

英 語

注 意

1. 問題は全部で18ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 1 次の文章を読み、設問に答えなさい。

Humans have spent tens of thousands of years developing ways to send signals of interest that are easy to interpret. Interestingly, many of the signals that are easiest to interpret are also, in some sense, the costliest to send.

Biologists believe that [assist / costly signals / evolution / in the mating market / sometimes leads to / that].⁽¹⁾ The peacock's tail serves an example. A male peacock does not get a lot of direct benefit from a huge, heavy, colorful tail that advertises his presence to enemies and makes it harder to escape from them. But it is a (X) signal of how healthy he is, since a less (Y) peacock could not produce such a large tail or would have been eaten by foxes because he was too (Z) to fly to safety. Thus a beautiful tail advertises to female peacocks that this is a peacock with impressive genetic resources. Evolutionary biologists refer to the "four Fs" of natural selection: Feeding, Fighting, Fleeing and sexual Functioning. A large tail is a handicap in the first three categories, which sends a signal about his underlying fitness, and that increases his opportunities in the fourth.⁽³⁾

"Peacock tails" are not just found in the animal world. Before 1994, when banks were allowed to open lots of branches in the United States, main bank buildings were grand structures, with big lobbies from which you could sometimes see, behind bars, a massive space. What was going on with that? Well, banks hold your money, and to signal that they were reliable places where it would be safe for you to leave your money, they wanted you to know that they had sufficient resources and were not going anywhere.⁽⁴⁾ An impressive lobby was their peacock tail:⁽⁵⁾ a less well-funded bank could not afford to build such an expensive building, or might have built a building that could be more easily turned into a restaurant in case the bank failed.

The value of costly signals is why many colleges pay special attention to high school students who take the trouble to make campus visits. Because it is

relatively cheap to apply to many colleges in the U.S., a mere application does not necessarily signal a deep interest. An actual visit, which is time-consuming and possibly expensive, is a stronger signal.

A signal of interest is different from the other kinds of costly signals that colleges value and not everyone can send, namely high grades and test scores. Good grades signal good study skills, hard work and high intelligence, or all of the above, which are all properties that help students succeed in college. Signals such as high grades do not indicate interest; they are marks of desirability.

Markets work best when they allow both kinds of information to be
(B)
reliably sent. In such a market where it is impossible to explore every single opportunity, it helps to be able to signal not only how desirable you are but also how interested. That is why, while many of us might wish to marry a movie star, we devote most of our efforts to finding and courting more realistic mates who might also like to marry us. Indeed in the real world of relationships, we have lots of opportunities to send both kinds of costly signals to someone we wish to go on a date with.

In labor markets, a letter attached to a job application can provide a powerful signal of (8), especially if it shows that the candidate has spent time to learn about the job for which he or she is applying, or even that the applicant has spent time carefully crafting a letter addressed specifically to the job in question. But trying to fake a signal can be costly if detected.

My son, who is a professor of computer science, encountered just such a careless signal when he was on the admissions committee at Carnegie Mellon University. One applicant submitted a passionate letter about why he wanted to study at CMU, writing that he regarded CMU as the best computer science department in the world, that the CMU faculty was best equipped to help him pursue his research interests, and so on. But the final sentence of the letter gave the game away:

I will certainly attend CMU if (9).

It was proof that the applicant had merely taken the application letter he had written to Massachusetts Institute of Technology and done a search-and-replace with "CMU" ... and had not even taken the time to reread it! Had he done so, he would have noticed that every occurrence of the three letters had been replaced.

設問 A

- 1) []内を適切な語順に並べる場合、3番目に来るのはどれか。
 1. costly signals
 2. evolution
 3. in the mating market
- 2) 空欄(X, Y, Z)に入るべき語の最も適切な組み合わせばどれか。
 1. fit, slow, powerful
 2. powerful, fit, slow
 3. slow, powerful, fit
- 3) 下線部の内容にあたるのはどれか。
 1. fourth category
 2. fourth fitness
 3. fourth peacock
- 4) "they" が指しているのはどれか。
 1. banks
 2. branches
 3. reliable places
- 5) この文が意味することはどれか。
 1. どちらも関心のシグナルである。
 2. どちらもコストのかかるシグナルである。
 3. どちらも役に立たないシグナルである。

