5 英 語 問 題 （90分）

（この問題冊子は27ページ，10問である。）

受験についての注意

1. 試験監督者の指示があるまで，問題冊子を開いてはならない。

2. 試験開始前に，試験監督者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. 試験監督者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，
辞書機能やスマートウォッチなどのウェアラブル端末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。**

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×をつけたりしてはならない。また，マーク箇所以外の部分には何も書い
てはならない。

7. 訂正する場合は，消しゴムでていねいに消すこと。**消しく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. 試験監督者の許可なく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。

次の空所にもっとも適切な答えを１つ選びなさい。

Jeff: Marni, do you have a minute?

Marni: Yeah. Wait a second. OK! What's up?

Jeff: I'll be honest. I've been doing a lot of soul searching. And I'm just trying to figure out what I want to do with my life.

Marni: No kidding. (1   )?

Jeff: Remember that L.A. trip with Rafael?

Marni: Uh-huh.

Jeff: He found his dream job, and it's kind of encouraged me to pursue the same path.

Marni: Wait, are you quitting?

Jeff: No, no, no. Basically, (2   ).

Marni: Go on.

Jeff: I eventually want to become a photographer. I've always kind of had this goal. I just kind of thought I'd brush up on my skills with a couple courses.

Marni: OK. So, (3   )?

Jeff: I was just wondering if you could let me take a lunchtime class. On a trial basis, of course.

Marni: Where's the class?

Jeff: It's at the art school a few blocks away. The class is one hour, Mondays, Wednesdays, Fridays. (4   ).

Marni: How long does the class run?

Jeff: Six weeks.

Marni: So, six weeks, three days a week, one hour a day. I guess I'm OK with it as long as it's on a trial basis.

Jeff: Yes. (5   ). Trial basis.

Marni: OK.

(1) (a) Why make this up

    (b) What brings you over

    (c) What brought this on

    (d) Who put this through

(2) (a) I'd like to ask for some flexibility

    (b) I'd like to request a pay raise

    (c) I want to transfer to a new section

    (d) I want to do more overtime

(3) (a) how did I get into this

    (b) where do I fit into this

    (c) what's in it for me

    (d) what don't you get

(4) (a) It should increase my productivity

    (b) It couldn't be any worse

    (c) It could enhance my IT skills in time

    (d) It shouldn't impact my work at all

(5) (a) I will not let you down

    (b) I will stand by your side

    (c) It's a matter of taste

    (d) I'll be counting on you

2 次の空所にもっとも適切な答えを１つ選びなさい。

(6) A: Would you mind if I cut in line? I'm in a bit of a rush.

   B: (　　　).

   (a) You're a guest

   (b) Go right ahead

   (c) It's straight over

   (d) Go left then right

(7) A: Turns out "The Fight of the Century" wasn't much of a fight, was it?

   B: (　　　).

   (a) It was, wasn't it?

   (b) Tell me that it's true

   (c) You can say that again

   (d) I was on the edge of my seat

(8) A: If we invest in this new microchip, we can make millions.

   B: (　　　).

   (a) Let's not get ahead of ourselves

   (b) Let bygones be bygones

   (c) We can if we try

   (d) We'll call it a draw

(9) A: You've been working out these days.

   B: (　　　)?

   (a) When did you know

   (b) Who's idea is that

   (c) Which way is it

   (d) What makes you say that

(10) A: I feel like I've been running around in circles these days.

   B: (   ).

   (a) It's so sudden

   (b) Join the club

   (c) You're way ahead

   (d) Keep it up

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3 以下の各文について，誤りを含む箇所を，それぞれ(a)〜(d)から1つ選びなさい。

(11) It was difficult to do a presentation with other students but we shared the
      (a)   (b)   (c)
      workload and corporated very well.
                   (d)

(12) I appreciate for you to have chosen such a demanding topic as human
      (a)   (b)
      trafficking because it is something that we really need to know about.
                 (c)   (d)

(13) Even though I am lacking of confidence in speaking English in front of
                   (a)   (b)
      others, I did my best to make everyone feel comfortable.
              (c)   (d)

(14) The PowerPoint slides were full of interesting pictures and the well-
          (a)   (b)
      chosen videos helped make the topic easier to relate.
                    (c)   (d)

(15) The examples of the ways people reduce food waste in various countries
      (a)   (b)
      that you gave in your presentation were very impressing.
                   (c)   (d)

(16) I could rise my awareness about animal abuse in Japan and many other
             (a)   (b)
      countries as a result of your wonderful research.
               (c)   (d)

(17) I want to know more about what the government and companies in Japan
       (a)   (b)
       as well as other industrial nations are doing to fight sexism and
                   (c)   (d)
       unequality.

