

D 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1～8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。

Babies seem unable to control their actions or to focus their attention. In 1762, Jean-Jacques Rousseau called the baby “a perfect idiot,” and in 1890 William James famously described a baby’s mental life as “one great confusion.” A sympathetic parent might see a sign of consciousness in a baby’s large eyes and eagerly accept the popular claim that babies are wonderful learners, but it is hard to avoid the impression that they are ignorant. Many psychologists will tell you that the ignorance of human babies extends well into childhood. For many years the conventional view was that young humans take a surprisingly long time to learn basic facts about the physical world (for example, that objects continue to exist once they are out of sight) and basic facts about people (for example, that they have beliefs and desires and goals)—let alone how long it takes them to learn about morality.

I am admittedly biased, but I think one of the great discoveries in modern psychology is that this view of babies is mistaken.

A reason this view has persisted is that, for many years, scientists weren’t sure how to go about studying the mental life of babies. It’s a challenge to study the intelligence of any creature that lacks language, but human babies present an additional difficulty because they cannot be tested like rats or birds. In the 1980s, however, psychologists interested in exploring how much babies know began making use of one of the few behaviors that young babies can control: the movement of their eyes. The eyes are a window to the baby’s soul. As adults do, when babies see something that they find interesting or surprising, they tend to look at it longer than they would at something they find uninteresting or expected. And when given a choice between two things to look at, babies usually choose to look at the more pleasing thing. You can use “looking time,” then, as a rough but reliable indicator of what captures babies’ attention: what babies are surprised by or what babies like.

The studies in the 1980s that made use of this research method were able to discover surprising things about what babies know about the nature and workings of physical objects—a baby’s physics. Psychologists—most notably Elizabeth Spelke

and Renee Baillargeon—conducted studies that essentially involved showing babies magic tricks, events that seemed to violate some law of the universe: you remove the supports from beneath a block and it floats in midair, unsupported; an object disappears and then reappears in another location; a box is placed behind a screen, the screen falls backward into empty space. Like adults, babies tend to look longer at such scenes than at scenes that are identical in all regards except that they don't violate physical laws. This suggests that babies have expectations about how objects should behave. A vast body of research now suggests that—contrary to what was taught for decades to psychology undergraduates—babies think of objects largely as adults do.

Other studies have found that babies can do basic math with objects. The demonstration is simple. Show a baby an empty stage. Raise a screen to hide part of the stage. In view of the baby, put a Mickey Mouse doll behind the screen. Then put another Mickey Mouse doll behind the screen. Now drop the screen. Adults expect two dolls—and so do 5-month-olds: if the screen drops to reveal one or three dolls, the babies look longer, in surprise, than they do if the screen drops to reveal two.

A second wave of studies used looking-time methods to explore what babies know about the minds of others—a baby's psychology. Psychologists had known for a while that even the youngest of babies treat people differently from objects. Babies like to look at faces; they mimic them, they smile at them. They expect engagement: if a moving object becomes still, they merely lose interest; if a person's face becomes still, however, they become distressed.

But the new studies found that babies have an actual understanding of mental life: they have some grasp of how people think and why they act as they do. The studies showed that, though babies expect objects to move as the result of push-pull interactions, they expect people to move rationally in accordance with their beliefs and desires: babies show surprise when someone takes a roundabout path to something he wants. They expect someone who reaches for an object to reach for the same object later, even if its location has changed. And well before their second birthdays, babies are sharp enough to know that other people can have false beliefs. The psychologists Kristine Onishi and Renee Baillargeon have found that 15-month-

olds expect that if a person sees an object in one box, and then the object is moved to another box when the person isn't looking, the person will later reach into the box where he first saw the object, not the box where it actually is. That is, 15-month-olds have a mental model not merely of the world but of the world as understood by someone else.

These discoveries raise a question: if babies have such a rich understanding of objects and people so early in life, why do they seem so ignorant and helpless? Why don't they put their knowledge to more active use? One possible answer is that these capacities are formed in infancy and then sit around, useless, for years and years. Another possibility is that babies do, in fact, use their knowledge from the day they are born, not for action but for learning. One lesson from the study of artificial intelligence is that an empty head learns nothing: a system that is capable of rapidly absorbing information needs to have some native understanding of what to pay attention to and what generalizations to make. Babies might start off smart, then, because it enables them to get smarter.

1. The main purpose of paragraph 1 is to describe
 - イ. the author's view of babies.
 - ロ. the relation of babies and parents.
 - ハ. the conventional view of babies.
 - ニ. the learning habits of babies.

2. In the 1980s psychologists realized that they could study the thought processes of babies by
 - イ. comparing babies to small animals like rats and birds.
 - ロ. watching babies' eye movements.
 - ハ. teaching babies how to talk at an earlier age.
 - ニ. entertaining babies with interesting tricks.

