

英 語

(問 題)

2017年度

〈2017 H29110015 (英語)〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11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・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題冊子は持ち帰ること。

I. 次の英文を読み、設問 1～10 に答えよ。

For decades, Paul Ekman and his colleagues have studied the influence of culture on the facial display of emotions. They have concluded that display rules are [A] each culture and dictate what kinds of emotional expressions people are supposed to show. The display rules of more individualistic cultures discourage the expression of shame in front of others, while the display rules of more collectivistic cultures allow (or even encourage) it.

Here is another example: American cultural ⁽¹⁾norms ⁽²⁾typically discourage emotional displays in men, such as grief or crying, but allow the facial display of such emotions in women. In comparison, in Japan, traditional cultural rules dictate that women should not exhibit a wide, ⁽³⁾uninhibited smile. Japanese women will often hide a wide smile behind their hands, whereas Western women are allowed — indeed, encouraged — to smile broadly and often. Japanese norms lead people to cover up negative facial expressions with smiles and laughter and, in general, to display fewer facial expressions than are displayed in the West.

There are, of course, other channels of nonverbal communication besides facial expressions. These nonverbal cues are strongly shaped by culture. Eye contact and gaze are particularly powerful nonverbal cues, as alluded to above. In American culture, people often become suspicious when a person doesn't "look them in the eye" while speaking, and they find it disconcerting to speak to someone who is wearing dark sunglasses. However, in other parts of the world, direct eye gaze is considered ⁽⁴⁾invasive or disrespectful.

Another form of nonverbal communication is how people use personal space. Imagine that you are talking to a person who stands too close to you or too far away; these deviations from "normal" spacing will affect your impressions of that person. Cultures vary greatly in what is considered normative use of personal space. For example, most Americans like to have a bubble of open space, a few feet in radius, surrounding them. In comparison, in some other cultures it is normal for strangers to stand right next to each other while speaking, to the point of touching; someone who stands [B] may be considered odd or suspicious.

1. Choose the words that best fit in blank [A].
 - a. unpredictable for
 - b. identical in
 - c. particular to
 - d. inconsistent with
2. Which of the following best paraphrases underline (1)?
 - a. an unusual way that people act or behave
 - b. a unique way that people express their emotions
 - c. a right that individuals have in a particular culture
 - d. a standard way in which people are expected to behave
3. Which of the following best paraphrases underline (2)?
 - a. absolutely
 - b. specifically
 - c. especially
 - d. generally

4. Which of the following best paraphrases underline (3)?
- a . not restrained
 - b . not sincere
 - c . not relaxed
 - d . not serious
5. Which of the following best paraphrases underline (4)?
- a . tending to insult others
 - b . tending to enter others' personal space
 - c . tending to discourage others from taking their turn
 - d . tending to show hostility against others
6. Choose the word or phrase that best fits in blank [B].
- a . close
 - b . behind
 - c . in the middle
 - d . apart
7. According to the first paragraph, studies done by Paul Ekman and his colleagues found that
- a . cultures play a role in shaping the way that individuals express emotions.
 - b . emotional expression is universal across different cultures.
 - c . the expression of shame is a marker of individualism in a culture.
 - d . members of collectivistic cultures are discouraged from expressing their emotions.
8. According to the second paragraph, a difference between American and Japanese culture in terms of expression of emotion is that
- a . Japanese women cry more frequently than American women.
 - b . American women display negative emotions more indirectly than Japanese women.
 - c . Japanese people tend to display fewer facial expressions than Americans.
 - d . Japanese women are expected to smile in front of others more than American women.
9. According to the third paragraph, in American culture,
- a . people feel uncomfortable if the speaker's eyes are not visible.
 - b . people tend to wear sunglasses while speaking because it is more respectful.
 - c . direct eye gaze while speaking is disrespectful.
 - d . wearing sunglasses when conversing is a way to put people at ease.
10. According to the fourth paragraph,
- a . in the United States, having space between people who are conversing is considered strange.
 - b . in some cultures, there tends to be less space between people who are conversing than in the United States.
 - c . granting others personal space while conversing is generally seen as respectful.
 - d . in some cultures, there tends to be more space between people who are conversing than in the United States.

