

[I] 次の文章を読んで設間に答えなさい。[*印のついた語句は注を参照しなさい。] (83点)

De Meyer works to improve communication about climate change, and it quickly struck him that a major problem was how often professionals who were involved simply misunderstood one another. This, he says, is because people differ in the concepts they have even for basic terms, so what someone thinks they are saying is often not what others understand. This, he claims, explains why climate scientists struggle to get their messages (X) and why big financial organizations underestimate the threats of climate change. Recent psychology research shows that conceptual
(7)
differences of this sort turn up everywhere and that people are usually oblivious* to these disparities*. Neuroscience* studies demonstrate that they are underpinned
(a) by differences in how the brain represents concepts, a process influenced by politics, emotion and character. Differences in thinking that have been shaped by lifetimes of experience, practice or beliefs can be almost impossible to shift. But two steps offer a way forward: making people become aware of their differences and encouraging them to choose new language that is free (Y) conceptual baggage.

The very term “concept” is difficult to define. A good rough
(b) idea of what it means is that concepts are all the properties, examples and associations we think of when we use, hear or read a word. For instance, the concept of “birds” might include the following: they have wings and can fly; blackbirds are a good example of them; and we associate them with nests and animals in general, among other things. Concepts are different from dictionary definitions, which are rigorously* determined and specific (and usually need to be learned). When we use language in everyday life, however, our concepts are central to what we actually mean.
(1)

Psychologists, linguists and philosophers have long strived
(c) to pin

down what a concept is. James Hampton, a psychologist at City, University of London, favors a “prototype” theory of the term. Prototypes are sets of features that determine how typical specific examples are in terms of fitting into a broader category. Baseball is a more typical sport than poker* because it has more of the important features that characterize sports as a concept. Hampton and his colleagues have studied differences in how people rate the importance of features such as competition, skill and athleticism for defining concepts such as sports.

The way people judge how typical an example is shows that such concepts are vague, and there are always borderline cases people cannot agree on. Whether tomatoes are a fruit is a famous example. And while many might agree that marathon running is a sport, people are unlikely to reach consensus on rifle shooting or bridge*. “You need things to be vague and fuzzy*, so when you create a new sport of Frisbee*, you know it doesn’t need to have everything other sports have, like commentators,” Hampton says. This allows concepts to be flexible and dynamic as categories evolve, new examples arise and the importance of features changes. Consider how our concept of “telephone” has evolved over the past 50 years, from landlines to smartphones. This “fuzziness” makes concepts less distinct (consider the overlap between “sports” and “games”), which helps us generalize what we learn about one thing to other related things. It also introduces ambiguity and uncertainty, however.

Researchers have struggled to quantify* how often concepts differ from person to person. (Z) in a recent study, cognitive psychologist Celeste Kidd of the University of California, Berkeley, and her colleagues showed that such differences are the norm: they occur not just for *kinds* of things, such as the whole category of birds, but also for specific exemplars for that category, such as a penguin. Kidd and her colleagues asked participants to give both “feature” judgements (whether a penguin is

noisy) and “similarity” judgements (whether a penguin is more similar to a chicken or a whale). By analyzing how participants’ responses clustered into groups, the researchers estimated that “at least ten to thirty quantifiably different variants of word meanings exist for even common nouns,” according to their study. They also showed that people are usually unaware that “... others do not agree on a meaning. People generally overestimate the degree to which other people will share the same concept as them when they’re speaking,” Kidd says, which helps explain why people talk past each other so much.

Disagreeing about penguins hardly matters. The issue gets worse for more abstract words, however, such as “fairness” or “freedom.” Not only do the consequences of disagreement increase, but differences also become harder to resolve. “With concrete words, we can point at something and say, ‘You said that penguin was black, but isn’t it more white?’ So it becomes resolvable,” De Meyer says. “The more abstract the word, the harder that becomes.”

Neuroscientists have also found that emotion is involved in shaping how the brain represents abstract concepts. “You can place your own emotional flavor onto these words because of their ambiguity,” says Oriel FeldmanHall, a psychologist at Brown University. As a consequence, they can become resistant to change. “Because they’re abstract, you fill them with your own meaning, so they become tied to your identity,” De Meyer says. Psychologists have found that once a concept becomes part of someone’s identity, it becomes difficult to shift. “Kidd’s study says nothing about how easily we can bridge these differences,” De Meyer says. “On words like penguin, we can easily [do so]. But where the meaning becomes associated with your identity, we can’t.”