- 6) 大学が受験者の関心のシグナルの強さを試す最も有効な策はどれか。
1. 受験会場を増やしてより多くの学生が受験できるようにする。
 2. 受験生が参加できるキャンパスイベントを増やす。
 3. ホームページ上にキャンパスの動画を載せる。
- 7) 映画スターはどのような人物か。
1. 関心のシグナルと魅力のシグナルがともに強い人物
 2. 関心のシグナルは強いが魅力のシグナルが弱い人物
 3. 魅力のシグナルは強いが関心のシグナルが弱い人物
- 8) カッコ内に入るべき最も適切なものはどれか。
1. desirability
 2. information
 3. interest
- 9) カッコ内に入るべき最も適切なものはどれか。
1. *adCMUted*
 2. *adMITted*
 3. *admitted*
- 10) 本文の内容と合致するものはどれか。
1. クジャクの尾羽と銀行の立派なたたずまいには共通性がある。
 2. 入試で高得点を取ることは受験生の関心のシグナルの強さを示している。
 3. 恋愛成就のためには、関心のシグナルよりも魅力のシグナルの方が大切である。

設問B

下線部(B)を和訳しなさい。(解答用紙(その2)を使用すること)

問題 2 次の文を英訳しなさい。(解答用紙(その2)を使用すること)

技術の進歩により、肉体的には楽なシステムがたくさんできた。

問題 3 次の文章を読み、設問に答えなさい。

One recently-published report set out to discover what perceptions of museums were held by England's ethnic minority communities. Focus groups were held in a few places in England, where the concept of a museum, the experience of museum visiting, how museum visiting fitted into patterns of leisure time use, and how museums could better meet the needs of the participants were discussed.

This research highlights issues of culture and representation from a museum perspective that are currently of enormous interest to those who are engaged in museum studies. These issues also relate to issues of access and culture that have been the subject of discussion outside Britain.

The main research method used was focus groups. Focus group members were all aged 25—50, all had children of school age, half were non-museum visitors (defined as not having visited a museum or art gallery within the previous twelve months) and half were museum or gallery visitors. The ethnic populations included in the research were black African, black Caribbean, Indian, Bangladeshi and Chinese men and women. A control group of white respondents living in Britain was also included to help with assessing the differences between minority communities and the general population. Group discussions were stimulated through a range of materials such as pamphlets and posters. The findings confirm many of the general points that have arisen elsewhere, both in Britain and in America, but also bring up other more specific issues. Some matters are common to all museum audience groups, and some are specific to ethnic populations.

The image of museums was common across all ethnic groups that were researched. "The Museum" is still the way that museums are perceived; an old building with an impressive appearance, like the British Museum. Typical contents include, "Kings and Queens, crowns, suits of armor, weapons, and

'broken pots and rocks.'" The atmosphere in museums was described as quiet, respectful and unwelcoming to children. Not surprisingly, this rather unpleasant place was felt to be for intellectuals and upper-class people. Art galleries were perceived as even more distant and exclusive. There was a real fear that the displays would be too difficult to understand.

Black and Bangladeshi respondents were more likely than Indian and Chinese participants to perceive museums and galleries as "white people's territory." Ethnicity, class and educational level were all brought up as important factors in influencing the wish to visit. In addition, the actual experience of visiting was sometimes discussed, with some Bangladeshi women, for example, pointing out how uncomfortable and out of place they had felt in museums.

Curiously, given the strength of these negative attitudes, there was a general consensus across all groups that society needed museums. People were reassured by the existence of museums, even if they did not visit them. The research participants described the main roles for museums as preserving the past, educating (mainly children), broadening horizons and increasing mutual tolerance, and offering places to engage emotionally with beautiful things.

The report brings out those issues that particularly relate to the perceptions of ethnic minority communities. Black, South Asian and Chinese people want to see things that relate to their own lives, cultures and histories. Where this has happened, they describe the sense of closeness and personal interest which they experienced. Where exhibitions or events were perceived (in advance of visiting) to be related to their own culture, and especially their own religion, people were willing to make great efforts to visit.

However, a stronger theme to emerge was the disillusion many people felt about the view of history that museums present. This was seen to be constructed from a white perspective that made little acknowledgment of the

achievements of people or communities from ethnic minority populations. It is difficult, especially for those people who seldom visit museums, to separate the cultural representations to be found in museums from those in other mass communication media, and respondents tended to treat museums very much as part of a generalized mass communication system. It was felt, for example, that Africa is frequently represented as associated with dirt, disease and famine, and with few positive images. This is a general statement about the way that British society as a whole (as in the television news, for example) represents Africa, but museum displays were perceived in the same way. A general dissatisfaction was expressed in relation to both the objects displayed, and their interpretation.