(18) In Japan, spring is the season when many university students and new
                  (a)   (b)   (c)
       company employees attend to welcome parties.
                         (d)

(19) Students should be encouraged to involve in classes rather than being
       (a)   (b)   (c)
       forced to just memorize grammar rules.
        (d)

(20) I cannot image how much time and effort it took the presenters to make
       (a)   (b)   (c)
       the handouts as well as the PowerPoint slides and conduct the video
                    (d)
       interview.

4   次の英文を読み，(21)〜(25)の問いにもっとも適切な答えを，それぞれ(a)〜(d)から
    1つ選びなさい。

What Languages Do Bilinguals Count In?

By Aneta Pavlenko

It is often said that bilinguals continue using their first language for simple
arithmetic operations, such as addition or multiplication, long after they shifted
to the second language in other domains. I am not an exception to this
phenomenon. After two decades in the U.S., I live, lecture, and write in
English but when it comes to balancing my checkbook, calculating a tip, or
counting the number of reps at the gym, I often switch to Russian. Do others
also count in their first language while living in the second, and if so, why?

And what does this adherence mean for kids who study math in a second language or shift languages mid-way through the schooling process?

To study the relationship between bilingualism and numerical cognition, researchers commonly use experimental tasks that range from number recall to complex mathematical problems. They also use large-scale surveys that ask participants about their language preferences for everyday numerical activities, such as object counting, calculator use, telling time, memorizing telephone numbers, and figuring out discounts. The findings of more than three decades of research confirm that bilinguals who learned a second language in late childhood or adulthood favor their first language for mental computations. They are also faster at remembering numbers and solving mathematical problems in that language.

The first language advantage, however, is limited to speakers whose early schooling was in their home language. When kids are schooled in languages different from those of the home, they tend to favor the language of early schooling as the language of mental arithmetic. For the world's leading expert on numerical cognition, Stanislas Dehaene, this makes perfect sense. He argues that even the most fluent bilinguals favor the language of instruction, because the laborious process of learning and reciting arithmetic tables imprints them as word sequences in the brain structures, and it is more efficient to automatically activate these sequences than to relearn arithmetic in a new language.

Yet the picture emerging from bilingualism research is significantly more complex. To begin with, mental arithmetic is not the only area where we deal with numbers—we also have to retrieve numbers from memory, as dates, pin codes, or phone numbers. In my own case, the number of my old apartment in Kiev may pop out in Russian, while my social security number comes out in English. Such language dependence was also observed by an American psychologist, Elizabeth Spelke, who discovered that she could readily provide

American friends with her summer address in France but not with her telephone number. Retrieving the number required that she say it in (non-native) French, visualize the numerals, and then mentally read them off in English.

Psychology Today, Life as a Bilingual Blog, April 21, 2015.

Adapted from text retrieved on April 23, 2015, from https://www.psychologytoday.com/blog/life-bilingual/201504/what-languages-do-bilinguals-count-in

(21) People frequently say that _____.

   (a) when bilinguals count and do basic calculations, they use their first, rather than their second, language

   (b) when bilinguals count, they use their first language, but when they calculate, they use their second language

   (c) bilinguals can freely count and calculate in either their first or their second language

   (d) bilinguals are inferior to monolinguals when they count or calculate in any language

(22) The author suggests that _____.

   (a) her first language is English

   (b) she has two first languages

   (c) her first language is Russian

   (d) her first language is French

(23) Extensive research for more than 30 years on bilinguals has shown that _____.

(a) bilinguals who learned their second language after adolescence prefer doing basic calculations in their first language

(b) bilinguals who learned a second language in their elementary school favor calculating in their first language

(c) bilinguals are equally fluent in using either language for both math-related and other purposes

(d) only those who can use their first language and their second language for calculating can be called true bilinguals

(24) Stanislas Dehaene maintains that _____.

(a) unless the home language and the language of elementary school are the same, bilinguals cannot calculate fluently

(b) regardless of the language they used at school, bilinguals prefer doing basic calculations in their first language

(c) a true bilingual has a great capacity to translate the skills he learned in a second language to his first language

(d) bilinguals generally prefer doing basic calculations in the language they used when learning to calculate

(25) The author suggests that dates, pin codes, social security numbers, apartment numbers, and phone numbers are examples of numbers that show _____.

