英　語

（情報学部）

注　意　事　項

1. 試験開始の合図があるまで，この問題冊子を開いてはいけません。

2. 問題冊子は1冊(12頁)，解答用紙は7枚です。落丁，乱丁，印刷不鮮明の箇所等があった場合には申し出てください。

3. 氏名と受験番号は解答用紙の所定の欄に記入してください。

4. 解答は指定の解答用紙に記入してください。

5. 解答用紙は持ち帰ってはいけません。

6. 問題冊子は持ち帰ってください。

次の英文は，2種類の思考法について述べたものである。これを読んで下記の設問に答えなさい。解答は解答用紙の所定の欄に書きなさい。（①～⑧の数字は段落番号を表す。）

① *Principles-first reasoning* (sometimes referred to as *deductive reasoning*) derives conclusions or facts from general principles or concepts. For example, we may start with a general principle like "All men are mortal." Then we move to a more specific example: "Justin Bieber is a man." This leads us to the conclusion, "Justin Bieber will, eventually, die." Similarly, we may start with the general principle, "Everything made of copper conducts electricity." Then we show that the old statue of a leprechaun your grandmother left you is 100 percent copper. Based on (a)these points, we can arrive at the conclusion, "Your grandmother's statue will conduct electricity." In both examples, we started with the general principle and moved from it to a practical conclusion.

② On the other hand, with *applications-first reasoning* (sometimes called *inductive reasoning*), general conclusions are reached based on a pattern of factual observations from the real world. For example, if you travel to my hometown in Minnesota one hundred times during January and February, and you observe every visit that the temperature is considerably below zero, you will conclude that Minnesota winters are cold (and that a winter visit to Minnesota calls (b) a warm coat as well as a scarf, wool hat, gloves, and ear warmers). In this case, you observe data from the real world, and, based on (c)these empirical observations, you draw broader conclusions.

③ Most people are capable of practicing both principles-first and applications-first reasoning. But your habitual pattern of reasoning is heavily influenced by the kind of thinking emphasized in your culture's educational structure. (d)As a result, you can quickly run into problems when working with people

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who are most accustomed to other modes of reasoning.

④ Take math class as an example. In a course using the applications-first method, you first learn the formula and practice applying it. After seeing how this formula leads to the right answer again and again, you then move on to understand the concept or principle underpinning it. This (e) means you may spend 80 percent of your time focusing on the concrete tool and how to apply it and only 20 percent of your time considering its conceptual or theoretical explanation. School systems in Anglo-Saxon countries tend to emphasize this method of teaching.

⑤ By contrast, in a principles-first math class, you first prove the general (f) principle, and only then use it to develop a concrete formula that can be applied to various problems. As a French manager once told me, "We had to calculate the value of pi as a class before we used pi in a formula." In this kind of math class, you may spend 80 percent of your time focusing on the concepts or theories underpinning the general mathematical principles and only 20 percent of your time applying those principles to concrete problems. School systems in Latin Europe (France, Italy, Spain, Portugal), the Germanic countries (Germany, Austria), and Latin America (Mexico, Brazil, Argentina) tend to emphasize this method of teaching.

⑥ I felt the full force of the applications-first method when I studied Russian in my American high school. We walked into Mr. Tarasov's class on the first day of school, and he immediately fired questions at us in Russian. We didn't understand a thing. But gradually we started to (g) understand, and, after a few lessons, we began to speak, putting words together somehow. Then, with our teacher's guidance, we began using (h) sentences whose structure we did not understand to create a conceptual grammatical framework.

⑦ By contrast, in a principles-first language class, learning starts with understanding the grammatical principles underpinning the language

structure. Once you have a solid initial grasp of the grammar and vocabulary, you begin to practice using the language. <u>This is the way my (i) husband learned English in his French school, and ironically, his knowledge of English grammar is far superior to that of many Americans.</u> The disadvantage is that students spend (　j　) time practicing the language, which may mean they write it (　k　) than they speak it.

⑧　In business, as in school, people from principles-first cultures generally want to understand the *why* behind their boss's request before they move to action. Meanwhile, applications-first learners tend to focus less on the (　l　) and more on the (　m　). One of the most common frustrations among French employees with American bosses is that the American tells them what to do without explaining why they need to do it. From the French perspective, <u>this</u> can feel demotivating, even disrespectful. <u>By (n) (o) contrast, American bosses may feel that French workers are uncooperative because, instead of acting quickly, they always ask "Why?" and are not ready to act until they have received a suitable response.</u>

