

- [I] 次の英文を読んで、本文中の（あ）～（こ）に入れるのにふさわしい語（句）をそれぞれの選択肢 1～4の中から1つ選び、その番号を解答欄に記入しなさい。

Lucky people don't just pay attention to the world around them and meet interesting individuals — they also find unusual ways to use and recombine their knowledge and experiences. Most people have remarkable resources at their fingertips, but never figure out how to leverage them. However, lucky people appreciate the value of their knowledge and their network, and tap* into these gold mines as needed. Here's a powerful example from the 2005 commencement* address that Steve Jobs (あ) at Stanford. In short, he'd dropped out of college after six months because he wasn't sure why he was there, and the (い) was much more than his parents could afford. Here's how Steve tells it:

After six months, I couldn't see the value in college. I had no idea (う) I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The (え) I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms. I returned Coke bottles for the five cent deposits to buy food (お), and I would walk the seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And (か) of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif* and san serif* typefaces, about varying the amount of (き) between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh

computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that (<) personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

This story emphasizes that you never know when your experiences will prove to be valuable. Steve Jobs was open-minded and curious about the world, collected diverse experiences (け) of their short-term benefits, and was able to tap into his knowledge in unexpected ways. This is a sharp reminder that the more experiences you have and the broader your base of knowledge, the more resources you have (こ) which to draw.

選択肢

- | | | | |
|-----------------|---------------|--------------|--------------|
| (あ) 1 entered | 2 changed | 3 delivered | 4 registered |
| (い) 1 diploma | 2 income | 3 tuition | 4 wage |
| (う) 1 that | 2 what | 3 whether | 4 which |
| (え) 1 instance | 2 minute | 3 reason | 4 way |
| (お) 1 in | 2 of | 3 on | 4 with |
| (か) 1 few | 2 many | 3 much | 4 none |
| (き) 1 file | 2 margin | 3 space | 4 volume |
| (く) 1 a | 2 few | 3 no | 4 two |
| (け) 1 deserving | 2 independent | 3 in respect | 4 worthy |
| (こ) 1 for | 2 from | 3 to | 4 with |

〔Ⅱ〕 次の英文を読んで、本文中の (A) ～ (H) に入れるのにふさわしい単語をそれぞれの選択肢 1 ～ 4 の中から 1 つ選び、その番号を解答欄に記入しなさい。

People who enjoy a dream-filled sleep are significantly better at recalling information and making links between facts when they wake, scientists found. But recharging with a shallow nap offers no such mental boost, the research suggests.

The results of the study add to the growing (A) of evidence that Rapid Eye Movement (REM) sleep — the stage of slumber* when our most intensely remembered dreams occur — is crucial to the brain's ability to lay down and consolidate memories.

An average night's repose includes four or five spells of REM sleep, but

these bursts tend to be lengthier towards the end of the night.

This means that adults who get less than the recommended seven to eight hours a night—and therefore insufficient REM sleep—may be damaging their mind's ability to form strong memories.

Although REM sleep is not classified as a type of deep sleep, it is only reached after the brain has passed through deep sleep stages.

For the most recent study, participants were shown groups of three words—such as “cookie”, “heart” and “sixteen”—and asked to find another word that can be (B) with all three words.

In this example, the answer would have been “sweet”. Participants were tested once in the morning and then given the same task again in the afternoon. In between, some were allowed a nap with REM sleep, some a nap without REM sleep, while the others had a quiet rest period.

The quiet rest and non-REM sleep groups showed no improvement in their test results, but the REM sleep group improved on their morning performance (C) an average of almost 40 per cent.

Dr Sara Mednick, a sleep researcher at the University of California in San Diego who led the study, believes that the formation of connections between previously unassociated information in the brain—which leads to creative problem-solving—is (D) by neurological changes which occur during REM sleep.

She said: “REM sleep is important for pulling together all the information we process (E) a daily basis and turning it into memories we can use later.

“This helps us to understand more about the benefits of sleep and to help people maximise their sleep schedules for optimal productivity and memory retrieval.”

