

(2015年度)

## 4 英語問題 (90分)

(この問題冊子は25ページ、8問である。)

### 受験についての注意

1. 監督の指示があるまで、問題冊子を開いてはならない。
2. 試験開始前に、監督から指示があったら、解答用紙の右上の番号が自分の受験番号と一致することを確認し、所定の欄に氏名を記入すること。次に、解答用紙の右側のミシン目にそって、きれいに折り曲げてから、受験番号と氏名が書かれた切片を切り離し、机上に置くこと。
3. 監督から試験開始の指示があったら、この問題冊子が、上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は、HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能、計算機能、辞書機能などを使用してはならない。
5. 解答は、解答用紙の各問の選択肢の中から正解と思うものを選んで、そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. マークをするとき、マーク欄からはみ出したり、白い部分を残したり、文字や番号、○や×をつけてはならない。
7. 訂正する場合は、消しゴムでいねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり、破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

- 1 次の英文を読み、(1)～(10)にあてはまる語句としてもっとも適切なものを(a)～(d)からそれぞれ1つ選びなさい。

Did you learn British or American English? Although the two are quite similar, there are some important differences between them. Sarah is from England, and Sam is from the U.S. Although they have been together for a long time, they still continue to experience misunderstandings due to small differences in the kinds of English they speak. The following are some of the experiences they have had.

SARAH says: When I was first dating my husband, I offered him a cup of tea one afternoon—a simple gesture, but it caused ( 1 ) moment between us. The exchange went something like this:

Me: "Would you like a cup of tea?"

Sam: "Sure."

Why was this exchange so strange for my British ears? Well, I would expect to hear "sure" in a situation like:

A: "Can you help me with the washing-up?"

B: "Sure!"

"Sure" is a response to someone asking you for a favour. It means you are helping them out. So when he replied "sure" to my offer of a cup of tea, it sounded like he was doing me the favour, not ( 2 ). I suppose I felt a little bit offended. I had expected him to say something like:

"That would be lovely, thank you!"

His curt response seemed ( 3 ). As a nation, Brits are obsessed with tea, and making cups of tea for friends is a kind of ( 4 ). Chatting over a cosy cuppa brings us together—"there's no problem that can't be solved by a cup of tea." I think someone once said. A cup of tea to me is more than just a drink and I think it demands more respect than "sure!"

SAM says: I didn't ask for a cup of tea! ( 5 ), speaking for many Americans, I could care less about tea, especially when served with milk, of all things. At the time, I found Sarah's response to be ( 6 ). Was she offering me tea simply to receive praise in return? ( 7 ) I wasn't going to thank her when she handed it to me.

Using curt, simple responses is very common in American English, even when accepting offers. They save time and eliminate any possible chance of being misinterpreted. I ( 8 ); I was being direct. "Sure," was a perfectly normal thing to say, and not rude at all.

Some further examples of how an American might accept such an offer:

A: "I bought us some cake. Would you like a piece now?"

B: "Yeah."

A: "Want a beer?"

B: "Okay."

When I'm a guest in someone's home, I feel uncomfortable being waited on and fussed over. In my opinion, ( 9 ) could be more accommodating than to say to a guest: "If you're thirsty there's plenty to drink in the fridge. Help yourself!" However, I know for a fact that this makes Sarah feel ( 10 )!

(Adapted from "Transatlantic Trouble: British and American English." *The Japan News by The Yomiuri Shimbun*, April 11, 2014.)

