

2020 年度
筆記審査
(問題)

注意事項

1. 問題冊子は試験開始の指示があるまで開かないこと。
2. 問題は2～10 ページに記載されている。試験中に問題冊子の印刷不鮮明，ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は，手を挙げて監督員に知らせること。
3. 試験開始後，すべての記述解答用紙の所定欄に受験番号および氏名（カタカナ）を記入すること。

記述解答用紙の所定欄の受験番号は正確に間違いに記入すること。読みづらい数字は採点処理に支障をきたすことがあるので，注意すること。

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4. 解答はすべて解答用紙の所定欄にHBの黒鉛筆またはシャープペンシルで記入すること。解答用紙の枠外への記入はすべて禁ずる。
5. いかなる場合でも，すべての解答用紙を必ず提出すること。
6. 試験終了後，問題冊子および下書き用紙は持ち帰ること。

Directions

Read the passage below and answer the questions that follow

On Praising Children

Rounding the corner into the nursery school classroom to collect my daughter, I overheard the nursery assistant tell her, "You've drawn the most beautiful tree. Well done." A few days later, she pointed to another of my daughter's drawings and remarked, "Wow, you really are an artist!"

(a)

Nowadays, we lavish praise on our children. Praise, self-confidence and academic performance, it is commonly believed, rise and fall together. But current research suggests otherwise—over the past decade, a number of studies on self-esteem have come to the conclusion that praising a child as "clever" may not help her at school. In fact, it might cause her to underperform. Often a child will react to praise by quitting—why make a new drawing if you have already made "the best"? Or a child may simply repeat the same work—why draw something new, or in a new way, if the old way always gets applause?

(b)

In a now famous 1998 study of children aged ten and eleven, psychologists Carol Dweck and Claudia Mueller asked 128 children to solve a series of mathematical problems. After completing the first set of simple exercises, the researchers gave each child just one sentence of praise. Some were praised for their intellect—"You did really well, you're so clever"; others for their hard work—"You did really well, you must have tried really hard." Then the researchers had the children try a more challenging set of problems. The results were dramatic. The students who were praised for their effort showed a greater willingness to work out new approaches. They also showed more resilience and tended to attribute their failures to insufficient effort, not to a lack of intelligence. The children who had been praised for their cleverness worried more about failure, tended to choose tasks that confirmed what they already knew, and displayed less tenacity when the problems got harder. Ultimately, the thrill created by being told "You're so clever" gave way to an increase in anxiety and a drop in self-esteem, motivation and performance. When asked by the researchers to write to children in another school, recounting their experience, some of the "clever" children lied, inflating their scores. In short, all it took to knock these youngsters' confidence, to make them so unhappy that they lied, was one sentence of praise.

(c)

In part, we do it to demonstrate that we're different from our parents. In *Making Babies*, a memoir about becoming a mother, Anne Enright observes, "In the old days—as we call the 1970s, in Ireland—a mother would dispraise her child automatically ... 'She's a monkey,' a mother might say, or 'Street angel, home devil,' or even my favorite, 'She'll have me in an early grave.' It was all part of growing up in a country where praise of any sort was taboo." Of course, this wasn't the case in Ireland alone. Recently, a middle-aged Londoner told me, "My mum called me things I'd never call my kids—too clever by half, cheeky, precocious and show-off. Forty years on, I want to shout at my mum, 'What's so terrible about showing off?'"

(d)

Now, where there are small children—at the local playground, at Starbucks and at nursery school—you will hear the background music of praise: "Good boy, Good girl," "You're the best." Admiring our children may temporarily lift our self-esteem by signaling to those around us what fantastic parents we are and what terrific kids we have—but it isn't doing much for a child's sense of self. In trying so hard to be different from our parents, we're actually doing much the same thing—giving empty praise the way an earlier generation gave out thoughtless criticism. If we do it to avoid thinking about our child and her world, and about what our child feels, then praise, just like criticism, is ultimately expressing our indifference.

