

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。

The weak economy reminded a lot of us that we don't have to pay for books, movies, or Internet access—that most libraries have all those things for free. Consequently, library usage is up more than 20 percent from 2006, according to the American Library Association's 2010 State of American Libraries report.

Unfortunately, the same economic factors that are sending people into the library are also helping to keep them out: over the past year, nearly 15 percent of U.S. libraries (and 25 percent of those in urban settings) had to cut their hours. It is, the report suggests, a “perfect storm of growing community demand for library services and shrinking resources to meet that demand.”

The way we seek knowledge has changed; the Internet permits more paths to discovery than any one collection of books can. So while the library is still in the business of housing and preserving information, it is increasingly embracing its role as a space for community and discussion.

“The Internet has done a lot in the way of isolating people,” says Sandra Horrocks, an administrator at the Free Library in Philadelphia. “We find when we have programs, the attendance is extraordinary. People want to come together and have dialogues and conversations, and libraries are providing that place.”

At the extreme end of this spectrum is an ambitious new library in Aarhus, Denmark. This high-tech “urban mediaspace” is being designed to function as a city center: it will have books, but it will also house government-services offices, artists' studios, start-up businesses, space for performances, a café, a tram station, and other 21st-century features. Aarhus's multimedia structure symbolizes the library of the future, a mixed-use complex that is meant to foster social interaction and creative ferment as much as reading and research.

On a smaller scale, more and more institutions are using space creatively to attract broader segments of their communities. Salt Lake City's seven-year-old library shares a building with the local public radio, which has a glass-walled studio so that visitors can watch live radio on their way to check out books. It's the second-most-visited building downtown, after the Mormon temple. The proposal for

a new 500,000 square-foot San Diego central library includes two stories dedicated to a new high school.

In Osceola, Wisconsin, the library's planned move to a larger 10,000-square-foot building will leave room for gallery space and live music. The remodel will also benefit the small community (population 2,700) by allowing for more kids at story times and for an independent film series in a town without a movie theater. Libraries in Monterey County, California, took the advice of their teen advisory groups and began offering young-adult classes in knitting, scrapbooking, and origami. And the Pictou-Antigonish Regional Library in rural Nova Scotia teamed up with local groups to provide meeting spaces and a community kitchen.

The spread of the do-it-yourself ethic means that people are often as interested in creating content as they are in consuming it, and libraries are responding in a number of ways. The John Steinbeck Library in Salinas, California, hosts a digital arts lab equipped with software for creating music, video, and websites. The New Orleans central library hosts one of the world's handful of operating Espresso Book Machines, which can print a book on demand in just a few minutes. Librarians plan to utilize this "ATM for books" as a community resource for locals. Beginning writers will be able to self-publish books, and small presses can use the technology to mass-publish local authors for a fraction of what it would cost to work with a commercial printer.

In Helsinki, Finland, visitors have access to guitars and keyboards from the central library and can reserve a small recording studio to produce a music video; or they can hop onto a stage, which comes equipped with a sound mixer and lighting gear.

None of these new projects diminish the more traditional, and still vital, work that libraries have always done: meeting the information needs of whoever walks in the door. A recent study by the University of Washington Information School found that one-third of Americans, about 77 million people, use library computers for everything from Facebooking to job hunting.

According to the American Library Association, nearly all of the nation's libraries provide specialized support to people seeking jobs. In Minneapolis, the downtown central library's New Americans Center offers classes for English

language learners and other resources for immigrants and refugees. Earlier this year, the San Francisco Public Library became the first in the country to hire a full-time social worker, stationed on site, to help connect homeless people with social services.

By virtue of being one of the last public spaces around that don't require you to do something or buy something, libraries are essentially everything to everyone. They're taking a leading role in figuring out how to tell and share stories in a changing information environment, they're serving as gathering places for community groups and curious wanderers, and they're filling some of the gaps in our social safety net. To serve these myriad needs, they require continuing support, innovation, and investment, but what they're getting in cities and states across the country are layoffs and cuts in funding.

"People started losing their jobs, they didn't buy books anymore. They came to the libraries," says Donna Kennedy, a branch manager with the Gloucester County library system in New Jersey. "They didn't rent DVDs anymore, they came to the libraries. And when they began looking for jobs? They would come to the libraries."