- (1) (a) a critical (b) a suspended  
(c) an awkward (d) an aching
- (2) (a) upside down (b) the other way around  
(c) the right way up (d) inside out
- (3) (a) warm and compassionate (b) accepting and tolerant  
(c) dull and dishonest (d) cold and uncaring
- (4) (a) ancient affair (b) royal ceremony  
(c) bonding ritual (d) outdated formality
- (5) (a) Quite frankly (b) Quite strictly  
(c) To my distress (d) To be exact
- (6) (a) totally indefensible (b) a complete overreaction  
(c) due to her prejudice (d) a sign of her indecisiveness
- (7) (a) It's not as if (b) It seems to mean  
(c) It doesn't look like (d) It proves that
- (8) (a) meant to criticize her fairly (b) didn't really say what I meant  
(c) was just trying to be diplomatic (d) wasn't being ungrateful
- (9) (a) it (b) that (c) anything (d) nothing
- (10) (a) indispensable (b) uncomfortable  
(c) accepted (d) drained

2 次の会話の中で(11)～(18)に最適な表現を(a)～(d)の中からそれぞれ1つ選びなさい。(19)～(20)は問いに対する最適な回答を(a)～(d)の中からそれぞれ1つ選びなさい。

Corie and Paul are newly weds. They had just moved into an apartment on the top floor of a Brownstone in New York City. Corie's mother drops by unannounced and sees the apartment for the first time.

Corie: Well ... ?

Mother: (*Stunned.*) Oh, Corie, ... it's ... beautiful.

Corie: ( 11 )

Mother: (*Moves up towards windows.*) No, no ... It's a charming apartment.  
(*Trips over platform.*) I love it.

Corie: (*Rushes to her.*) You can't really tell like this.

Mother: I'm crazy about it.

Corie: ( 12 ) I knew you wouldn't like it.

Mother: (*Moves towards Paul.*) I love it ... Paul, didn't I say I loved it?

Paul: ( 13 )

Mother: I knew I said it.

Corie: Do you really, Mother? I mean, are you absolutely crazy in love with it?

Mother: Oh yes. It's very cute ... And there's so much you can do with it.

Corie: I told you she'd hate it.

Mother: (*Moves towards bedroom landing.*) Corie, you don't give a person  
( 14 ). At least let me see the whole apartment.

Paul: ... This is the whole apartment.

Mother: (*Cheerfully.*) It's a nice, large room.

Corie: There's a bedroom.

Mother: ( 15 )

Paul: One flight up.

Corie: It's just two steps. (*Goes up steps to bedroom door.*) See?

Mother: Oh. Split level. (*Climbs steps.*) And where's the bedroom? Through here?

Corie: No. *In* there. That's the bedroom ... It's really just a dressing room, but I'm going to use it as a bedroom.

Mother: (*At the bedroom door.*) That's a wonderful idea. And you can just put a bed in there.

Corie: That's right.

Mother: How?

Corie: ( 16 ) I measured the room.

Mother: A double bed?

Corie: No. an oversized single.

Mother: Oh, they're nice. ( 17 )

Corie: With me.

Mother: I'm sure you'll be comfortable.

Corie: I'm positive.

Mother: It's a wonderful idea. Very clever ...

Corie: Thank you.

Mother: ( 18 )

Corie: Yes, you can.

Mother: Without climbing over the bed?

Corie: No, you *have* to climb over the bed.

Mother: That's a good idea.

(Adapted from a scene from ACT I from the play by Neil Simon (1967), *Barefoot in the Park.*)

- (11) (a) I have to agree. (b) Do you think so?  
(c) You hate it ... (d) I told you so.

- (12) (a) It's not your kind of apartment.  
(b) I wasn't sure whether you would like it.  
(c) It sounded good at the time.  
(d) The furniture will arrive soon.
- (13) (a) I would have said it.                      (b) I wished I said it.  
(c) She hopes you love it.                      (d) She said she loved it.
- (14) (a) a favor                      (b) your address   (c) an excuse                      (d) a chance
- (15) (a) Where?                      (b) Which one?   (c) Why?                      (d) When?
- (16) (a) Absolutely.   (b) Sometimes.   (c) Not sure.                      (d) It'll fit.
- (17) (a) I hope you're taking the bed with ...  
(b) And where will Paul sleep?  
(c) Who is Paul going out with?  
(d) Do you have pillows?
- (18) (a) Except you can't get to the closet.  
(b) Until you need to use the closet.  
(c) How do you plan on accessing the closet?  
(d) What if you have to use the closet?
- (19) From the script, what can you tell about the mother?  
(a) She genuinely likes and appreciates the apartment.  
(b) She senses marital problems between Corie and Paul.  
(c) She is trying not to show her disappointment with the apartment.  
(d) She is feeling sorry for herself and is trying to be cheerful.

