren't the only thing that needs a regular recharge. Our minds clearly do, too.

注

- 1 mnemonic technique : 記憶術
- 2 amnesia : 記憶喪失
- 3 dementia : 認知症
- 4 a neurological injury ... stroke : 脳卒中のような脳神経の損傷
- 5 Alzheimer's disease : アルツハイマー病
- 6 daydream : 白昼夢を見る
- 7 the hippocampus : 海馬
- 8 the cortex : (ここでは)大脳皮質
- 9 neural : 神経の
- 10 the visual cortex : 視覚皮質
- 11 anecdotal : 逸話のように裏付けに乏しい
- 12 mindfulness techniques : いま起きていることに意識を集中させる技術

問 1 空欄(A)～(D)には、以下の動詞のいずれかが入る。それぞれに最も適切なものを選び、必要な場合は文意が通るように語形を変えて、解答欄に1語で記しなさい。なお、文頭の空欄に入れる語は語頭を大文字にして記すこと。

explore follow last suffer

問 2 下線部(1)~(6)について、最も適切なものをそれぞれ1つ選び、その番号をマークしなさい。

(1) この more susceptible to interference from とは

- 1 more easily influenced by
- 2 more easily believed according to
- 3 more likely to be doubted than
- 4 more likely to be overwritten from

(2) この tripled the number of words they could remember とは

- 1 remembered the words three times as frequently as some participants did
- 2 remembered the words three times later than some participants did
- 3 remembered three times as many words as some participants did
- 4 remembered three times larger words than some participants did

(3) この less pronounced benefit とは

- | | |
|---------------------|--------------------|
| 1 adverse effect | 2 secret knowledge |
| 3 undeclared profit | 4 weaker result |

(4) この let their minds wander と 反対の意味をもつのは

- 1 concentrate their thoughts on specific things
- 2 stay awake
- 3 stop their minds from working at all
- 4 try to remember everything they say

(5) この in line with に意味が最も近いのは

- | | |
|----------------|-------------------|
| 1 centering on | 2 contrary to |
| 3 similar to | 4 turning against |

(6) この render とは

- | | |
|--------|------------|
| 1 call | 2 consider |
| 3 find | 4 make |

問 3 以下の各群について、本文の内容と一致するものを1つ選び、その番号をマークしなさい。

A群

- 1 Memory recall begins when the hippocampus successfully cuts all connections to other parts of the brain.
- 2 Michaela Dewar's research shows that participants placed in quiet environments recall more past events than think about future ones.
- 3 Securing undisturbed periods of rest seems to aid people in their recall of information that was learned for the first time.
- 4 Virtual reality environments that simulate nature can cause people with memory problems to forget that real nature exists.

B群

- 1 Della Sala and Cowan's research found that rest can improve people's memory recall even if they have not suffered any neurological injuries.
- 2 Memorizing pairs of pictures has helped people such as Alzheimer's patients remember where they can take a quiet rest.
- 3 People who suffer from memory problems can aid their memory recall by forgetting as many unpleasant experiences as possible.
- 4 Researchers interested in helping people with memory problems cement their own memories without the use of mobile phones.

〔IV〕 次の英文を読み、設問に答えなさい。

I became a magician by accident. When I was nine years old, I learned how to make a coin disappear. I'd read *The Lord of the Rings* and ventured into the adult section of the library to search for a book of spells⁽¹⁾—nine being that curious age at which you're old enough to work through more than 1,200 pages of fantasy literature but young enough to hope that you might find a book of real, actual magic in the library. The book I found instead taught basic sleight-of-hand technique¹, and I dedicated the next months to practice.

At first the magic wasn't any good. At first it wasn't even magic; it was just a trick—a bad trick. I spent hours each day in the bathroom practicing the secret moves in front of the mirror. I dropped the coin over and over, a thousand times in a day, and after two weeks of this, my mom got a carpet sample from the hardware store and placed it under the mirror to mute the sound of the coin falling again and again.