II. 次の英文を読み、設問 1 ～ 10 に答えよ。

Everyone knows that Egypt is the land of the pyramids, those mountains of stone which stand like weathered landmarks on the distant horizon of history. However remote and mysterious they seem, they tell us much of their own story. They tell us of a land which was so [A] organized that it was possible to pile up these gigantic mounds in the lifetime of a single king, and they tell us of kings who were so rich and powerful that they could force thousands and thousands of workers or slaves to toil for them year in, year out, to quarry* the stones, to drag them to the building site, and to shift them with the most primitive means till the tomb was ready to receive the king. No king and no people would have gone to such expense, and taken so much trouble, for the creation of a mere monument. In fact, we know that the pyramids had ⁽¹⁾their practical importance in the eyes of the kings and their subjects. The king was considered a divine being who held sway* over them, and on his departure from this earth he would again ascend to the gods whence he had come. The pyramids soaring up to the sky would probably help him to make his ascent. In any case they would preserve his sacred body from decay. For the Egyptians believed that the body must be preserved ⁽²⁾if the soul is to live on in the beyond. That is why they prevented the corpse [B] by an elaborate method of embalming it, and binding it up in strips of cloth. It was for the mummy of the king that the pyramid had been piled up, and his body was laid right in the centre of the huge mountain of stone in a stone coffin. Everywhere round the burial chamber, spells and incantations* were written to help him on his journey to the other world.

But it is not only these oldest relics of human architecture which tell of the role played by age-old beliefs in the story of art. The Egyptians held the belief that the preservation of the body was not enough. If the likeness of the king was also preserved, it was doubly sure that he would continue to exist for ever. [C] they ordered sculptors to chisel* the king's head out of hard, imperishable granite*, and put it in the tomb where no one saw it, there to work its spell and to help his soul to keep alive in and through the image. One Egyptian word for sculptor was actually ⁽³⁾'He-who-keeps-alive'.

At first these rites were reserved for kings, but soon the nobles of the royal household had their minor tombs grouped in neat rows round the king's mound; and gradually every self-respecting person had to make provision for his after-life by ordering a costly grave which would house his mummy and his ⁽⁴⁾likeness, and where his soul could dwell and receive the offerings of food and drink which were given to the dead. Some of these early portraits from the pyramid age are among the most beautiful works of Egyptian art. There is a solemnity and simplicity about them which one does not easily forget. One sees that the sculptor was not trying to flatter his sitter, or to preserve a fleeting expression. He was concerned only with essentials. Every lesser detail he [D]. Perhaps it is just because of this strict concentration on the basic forms of the human head that these portraits remain so impressive. The observation of nature, and the regularity of the whole, are so evenly balanced that they impress us ⁽⁵⁾as being lifelike and yet remote and enduring.

*quarry (石など) を切り出す

*sway 支配権

*incantations 呪文

*chisel ～をのみで彫る

*granite 花崗岩

1. 空所 [A] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
a. paradoxically b. rarely c. loosely d. thoroughly
2. 下線部 (1) の内容として最もふさわしいものを a ~ d から一つ選べ。
a. the fact that a pyramid would make it unnecessary to build a separate monument
b. the fact that a pyramid would impress the king's enemies
c. the fact that a pyramid would allow the king to be buried with his slaves
d. the fact that a pyramid would help the king rise up into the sky after death
3. 下線部 (2) の内容として最もふさわしいものを a ~ d から一つ選べ。
a. 精神が国境を越えて伝わるには
b. 魂が後世の人々に伝わるには
c. 魂があの世で生き続けるには
d. 精神が歴史に残るには
4. 空所 [B] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
a. from becoming a mummy
b. from decaying
c. to become a mummy
d. to decay
5. 空所 [C] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
a. Since b. So c. For d. As
6. 下線部 (3) の内容として最もふさわしいものを a ~ d から一つ選べ。
a. 「生かし続ける人」
b. 「人生を模索し続ける人」
c. 「生き続ける人」
d. 「常に精力的な人」
7. 下線部 (4) の意味として最もふさわしいものを a ~ d から一つ選べ。
a. money b. soul c. portrait d. spell
8. 空所 [D] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
a. broke out b. left out c. made out d. tuned out
9. 下線部 (5) の内容として最もふさわしいものを a ~ d から一つ選べ。
a. 実在の人物のようでありながら、この世ならぬ永続性をもつものとして
b. 実物大につくられたとはいえ、遠くにいて現実感をもたないものとして
c. 人物をうまく表わしているため、遠く離れても永続性をもつものとして
d. 私たちと同じ人間なので、遠い昔から変わらないものとして
10. 本文の内容と合致するものを a ~ d から一つ選べ。
a. 身分の高い貴族も、王のピラミッドを墓所として利用した。
b. ミイラと頭部の彫刻が作成された目的は異なる。
c. ピラミッド時代の美術には、エジプト芸術最高の美を誇る作品もある。
d. 王の権威を誇示することが、ピラミッドの最大の目的である。

Ⅲ. 次の英文を読み、設問 1 ～10に答えよ。

A good nudge is like a GPS device: A small, low-cost intervention that tells you how to get where you want to go—and if you don't like what it says, you're free to ignore it. But when, exactly, will people do that? A new study sheds important light on that question, by showing the clear limits of nudging. Improbably, this research is also good news: It shows that when people feel strongly, it's not easy to influence them to make choices that [A].