- (20) From reading the script, what kind of play do you think this is?
- (a) A political play about New York's rent-controlled housing
  - (b) A historical play about social respectability in Manhattan
  - (c) A comedy about a young couple starting their life together
  - (d) A documentary type of play that shows the real lives of New Yorkers

**3** 以下の各文の誤っている箇所を、(a)～(d)からそれぞれ1つ選びなさい。

- (21) Last year a report from Harvard University has set off alarm bells because it showed that the proportion of bachelor degree graduates in the United States who had majored in the humanities fell from 14 percent to 7 percent.
- (22) Even elite universities like Harvard itself have experienced a similar decrease. Moreover, the decline seems to have become steeper in recent years. There is talk of a crisis into the humanities.
- (23) I don't know enough about the humanities as a whole to comment if what is causing enrollments to fall. Perhaps many humanities disciplines are not seen as likely to lead to fulfilling careers, or to any careers at all.
- (24) Maybe that's because some disciplines are failing to communicate to outsiders what they do and why it matters. Or, difficult as it maybe to accept, maybe it is not just a matter of communication.
- (25) Perhaps some humanities disciplines really have become less relevant to the exciting and fast-changing world in which we live. I state these possibilities without reaching a judgment about any of it.



- (26) What I do know something about that, however, is my own discipline, philosophy, which, through its practical side—ethics—makes a vital contribution to the most urgent debates that we can have.
- (27) I am a philosopher, so you would be justified ever in suspecting bias in my view. Fortunately I can draw on an independent report by the Gottlieb Duttweiler Institute (GDI), a Swiss think tank, to support my claim.
- (28) GDI recently released a ranked list of the top 100 Global Thought Leaders for 2013. The ranking includes economists, psychologists, authors, ... theologians, physicians and people from several other disciplines. Three of the top five global thinkers are philosophers: Slavoj Žižek, Daniel Dennett, and me. GDI classifies a fourth, Jürgen Habermas, to sociologist, but the report acknowledges that he, too, is arguably a philosopher.
- (29) The only Global Thought Leader in the top five not involved in philosophy is former U.S. Vice President Al Gore. There are many economists in the top 100 than thinkers from any other single discipline, but the top-ranking economist, Nicholas Stern, ranks 10th overall.
- (30) Can it really be true that four of the world's five most influential thinkers come from the humanities, and three to four from philosophy? To answer that question, we have to ask what GDI measuring when it compiles its ranking of Global Thought Leaders.

(Adapted from "Philosophers still vital to our high-tech world." Peter Singer. *The Japan Times*, April 18, 2014.)

- 4 次の英文を読み、(31)~(40)の空欄に文脈に合う最適な語を(a)~(d)の中からそれぞれ1つずつ選びなさい。

The English ( 31 ) rightly known as a nation of gardeners. They are so fond ( 32 ) flowers. Signs of this fondness are to be seen everywhere. One might naturally expect it of the countryside; but it is even more impressive in the cities. It is precisely because cities are artificial that they ( 33 ) something natural in them to keep the citizens human. But in cities, the flowers ( 34 ) often arranged in artificial ways, especially in public gardens. Thus, one summer I was visiting ( 35 ) public gardens in the city of Bath. There I came ( 36 ) such an extraordinary floral display. There were many figures in the display that reminded me ( 37 ) something I had seen ( 38 ) TV. Then one of my students reminded me: they were figures from "Sesame Street." How skillful, I thought, were the English gardeners who ( 39 ) devised such a display! And how appropriate was this display to the taste of my Japanese students, as a demonstration of something akin ( 40 ) *bonsai* in England!

