

英 語

注 意

1. 問題は全部で18ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出すること。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読み、その内容と合うように 1～10 の文の下線部に入る最も適切なものをそれぞれ①～④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その 1)を使用。

Vocal communication in birds is usually divided into two types, songs and calls. Songs are long, elaborated vocalizations with melodic tones, predominantly produced by male song birds, and mostly during the breeding season. They often happen spontaneously (i.e., are not triggered by a particular event in the environment) and have a typical daily rhythm. Calls, on the other hand, are shorter and simpler sounds that may be produced by both males and females all year round. Calls are often reactions to changes in the environment and they express a range of different functions, such as alarm, flight or discovery of a food source. However, calls are also used for individual recognition and are therefore subject to variation at the same time as they serve as signals.

Birds need to communicate to find a partner, keep away competitors, bring up a family, warn against predators, inform about food sources and keep contact during migration and other movements. These functions are fulfilled in different channels: hearing, sight, and touch.

The most striking communicative behaviors in birds are the vocalizations — and among the vocalizations, the songs of the song birds are particularly conspicuous. Most songs are performed when males are looking for partners, and the expression can be interpreted as an announcement like, “Listen, I am a sparrow and this is my territory. I want to raise a family here so females are welcome but males should beware.” The song in the sparrows and the crowing in the crows are both stimulated by the male hormone, to attract a female and to defend a territory. The biological value of the vocalization among crows is shown by the fact that the males that crow the most also have the highest reproduction rate.

Songs are sometimes monologues, but they can also come out in the form

of dialogues, with interaction and alignment between individuals. In species with large song repertoires, males often engage in what is called matched counter-singing, or song sharing, for example by replying to a neighbor's song with a similar song, or, if his song is well-known, even by singing the next song in the sequence, thereby taking over the initiative. To counter the song of a neighbor in this way can be considered a challenge, and evoke a response of aggression, but it has also been noted to result in social success in terms of increased chances to attract a mate.

Counter-singing interactions are common between neighbors. To get to know the neighbor and his song repertoire is a good strategy since it is an advantage to have familiar neighbors and well established territories, the so called "dear enemy" effect. To know the neighbor's song repertoire gives the male full control over the interaction and he can choose whether to escalate or de-escalate.

Counter-singing is an example of an interaction between males and it can be used in territorial disputes. Another kind of cooperative singing, which maybe is more similar to human alignment or synchronization, is the duets between male and female. One difference between duets and counter-singing in males is that the duets have a more precise timing, with a fair amount of overlapping between phrases. "Indeed, while phrases may overlap, the sounds themselves may not do so, the birds fitting their sounds together so precisely that it is hard to believe that more than one individual is involved" (Catchpole & Slater 1995:174). Duets are acoustic, but do not have to be vocal, since they can also involve the drumming of woodpeckers. Their functions are assumed to be pair-bonding, at the same time as territory-claiming, since they catch a stable relationship and signal to other males to keep away. Singing duets is most commonly found in the tropics, where the birds do not migrate, but have relatively constant territories the year round. Other features that are typical of duetting birds are that females also sing and that there are permanent pair-

bonds.

Songs are typical expressions for advertising, mating, and defending territory, which constitute the reproductive function. However, birds may also communicate about an external event, that is, use the referential function. In a series of experiments on communication in the domestic fowl it was demonstrated that they produce calls that convey precise information about predators, as well as about accessible food resources. For predator warnings, there are different calls for enemy from the ground and enemy from the air. When these calls were played back to hens in an experimental setting, totally different effects were found. The reaction to a ground alarm call is to stand up and scan the ground to detect an enemy, whereas the reaction to an aerial alarm call is to look upwards, crouch down with head and tail lowered.

To investigate the exact meaning of an alarm, one of the experiments included video images, where animated sequences of a ground predator (a fox) and an aerial predator (a hawk) were displayed. The images were placed in different places, at ground level and over the cage with the male chicken (i.e., fox on the ground and fox in the air and hawk on the ground and hawk in the air). When the predators were placed at unusual positions, there were fewer calls produced. The hawk elicited mostly aerial calls no matter where it was placed (even though there were some attempts at ground calls when it was placed on the ground). The responses to the fox were mixed: while it elicited only ground calls when it was placed on the ground, there were more aerial calls than ground calls when it was positioned overhead. A possible explanation for this apparent confusion is that some contextual information was missed in the ground position, since the image was constructed in such a way as to have a neutral background, and the chicken probably expects more background information on the ground (e.g., bushes) than from the silhouettes in the air.