The research was discussed at the annual Convention of the American Psychological Association in San Diego.

Scientists have been working on connections between sleep, dreams and brain activity since the REM state was first identified in 1953 by US researchers Eugene Aserinsky and Nathaniel Kleitman.

They found that people woken while their closed eyes made jerking movements recalled much more colourful and elaborate dreams than people woken (F) other stages of sleep.

It is now believed that sleep acts as a sort of mental filing system, enabling the brain to sort relevant information that needs to be retained (G) useless information which can be (H). This process may take place as memories are shifted from one part of the brain to others.

A Harvard Medical School study published in April found that volunteers

who enjoyed dream-filled sleep were up to 10 times better at learning a complex task than those who stayed awake.

選択肢

- | | | | | | | | | |
|-----|---|------------|---|---------------|---|------------|---|----------|
| (A) | 1 | ability | 2 | body | 3 | number | 4 | quality |
| (B) | 1 | associated | 2 | contradictory | 3 | contrasted | 4 | familiar |
| (C) | 1 | at | 2 | by | 3 | in | 4 | to |
| (D) | 1 | encouraged | 2 | hampered | 3 | impeded | 4 | supplied |
| (E) | 1 | at | 2 | by | 3 | in | 4 | on |
| (F) | 1 | by | 2 | during | 3 | while | 4 | with |
| (G) | 1 | by | 2 | from | 3 | into | 4 | out |
| (H) | 1 | acquired | 2 | discarded | 3 | distorted | 4 | modified |

〔Ⅲ〕 次の英文を読んで設問に答えなさい。

If the subject is kids and how they're raised, it seems our culture has exactly one story to tell. Anyone who reads newspapers, magazines or blogs knows how it goes: Parents today either can't or won't set limits for their children. Instead of disciplining them, they hover and coddle and bend over backward to protect their self-esteem. ⁽¹⁾The result is that we're raising a generation of undisciplined narcissists who expect everything to go their way, and it won't be pretty when their sense of entitlement crashes into the unforgiving real world.

Read 10 articles or books on this topic and you'll find yourself wondering whether one person wrote all of them, so uniform is the rhetoric. The central premise is that the problem's dimensions are unprecedented: What's happening now contrasts sharply with the days when parents weren't afraid to hold kids to high standards or allow them to experience failure.

That's why this generation is so self-centered. Take it from journalist Peter Wyden, the cover of whose book depicts a child lounging on a divan* eating grapes while Mom fans him and Dad shades him from the sun: It has become "tougher and tougher to say 'no' to children and make it stick," he insists.

Or listen to the lament of a parent who blames child development experts for the fact that her kids now seem to believe that ⁽²⁾"they have priority over everything and everybody."

Or consider a pointed polemic* in the Atlantic. Sure, the author concedes, kids have always been pleasure-seekers, but longtime teachers report that what we're now witnessing "is different from anything we have ever seen in the young before." Forget about traditional values: Things come so easily to today's entitled children that they fail to develop any self-discipline.

Powerful stuff. Except that those three ^(あ)indictments were published in

1962, 1944 and 1911, respectively.

The ⁽¹⁾revelation that people were saying almost exactly the same things a century ago ought to make us stop talking and sit down — hard. So let's consider three questions: Are parents unduly yielding or overprotective? Are kids today unusually narcissistic? And does the former cause the latter?

Everyone has an anecdote about a parent who hovered too close or tolerated too much. But is it representative of American parents in general? Does research tell us how pervasive permissiveness really is? My efforts to track down national data — by ⁽³⁾combing both scholarly and popular databases as well as asking leading experts in the field — have yielded absolutely nothing. Scholars have no idea how many parents these days are permissive, or punitive, or responsive to their children's needs without being permissive or punitive.

Thus, no one has a clue whether parenting has changed over the years — and, if so, in what direction. Researchers have shown that various practices are more likely to produce certain outcomes, but they shrug when asked how prevalent those practices are. Similarly, “you will find next to no scientific data on ⁽³⁾helicopter parenting,” says Keene State College psychologist Neil Montgomery, using the popular term for parental overinvolvement.

