

平成 25 年 度
前 期 日 程
英 語 問 題

〔注 意〕

1. 問題冊子及び解答用冊子は、試験開始の合図があるまで開いてはいけない。
2. 受験番号は、解答用紙の受験番号欄(計2か所)に右詰めで正確に記入すること。(※記入例参照)
3. 問題冊子のページ数は、表紙を除き7ページである。脱落している場合は直ちに申し出ること。
4. 解答用紙は1枚である。
5. 解答は、解答用紙の指定されたところに記入すること。枠からはみ出してはいけない。
6. 問題冊子の余白は、適宜下書きに使用してよい。
7. 解答用紙は持ち帰ってはいけない。
8. 問題冊子は持ち帰ること。

※受験番号記入例(受験番号10番の場合)

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I 次の英文(A)と(B)を読み、それぞれの下線部の意味を日本語で表しなさい。

(A) The fundamental reason why exceptional creativity and genius tend to elude institutional training is that they arise from many elements, such as motivation and personality, whereas schools, colleges, and universities focus chiefly on only one element: intelligence. Whatever intelligence consists of — and there is still no consensus after a century of intelligence testing — it does not appear to be the same as creativity. Intellectual skills and artistic creativity surely do not mutually exclude each other, but neither do they necessarily accompany each other.

(B) Like Galileo, Newton stressed the importance of comparing theories and models with experiments and observations of the real world, and always carried out relevant experiments himself, whenever possible, to test his ideas. This is so deeply ingrained as part of the scientific method today that it may seem obvious, even to non-scientists, and it is hard to appreciate the extent to which, even into the seventeenth century, many philosophers would speculate about the nature of the physical world in an abstract way, without ever getting their hands dirty in experiments. The classic example is the argument about whether two different weights dropped from the same height at the same time would hit the ground together.

II 次の英文を読んで、以下の設問に答えなさい。

In the late 1960s, the psychologist Walter Mischel began a simple experiment with four-year-old children. He invited the kids into a tiny room containing a desk and a chair and asked them to pick a treat from a tray of marshmallows, cookies, and pretzel sticks. Mischel then made the four-year-olds an offer: They could either eat one treat right away or, if they were willing to wait while he stepped out for a few minutes, they could have two treats when he returned. Not surprisingly, nearly every kid chose to wait.

At the time, psychologists assumed that the ability to delay gratification in order to get that second marshmallow or cookie depended on willpower. Some people simply had more willpower than others, which allowed them to resist tempting sweets and save money for retirement. However, after watching hundreds of kids participate (A) the marshmallow experiment, Mischel concluded that this standard model was wrong. He came to realize that willpower was inherently weak and that children who tried to postpone the treat — gritting ^① their teeth in the face of temptation — soon lost the battle, often _[1] within thirty seconds.

Instead, Mischel discovered something interesting when he studied the tiny percentage of kids who could successfully wait for the second treat. Without exception, these “high delayers” all relied on the same mental strategy: These kids found a way to keep themselves from thinking about the treat, directing ^[2] their gaze away from the yummy marshmallow. Some covered their eyes or played hide-and-seek underneath the desks. Others sang songs from *Sesame Street*, or repeatedly tied their shoelaces, or pretended to take a nap. Their desire wasn't defeated, it was merely forgotten.

Mischel refers to this skill as the “strategic allocation of attention,” and he argues that it's the skill underlying self-control. ^④ Too often, we assume that willpower is about having strong moral fiber. But that's wrong. Willpower is

really about properly directing the spotlight of attention, learning how to control that short list of thoughts in working memory. It's about realizing that if we're thinking about the marshmallow, we're going to eat it, which is why we need to look away.

What's interesting is that this cognitive skill isn't just useful for dieters. It seems to be a core part of success in the real world. For instance, when Mischel followed (B) the initial subjects thirteen years later — they were now high school seniors — he realized that their performance on the marshmallow task had been highly predictive on a vast range of metrics. Those kids who had struggled to wait at the age of four were also more likely to have behavioral problems, both in school and at home. They struggled in stressful situations, often had trouble paying attention, and found it difficult to maintain friendships. Most impressive, perhaps, were the academic numbers: The kids who could wait fifteen minutes for a marshmallow had an SAT* score that was, on average, 210 points higher than that of the kids who could wait only thirty seconds.

^[3] These correlations demonstrate the importance of learning to strategically allocate our attention. When we properly control the spotlight, we can resist negative thoughts and dangerous temptations. We can walk away from fights and improve our odds (C) addiction. Our decisions are driven by the facts and feelings bouncing around the brain — the allocation of attention allows us to direct this haphazard process, as we consciously select the thoughts we want to think about.

Furthermore, this mental skill is getting more valuable. We live, after all, in the age of information, which makes the ability to focus on the important information incredibly important. ^[4] (Herbert Simon said it best: “A wealth of information creates a poverty of attention.”) The brain is a bounded machine, and the world is a confusing place, full of data and distractions. Intelligence is the ability to parse the data so that it makes just a little bit more sense. Like ^⑩ willpower, this ability requires the strategic allocation of attention.