(a) the first language is more dominant than the second

(b) neither the first nor the second language is consistently dominant

(c) the second language is more dominant than the first

(d) both the first and the second language are equally dominant

5 以下の各文について，誤りを含む箇所を，それぞれ(a)～(d)から１つ選びなさい。

Read My Lips: Researchers Develop New Automated Film Dubbing Technique
By Rick Pantaleo

(26) Sixteen days after its April 3, 2015 release, the new American action film
(a)　　　　　　　　　　　　　　(b)
Furious 7 made a whopping $858.3 million in international markets, compare
　　　　(c)　　　　　　　　　　　　　　　　　　　　　　　　　　　(d)
to a more modest $294.4 million in North America.

(27) Movie and television program companies have taken notices and are
　　　　　　　　　　　　　　　　　　　　　　　　　(a)
aggressively marketing their products to a wide international audience. But
　　　　　　　　　　　(b)　　　　　　　　　　　　　　　(c)
reaching an international audience means the film's dialog must often be
　　　　　　　　　　　　　　　　　　　　　　　(d)
dubbed by actors speaking local languages.

(28) Current methods of dubbing dialog to match the on-screen facial
　　　　　　　　　(a)
movements of the person talking closely as possible often come across as
　　　　　　　　　　　(b)　　　　　　　　　　　　　　(c)
terribly disjointed. That makes for an unpleasant movie viewing experience
　　　　　　　　　　(d)
for the audience.

(29) Given that a lucrative international market, filmmakers are taking
　　(a)
extraordinary steps to ensure that the translated version's sound matches
(b)
the facial movements of onscreen actors.
　　(c)　　　　　　(d)

(30) Disney Research, Pittsburgh and the United Kingdom's University of East
Anglia have conducted studies that it said will help in the development of an
　　　　　　　　　　　　　　　(a)
automated dialog re-dubbing system that will make movies more enjoyable
　　　　　　　　　　　　　　　(b)
for people who speak the languages spoken by international audiences.
(c)　　　　　　　　　　　　　(d)

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(31) The new system, developed by a team <u>led</u> by Sarah Taylor at Disney
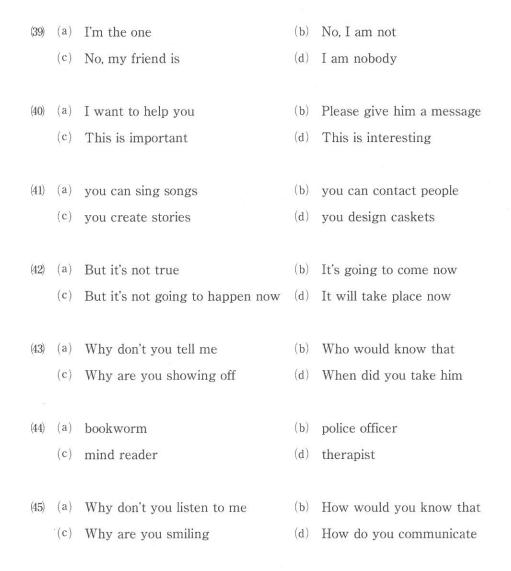_(a)
Research, Pittsburgh, automatically <u>analyzes</u> the on-screen actor's speech. It
_(b)
then allows film producers to reduce or in some cases <u>eliminate</u> even the
_(c)
most subtle differences between words <u>speaking</u> on screen and what the
_(d)
audience hears.

(32) The system is based on something called "dynamic visemes," which are
facial movements that are connected with certain <u>sounds produced</u> in
_(a)
speech. "The method using dynamic <u>visemes produce</u> many more plausible
_(b)
alternative <u>word sequences</u> that are perceivably better <u>than those</u> produced
_(c) _(d)
using static viseme approaches," Taylor said in a press release.

(33) The system will provide filmmakers with <u>a wider</u> variety of word
_(a)
sequences that match facial movements. This will allow producers <u>to write</u>
_(b)
local language dialog that not only corresponds with the movie's script, but
also <u>to ensure</u> that on-screen facial movements are more in synchronization
_(c)
<u>with what</u> the audience hears.
_(d)

(34) <u>As an example</u>, the researchers found <u>that when an</u> actor <u>says a phrase</u>
_(a) _(b) _(c)
like "clean swatches," his facial movements are the same <u>to those for</u> other
_(d)
phrases, such as "likes swats," "then swine," or "need no pots."