Another call with a referential function is the food call. These calls are

produced when food is discovered, alerting their fellows that there is a food source to be shared. In the domestic fowl, the response to a food call is a downward movement and ground inspection. The use of food calls is interesting from many aspects. The fact that the calls are used much more when there is an audience at hand than when the caller is alone, shows that the calls are not just automated reflexes, but directed towards a potential listener. There is an audience effect, i.e., the audience influences the behavior. But why attract others to a food source you can eat all by yourself? One suggestion is that bringing more birds together diminishes the risk for the caller to be attacked by a predator. However, this explanation does not fit the results from domestic fowls, since the males are known to call *more* when there is a female around than when there is a male. This suggests multifunctionality—a food call can function as a courting call in certain contexts.

The studies of audience effects have broadened the scope of communicative functions found in birds. If not only humans but also animals are able to consider the effects of their communicative behavior, and help others in defense and finding food, some kind of mutual aid could even be involved, so that they help others in order to get help when they need it. However, the whole discussion of communicative functions in animals is flawed by the fact that we don't really know what goes on in the minds of the individuals, since all we have is their behavior and our interpretations.

1. Calls, one of the important vocal communications in birds, _____.
 - ① are melodious so that a male can attract a female
 - ② are spontaneous reactions toward the environment
 - ③ have various functions such as identifying other birds and raising an alarm
 - ④ trigger female singing during the breeding season

2. The songs of a male song bird serve to _____.
- ① hide seasonal migration from their enemies
 - ② show the value of vocalization
 - ③ make females aware of their family
 - ④ warn other males not to approach their zone
3. By counter-singing, a male bird with a large song repertoire _____.
- ① finds out another of his male species and they attack an enemy
 - ② has more opportunities in pairing
 - ③ takes over the initiative in flying flocks
 - ④ teaches other birds his song and they sing it together
4. The “dear enemy” effect of the male bird in this passage promotes _____.
- ① expanding his song repertoire to become the leader of the flock
 - ② making a decision about the effective use of his counter-singing
 - ③ pretending to be his predator’s fellow and then defeating him
 - ④ putting the other male birds off guard and getting the food
5. In the singing duets between male and female birds, _____.
- ① a female follows a male in singing together but at a different pace
 - ② a male bird is drumming whereas a female bird is vocalizing
 - ③ they sing as if they are one
 - ④ they sing the same phrase interchangeably

6. A series of experiments on communication in the domestic fowl demonstrated that calls _____.
- ① convey precise information about mating
 - ② have different effects according to the enemy's position
 - ③ help the same species to access females easily
 - ④ warn predators to keep away from their food resources
7. In the video image experiment that studied the meaning of the male chicken's alarm calls, _____.
- ① the fox elicits more aerial calls regardless of its position
 - ② the hawk elicits only aerial calls regardless of its position
 - ③ the chicken gives fewer calls for the hawk in the air
 - ④ the chicken gives different calls for the fox depending on the fox's position
8. The domestic fowl makes a food call when _____.
- ① bringing a food place to its fellows' notice
 - ② driving its predator into a trap
 - ③ responding to other fowls for ground inspection
 - ④ warning other fowls so that it can monopolize food sources

以下、問題番号9の大学からの訂正

選択肢に正解がないことが判明したため当該設問について、「英語」を選択した受験生を全員正解とする。

9. Food calls are used in front of an audience because they function to _____.
- ① bring an unconscious reaction towards other males in struggling for food
 - ② shift the danger onto predators while a caller searches for food
 - ③ reflect the prominence of a caller in fighting against his predator
 - ④ reduce risk of being preyed on and to attract females

10. The main theme of this article is that _____.

- ① bird communication has social and referential functions
- ② calls are more indispensable to surviving in nature than songs
- ③ the studies of communicative function in birds reveal the minds of the individual birds
- ④ vocal communication in birds is as complex as that in humans

問題Ⅱ 次の英文を読み、11～20の()に入る最も適切なものをそれぞれ①～④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その1)を使用。

Mahatma Gandhi said that the real goal of education is to bring out the best in people. Wherever we go in the world, we find that educators agree on this as an important goal of education. And when we speak with school principals or teacher educators, they (11) say that it is crucial to bring out the best in teachers. Yet, in spite of this general consensus around the goal of bringing out the best in others, a lot of confusion seems to exist when it comes to the question of *how* to do this. Although almost everyone in education holds the ideal of (12) others in their growth, people try to do so in many different ways.

For a long time, many people have thought that the best way to “bring out the best” was to confront people with what was not going well and then try to help them improve. This is what we call *the deficiency model*: you try to “(13)” what is weak. This model is strongly intertwined with almost every aspect of education. Look, for example, at how a teacher assesses her students after completing a test. Very few teachers write positive remarks in the margin at places where the students have done well. Or observe an evaluative meeting between a school principal and a teacher that focuses on assessing the teacher’s instructional planning and implementation. (14), most of the time in such a meeting is devoted to what could be improved in the teacher’s behavior and not to an in-depth analysis of the teacher’s strengths. But there are some positive exceptions. Some school principals have discovered that professional growth among educators is strongly promoted if the evaluative emphasis is (15) what goes well and how this can be extended.

