

2015

前

入学試験問題

外国語 英語

注意事項

○問題について

1. 試験開始の合図があるまでは、この問題冊子の内容を見てはいけません。
2. 問題は **1** から **6** まで、全部で 16 ページです。とじ間違いや、印刷不鮮明の箇所があれば申し出なさい。
3. 問題 **4** と **5** と **6 (1)** はリスニング試験です。音声を聞いてから解答しなさい。リスニング試験は 11 時 00 分に始まります。

○解答について

1. 解答用紙は 7 枚です。
2. 全ての解答用紙に受験番号を記入しなさい。
3. 解答は、解答用紙の指定された欄に枠からはみ出さないように記入しなさい。
4. 解答は、黒鉛筆(シャープペンシル可)を使用し、横書きで記入しなさい。
5. 解答欄がマス目になっている設問では、1 マスに 1 文字ずつ記入しなさい。句読点も 1 文字と数えること。ただし、アラビア数字・アルファベットは 1 マスに 2 文字ずつ記入しなさい。

○その他

1. 質問など、何か用事があるときは、手をあげて知らせなさい。
2. 解答が終わっても、途中退出は出来ません。ただし、トイレに行きたい場合や気分が悪くなったときは、手をあげて知らせなさい。
3. 不正行為を行った場合や、試験監督の指示に従わない場合には採点しません。
4. この問題冊子は持ち帰りなさい。

1 次の文章は“Psychology Explains Why People Are So Easily Duped”という記事です。文章を読み、下の設問に答えなさい。(70 点)

True or false: “The Eiffel Tower is in France.” Most of us can quickly and accurately answer this question by relying on our general knowledge. But what if you were asked to consider the claim: “The beehive is a building in New Zealand.” Unless you have visited New Zealand or watched a documentary on the country, this is probably a difficult question. So instead of recruiting your general knowledge to answer the claim, you’ll turn to your intuition. Put another way, you’ll rely on what Stephen Colbert calls “truthiness” — truth that comes from the gut, and not books.

As a cognitive psychologist, I study the ways that memory and belief go wrong: How do we come to believe that things are true when they are not? How can we remember things that never actually happened? I am especially fascinated by the concept of truthiness — how smart, sophisticated people use unrelated information to decide whether something is true or not.

For instance, in a classic study by Norbert Schwarz and Rolf Reber at the University of Michigan, ⁽¹⁾ people were more likely to think a statement was true when it was written in high color contrast (blue words on white) as opposed to low contrast (yellow words on white). Of course, the color contrast has nothing to do with whether the claim is true, but it nonetheless biased people’s responses. The high color contrast produced a feeling of truthiness in part because those statements felt easier to read than the low color contrast statements. And it turns out that this feeling of easy processing (or low cognitive effort) brings with it a feeling of familiarity. When things feel easy to process, they feel trustworthy — we like them and think they are true.

In my research at UC Irvine, I have collaborated with psychologists in New Zealand and Canada to discover the ways we can be tricked into thinking that something feels familiar, trustworthy and true. In our studies, we have

focused on how photos and names can have surprisingly powerful effects on
⁽²⁾our memories, beliefs and evaluations of others.

Photographs can boost comprehension and make it easier for us to learn and remember new information. But cognitive psychology research shows that photos can also have a negative influence — they can lead us to believe and remember things are true when they are not. In a study by Elizabeth Loftus and others at UC Irvine, people who saw a doctored photo of President Obama shaking hands with the former Iranian president Mahmoud Ahmadinejad actually said they remembered the event happening — even though it was completely false. Photos can even trick us into remembering false events from our own childhood. People who saw a doctored childhood photo came to remember a false event (riding in a hot air balloon) with the same detail and emotion that you would expect from a real memory.

Photos are a record of real events, so it's not surprising that we often view them as the best evidence that something actually happened. What is more surprising is our recent work showing that photos can alter our beliefs even when they do not provide any evidence for the claim at hand. In a study we conducted in New Zealand at Victoria University of Wellington, we found that when people read a statement (such as “Macadamia nuts are in the same evolutionary family as peaches”) alongside a decorative photo that simply related to the claim (a bowl of macadamia nuts), they were more likely to believe that the claim was true. That is, these decorative photos produced truthiness — photos that were related to but did not depict the claim encouraged people to believe that the claims were credible. Moreover, this truthiness effect persisted over days, not minutes, and could have long-lasting effects on people's beliefs.

But visual cues are not the only source of non-diagnostic evidence that people use to evaluate claims. People can be influenced by even more subtle features of information, like the linguistic attributes of a word.

