

(平 28 前)

外 国 語

英 語

(問題部分 1 ～12 ページ)

注意 解答はすべて答案用紙の指定のところに記入しなさい。

外国語（英 語） 125 点

I 次の文章を読んで、問 1～4 に答えなさい。(配点 30 点)

Any muscle in your body can be made stronger through exercise—whether you're building your muscle by lifting barbells, or training your thumbs by text messaging. If self-control is a muscle (even a metaphorical muscle), it should be possible to train it, too. As with physical exercise, using your self-control muscle may be tiring, but over time, the workout should make it stronger.

Researchers have put this idea to the test with willpower-training programs. We're not talking about any kind of military boot camp. These interventions take a simpler approach: Challenge the self-control muscle by asking people to control one small thing that they aren't used to controlling. For example, one willpower-training program asked participants to create and meet self-imposed deadlines. You could do this for any task you've been putting off, such as cleaning your closet. The schedule might be: Week 1 (A), Week 2 (B), Week 3 (C), Week 4 (D). When the willpower trainees set this kind of schedule for themselves for two months, not only did closets get cleaned and projects completed, but they also improved their diets, exercised more, and cut back on cigarettes, alcohol, and caffeine. It was as if they had strengthened their self-control muscle.

Studies have found that committing to any small, consistent act of self-control, such as improving your posture, cutting back on sweets, and keeping track of your spending, can increase overall willpower. And while these small self-control exercises may seem inconsequential, they appear to improve the willpower challenges we care about most, including focusing at work, taking good care of our health, resisting temptation, and feeling more in control of our emotions. One study, led by a team of psychologists, even tested whether two weeks of willpower training could reduce violence. They randomly assigned forty adults to one of three training groups. One group was asked to use their nondominant hand for eating, brushing their teeth, and opening doors. The

second group was told to avoid swearing and to say “yes” instead of “yeah.” The third group received no special instructions. After two weeks, participants in both self-control groups were less likely to respond to typical emotional triggering events with violence. The third group, in contrast, showed no change. Even if you don’t struggle with violence, we all know what it’s like to lose our temper and do something out of anger that we later regret.

The important “muscle” action being trained in all these studies isn’t the specific willpower challenge of meeting deadlines, using your left hand to open doors, or keeping swear words to yourself. It’s the habit of noticing what you are about to do, and choosing to do the more difficult thing instead of the easiest. Through each of these willpower exercises, the brain gets used to pausing before acting. The triviality of the assignments may even help this process. The tasks are challenging, but they’re not overwhelming. And while the self-restraints require careful attention, they’re unlikely to trigger strong feelings of being deprived. (“What do you mean I’m not allowed to say, ‘yeah’?! That’s the only way I can survive!”) ⁽²⁾ The relative unimportance of the willpower challenges allowed participants to exercise the muscle of self-control without the internal stress that makes attempts to change difficult.

問 1 下線部①の内容を 35 字以内の日本語で説明しなさい。ただし、句読点も 1 字に数えます。

問 2 空所 (A) ~ (D) に入る最も適切なものを下からそれぞれ一つ選び、記号で答えなさい。ただし、同じ記号は一度しか使えません。

- (あ) open the door and stare at the mess
- (い) set aside stuff that you haven’t used in over five years
- (う) take out everything from the closet
- (え) throw it away

問 3 本文の内容と合致する文を下から二つ選び、記号で答えなさい。

- (ア) A period of two months is required to strengthen willpower.
- (イ) Difficult tasks are very appropriate as willpower exercises.
- (ウ) Feelings of regret help to strengthen the willpower muscle.
- (エ) Not all of the groups in the experiment are given self-control exercises.
- (オ) Participants in the third group in the experiment are less likely to lose their temper.
- (カ) Saying “yes” instead of “yeah” does not affect your emotional control.
- (キ) Willpower training invites people to pay attention to their words and behaviors.