Conceptual differences arise from several sources, mostly to do with life experiences. A zoo visitor and a zoology student are likely to have

quite different conceptions of penguin, for instance. Training is a
particularly strong influence on the meaning of concepts and (あ)
(い) De Meyer (う)(え) mostly (お) from. He runs
workshops designed to show economists and climate scientists that they
think very differently about words such as risk and uncertainty. “They
have these different concepts of terms they think they all understand but
actually don’t,” De Meyer says. “They don’t understand each other because
they have very different practices, which leads to different semantic*
representations in the brain.”

(By Simon Makin, writing for *Scientific American*, February 1, 2024)

[注] oblivious 気付かない

disparities (disparity 相違)

Neuroscience 神経科学

rigorously 厳密に

poker ポーカー (トランプゲームの一種)

bridge ブリッジ (トランプゲームの一種)

fuzzy ぼんやりした

Frisbee フリスビー (プラスチック製の円盤を投げ合う競技)

quantify 数量化する、(数量を) 測る

semantic 意味に関する

I – A 空所(X)~(Z)に入るもっとも適切なものを次の1~4の中からそれぞれ一つ
選び、その番号を解答欄に記入しなさい。

(X)	1	above	2	across	3	in	4	under
(Y)	1	at	2	of	3	to	4	with
(Z)	1	Or	2	Otherwise	3	So	4	Yet

I - B 下線部 (a)～(h) の意味・内容にもっとも近いものを次の1～4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(a) underpinned

1 appointed 2 changed 3 supported 4 undermined

(b) rough

1 approximate 2 familiar 3 fresh 4 refined

(c) strived

1 attempted 2 failed 3 forgot 4 waited

(d) rate

1 emphasize 2 evaluate 3 ignore 4 recognize

(e) variants

1 forms 2 orders 3 ranks 4 roots

(f) talk past

1 discuss with 2 listen to

3 miscommunicate with 4 relate to

(g) resistant

1 free 2 immune 3 subject 4 vulnerable

(h) runs

1 directs 2 enjoys 3 joins 4 rushes

I - C 波線部 (ア)～(エ) の意味・内容をもっとも的確に示すものを次の1～4の中から
それぞれ一つ選び、その番号を解答欄に記入しなさい。

(ア) conceptual differences of this sort turn up everywhere

- 1 conceptual differences of this type depend on where people live
- 2 conceptual differences of this type disappear in all cases
- 3 these types of concepts continue to change in every place
- 4 these types of differences in concept emerge in various contexts

(イ) our concepts are central to what we actually *mean*

- 1 our concepts conflict with how we use language in everyday life
- 2 our concepts make very distinctive meanings like dictionary definitions
- 3 our concepts play a more important role than what we mean in communication
- 4 our concepts shape the intended meaning behind our communication

(ウ) generalize what we learn about one thing to other related things

- 1 deepen our understanding of inter-connected things
- 2 develop our learning styles to deal with general relationships
- 3 extend our understanding from one topic to similar areas
- 4 improve our learning about related things one by one

(エ) they become tied to your identity

- 1 they become indifferent to who you are
- 2 they become reflective of who you are
- 3 they gradually change who you are
- 4 they gradually make who you are

I - D 二重下線部の空所(あ)～(お)に次の1～8の中から選んだ語を入れて、本文の意味・内容に合う文を完成させたとき、(あ)と(え)と(お)に入る語の番号を解答欄に記入しなさい。同じ語を二度使ってはいけません。選択肢の中には使われないものが三つ含まれています。

Training is a particularly strong influence on the meaning of concepts and (あ)(い) De Meyer (う)(え) mostly (お) from.