The [B] of this new research, as with much recent work on behavioral science, is what people eat. Numerous studies suggest that if healthy foods are made more visible or convenient to find, more people will choose them. We tend to make purchasing decisions quickly and automatically; if certain foods or drinks—chocolate bars, apples, orange juice—are easy to see and grab, consumption will jump.

At a University of Pennsylvania salad bar, for example, researchers found that moving high-calorie foods like cheese just 25 cm farther away reduced intake of those foods as much as 16 percent. In another study, at the cafeteria in Boston's Massachusetts General Hospital, placing salads next to the pizza counter and putting green items at eye level nudged people to buy healthier food.

But new research shows there are limits to how influence the food of much can people what choose placement⁽¹⁾. A team led by Rene A. de Wijk of the Wageningen University & Research Center in the Netherlands at first sought to increase consumption of whole-grain bread, which is generally healthier than other kinds of bread. For several weeks, they placed the whole-grain bread at the entrance to the bread aisle, the most visible location. In subsequent weeks, they placed it at the aisle's exit, the least visible location.

Behavioral science makes a confident prediction: When whole-grain bread is more visible, more people will buy it. [C] you might not be sure about the precise size of the effect, it will be significant. Except there was no effect! Whole grain [D] about one-third of the bread sold—and it didn't matter whether it was encountered first or last.

As the authors suggest, the best explanation for their finding is that people know what bread they like, and they're going to choose it, [E] the architecture of the supermarket. Some like the taste of white bread; while they may know whole grain is healthier, [F], even if it's staring them in the face. And because health-conscious consumers prefer whole grain, that's what they'll get, whether it's at the entrance or the exit.

They can't be nudged. Interestingly, people's desire for one or another kind of bread appears to be very strong—stronger than their desire for other kinds of food (such as salad or cheese), where nudging has been found to work⁽²⁾.

The finding by de Wijk and his colleagues is the latest contribution to a growing body of work on ineffective nudging. Workers are usually influenced by the default savings rate that employers choose for their retirement plans, but if employers make the savings rate very high (say, 12 percent), most employees are going to opt out⁽³⁾.

1. 空所 [A] に入れるのに最もふさわしいものを a ~ e から一つ選べ。
 a. they are influenced to b. they won't like
 c. they feel like doing d. they are fond of
 e. they don't deny
2. 空所 [B] に入れるのに最もふさわしいものを a ~ e から一つ選べ。
 a. focus b. conclusion c. assumption d. implication e. hypothesis
3. 下線部 (1) の単語を文脈に合った正しい英語になるように並べ替えた場合に五番目にくるものを a ~ e から一つ選べ。
 a. placement b. influence c. what d. food e. choose
4. 空所 [C] に入れるのに最もふさわしいものを a ~ e から一つ選べ。
 a. Meanwhile b. When c. Though d. If e. Whether
5. 空所 [D] に入れるのに最もふさわしいものを a ~ e から一つ選べ。
 a. shared with b. weighed c. measured at d. counted e. accounted for
6. 空所 [E] に入れるのに最もふさわしいものを a ~ e から一つ選べ。
 a. however b. irrespective c. whatever d. according to e. given
7. 空所 [F] に入れるのに最もふさわしいものを a ~ e から一つ選べ。
 a. they tend to buy it b. they won't select it
 c. they don't try to look at it d. they will prefer it
 e. they don't know which to choose
8. 下線部 (2) の言い換えとして最もふさわしいものを a ~ e から一つ選べ。
 a. be visible b. increase
 c. be difficult d. have an effect
 e. be strong
9. 下線部 (3) の言い換えとして最もふさわしいものを a ~ e から一つ選べ。
 a. find it easy to agree b. try to save more money
 c. choose to walk off the job d. choose not to participate
 e. adopt that option
10. 本文の内容と合致するものを a ~ e から一つ選べ。
 a. A team led by Rene A. de Wijk was successful in selling more whole-grain bread by placing it at the entrance of the bread aisle.
 b. Behavioral science explains why more people bought whole-grain bread when it was placed in a more visible location.
 c. A team led by Rene A. de Wijk tried to sell more whole-grain bread by placing it prominently in a supermarket.
 d. A team led by Rene A. de Wijk tried to compare the consumption of whole-grain bread with that of white bread.
 e. Behavioral science has found that there are few limits to how much it is possible to influence people by nudges.

