

# K 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、消しきら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1～9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。

In any new relationship, figuring out the right amount to self-disclose can feel like walking near a dangerous precipice: show your feelings too soon, and you run the risk of seeming inappropriate, if not desperate. Wait too long, though, and you could seem distant and remote.

When it comes to self-disclosure, it's hard to know what the "just right" amount might be. You need to figure out how to strike that perfect balance between sharing too much and too little, according to the stage of a relationship. Moreover, if you're typically an over-sharer, you tend to show your true feelings well before you know how the other person feels. On the other hand, if you tend to withdraw into yourself, you might never feel like it's the right time to let your guard down.

In a 2013 study, Susan Sprecher of Illinois State University and colleagues examined mutual self-disclosure among strangers to see how the mutual sharing of personal information influenced the degree to which they liked each other. The scenario was similar to the real-world situation of meeting someone for the first time and hoping to make a positive impression—in other words, the type of self-disclosure that influences your success on a first date or a job interview.

When someone shares personal information with you, it's likely that you'll respond with a similar degree of candor. Sprecher and her team wondered if people like each other better or not after engaging in mutual self-disclosure. After all, you might find yourself on a train ride sharing some very personal details with a seatmate who is similarly self-disclosing. However, do you end up actually liking that person better than you would if you simply exchanged jokes (or complaints) about the commute?

One theory of self-disclosure proposes that you tend to respond because you assume that someone who discloses to you likes and trusts you. The more you self-disclose in turn, the more the partner likes and trusts you, and then self-discloses even more. This is the social attraction-trust hypothesis of mutual self-disclosure. The second hypothesis is based on social exchange theory, and proposes that we exchange self-disclosure in order to keep a balance in the relationship: you disclose,

therefore I disclose.

Typically, listeners tend to like people who disclose to them. When someone discloses their thoughts and feelings, you feel like you know that person better and that you can predict how he or she will react in a given situation. We're constantly trying to figure out what people will do, and why. The clues you receive from your self-disclosing acquaintances and friends can guide your behavior with them. If you know your co-worker is having problems at home, you'll better understand why she seems so stressed on the job.

The pace of self-disclosure over the course of a relationship is another problem. You may do more listening than talking at one point, but then exchange roles with your partner later on when you feel you need to get something off your chest.

There's a lot to take into account, then, when you consider the many complexities involving self-disclosure.

Sprecher and her colleagues were interested in the effect of immediate mutuality in an interaction among strangers. They devised a somewhat artificial situation in which pairs of participants (college undergraduates) were assigned to a mutual or non-mutual disclosure condition involving two interactions. In the mutual condition, they were instructed to engage in back-and-forth self-disclosure during two 12-minute conversations. In the non-mutual condition, one person self-disclosed for a full 12 minutes while the other listened, and then they exchanged roles.

To get the self-disclosure going, participants were asked to answer questions that became increasingly personal over the course of the interaction. The first set of questions were typical ice-breakers (favorite hobbies, etc.). The second set asked deeper questions (would you like to be famous), and the third broached emotional topics (such as favorite childhood memories). After both 12-minute interactions ended, the participants rated each other on liking, closeness, perceived similarity, and enjoyment of the interaction.

Engaging in mutual interactions clearly influenced the extent to which participants liked each other. The "liking" scores in the mutual condition were higher than in the non-mutual condition. Even after the non-mutual pairs exchanged roles, they never caught up to the pairs who exchanged in back-and-forth self-disclosure.

These findings, which took place in a virtual face-to-face situation, present

interesting dilemmas for people trying to form new online relationships. Consider the typical dating site—in which you share information about yourself, then wait to hear back from potential partners. Because these interactions don't occur in real time, they are comparable to the non-mutual condition in the experiment. But to get these online partners to like you, Sprecher's results would recommend that you don't self-disclose with them until you have the chance to talk or meet—probably a good idea in any case.

The findings also suggest that people who stay away from self-disclosure because they're quiet, shy, or socially anxious may be starting new relationships at a distinct disadvantage. Instead of jumping into a conversation that's getting personal, they may hesitate too long and lose out on the opportunity to connect.

1. One idea of paragraph 2 is that the tendency to self-disclose is
  - ㄱ. difficult to observe in others.
  - ㄴ. influenced by personality.
  - ㄷ. basically the same in everyone.
  - ㄹ. not related to the stage of a relationship.
  
2. The underlined word "candor" (paragraph 4) is closest in meaning to
  - ㄱ. honesty.
  - ㄴ. optimism.
  - ㄷ. secrecy.
  - ㄹ. simplicity.
  
3. The main purpose of Susan Sprecher's 2013 study was to find out if people
  - ㄱ. make new friends by sharing personal information.
  - ㄴ. gain self-understanding by sharing personal information.
  - ㄷ. like each other better after sharing personal information.
  - ㄹ. achieve social success by sharing personal information.