1 far	2 is
3 on	4 stem
5 tackling	6 the problems
7 where	8 why

I – E 本文の意味・内容に合致するものを次の1～8の中から三つ選び、その番号を解答欄に記入しなさい。

- 1 Conceptual differences often cause misunderstandings in communication; therefore, people soon recognize them.
- 2 Neuroscience studies show that feelings and personality impact how the brain understands concepts.
- 3 Helping people use new language that is not overly influenced by concepts is key to fixing communication problems from different ways of thinking.
- 4 When we use words, our brains bring up related information, which is similar to looking up a word in a dictionary.
- 5 When people are asked how typical an object is within its category, their answers vary because of the concrete nature of the information they rely on.
- 6 Cognitive psychological research indicates that individuals frequently interpret word meanings differently, even for commonly used terms.
- 7 Neuroscientific findings suggest that people are likely to associate concrete words with various meanings rather than abstract ones.
- 8 Among the factors contributing to conceptual differences between individuals, life experiences have an insignificant influence on why people think differently.

I – F 本文中の太い下線部を日本語に訳しなさい。

People generally overestimate the degree to which other people will share the same concept as them when they're speaking

[II] 次の文章を読んで設問に答えなさい。[*印のついた語句は注を参照しなさい。] (67点)

There are few things better for us than regular rest. (X) it's breaks during the day, hobbies that take our mind off work, weekly sabbaths*, or annual vacations, routines that layer periods of work and rest help us be more productive, have more sustainable careers, and enjoy richer and more meaningful lives.

But too often, rest gets a bad rap* in our always-on, work-obsessed
(a) world. It's also the case that learning to rest well is actually hard. Why is that? And how can we rest better?

Often, people who have control over their daily schedules layer periods of "deep work," as Cal Newport calls it, and "deliberate rest" time to both recharge and let the creative subconscious* examine problems that they haven't been able to solve (Y) hard work. Many great scientists, mathematicians, and composers have daily routines in which they work intensively for a couple hours, take a long break, then work a couple more — and those four (あ) five hours give you (い) time (う)
make steady progress (え) your work, and come up (お) some
new, unexpected ideas.

People in high-stress, unpredictable jobs can't depend on such
(b) routines; but the most successful at dealing with the challenges of work rely on two other things: First, they have good boundaries between work and personal time. Second, they have serious hobbies—everything from quilting* to rebuilding classic cars to running marathons—that are as absorbing as their work. This "deep play" illustrates another important
(c) point: the best rest is active, not just passive. We often think of "rest" as involving a bag of salty snacks and a TV remote, but working out or playing piano actually recharges your mental and physical batteries more

effectively than binge-watching* that hot new show.

Long-term studies reveal another important rest hack*. Taking annual vacations boosts your happiness, improves your cardiovascular* health, and helps you age better compared with colleagues who chain^(d) themselves to the office. (You'll also be more productive and boost your chances of promotion.) Vacations and sabbaticals* can also be an incubator* for new ideas. Lin-Manuel Miranda started toying with the idea⁽⁷⁾ of a musical about Alexander Hamilton* after reading Ron Chernow's biography on vacation. "It's no accident that the best idea I've ever had in my life — maybe the best one I'll ever have in my life — came to me on vacation," Miranda said in 2016. "The moment my brain got a moment's rest, *Hamilton* walked into it."

So let's say you take rest seriously, recognize its importance for health and performance, and calculate that a more disciplined, measured approach to work will pay off in the long run. How can you get started?^(e)

For many, it begins at work. Reducing distractions, becoming more efficient at tasks you can control, and automating routine duties can create time in your day for short breaks that recharge your batteries, and make it easier to maintain clear lines between work and personal time. Better planning and prioritizing will also mean fewer late nights and avoidable crises. Doing this with colleagues amplifies the benefits. Companies that adopt four-day work-weeks succeed because they redesign their workday to give everyone more deep-work time, less time in meetings, and fewer interruptions.^(f)

Next, find your deep play. If you have a hobby you're passionate about, you're more likely to make time for it, and feel good about doing it. If you already have a favorite pastime that was crowded out by work, you have permission to take it back up. If not, look for something that offers satisfactions as rich as work when it goes well, but in concentrated doses,

and in a completely different environment (outdoors and physical if you work in an office). You can't think about clients on a surfboard.

Take your vacations. Shorter, more frequent vacations are often more restorative, because they're lower-stakes than once-in-a-lifetime expeditions, and a drip feed of anticipation, escape, and recovery is better than one big hit of happiness a year. The only bad vacation is the one you don't take.