We know that pronunciation can influence our judgments about products, stocks and activities. Put simply, people prefer things that are easy to pronounce. We think that Magnalroxate is a safer food additive than Hnegripitrom. We think that the roller coaster called Ohanzee is less risky than the one called Tsiischili. And in the stock market, easy-to-pronounce ticker codes (KAR) perform better than their difficult-to-pronounce counterparts (RDO)—even after just one day of trading.

It is one thing for pronunciation to influence perceptions of products, amusement park rides and stocks. Surely we don't let such an irrelevant cue influence our ideas about another person?

But it turns out that we do. People who have easier-to-pronounce names are thought to be safer, less risky and more familiar. We give them more votes than their counterparts with difficult-to-pronounce names. We even use the pronunciation of a person's name as a source of information to evaluate the credibility of his or her claims. In our most recent study, we asked people to evaluate the truth of a series of statements — half were attributed to someone with an easy-to-pronounce name, and half were attributed to someone with a difficult-to-pronounce name. We found that when the claims were paired with easy-to-pronounce names, people were more likely to think they were true. People believed the claim "Turtles are deaf" more when it was attributed to "Andrian Babeshko" than when it was attributed to "Czeslaw Ratynska." The easy names produced truthiness.

Of course, the pronunciation of a name or a loosely related photograph should have no influence on people's judgment of truth. So why do they influence our judgments? Like the high-color contrast statements, claims attributed to those with an easy name or those accompanied by a photo feel easier to process. The easy names require less cognitive effort; a photo helps people to visualize and understand a claim more rapidly. This feeling of easy processing is often taken as a sign that information is familiar, credible and

true. To the primitive parts of our brains, that feeling of familiarity signals something that we can trust, while information that's difficult to process signals danger.

This feeling of familiarity could influence us in a variety of contexts. In the courtroom, an easy name might make a witness or expert seem more credible. In the workforce, an easy name might help an individual's résumé float to the top of a stack. And in the news, a photo — even one that is only loosely related — might make a story seem more credible.

So how can we avoid being taken in by a false sense of truthiness? Cognitive psychology research has shown that people are often unaware of their biases or how information influences their judgments. But simply being warned about the influence of names and photos might just make us a little more cautious — leading us to look for truth that comes from books, and not the gut.

【注】 cognitive = related to the mental activities of thinking, understanding, learning, and remembering

【設問】

1. 下線部(1) a classic study の研究結果としてわかったことは何か。60 字以内の日本語で説明しなさい。
2. 下線部(2)について以下の設問に答えなさい。
 - ① photo の影響とはどのようなものか。45 字以内の日本語で説明しなさい。
 - ② photo にそのような影響力がある根拠を示した調査結果の要点を、80 字以内の日本語で説明しなさい。
 - ③ name の影響とはどのようなものか。35 字以内の日本語で説明しなさい。

3. 下線部③influence us in a variety of contexts とは、どのような場面でどのような影響を与えるということか。80 字以内の日本語で説明しなさい。
4. truthiness とは何か。文章全体を踏まえて、50 字以内の日本語で説明しなさい。
5. どうすれば truthiness に依存することを避けられるか。50 字以内の日本語で説明しなさい。

2

次の文章は “Is Inequality Approaching a Tipping Point?” という記事です。文章を読み、下の設問に答えなさい。(40 点)

We know that inequality is on the rise around the world: The richest 1 percent command almost half the planet's household wealth, while the poorest half have less than 1 percent. We know a lot less about why this is happening, and where it might (①).

Some argue that technological advancement drives income disproportionately to those with the right knowledge and skills. Others (②) to the explosive growth in the financial sector.

What if we could shed all our political prejudices and (③) a more scientific approach, setting up an experimental world where we could test our thinking about what drives inequality?

Imagine a world like our own, only greatly simplified. Everyone has equal talent and starts out with the same wealth. Each person can gain or lose wealth by interacting and exchanging goods and services with others, or by making investments that earn uncertain returns over time.

More than a decade ago some scientists set up such a world, in a computer, and used it to run simulations examining fundamental aspects of wealth dynamics. They found several surprising things.

First, inequality was unavoidable: A small fraction of individuals (say 20 percent) always came to possess a large fraction (say 80 percent) of the total wealth. This happened because some individuals were luckier than others. By chance alone, some peoples' investments (④) off many times in a row. The more wealth they had, the more they could invest, (⑤) bigger future gains even more likely.

For those who worry about the destructive effects of wealth inequality on social cohesion and democracy, the idea that it (⑥) almost undeniably from the most basic features of modern economies might be frightening. But there it is. A small fraction owning most of everything is just as natural as

having mountains on a planet with plate tectonics.

Suppose we reach into this experimental world and, by adjusting tax incentives or other means, (⑦) the role of financial investment relative to simple economic exchange. What happens then? The distribution of wealth becomes more unequal: The wealth share of the top 20 percent goes from, say, 80 percent to 90 percent.