注

第①段落　deductive　演繹型の

　　　　　mortal　死を免れない

　　　　　Justin Bieber　ジャスティン・ビーバー（カナダのミュージシャン）

　　　　　copper　銅

　　　　　statue　像

　　　　　leprechaun　レプラコーン（アイルランド民話に出てくるいたずら好きの小妖精）

第②段落　inductive　帰納型の

Minnesota　ミネソタ州

empirical　経験による

第④段落　underpin　支える，立証する

conceptual: relating to or based on ideas

theoretical　理論的な

Anglo-Saxon countries　（イギリス，アメリカなどの）アングロサクソン系の人たちが中心となって建国した国々

第⑤段落　the value of pi　円周率（π）の値

第⑦段落　grasp　理解

ironically: contrarily to what is expected

第⑧段落　frustration　いらいら，フラストレーション

demotivating　やる気をなくさせる

disrespectful　失礼な

uncooperative: unwilling to work together with others

設　問

問 1　下線部⒜の "these points" の内容を本文に即して日本語で説明しなさい。

問 2　空欄（　b　）に入る最も適切な単語を以下の選択肢の中から１つ選んで記号で答えなさい。

　㋐　for

　㋑　from

　㋒　off

　㋓　to

問 3　下線部⒞の "these empirical observations" は何を指すのか，具体例を挙げて日本語で説明しなさい。

問 4　下線部(d)を和訳しなさい。

問 5　下線部(e)の "This" の指す内容を本文に即して日本語で説明しなさい。

問 6　下線部(f)の "a principles-first math class" の具体的な授業内容としてどのような例が挙げられているか，本文に即して日本語で説明しなさい。

問 7　下線部(g)を和訳しなさい。

問 8　下線部(h)を和訳しなさい。

問 9　下線部(i)を "This"（1語目）の指す内容を明らかにした上で和訳しなさい。

問10　空欄（　j　）と（　k　）に入る最も適切な単語の組み合わせを以下の選択肢の中から1つ選んで記号で答えなさい。

	（　j　）	（　k　）
㈠	better	worse
㈡	less	better
㈢	more	less
㈣	worse	more

問11　空欄（　l　）と（　m　）に入る最も適切な単語を以下の選択肢の中か
　　　ら1つずつ選んで記号で答えなさい。
　　　㋐　how
　　　㋑　when
　　　㋒　where
　　　㋓　why

問12　下線部⒩の "this" の指す内容を本文に即して日本語で説明しなさい。

問13　下線部⒪を和訳しなさい。

2 次の英文は，商品のブランド戦略(branding)について述べたものである。これを読んで下記の設問に答えなさい。解答は解答用紙の所定の欄に書きなさい。(①～⑥の数字は段落番号を表す。)

① Branding is one of the most commonly experienced applications of narrative power. Today it is difficult for anyone living in a consumer society to be unfamiliar with the term, and the concept is widely applied.

② Branding operates like a magical process that gives a thing specific narrative and emotional qualities. The expression invokes the image of a cowboy using a cattle brand to burn initials onto a cow's body, but the notion of branding actually comes from the Greek and Roman penal system where criminals had markings representing their crimes burned onto their body. Modern branding burns emotional qualities into a thing so as to create a lasting connection with the potential customer. If successful, the power of narrative instills the intended meaning into the product and dish soap becomes an explosion of Joy® or deodorant is transformed into a symbol of virility.

③ The brand is (c) a logo, color pattern, or specific product. The brand is the sum total of the stories that are told about the brand and includes images, impressions, gut feelings, and associations. (d), highly visible consumer brands are vulnerable to attack and can be important points of intervention in corporate accountability campaigns.

④ The influence of advertising is not new; it has historically played a role in shaping U.S. popular culture and political life. The contemporary image of Santa Claus, visualized as the happy white-bearded man in the red suit, is the result of a successful advertising campaign by the Coca-Cola company that began in the 1930s. Coke's branding campaign created the most powerful image of Santa clothed in Coke's red and white colors. It replaced a diverse variety of other descriptions coming from Northern

European traditions.

⑤ Another example is the decades old branding strategy of the De Beers diamond company. After discovering vast supplies of diamonds in Southern Africa, De Beers decided it needed to create （ f ）. In the 1930s and 1940s, De Beers sought product placement in movies with romantic engagement scenes to make popular the offering of a diamond ring as *the* engagement ritual, and to equate the desire for life partnership with the symbol of a large diamond. Within a few decades, diamond engagement rings became the norm and "diamonds are forever" entered the cultural vernacular. This campaign is considered by the advertising industry to be one of their most successful campaigns ever.

⑥ In recent decades, the diamond industry has tried to expand its sales by creating more "culturally obligatory" products like the diamond anniversary ring, the 25th anniversary diamond, the (g)"mangagement ring" （engagement rings targeted to men） and nonengagement (h)"right-hand rings" for women to express their independence. Meanwhile, human rights and global justice campaigners have created the (i)"conflict diamonds" brand to pressure the industry to address its role in fueling war and violence.