Libraries have been there for us—for a couple of millennia, actually. It will be a shame if we let them down now.

1. The passage states that, due to the weak economy, libraries have
 - イ. sold books to earn money.
 - ロ. put more of their materials online.
 - ハ. reduced their hours.
 - ニ. advertised their services.

2. The library in Aarhus, Denmark, is described as “the library of the future”

because it

- イ. is designed as a city center.
- ロ. has not been built yet.
- ハ. is located in an urban area.
- ニ. has no books.

3. The underlined word “ferment” (paragraph 5) is closest in meaning to

- イ. activity.
- ロ. agreement.
- ハ. labor.
- ニ. suggestion.

4. The new library in Osceola, Wisconsin, will

- イ. attract new businesses to this town.
- ロ. occupy an old art gallery.
- ハ. provide babysitting services for children.
- ニ. show movies.

5. The passage mentions all of the following things that people can do at libraries

EXCEPT

- イ. publish their own books.
- ロ. talk to a social worker.
- ハ. do aerobics.
- ニ. learn origami.

6. One service that nearly all libraries in the country provide is

- イ. classes on how to use the Internet.
- ロ. help with job hunting.
- ハ. English language instruction.
- ニ. tax advice.

7. The underlined word “myriad” (paragraph 12) is closest in meaning to

- イ. busy.
- ロ. demanding.
- ハ. numerous.
- ニ. strict.

8. One of the main themes of this passage is that

- イ. libraries are no longer needed to preserve information.
- ロ. people now use libraries to create content, not just consume it.
- ハ. libraries help to preserve social customs.
- ニ. people would rather use the Internet at home than in the library.

9. The author would probably agree that

- イ. the Internet has helped to bring people together.
- ロ. libraries should charge fees for their services.
- ハ. financial support for libraries is not adequate.
- ニ. libraries are not places for talking and visiting.

10. The most appropriate title for this passage is

- イ. The Changing Role of Libraries.
- ロ. The Importance of Borrowing Books.
- ハ. How Libraries Affect the Economy.
- ニ. Libraries Around the World.

- 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。

Almost every manual on good parenting promotes the power of praise. Tell your children how intelligent they are when they pass an exam. Congratulate them on their artistic skill when they produce a nice drawing. Celebrate their athletic abilities when they score a goal or win a race. The idea has enormous intuitive appeal. Always tell the little ones they are wonderful, and surely they will grow up as confident and happy people. Yet there is one small problem with this approach: research shows that telling a child that he or she is bright and talented is not a good thing to do.

In the late 1990s, Claudia Mueller and Carol Dweck from Columbia University conducted a large-scale program of research into the psychology of praise. Their experiments involved more than 400 children, aged between 10 and 12, who were drawn from a variety of ethnic and socioeconomic backgrounds. In a typical study, the children were presented with an intelligence test in which they were asked to look at rows of shapes and, based on logic alone, work out which shape should come next. After they had worked through the problems, the experimenters calculated the scores but provided each child with false feedback. They explained that each child had solved 80 percent of the problems correctly. In addition to this feedback, one group was told they must be really bright to have solved so many puzzles, while another group was greeted with stony silence.

In the next stage of the experiment, the researchers told the children that they could choose one of two tasks. They were told one of the tasks was quite difficult and so they might not succeed, but they would be challenged and learn even if they failed. In contrast, the other task was much easier, so they were likely to do well but learn little. Around 65 percent of the children who had been told they were intelligent chose the easy task, compared to just 45 percent of those who had not been praised. The children who had been told they were intelligent were far more likely to avoid challenging situations, and instead stick to the easy stuff.

In the next phase of the experiment, the researchers gave the children some more puzzles. This time, the puzzles were much harder than the first set and so, as

a result, most of the children did not perform especially well. Afterwards, all the children were asked how much they had enjoyed the puzzles and whether they would continue working on them at home. Dramatic differences between the groups emerged. The children who had received just a single sentence praising their intelligence found the difficult puzzles far less enjoyable than their classmates, and were far less likely to work on them in their own time.

