

2015年度

N 英語 問題

注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。
7. この問題冊子は持ち帰ってください。

マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しきずはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

 (3と解答する場合)

- I. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

We American parents are more involved in our children's lives than ever: we schedule play dates, assist with homework and even choose college courses. We know that all of this assistance has costs—depleted bank balances, constricted social lives—but we endure them happily, believing we are doing what is best for our children.

What if, however, the costs included harming our children? That unsettling possibility is suggested by a paper published in February in the *American Sociological Review*. The study, led by the sociologist Laura T. Hamilton, finds that the more money parents spend on their child's college education, the worse grades the child earns. A separate study, published in the *Journal of Child and Family Studies* and led by the psychologist Holly H. Shiffrin at the University of Mary Washington, finds that the more parents are involved in schoolwork and selection of college majors—that is, the more “helicopter parenting” they do—the less satisfied college students feel with their lives.

Why would parents help produce these negative outcomes? It seems that certain forms of help can dilute recipients' sense of accountability for their own success. The college student might think: if Mom and Dad are always around to solve my problems, why spend three straight nights in the library during final exams rather than hanging out with my friends?

And there is no reason to believe that parents and children are the only people affected by these dynamics. Indeed, “helicopter helping” should yield similar consequences in virtually any relationship—with spouses, friends, co-workers—in which one person can help another.

Eli J. Finkel and Grainne M. Fitzsimons tested this idea in a 2011 experiment, published in the journal *Psychological Science*, in which they randomly assigned American women who cared a lot about their health and fitness to think about how their spouse was helpful, either with their health and fitness goals or for their career goals. Women who thought about how their spouse was helpful with their health and fitness goals became less motivated to work hard to pursue those goals. In other words, relative to the control group, these women planned to spend one-third

less time in the coming week pursuing their health and fitness goals.

Before getting carried away on the risks of helping, though, it's important to highlight the obvious, that helping others achieve their goals has important benefits for both parties. Responsive, supportive relationships are the foundation of a healthy and productive life. And therein lies the problem: how can we help our children (and our spouses, friends and co-workers) achieve their goals without undermining their sense of personal accountability and motivation to achieve them?

The answer, research suggests, is that our help has to be responsive to the recipient's circumstances: it must balance their need for support with their need for competence. We should restrain our urge to help unless the recipient truly needs it, and even then, we should only help enough to complement rather than substitute for the recipient's efforts.

The good news is that people seem to be skilled at understanding when others need help, as shown in a fascinating observational study of bar fights. This study, led by the sociologist Michael J. Parks and published online in March in the journal *Aggressive Behavior*, showed that bystanders are especially likely to intervene to end the fight when the people who are fighting are drunk. That is, observers stepped in to help precisely when that help was most needed.

Although taking over recipients' self-control efforts can be essential when their self-control is compromised, as when they are drunk, a better approach in most situations is to adjust one's help to complement the recipient's own efforts. In a 2007 study published in the *Journal of Personal Social Psychology*, the psychologist Brooke Feeney videotaped married couples as they discussed one partner's personal goals, like switching jobs or developing a new hobby. When the spouses of these goal pursuers were receptive to being relied upon (as judged by trained raters) but did not impose their help, the goal pursuers behaved more independently in the pursuit of their goal and, most important, were more likely to achieve it over the next six months.

In short, although much remains to be investigated, the findings thus far suggest that providing help is most effective under a few conditions: when the recipient clearly needs it, when our help complements rather than replaces the recipient's own efforts, and when it makes recipients feel that we're comfortable having them depend on us.

So yes, by all means, parents, help your children. But don't let your action replace their action. Support, don't substitute. Your children will be more likely to achieve their goals—and, who knows, you might even find some time to get your own social life back on track.

1. The phrase “helicopter parenting” (paragraph 2) refers to parents who

- ㄱ. are frequently away from home.
- ㄴ. encourage their children's independence.
- ㄷ. continually try to help their children.
- ㄹ. wish to return to their own childhood.

2. The underlined word “dilute” (paragraph 3) is closest in meaning to

- ㄱ. avoid.
- ㄴ. develop.
- ㄷ. explain.
- ㄹ. weaken.

3. The underlined word “yield” (paragraph 4) is closest in meaning to

- ㄱ. follow.
- ㄴ. produce.
- ㄷ. prove.
- ㄹ. share.

