

E_Z 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12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1～9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 1911, the psychologist Edward Thorndike proposed a fundamental law of animal behavior called the Law of Effect. Reward a behavior, and it would be more likely to take place again; punish the behavior, and it would be less likely to recur. Thorndike's subject of choice was the cat, and his reward of choice, food. He would put a hungry cat in what he called a puzzle box: a small, cage-like device that could be opened by the press of a lever or a bar, and place a dish of food outside the box. If the cat learned how to use the box's opening mechanism, it would be rewarded with a tasty piece of food. The positive reward led to faster learning, until the cat became an excellent puzzle-box operator. Most behaviors, Thorndike eventually concluded, could be shaped with positive feedback.

What is true for cats, Thorndike argued, also applies to humans. Food does sometimes enter the picture, because there's nothing quite so motivating as a growling stomach when you have work to do. The rewards for a human, however, tend to be more subtle, often taking an altogether intangible form: praise. Teachers commonly believe that a lot of praise for students, especially for their innate intelligence, improves their confidence and leads to better learning. That notion has crept into other areas as well. One of the most popular formats for workplace performance reviews is the so-called feedback sandwich: if you want to offer a colleague or a subordinate some criticism, it's more effective to sandwich it between two pieces of praise.

Some recent psychological studies suggest otherwise. Far from leading to improved learning, praise, especially the inflated kind that seems so common in the "everyone is a winner" age, may actually backfire, or have the opposite effect. In the research introduced in the journal *Psychological Science*, Eddie Brummelman, a doctoral student in psychology at Utrecht University in the Netherlands, and his colleagues investigated how children's achievement is affected by inflated praise ("Incredibly beautiful!" instead of "Beautiful!" or "Excellent!" instead of "Good!").

They asked parents to give their child a set of twelve math problems, each of which had to be completed within thirty seconds. As the child worked and the

parent looked on, marking whether the problem was solved correctly, the researchers taped their interaction. Other researchers then watched the video and counted both the number of times the parent praised the child during the exercise and whether the praise was inflated. Brummelman first discovered that adults were significantly more likely to offer ardent praise to the children they thought needed it most: those with the lowest self-esteem. The more they praised children, the adults believed, the better they would feel about themselves, the harder they would work, and the better they would perform.

The reality, however, contrasted with the researchers' expectations. Children who were praised emphatically did do better—but only if they had high opinions of themselves to begin with. Those with low self-esteem, on the other hand, became far less likely to take on new challenges in the future.

In a second study, Brummelman and his colleagues asked a group of children to copy van Gogh's painting, "Wild Roses." They were told that their pictures would be judged by a professional painter (who, in reality, didn't exist). When children finished their drawings, they were told to wait while the painter had a look. A few minutes later, they received handwritten notes: their drawings were either "incredibly beautiful" or simply "beautiful."

After reading the note, children were again given a chance to draw. This time, however, they could choose the picture they would copy from several options—some relatively simple and others more complex. The experimenter explained that the difficult pictures would likely lead to mistakes, but that "you'll definitely learn a lot, too," and that the easy pictures would be much more straightforward, but "you won't learn much." The low-self-esteem kids who had received inflated praise chose to stick to the easier tasks, and thus lowered their overall rates of learning and acquiring new drawing skills. The result was influenced by one adverb, "incredibly," and well-meant reinforcement backfired where it was most needed.

The rationale of the children with low self-esteem seemed reasonable enough: if there's a chance you'll fail, or perform worse, why try? As Thorndike pointed out, after you've been rewarded once, you want to be rewarded again. So you shy away from any future behavior that could undermine your expected positive feedback, turning away from difficult challenges because you are more likely to be praised if

you stick to something that you know you can accomplish.