(35) How the new technique <u>will affect</u> international revenues remains unclear.
_(a)
While *Furious 7* <u>had performed</u> well at the international box office so far, it
_(b)
<u>still needs</u> to earn at least another $1.17 billion to beat out James Cameron's
_(c)
2009 blockbuster *Avatar*—the all-time international money-making film that
<u>has earned</u> nearly $2.03 billion in international receipts.
_(d)

6 次の会話文を読み，下線部(36)〜(45)に入るもっとも適切な語句を(a)〜(d)の中から
1つ選びなさい。

Willie walks in, unannounced, to consult Oda Mae, the psychic. Clara is the
receptionist.

Clara: Oda Mae, there's a man here who says he has to see you right
            away.

Oda Mae: _____.
         (36)
            (Willie pushes his way into the room. Clara isn't sure what to do.
            Oda Mae looks up. She does not know him.)

Willie: Are you the one that _____?
                              (37)

Oda Mae: I beg your pardon! I'm not _____ right now.
                                   (38)

Willie: I said I need to know if you're the one.

Oda Mae: _____. But not now.
        (39)

Willie: _____. I have a friend. He died recently. Some say he was
        (40)
            mugged. I think he was murdered.

            (Oda Mae stares at him curiously.)

Willie: I'm told _____ like that. Is that true?
                   (41)

Oda Mae: It's been known to happen. _____, so come back later.
                                   (42)

Willie: I can't wait till later.

            (He sits down across from Oda Mae and shows no signs of leaving.
            Oda Mae observes him quietly for a moment.)

Oda Mae: What's your friend's name?

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Willie: Good question. _____?
                        (43)

            (Oda Mae glares at him.)

Willie: You're the psychic, right?

Oda Mae: This isn't any guessing game.

Willie: Then what is it, lady?

Oda Mae: Look it, I don't know what your trouble is …

            (getting nervous)

            Who are you?

Willie: You're the _____. I hear you've been telling people about me
                        (44)

            for days. What's my name?

            (Oda Mae confused and uncomfortable. Sam comes wandering

            back into the room. His eyes bulge.)

Sam: Willie!

Oda Mae: Willie!?

            (Willie sits straight up in his chair, amazed.)

Willie: _____?
           (45)

Oda Mae: Because I'm psychic.

Adapted from Rubin, B. J. (1989). *Ghost.* Retrieved on July 14, 2015, from

http://www.screenplaydb.com

(36) (a) You're welcome   (b) I'm not leaving

      (c) I'm not seeing anybody   (d) Welcome home

(37) (a) can talk to the dead   (b) stole my purse

      (c) manages funerals   (d) called me by phone

(38) (a) booking funerals   (b) seeing customers

      (c) making stories   (d) showing my room

(39) (a) I'm the one (b) No, I am not

(c) No, my friend is (d) I am nobody

(40) (a) I want to help you (b) Please give him a message

(c) This is important (d) This is interesting

(41) (a) you can sing songs (b) you can contact people

(c) you create stories (d) you design caskets

(42) (a) But it's not true (b) It's going to come now

(c) But it's not going to happen now (d) It will take place now

(43) (a) Why don't you tell me (b) Who would know that

(c) Why are you showing off (d) When did you take him

(44) (a) bookworm (b) police officer

(c) mind reader (d) therapist

(45) (a) Why don't you listen to me (b) How would you know that

(c) Why are you smiling (d) How do you communicate

7 次の英文を読み，(46)～(55)の問いにもっとも適切な答えを(a)～(d)の中から1つ選びなさい。

It is easy to think of memory as a recording of facts; when people read stories, hear newscasts or witness events themselves, they usually assume that what they remember closely corresponds to what actually happened. Yet research on human information processing shows this is rarely the case. Consider a

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Native American story, *The War of the Ghosts*, which Sir Frederic Bartlett presented to research participants early in the last century.

One night two young men from Egulac went down to the river to hunt seals, and while they were there it became foggy and calm. Then they heard war-cries and they thought: "Maybe this is a war-party." They escaped to the shore, and hid behind a log. Now canoes came up, and they heard the noise of paddles, and saw one canoe coming up to them. There were five men in the canoe and they said:

"What do you think? We wish to take you along. We are going up the river to make war on the people." ...