(e)

Which brings me back to the original problem—if praise doesn't build a child's confidence, what does?

(f)

Shortly after qualifying as a psychoanalyst, I discussed all this with an eighty-year-old woman named Charlotte Stiglitz. Charlotte—the mother of the Nobel Prize-winning economist Joseph Stiglitz—taught remedial reading in northwestern Indiana for many years. "I don't praise a small child for doing what they ought to be able to do," she told me. "I praise them when they do something really difficult—like sharing a toy or showing patience. I also think it is important to say "Thank you." When I'm slow in getting a snack for a child, or slow to help them and they have been patient, I thank them. But I wouldn't praise a child who is playing or reading." No great rewards, no terrible punishments—Charlotte's focus was on what a child did and how that child did it.

(g)

I once watched Charlotte with a four-year-old boy, who was drawing. When he stopped and looked up at her—perhaps expecting praise—she smiled and said, "There is a lot of blue in your picture." He replied, "It's the pond near my grandmother's house—there is a bridge." He picked up a brown crayon, and said, "I'll show you." Unhurried, she talked to the child, but more importantly, she observed, she listened. She was present.

(h)

Being present builds a child's confidence because it lets the child know that she is worth thinking about. Without this, a child might come to believe that her activity is just a means to gain praise, rather than an end in itself. How can we expect a child to be attentive, if we've not been attentive to her?

(i)

Being present, whether with children, with friends, or even with oneself, is always hard work. But isn't this attentiveness—the feeling that someone is trying to think about us—something we want more than praise?

--From Stephen Grosz, *The Examined Life* (W.W. Norton & Co., 2013): pp. 18-22

(1) Questions

For each question, choose the best answer and write it in the corresponding box on the answer sheet.

1. According to the research mentioned in the passage, frequently praising a child for her intelligence leads to

- (a) a decline in motivation.
- (b) heightened self-esteem.
- (c) improved academic performance.
- (d) worse relations with both parents and teachers.

2. According to the passage, we praise our children mainly because

- (a) as parents, we suffer from continual guilt toward our children.
- (b) psychologists have urged us to do so.
- (c) that is how we were raised by our parents.
- (d) we want to seem different from our own parents.

3. In order to motivate children to work on challenging tasks, how should we respond to them? Select the appropriate answer based on the passage from the following list.

- (a) You draw so well. Drawing must be easy for you.
- (b) You draw like Leonardo da Vinci. It's amazing!

- (c) Your drawing is beautiful. You'll be famous some day!
- (d) Your drawing is very detailed. It must have taken a lot of work.

4. Where in the passage marked (a) to (i) should each of the following short paragraphs be placed?

4-1. **On both occasions, I found myself at a loss. How could I explain to the nursery assistant that I would prefer it if she didn't praise my daughter?**

4-2. **Why are we so committed to praising our children?**

(2) Essay

Having read this passage, under which circumstances, if any, would you praise your children?

Defend your answer with specific reasons **IN ENGLISH** in the space provided on the answer sheet.

II

Directions

Read the passage below and answer the questions that follow.

The Root Cause of Global Poverty

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William Saletan, *Slate.com*. May 10, 2019

<https://slate.com/news-and-politics/2019/05/how-to-fix-poverty-gary-haugen-ijm.html>

(1) Questions

For each question, choose the best answer and write the letter in the corresponding box on the answer sheet.

1. The passage suggests that poor people face all of the following forms of deprivation EXCEPT
 - (a) inadequate access to a good education.
 - (b) inadequate access to digital media.
 - (c) inadequate health care.
 - (d) joblessness.

2. According to the passage, the end of colonization was followed by
 - (a) increased literacy in formerly colonized countries.
 - (b) new forms of corruption.
 - (c) sharp increases in malaria rates throughout Africa.

(d) the elimination of slavery in the world.