(Z), play a long game. It may feel like a waste of time at first, but layering periods of work and rest in your day, your week, and your year help you work more consistently, more sustainably, and to a higher level of quality. We're fascinated by youthful genius and overnight success, but immortality-level accomplishment often comes later in life, after decades of steady work: Margaret Atwood wrote *The Handmaid's Tale** when she was 45; Charles Darwin was 50 when he published *The Origin of Species**. (中略) Deliberate rest, woven into your days and life, acts as a mainspring and regulator, giving you more energy, more ideas, and more time for good work and a good life. In today's always-on world, few things are harder to do than rest. But few things are more worthwhile.

(By Alex Soojung-Kim Pang, writing for *Time*, February 26, 2024)

[注] sabbaths (sabbath ユダヤ教・キリスト教の安息日)

bad rap いわれのない非難

creative subconscious 創造的潜在意識

quilting キルティング (縫いものの一種)

binge-watching イッキ見 (binge-watch シリーズ物のテレビ番組などを
絶え間なく一気に観る)

hack ヒント、裏技

cardiovascular 心臓血管の

sabbaticals (sabbatical 長期休暇・特別研究期間)

incubator 孵化機、保育器

Alexander Hamilton アメリカ合衆国建国期の政治家

The Handmaid's Tale 『侍女の物語』(Margaret Atwood 著)

The Origin of Species (On the *Origin of Species* 『種の起源』(Charles Darwin 著))

II - A 空所(X)～(Z)に入るもっとも適切なものを次の1～4の中からそれぞれ一つ
選び、その番号を解答欄に記入しなさい。

(X) 1 Although 2 As if

3 Thus 4 Whether

(Y) 1 at 2 for 3 on 4 through

(Z) 1 After all 2 As a result 3 Finally 4 Initially

II - B 下線部 (a)~(h) の意味・内容にもっとも近いものを次の 1 ~ 4 の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(a) work-obsessed

1 work-appropriate	2 work-capable
3 work-dominated	4 work-shy

(b) unpredictable

1 dangerous	2 incomprehensible
3 irregular	4 steady

(c) absorbing

1 assimilating	2 assisting	3 boring	4 engaging
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(d) chain

1 adapt	2 confine	3 lead	4 refrain
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(e) pay off

1 be charitable	2 be expensive
3 be limiting	4 be rewarding

(f) fewer interruptions

1 fewer approaches	2 fewer disturbances
3 less focus	4 less support

(g) crowded out

1 assembled	2 enhanced	3 monitored	4 replaced
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(h) a mainspring

1 a bottom line	2 a driving force
3 an outcome	4 mid-spring

II - C 波線部 (ア)～(ウ) の意味・内容をもっとも的確に示すものを次の1～4の中から
それぞれ一つ選び、その番号を解答欄に記入しなさい。

(ア) toying with the idea of

- 1 amusing people with
- 2 celebrating
- 3 contemplating
- 4 playing games for

(イ) a drip feed of

- 1 a continuous small portion of
- 2 a deep fear of
- 3 a liquid form of
- 4 an extremely low chance of

(ウ) immortality-level accomplishment

- 1 a book written by a senior author after retirement
- 2 a life of an immortal who is gradually aging
- 3 a skill to produce permanent vacations
- 4 an achievement that will be passed down to the future

II - D 二重下線部の空所(あ)～(お)に次の1～8の中から選んだ語を入れて、本文の
意味・内容に合う文を完成させたとき、(あ)と(え)と(お)に入る語の番号を解答
欄に記入しなさい。同じ語を二度使ってはいけません。選択肢の中には使われな
いものが三つ含まれています。

those four (あ) five hours give you (い) time (う) make
steady progress (え) your work, and come up (お) some new,
unexpected ideas

1 enough	2 just	3 less	4 off
5 on	6 or	7 to	8 with

II-E 本文の意味・内容に合致するものを次の1~8の中から三つ選び、その番号を
解答欄に記入しなさい。

- 1 Most hobbies disturb our work, and vacations make us less productive.
- 2 The best kind of rest is quiet, but other activities like working out can be an alternative if you do not overdo it.
- 3 When Lin-Manuel Miranda was writing a novel he met Hamilton for the first time, who visited his office by chance.
- 4 You have to plan breaks seriously and recognize their importance for your work performance.
- 5 Making your routine duties automatic, you can separate your work and private time during the day to revive yourself better.
- 6 Companies employing four work days a week will be required to redesign their work pattern to give everyone more time for meetings.
- 7 A big trip which you won't repeat in your life can be too exciting to make you resign from your work.
- 8 In today's busy world, finding time to rest can be incredibly challenging; yet it is very valuable.