The deficiency model in education is grounded in a more general view of

human growth that has influenced our society as a whole, probably as a result of this (16) view in psychology. During the twentieth century, psychologists have become better and better at mapping and diagnosing abnormalities and traumas in people, at searching for causes to be found in people's life histories, and at finding and prescribing treatments. The idea was that as soon as we know what exactly is the problem with a person, we then may find a solution and "cure" the person. Martin Seligman, who was the president of the American Psychology Association around the turn of the twenty-first century, took a (17) the deficit orientation that was common among almost all of his psychologist colleagues. Together with Mihaly Csikszentmihalyi, who is well known for his publications on the concept of *flow*, Seligman wrote an often quoted article stating that for too long, psychology had focused on disease, weakness, and the damage done to people. According to these two influential psychologists, a critical review of the psychologist literature showed that the deficiency model has not been very effective in enhancing people's well-being.

Seligman and Csikszentmihalyi emphasized that psychology had insufficiently acknowledged the human potential. Since the year 2000, Seligman has supported the development of a completely new direction in psychology, called *positive psychology*, which focuses on people's strengths as the fundamental basis for growth. Seligman speaks about nurturing people's *psychological capital* in order to help them develop resilience, the capacity to (18) and to see new opportunities in times of trouble. In the end, this makes people happier, or, to say it in more scientific terms, it enhances people's well-being.

Seligman and Csikszentmihalyi emphasized that "treatment is not just fixing what is broken; it is nurturing what is best." Hence, they pointed to the importance of positive traits in individuals, which they call *character strengths*, such as creativity, courage, perseverance, kindness, and fairness.

Central issues in positive psychology are (19), and enhancing resilience and well-being. These seem to be issues that are also highly relevant for education.

What has become clear through the work of researchers in positive psychology is that we can influence our own well-being, not by just digging into our problems and trying to “solve” them, but by (20) our strengths, our *psychological capital*.

11. ① irrationally ② irrelevantly ③ invariably ④ invisibly
12. ① challenging ② provoking ③ rejecting ④ supporting
13. ① distract ② submit ③ sweep ④ repair
14. ① In contrast ② In consequence
③ In general ④ In private
15. ① got to ② made up ③ placed on ④ taken over
16. ① abnormal ② dominant ③ inferior ④ partial
17. ① brave stance against ② collective stance for
③ liberal stance for ④ neutral stance against
18. ① accept old customs ② avoid challenge
③ deny another happiness ④ overcome problems

19. ① how people can contribute their money to education-related industry
② how people can interfere with other's resilience
③ how such strengths can help people cope better with their lives
④ how such strengths can set aside their well-being
20. ① building on ② counting down
③ retreating from ④ throwing away

問題Ⅲ 次の英文を読み、21～25の()に入る最も適切なものをそれぞれ①～④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その1)を使用。

As most people no doubt noticed given that they were robbed of an hour of sleep, Sunday marked the beginning of Daylight Saving Time in the United States, Canada, and several other countries. For morning people, Daylight Saving is a drag, (21) them of an hour of tranquil morning light. But for others, “spring forward” brings with it the promise of long, lazy afternoons and warmer weather.

Like millions of other Americans who have walked heavily through an uncomfortably cold winter, I’m looking forward to the change of season. But Daylight Saving Time is an annual tradition whose time has passed. In contemporary society, it’s not only unnecessary: it’s also wasteful, cruel, and dangerous. And it’s long past time to bid it goodbye.

Daylight Saving has been an official ritual since 1918, when President Woodrow Wilson codified it into law during the days of World War I. Nowadays, its apparent purpose is to (22): One more hour of sunlight in the evening means one less hour of consumption of artificial lighting. In 2005, President George W. Bush lengthened Daylight Saving Time by a month as part of a sweeping energy bill signed that year, citing the need to reduce U.S. dependency on foreign oil.

But does Daylight Saving Time actually make much of a difference? Evidence suggests that the answer is (23). After the Australian government extended Daylight Saving Time by two months in 2000 in order to accommodate the Sydney Olympic Games, a study at University of California, Berkeley, showed that the move failed to reduce electricity demand at all. More recently, a study of homes in Indiana — a state that adopted Daylight Saving Time only in 2006 — showed that the savings from electricity use were

not as great as the additional use of air conditioning and heat.