問 4 下線部(2)を日本語に訳しなさい。

Ⅱ 次の文章を読んで、問 1 ～ 4 に答えなさい。(配点 35 点)

Natural selection occurs because of the reproductive advantages of some individuals. This view of the world implies that all individuals are in competition with each other and will behave to further their own interests. From a philosophical viewpoint, the idea that the world is full of selfish individuals clashes with many of the values we hold for human societies, such as cooperation, community spirit, and selflessness. Does the variety of behaviors that we observe in animals, even the apparently cooperative ones, really arise from the interactions of selfish individuals? Can traits evolve that favor the larger interests of a group or society? Does evolution lead only to selfishness? These are key questions that interest social scientists, philosophers, and biologists. Biologists do not think that individuals ever act for the good of the species, but there are many situations in which what appear to be selfish individual behaviors actually benefit a group.

It is easy to imagine that populations of selfish individuals might overexploit the available resources and become extinct, whereas populations that have evolved social behaviors preventing overexploitation of resources might have better long-term survival prospects. Natural selection for traits that favor groups rather than individuals is termed group selection. The idea that groups of animals could evolve self-regulating mechanisms that prevent overexploitation of their food resources was first argued in detail in 1962 by V. C. Wynne Edwards, an ecologist in Scotland. Despite its intuitive appeal, group selection is not considered very important in producing changes in species traits. Group selection operates much more slowly than individual selection, making it a much weaker selective force in most circumstances.

Imagine, for example, a species of bird, such as the puffin that lives in large colonies and lays only a single egg. Could laying a single egg have evolved in puffins by group selection to limit population growth and maintain an adequate

food supply for the long-term good of the puffin colony? The answer is no. Any genetic change that increased the number of eggs laid would be favored only if individuals laying two eggs leave more copies of their genes to the next generation, compared with birds laying a single egg. But ecologically speaking, costs would increase as well as benefits. A puffin with two eggs would have to collect more calcium to lay two eggs and would have to fly more to feed two young. There are ecological costs to increasing ⁽³⁾the clutch size in puffins. Consequently, genes for laying two eggs would not spread through the population unless the benefits would exceed ^(C)the costs. Individual selection favors the small clutch size in puffins. Short-term advantages to selfish individuals will develop much more quickly than long-term advantages to the group, so it is difficult to see how traits favored by group selection can be maintained in a population unless they are also favored by individual selection.

But this does not mean that all behavior must be selfish and that ⁽⁴⁾altruism does not exist. To understand apparently cooperative behaviors that benefit the group or society, we need to look for the benefits to individuals. Individual selection can produce behaviors that are a benefit for the group.

問 1 下線部(1)~(4)の語(句)の本文中での意味に最も近い表現を、下からそれぞれ一つ選び、記号で答えなさい。

(1) further

- (あ) control
- (い) promote
- (う) separate
- (え) throw away

(2) apparently

(あ) certainly

(い) clearly

(う) oddly

(え) seemingly

(3) the clutch size

(あ) the amount of available food resources

(い) the distance of flight required to obtain food

(う) the quantity of eggs laid in a single nest

(え) the size of a colony in one area

(4) altruism

(あ) egoism

(い) helplessness

(う) individualism

(え) selflessness

問 2 下線部a)を日本語に訳しなさい。

問 3 下線部b)の V. C. Wynne Edwards の考えはどのようなものか、50 字以内の日本語で説明しなさい。ただし、句読点も 1 字に数えます。

問 4 下線部c)の具体例を 50 字以内の日本語で書きなさい。ただし、句読点も 1 字に数えます。

Ⅲ 次の文章は、語り手(the narrator)が家族とともに訪れた、親戚の家での感謝祭(Thanksgiving)の食事会の場面を描いています。この文章を読んで、問1～5に答えなさい。(配点 35 点)

The living room is full of people and the din of many conversations. Aunt Kitty is wading into the crush of bodies, making room for us in her wake. “Come on, make way, you little monsters. You can’t eat if the cook can’t make it to the kitchen!”
(1)

“Mommom? Mommom?” Aunt Kitty stops and bends at the waist to listen to a cousin’s child. “Can I please have a piece of candy?”

“No, not now. (A) Give me your hand. We’ll find you something.” She turns to me. “What about your kids? Are they hungry?” Veronica turns in my arms and reaches for her. Surprised and pleased, she takes her from me. “Oh, you want to come with old Mommom, do you? What about you there, Robert? Come on in the kitchen if you’re hungry.”
(2)
(a) (b)

“Hey, Dick!”