I had heard my dad work through passages of new music on the piano, so I knew how to practice—slowly, deliberately, going for precision rather than speed. One day I tried the illusion in the mirror and the coin vanished. It did not look like a magic trick. It looked like a miracle.

One of the lessons you learn very early on as a magician is that the most (A) part of a trick has nothing to do with the secret. The secret is simple and often dull: a hidden piece of tape, a small mirror, a duplicate playing card.⁽²⁾ In this case, the secret was a series of moves to hide the coin behind my hand in the act of opening it, a dance of the fingers that I learned so completely I didn't even have to think. I would close my hand, then open it, and the coin would vanish not by skill but by real magic.

One day on the playground I made the coin vanish. We had been playing football and were standing in the field behind the school. A dozen people were watching. I showed the coin to everyone. Then it disappeared.

The kids screamed. They yelled, laughed, and scrambled away. Everyone went crazy. This was great. This was Bilbo Baggins from *The Lord of the Rings* terrifying the guests at his birthday party by putting the One Ring² on his finger and vanishing.

The teacher on duty crossed the playground to investigate. Mrs. Tanner was a strong, vengeful woman who dominated her classroom with an appetite for humiliation and a large plastic golf club she used like a weapon, slamming it down on the desks of the students who were rebellious and uncommitted.

She marched toward me and demanded to know what was going on. The coin vanished for her, too.

“Do it again,” she said, and I did.

I’m sure my hands were shaking, but when I looked up, everything had changed. I will remember the look on her face — the look of wide-eyed, open-mouthed wonder — forever.

Two certainties. First, this was clearly the greatest thing in the world. I kept seeing my teacher’s face — the stern, authoritarian facade melting into shock, fear, and joy, all at once. The kids’, too. My classmates had been transformed for a moment from a vaguely indifferent, vaguely hostile pack of beasts into real people.

If you could make people feel like this, why wouldn’t you do it all the time? Why didn’t everyone do this? For anyone — but especially for a nine-year-old boy at a new school — this transformation is almost indistinguishable from real magic.

The second certainty was harder to (B). The more I thought about it, the stranger it became, and even now it intrigues me as much as it did that day on the playground. Here it is. All of it — the chaos, the shouting, the wide-eyed wonder — came from a coin trick.

I knew that it was just a trick and I was just a kid. But the reactions of the students and the teacher were so much greater than the sum of these modest

parts that I didn't know how to explain them. Something incredible had happened. I might have caused it, but it had not come from me. I had by accident tapped into something instinctive and wild: the teacher's face, the shouts of fear, astonishment — and joy. The joy was the hardest to explain. Surprise comes easy, but joy never does. I was an alchemist³ who had somehow — unknowingly, unintentionally — discovered how to turn lead into gold. Even a nine-year-old knows this is impossible. You could only do that with real magic.

The gulf between wanting to become a great magician and actually doing it is enormous, however, and the career of a young magician is marked as much by humiliation and public failure as it is by the occasional success.⁽⁷⁾ In high school, I staged a show in the auditorium and my entire world came out to watch — 600 friends, family members, girls from school, everyone I wanted to defeat or impress. They all looked on in horror, fascination, and pity as I moved around the stage, frantically trying to remember every performance of every David Copperfield⁴ TV special I had ever seen. The audience sat mute, shocked, enduring the spectacle and waiting for the catastrophe to end.

A few years later, I staged a Harry Houdini⁵-style underwater escape in the river that flowed through the middle of the campus of the University of Iowa, where I went to school. I stood on a boat in the middle of the river wearing nothing but biking shorts and a thick tangle of chains, locks, and weights around my wrists and ankles. The sky was dead and gray, and the water was dead and gray, and a cold breeze (C) across its surface. I had delayed this stunt by two weeks because the river was frozen. Now the ice had cleared and spring had come, reluctantly, but the water was still only 11 degrees Celsius at the surface, and colder in the depths below.