(Adapted from Milward, P., Kusayama, T. and Uetake, D. (1989). *Scenes of England—Men and Animals*. Yumi Press.)

- (31) (a) was                      (b) were                      (c) is                      (d) are  
(32) (a) to                      (b) by                      (c) of                      (d) on  
(33) (a) are                      (b) let                      (c) allow                      (d) need  
(34) (a) are                      (b) were                      (c) have                      (d) have been  
(35) (a) some                      (b) few                      (c) plenty                      (d) scarce  
(36) (a) up                      (b) to                      (c) beside                      (d) upon  
(37) (a) at                      (b) by                      (c) of                      (d) on  
(38) (a) at                      (b) on                      (c) in                      (d) of  
(39) (a) were                      (b) are                      (c) had                      (d) have been  
(40) (a) with                      (b) to                      (c) at                      (d) by

- 5 次の英文を読み、(41)～(50)の問の答として文脈に沿ったもっとも適切なものを(a)～(d)からそれぞれ1つ選びなさい。

### Kakonomics

An important concept explaining why life so often sucks\* is *kakonomics*, or the weird preference for low-quality payoffs. Standard game-theoretical approaches suggest that whatever people are trading (ideas, services, goods), each one wants to receive high-quality work from others. Kakonomics (from the Greek, the economics of the worst) describes cases wherein people not only have the standard preference for receiving high-quality goods and delivering low-quality goods but actually prefer to deliver a low-quality product and receive a low-quality one.

How can it be possible? And how can it be rational? Even when we're lazy and prefer to deliver a low-quality outcome, we should still prefer to work less and receive more—that is, deliver low-quality and receive high-quality. Kakonomics is different: Here, we prefer not only to deliver a low-quality product but also to receive a low-quality good in exchange!

Kakonomics is the strange yet widespread preference for mediocre exchanges insofar as nobody complains about them. Kakonomic worlds are worlds in which people not only live with another's laxness but expect it: I trust you not to keep your promises in full because I want to be free not to keep mine *and* not to feel bad about it. What makes it an interesting and weird case is that in all kakonomic exchanges, the two parties seem to have a double deal: an official pact in which both declare their intention to exchange at a high-quality level, and an implicit agreement whereby discounts are not only allowed but ( 44 ). Thus, nobody is free-riding: Kakonomics is regulated by a tacit social norm of discount on quality, a mutual acceptance of a mediocre outcome, satisfactory to both parties as long as they confirm publicly that the exchange is in fact at a high-

quality level.

Take an example: A well-established best-selling author has to deliver his long overdue manuscript to his publisher. He has a large audience and knows very well that people will buy his book just because of his name. Thus, the author decides to deliver a manuscript with a stunning opening and a mediocre plot (the low-quality outcome). The publisher is happy with it and congratulates the author ( 46 ) he'd delivered a masterpiece (the high-quality rhetoric), and both are satisfied. The author prefers not only to deliver a low-quality work but also that the publisher's response will be low-quality by failing to provide a serious edit and consenting to publish. They trust each other's untrustworthiness and connive\*\* on a mutually advantageous low outcome.

Paradoxically, if one of the two parties delivers a high-quality outcome instead of the expected low one, the other party resents it as a breach of trust. The willingness to repeat an interaction with someone is ensured if he or she delivers low quality too, rather than high quality.

Kakonomics is not always a bad thing. Sometimes it allows a certain discount that makes life more relaxing for everybody. As a friend who was renovating a country house in Tuscany told me: "Italian builders never deliver when they've promised to, but the good thing is, they don't expect you to ( 48 ) when you've promised to, either."