If you keep promoting the role of finance and investment, something surprising happens. Inequality doesn't just keep growing in a gradual and continuous way. Rather, the economy crosses an abrupt tipping point. Suddenly, a few individuals (⑧) up owning everything.

This would be a profoundly different world. It's one thing to have much of the wealth belonging to a small fraction of the population — 1 percent is still about 70 million people. It's entirely another if a small number of people — say, five or eight — hold most of the wealth. With such a gap between the poor and rich, the idea that a person could go from one group to the other in a lifetime, or even in a number of generations, becomes absurd. The sheer numbers make the probability vanishingly small.

Are we headed toward such a world? Well, data from Bloomberg and the bank Credit Suisse suggest that the planet's 138 richest people currently command more wealth than the roughly 3.5 billion who make up the poorest half of the population. Of course, nobody can say whether that means we've (⑨) a tipping point or are nearing one.

Our experimental world (⑩) that today's vast wealth inequality probably isn't the result of any economic conspiracy, or of vast differences in human skills. It's more likely the ordinary outcome of a fairly mechanical process — one that, unless we find some way to alter its course, could easily carry us into a place where most of us would rather not be.

【注】 plate tectonics = a scientific theory that the earth is made of very large sections that move very slowly

【設問】

空所①～⑩に入れるのにもっともふさわしい単語を下から1つずつ選んで、必要があれば適切な形に変えて解答欄に書きなさい。それぞれの単語は1回だけ使うものとします。

boost	end	follow	gain	lead	make
pay	point	reach	suggest	take	

- 3 次の文章は恐竜について述べている *Science News* の記事です。文章を読み、下の設問に答えなさい。(40 点)

Dinosaurs weren't quite like cold-blooded reptiles, but ^①_____. Instead, they fell right in the middle. Comparisons with modern animals reveal that dinosaurs' metabolisms probably resembled those of great white sharks, researchers report in the June 13 *Science*.

The findings offer new clues into how the animals lived and also rekindle a long-standing debate. "This paper will make us go back to the drawing board," says paleobiologist Martin Sander of the University of Bonn in Germany.

For years, paleontologists assumed that ^②_____ and other cold-blooded creatures, or ectotherms: slow-growing, low-energy sluggards that bask in sunlight for heat and don't need much food. "When I was a kid, dinosaurs were just scaled-up, tail-dragging reptilian brutes," says Gregory Erickson, a paleobiologist at Florida State University in Tallahassee.

The field took a U-turn in the 1960s, he says, when ^③_____. Over the next few decades, most paleontologists came to think of dinosaurs as more birdlike: warm-blooded animals, or endotherms, that grew quickly, expended lots of energy and regulated their body heat internally. That thinking inspired popular depictions such as the speedy beasts of Jurassic Park.

But trying to fit dinosaurs into one of two categories might be too simplistic, says John Grady, a paleoecologist at the University of New Mexico in Albuquerque.

Previous work had hinted that ^④_____. So Grady and colleagues designed a massive study to pinpoint dinosaurs' place on the spectrum of cold- and warm-blooded life.

His team tabulated the growth rates and energy use, or metabolism, of 353 modern animal species. The census included everything from slow-growing, low-metabolism crocodiles to fast-growing, high-metabolism ostriches.

Then the researchers capitalized on other paleontologists' careful analyses of dinosaur bones to collect the growth rates of 21 dinosaurs, including Tyrannosaurus and Apatosaurus.

Grady and his team couldn't determine the metabolic rates of creatures that have been extinct for at least 65 million years, but ^⑤_____. When Grady plotted the animals' growth rates against their metabolisms, he found a clear link: Those with high growth rates tended to have high metabolisms and vice versa. This strong correlation allowed him to chart the 21 dinosaurs on the same graph.

The animals fell right between cold-blooded animals and warm-blooded ones. "I was a little surprised to see dinosaurs in the middle," Grady says. "If they're not like reptiles and they're not like mammals, then what the heck are they?"

^⑥_____. T-Rex and other dinosaurs may have had metabolisms similar to those of great white sharks, tuna and leatherback sea turtles, Grady says. These animals, called mesotherms, eat more than cold-blooded fish and reptiles do, but ^⑦_____.

Understanding dinosaurs' metabolic peculiarities could offer clues into other debated aspects of the animals' lives, such as ^⑧_____, Grady says.