4. The results of the 2011 experiment suggest that thinking about how a spouse is helpful could cause people

- ㄱ. to lose their incentive to pursue their goals.
- ㄴ. to choose more demanding goals.
- ㄷ. to question the value of their goals.
- ㄹ. to discuss their goals with their spouse.

5. In the study by Michael J. Parks,
- ㄱ. the helpers were too drunk to offer effective help.
 - ㄴ. the helping behavior involved breaking up a fight.
 - ㄷ. the helpers did not understand the best time to offer help.
 - ㄹ. the helping behavior involved telling someone to stop drinking.
6. One purpose of the 2007 study by Brooke Feeney was to examine how
- ㄱ. married couples talk to each other.
 - ㄴ. a spouse's support influences the strength of the marriage.
 - ㄷ. married life puts restrictions on behavior.
 - ㄹ. achievements are influenced by a spouse's support.
7. The various studies mentioned in the passage considered the relation of helping behavior to all of the following EXCEPT
- ㄱ. grades in school.
 - ㄴ. satisfaction with life.
 - ㄷ. communication skills.
 - ㄹ. pursuit of future goals.
8. One theme of the passage is that helping is most effective when
- ㄱ. the helper respects the recipient's independent efforts.
 - ㄴ. the recipient feels that the helper is not interested in giving help.
 - ㄷ. the helper is willing to do anything to help the recipient.
 - ㄹ. the recipient could easily achieve the goal on their own.
9. The author would most likely agree that
- ㄱ. children should be given more help by teachers than by parents.
 - ㄴ. parents should focus on their own goals as well as their children's.
 - ㄷ. children should learn how to work individually and not in groups.
 - ㄹ. parents should avoid helping their children with homework.

10. The most appropriate title for this passage is

- イ. The Value of Helping Others.
- ロ. Dynamics of the Parent-Child Bond.
- ハ. How to Raise Responsible Children.
- ニ. When Helping is Not Helpful.

II. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

Evolution has designed animals so that they have distinct expressions which reflect their emotional state. These expressions serve a communication purpose that allows us to select appropriate behaviors in social interactions. Thus, if we see an individual whose face indicates that he is angry, we can avoid interacting with him and possibly avoid conflict, while we may respond to an individual whose facial expression shows fear by trying to provide support and comfort, and so forth. Although the whole body can be involved in showing an emotion, for human beings it is the face which provides the most useful information. In general we are quite good at interpreting the emotions behind particular human facial expressions. But how good are we at understanding the emotions behind particular facial expressions in dogs?

Although dogs have a variety of distinct facial expressions, they are limited in what they can do with their faces. This is because a dog's face is dominated by his *muzzle. A dog's muzzle serves as both a weapon and a tool to manipulate the environment, so it is designed for strength rather than for flexibility. That means that the mouth and the lower portion of the dog's face can only adopt a limited range of expressions. Nonetheless, it is important for humans, as well as for other dogs, to know which emotions have triggered a particular expression that we are seeing on a dog's face.

In a recent piece of research appearing in the scientific journal *Behavioural Processes*, two researchers, Tina Bloom and Harris Friedman, working at Walden University in Florida, explored our ability to accurately read emotions from dogs' faces. A look at their data reveals that in some instances humans are quite accurate at reading the faces of dogs, but in other cases our ability to interpret canine expressions is rather abysmal.

The first problem which any researcher has in addressing the question of reading emotions is to be sure that the expressions that we are testing are actually caused by the emotions we want to explore. In this case the expressions tested belong to a Belgian Malinois whose face was photographed against a uniform

background. The various emotions were behaviorally triggered, and were chosen to represent the six basic emotions—happy, sad, surprise, disgust, anger, and fear—plus a neutral expression. The happy expression was triggered when the dog was anticipating getting to play with a ball, while fear was triggered by displaying a pair of dog toenail trimmers that greatly distressed the dog. Surprise was triggered by operating a ^{**}Jack-in-the-Box, anger was triggered by threats from a stranger, disgust by giving the dog a medication that he found distasteful, and sad by being chastised as if for misbehavior. Neutral involved the dog simply sitting in one place. Three different photos of each emotion were selected for later testing.

Two groups of individuals were asked to rate the photographs by indicating on a rating scale how much of each basic emotion (happy, sad, surprise, disgust, anger, fear and neutral) they could see in each picture. One group was selected because they were experienced with dogs (having trained a dog so that it earned an entry level obedience degree) while the second group was inexperienced, having never had a dog, and having little contact with dogs.