One of the young men went, but the other returned home.

And the warriors went on up the river to a town on the other side of Kalama. The people came down to the water, and they began to fight, and many were killed. But presently, the young man heard one of the warriors say: "Quick, let us go home; that Indian has been hit." Now he thought: "Oh, they are ghosts." He did not feel sick, but they said he had been shot.

So the canoes went back to Egulac, and the young man went ashore to his house and made a fire. And he told everybody what happened. He told it all, and then he became quiet. When the sun rose, he fell down. Something black came out of his mouth. His face became contorted. The people jumped up and cried.

He was dead.

Bartlett's British research participants each read this story twice. He then asked them to recall the story after 15 minutes, 20 hours, 8 days, or at various intervals up to 6 years later. Over time, the details of the story were shortened; more interestingly, participants changed aspects of the story to bring it closer to their own experience. References to the canoe, for example, were changed to a boat and unusual proper names were forgotten. Moreover, the parts of the story that were difficult to interpret through British culture were changed or embellished. The role of the ghosts, for example, is fairly small in the original story, but it becomes enlarged and embellished in the retelling: the men in the canoe, for example, are often later described as a "ghost clan." Similarly, the "something black" that came out of the dying man's mouth becomes transformed into "escaping breath" or "foaming at the mouth."

Bartlett conducted experiments using other stories, with similar results, concluding that accuracy of reproduction is the rare exception and not the rule. Instead, details quickly become stereotyped and, afterward, change very little. Finally, events are recalled more accurately when they fit with the participants' own culture and ideas; those that do not fit become rationalized so that they are more consistent with the recorder's experience. Human memory, then, especially memory for social events, is far from a digital recording and is heavily influenced by preconceptions and experience. Much of the research and theory presented in this chapter echoes the processes Bartlett demonstrated nearly 75 years ago.

Adapted from Whitley, B. E., & Kite, M. E., *The Psychology of Prejudice and Discrimination*, Thompson-Wadworth, 2006.

(46) In *The War of the Ghosts*, what were the two young Native American men planning to do before they heard the war cries?

(a) Attend a war party

(b) Go hunting along the river

(c) Cross the river with their canoes

(d) Talk about ghosts

(47) In *The War of the Ghosts*, one of the warriors says, "Quick, let us go home; that Indian has been hit." Who was hit in the story?

(a) A ghost

(b) An unknown warrior

(c) Frederic Bartlett

(d) The young man who later died

(48) What was the background of the participants in Bartlett's research?

(a) British

(b) Canadian

(c) Native American

(d) Mexican

(49) Which of the following questions can be answered from reading this passage?

(a) How long did it take for participants to read the story?

(b) How many times were the participants asked to read the story?

(c) How many times did the participants have to recall the story?

(d) How long were the intervals between being asked to recall the story?

(50) Bartlett would NOT have asked participants to recall the story in which of the following time period after the first reading of the original story?

(a) 6 months

(b) 11 months

(c) 4 years

(d) 7 years

(51) Which year is most likely the year in which Bartlett conducted his study?

(a) 1834

(b) 1878

(c) 1929

(d) 1961

(52) How did participants in the memory recall study perform?

(a) The participants took longer to retell the story.

(b) The participants changed the number of characters that appeared in the story.

(c) The participants tended to remember details of the setting more than the plot.

(d) The participants forgot some of the proper names in the original story.

(53) What might be the reason Bartlett chose this particular story *The War of the Ghosts* to use in his research?

(a) Because the content of the story was far-removed from the culture and experience of the participants themselves.

(b) Because the content of the story contained action and violence which has been found to enhance the chances of remembering.

(c) Because the content of the story contained conversations between the characters which have been found to help improve memory retention.

(d) Because the participants in the study were particularly interested in the stories told in Native American communities.

(54) After conducting many studies, which of the following was one of the conclusions Bartlett had reached?

(a) He found that people's stories became longer in the retelling.

(b) He found that people's memories were like digital recordings, highly accurate and reliable.

(c) He found that people recalled stories better if the stories fit into their cultural preconception and experience.

(d) He found that people's recall was highly random and no pattern could be identified.

(55) What would be an appropriate title for this passage?