One theme that emerges very strongly from the research is the common perception that objects and material from outside Britain were stolen from their countries of origin during the colonial period. Although in some cases this is of course true, it seems to be much more broadly assumed than might have been expected. The lack of accessible information about the origins of the displays enables these assumptions. Museums reminded some of colonial violence, domination and robbery. However, where museums had indicated that collections had been purchased or donated, this was appreciated.

The potential of museums was perceived as enabling a greater awareness and a wider experience of the cultures of ethnic minority groups. This would be of value for families, who could take their children and show them their cultural heritage. The participants in the research did not want collections to be returned, but did want more accurate information about background, greater recognition of the role that their cultures played in past and present British society, and greater acknowledgement of non-British perspectives on historical events.

This research poses the kinds of questions that museums in Australia and Canada have been facing in relation to their indigenous people. Britain has

been less exposed to such questions, but the research proves the importance of carrying out audience research in this globalized era. It is important to become aware of the attitudes to museums that are held by some of those, who, through their taxes, pay for them. Not until this awareness is in place, can change follow.

設問

- 11) What do focus groups mainly do?
 1. Museum-visits.
 2. Research.
 3. Talking.
- 12) Which of the following facts was NOT found in this research?
 1. Museums are considered necessary by people regardless of their ethnicity.
 2. Museums are not educational for ethnic minority children in any sense.
 3. Museum-visits are part of people's leisure life.
- 13) Which is the image of museums and galleries common across all ethnic minority groups?
 1. Alien.
 2. Friendly.
 3. Modest.
- 14) Among the groups listed below, who feel most alienated from the museums and galleries?
 1. Bangladeshi.
 2. Chinese.
 3. Indian.

- 15) What does "white people's territory" in the fifth paragraph mean?
1. A building which only white people can enter.
 2. A place where everything is arranged from white people's perspective.
 3. A property owned by white people.
- 16) What is the general sentiment toward the existence of museums?
1. Positive.
 2. Negative.
 3. Neutral.
- 17) What is the cause of disillusion people feel at museums?
1. The biased view of history.
 2. The representation of Africa in the TV news.
 3. The way objects are arranged.
- 18) What is the general reaction among the ethnic minorities about the objects displayed in museums?
1. They should be introduced as cultural heritages of the country of origin.
 2. They should be presented with exact background information.
 3. They should be returned to the original countries.
- 19) There has been little audience research in Britain because
1. Britain has kept good relationship with Australia and Canada.
 2. Britain has rarely faced problems with native people.
 3. taxpayers' perception of the museum has always been positive.
- 20) Museums in Britain could start to change when
1. they become aware of the dissatisfaction some citizens have.
 2. they disprove the importance of audience research.
 3. they realize how much money ethnic minorities are paying for them.

問題 4 空所に入れるべき最も適切な語を選びなさい。(同じ語を二回以上用いてはいけません)

- 21) Press that key and you will get a () of the figures you need.
22) We do stretching exercises as a () before starting the work-out.
23) After the (), several employees lost their jobs.
24) During the (), someone sounded the alarm.
25) Because of all the stress, Sylvia had a nervous () and went into hospital.
26) There was a () in protest against the poor working condition.
27) The star has a () actor for dangerous scenes.
28) This room is in a mess. It needs a good ().
29) You have to go through () at the airport two hours before the plane leaves.
30) There was a () of gas and we were afraid there would be an explosion.

- | | | | |
|--------------|--------------|-------------|-------------|
| 1. breakdown | 2. build-up | 3. check-in | 4. clean-up |
| 5. hold-up | 6. print-out | 7. stand-in | 8. takeover |
| 9. walk-out | 0. warm-up | | |

問題 5 次の文章を読み、下線部の書き換えとして最も適切なものを選びなさい。

Potatoes have not always enjoyed the popularity that they do today. In the late eighteenth century, the French believed that potatoes caused disease; the Germans grew potatoes only for cattle and for prisoners; the Russian farmer considered them to be poisonous. All that changed when Catherine the Great, ruler of Russia, cleverly ordered fences built around potato fields. Large notices were posted warning the local residents not to steal potatoes. The potato became a staple of the Russian diet, and the rest is potato history.

Catherine the Great's campaign to introduce the potato into the Russian diet made use of a common, but nonetheless effective, principle — scarcity sells. The attractiveness of an object can be increased by making it appear scarce and unavailable, by building barriers that make the object difficult to obtain. To paraphrase an old saying, "Scarcity makes the heart grow fonder."

