

平成 27 年度

[英 語]

問 題 用 紙

試験時間	90分
問題用紙	1～13頁

注 意 事 項

1. 指示があるまで問題用紙は開かないこと。
2. 問題用紙および解答用紙に落丁、乱丁、印刷の不鮮明な箇所があったら、手を挙げて監督者に知らせること。
3. 解答が終わっても、または試験を放棄する場合でも、試験終了までは退場できない。
4. 机には、受験票と筆記用具および時計（計時機能のみ）以外は置かないこと。
5. 筆記用具は鉛筆、シャープペンシル、消しゴムのみとする。
(コンパス、定規等は使用できない。)
6. 止むを得ず下敷を使用する場合は、監督者の許可を得ること。
7. 問題用紙および解答用紙に受験番号と氏名を記入すること。
8. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
9. この問題用紙の余白は草稿等に自由に用いてよい。
10. 耳栓の使用はできない。
11. 携帯電話等の電源は必ず切り、鞆の中にしまうこと。
12. 質問、用便、中途退室など用件のある場合は、無言のまま手を挙げて監督者の指示に従うこと。
13. 受験中不正行為があった場合は、試験の一切を無効とし、試験終了時間まで別室で待機を命じる。
14. 退室時は、試験問題および解答用紙を裏返しにすること。
15. 試験終了後、問題用紙は持ち帰ること。

受験番号	
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氏名	
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[I] 次の英文を読み、設問に答えよ。

For the first few months of Bill's professorship we were rivals. I had arrived as a National Health Service consultant a few months before him with an ambition to establish a major endocrine unit in the West Midlands. He then arrived with the same idea. After nine months we simultaneously decided that wasting our energies competing with each other was ridiculous and that it would be far better to work together which from then on we did.

I was recently told by someone who was Bill's house physician and his patient that he was a marvelous boss and a knowledgeable, thoughtful and caring doctor. ⁽¹⁾ Certainly he had the reputation of being a first-class clinician, whose opinion was sought far and wide, and a popular and highly regarded teacher, as well as a farsighted organizer of medical education. Among the new ideas he pioneered while at Birmingham University was the extension of clinical teaching outside the originally recognized teaching hospital. This move was a manifestation of his desire and his ability to bring colleagues 'within the tent', rather than pursuing a selfish and self-regarding ambition to maintain exclusivity. Indeed, as his powers of leadership became increasingly recognized and his own professional responsibilities increased, he happily handed on to others some of the influential positions he was holding. It was not empire building, just the pursuit of a vision to do the best as he saw it.

A further innovation during Bill's time in Birmingham was to introduce medical audit where doctors reviewed with each other the detailed conduct of cases, with particular reference to the examination of outcomes and of the procedures that led to them. In instances where things had gone wrong there would be a detailed examination of the notes to ascertain where matters had gone awry* and whether there were lessons to be learnt for the future.

There is no denying that Bill was tough. He knew what he wanted, was determined to get it, and usually succeeded. He was a decisive, indeed formidable, chairman of a committee. He was well informed about the topics and issues to be discussed and quick and articulate in advancing the arguments. He had a rule that no meeting should last for more than two hours. There was one exception to this, meetings of Council at the Royal College of Physicians. These to ordinary council members could be interminable, as much of the agenda was devoted to procedural matters and everything else had largely been settled in advance by the senior officers, Bill, and others. It was not for personal gain but as a matter of supporting the causes and achieving the objectives in which he passionately believed that Bill deployed his strengths. Indeed personally he was a most modest man. ⁽²⁾ Never once did I hear him use his position or title to advance his own interests, nor did he ever boast of his personal achievements.

(Adapted from an article written by David London in *Clinical Medicine*,
Vol. 8 No. 3, Royal College of Physicians)

<注> *awry: not in the intended way

問 1 次の(1)と(2)の英文の空所に入れるのにふさわしい英語 1 語を、本文で使われている単語の中からそれぞれ探し出し、そのままの形で記入せよ。

- (1) The basic relationship between Bill and the writer throughout their years at the university can be best described in these words: Bill and the writer were ().
- (2) The writer most likely implies that Bill did not cling to his authority. The example to best illustrate this can be found in the sentence which starts with the word () and ends with the word ().

問 2 次の(1)～(3)の英文の空所に入れるのにふさわしい英語 1 語を、それぞれ記入せよ。

- (1) Rather than trying to (), Bill encouraged others into his own group.
- (2) Bill brought a new method into the hospital for a formal checking of accounts or records. There would be a thorough evaluation of materials to decide what could be improved upon when () had been made.
- (3) At certain meetings the committee members may have wished that Bill had spent () time discussing a certain issue.

問3 次の(1)と(2)の会話文の空所に入れるのにふさわしい英語1語を、本文で使われている単語の中からそれぞれ探し出し、そのままの形で記入せよ。

- (1) A: The economic policies of the government look effective.
B: But it is too early to predict their efficiency until we see the ().
- (2) A: I saw a ghost.
B: You saw a ghost? Don't be so ()!