Overall, the researchers conclude that both experienced and inexperienced humans can recognize dogs' facial expressions; however, they are using a very generous criterion to arrive at this conclusion. The accuracy rate for people who were experienced with dogs was less than half, coming in at 45%. The accuracy rate for people who are inexperienced with dogs was just a bit higher than one third, coming in at 38%. These levels are better than random guesses (which would give only around a 14% accuracy rate when choosing among seven different emotions) but certainly not anything to cause a celebration if we are trying to interpret the emotional expressions of our pets.

It turns out that for certain emotions we are pretty accurate. Our best recognition is for a happy expression at 88% accuracy. That relaxed, open-mouthed expression, with the tongue rolling out over the teeth, has long been understood as a happy expression in dogs. In fact there are children's toys that can be traced back to 1500 BC in ancient Egypt that consist of a dog on a little wheeled platform that can be pulled across the floor. The model dogs used have this same expression, and this plaything is traditionally called "laughing dog toy."

The second best recognized emotion was anger at 70% accuracy, although one

quarter of the participants (25%) misidentified this as disgust. The third best recognized emotion was fear at 45% accuracy, though in this instance one third of the participants misread the emotion as sad (33%).

Unfortunately the accuracy of humans in reading the other emotions based upon the facial expressions of dogs alone is poorer than many would have expected. Our ability to recognize surprise is not very good (20%), and it is most often misread as fear (37%). The sad emotion was also poorly recognized (37%), being often confused with surprise (33%) and disgust (35%). By the way, in this experiment our ability to detect disgust in dogs was less than chance (13%).

Are these results evidence of a breakdown in communication between humans and dogs? Certainly such poor ability to read the emotional state of a dog would not be conducive to a good relationship with our pets. However, one must remember that this study looks only at the facial expressions of dogs, and everyone who interacts with dogs knows that the dog speaks with its entire body. The actions and position of its tail is an important emotional indicator. Another indicator is the dog's posture (stiff-legged and tall as opposed to cringing submissively and everything in-between), and such body language speaks volumes about the emotional state of the dog. Experts at interpreting dogs will also look for things such as the hair standing up on the back and the tail, and whether the dog is panting or drooling. One must also listen for what sounds the dog is making. In other words, you must read the whole dog. This new research confirms that if you want to understand your dog's emotional state, the approach should be "Not by face alone!"

*muzzle : 動物の鼻口部

**Jack-in-the-Box : びっくり箱

1. One idea of the first paragraph is that facial expressions
 - イ. evolved for a reason.
 - ロ. are difficult to interpret.
 - ハ. serve different purposes in different animals.
 - ニ. are less important than expressions of the body.

2. According to the passage, dogs have a limited number of facial expressions because dogs
- イ. feel a limited number of emotions.
 - ロ. communicate mainly with other dogs.
 - ハ. have a muzzle developed for strength.
 - ニ. use expressions to control the environment.
3. The research of Tina Bloom and Harris Friedman is concerned with how well
- イ. dogs are able to communicate their feelings.
 - ロ. humans are able to communicate their feelings.
 - ハ. dogs are able to understand human expressions.
 - ニ. humans are able to understand dog expressions.
4. The underlined word "abysmal" (paragraph 3) is closest in meaning to
- イ. confusing.
 - ロ. creative.
 - ハ. familiar.
 - ニ. poor.
5. The main purpose of paragraph 4 is to explain how the researchers
- イ. took pictures of dogs in a natural setting.
 - ロ. got a dog to show various emotions.
 - ハ. judged which emotion a dog was expressing.
 - ニ. chose the dog emotions suitable for study.
6. In the experiment by Bloom and Friedman, people inexperienced with dogs were mistaken in their understanding of dog expressions approximately
- イ. 62% of the time.
 - ロ. 55% of the time.
 - ハ. 45% of the time.
 - ニ. 38% of the time.

7. The underlined word “conducive” (last paragraph) is closest in meaning to

- イ. faithful.
- ロ. familiar.
- ハ. helpful.
- ニ. threatening.

8. The passage mentions all the following forms of emotional expression in dogs EXCEPT

- イ. body posture.
- ロ. barking.
- ハ. eye contact.
- ニ. tail position.

9. The author would probably agree that the research of Bloom and Friedman

- イ. shows that humans are very good at understanding dogs' facial expressions.
- ロ. is based on a narrow definition of dog expression.
- ハ. shows that dogs communicate better with other dogs than with humans.
- ニ. is based on scientific methods that are not reliable.