Advertisers and sales agents are well aware that scarcity sells. Their ads announce: "not available in any store," "get 'em while supplies last," "limited edition," "available for a limited time only." Sometimes they deliberately limit supplies. For example, the Franklin Mint, a direct marketer of such "collector items" as commemorative dinner plates regularly claims: "Only a limited number of items were produced. No more will be made. The molds will be destroyed." Another gold coin merchant restricts sales to "only five coins per order." Car dealers often make such remarks as, "We only received two models like this one, and we sold the other one yesterday." The local salesman will gladly tell you, "That's all we have in stock; we can't keep 'em on the shelf — sorry."

Beginning with the Barbie doll in 1959, almost every year there has been a toy or two that becomes the hot, scarce item — one year, Cabbage Patch dolls; the next, Ninja Turtles; then Power Rangers, Furby babies, and the Tickle Me Elmo doll. What will it be next year? The story of the Elmo doll is instructive.

The doll had features that many found appealing — it giggled and vibrated when stroked. However, the Tickle Me Elmo dolls had one feature that especially made the cash registers ring — they were frequently out-of-stock.

Parents would line up for hours in the hope of getting dolls for their children. Battles would break out in toy departments over who would get that last doll. Some owners auctioned off their dolls at upwards of \$500. Sales for the dolls increased enormously.

What is the charm of scarcity? What happens when an object is made unavailable and thus becomes a phantom choice? Consider what the typical Russian farmer must have thought and felt upon seeing a newly restricted potato field: “Hey, why are they roping off these potatoes? They must be valuable. I wonder if they will post a guard? Sure they will; they’ll see to it that only the rich get to eat potatoes. Not if I can help it. I’m sick of beet soup day in and day out. I want potatoes.”

As indicated by our hypothetical farmer, phantoms can capture the imagination. The unavailable becomes appealing. When we discover that an item is scarce or may be unavailable, one of our first guesses is that it must also be desirable. Why else would it be so rare? We tend to use a simple rule: If it is rare, if it is unavailable, then it must be valuable. This is what lies behind research findings showing that female college students believed that a scarce pair of nylon socks should cost more than a readily available pair; that children regarded cookies in scarce supply as more desirable than similar cookies in rich supply, and that, in response to news of an upcoming shortage of imported beef, orders by supermarkets and other food stores increased to between two and six times the normally ordered quantities. Given the ease with which information about scarcity and availability can be controlled, the propaganda potential of this technique is nearly unlimited and is available to all.

Scarcity and unavailability can do more than just make an object appear

more desirable. When a phantom alternative is present, it can also result in a change in the perception, evaluation, and ultimate choice of the available⁽³⁹⁾ options. We have conducted a series of experiments in which college students were asked to choose among brands of products. In some sets of the choices, a very attractive alternative was included, but the students were told that the item was unavailable and that they could not select it. In other words, a phantom alternative was presented.

What do the results show? First, the presence of an attractive phantom made the other brands look less attractive. Second, the phantom changed the relative importance given to the standard for making a decision. Specifically, what made the phantom superior was regarded as most important for making the decision. For example, if the phantom was a new computer with lots of memory or a new car that gets great gas mileage, then the features of computer memory and gas mileage became the focus of decision making. This change in decision standard also resulted in a change in choice⁽⁴⁰⁾; the students were much more likely to indicate that they would purchase an available brand that had quality similar to the phantom.

設問

- 31)
 1. the following is the story of the potato history
 2. the remaining potatoes are a historical topic
 3. you should know what then happened to potatoes
- 32)
 1. cheap things tend to get popularity
 2. rare things tend to get popularity
 3. useful things tend to get popularity
- 33)
 1. memorable
 2. memorial
 3. memorizable

- 34) 1. made people want them
2. made salesclerks diligent
3. made the shop equipment work well
- 35) 1. as much as
2. at most
3. more than
- 36) 1. They won't do it if I can give them a hand.
2. They won't do it if I don't want potatoes.
3. They won't do it if I'm willing to grow potatoes for them.
- 37) 1. ghosts
2. nonexistent things
3. spiritual beings
- 38) 1. that imported beef ribs will be shorter in the future
2. that imported beef will run out soon
3. that imported beef will be shortly available
- 39) 1. changeable
2. reasonable
3. selectable
- 40) 1. which item to choose
2. which phantom to choose
3. which standard to choose

問題 6 空所に入れるべき最も適切な語を選びなさい。(同じ語を二回以上用いてはいけません)

Missionaries in northern Canada saw themselves as spreading the “three Cs” among the region’s Inuit peoples: Christianity, Commerce and Civilization. But in (41) the Bible and other religious works into Inuktitut, the Inuit language, they accidentally left behind a fourth: Confusion. Today Canada’s 59,500 Inuit have nine different writing systems, which makes it hard for them to communicate with each other and to keep their language alive. Their leaders want to adopt a single way of setting down the language, but (42) agreement on just how to do that is proving difficult.