問4 次の(1)～(3)および(あ)～(こ)は本文で使われている単語を示したものである。まず、(1)～(3)の最も強く発音される部分を、単語の下に表示されている数字から1つ選び、それぞれ解答欄の左側に記入せよ。さらに、選んだ数字の部分と同じ母音を持ちしかもその母音が最も強く発音される単語をそれぞれ(あ)～(こ)から1つ選び、その記号を解答欄の右側に記入せよ。

(1) a—gen—da ① ② ③
(2) or—ga—niz—er ① ② ③ ④
(3) pur—suit ① ②

(あ) achievement
(い) devoted
(う) further
(え) introduce
(お) objective
(か) passionately
(き) pioneer
(く) recently
(け) service
(こ) support

問5 下線部(1)を和訳せよ。解答欄にはすでに「たしかに彼は・・・また・・・」という訳語が与えられている。空所を埋める形で解答を完成させること。

問6 下線部(2)を和訳せよ。解答欄にはすでに「私は彼が」という訳語が与えられている。この訳語に続けて解答を完成させること。

[II] 次の英文を読んで、設問に答えよ。

Humans are highly visual ⁽¹⁾creatures. Evolution has refined the human brain into a supremely efficient tool for [1] information from visual images, which far exceeds the capabilities of the most powerful computer vision systems available today. The areas of the brain devoted to our visual sense are much larger than the areas devoted to all of our other ⁽²⁾faculties. Vision [2] with an image cast onto the inside surface of the eyes. Large populations of brain cells analyze this image in terms of several essential visual characteristics, including shape, size, texture, color and motion. These highly complex brain processes underlie all visual experience but they are largely [3] from conscious awareness. The detailed characteristics of brain function [A] a profound role to play in our experience of visual art. It thus appears worthwhile to put forward an approach to understanding visual art that is [4] on our knowledge of how the eyes and brain function together to create visual experience.

Before we can embark on this task, it is important to define some fundamental terms of reference. Everyone understands [B], namely the 1.4-kg jelly-like mass of nerve cells and fibers cradled* inside the human skull. The visual system of the brain includes the eyes, the neural pathways [5] the eyes to the brain and all the neurons in the brain that respond primarily to visual information. On the other hand, it is much more difficult to [6] on a definition of art. Philosophers continue to debate the ⁽³⁾virtues of alternative ways to define art; however, one point is clear: any attempt to define artworks in terms of a single characteristic such as their representational properties or their expressive ⁽⁴⁾qualities is bound to fail. Counter-examples to single characteristics such as these can always be found. [7], for example, are representational because they represent the layout of the land but they are not usually considered to be art; human postures have expressive properties but are not usually considered as art [C] an artistic performance such as ballet. On the other hand, it is difficult to consider the collection of Italian Renaissance paintings in London's National Gallery as anything [8].

Some philosophers favor a definition of art in terms of a ⁽⁵⁾cluster of characteristics or properties. According to this scheme, [9] as a work of art but some subset of properties may be sufficient. This approach seems to capture the essential characteristics of visual art.

(Adapted from *The Psychology of Visual Art* by George Mather)

<注> *cradle: to hold something, as if to protect it

問1 ~ に入れるのに適切な表現をそれぞれ(a)~(d)から1つ選び、記号で答えよ。

- (a) are surely having
(b) may have been
(c) must have
(d) would probably be

- (a) that is meant by the brain
(b) that the brain means by
(c) what is the brain meant by
(d) what we mean by the brain

- (a) except when participating in
(b) in spite of representing during
(c) regardless of when expressed in
(d) unless adopted during

問2 ~ に入れるのに最もふさわしい動詞を次の語群から選び、必要ならば適切な形に直して1語で記入せよ。なお、同じ語を繰り返して選ばないこととする。

affect	agree	begin	connect	correspond	discuss
extract	found	hide	lead	restrict	transmit

問3 下線部(1)~(5)の本文における意味に最も近いものをそれぞれ(a)~(d)から1つ選び、記号で答えよ。

- (1) (a) beings (b) creators (c) elements (d) objects
(2) (a) abilities (b) departments (c) facilities (d) occasions
(3) (a) benefits (b) illusions (c) morals (d) origins
(4) (a) attitudes (b) features (c) standards (d) values
(5) (a) class (b) division (c) fraction (d) group

問 4 に入れるのにふさわしい英語 1 語を記入せよ。

問 5 本文の内容に即して, に入れるのにふさわしい英語表現を記入せよ。

問 6 に入れるのにふさわしい英語表現となるように, 次の(あ)～(き)のすべての語を最も適切な順序に並べかえ, 順番にその記号を記入せよ。

(あ) classification (い) essential (う) for (え) is
(お) no (か) property (き) single

[III] *Read this passage and answer the questions that follow.*

Most people are just not comfortable in their own heads, according to a new psychological investigation led by the University of Virginia.

In a series of 11 studies, psychologist Timothy Wilson and his team found that study participants from a range of ages generally did not enjoy spending even short periods of time alone in a room with think, ponder or daydream. The participants, by and large, enjoyed doing external activities much more, such as listening to music or using a smartphone. Some even preferred to give themselves mild electric shocks than to think.