Why should praise have such negative effects? According to Mueller and Dweck, there are several factors at work. Telling a child they are intelligent might make them feel good, but can also induce a fear of failure, leading the child to avoid challenging situations because they might look bad if they are not successful. In addition, telling a child they are intelligent suggests they do not need to work hard to perform well. Because of this, children may be less motivated to make the required effort and be more likely to fail. Unfortunately, if they subsequently obtain a low mark, it is also more likely that their motivation will collapse, and a sense of helplessness will set in. After all, low marks suggest they are not as bright as they were told and that there is nothing they can do about it.

Does this mean that all praise is bad praise? So far, I have only described the results from two of the three groups of children involved in the Mueller and Dweck experiment. After getting their initial “well done, you obtained 80 percent” feedback, a third group also received a single sentence of praise. However, this time the experimenters praised effort, not ability, noting that the children must have tried really hard to have achieved such a high mark. These children behaved very differently from those in the two other groups. When it came to choosing between a challenging or easy task, only about 10 percent of them chose the easy option. Compared to the children who had been told that they were intelligent, or received no praise at all, those in the “you must have tried very hard” group found the hard problems more enjoyable and were more likely to try to solve them in their own time.

The results clearly show that being praised for effort is very different from being praised for ability. According to Mueller and Dweck, the children praised for effort were encouraged to try regardless of the consequences, therefore sidestepping any fear of failure. As a result, the possibility of learning outweighs the fear of obtaining a low mark, and they prefer taking the challenging task to the easy option.

Even if these children do fail in the future, they can easily attribute their low marks to not trying hard enough, which avoids the sense of helplessness that can set in when poor results are seen as an indication of an inherent inability to think.

Although the Mueller and Dweck study was conducted in secondary schools, other studies have obtained similar findings among younger children and adolescents. These studies agree that all praise is not created equal. Some praise can have damaging effects on a child's motivation, while other praise can help them achieve their very best. Telling a child they possess a certain trait, such as being bright or talented, is not good for their psychological health because it encourages them to avoid challenging situations, not try so hard, and quickly lose motivation when the going gets tough. In contrast, praising effort encourages people to stretch themselves, work hard, and persist in the face of difficulties.

1. The main purpose of the first paragraph is to

- ㄠ. encourage parents to give lots of praise to their children.
- ㄡ. explain why praise helps to increase children's motivation.
- ㄢ. criticize manuals on good parenting.
- ㄣ. suggest that the conventional view of praise is wrong.

2. In the first part of their experiment, Mueller and Dweck gave an intelligence test to children and then provided them all with

- ㄠ. the correct answers to the test.
- ㄡ. an inaccurate report of their test results.
- ㄢ. praise for their high test scores.
- ㄣ. no feedback on the test.

3. Results from the next stage of the experiment showed that children who had been praised for their intelligence were more likely to

- イ. learn from their mistakes.
- ロ. seek more praise.
- ハ. try their best.
- ニ. prefer easy tasks.

4. The passage mentions all of the following effects of praising a child's intelligence EXCEPT that they will

- イ. feel good about themselves.
- ロ. fear failure.
- ハ. waste more time.
- ニ. lose motivation.

5. The underlined word "induce" (paragraph 5) is closest in meaning to

- イ. cause.
- ロ. hide.
- ハ. indicate.
- ニ. prevent.

6. In Mueller and Dweck's experiment,

- イ. all three groups of children were given praise for their effort.
- ロ. one of the three groups of children was not given any praise.
- ハ. two groups of children were given praise for their intelligence.
- ニ. one of the three groups of children was given their real test scores.

7. The passage states that the children who had the highest motivation to achieve were praised

- イ. for their effort.
- ロ. by no one.
- ハ. for their intelligence.
- ニ. by many different people.

8. The underlined word "inherent" (paragraph 7) is closest in meaning to

- イ. formal.
- ロ. fundamental.
- ハ. harmful.
- ニ. learned.

9. The underlined expression "all praise is not created equal" (last paragraph) suggests that

- イ. some kinds of praise are sincere and some are not.
- ロ. the effect of praise depends on the person who receives it.
- ハ. some kinds of praise are effective and some are not.
- ニ. the effect of praise depends on the person who is giving it.

10. The most appropriate title for this passage is

- イ. The Psychology of Praise.
- ロ. Patterns of Achievement in Secondary Schools.
- ハ. How Children Lose Motivation.
- ニ. The Difference Between Effort and Ability.

Ⅲ. 次の1～6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. A: I'm trying to grow vegetables in my garden this summer.