In the western Arctic and on the Labrador coast missionaries (43) as linguists used the Roman alphabet to capture Inuktitut in written form, but each had his own system for doing so. Sounds denoted by one combination of letters in one region are expressed by a different mixture in another. “You” can be rendered as “ibbit”, “ivvit” and “illit”. In northern Quebec and the eastern Arctic, the missionaries avoided Roman letters in favour of symbols based on the Pitman system.

With no agreed-upon way of writing the language, documents composed by Canadian Inuit officials have to do the (44) of the same text multiple times. Brief reports become massive — and expensively produced — books. Often, the government officials resort to English. Teenagers are more adventurous spellers, so standardised writing should matter less to them, but even they tend to text each other in English.

This is slowly (45) the language. The percentage of Inuit who are able to carry on a conversation in Inuktitut dropped to 63% in 2011 from 69% in 2006. A committee set up to investigate a standard writing system held most of its meetings in English, says a participant, Jeela Palluq-Cloutier, head of the language authority in the mainly Inuit territory of Nunavut.

Greenland's Inuit, whose local languages resemble those in eastern Canada, worked out their differences over a decade (46) in the 1960s and adopted their agreement as an official language in 2009. From time to time Canada's have talked about doing the same thing. A report on Inuit education in 2011 found that 75% of young Inuit fail to complete secondary school in part due to the curriculum not (47) their culture and history. The report's authors said that students should be taught in their mother tongue, rather than in English and French, for the first few years of primary school. But without a standard writing system, which would allow for (48) Inuktitut texts across the scattered communities of Canada's vast north, that recommendation is impossible to carry out.

On October 25th 2015, after three years of solid discussion among elders, linguists and community groups, the Inuit national organisation decided to adopt a system based on the Roman alphabet rather than native symbols. That is just a first step, says Ms. Palluq-Cloutier. People will be (49) about which of the nine or so ways of speech and which grammar will become the basis for the new system. The Innu, an unrelated native group from Quebec and Labrador, agreed on a system that took the spelling from one village and the grammar from another. But many Inuit are reluctant to give up the writing they grew up with. In Nunavut many older Inuit remain attached to native symbols, believing them to be uniquely Inuit. But if the Inuit are (50) to preserve their language, they will have to clear up the confusion that the missionaries left behind. Probably they will — eventually.

- | | | | |
|----------------|---------------|-----------------|-------------|
| 1. acting | 2. arguing | 3. distributing | 4. finding |
| 5. killing | 6. reflecting | 7. repeating | 8. starting |
| 9. translating | 0. willing | | |

問題 7 空所に入れるべき最も適切な語を選びなさい。

A : Working on movies must be really exciting.

B : (51) A one-minute scene in a film can take days to shoot.

A : Why is that?

B : Well, each scene isn't filmed just once. Lots of different shots have to be done. (52)

A : So, how many shots are taken?

B : (53) But sometimes as many as 20. One scene may be shot from five or six different angles.

A : Wow! (54)

B : Why don't you come visit the studio? You can see how the special effects are done.

A : (55)

C : You know, there's a factory outside town that's pumping chemicals into the river.

D : How can they do that? (56)

C : Yes, it is. But a lot of companies ignore those laws.

D : (57) What can Greener World do to protect the river environment?

C : Well, one thing to do about it is to talk to the management.

D : (58)

C : Well, then another way to stop them is to get a TV station to run a story on it.

D : Yes! (59) By the way, what's the name of this company?

C : It's called Apex Industries.

D : Oh, no! (60)

1. Companies hate bad publicity.
2. Great, I'd love to!
3. I didn't realize that.
4. Isn't that against the law?
5. It depends.
6. My uncle is one of their top executives!
7. Oh, yeah, but it's also very hard work.
8. Only the best ones are used in the film.
9. That's terrible!
0. What if that doesn't work?