Technically, I succeeded. I jumped into the water, sank to the bottom, and escaped from the locks and the chains before swimming to the surface. But it didn't feel like a (_____).⁽⁸⁾ When Houdini did it, thousands of people turned up to watch. I had about a dozen who stopped on their way to class, and the police

showed up because someone thought it was a suicide attempt.

I am living proof, though, that if you throw enough time and effort at something — maybe even anything — you can become good at it. I found inspiration in a quote attributed to Houdini: “The real secret to my success is simple: I work from seven in the morning to midnight and I like it.” This quote lived on a scrap of paper stuck to the wall by my bed for ten years. I had hit Malcolm Gladwell’s 10,000 hours of dedicated practice⁶ by the time I turned ⁽⁹⁾22, and he’s right — I got pretty good.

The week after I finished school, I drove to Los Angeles to begin my career as a professional magician. I have never (D) another job.

注

- 1 sleight-of-hand technique : 手先の技術
- 2 the One Ring : 『指輪物語』に登場する魔法の指輪
- 3 alchemist : 錬金術師
- 4 David Copperfield : アメリカ出身の世界的マジシャン
- 5 Harry Houdini : ハンガリー出身の世界的マジシャン
- 6 Malcolm ... practice : 一流のプロになるために必要とされる一万時間の練習(マルコム・グラッドウェルの著書による)

問 1 空欄(A)～(D)には、以下の動詞のいずれかが入る。それぞれに最も適切なものを選び、必要な場合は文意が通るように語形を変えて、解答欄に1語で記しなさい。

amaze blow hold reconcile

問 2 下線部(1)～(9)について、最も適切なものをそれぞれ1つ選び、その番号をマークしなさい。

(1) この ventured into とは

- | | |
|--------------------|-----------------------|
| 1 dared to enter | 2 entered by accident |
| 3 felt involved in | 4 speculated in |

(2) この duplicate とは

- | | |
|-------------|-------------|
| 1 declined | 2 disguised |
| 3 identical | 4 invented |

(3) この scrambled away とは

- 1 argued with each other over details
- 2 moved into defensive positions
- 3 ordered eggs for breakfast
- 4 scattered from the scene

(4) この uncommitted とは

- | | |
|---------------|----------------|
| 1 industrious | 2 innocent |
| 3 unavailable | 4 uninterested |

(5) この facade とは

- | | |
|--------------|-------------|
| 1 appearance | 2 mentality |
| 3 resentment | 4 skin |

(6) この almost indistinguishable from とは

- | | |
|------------------------|-------------------------|
| 1 hardly identified as | 2 nearly the same as |
| 3 seldom similar to | 4 utterly irrelevant to |

(7) この marked と置き換えても文意が通るものは

- | | |
|-----------------|-----------|
| 1 characterized | 2 guarded |
| 3 improved | 4 stained |

(8) この空欄に入る単語としてふさわしいものは

- | | |
|--------------|-----------|
| 1 succession | 2 success |
| 3 loss | 4 loose |

(9) この hit とは

- | | |
|--------------|------------|
| 1 thought | 2 proved |
| 3 challenged | 4 achieved |

問 3 以下の各群について、本文の内容と一致するものを1つ選び、その番号をマークしなさい。

A群

- 1 The author's mother showed her displeasure in magic by installing carpet in the bathroom so that it would interfere with his coin trick.
- 2 The author made the coin disappear for his teacher in the same way that it disappeared for his classmates moments earlier.
- 3 The author borrowed Malcolm Gladwell's book from the same library he visited when he was nine years old.
- 4 For the author, the real key to success is to practice for seven hours until midnight and enjoy it.

B群

- 1 The author's teacher was so fascinated by the game of golf that she used a large plastic golf club for educational purposes.
- 2 The author realized that performing the same magic trick can nonetheless cause people to react in a variety of ways.
- 3 The author felt relief that his underwater escape stunt at the University of Iowa was at least good enough to be copied by Harry Houdini.
- 4 A few weeks after graduating from high school, the author began his new occupation as a part-time magician.