4. According to the social attraction-trust hypothesis,
- イ. if you trust yourself, your partner will trust you too.
  - ロ. if you talk about yourself, you will trust your partner more.
  - ハ. if you trust yourself, there's no need to talk about yourself.
  - ニ. if you talk about yourself, your partner will trust you more.
5. The subjects in Sprecher's study
- イ. talked to each other for a total of 12 minutes.
  - ロ. were given some information about each other before they met.
  - ハ. talked to each other face-to-face in a classroom.
  - ニ. were given sets of questions to guide their self-disclosure.
6. In Sprecher's study, the main difference between the mutual and the non-mutual condition was that, in the mutual condition,
- イ. the subjects were free to say anything they wanted.
  - ロ. the interaction between subjects was like a conversation.
  - ハ. the subjects spent most of their time listening to each other.
  - ニ. the interaction between subjects did not include self-disclosure.
7. The underlined word "broached" (paragraph 10) is closest in meaning to
- イ. concealed.
  - ロ. created.
  - ハ. discovered.
  - ニ. mentioned.
8. Sprecher's research findings suggest that
- イ. to be effective, self-disclosure should avoid emotional topics.
  - ロ. silence is an important part of any new relationship.
  - ハ. back-and-forth self-disclosure helps build new relationships.
  - ニ. non-mutual self-disclosure is the best way to deal with strangers.

9. The most appropriate title for this passage is
- イ. The Art of Making Friends with Strangers.
  - ロ. Recent Research on Interpersonal Communication.
  - ハ. How Much Should We Share About Ourselves?
  - ニ. Self-Understanding: Choices and Challenges.

II. 次の文を読み、下記の設問 A・B に答えよ。解答は解答用紙の所定欄にしるせ。

In 1952, when I was three, my parents bought a set of *The Book of Knowledge*, ten heavy volumes bound in leather, each filled with questions from the “Department of Wonder.” Like guards posted at the gates of wisdom, the books stood proudly on a shelf between the glossy bookends, each volume marked with a golden torch. It was, my mother explained in one of the hundreds of letters she wrote to my grandmother, a purchase as much for her as for her boy: “I have really been enjoying it. I’ve been studying the subjects of music and art so far.” Reading in *The Book of Knowledge* was one of the ways she fought the depression that swept over her during these years, especially when my father traveled. “That is how I’ve been spending some of my evening while Max is away.”

*The Book of Knowledge* evolved from *The Children’s Encyclopedia*, the inspiration of Arthur Mee, born to a working-class family in Stapleford, England, whose formal education ended when he was fourteen. Questions posed by Mee’s daughter, Marjorie, were the direct inspiration for the encyclopedia. In his letter “To Boys and Girls Everywhere,” published in the first volume of *The Children’s Encyclopedia*, Mee writes that Marjorie’s mind was filled with “the great wonder of the Earth. What does the world mean? And why am I here? Where are all the people who have been and gone? Where does the rose come from? Who holds the stars up? What is it that seems to talk to me when the world is dark and still?” Mee’s wife had “thought and thought” about these questions “and answered this and answered that until she could answer no more.” She complained, “Oh for a book that will answer all the questions!” *The Children’s Encyclopedia* was born.

What set his book apart, Mee explained, was the belief in children’s eagerness for knowledge and their capacity for wonder. But he knew that his book also filled an important gap for adults. It “had the power to make plain to the average man, woman, and child the significance of the problems which the very men who had discovered them in nature could not make so plain.” It offered up the mysteries of the few for the rest of us. By the time *The Children’s Encyclopedia* had evolved into *The Book of Knowledge*, Mee had added the “Department of Wonder,” and each volume contained sections devoted to “wonder questions” like the ones Marjorie

posed to her perplexed parents.

For my mother, who had dropped out of nursing school when she was nineteen to marry my father, the gaps in her education were becoming an embarrassment. Born Roberta Maxine Reinhardt and called Bobbie, she had been the darling of her parents and of the small Kansas town of Glen Elder where she grew up. Pretty and bright, she made nearly perfect grades, but not without help. "As I remember I used to make A on every theme you wrote for me," she mentioned in one letter to my grandmother. A little unsure of herself when she entered nursing school in 1946, she created elaborate study schedules, but soon she found that she was good at school and liked her classes, which included American literature as well as courses in child guidance, microbiology, the history of nursing, nursing arts, physical education, home economics, and something called "the Home Project." As she pursued her studies she became more confident: "I'm so thrilled about my subjects. There is an awfully lot of reading to do, but it is interesting." Anxieties about how hard the classes would be proved groundless, and she flourished in the program. "I've been wondering how I would like my nursing subjects—it is play to study them."