B: Vegetables aren't easy, you know. What are you planting?

A: Just tomatoes and string beans. ()

B: Good idea. Let me know how it works out.

イ. My mother used to grow flowers when I was a kid.

ロ. I found out they need a lot of water and sunshine.

ハ. A neighbor who knows gardening helped.

ニ. I'll see how those go before I try anything else.

2. A: Do you get what Einstein said about time and space?

B: It's way beyond me, I'm afraid.

A: ()

B: To some extent, but Einstein is on a different level.

イ. Really? I don't think it's so hard.

ロ. Could you please explain it, then?

ハ. Is it different from his theory of gravity?

ニ. I thought you knew physics.

3. A: The clock says 7:20—we'll be late for the show!

B: Oh, that clock always runs fast.

A: ()

B: Don't worry, we'll make it for sure.

イ. Let's stop somewhere for dinner.

ロ. But it takes half an hour to get there.

ハ. You'd better get it fixed then.

ニ. In that case, we have plenty of time.

4. A: What kind of restaurant is this?

B: The sushi comes around on a conveyor belt. You just take what you want.

A: ()

B: That's the whole idea.

イ. What if I don't like fish?

ロ. How do they know how much I ate?

ハ. That seems really convenient.

ニ. I wouldn't know how to choose.

5. A: I have a 20-page paper due tomorrow, and I haven't even started!

B: I'm glad I'm not in your shoes.

A: ()

B: Yes, but I finished the paper last week!

イ. But you like my shoes, don't you?

ロ. Can't you say something more encouraging?

ハ. Then could you go get me some coffee?

ニ. But aren't you taking the same class?

6. A: Hey—what's that sound?

B: I don't hear anything.

A: I thought I just heard footsteps down in the basement.

B: ()

A: Maybe you're right—I've been a bit nervous recently.

イ. Let's go down and check.

ロ. We don't have a basement in this house.

ハ. It's all in your mind.

ニ. You must believe in ghosts.

IV. 次の1～6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. Are we () to put out the trash on Wednesday or Thursday?

イ. explained ロ. let ハ. promised ニ. supposed

2. E-mail has () the barriers of time and distance in personal communication.

イ. lifted ロ. opened ハ. restricted ニ. strengthened

3. The article makes a () of explaining the benefits of a balanced diet.

イ. claim ロ. deal ハ. notice ニ. point

4. I'm afraid the bad weather gives us no () but to cancel the hike.

イ. choice ロ. excuse ハ. hope ニ. opportunity

5. It's hard to () summer without a trip to the beach.

イ. anticipate ロ. define ハ. imagine ニ. view

6. Don't worry about all the difficult words in that novel, just () them.

イ. drop ロ. grasp ハ. miss ニ. skip

V. 次の空所(1)~(8)をそれぞれ補うのに適当な1語を、解答用紙の所定欄にしるせ。

Dear Mika,

How are you doing? I arrived in Los Angeles last week and (1) my first class at UCLA this morning, a psychology class. It was very different from our classes in Japan! The professor came into the room wearing blue jeans and holding a cup of coffee. Then he sat on the desk and started talking about his summer vacation! He wasn't formal at all—it'd be easy to (2) him for another student.

After a little while, he introduced the course and began talking about psychology. To my surprise the students asked him lots of questions, sometimes without even (3) their hand. But the professor didn't mind at all, in fact he seemed to enjoy talking about things that weren't in his notes. (4) that I think of it, I'm not sure he even had any notes! He definitely knows the subject well, though, and the time went by very fast. It was more like a conversation with the class than a lecture, so (5) got bored.

One interesting thing he talked about was how human behavior reflects historical trends. Psychologists like to think that they're studying something objective, but 500 years ago a lot of everyday behavior was very different from now. I think the same thing is (6) of culture. You don't have to go back 500 years to find differences in behavior—all you have to do is visit another culture like Japan!

I didn't ask any questions today, (7) it still feels a bit rude to me to interrupt the teacher while he's talking. But maybe I'll (8) over that feeling and start asking questions too. After all, I'm studying in America this term, and one way to learn about American culture is to do as the Americans do.

I hope it's not too hot in Tokyo right now. I'm looking forward to seeing you during the winter holidays—maybe we can go skiing!

Take care,

Ayumi

【以下余白】