IV. 次の英文を読み、設問 1～10に答えよ。

Climate change, habitat destruction, extinctions—the Earth has seen it all before, thousands of years ago. And humans may have been partly to blame for many of those changes in nature, too.

A new study published Friday in *Science Advances* shows that the arrival of humans in Patagonia, at the southern tip of South America, combined with a changing climate, led to the ⁽¹⁾extinction of many species of megafauna about 12,000 years ago in the southern portion of the continent. The research offers a significant moment in the natural history of the continent: a definitive date of the mass extinction of megafauna—large or giant animals, like mammoths and giant sloths—in this part of the world. It also suggests a potential relationship between threatened species and climate change in our own time.

The authors of the study, from the University of Adelaide in Australia, with help from scientists from South America and elsewhere, found that the presence of humans in Patagonia was not enough to drive extinction, but the one-two punch of humans and a warmer climate led to the collapse of many species.

The scientists sequenced the mitochondrial DNA from 89 megafaunal bone and teeth samples that had been excavated from caves and rock shelters in Patagonia, thus identifying what species were involved. They were able to date 71 of those samples, and then looked into whether the extinctions of those species were associated with other known events—ice ages or warming periods, for example—in the annals of either climate change or human existence.

Humans had been in Patagonia for one to three thousand years before the mass extinction of megafauna, and they arrived at the beginning of a cold period known as the Antarctic Cold Reversal. After that climatic period, a rapid warming phase followed, and much of the ice that carpeted the region began to melt, [A] a beech forest to creep across the land, reducing the original habitat of the megafauna.

According to this study, the extinction began soon after Patagonia began to heat up. Humans played an important role, too: Their presence put pressure on the animals, through hunting and a smaller habitat range, scattering the megafauna throughout the region.

And it all happened pretty quickly: The scientists found that the extinction of these big animals occurred within a relatively narrow time frame—about 300 years. [B] the area's large mammal species, 83 percent died out, including some that the scientists discovered in the course of their work. The researchers also identified a species of puma related to some cats still around today. The scientists concluded that the extinctions of these Patagonian megafauna [C] an environmental change, but it became an ecosystemwide change because of mankind.

For Alan Cooper, one of the authors of the study, the results help ⁽²⁾put our modern climate change and extinction dilemmas into context. Over the last 100 years, he said, the earth's atmosphere has warmed enormously, largely because of the emissions of greenhouse gases from human activity. Some modern megafauna have become extinct or are now “in a great bit of trouble,” Dr. Cooper said, because of human action—deforestation or hunting—but warming may be a cause, too, directly and indirectly. Periods of warming and the collapse of megafauna seem to happen at the same time over much of history, Dr. Cooper said.

1. The research reported in the second paragraph has the following implication for the contemporary world:
 - a. It will identify a definitive date of the extinction of many species.
 - b. It will help us understand how climate change affects threatened species.
 - c. It will show that many species became extinct about 12,000 years ago.
 - d. It will give a definitive date for the arrival of humans in Patagonia.
2. Which of the following best paraphrases underline (1)?
 - a. coming to occupy more territory
 - b. coming to occupy less territory
 - c. coming to have many descendants
 - d. coming to have no living members
3. The main focus of the fourth paragraph is
 - a. a summary of the researchers' conclusions
 - b. a summary of the researchers' methods
 - c. a summary of previous research
 - d. a summary of recommendations for future research
4. Choose the word that best fits in blank [A].
 - a. preventing
 - b. encouraging
 - c. allowing
 - d. insuring
5. Choose the word that best fits in blank [B].
 - a. Of
 - b. With
 - c. For
 - d. In
6. Choose the item that is LEAST appropriate in blank [C].
 - a. were initiated by
 - b. were kicked off by
 - c. were started by
 - d. were preceded by
7. Choose the item that best paraphrases underline (2).
 - a. understand our modern climate change and extinction dilemmas
 - b. compare our modern climate change and extinction dilemmas
 - c. replace our modern climate change with extinction dilemmas
 - d. focus on our modern climate change and extinction dilemmas
8. Choose the item that is NOT directly related to the collapse of the Patagonian megafauna.
 - a. human pressure on the animals
 - b. habitat destruction
 - c. the Antarctic Cold Reversal
 - d. environmental changes
9. According to the passage, all of the following are true EXCEPT:
 - a. The scientists discovered species that had not been known before.
 - b. The scientists identified species that were closely related to some alive today.
 - c. The scientists used mitochondrial DNA to identify the species represented by their samples.
 - d. The scientists identified 89 species of megafauna.
10. Choose the best title for this article from among the following.
 - a. Climate Change Led to the Extinction of Many Species
 - b. Humans were Present for One to Three Thousand Years before the Extinction of Large Animals
 - c. Many Species Became Extinct in Patagonia about 12,000 Years Ago
 - d. Both Humans and Climate Change Contributed to the Disappearance of Large Animals