(a) How Native Americans Remember Stories

(b) The Human Brain and How It Functions

(c) The Unreliability of Human Memory

(d) Memory of the Forgotten War

8 次の英文を読み，下線部の語句(56)〜(65)の意味にもっとも近い語を(a)〜(d)の中から1つ選びなさい。

(56) The boy felt <u>ashamed</u> because he knew he had been wrong to steal.

    (a) relieved   (b) embarrassed (c) pushed   (d) contented

(57) A sealed bottle thrown into the sea <u>floats aimlessly</u> before it reaches land.

    (a) sinks   (b) crashes   (c) drifts   (d) cracks

(58) The clerk had to <u>break off</u> the conversation in order to wait on a customer.

    (a) rush   (b) begin   (c) continue   (d) stop

(59) The diet of more than one-tenth of the world's population cannot <u>sustain</u> the health of one single person.

    (a) improve   (b) damage   (c) maintain   (d) restore

(60) F. D. Roosevelt was the only man to have been elected president of the United States four <u>successive</u> times.

    (a) significant   (b) continuous   (c) irregular   (d) moderate

(61) Ken <u>disclosed</u> the secret to his friends which made his boss angry.

    (a) revealed   (b) discovered   (c) changed   (d) disguised

(62) The students were <u>reluctant</u> to volunteer to be technical assistants for their classmates' presentations.

    (a) eager   (b) confident   (c) ready   (d) hesitant

(63) There is so much <u>friction</u> between countries and also within ethnic groups in many parts of the world.

 (a) cooperation   (b) commerce

 (c) communication   (d) conflict

(64) Is it really possible to <u>predict</u> an earthquake with the latest high-tech advances?

 (a) develop   (b) forecast   (c) prevent   (d) observe

(65) The most recent research <u>indicates</u> that dinosaurs were warm-blooded animals.

 (a) disputes   (b) insists   (c) suggests   (d) proves

9   次の３つの英文（9‐A）（9‐B）（9‐C）を読み，(66)～(70)の問いにもっとも適切な答えを(a)～(d)の中から１つ選びなさい。

（9‐A）

Elise has a rather sad and surprising story about why she got a biology degree rather than a degree in English. Turns out the university she attended required fewer foreign language credit hours for science than for English, and foreign language classes had always left Elise feeling like she was having a massive heart attack—so she chose science.

 Avoidance, at all costs, of rolling her r's in front of 20 virtual strangers or mastering nasal vowels is how Elise came to be a sales representative at a pharmaceutical company rather than write the Great American Novel.

Adapted from text retrieved on April 17, 2015, from http://www.utexas.edu/features/2007/language

(66) According to the writer, why did Elise major in biology instead of English?

(a) Because she did not have to take as many foreign language classes.

(b) Because she wanted to work for a pharmaceutical company after graduating.

(c) Because she did not think she had the ability to write the Great American Novel.

(d) Because majoring in English would have been financially too costly for her.

(9 -B)

What problem affects 24 million Americans but receives only 5.4 percent of the National Institutes of Health's (NIH) budget to study its potential causes?

The answer is autoimmune disease.

It is often forgotten or ignored because it comes in so many flavors and types. Rheumatoid arthritis, lupus, multiple sclerosis, inflammatory bowel disease or colitis, diabetes, hypothyroidism, and psoriasis are all autoimmune diseases.

Autoimmune disease occurs when the body's immune system attacks its own tissues rather than a foreign molecule, such as a bacteria. There are more than one hundred different autoimmune diseases, and as anyone living with an autoimmune condition will tell you, it has a huge impact on the quality of life.

Adapted from Blum, Susan S., *The Immune System Recovery Plan*, Scribner, 2013.

(67) Why does the NIH provide so little money to autoimmune disease research?

   (a) Because not enough Americans are affected by it.

   (b) Because it involves many kinds of diseases.

   (c) Because it is something that cannot be cured.

   (d) Because the quality of life is not reduced by it.

(68) Which of the following is false?

   (a) More than 20 million Americans are affected by autoimmune disease.

   (b) Autoimmune diseases include multiple sclerosis and diabetes.

   (c) Autoimmune disease occurs when the body's immune system attacks bacteria.

   (d) There are over one hundred types of autoimmune diseases.

(9 -C)

Early in the 21st Century, The Tyrell Corporation advanced Robot evolution into the NEXUS phase—a being virtually identical to a human—known as a Replicant.

The NEXUS-6 Replicants were superior in strength and agility, and at least equal in intelligence, to the genetic engineers who created them. Replicants were used Off-world as slave labor, in the hazardous exploration and colonization of other planets.