3. According to the passage, one way to encourage citizens in a lawless country to reform their own system is

- (a) to convict a powerful criminal to show that the justice system can work.
- (b) to improve educational opportunities with the aim of creating a better-informed population.
- (c) to provide funds to improve information technology, thereby allowing citizens to communicate more effectively.
- (d) to send their leaders overseas to learn about the legal systems in Western countries.

4. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the FOUR answer choices that express the most important ideas in the passage, and choose the right combination from (a)–(d) below. Some sentences do not belong in the summary because they express ideas that are not presented or are minor ideas in the passage.

According to Gary Haugen, the principal cause of misery in the world is violence and lawlessness.

- (A) Gary Haugen is the author of *The Locust Effect*, which made the New York Times Best Seller list.
- (B) Haugen's idea has been adopted by the International Justice Mission and is slowly taking effect, although some compromises are still required.
- (C) It was the World Bank that did a \$400 million project, building a road that was going to have transformational effects in Uganda.
- (D) Many people in the developing world rely on private security companies rather than public police forces.
- (E) One reason why development assistance is often ineffective is that the people it is intended for are victimized before they can benefit from it.
- (F) Poor people in many parts of the world tend to be victims of violence and lawlessness, but this is frequently overlooked.
- (G) Sex crimes, slavery, and theft are called "everyday violence."
- (H) The most effective strategy to fight violence and lawlessness is to build systems that will actually punish criminals.

- (a) (A)–(D)–(C)–(G)
- (b) (D)–(H)–(F)–(B)
- (c) (F)–(E)–(H)–(B)
- (d) (G)–(C)–(E)–(A)

(2) Essay

The author concludes, "You can't police the world. You can only help those you are willing to police themselves." Do you agree or disagree? Provide reasons or examples to support your answer, writing IN ENGLISH in the space provided on the answer sheet.

III

Directions

Read the passage below and answer the questions that follow.

Talk to Me

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Excerpt from "Talk to Me" by Tim Zimmerman, *Outside* magazine, online version, September 12, 2012 <https://www.outsideonline.com/1903986/talk-me>

(1) Questions

For each group of three statements below, choose the one that best agrees with what is written in the passage. Write the letter in the corresponding box on the answer sheet.

1.

- (a) Dolphins have been shown to understand not only the meaning of individual signals ("words"), but also the meaning of word order.
- (b) From studying the vocalization of wild dolphins, researchers have been able to understand many of the signals they use with each other.

(c) The Kewalo dolphins learned a larger number of abstract words than the gorillas and chimpanzees that had been previously studied.

2.

(a) Dolphins living in captivity demonstrate more aggressive behavior than those living in the wild.

(b) Dolphins living in the wild seem to have more complex social patterns than those living in captivity.

(c) Marine-mammal biologist Denise Herzing believes that the only valid way to investigate dolphin intelligence is to study them in the wild, not in captivity.

3.

(a) Although they have very different types of brains, humans and dolphins are the only species who have shown self-awareness.

(b) One way to compare the potential of the brains of different species is to calculate brain mass in relation to body size.

(c) The EQ of dolphins is almost as high as the EQ of chimpanzees, the animals most closely related to humans.

4.

(a) Gorillas have demonstrated the ability to communicate with artificial whistles.

(b) Some researchers hope that dolphins are capable of two-way communication with humans.

(c) While captive dolphins haven't shown any reaction yet to artificial whistles, researchers hope that wild dolphins will respond to them.

5.

(a) It has been shown that dolphins have a more complex social structure than chimpanzees do.

(b) The incident involving Bijyo was cited primarily to show how the dolphins' social behavior provides insights into the dolphin brain.

(c) The mirror test showed that dolphins, like humans, can understand that reflections are not the same as reality.

(2) Essay

Should our new understanding of dolphin intelligence lead to the establishment of international law regarding their treatment? State your opinion and give reasons to support it **IN ENGLISH** in the space provided on the answer sheet.