V. 次の会話文を読み、設問 1～10に答えよ。

In the dialogue below, Ken is an Asian student who has been admitted to a graduate program at an American university but has not yet decided whether or not to enroll in that program. Jim is an American student at the same university.

Ken: I really like the university, and it would be great to be a grad student here. But I have a question about that state law allowing (1) coming effect months few campus in into guns on a that's.

Jim: Oh, the campus carry law. It will allow people who have permits to carry concealed handguns to bring them into classrooms, dormitories, and other campus locations.

Ken: I've heard that some universities have opted out of applying the law on their campuses.

Jim: Yes, private universities were allowed to decide on an individual basis whether or not they would implement the law. But public universities don't have that [A].

Ken: Is the university worried about any of the possible effects of the law?

Jim: Well, there are some faculty members who say that, [B] when they discuss controversial subjects in class, the possibility that some students may be (2) armed makes them nervous.

Ken: Yes, I can see that that possibility could have a (3) chilling effect on the free exchange of ideas for students as well as for instructors.

Jim: And I have to say that, in addition to people who feel that guns are necessary for self-defense on campus as well as off, there are people who say that they have no place in an institution devoted to research and learning.

Ken: Actually, I've heard that several distinguished professors have said that they're moving to other universities at least partly as a result of the law, and that a group of faculty members are suing the university and the state in an effort to block implementation of it.

Jim: Really? I hadn't heard about the lawsuit.

Ken: I'm going to have to think (5) pretty hard about this.

Jim: I understand how you feel.

1. When the words of underline (1) are reordered so as to constitute grammatical English, the FIFTH word is
 - a. coming
 - b. effect
 - c. months
 - d. campus
2. Blank [A] can be naturally filled by any of the following words EXCEPT
 - a. choice
 - b. option
 - c. decision
 - d. alternative
3. From the dialogue,
 - a. we can infer that Jim's university is probably private.
 - b. we can infer that Jim's university is probably public.
 - c. we can infer that Ken is not sure whether Jim's university is private or public.
 - d. we cannot infer whether Jim's university is private or public.
4. Blank [B] can be naturally filled by any of the following words EXCEPT
 - a. particularly
 - b. especially
 - c. specifically
 - d. exceptionally
5. The meaning of arm in *armed* (underline (2)) is the same as the meaning of *arm* in all of the following EXCEPT
 - a. firearms and ammunition
 - b. a three-armed monster
 - c. the right to keep and bear arms
 - d. the armed forces

6. *chilling* (underline (3)) can best be paraphrased as
- a. tending to shock
 - b. tending to suppress
 - c. tending to encourage
 - d. tending to cool
7. *I have to say* (underline (4)) can best be paraphrased as
- a. I have something to tell you
 - b. I am required to tell you
 - c. it must be admitted
 - d. it has been said elsewhere
8. The most strongly pronounced word in *pretty hard about this* (underline (5)) is
- a. pretty b. hard c. about d. this
9. *this* in underline (5) means
- a. the fact that some faculty members are moving and others are suing the university
 - b. whether to allow guns on campus
 - c. whether to enroll in the program to which he has been admitted
 - d. whether to discuss controversial subjects in class
10. In this conversation, Jim
- a. expresses support for the campus carry law.
 - b. expresses opposition to the campus carry law.
 - c. expresses neither support for nor opposition to the campus carry law, and is unsympathetic to Ken's concerns.
 - d. expresses neither support for nor opposition to the campus carry law, but is sympathetic to Ken's concerns.

[以 下 余 白]