After she married, that confidence in her abilities slowly eroded, especially when my father joined the drug company American Cyanamid as a managing director and our young family moved from Dodge City, Kansas, to Nanuet, New York, a suburb of the city. In the 1952 letter about buying *The Book of Knowledge*, she describes a lavish dinner party served by maids. "Of course the conversation got around to operas and plays," she complains, "as it always does here"; she did not feel comfortable again, she adds humorously, "until they all started talking about the pigs in Missouri." She admits that it was "an educational evening" and, after it was over, "a nice experience to have" but laments that she was caught off-guard: "Had I known beforehand I would have studied up." *The Book of Knowledge* was her way to "study up." "I've done very little brain work since I got out of school," she writes. "All you have to do is move around and meet new people to realize how stupid you really are." For my mother the volumes of *The Book of Knowledge* served as a self-help textbook on culture.

For me they were simply wonderful. I liked to lie on my stomach on the floor in front of the bookcase, my feet kicked up behind me, just taking in the strange and

glorious pictures.

A. 次の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、その記号をマークせよ。

1. The main purpose of the first paragraph is to
  - イ. examine the contents of a book.
  - ロ. introduce the author's mother.
  - ハ. question the value of literature.
  - ニ. describe the author's childhood.
  
2. The underlined word "plain" (paragraph 3) is closest in meaning to
  - イ. clear.
  - ロ. innocent.
  - ハ. ordinary.
  - ニ. noticeable.
  
3. All of the following are true of *The Children's Encyclopedia* EXCEPT that it
  - イ. was written by Arthur Mee.
  - ロ. evolved from *The Book of Knowledge*.
  - ハ. could be enjoyed by adults as well as children.
  - ニ. was inspired by a child's questions.
  
4. The underlined word "eroded" (paragraph 5) is closest in meaning to
  - イ. adjusted.
  - ロ. appeared.
  - ハ. deepened.
  - ニ. weakened.

5. According to the passage, when the author was a child he
- イ. asked his mother lots of questions.
  - ロ. was friends with Marjorie Mee.
  - ハ. moved with his family to New York.
  - ニ. did not read *The Book of Knowledge*.
6. At the dinner party in New York in 1952, the author's mother felt uncomfortable because she
- イ. had been studying *The Book of Knowledge*.
  - ロ. didn't know about operas and plays.
  - ハ. wasn't used to being served by maids.
  - ニ. had to talk about pigs in Missouri.
7. To explore his mother's feelings about her life, the author relies mainly on
- イ. letters written by his mother.
  - ロ. interviews with his mother.
  - ハ. letters written by his grandmother.
  - ニ. interviews with his father.
8. As expressed in the passage, the author's attitude toward his mother is best described as
- イ. confused.
  - ロ. critical.
  - ハ. hopeful.
  - ニ. sympathetic.
9. The author would most likely agree that his mother
- イ. was confident about her knowledge of the world.
  - ロ. had few interests aside from reading books.
  - ハ. made a sacrifice to marry his father.
  - ニ. enjoyed living in New York more than in Kansas.

10. The most appropriate title for this passage is

- イ. A Child's Sense of Wonder.
- ロ. My Mother's Memories.
- ハ. Encyclopedias for Children.
- ニ. A Book for My Mother.

B. 文中の下線部 a purchase as much for her as for her boy (第1段落) を, “her” が誰を指しているか明示して, 20字以内で和訳せよ。ただし, 句読点は合計字数に含まれる。

Ⅲ。次の1～7それぞれ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. Tom noticed Mary, but he ( ) not to see her and went on walking down the street.

イ. attended      ロ. contended      ハ. pretended      ニ. tended

2. Fairy tales seem very simple, but they can be ( ) in several different ways.

イ. intercepted      ロ. interested      ハ. interpreted      ニ. intersected

3. Jim and I used to play together all the time, and I felt great ( ) for him.

イ. affair      ロ. affection      ハ. affirmation      ニ. affliction

4. The doctor tried her best to ( ) where the patient's pain came from.

イ. ascertain      ロ. obtain      ハ. retain      ニ. sustain

5. Parents should know that babies tend to ( ) their needs by crying.

イ. command      ロ. commit      ハ. communicate      ニ. commute

6. The most distinctive ( ) of her paintings is their bright color.

イ. creature      ロ. culture      ハ. feature      ニ. manufacture

7. To ( ) matters further, the trade customs between the two districts have many differences.

イ. complicate      ロ. dedicate      ハ. indicate      ニ. locate



V. 次の空所(1)~(5)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。

One winter evening after dinner while we were washing up the dishes, I asked my mother ( 1 ) she remembered about my birth. She was taken aback by the question, but said, "You were a small baby, only five pounds, and had to stay in the hospital several weeks before you could come home."

"What was ( 2 ) with me?"

"Nothing," she said. I couldn't understand why she didn't want to share the details of my birth, why she seemed to be keeping something from me. "Your birth weight was a little low," she continued, "and doctors were more cautious then than they ( 3 ) now. Mothers routinely spent two weeks in the hospital after giving birth." She finished in a matter-of-fact tone. It didn't occur ( 4 ) me then to ask why I was so little or to question her about her pregnancy and prenatal care. It wasn't ( 5 ) I became pregnant myself that I began to wonder about such details.

【以下余白】

