

平成 28 年 度

問題冊子

教 科	科 目	ページ数
外国語	英語	9

監督者の「始め」という指示があるまで、問題冊子を開かないこと。

解答の書き方

1. 解答は、すべて別紙解答用紙の所定欄に、はっきりと記入すること。
2. 解答を訂正する場合は、きれいに消してから記入すること。
3. 解答用紙には、解答と志望学部及び受験番号のほかは、いっさい記入しないこと。

注 意 事 項

1. 監督者の「始め」の指示の後、解答用紙に志望学部及び受験番号を必ず書くこと。
2. 問題の内容についての質問には、いっさい応じないが、その他の用事があるときは、だまって手をあげて、監督者の指示を受けること。
3. 試験終了時には、解答用紙の1ページ目を表にし、机上の右側に置くこと。
4. 試験終了後、問題冊子は持ち帰ること。

{ I } Read the article below and answer the following questions in English.

People always try to ignore David. This is a pity because David is one of the friendliest people around. Most days he commutes by train, and he always tries to talk to other passengers; but they usually ignore him. Apart from being so friendly, what makes David different from other commuters is that he is mentally handicapped.

When I first saw David (not his real name), I thought he was someone to be avoided. But it was not easy. Every morning there he would be, chatting to whomever was around, shouting greetings to the platform staff and waving to the train drivers.

Most people he spoke to quickly acknowledged him, and walked on. Everyone else, including me, stayed away from him. Then one day he caught me unawares. I was reading when I heard a voice close by: 'Hello'. I looked up and there he was, grinning widely.

'Oh, hello,' I mumbled, forcing a smile, and turned back to my book. He said something I could not understand. 'Pardon?' I replied. He repeated it; again I could not make it out. Not wishing to appear rude, I replied, 'Oh, really?'. I tried to look engrossed¹ in my book and wished he would go away. He did not. Instead he became my regular travelling companion.

Every morning I shared half an hour on the train with him and while I never found out much about him, I learned a bit about myself and my prejudices, and something about our society.

David must be in his late forties, he is just under 6 ft and quite heavy. He has difficulty walking and shuffles his feet. His short-cut hair is grey. He is always smiling, and there is nearly always a drip on the end of his nose. His clothes seem to fit badly, his trousers sag² and his blue jacket is a little small.

He always wears a few railway badges and carries a shoulder bag that contains his notebook and packed lunch. When he reaches his destination for

the day, he will stand on the platform, noting down the numbers of passing trains, and later will noisily eat his cling-film-wrapped white-bread sandwiches.

Every day he would shout his greeting across the crowded platform. I felt everyone's eyes on me. They seemed glad it was me, not them. Sometimes I heard comments like, 'It's all right, that man must be looking after him' or, 'They really shouldn't let these people out.' [...]

I believe David lives with his family, and I presume they pay for his travels. As he is out and about almost every day, and occasionally he goes further away for a few days, his fares must cost quite a bit, even with his Disabled Person's Railcard. Perhaps he had an accident that left him like this, and he is living off the damages or a pension.

One day he showed me some photographs, mainly of trains, stations and gardens. One picture was of an elderly woman. 'Who's this?' I asked. 'My mum,' he replied indignantly³, as if I should already know. There was another one of him and a young woman. They were standing under a tree. She looked friendly and kindly. He had his arm round her. 'That's my girlfriend,' he said.

Some time later I met him the day after his birthday, and he told me about the presents and cards he had received. But, he added sadly, he had not received one from his girlfriend. This was the first time I ever noticed his smile fade.

There was a time when I found myself almost envying David. He did not have to worry about his job, his mortgage, or the rust on his car. He spent every day doing what he liked, train spotting. I thought there was something endearing⁴ about this adult with a child's outlook. Then, when I caught him off guard, I saw he looked sad and lost. And I remembered that children have sadness and frustration as much, if not more than, adults.

After some weeks of commuting together, I started to tire of his company. The difficult conversations that led nowhere were hard work. David did not respond to the usual polite signals. I was trying to tell him that I did not want

his company, but he did not understand.

I had to face up to a dilemma. Should I treat him as an equal and explain that I needed to be left alone, or should I make a special allowance? The one thing I did not want was to hurt his feelings. In the end I decided to do what I wanted: I explained that I needed to work on the train, and asked if he would allow me to get on with it.

It did not work. In the end I would avoid him at the station. I would hide behind columns or wait at the end of the platform. But sometimes he would still see me, and would rub my nose in my guilt⁵ by coming over, full of smiles, to say hello. Occasionally he would offer me a chocolate bar, or ask if I wanted a coffee.

Then I changed my commuting pattern, and I no longer caught the same train as David. In a strange way I missed his company. For months I did not see him, then one day, out of the train window, I saw him on the platform. There he was smiling away, talking to a woman. She obviously was not enjoying his company.

I realised how awful we are: David is seriously disadvantaged, and yet all he wants from the rest of us is a bit of friendship. It made me see how the concept of 'Care in the Community' was defective. As a community, we just do not (), we do not even want to know. And that is probably our loss.

[出典 : Ian Barr and Chris Walton. (1999). *GCSE Questions and Answers English*. London: Letts Educational Ltd., pp. 38-39. 一部改編.]