It's not just inflated praise that can backfire, so can praise which links a child's success to some personal trait: "Wow, you're great," for instance, instead of, "Wow, you did a great job." Brummelman found in earlier research that, after a child received personal praise, she felt ashamed after failing at a subsequent task, but if she had been praised for the activity itself, or got no praise at all, there was no shame. Attributing successes to children's positive personal traits, the researchers speculated, likewise made the children attribute failures to their personal shortcomings. They felt that if they couldn't do it, they must have somehow been to blame.

Carol Dweck, a social psychologist at Stanford University, studies how small changes to a person's mindset, or the way one sees oneself, can translate to large changes in performance, motivation, and intelligence. When Dweck and Claudia Mueller evaluated the effects of various types of praise on fifth graders' academic performance, they found that children who had been praised for their intelligence, as opposed to their effort and problem-solving strategies, not only performed worse on subsequent problems but became less persistent in the face of failure, chose easier tasks, and enjoyed their work less.

These students also became less likely to ask for help: instead of seeking assistance from their classmates on problem-solving strategies when they were struggling, they became more likely to inquire instead about their peers' test scores, against which they could then evaluate their own performance. Perhaps most perniciously, the praise changed the way they thought about intelligence itself. Children who had been praised for being smart became far more likely to view intellect as a fixed quality which is determined at birth and stable throughout life, whereas those praised for effort became more likely to see it as a result of hard work that could improve and grow over time.

The research by Brummelman and Dweck shows that the effects of praise take root at an early age. And when you give feedback to an adult colleague the same patterns may well apply: an overly positive framework risks invalidating any concrete feedback you might have. Despite its prevalence, the "feedback sandwich" seems to have little effect on performance and, one suspects, it may actually cause more harm than good.

1. The author refers to Edward Thorndike's Law of Effect in order to introduce the idea that
 - イ. behavior is shaped by rewards.
 - ロ. humans learn faster than other animals.
 - ハ. cats can learn things even without being praised.
 - ニ. intelligence cannot be changed through positive feedback.

2. The author mentions the "feedback sandwich" (paragraph 2) in order to show that giving praise
 - イ. makes it easy to accept criticism.
 - ロ. makes people hungry for more praise.
 - ハ. should always be mixed with criticism.
 - ニ. has a bigger influence than giving food.

3. The underlined word "ardent" (paragraph 4) is closest in meaning to
 - イ. complicated.
 - ロ. enthusiastic.
 - ハ. honest.
 - ニ. quiet.

4. In Brummelman's experiment with van Gogh's "Wild Roses," all of the children
 - イ. had high self-esteem.
 - ロ. received inflated praise.
 - ハ. met with a professional painter.
 - ニ. drew two pictures.

5. Among the following, the passage suggests that the most effective praise would be
 - イ. "You're a born mathematician."
 - ロ. "You'll do much better next time."
 - ハ. "You worked hard and got a great score."
 - ニ. "Your test result shows a natural talent for math."

6. In their experiment, Carol Dweck and Claudia Mueller found that praising children for their intelligence had all of the following effects EXCEPT that it caused the children to
- イ. dislike schoolwork more than before.
 - ロ. see intelligence as something fixed and stable.
 - ハ. become curious about their classmates' grades.
 - ニ. seek help from others when facing a difficult task.
7. The underlined word "perniciously" (paragraph 11) is closest in meaning to
- イ. cleverly.
 - ロ. effectively.
 - ハ. harmfully.
 - ニ. luckily.
8. The various studies in the passage suggest that, compared to people with high self-esteem, people with low self-esteem
- イ. work harder.
 - ロ. give praise more often.
 - ハ. are more afraid of failure.
 - ニ. enjoy their achievements more.
9. The most appropriate title for this passage is
- イ. Too Much Praise May Be Harmful.
 - ロ. The Value of Praise in Modern Society.
 - ハ. Praise and Motivation in the Workplace.
 - ニ. How Praise Affects Students' Self-Esteem.