But the major problem of kakonomics and the reason it is a form of collective insanity so difficult to eradicate is that each low-quality exchange is a local equilibrium, in which both parties are satisfied; however, each of these exchanges erodes the overall system in the long run. So the threat to good collective outcomes doesn't come only from free riders and predators, but also from well-organized norms of kakonomics, which regulate exchanges for the worse.

(Adapted from Origgi, G. (2012). Kakonomics. In J. Brockman (Ed.). *This will make you smarter: New scientific concepts to improve your thinking*. HarperCollins

Publishers.)

\*sucks = disappoints

\*\*connive = secretly help someone do something dishonest

- (41) According to the passage, what conditions must exist for kakonomics to work?
- (a) The party that provides a low-quality product must expect a high-quality product.
  - (b) The party that provides a high-quality product must expect a high-quality product.
  - (c) Both parties must be satisfied with a high-quality exchange.
  - (d) Both parties must be satisfied with a low-quality exchange.
- (42) Kakonomics seems "irrational" at first glance because one would think that rational people would behave in which of the following ways?
- (a) People would prefer receiving high-quality work even if they delivered low-quality work.
  - (b) People would prefer receiving low-quality work when they delivered low-quality work.
  - (c) People would prefer receiving low-quality work even if they delivered high-quality work.
  - (d) People would prefer receiving medium-quality work when they delivered high-quality work.

- (43) According to the passage, which of the following is *not* a consequence of kakonomics?
- (a) Life is more relaxing for the involved parties.
  - (b) People don't always have to strive for excellence.
  - (c) People can go on pretending that a product is high quality.
  - (d) People eventually begin to prefer high-quality services.
- (44) Which of the following best fits the blank ( 44 )?
- (a) rejected      (b) expected      (c) discouraged      (d) disputed
- (45) What is meant by the phrase nobody is free-riding?
- (a) No one can ride public transportation for free.
  - (b) No one provides goods and services until they are paid.
  - (c) Everyone receives goods and services for doing nothing.
  - (d) Everyone must work to receive goods and services.
- (46) Which of the following best fits the blank ( 46 )?
- (a) unless      (b) even if      (c) instead      (d) as though

(47) In the example of kakonomics between the best-selling author and his publisher, what must the publisher do to make this a successful case of kakonomics?

- (a) The publisher must praise the author knowing that the work is mediocre and provide a mediocre edit.
- (b) The publisher must praise the author knowing that the work is mediocre but provide a high quality edit.
- (c) The publisher must honestly critique the author about the mediocrity of the work while providing a mediocre edit.
- (d) The publisher must honestly critique the author about the mediocrity of the work while providing a high quality edit.

(48) Which of the following best fits the blank ( 48 )?

- (a) feed them
- (b) convince them
- (c) finish them
- (d) pay them

(49) Why is kakonomics so difficult to eliminate?

- (a) Because people generally are satisfied with mediocrity.
- (b) Because people generally distrust alternative forms of exchange.
- (c) Because it is human nature to demand higher quality.
- (d) Because of the few members of society who are free-riders.

- (50) According to the author, what is the downside to kakonomics?
- (a) Levels of mistrust develop, ruining long-term relationships between the two parties.
  - (b) The economy eventually experiences recession due to low-quality goods in the market.
  - (c) There is a deterioration of the overall quality of society and systems in the long-term.
  - (d) Having low expectations of others can unintentionally result in higher creativity.

**6** 次の英文を読み、(51)～(56)に続く答えとしてもっとも適切なものを、(57)～(60)は問の答えとして最適なものをそれぞれ(a)～(d)から1つ選びなさい。

In the mid-nineteenth century, work<sup>(51)</sup> began on a crucial section of the railway line connecting Boston to the Hudson River. The addition would run from Greenfield, Massachusetts, to Troy, New York, and it required tunneling through Hoosac Mountain, a massive impediment\*, nearly five miles thick, that blocked passage between the Deerfield Valley and a tributary\*\* of the Hudson.