[III] 次の会話を読んで設問に答えなさい。(50点)

(Amy and Ron discuss a lecture about canned foods that they listened to at the library.)

Ron: What did you think of that?

Amy: [あの講義はなかなか勉強になったし、思っていた以上に興味深かった。]

Ron: Have you been to one of these before?

Amy: _____ (a) _____ How about you?

Ron: I've been coming to these public lectures on the weekends for a while now because the speakers are usually fun to listen to.

_____ (b) _____

Amy: I found out about it when I saw a poster advertising the lecture. I saw it when I was here last week to get some new reading material.

Ron: The topics are usually of quite wide interest and a background in the topics is unnecessary. _____ (c) _____ Any and all are welcome to come along.

Amy: Today's lecture topic about canned food, putting food in tin cans or something like them, seemed a bit strange at first. But, those items are part of everyday life, we do have them in my kitchen at home, and I didn't know anything about the topic.

Ron: Same here. What stood out for you?

Amy: _____ (d) _____ I didn't know that it began from the later 18th century with the French government. They gave a challenge to inventors to create a way of preserving meat, fruit, and vegetables. This was news to me.

Ron: I liked that part too, and the part about the winner of that challenge, Nicolas Appert. It was interesting to learn about the process of putting food in vessels, heating them, and killing the

bacteria. Calling that process “appertizing,” making a verb out of his last name, is kind of amusing.

Amy: Sure, Appert is known as the modern inventor of canned food these days. But people were likely doing this in their homes from much earlier. The lecturer made an important point about that.

Ron: And as the lecturer also pointed out, Appert didn’t in fact use what we think of as metal cans these days at all. It didn’t sound so appealing.

Amy: _____ (e) Especially when you think about the kinds of food you often get in them.

Ron: Definitely. I think of canned food as being something my family stores in a bag in my house in case there is an emergency, like an earthquake. If we suddenly needed to leave home, we could grab it and take all of it with us.

Amy: I wish my family was prepared like that. _____ (f) _____

Ron: It was fascinating that in the 19th century, soldiers and sailors viewed canned foods as being of value. People in those professions were often in extreme situations. _____ (g) _____ Canned food was important nutrition. It was also a little luxury, and a taste of home.

Amy: I especially enjoyed the section in the talk about how the 1950s in America was a kind of “golden age” of canned foods. Companies were even promoting canned goods by publishing recipe books.

Ron: Yeah, people could get non-seasonal foods in canned form, or the kinds of things that didn’t grow in any of the regions around them, and so it seemed like an era of abundance. _____ (h) _____

Amy: Later on, the speaker was saying that canned foods are making a comeback in some places.

Ron: I doubt that the trend for serving up canned fish from European

countries in expensive wine bars will have much effect on anything my family buys at the supermarket.

III - A 空所 (a)～(h) に入るもっとも適切なものを次の1～10の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。同じ選択肢を二度使ってはいけません。選択肢の中には使われないものが二つ含まれています。

- 1 Canned foods hardly seem like a symbol of plenty now though.
- 2 I don't think of canned food as being particularly tasty, either.
- 3 I hadn't heard of that origin story before.
- 4 None of us have ever gotten around to doing that.
- 5 So you don't need any specialist knowledge.
- 6 Some trendy restaurants serve expensive canned foods these days.
- 7 The library organizes a new speaker to come along each month.
- 8 They could be away from home for weeks or months at a time, or longer.
- 9 This would be a first for me.
- 10 We can eat the contents whenever we feel like it.

III - B 本文中の〔 〕内の日本語を英語で表現しなさい。

あの講義はなかなか勉強になったし、思っていた以上に興味深かった。