【注】 paleobiologist, palaeontologist, paleoecologist

= researchers who study areas related to prehistoric times

【設問】

下線の空所①～⑧にあてはまるものをア～ケの中から1つずつ選んで、その記号を解答欄に書きなさい。ただし、文頭に来る場合でもすべて小文字にしてあります。

ア. dinosaurs most resembled modern reptiles

イ. dinosaurs did match up with a few living animals

ウ. how they hunted and why they grew so large

エ. researchers found similarities between dinosaurs and white sharks

オ. researchers started to find similarities between dinosaurs and modern birds

カ. the animals might not sort so cleanly into either group

キ. they could make estimates based on data from living animals

ク. they don't stick tightly to a set body temperature like warm-blooded birds and mammals

ケ. they weren't like warm-blooded birds either

- 4 これから *The Making of a Nation* というアメリカ史についての番組を聞きます。その内容に合うように、1～10の下線にもっともよくあてはまるものをそれぞれ選択肢 a～cの中から1つ選んで、その記号を解答欄に書きなさい。放送は1回流れます。(30点)

1. In the 1850s, most of the population in the United States lived _____.
 - a. east of the Mississippi River
 - b. north of the Missouri Line
 - c. west of the Illinois border
2. In the new settlements, _____ was raised as an issue again.
 - a. population
 - b. slavery
 - c. the economy
3. The Missouri Compromise separated _____.
 - a. the nation into two regions
 - b. the slave states into two parts
 - c. the West from the South
4. The Missouri Compromise _____ in the state of Missouri.
 - a. allowed slavery
 - b. banned slavery
 - c. extended the line
5. The law that passed _____ years later allowed people in the western territories to decide for themselves whether slavery would be legal or illegal.
 - a. 13
 - b. 18
 - c. 30

6. According to a historian, white settlers could not move to Nebraska because _____.
a . it was not an official state yet
b . slavery was already banned
c . there was no railroad
7. Slave-holders in Missouri did not want Nebraska to become a free territory because their slaves might _____.
a . escape to the neighbor
b . stop working hard
✓ c . threaten the free states
8. Senator Douglas proposed to _____.
a . combine Nebraska and Kansas
b . divide Nebraska into two areas
c . separate Kansas from Missouri
9. The senator argued that _____ gave New Mexico and Utah the right to decide by themselves whether they should accept slavery.
a . the Compliance of 1850
b . the Compromise of 1820
c . the Compromise of 1850
10. The senator also emphasized the importance of _____.
a . abandoning slavery for good
b . dividing free states from slave states
c . people's sovereignty over the slavery issue

5

これから *Science Times* という podcast で放送されたインタビューの一部を聞きます。ここでは Maria Konnikova 氏が handwriting (手書き) について語っています。その内容に合うように、1～8の下線にもっともよくあてはまる選択肢をそれぞれ a～cの中から1つ選んで、その記号を解答欄に書きなさい。放送は1回流れます。(40点)

1. In Karin James' studies, children _____.
 - a. copied letters freehand or traced letters
 - b. copied pictures or drew pictures
 - c. traced letters or copied pictures

2. According to Karin James, young children will be able to _____ by learning to handwrite.
 - a. improve their reading skills
 - b. recognize letters faster than others
 - c. Both a. and b.

3. The messiness in learning handwriting by oneself _____.
 - a. causes students to have difficulty in recognition skills
 - b. is not important if you don't care about writing
 - c. makes a connection between motor skills and visual skills

4. Public schools today _____.
 - a. do not train students to handwrite much
 - b. emphasize handwriting
 - c. focus equally on handwriting and typing

5. The interviewee, Dr. Konnikova, thinks that handwriting should be encouraged _____.
a. mostly during the preschool and kindergarten years
b. throughout one's life
c. up until university level
6. A researcher at Princeton University found that college students _____ when they take notes by hand compared to when they take notes with a laptop.
a. remember things better
b. remember things equally well
c. remember things worse
7. The reason for the result of the study at Princeton University was because _____.
a. handwriting and typing require different motor skills
b. handwriting involves deeper information processing
c. typing is faster and helps students follow the lecture
8. Another researcher at the University of Washington found that when students handwrote their essays, they _____.
a. got better scores on the SAT
b. wrote better in quality
c. wrote faster than before

6

英語による講義を聞き、(1)その内容を英語で要約し、(2)その内容に関連する課題についてあなたの意見を英語で書きなさい。以下、(1)と(2)それぞれについて具体的な指示があります。(80 点)

- (1) これから、下記の資料を参考に、英語による講義を聞き、その内容を 150 語程度の英語で要約しなさい。放送は 2 回流れます。

Outline of lecture:

Why learn grammar?

1. What is “grammar”?

- (1)
- (2)
- (3)
- (4)

2. Grammar and communication

- “Do” grammar
- Nonverbal communication and grammar
- Native speakers and grammar

3. The importance of grammar ability

- (1) Better communication
- (2) Professionalism

- (2) 講義の内容に関する次の課題について、あなたの意見を 200 語程度の英語で書きなさい。

Focusing on one or more points mentioned in the lecture, write your opinion with reasons and examples from your own experience.