James Hayward, one of New England's leading railroad engineers, estimated that penetrating\*\*\* the Hoosac would cost, at most, a very manageable two million dollars. The president of Amherst College, an accomplished geologist, said that the mountain was composed of soft rock and that tunnelling would be fairly easy once the engineers had breached the surface. ...

Everyone was wrong. Digging through the Hoosac turned out to be a nightmare. The project cost more than ten times the budgeted estimate. If the people involved had known the true nature of the challenges they faced, they would never have funded the Troy-Greenfield railroad. But, had they not,<sup>(55)</sup> the factories of northwestern Massachusetts wouldn't have been able to ship their



goods so easily to the expanding West, the cost of freight would have remained stubbornly high, and the state of Massachusetts would have been immeasurably poorer. So is ignorance an impediment to progress or a precondition for it?

<sup>(56)</sup>  
The economist Albert O. Hirschman, who died last December, loved paradoxes like this. He was a “planner,” the kind of economist who conceives of grand infrastructure projects and bold schemes. But his eye was drawn to the many ways in which plans did not turn out the way they were supposed to—to unintended consequences and perverse outcomes and the puzzling fact that the shortest line between two points is often a dead end.

“The Principle of the Hiding Hand,” one of Hirschman’s many memorable essays, drew on an account of the Troy-Greenfield “folly,” and then presented an even more elaborate series of paradoxes. Hirschman had studied the enormous Karnaphuli Paper Mills, in what was then East Pakistan. The mill was built to exploit the vast bamboo forests of the Chittagong Hill Tracts. But not long after the mill came online the bamboo unexpectedly flowered and then died, a phenomenon now known to recur every fifty years or so. Dead bamboo was useless for pulping; it fell apart as it was floated down the river. Because of ignorance and bad planning, a new, multimillion-dollar industrial plant was suddenly without the raw material it needed to function.

But what impressed Hirschman was the response to the crisis. The mill’s operators quickly found ways to bring in bamboo from villages throughout East Pakistan, building a new supply chain using the country’s many waterways ... The result was that the plant was blessed with a far more diversified base of raw materials than had ever been imagined. If bad planning hadn’t led to the crisis at the Karnaphuli plant, the mill’s operators would never have been forced to be creative. And the plant would not have been nearly as valuable as it became.

(Adapted from “The Gift of Doubt: Albert O. Hirschman and the power of failure.” by M. Gladwell. *The New Yorker*, June 24, 2013, p.74.)

\*impediment = barrier

\*\*tributary = stream/river

\*\*\*penetrate = go through

- (51) The "work" in line 1 refers to \_\_\_\_\_.
- (a) building a railway line that would go around a mountain to Deerfield Valley
  - (b) constructing a tunnel through a mountain for trains to go through
  - (c) connecting Hudson River and New York by a series of canals
  - (d) building a road between Boston and New York for quick access
- (52) Tunneling through Hoosac Mountain was \_\_\_\_\_.
- (a) thought to be easy, for they had only to build a barrier for five miles
  - (b) considered a better option than building the railway line
  - (c) challenging, for five miles of hard rock had to be cut through
  - (d) thought to be a worse option than opening a passage to the Hudson
- (53) Prior to building the tunnel, experts were of the opinion that \_\_\_\_\_.
- (a) building the tunnel would be very difficult because it had to be long
  - (b) they would not be able to raise the money needed for building the tunnel
  - (c) the tunnel would consume more money and time than they had worked out
  - (d) they could build the tunnel with relative ease on a reasonable budget