10. The most appropriate title for this passage is

- イ. How Well Do We Understand Dogs' Faces?
- ロ. Mysteries of the Human-Animal Bond.
- ハ. Why Are Dogs Such Expressive Animals?
- ニ. The Art of Caring for Your Pet Dog.

Ⅲ. 次の1～4の空所を補うのにもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. (シェアハウスで)

John: Do you mind if I use the living room for a while?

Paul: No, go ahead.

John: ()

Paul: Oh, do you want me to leave the room?

- イ. Are you sure?
- ロ. Isn't it a little hot in here?
- ハ. It's very kind of you.
- ニ. My friend is coming over.

2. (大学で)

Jane: I didn't see you in Professor Tanaka's biology class yesterday. Were you at school?

Sean: No. I wasn't feeling well. ()

Jane: Yes. Professor Tanaka gave us an unannounced quiz. She said it would count for 5% of our final grade.

Sean: Really? Perhaps I should stop by her office tomorrow and ask her if there is a way to make it up.

- イ. Did you enjoy the class?
- ロ. Did everybody attend the class?
- ハ. Did she give us any homework?
- ニ. Did I miss anything important?

3. (寮の部屋で)

Pete: I'm going to get a cup of coffee. Do you want one, too?

Oliver: Oh, no. () It keeps me up.

Pete: That's why you need to drink coffee. We are not getting any work done.

Oliver: Oh, don't be so sarcastic.

イ. I can't drink coffee late at night.

ロ. I just had one an hour ago.

ハ. I prefer tea.

ニ. I'm fine with water.

4. (カフェで)

Ellen: What happened? You look so depressed.

Julie: Well, I've been put in charge of starting a new project.

Ellen: () What's the matter?

Julie: I already have so much stuff going on.

イ. That's terrible.

ロ. You will be very busy.

ハ. So you've been promoted.

ニ. That doesn't sound so bad.

IV. 次の空所(1)~(5)を補うのにもっとも適当なものを, それぞれ対応する各イ~ニから1つずつ選び, その記号を解答用紙の所定欄にマークせよ。

Chinese herbal medicine remains an important part of Hong Kong healthcare, still accounting for over a fifth of all consultations, from breastfeeding care to rheumatism and arthritis treatments.

The Sheung Wan area is (1) to hundreds of traditional herbal medicine shops, which sell imported remedies from the Chinese mainland.

Chan Fun Kee is one of the oldest shops in the area, and has been (2) by the Chan family for 145 years. Chan Ping Hin, 33, will be the 5th generation of the Chan family to take (3) the shop. His father, Chan How Chung, has been (4) since 1972. His mother also works in the shop assembling prescriptions.

The medical practice revolves around various “forces” contained within the body: the balance of *yin* (darkness and negativity), *yan* (lightness and positivity), and *qi* (the energy force guiding bodily functions). Chinese herbal doctors (5) patients’ pulses, and examine their eyes, ears and tongue, before prescribing a remedy formed of various ingredients.

- | | | | |
|--------------------|--------------|--------------|----------------|
| (1) イ. center | □. exclusive | ハ. home | ニ. known |
| (2) イ. run | □. running | ハ. selling | ニ. sold |
| (3) イ. after | □. off | ハ. over | ニ. up |
| (4) イ. better off | □. in care | ハ. in charge | ニ. out of work |
| (5) イ. investigate | □. look at | ハ. measure | ニ. touch |

V. 次の空所(1)~(6)それぞれにもっとも適当な1語を補い、英文を完成せよ。解答は解答用紙の所定欄にしるせ。

Body movements and postures can communicate whether or not two people are competing or cooperating. When people compete they tend to interact *face-to-face*. (1) it is physical or non-physical, competition creates a threat. (2) if the competition is non-physical, such as a card game or a debate, our bodies treat it much (3) same as a physical threat. And physical threats require that we defend ourselves. To defend ourselves we must face our opponent. For example, a young couple is walking along the sidewalk. They are arguing in a rather low volume, the argument becomes more heated and then hits a crescendo. What happens (4)? They stop and face each other. Although they have not become physically aggressive, they position themselves face-to-face as (5) they had become physically aggressive. On the other hand, when people cooperate, they tend to take *side-by-side* postures. Sitting side-by-side allows two individuals to (6) on the same object or stimulus. In addition, the side-by-side position lowers the threat of the situation. When you sit beside another person, the threat is reduced because the other person is not in a position to attack you.

【以下余白】