One final thought: In recent decades, psychology and neuroscience have severely eroded classical notions of free will. The unconscious mind, it turns out, is most of the mind. And yet, we can (D) control the spotlight of attention, focusing on those ideas that will help us succeed. In the end, this may be the only thing we can control. We don't have to look at the marshmallow.

注 SAT* 大学進学適性試験

設問(1) 本文中の空所(A)～(D)を埋めるのに最も適当な語または語句を選んで、記号で答えなさい。

- | | |
|---------------------|---------------|
| (A) (i) in | (ii) of |
| (ii) over | (iii) to |
| (B) (i) away from | (ii) on from |
| (ii) through with | (iii) up with |
| (C) (i) against | (ii) for |
| (ii) of | (iii) to |
| (D) (i) also | (ii) never |
| (ii) still | (iii) thus |

設問(2) 本文中の下線部の語①～④に最も近い意味の語または語句を選んで、記号で答えなさい。

- | | | |
|--------------|--------------------|----------------------|
| ① inherently | (i) extremely | (ii) fundamentally |
| | (ii) occasionally | (iii) simultaneously |
| ② allocation | (i) assignment | (ii) definition |
| | (ii) enlightenment | (iii) protection |
| ③ parse | (i) analyze | (ii) contradict |
| | (ii) protect | (iii) prove |
| ④ eroded | (i) built up | (ii) put away |
| | (ii) set up | (iii) worn away |

設問(3) 本文中の下線部[1]の lost the battle の意味するところを具体的に日本語で説明しなさい。

設問(4) 本文中の下線部[2]の英文の意味を日本語で表しなさい。

設問(5) 本文中の下線部[3]の These correlations の例として適切なものを(イ)~(ニ)から一つ選んで、記号で答えなさい。

(イ) The harder students try to concentrate on their targets all the time, the higher chance they have of academic success in their school life.

(ロ) Students who achieved high scores on the SAT were those who had earlier ended up eating a marshmallow within fifteen minutes.

(ハ) If children are allowed to have as many marshmallows as they can eat, they are likely to find it difficult to maintain friendship with other kids.

(ニ) Children who were able to divert their attention to something other than what they wanted performed better academically in their later years.

設問(6) 本文の内容に最もよく合っているものを(イ)~(ニ)から一つ選んで、記号で答えなさい。

(イ) A series of psychological experiments by Walter Mischel found that human willpower is essentially strong enough to resist various temptations in daily life.

(ロ) Scientists used to believe that strong determination plays a vital role in sacrificing one's immediate desire for future benefits.

(ハ) Desire to put yourself in the spotlight is important for achieving success in your career.

(ニ) Walter Mischel's discovery was that self-control has little to do with your ability to manage your attention properly.

設問(7) 本文中の下線部[4]の英文の意味を日本語で表しなさい。

Ⅲ もしもタイムマシンがあれば、あなたは使ってみたいですか、使ってみたくないですか。どのように使ってみたいか、あるいはなぜ使いたくないのか、70 語程度の英文で書きなさい。

IV 次の日本語(A)と(B)のそれぞれの下線部の意味を英語で表しなさい。ただし、(B)では、文学部の志願者は(イ)を、文学部以外の学部の志願者は(ロ)を選んで解答しなさい。

(A) (すべての学部の志願者)

電子メールで「しまった！」という経験をお持ちの方は多いかと思います。郵送と違って、発送までにかかる時間が短い分、メールでは「出さなきゃ良かった」文面をそのまま送ってしまうのです。もちろん、こうした事態は以前にもありました。手紙にせよ、印刷物にせよ、文字化した自分の考えやメッセージに後から違和感を抱くということは、しばしば起きます。文章は所詮、モノですから、何となく自分の生の声を伝えていないように思えてしまう。書き換えれば良かったと後悔する。書かれたメッセージというのは、それだけ危ういのです。

(B)

(イ) (文学部の志願者)

過去を背負って生きざるを得ないのが人間だ。過去の積み重ねが今の自分なのだから、過去から逃げ出して今の自分を語ることなどできない。もし今の自分を肯定できない人は、過去の出来事についても後悔ばかりが思い出されるのではないだろうか。反対に、今の自分を肯定できる人は、過去の出来事についても受け入れられるのではないだろうか。人間とはおもしろいもので、そのときどんなに苦しんだことでも、時間が経つと「なぜ、あんなにつらかったのだろう」と思うから不思議だ。たぶん、今の自分を肯定できるから、過去の自分も肯定できるのだ。それどころか、つらい経験も「あのつらい経験があるからこそ、今の充実した自分があるのだ」と思えるのである。

(ロ) (文学部以外の学部の志願者)

問題分析や議論の方法を教わってこなかった学生に、「問題分析ができない」とか「自分の意見がない」と批判しても、それはないものねだりである。それはちょうど、まだ泳ぎ方を教わっていない学生をつかまえて、「なぜ泳げないのか」としめるようなものである。問題の原因を探り、歴史的経緯を調査し、可能性のある選択肢をクラスで議論する方法は、自然と身につくものではない。