I turn, but it’s my father who’s being addressed. I find myself standing with my cousins’ husbands, in a semicircle in front of the television. They’re watching football games. Henry, my cousin Margaret’s husband, has the remote control in his hand, and he’s switching back and forth. Bobby, my cousin Mary Ann’s husband, greets me with a pat on the shoulder. “You look like a guy who needs a beer or something!”

“Coke. But actually, I’m fine.”

“So when did you get here?”

“Last night.”

“Hmmm. Lots of traffic?”

“Terrible.”

“Hmmm. (B)”

“Let’s see. Nine. A little over nine hours.”

"That's crazy. Nine hours?"

"Yeah."

"Now wait. It couldn't take you that long. What time did you leave?"

"Excuse me. (C)" I step back against one of the tables that have been set end to end the whole length of the room, and my cousin Elizabeth walks between us.

"Hey, Henry! Dickie's trying to tell me it took him nine hours to get down here from Boston!" Bobby shouts across the room.

Henry calls back, "(D)" There's a roar from the fans on the television.

The doorbell rings. More people are pressing into the room. I don't know them, but it turns out they are Elizabeth's grown sons and daughters and their girlfriends and boyfriends. Veronica is tugging at my pants, and I bend to her.

"I got an apple, Daddy," she says.

Soon we're seated on both sides of the long continuous table that extends from just inside the front door through the living room and well into the middle room. My father is seated at the head and my aunt's chair is at the foot, nearest to the kitchen. The children have their own table in the kitchen. One of the older girls has been persuaded to preside there.

It's quiet at the table. I figure someone is going to say grace*. Aunt Kitty walks in from the kitchen.

"Well, what are you waiting for?"

"We're waiting for you!"

"No, no! Don't wait for me! I'm still fussing in the kitchen. (E)"

Then everyone's talking again and dishes are moving from hand to hand, back and forth across the table, turkey, squash, potatoes, cranberry sauce, bread, carrots, corn, stuffing, butter, gravy, green beans, and ham for those who don't like turkey.

"A ham!?" my father says. "Hey, Kitty, what the hell," he calls out to her. "You're getting your holidays all mixed up! What's gonna be for dessert,

chocolate bunnies?"

"You should taste it, Uncle ⁽⁴⁾Richard," says my cousin Margaret. "That's Aunt Dolly's recipe."

"Well, pass ^(c)it down here then!"

We all laugh together.

注 grace 食前の感謝の祈り

問 1 下線の人物(1) the cook, (2) Veronica, (3) Dickie, (4) Richard は、それぞれ語り手から見てどのような関係にあるか。最も適切なものを下からそれぞれ一つ選び、記号で答えなさい。

- | | | | |
|--------|--------|---------|--------|
| (あ) おじ | (い) お婆 | (う) 父 | (え) 母 |
| (お) 息子 | (か) 娘 | (き) いとこ | (く) 本人 |