What we do know about discipline is that ⁽³⁾corporal punishment remains extremely popular in this country. In a 1995 Gallup poll, 94 percent of parents of preschoolers admitted to having struck their children within the previous year, (4).

There's also endless demand from parents for advice on getting kids to do what they're told. Some of the recommended methods have shifted over the years, but the goal is still ⁽³⁾compliance. A verbal reward such as “Good job!” is just the mirror image of punishment — a tool for eliciting ⁽³⁾obedience. The same is true of much “overparenting”: It's an exercise in control. Yet both are often portrayed as signs of indulgence.

When the conversation turns to what the kids themselves are like, we find separate complaints sloppily* lumped together: They're rude, lacking in moral standards, materialistic, defiant, self-centered, excessively pleased with themselves and more.

What *are* interchangeable, in style and substance, are the polemics themselves — books with titles such as “Overindulged Children,” “Spoiling Childhood,” “The Myth of Self-Esteem,” “Pampered* Child Syndrome,” “The Omnipotent Child,” “Generation Me,” “The Narcissism Epidemic,” and countless articles in the popular media. Trust me: If you've read one of these, you've read them all.

Like the “permissive parents” trope*, ⁽⁵⁾the notion that kids are full of

themselves and out of control is decades, if not centuries, old — despite the critics' assertion that things are worse than ever. Jean Twenge, who wrote the last two books on that list, establishes her conservative bona fides* with broad attacks on anything that deviates from back-to-basics education and old-fashioned parenting. But unlike her peers, she has actually collected some data — which have received widespread and largely uncritical media attention.

Along with fellow psychologist W. Keith Campbell, Twenge has looked at surveys of young people conducted over several decades and reported that recent groups say they like themselves somewhat more, are more confident and score higher on questionnaires intended to measure narcissism than earlier groups.

But other researchers doubt ⁽⁶⁾these findings, raising multiple concerns about Twenge's methodology. Kali Trzesniewski at the University of Western Ontario and Brent Roberts at the University of Illinois (together with their colleagues) went on to conduct their own analyses — Roberts drew on additional data — and discovered no meaningful differences across generations.

Why, then, are we so willing to believe that kids today are excessively self-confident or self-centered? Social psychologists say we selectively notice and remember examples that confirm our assumptions — which is why anecdotal evidence is so unreliable: Look, there's a parent who's wimpy*. And my cousin knows a 20-year-old who refuses to work hard. I knew it was true!

But why would we gravitate to these beliefs in the first place? In a recent scholarly article, Roberts and others explained that complaints about a "Generation Me" — Twenge's snide* label — reflect people's (7), not the (7) they live in.

"When older people are told that younger people are getting increasingly narcissistic, they may be prone to agree because they confuse the claim for generational change with the fact that younger people are simply more narcissistic than they are," Roberts and his colleagues write. "The confusion leads to an increased likelihood that older individuals will agree with the Generation Me argument despite its lack of empirical* support."

In short, they argue, "every generation is Generation Me" — until it grows up.

There's no evidence, then, that today's parents are more permissive than parents of yesteryear, or that today's young people are more narcissistic. But even if there were, no one has come close to showing that one causes the other.

In fact, ⁽⁸⁾a pair of recent studies cast serious doubt on that proposition. The first, published in *Pediatrics* last May, discovered that there is indeed a parental practice associated with children who later become demanding and

easily frustrated. But it's not indulgent parenting. It's spanking.

And in a small unpublished study of the effects of helicopter parenting on college students, Keene State's Montgomery did not discover any sense of entitlement or tendency to take advantage of people among students who were closely monitored by their parents; to the contrary, such students tended to be somewhat anxious—and also had positive qualities, such as “the capacity to love, feel supported and seek out social connections.”

