

英 語

注 意

1. 問題は全部で17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. 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(解答がイのとき)

1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
---	--

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。

1. 德意志

2.

德意志

德意志

德意志

德意志



德意志



德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志



德意志

德意志

德意志

德意志

德意志

德意志

德意志

德意志

I 注を参考にして次の英文を読み、続く文1～10について、内容から考えて最も適切な選択肢を①～④の中からひとつずつ選びなさい。

In a study conducted by John Bargh, subjects were asked to rearrange a series of words to form a correct sentence. Half of the subjects were shown mixed-up sentences that contained words relating to the elderly, such as “man’s was skin the wrinkled”. The other half of the subjects were shown the same mixed-up sentences, but the one word relating to the elderly was replaced with a word not associated with old age, such as “man’s was skin the smooth”. Once a subject had carefully worked their way through the sentences, and been thanked for taking part, the experimenter gave directions to the nearest set of elevators. The subject thought that the experiment was over. In reality, the important part was just about to start. A second experimenter was sitting in the hall armed with a stopwatch. When the subject emerged from the laboratory, this second experimenter secretly recorded the time taken for them to walk down the hall to the elevators. Those who had just spent time rearranging the sentences that contained words relating to old age took significantly longer than those who had spent time with the non-elderly sentences. Just spending a few minutes thinking about words such as “wrinkled”, “grey”, and “Florida”, had completely changed the way people behaved. Without realizing it, those few words had “added” years to their lives and they were walking like elderly people.

A similar study, conducted by Ap Dijksterhuis and Ad van Knippenberg, asked subjects to spend five minutes writing down a few sentences about the behaviour, lifestyle, and appearance of a typical football hooligan, whilst others did exactly the same for a typical professor. Everyone was then asked about forty questions, such as “What is the capital of Bangladesh?”, “Which country hosted the 1990 Soccer World Cup?”, and so on. Those who had spent just five minutes thinking about a typical football hooligan managed to answer 46 per

cent of the questions correctly, whereas those who had made up sentences related to a typical professor were right 60 per cent of the time. Without people being aware of it, their ability to answer questions correctly was dramatically altered by them simply thinking about a typical football hooligan or professor.

This is all well and good within the relatively artificial limitations of a laboratory, but do the same effects influence people's behaviour in the real world?

Americans leave about twenty-six billion dollars in restaurant tips every year. You would think the size of tip depends on the quality of food, drink, or service provided, but secret studies conducted in bars and restaurants around the world have revealed the hidden factors that really determine our tipping behaviour. Mood plays a large part in the process. Happy eaters are bigger tipppers. In one study, French bar staff were asked to give their customers a small card with the bill. Half of the cards contained an advertisement for a local nightclub, whilst the other half contained the following joke:

Did you hear about the man who was proud when he completed a puzzle within thirty minutes, because it said "five to six years" on the box?

Those receiving the joke showed a higher level of laughing and, more importantly, tipping. Researchers have checked into the relationship between happiness and tipping time and again. Waiters get bigger tips when they draw happy faces, or write "Thank you" at the bottom of a bill, or give a big smile to customers. People tip more when the sun is shining, and even when waiters tell them that the sun is shining. Other studies have shown that tipping is dramatically increased when waiters introduce themselves using their first name, or refer to customers by their name.

Then there is the power of touch. In her paper, April Crusco explains how she trained two waitresses to touch the diner's palm or shoulder for exactly one and a half seconds as they gave them the bill. Both kinds of touching

produced more tipping than the hands-off approach adopted in the control condition, with palm-touching doing slightly better than a tap on the shoulder.

Leaving relatively small amounts of money to waiters and bar staff is one thing, but can these subtle effects persuade people to part with much larger sums of cash?

In the 1990s, researchers Charles Areni and David Kim investigated exactly this issue by systematically varying the music being played in a downtown wine shop. Half of the customers were subjected to classical tunes, including Mozart, Mendelssohn, and Chopin, whilst the other half heard pop songs, including Fleetwood Mac, Robert Plant, and Rush. By disguising themselves as shop assistants, the experimenters were able to observe customers' behaviour, including the number of bottles they picked up from the shelves, whether they read the labels, and, most important of all, the amount of wine they bought. The results were impressive. The music did not affect how long people stayed in the shop, how many bottles they examined, or even the number of items bought. Instead, it had a dramatic effect on just one aspect of their behaviour—the cost of the wine they bought. When the classical music was playing, people bought bottles of wine that were, on average, over three times more expensive than when the pop music was playing. The researchers believe that hearing the classical music unconsciously made them feel more sophisticated, and that this, in turn, caused them to buy significantly more expensive wine.

There is even some evidence to suggest that the same sort of subtle factors influence matters of life and death.