- (54) The president of Amherst College assured others that \_\_\_\_\_.
- (a) the Hoosac was made up of extremely hard rock top to bottom
  - (b) tunnel builders would only have to face initial problems in breaking through the top rock
  - (c) the Hoosac was a clay mountain that lacked even a hard cover of soft rock
  - (d) engineers would be required to check if the surface rock was hard or soft
- (55) In context, "had they not" stands for \_\_\_\_\_.
- (a) "if they had not given the money to finish the expensive railroad"
  - (b) "if they had not rushed the railroad project"
  - (c) "if they had not been aware of the challenges they faced"
  - (d) "if they had not stopped funding the Troy-Greenfield railroad"
- (56) The underlined question the author poses is closest in meaning to:
- (a) "Does absence of knowledge necessarily hinder human development?"
  - (b) "Do ignorant people try to block progress?"
  - (c) "Can ignorance be eliminated given that it is an impediment to progress?"
  - (d) "Can the absence of progress be one of the reasons for ignorance?"
- (57) Who, according to the author, was Albert O. Hirschman?
- (a) He was an engineer who specialized in studying reasons for why constructions go wrong and how they can be fixed.
  - (b) He was a researcher who looked for ways to build grand infrastructure projects with the least amount of expenses.
  - (c) He was a scholar who studied cases in which the results turned out to be different from what was expected.
  - (d) He was a planner who had the responsibility to make sure that organizations do not have to spend more than necessary.

- (58) What was the feature common to the many cases that Hirschman dealt with in "The Principle of the Hiding Hand"?
- (a) All of them related to projects that completely failed, resulting in nothing productive or advantageous.
  - (b) All of them were projects whose outcomes turned out to be different from what the planners had expected.
  - (c) All of them were constructed by firms whose administrators were corrupt and unwilling to spend much.
  - (d) All of them involved structural deficiencies that could have been avoided by greater awareness of economics.
- (59) What was the tragedy faced by the new mill constructed in East Pakistan?
- (a) The builders had the wrong map and built the mill far away from where it would have been most productive.
  - (b) The mill was solidly built, but the machinery was so out-dated that it could not exploit the vast bamboo forests of the hills.
  - (c) The newly constructed mill could not be used because the source of paper the operators had relied on no longer existed.
  - (d) The construction of the mill had cost so much that the contractors were left with no money to start operating the mill.
- (60) What does the story of the Karnaphuli plant permit us to say?
- (a) Bad planning always leads to a crisis from which there is absolutely no escape.
  - (b) Even when our great plans seem to go wrong, we must try to do good to others.
  - (c) Even a disastrous result can at times be turned into a success if we don't give up.
  - (d) The cause of major failures and crises is lack of creativity and good planning.

- 7 次の英文を読み、空所(61)~(65)を埋めるのもっとも適切なものを、次の(a)~(f)よりそれぞれ1つ選びなさい。ただし、同じ選択肢は2回使わないこと。また、選択肢には1つ余分なものが含まれている。

Critics say some young people don't have high hopes because they don't know how to realize their ambitions and dreams amid the long-standing economic slump. "The standard success model has disappeared," said Takahiro Suzuki, a visiting scholar at Josai International University. ( 61 )

Yoichiro Mikami, 16, envisions providing a solution to such problems with his company, GNEX. Based on Mikami's strong belief that it is important to create opportunities for everybody to test their talents and business ideas, GNEX, incorporated in 2013, runs a crowd funding website called Bridge Camp. ( 62 )

The website has spawned four business projects so far, including study aide software for smartphones. People can donate money, space or time to work on the project. Bridge Camp makes money from ads on the site and receives financial support from corporations as part of their CSR (corporate social responsibility) activities. ( 63 ) Soon afterward, he received a ¥5 million award at a startup business competition for high school students. Mikami recalls he wavered over the decision to incorporate the business or pursue the life of a corporate employee like many of his peers.

"Given the state of Japanese companies, I could not find anywhere I thought I could work for the rest of my life. And many Japanese companies wouldn't give me enough hands-on job experience in a short time so that I could move to other companies," says Mikami, who has long been interested in the workings of the business world and has been a stock investor since he was in elementary school. ( 64 )

( 65 ) But the current generation, who grew up with smartphones and social networking services such as Facebook, Twitter and Line, can reach out to people with similar mindsets in ways previous generations were never able to do.