The period of time that Wilson and his colleagues asked participants to be alone with their thoughts varied from 6 to 15 minutes. Many of the first studies involved college student participants, most of whom reported that this “thinking period” wasn’t very enjoyable and that it was hard to concentrate. So Wilson conducted another study with participants from a broad selection of backgrounds, , and found essentially the same results.

He does not necessarily attribute this to the fast pace of modern society, or the prevalence of readily available electronic devices, such as smartphones. , he thinks the devices might be a response to people’s desire to always have something to do.

In his paper, Wilson notes that broad surveys have shown that people generally prefer not to disengage* from the world, and, when they do, they do not particularly enjoy it. Based on these surveys, Americans spent their time watching television, socializing or reading, and actually spent little or no time “relaxing or thinking.”

During several of Wilson’s experiments, participants were asked to sit alone in an unadorned** room at a laboratory with no cell phone, reading materials or writing implements, and to spend 6 to 15 minutes — depending on the study — entertaining themselves with their thoughts. Afterward, they answered questions about how much they enjoyed the experience and if they had difficulty concentrating.

Most reported they found it difficult to concentrate and that their minds wandered, though nothing was competing for their attention. On average the participants did not enjoy the experience. A similar result was found in further studies when the participants were allowed to spend time alone with their thoughts in their homes.

“We found that about a third admitted that they had ‘cheated’ at home by engaging in some activity, such as listening to music or using a cell phone, or leaving their chair,” Wilson said. “And they didn’t enjoy this experience any more at home than at the lab.”

An additional experiment randomly assigned participants to spend time with their thoughts or the same amount of time doing an external activity, such as reading or listening to music, but not to communicate with others. Those who did the external activities reported

that they enjoyed themselves much more than those asked to just think, that they found it easier to concentrate and that their minds wandered less.

The researchers took their studies further. Because most people prefer having something to do rather than just thinking, they then asked, “Would they rather do an activity than no activity at all?”

The results show that many would. Participants were given the same circumstances as most of the previous studies, with the added option of also administering a mild electric shock to themselves by pressing a button.

Twelve of 18 men in the study gave themselves at least one electric shock during the study’s 15-minute “thinking” period. By comparison, 6 of 24 females shocked themselves. All of these participants had received a sample of the shock and reported that they would pay to avoid being shocked again.

Wilson and his team note that men tend to seek “sensations” more than women, which may explain why 67 percent of men self-administered shocks to the 25 percent of women who did.

(Adapted from an article in *University of Virginia Today* by Fariss Samarrai)

<Notes> * disengage: to become separated

**unadorned: minimally decorated and furnished

1. Select the best option to fill each of the blank spaces marked to .

- (a) no more except
(b) no more than
(c) nothing else than
(d) nothing to do but

- (a) included 18 to 77 by age
(b) including in age from 18 to 77
(c) ranged from 18 to 77 by age
(d) ranging in age from 18 to 77

- (a) As a consequence
(b) In comparison
(c) Instead
(d) Otherwise

2. Give a suitable *English* word to fill the blank space marked .

3. In A and B below, select the best option to complete each sentence, and give specific reason(s) for the choice *in Japanese*.

A. In their series of studies, Wilson and his team included an experiment

- (a) in which participants were left alone either with or without company.
- (b) in which participants were required to stay in a room over a quarter of an hour.
- (c) that examined if their earlier findings were consistent among participants who were allowed to contact other people.
- (d) that examined whether their earlier findings were distinctive to college students.

B. In attending the final experiment described in the passage, all of the participants

- (a) could have paid in advance not to receive electric shocks any more.
- (b) were placed in a laboratory room either with or without access to the button that released electric shocks.
- (c) knew in advance that an electronic shock was something they would rather refrain from.
- (d) could have had an electric shock administered by the research team if they desired.

4. Give a suitable word (starting with the letter given) to fill each of the blank spaces (1) to (4) below.

The results of the studies indicate that most people find it difficult to use their own (1) m_____ to occupy themselves, even for fairly (2) b_____ periods of time, and that many of them, especially men, prefer to (3) h_____ themselves than to sit alone in a room (4) w_____ distractions.

5. Which three of the following (a) to (i) are not true, according to the passage?

- (a) The participants mostly struggled with the tasks that they were instructed to follow.
- (b) The degree to which people appreciated time spent in a solitary situation reflected their age.
- (c) The researchers strongly believe that having constant internet access and entertainment options has had a significant effect on the ability of humans to mentally detach from the external world.
- (d) Wilson thinks that use of technology is more a symptom than a cause of difficulty with entertaining oneself.
- (e) The survey results used in Wilson's paper show that Americans were more inclined to do external activities than to devote themselves to solitary thought.
- (f) The unfamiliar laboratory environment seemed to be an important factor in making it difficult for people to enjoy their thoughts.
- (g) One in three participants confessed after one experiment that when not observed closely, they pretended that they were behaving in accordance with the rules assigned.
- (h) The participants who were allowed to engage in the activities that distracted them from their own thought were much happier.
- (i) The results suggest that there appears to be a noticeable difference in sensation-seeking behavior according to sex.