3. The scenes in Elizabeth Spelke's and Renee Baillargeon's experiments captured the babies' attention because they
- イ. differed from the babies' expectations.
 - ロ. all involved moving objects.
 - ハ. were based on the laws of physics.
 - ニ. used moving screens.
4. The studies involving an empty stage and a screen showed that babies
- イ. are interested in Mickey Mouse.
 - ロ. think differently from adults.
 - ハ. are surprised by a large number of similar objects.
 - ニ. have some counting ability.
5. The various experiments testing babies' psychology all involved having babies
- イ. do simple tasks.
 - ロ. watch other people's behavior.
 - ハ. interact with other babies.
 - ニ. watch magic tricks.
6. The underlined word "roundabout" (paragraph 7) is closest in meaning to
- イ. bumpy.
 - ロ. confusing.
 - ハ. indirect.
 - ニ. quick.
7. The author would probably agree that babies are
- イ. basically ignorant.
 - ロ. born with certain kinds of knowledge.
 - ハ. not reliable as research subjects.
 - ニ. equal to grownups in their thinking abilities.

8. The most appropriate title for this passage is

- イ. How Babies Learn Math.
- ロ. Babies in a Scientific World.
- ハ. Babies' Perception of Objects.
- ニ. The Mental Life of Babies.

Ⅱ. 次の文を読み、下記の1～8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。

Over the past several years, Richard Davidson has looked into the minds of Buddhist monks, studied brain scans, analyzed *neural processes, and maybe—just maybe—discovered some of the keys to manufacturing happiness.

Davidson, a professor at the University of Wisconsin-Madison, is part of a group of researchers who are trying to figure out what makes people happy and how those feelings can be created and maintained. This field of study is hardly new, but it has become more important as the bad job market continues to trouble American workers. Specifically, as the unemployment rates remain around 10 percent, finding work is perhaps quite difficult. Even Americans with jobs feel trapped in their current positions.

An unhappy workforce? In fact, by some measures, workers are quite content. A **Gallup Poll from earlier this year, for instance, showed that 70 percent of employed Americans have what they consider to be their “ideal” job.

But as is often the case in matters of human emotions, the numbers are anything but consistent. For example, a recent study by the Conference Board, a business research group, indicated that just 45 percent of American workers are “satisfied” with their jobs. For its part, Gallup has found that dissatisfied employees cost the U.S. economy about \$416 billion last year, primarily through lost productivity.

It's because of numbers like these that some experts think American workers could benefit from counseling. “We can develop happiness in people, and that's what they need right now,” says Fred Luthans, a professor of management at the University of Nebraska.

But how? That's a question that philosophers have been struggling with for centuries. Still, contemporary research suggests that increasing happiness levels is not as hard as it may seem. Notably, experts suggest that dissatisfied workers should make a number of minor changes.

Examples include finding quiet time at the office, creating a list of good things that have happened, and thinking about work as a “calling” rather than merely a

“job.”

“What’s interesting is that people in all kinds of jobs can see them as a calling. So it’s not just for artists and neurosurgeons,” says Sonja Lyubomirsky, a psychology professor at the University of California.

Workers can also get results by setting goals, building better relationships with coworkers, or taking small breaks for coffee or to listen to music.

“Very small changes at work can lead to significant consequences. In other words, we don’t need to reprogram our entire day,” says Tal Ben-Shahar, a lecturer at the Interdisciplinary Center, an Israeli college located in the city of Herzliya.

The idea behind these tips is that the human brain can be trained to feel happy. In one experiment, Davidson compared brain scans of Buddhist monks with those of beginning meditators. At the time of the scans, both groups were engaged in meditation, and yet the monks registered greater activity in the part of the brain associated with happiness than did the beginners. This finding, like others in the field, suggests that certain practices can, through repetition, produce positive emotions. “These are flexible brain functions,” says Davidson.

Unsurprisingly, researchers have also linked increased levels of happiness to better-functioning ^{***} immune systems and to decreased amounts of stress. “Positive emotions can help reduce negative emotions. So learning how to increase the levels of positive emotion in your life can actually make you feel less stressed, less angry, less anxious,” says Lyubomirsky.

For researchers like Lyubomirsky, the bad economy created a host of new problems. Notably, psychologists often work to increase happiness by breaking it down into its component parts—which include optimism, flexibility, and independence—and augmenting each one separately. But for workers in the current job market, many of these ingredients still tend to be in short supply.

Still, that doesn’t mean they can’t be manufactured. Lyubomirsky, for instance, has found that 40 percent of the differences in happiness levels between one person and another can be explained by factors that, unlike certain life circumstances, are directly under the individual’s control. “A lot of our happiness with our job is really about how we view it. It comes from us, not necessarily just the job,” she says.

*neural：神経系の

**Gallup Poll：米国人G. H. ギャラップが設立した機関による世論調査

***immune：免疫の

1. The passage suggests that Richard Davidson
 - イ. has created a new field of study.
 - ロ. is the only researcher in his field.
 - ハ. began studying happiness quite recently.
 - ニ. has contributed to the study of happiness.