After a bloody mutiny by a NEXUS-6 combat team in an Off-world colony, Replicants were declared illegal on earth—under penalty of death.

Special police squads—BLADE RUNNER UNITS—had orders to shoot to kill, upon detection, any trespassing Replicants.

This was not called execution.

It was called retirement.

Adapted from Sammon, Paul M., *Future Noir: The Making of Blade Runner*. It Books, 1996.

(69) What are Replicants?
- (a) Human beings
- (b) Robots
- (c) Engineers
- (d) Police officers

(70) Blade Runners were ordered to "retire" Replicants because _____.
- (a) Replicants were used in Off-world colonies as slaves
- (b) Replicants looked too much like human beings
- (c) Replicants went to earth when they were forbidden to do so
- (d) Replicants were made equal in intelligence to their creators

10 次の英文を読み，(71)～(75)の問いにもっとも適切な答えを(a)～(d)の中から１つ選びなさい。

Human error is the culprit in 93 percent of automobile crashes—including the pileup last weekend that left Tracy Morgan in critical condition, caused, prosecutors say, by a truck driver who had been awake for 24 hours.

Robots, on the other hand, don't need to sleep. Nor do they get drunk or distracted by cellphones. That is why Marc Andreessen, the venture capitalist, wrote on Twitter about the accident, with his usual bravado, "Self-driving cars and trucks are a moral imperative."

How much safer would driving be if robots replaced humans on the roads?

It has been hard to estimate because fully autonomous cars are not yet available to test. Google says its driverless cars have logged more than 700,000

miles without an accident caused by the car, and that its cars do not do unsafe things people do, like sharply accelerating or braking.

But two studies by researchers at Virginia Tech—H. Clay Gabler, a professor of biomedical engineering, and Kristofer D. Kusano, a research associate—suggest how much safer robot cars might be. They found that even cars that are not fully autonomous but which automate some of the most dangerous aspects of driving could have as big an effect as seatbelts have had.

The studies, which were sponsored in part by Toyota Motor, analyzed the crashes, injuries and fatalities that could have been prevented by cars that alert drivers when they drift out of their lane or correct the car's course, and those that sense an impending collision and automatically brake. They used a representative sample of real-world crashes nationwide and simulated what would have happened had (72).

They found that lane-departure warning systems would have prevented 30.3 percent of the crashes caused by lane drifting, and 25.8 percent of the injuries. Rear-end and collision warning systems and automatic braking would have prevented only 3.2 percent to 7.7 percent of crashes, but would have reduced their severity. The number of people injured or killed would have declined in the range of 29 to 50 percent, the researchers concluded.

(73), seatbelts have reduced injuries and fatalities by about 50 percent, and are considered the most beneficial auto safety measure of all time, Mr. Gabler said.

Cars with no human involvement at all, like those Google is making, would theoretically take even more of the human error out of driving. They have other drawbacks, though, like the specter of robot error.

Another drawback is price, which will affect acceptance of the cars. Even Mr. Gabler, who studies this for a living, owns a car without any automation at all. "I'm an academic, so I don't drive brand-new expensive things," he said.

Adapted from Miller, C. C. (June 10, 2014). How Much Safer Would Roads Be if Robots Drove? *The New York Times*. Retrieved on July 14, 2015, from http://www.lexisnexis.com/lnacui2api/delivery/

(71) The passage suggests that "fully autonomous cars" are cars that _____.

    (a) warn the drivers when they slowly drift out of their lane

    (b) fasten seatbelts of the driver and the passengers automatically

    (c) drive themselves without human involvement

    (d) have a collision warning system

(72) Choose from (a) to (d), the phrase most appropriate for this blank.

    (a) Toyota stopped funding the research

    (b) humans refrained from using cell phones

    (c) seatbelts been used by all passengers

    (d) the automation been in place

(73) Which of the following best fits this blank?

    (a) Accordingly   (b) By comparison

    (c) Least of all   (d) Therefore

(74) Which would still be a problem if cars were completely automated?

    (a) cell phone distraction

    (b) drifting out of one's lane

    (c) possible risk of mechanical problems

    (d) falling asleep at the wheel

(75) According to the text, the best auto safety measures today are
_____.

(a) using more lane-departure warning systems

(b) raising the price of the cars

(c) combining partial automation and seatbelts

(d) analyzing the crashes and injuries that could have been prevented