問 2 空所 (A) ~ (E) に入る最も適切な文を下からそれぞれ一つ選び、記号で答えなさい。ただし、同じ記号は一度しか使えません。

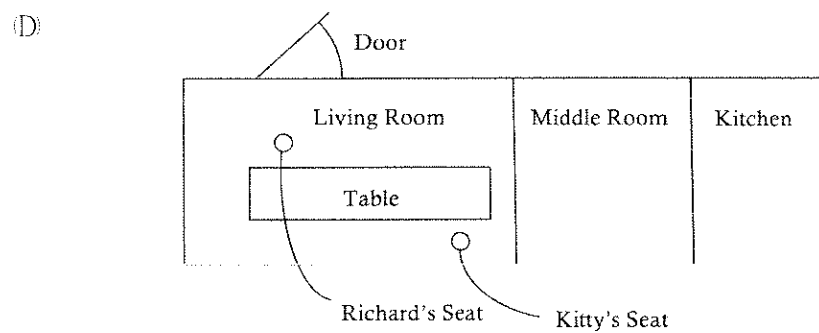
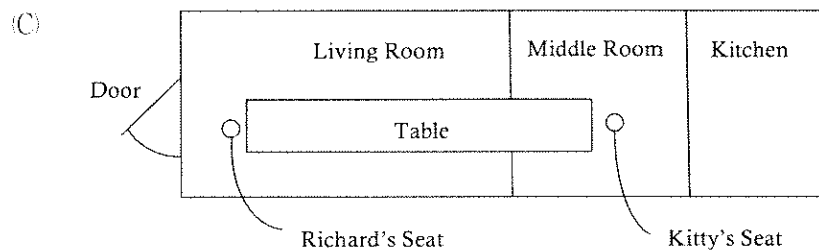
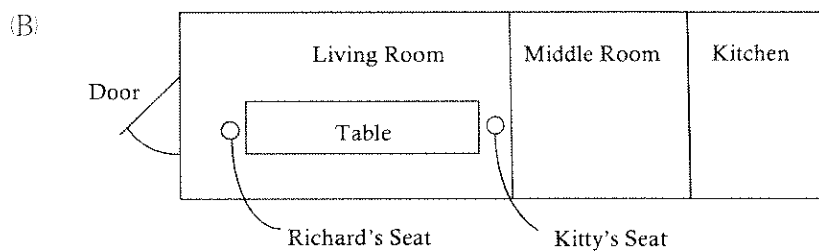
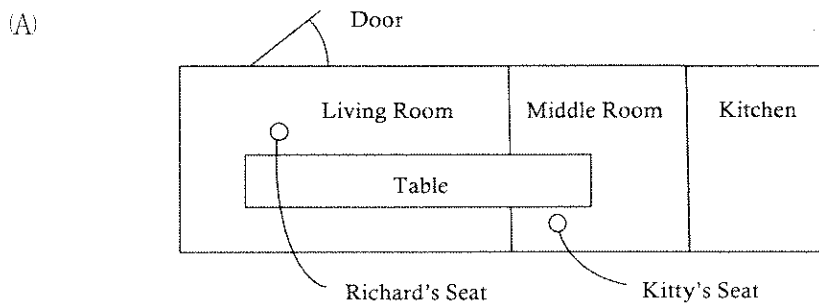
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|-------------------------------|-------------------------------|
| (ア) Coming through. | (イ) Eat! |
| (ウ) Glad you made it! | (エ) How long did it take you? |
| (オ) You'll spoil your supper. | |

問 3 下線部a) she, (b) her, (c) it が指しているものは何か。それぞれ文中の 2 語以内の語(句)で答えなさい。

問 4 本文の内容と合致する文を下から二つ選び、記号で答えなさい。

- (1) Bobby doubts the narrator's statement of how long it took to arrive from Boston.
- (2) Henry passes the remote control around the TV.
- (3) One of the older girls volunteers to watch over the children's table.
- (4) Richard suggests that ham is inappropriate for the occasion.
- (5) The meal starts when Aunt Kitty sits down at the table.

問 5 食卓に着いた時の部屋の状況に最も近い図を下から一つ選び、記号で答えなさい。



IV Follow the directions for (1) and (2) below. All answers must be written in English. (配点 25 点)

(1)

Situation: Two friends, Chris and Kim, find that they are lost after walking for a long time in a forest. They have no maps, no phones, and no clear memory of the point at which they lost their way.

Directions: Complete the conversation below by filling in the blanks (A) to (D). The number of words used in each blank should be within the word limits indicated.

Chris: I guess it's safe to say that we're lost. What should we do now?

Kim: (A) (10 to 20 words)

Chris: No, that's not going to work because we do not have the right stuff.

Kim: You're right. That's not a very good idea.

Chris: (B) (10 to 20 words)

Kim: What? Are you joking? That's really (C)!! (1 word)

Chris: Well, how about (D) (10 to 20 words)

Kim: I like the idea. Let's try that!!

(2)

Situation: The map below indicates where Chris and Kim are currently located. They started at the Camp Office and originally planned to go to the Mountain Hut, but they did not make it there.

Directions: In 80 words or less, describe the route that you think they took to get to where they are now. In your description, include two occasions where they failed to follow a route that would have taken them to the Mountain Hut. (NOTE: The map does not show which way is north.)

