

[1]

問1

(ア) F.

(イ) D.

(ウ) A.

(エ) C.

問2

たとえば、受動的な見るという行為と、理解するという、それと関連するもののはるかに深い行為との間のいったいどこに境界線を引くというのか。

問3

視覚が、目に入るただの光を知覚することで人間の体験全体が構築されていくほどに見事な精度をもつこと。(49字)

問4

brain

問5

A.

[2]

問1

私たちの耳にとってはドアのきしむ音や美しい弾けるような音であるものが、イルカにとっては反射した音によって物体の位置を特定したり仲間と意思を疎通させたりする手段なのである。

問2

Signature whistle:

(人間が用いる署名のように)個々のイルカが自分が誰かを伝えるために発し、仲間が繰り返すことで両者の間で接触が図られる音。

Non-signature whistle:

単語のように特定の意味をもち、警戒を促したり問いかけたりするのに用いられる音。

問3

B.

問4

D.

問5

D.

[3]

問1

他者が思い出した情報が私たちの記憶の中で競争を生み、それが本来なら思い出したかもしれない詳細を忘れさせてしまうことがある。

問2

主導権をもつこうした発言者は、自分が思い出す詳細を強調することで大きな影響を及ぼし、そのことでそれほど意見を述べない者が細部を思い出しづらくなる。

問3

(ア) A.

(イ) C.

(ウ) C.

(エ) A.

問4

People working in groups often show poorer memory than those working alone because their recollections are influenced by assertive members, early speakers, and people who have strong confidence in their memories. (31 words)

[4]

Above all, teachers need the ability to explain things clearly. To teach in an organized way, they must understand their subject well, and they should also learn beyond it when necessary. Second, they need the ability to understand others. However much a teacher knows, classes won't go well unless the teacher understands the students' needs. The same is true of communication with other teachers and parents. Finally, teachers need the ability to be a role model. Even outside class, teachers should guide students in a better direction, sometimes as a leader and sometimes as a friend, to support their growth. (100 words)

[5]

In 2004, 67% of staff at Springfield University commuted by car, whereas those who rode bicycles or trains accounted for 9% and 8% respectively. By 2024, the gap between car and bicycle use had narrowed. Car use fell sharply to 36%, and bicycle use rose to 26%. Train use changed little, decreasing slightly from 8% to 7%. Overall, staff came to rely less on cars and more on bicycles, while trains remained a less popular option over the twenty-year period. (80 words)