- II. 次の空所(1)～(7)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。

There is much to be said for the convenience technologies that have remade human society over the past century. They often open up life's pleasures to a wider range of people. Downhill skiing, for example, can be tiring (1) lifts. They also distribute technological power more widely. Nowadays, you can do without special skills and still take pretty good photos, or to capture a video of police brutality. As a consequence, convenience technologies have promised more (2) in our lives for other important things, like thought, reflection, and leisure.

But, is technology really beneficial for us? Take that promise of liberation from overwork. In 1964, an article in *Life* magazine asserted that "there will certainly be a sharp (3) in the average work-hours per week" and mentioned that "some who believe in automation think we will attain a 30-hour work week; others think it will be as low as 25 or 20." Obviously, we did not (4) it. Our technologies may have reduced some of our work. (5), they have somehow failed to achieve the central promise of free time. The problem is that, as every individual task becomes easier, we demand much more of both ourselves and others. (6) fewer difficult tasks (e.g. writing several long letters), we are left with a larger volume of small tasks (e.g. writing hundreds of e-mails). We suffer from a tyranny of tiny tasks, individually (7) but collectively oppressive.

- | | | | |
|--------------------|-----------------|-------------------|-------------|
| (1) イ. against | ロ. despite | ハ. including | ニ. without |
| (2) イ. materials | ロ. practices | ハ. research | ニ. room |
| (3) イ. analysis | ロ. contrast | ハ. decline | ニ. increase |
| (4) イ. access | ロ. complete | ハ. follow | ニ. make |
| (5) イ. And | ロ. Consequently | | |
| | ハ. However | ニ. So | |
| (6) イ. In spite of | ロ. Instead of | | |
| | ハ. Whatever | ニ. With regard to | |
| (7) イ. general | ロ. handy | ハ. personal | ニ. simple |

Ⅲ. 次の空所(1)~(7)を補うの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。

場面A：アキラは海外研修の受け入れ先である留学センターのChaplin先生に会いに行く

Akira: Can I see Professor Chaplin?

Secretary: He is not in right now. Please have a seat. Would you (1) some coffee or tea?

Akira: Oh, thank you.

[10分経過]

Secretary: I'm afraid Professor Chaplin is still in a meeting.

Akira: That's all right. I can (2).

[5分経過]

Chaplin: Oh, Akira! I'm sorry (3) so long.

- (1) イ. care for ロ. mind ハ. please ニ. take
(2) イ. come ロ. meet ハ. sit ニ. wait
(3) イ. for being late ロ. for taking time
 ハ. to have kept you waiting ニ. to make you stay

場面B：もうすぐ海外研修を終えるアキラはChaplin先生に別れのあいさつに行く

Akira: Professor Chaplin, (4) on Saturday.

Chaplin: Three weeks have gone so quickly!

Akira: Thank you for all the things (5) during my stay here. I can't thank you (6) for your kindness.

Chaplin: Don't (7) it. I enjoyed having you.

- (4) イ. I'm leaving ロ. I should come ハ. I will go ニ. I won't be
(5) イ. you helped me ロ. you served me
 ハ. you've done for me ニ. you've made for me
(6) イ. enough ロ. please ハ. very much ニ. well
(7) イ. hesitate ロ. mention ハ. reserve ニ. worry about

V. 次の1～5それぞれの空所を補うの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. The fans still cannot () over the national team's defeat in the match.

イ. get ロ. let ハ. make ニ. turn

2. This special tourist pass entitles you to unlimited free visits to this amusement park, and is () for a month.

イ. accessible ロ. flexible ハ. obtained ニ. valid

3. Since we are () of hands, we need to recruit new members.

イ. few ロ. lacking ハ. scarce ニ. short

4. Our grandmother was a generous and humorous person, and we all felt deeply () to her and visited her every summer.

イ. attached ロ. concerned ハ. engaged ニ. involved

5. Many students felt that the school () too many unnecessary rules on them in order to control them.

イ. disposed ロ. exposed ハ. imposed ニ. opposed

【以下余白】