An analysis of over 1,400 country songs by Jimmie Rogers revealed that they often refer to negative life experiences, including lost love, alcohol abuse, financial problems, hopelessness, bitterness, and poverty. In the mid 1990s, Steven Stack and Jim Gundlach wondered whether constantly listening to negative topics might make people more likely to commit suicide. To find out,

the researchers looked at the suicide rate, and the amount of country music played on national radio, in forty-nine areas across America. After controlling for several other factors, such as poverty, divorce, and gun possession, the researchers did find that the more country music played on radio, the higher the suicide rate.

The results may sound unconvincing, and have been challenged by several other researchers. The basic premise, however, is supported by a wealth of other work suggesting that the mass media plays an important role in determining whether people decide to end their lives, of which the study of the "Werther Effect" is an excellent example.

In 1774, Johann von Goethe published a novel *The Sorrows of Young Werther*. In the book, a young man named Werther falls in love with a woman who is already promised to another. Rather than face a life without her, Werther decides to end his life by shooting himself. The book was a remarkable success. In fact, in many ways it was a little too successful, inspiring a series of suicides that eventually resulted in it being banned in several European countries. In 1974, David Phillips decided to examine whether media reports of suicides might create a modern-day Werther effect. In an initial study examining the suicide statistics across America between 1947 and 1968, he discovered that a front-page suicide story was associated, on average, with an excess of almost sixty suicides. Moreover, the type of suicides reflected the method of death outlined in the media, and the level of publicity received by the suicide was directly related to the number of subsequent deaths. On average, the number of suicides increased by roughly 30 per cent within two weeks of media reports, and the effect was especially pronounced after a celebrity death. Phillips calculated, for example, that the death of Marilyn Monroe in August 1962 increased the national suicide rate by about 12 per cent. Since Phillips' pioneering work, there have been more than forty scientific papers on the topic, prompting several countries to produce

media guidelines urging reporters not to describe the methods that people used to kill themselves.

Another part of Phillips' work has investigated the relationship between broadcast boxing matches and murder rates. He carefully examined daily murder rates across America, and showed that they tended to increase in the week following the television broadcast of a high-profile heavyweight boxing match. Not only was there a direct relationship between the amount of publicity the fight received and the number of murders, but also between the racial backgrounds of the boxers and the murder victims. If a white boxer lost the fight, Phillips found an increase in the number of white, but not black, people murdered. Likewise, if a black boxer lost, there was an increase in the number of black, but not white, people killed.

All of this adds up to one simple fact. The ways in which we think and feel are frequently influenced by factors outside our awareness. Just reading a sentence can influence how old we feel and our recall of general knowledge. A simple smile or subtle touch can influence how much we tip in restaurants and bars. The music played in shops influences the amount of money we spend.

<注> sophisticated 洗練された

Johann von Goethe ヨハン・フォン・ゲーテ

The Sorrows of Young Werther 『若きウェルテルの悩み』

1. The purpose of John Bargh's first experiment is...
 - ① to check the English ability of the subject.
 - ② to expose the subject to certain types of words.
 - ③ to make sure all the subjects walk at the same pace.
 - ④ to make the subject tired.

2. People walked more slowly after rearranging sentences containing words such as "wrinkled", because...
 - ① the laboratory was farther from the elevator.
 - ② the task was harder.
 - ③ they felt aged.
 - ④ they were told to do so.

3. Ap Dijksterhuis and Ad van Knippenberg's research assumes that people believe professors to be...
 - ① more fond of soccer than football hooligans.
 - ② more ignorant than football hooligans.
 - ③ smarter than football hooligans.
 - ④ richer than football hooligans.

4. In the puzzle joke, "five to six years" on the box indicates...
 - ① it is for children.
 - ② it is that old.
 - ③ it normally takes that long to complete.
 - ④ it took that long to manufacture.

5. Customers tip more when waiters tell them the sun is shining, because...
 - ① that is a nice joke.
 - ② the image of the sun shining makes them happy.
 - ③ they appreciate the waiters' effort to go and check the weather.
 - ④ they like the waiters' honesty.