"Social networking tools have lowered the bar to raise funds, meet people who share similar goals and organize events," said Keio University senior Yohei Saeki, 22, who founded a tutoring service for college entrance exam takers four years ago. Even in the political arena, some teenagers are capitalizing on those tools to voice their opinions, although Japanese youths are often criticized for being politically apathetic.

(Adapted from "'Generation Resignation' youngsters defy stereotypes," *The Japan Times*, February 20, 2014.)

- (a) It specifically targets junior high and high school students with business ideas.
- (b) In the end, he decided to launch his own company so that he can control and take responsibility for his life.
- (c) Many are versed in social media, which they use aggressively to contact other people to affect their ways of thinking and behaving in life.
- (d) The high school freshman originally started his business as a student group leader in 2011 when he was in junior high.
- (e) Under these circumstances, some youths are so frustrated that they feel they have to take some action.
- (f) Japan has long had its fair share of young entrepreneurs.

8

次の会話の中で(66)~(75)に当てはまる最適な表現を(a)~(d)の中からそれぞれ1つ  
選びなさい。

This is a scene from the movie, *The Shawshank Redemption*.

ANDY has just been released from “the hole\*,” for playing a practical joke. He stole a record player and played Mozart over the prison loudspeaker system. Now he’s back and talking with his friends.

HEYWOOD: Couldn’t play something good, huh? Hank Williams\*\*?

ANDY: They broke the door down before I could ( 66 ).

FLOYD: Was it ( 67 ) two weeks in the hole?

ANDY: Easiest time I ever did.

HEYWOOD: No such thing as easy time in the hole. A ( 68 ).

ANDY: I had Mr. Mozart to ( 69 ). Hardly felt the time at all.

RED: Oh, they let you ( 70 ) down there, huh? I could’a swore they confiscated that stuff.

ANDY: (taps his heart, his head) The music was here ... and here. That’s the one thing they can’t confiscate, not ever. That’s the ( 71 ) of it. Haven’t you ever felt that way about music, Red?

RED: Played a mean harmonica as a younger man. Lost my ( 72 ) for it. Didn’t make much sense inside.

ANDY: Here’s where it makes most sense. We need it so we ( 73 ) forget.

RED: Forget?

ANDY: That there are things in this world not carved out of gray stone. That there’s a small ( 74 ) inside of us they can never lock away, and that place is called hope.

RED: Hope is a dangerous thing. Drive a man insane. It’s got no place

here. Better get used to the ( 75 ).

(Adapted from Darabont, F. (1996). *The Shawshank Redemption*. The Shooting Script, Newmarket Press. pp. 64-65.)

\*"the hole" = solitary confinement, when a prisoner is isolated from other prisoners as a punishment.

\*\*Hank Williams = American country and western singer

- (66) (a) shake the table  
(b) take requests  
(c) bake my bread  
(d) hammer the place
- (67) (a) simply  
(b) ever  
(c) not  
(d) worth
- (68) (a) month seems like a week  
(b) week seems like a day  
(c) week seems like a year  
(d) year seems like a week
- (69) (a) eat in the hole with me  
(b) keep me company  
(c) stay with me my whole life  
(d) take away my mind



- (70) (a) eat and sleep  
(b) have your cake and eat it  
(c) take that record player  
(d) off the hook

- (71) (a) end  
(b) hang  
(c) rest  
(d) beauty

- (72) (a) taste  
(b) mouth  
(c) temper  
(d) soul

- (73) (a) must  
(b) don't  
(c) aim to  
(d) almost

- (74) (a) hole  
(b) goal  
(c) space  
(d) wall

- (75) (a) music  
(b) food  
(c) rhythm  
(d) idea