The simple fact of (24) to the time change, however subtle, also has measurable consequences. Many people feel the effects of the “spring forward” for longer than a day; a study showed that Americans lose around 40 minutes of sleep on the Sunday night after the shift. This means more than just additional yawns on Monday: the resulting loss in productivity costs the economy an estimated \$434 million a year.

Daylight Savings Time may also hurt people who suffer from Seasonal Affective Disorder, robbing them of light in the mornings. The switchover to Daylight Savings Time is also linked to an increase in heart attacks as well as traffic accidents.

Those of us who have lived with Daylight Savings Time our whole lives might feel disoriented without it. But the millions of Americans in Arizona, Hawaii, and territories like Puerto Rico, Guam, and the U.S. Virgin Islands have survived just fine without it. Not to mention the billions of people throughout Asia, Africa, and South America.

It's said that Benjamin Franklin first proposed a version of Daylight Savings back in 1784 as a way to save candles. This, no disrespect to old Ben, should tell us how (25) the tradition has become. President Obama — and leaders elsewhere in the world — should do the sensible thing and scrap it.

21. ① accusing ② depriving ③ informing ④ reminding

22. ① adjust the time ② encourage consumption
③ promote electric lighting ④ save energy

23. ① closed ② open ③ no ④ yes

24. ① adding ② adjusting ③ failing ④ objecting

25. ① silly and obsolete ② silly but contemporary
 ③ useful and contemporary ④ useful but obsolete

問題IV 次の(1), (2)の文をそれぞれ英語に訳しなさい。解答用紙(その2)を使用。

- (1) 私たちは、独創的な計画を提案するときにはいつでも、障害に直面する。だからこそ、私たちは、その計画を実行する意義を見出すのだ。
- (2) もし科学者たちの3分の1が、芸術や文学もまた科学と等しく、人類の文明に重要な役割を果たしてきたのだと理解しさえすれば、私たちに科学だけを信じるように強制したりする気にはならないだろう。

問題V 次の26~38の文について、下線部に入る最も適切な語句をそれぞれ①~④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その1)を使用。

26. Occasionally the train would swing near the coast and _____ a glimpse through the trees of a cold sea. Rain began to hit the window.
① make ② lay ③ give ④ set
27. We can ask questions and open up areas of their memories which would otherwise have been lost. But no special attempt was made by the interviewers to _____ them.
① compromise ② evoke
③ issue ④ serve
28. Some people say, black coffee is fine, but I guess green tea, which increases the speed _____ which calories are burnt, is best.
① to ② on ③ over ④ at

29. It's vital that nobody can tell that you are a bodyguard. You have to be able to blend in completely with _____ situation you are in.
① however ② whatever ③ whenever ④ wherever
30. I can't put up with his behavior and continue working with him on the new project. I think there is a _____ point for everyone.
① broken ② missed ③ breaking ④ missing
31. Sue regrets not having married John. If she had not taken over her father's business, Sue _____ leading a happy life with him now.
① had been ② has been ③ is ④ would be
32. The company's new electric cars have been selling so well domestically that the company executives are already _____ exporting them overseas.
① considering ② expecting ③ hoping ④ promising
33. Jack will be able to advance to the final _____ he reaches the top three in this race.
① even though ② only if
③ whereas ④ while
34. In order to provide stable services, the _____ staff made great efforts to improve their skills.
① all ② almost ③ each ④ entire
35. Tomorrow's excursion will be _____ because of rain.
① called off ② moved out ③ put on ④ taken over

36. Business Manager: Well, it should be a great advantage for our firm if you could work with us. And what do you think we can arrange?

Lawyer: What do you think you can offer?

Business Manager: I think I can get approval for about a million dollars a year.

Lawyer: _____. If I work here, I can get you more money than you've ever seen before. Anyway, it's a deal.

- ① It's out of the question.
- ② It's the other way round.
- ③ That's too good to be true.
- ④ That would be a start.

37. Sarah: I forgot to ask you earlier, but do you want anything special for lunch?

Sophie: What were you planning on?

Sarah: I was thinking of cooking some steaks on the grill but I got to wondering if you ate things like that.

Sophie: _____. You forget I grew up in America. I love a good steak.

- ① Are you kidding?
- ② Have you already cooked the steaks?
- ③ It's an unpleasant surprise.
- ④ You're considerate to me.

38. Jane: _____.

Miki: That's too bad. You can't stay for dinner?

Jane: I wish I could, but unfortunately I have to try to beat the traffic.

Miki: Okay, let's have dinner next time.

- ① I am happy to say that my condition is much better.
- ② I hope that I will have dinner with you.
- ③ I hate to say it, but I really need to get going.
- ④ I regret that I just sold my car.