6. To get tipped the most, you should . . .
- ① not touch the customers when you give them the bill.
 - ② touch the customer's palm when you give them the bill.
 - ③ touch the customer's shoulder when you give them the bill.
 - ④ train the customers to touch their own palm when you give them the bill.
7. The kind of music playing in a wine shop influences . . .
- ① the amount of time spent examining one bottle.
 - ② the amount of wine customers buy.
 - ③ the number of bottles of wine customers examine.
 - ④ whether customers buy expensive or cheap wine.
8. Steven Stack and Jim Gundlach's research . . .
- ① confirms the "Werther Effect".
 - ② contradicts the "Werther Effect".
 - ③ has nothing to do with the "Werther Effect".
 - ④ prevents the "Werther Effect".
9. The number of suicides increased especially when . . .
- ① a famous person committed suicide.
 - ② David Phillips calculated the suicide rates.
 - ③ sixty people killed themselves.
 - ④ the media reported how the suicide was committed.
10. Which of the following factors in a boxing match is *not* reported to have anything to do with the type and number of subsequent murders?
- ① The amount of attention the match got.
 - ② The day of the week of the match.
 - ③ The skin colour of the boxers.
 - ④ Whether or not the match was broadcast.

II

注を参考にして次の英文を読み、続く設問文 11～15 について、内容から考えて最も適切な選択肢を①～④の中からひとつずつ選びなさい。

On the first day of kindergarten, Mrs. Rosenberg explained the routine: nap time, playtime, snack time — and every day, at 2 p.m., a “walk through the hall.” She didn’t say where we’d be going and she didn’t say why.

When 2 p.m. rolled around we all lined up outside the classroom and followed Mrs. Rosenberg through the hall. I was happily keeping pace until we turned a corner and faced the most frightening thing I’d seen in my five years on earth: a sign on the wall with the words “fire exit” and a big red arrow pointing in the *exact direction we were walking*.

Now, I had no idea what an “exit” might be, but I certainly knew what a fire was, and there was no way I was going to follow Mrs. Rosenberg or anybody else directly into one. So I turned around, returned to the classroom, and waited quietly for news of the mass incineration to come.

It never occurred to me to warn the others. Maybe I thought it was their own fault for coming to kindergarten without first learning to read. Maybe I thought it was best not to call attention to myself, so that the powers that controlled Mrs. Rosenberg wouldn’t come find me and cast me into the flames. I just sat calmly in the classroom, and when the others returned, even though it was contrary to all my expectations, I don’t think I was particularly surprised or curious about how they had managed to avoid disaster.

Every day from then on, 2 p.m. would roll around, the rest of the class would line up for its walk through the hall, and I would sit quietly at my desk.

Mrs. Rosenberg and the class took their walk through the hall and a little while later they returned. I never doubted that sooner or later, they’d all be burned to ashes. I did start to wonder where they went every day.

That was one of the two great mysteries of kindergarten. The other great mystery was this: every day at about 2:30 p.m., Mrs. Rosenberg would assign

one of the other students to take me to the bathroom. I could never figure out why I was singled out to be taken to the bathroom; surely the other students needed to go to the bathroom just as I did. Or maybe they didn't. Maybe they were all robots made of metal. That would explain why they could walk through fire and survive.

One day, Mrs. Rosenberg asked me, "Why don't you ever come with us on our walk through the hall?" I was embarrassed to tell her that I was afraid of the fire, so I said, "I just don't like to." She said, "Well, you *have* to." And I said, "Okay."

I had no trouble sleeping that night. I felt no panic, I made no plans to escape. I calmly accepted the fact that I would follow the class down the hall and none of us would be heard from again.

When 2 p.m. rolled around the next day, I had to steel up my courage to take my place in line. We walked through the hall. Past the sign, pointing the way to our death. But — and here the reader might have anticipated me — at the end of the journey, there was no fire. Instead, there was: a bathroom!

And in that bathroom, I had the most astonishing intellectual discovery of my life. Here were two entirely separate mysteries: where does the class go every day? and: why do I, and only I, get taken every day to the bathroom? And it turned out that the two mysteries had *exactly the same answer*. That was the moment when I learned that the world's structure was complex, that everything touched on everything else, and that real understanding somehow depends on seeing how everything fits together.

When I told Mrs. Rosenberg that I "just don't like" to walk through the hall, I'm sure she sensed my embarrassment, and I'm sure she thought it was the bathroom itself that embarrassed me. Unlike me, poor Mrs. Rosenberg never learned the real truth.

<注> kindergarten 幼稚園 incineration 焼かれて灰になること

11. How old was the writer of this story when these events happened?

- ① 3
- ② 4
- ③ 5
- ④ 7

12. What word could the writer not understand?

- ① bathroom
- ② exit
- ③ fire
- ④ routine

13. What did the writer find strange about each day at school?

- ① He did not know why he was forbidden to go to the bathroom.
- ② He did not know why he was forbidden to walk in the corridor.
- ③ He did not know why he was the only one to visit the bathroom alone.
- ④ He did not know why he was the only one who was not scared of fire.

14. What happened every day at 2 p.m. in this school?

- ① The other children would go and look at the fire.
- ② The other children would visit the bathroom.
- ③ The writer would go to the bathroom.
- ④ The writer would go and look at the fire.