（Patrick Reinsborough & Doyle Canning, *Re: Imagining Change: How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World,* 2017 から一部内容を変更して引用）

注
第①段落　narrative　物語
第②段落　invoke　思い起こさせる，喚起する
　　　　　cattle brand　牛の焼き印
　　　　　instill　浸透させる
　　　　　Joy®　ジョイ（台所用洗剤のブランド）

deodorant　(体臭の)防臭剤

virility　男らしさ

第③段落　gut feeling　直感

intervention　干渉，介入

corporate accountability　企業の説明責任

第④段落　Coca-Cola　コカ・コーラ(米国の飲料メーカー・ブランド，Coke
はその短縮形)

第⑤段落　De Beers　デビアス(ダイアモンドの採掘から販売まで手掛ける英
国の会社)

product placement　プロダクト・プレイスメント(映画やドラマな
どの小道具として商品を登場させること)

engagement　婚約

ritual　儀式

equate　同一視する

norm　標準

vernacular　日常語，表現

第⑥段落　obligatory　義務的な，拘束力のある

address　考えて対処する

設　問

　問 1　下線部⒜を "the term" の指す内容を明らかにした上で和訳しなさい。

　問 2　"branding" という言葉や概念は，どこの刑罰制度(penal system)に由
　　　来し，その制度で犯罪者はどのような罰を受けていたか，本文に即して
　　　日本語で説明しなさい。

　問 3　下線部⒝を和訳しなさい。

問 4　空欄（　c　）に入る最も適切な表現を以下の選択肢の中から 1 つ選ん
　　　で記号で答えなさい。
　　　㋐　less of
　　　㋑　less than
　　　㋒　more of
　　　㋓　more than

問 5　空欄（　d　）に入る最も適切な表現を以下の選択肢の中から 1 つ選ん
　　　で記号で答えなさい。
　　　㋐　Again
　　　㋑　For instance
　　　㋒　In contrast
　　　㋓　Thus

問 6　下線部(e)を "it" の指す内容を明らかにした上で和訳しなさい。

問 7　コカ・コーラのブランド戦略は，サンタクロースのイメージにどのよ
　　　うな影響をもたらしたか，第④段落から 2 つ挙げて日本語で説明しなさ
　　　い。

問 8　空欄（　f　）に入る最も適切な単語を以下の選択肢の中から 1 つ選ん
　　　で記号で答えなさい。
　　　㋐　demand
　　　㋑　design
　　　㋒　money
　　　㋓　truth

問 9　以下の文が第⑤段落の内容と一致している場合には○，一致していない場合には×を書き入れなさい。

　(ア)　デビアスは南アメリカで莫大な量のダイアモンドを発見した。

　(イ)　デビアスはロマンチックな婚約場面が登場する映画で，ダイアモンドの指輪のプロダクト・プレイスメントを求めた。

　(ウ)　ダイアモンドの婚約指輪は標準にはならなかったが，「ダイアモンドは永遠に」という表現はよく知られるようになった。

　(エ)　広告産業はこの(ダイアモンドの婚約指輪の)キャンペーンについて，これまでで最も成功したキャンペーンの１つであると考えている。

問10　下線部(g)の "mangagement ring" と下線部(h)の "right-hand rings" は，誰がどのような時につける指輪か，本文に即して日本語で説明しなさい。

問11　下線部(i)の "conflict diamonds"(紛争ダイアモンド)というブランドは，誰が，何のために作り出したのか，本文に即して日本語で説明しなさい。

問12　本文中で使われている次の単語をそれぞれの指示に従って書き換えなさい。(ただし，-ing 形，-ed 形や -er 形は除くものとする。)

　(ア)　successful(第②段落)動詞形

　(イ)　explosion(第②段落)動詞形

　(ウ)　impression(第③段落)形容詞形

　(エ)　influence(第④段落)形容詞形

　(オ)　industry(第⑤段落)形容詞形

3 次の日本文(1)と(2)を英訳しなさい。解答は解答用紙の所定の欄に書きなさい。

(1) A：誰もが驚いたことに，私の叔母は，昨年の11月に，市長の例年のガーデンパーティに参加するというめったにない機会を得ました。

B：すごいですね。彼女が選ばれた特別な理由があるのですか？

A：おそらく彼女が地元のボランティア活動に40年貢献してきたためでしょう。

(2) 事故を避けるためには，それがどんなに簡単でも，化学実験を行っている間はあなたの注意を決してそらしてはいけません。