⁽⁹⁾ Neither logic nor evidence seems to support the widely accepted charge that we're too easy on our children. Yet that assumption continues to find favor across the political spectrum. It seems that we've finally found something to bring the left and the right together: an unsubstantiated knock on parents, an unflattering view of kids and a dubious belief that the two are connected.

設問

- 1 下線部（１）を和訳しなさい。
- 2 下線部（２）をtheyの指すものを明らかにして、和訳しなさい。
- 3 下線部（３）はどのような行為（行動）のことをいうのか、15字程度の日本語で説明しなさい。
- 4 本文中の（４）に入れるのにふさわしい英語になるように、次の句を適当な順に並び替えて完成させ、その順序を番号で記入しなさい。
 - 1 that's not easy to
 - 2 with claims
 - 3 that parents have become softer or more humane
 - 4 a fact
 - 5 square
- 5 下線部（５）を和訳しなさい。
- 6 下線部（６）these findings の内容を40字程度の日本語で説明しなさい。
- 7 本文中に2箇所ある（７）には同じ単語が入る。入れるのにふさわしい単語を選択肢から1つ選んで、その番号を書きなさい。
 - 1 age 2 epoch 3 era 4 habitat 5 time
- 8 下線部（８）a pair of recent studies の結果をそれぞれ30字程度の日本語で簡潔に説明しなさい。
- 9 下線部（９）を和訳しなさい。
- 10 下線部（あ）～（か）について下記の問いに答えなさい。
 - ① 下記の（あ）、（う）の下線部と同じ発音を、同じく下線部に含む語をそれぞれ選択肢1～5の中から選び、その番号を書きなさい。

（あ）indictments: 1 complaint 2 deviate 3 entitlement 4 predict 5 punitive

（う）combing: 1 combine 2 cousin 3 improvement 4 October 5 tomb

- ② (い), (お), (か) の単語の元になった動詞形を活字体で書きなさい。
(例: production → produce)
- ③ (え) と最も意味の近い語を選択肢 1 ~ 4 の中から 1 つ選び, その番号を書きなさい。
1 capital 2 physical 3 strict 4 verbal

[IV] 次の日本語の文章で, 「だが,」以下に続く内容を自由に補って完結させ, それを含めた全体の文章を70語程度の英語で書き表しなさい。解答欄には英文のみを書くこと。

通勤に自転車を使う人たちが増えた。子どもから高齢者まで手軽に乗れて, 体に良いし, 地球にも優しいからだろう。だが,

[NOTES]

bona fides / noun

a person's honesty and sincerity of intention

commencement / noun [U, C, usually sing.]

(NAmE) a ceremony at which students receive their academic degrees; SYNONYM graduation

divan / noun

a long low soft seat without a back or arms

empirical / adjective

[usually before noun] based on experiments or experience rather than ideas or theories: *empirical evidence / knowledge / research*

pamper / verb

[with object] (sometimes disapproving) to take care of somebody very well and make them feel as comfortable as possible: *a spoilt and pampered child*

polemic / noun (formal) [C]

a speech or a piece of writing that argues very strongly for or against something/somebody

san serif / noun

[U] (technical) (in printing) a typeface in which the letters have no serif

serif / noun

a short line at the top or bottom of some styles of printed letters: *a serif typeface*

sloppily / adverb of **sloppy**

sloppy / adjective

showing a lack of care, thought or effort: *Your work is sloppy.*

slumber / noun

[U, C] (literary) sleep: *She fell into a deep and peaceful slumber.*

snide / adjective

(informal) criticizing somebody/something in an unkind and indirect way: *snide comments / remarks*

tap / verb

tap (into) something to make use of a source of energy, knowledge, etc. that already exists: *The movie seems to tap into a general sentimentality about animals.*

trope / noun

(technical) a word or phrase that is used in a way that is different from its usual meaning in order to create a particular mental image or effect. Metaphors and similes are tropes.

wimpy / adjective of **wimp**

wimp / noun

(informal, disapproving) a person who is not strong, brave or confident

(Adapted from *Oxford Advanced Learner's Dictionary* 7th edition)

[出典]

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