15. What did Mrs. Rosenberg never discover?

- ① Why the writer refused to walk in the corridor with the other children.
- ② Why the writer wanted to see the fire so badly.
- ③ Why the writer was scared of her.
- ④ Why the writer was unable to read.

III

A. 次の会話文を読み、空所に最も適した選択肢を①～④の中からひとつずつ選びなさい。

Student: I've come to ask you about your "Open Campus" event next month. I am very (16) attending.

College office staff: I see. Well, we have a lot of things planned. Students who are considering coming to study with us will have the chance to meet teachers, obviously. But they will also (17) chat with current students to find out about the college's strong points.

Student: I have heard there will also be a few demonstration lessons that people can take part in.

College office staff: (18) We can't offer lessons in every subject, but teachers in charge of our core courses will all be delivering either demonstration lectures or holding sample classes — the latter are smaller group classes called "tutorials".

Student: I suppose numbers are limited for all of those. Can I register in advance to ensure a place?

College office staff: I would not worry about that too much. The lecture theatres can hold around 500, so however many people turn up, there is always enough room for everyone. As far as the smaller group classes are concerned, just turn up ten minutes before the start time and I'm sure you will be fine.

Student: Thanks for the advice. I will remember to turn up a little early so I can get into the (19). Besides which, the "Open Campus" sounds like a good thing to come to anyway, so I will come next month.

College office staff: I agree. (20) you actually visit a college you can't really decide whether you want to study there or not.

16. ① interested in
② interesting in
③ interested for
④ interesting for

17. ① be able to
② can
③ might
④ ought to

18. ① Do you think so?
② I don't think so.
③ I'm afraid not.
④ That's right.

19. ① college
② semesters
③ "Open Campus"
④ tutorials

20. ① Due to
② If only
③ It's only when
④ Unless

B. 空所に最も適した単語を選びなさい。(同じ単語を2回以上用いてはいけません。)

21. A : What do you make () our new teacher?
B : Personally, I don't care for him very much.
22. A : How do you like your coffee?
B : I () it black.
23. A : Do you () if I smoke?
B : As a matter of fact, I do.
24. A : So, what are your plans for the long weekend?
B : To finally catch () on my sleep.
25. A : I'd like to () an appointment with Christine for this Friday at 2:00.
B : I'm sorry, but she's off until the 31st.
26. A : For a real "off the beaten track" experience, I recommend the Pulau Ubin Tree Trail.
B : Where in the world is that, () I ask?
27. A : Don't forget to come () home after school today.
B : I won't, but I have practice until 4:30.
-
28. A : Did you ever find out why you did so terribly this semester?
B : I was told it was because I never () up in class.

29. A : Could you please tell me how exactly I can () a refund?

B : If you just proceed to the self-help kiosk, you can apply there.

30. A : I can't believe my parents are still going to ground me even though I fessed up.

B : You didn't think they were going to let you () the hook that easily, did you?

- ① straight ② up ③ spoke ④ of ⑤ obtain
⑥ book ⑦ may ⑧ off ⑨ take ⑩ mind

IV

空所に最も適した選択肢をひとつずつ選びなさい。

31. Have you ever fallen in love at first ()?

- ① fight ② scene ③ seen ④ sight

32. The TV show featured, () others, Madonna, Michael Jackson and Billy Joel.

- ① against ② among ③ between ④ in

33. How do I deal with a boy who is sometimes () to me?

- ① care ② feel ③ help ④ mean

34. In Tokyo, there are more bikes in the street than there () to be.

- ① less ② shall ③ used ④ would

35. I would like to congratulate you () your graduation.

- ① to ② in ③ on ④ with

36. If you say something is invaluable, it means it is extremely ().

- ① cheap ② inexpensive ③ useful ④ useless

37. Don't believe any shocking news you come across on the Internet () you find a reliable source.

- ① as ② otherwise ③ unless ④ whether

38. Is Dr. Brown the person () you wish to speak?

- ① that ② to that ③ to whom ④ whom

39. Instead of () about the good news, Tom seemed to be indifferent.

- ① being excited ② exciting ③ to be excited ④ to excite

40. I don't blame you for not () outside in this awful weather.

- ① to want to go ② wanting go
③ wanting to go ④ want to go

41. I have three brothers, () are businessmen.

- ① all of whom ② that all of them
③ who all of them ④ who they all

42. I () studied for the test, but I still passed.

- ① hard ② harder ③ hard of ④ hardly

43. () I really want is for them to stop arguing.

- ① That ② Those ③ What ④ Which

44. Leave things () they are until I arrive.

- ① as ② so ③ that ④ what

45. Goodbye, and thank you () calling.

- ① about ② for ③ on ④ with