Notes:

1. **engrossed**: very interested
2. **sag**: to be too loose
3. **indignantly**: angrily
4. **endearing**: charming
5. **rub my nose in my guilt**: to make me feel guilty

Questions:

1. In what two ways is David different from other commuters?
2. How did the writer show that he didn't want to speak to David when David said 'Hello'?
3. Explain what the writer learned from the thirty minutes he spent with David each morning.
4. What three things does David always bring when he rides on a train?
5. Who does 'that man' refer to in the underlined phrase?
6. Why does the writer presume that David's family pays for his travels?
7. Why does the writer almost envy David?
8. Why did the writer get tired of commuting with David?
9. What did David do after the writer told David that he had to work on the train?
10. Fill in the blank in the last paragraph with the most appropriate word.

〔Ⅱ〕 次の英文を読んで、後の問いに日本語で答えなさい。

Imagine for a moment that you are the manager of a day-care center. You have a clearly stated policy that children are supposed to be picked up by 4 p.m. But very often parents are late. The result: at day's end, you have some anxious children and at least one teacher who must wait around for the parents to arrive. What to do?

A pair of economists who heard of this dilemma — it turned out to be a rather common one — offered a solution: fine the late parents. Why, after all, should the day-care center take care of these kids for free?

The economists decided to test their solution by conducting a study of ten day-care centers in Haifa, Israel. The study lasted twenty weeks, but the fine was not introduced immediately. For the first four weeks, the economists simply kept track of the number of parents who came late; there were, on average, eight late pickups per week per day-care center. In the fifth week, the fine was enacted¹. It was announced that any parent arriving more than ten minutes late would pay \$3 per child for each incident. The fee would be added to the parents' monthly bill, which was roughly \$380.

After the fine was enacted, the number of late pickups promptly went... up. Before long there were twenty late pickups per week, more than double the original average. The incentive had plainly backfired.

Economics is, at root, the study of incentives: how people get what they want, or need, especially when other people want or need the same thing. Economists love incentives. They love to dream them up and enact them, study them and play with them. The typical economist believes the world has not yet invented a problem that he cannot fix if given a free hand to design the proper incentive scheme. His solution may not always be pretty — it may involve coercion² or extreme penalties or the violation of civil liberties — but the original problem, rest assured, will be fixed. An incentive is a bullet, a

lever, a key: an often tiny object with astonishing power to change a situation.

We all learn to respond to incentives, negative and positive, from the beginning of life. If you walk over to the hot stove and touch it, you burn a finger. But if you bring home straight A's from school, you get a new bike. If you are spotted picking your nose in class, you get ridiculed³. But if you make the basketball team, you move up the social ladder. [...]

An incentive is simply a means of urging people to do more of a good thing and less of a bad thing. But most incentives don't come about organically. Someone — an economist or a politician or a parent — has to invent them. Your three-year-old eats all her vegetables for a week? She wins a trip to the toy store. A big steelmaker releases too much smoke into the air? The company is fined for each cubic foot⁴ of pollutants over the legal limit. Too many Americans aren't paying their share of income tax? It was the economist Milton Friedman who helped come up with a solution to this one: automatic tax taken from employees' salaries.

There are three basic flavors of incentive: economic, social, and moral. Very often a single incentive scheme will include all three varieties. Think about the anti-smoking campaign of recent years. The addition of a \$3-per-pack "sin tax" is a strong economic incentive against buying cigarettes. The banning of cigarettes in restaurants and bars is a powerful social incentive. And when the U.S. government asserts that terrorists raise money by selling black-market⁵ cigarettes, that acts as a rather shocking moral incentive.

[...]

So what was wrong with the incentive at the Israeli day-care centers?

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You have probably already guessed that the \$3 fine was simply too small. For that price, a parent with one child could afford to be late every day and only pay an extra \$60 each month — just one-sixth of the base fee. As babysitting goes, that's pretty cheap. What if the fine had been set at \$100 instead of \$3? That would have likely put an end to the late pickups, though it

would have also generated plenty of ill will. (Any incentive is essentially a trade-off; the trick is to balance the extremes.)

But there was ^(才) another problem with the day-care center fine. It substituted an economic incentive (the \$3 penalty) for a moral incentive (the guilt that parents were supposed to feel when they came late). For just a few dollars each day, parents could buy off their guilt. Furthermore, the small size of the fine sent a signal to the parents that late pickups weren't such a big problem. If the day-care center suffers only \$3 worth of pain for each late pickup, why bother to cut short the tennis game? Indeed, when the economists eliminated the \$3 fine in the seventeenth week of their study, the number of late-arriving parents didn't change. Now they could arrive late, pay no fine, *and* feel no guilt.

Such is the strange and powerful nature of incentives. A slight adjustment can produce drastic and often unforeseen results.

[出典 : Steven D. Levitt and Stephen J. Dubner. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York: William Morrow, pp. 19-23. 一部改編]

Notes:

1. **enacted**: introduced
2. **coercion**: forcing someone to do something
3. **ridiculed**: laughed at
4. **cubic foot**: about 28,317 cm³
5. **black-market**: illegal

[問い]

1. 親が託児所に子供を迎えに行くのに遅れると、どのような問題が起こるか。2つあげなさい。
2. 経済学者が提案した下線部(ア)の解決策とは何か。
3. 上記の解決策を実施する前に、経済学者は最初に何を調べたか。
4. 下線部(イ)の内容をわかりやすく説明しなさい。
5. 筆者によれば、経済学とは本来どのような学問であるか。
6. 下線部(ウ)は、具体的にどのようなことを意味しているのか。
7. “incentive”の種類を3つあげなさい。
8. 下線部(エ)の問いに対する答えを述べなさい。
9. 下線部(オ)に関する問題点を2つあげなさい。

〔Ⅲ〕 Write about someone you know who is different from you. How are you different, and what have you learned from this person? Your answer should be in English and about 10 lines in length.