2. The main idea of paragraph 2 is that
 - イ. current economic conditions make it hard for workers to feel happy.
 - ロ. unemployment rates are not likely to go above 10 percent.
 - ハ. workers are starting to feel happier now that the recession is over.
 - ニ. workers are unable to find jobs that suit their abilities.

3. The \$416 billion mentioned in paragraph 4 is the amount of money that
 - イ. dissatisfied workers paid in taxes last year.
 - ロ. U.S. companies earned last year from their dissatisfied workers.
 - ハ. dissatisfied workers earned last year.
 - ニ. the U.S. economy lost last year because of dissatisfied workers.

4. A “calling” (paragraph 7) is a job people do because they
 - イ. need to earn money.
 - ロ. want to make friends.
 - ハ. find satisfaction in it.
 - ニ. like to work hard.

5. All of the following are mentioned as techniques of increasing workplace happiness EXCEPT

- イ. improving workplace relationships.
- ロ. taking more paid holidays.
- ハ. setting work goals.
- ニ. listening to music.

6. The underlined word “augmenting” (paragraph 13) is closest in meaning to

- イ. challenging.
- ロ. creating.
- ハ. doubting.
- ニ. increasing.

7. One of the main ideas of this passage is that people

- イ. can train themselves to be happy.
- ロ. should ignore the economy in order to be happy.
- ハ. are happiest when they spend time with other people.
- ニ. can't find happiness just by looking for it.

8. The most appropriate title for this passage is

- イ. The Emotional Cost of Unemployment.
- ロ. In Search of Workplace Happiness.
- ハ. How to Improve Office Productivity.
- ニ. How to Find Your Ideal Job.

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. The opposition party should propose an () way to solve the financial crisis we are facing now.

- イ. accommodated ロ. acknowledged
ハ. alternative ニ. answering

2. You can't imagine how much we wish it were (), but we will have to give up our vacation plan.

- イ. alike ロ. backward ハ. otherwise ニ. reversible

3. Our program always places the highest () on the health, safety and security of our students.

- イ. premier ロ. premise ハ. primary ニ. priority

4. Professor Goodnight is a () scholar who has received numerous awards.

- イ. distinct ロ. distinction
ハ. distinguishable ニ. distinguished

5. Most people agree that our pension system is broken and needs ().

- イ. fix ロ. fixed ハ. fixing ニ. fixture

6. Mary needs to () to English when she cannot come up with an appropriate expression in Japanese.

- イ. fall back ロ. rely ハ. resort ニ. switch on

7. The singer earned a huge amount of money through her concert, half () which she donated to charity.

- イ. by ロ. for ハ. in ニ. of

IV. 次の(1)~(10)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。

Emily is talking to one of her students, Keiko, on the phone.

Emily: Hi Keiko, it's Emily. Would you like to come (1) to our place (2) dinner on Friday?

Keiko: That (3) lovely! But my friend Yumiko is staying (4) me all this week.

Emily: Why don't you (5) her along? It'll be nice to have you both (6).

Keiko: (7). What time shall we (8)?

Emily: About seven? By the way, you (9) my class tomorrow, right? The book you wanted to read is in my office. Just drop by and collect it after class.

Keiko: That's very kind of you. I'll do that.

Emily: OK, see you tomorrow, Keiko.

Keiko: See you tomorrow, and thank you for your (10).

- | | | | |
|---------------------|----------------|-----------------|---------------|
| (1) イ. above | ロ. of | ハ. off | ニ. over |
| (2) イ. above | ロ. as | ハ. for | ニ. over |
| (3) イ. feels | ロ. looks | ハ. smells | ニ. sounds |
| (4) イ. at | ロ. for | ハ. to | ニ. with |
| (5) イ. bring | ロ. carry | ハ. put | ニ. show |
| (6) イ. among | ロ. around | ハ. away | ニ. between |
| (7) イ. Good luck | ロ. I see | ハ. No problem | ニ. Thank you |
| (8) イ. come | ロ. go | ハ. move | ニ. visit |
| (9) イ. go | ロ. have | ハ. study | ニ. test |
| (10) イ. inclination | ロ. information | ハ. introduction | ニ. invitation |

V. 次の空所(1)～(6)それぞれに適切な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。

Supermarkets keep getting bigger, and they are always confusing. How can you decide what to buy amid an amazing choice of items? Understanding some general patterns of packaging and pricing can (1) you evaluate the options available to you.

You can (2) a good deal of money if you watch for sales instead of buying the same “brand-name” items at regular prices. Many supermarkets have their own brand, and these items are (3) always less expensive than brand-name items. You’ll have to experiment, because some brand-name items are indeed tastier or better in quality than the supermarket brands.

Look to see (4) both brands contain the same number of grams, and look at the list of ingredients to see what percentage is water. By law, actual ingredients (5) always be listed in the order of the amount contained. Using “unit pricing” is also recommended. If, for example, you are shopping for laundry powder, the unit price will reflect how much you (6) per 100 grams. These prices are more important than the actual cost of an item. Large is not always less expensive.

【以下余白】

