

I 次の英文(A)と(B)を読み, それぞれの下線部の意味を日本語で表しなさい。

(A) Rain forests may be known as the planet's lungs, but it's when standing before the seas, with their crashing waves and ceaselessly cycling tides, that we feel the earth breathe. The ocean, say scientists, is the source of all life on earth. It is also, say philosophers, the embodiment of life's greatest terror: the unknown and uncontrollable.

(Wolfson, Elijah. 2022. "Waves of Change: A Special Report." *TIME*, July 4/July 11.)

(B) Ask almost any painter or sculptor, famous or not, why they do what they do and they'll give you the same answer: it's a compulsion. Ask them what advice they might have for an aspiring artist and they'll probably caution you not to attempt a career as one unless you feel you have absolutely no other option.

The seasoned artist knows, usually through bitter experience, that making art can be a miserable, endless cycle of frustration and disappointment. The French artist Paul Cézanne, perhaps the greatest painter of the modern era, died in 1906 thinking he had failed.

(Gompertz, Will. 2023. *See What You're Missing: 31 Ways Artists Notice the World — and How You Can Too*. Viking Press.)

II 次の英文を読んで、以下の設問に答えなさい。

As you plough through your workload, you're interrupted by a phone call from your partner. They've just got home from work and found the house is a mess. In their words your daughter's room looks like a bomb has hit it. Clothes are strewn across every surface. You let out a groan of frustration. Only last night you harangued your daughter for at least ten minutes on the need — no, the absolute necessity — to keep her room tidy. Why has she ignored you?

① Your attempt to influence your child has backfired. By ordering her to comply in a dictatorial manner you inadvertently triggered a psychological bias known as reactance. This finding was first reported by the Yale psychologist Jack Brehm in 1966. He argued that if people feel their autonomy is threatened, they often react by reasserting their freedom. This means that overly forceful demands are often counterproductive.

While you may be interested to hear about this from a personal perspective, it's important to note that it affects more than just children. Consider the 1976 work of James Pennebaker and Deborah Yates Sanders from the University of Texas. They placed signs in men's toilets asking them not to graffiti. Sometimes the signs were polite and said, "Please do not write on the walls." On other occasions they were stern and said, "Do NOT write on the walls!" The researchers then rotated the signs every two hours. At the end of each session they counted the amount of graffiti on the sign. They discovered that the authoritarian style provoked significantly more reactance: there was nearly twice as much graffiti compared to when the polite message was used. Pennebaker's research suggests that you need to temper your language when trying to change the behaviour of others. ②

Let's look at how you can turn people's desire for freedom of choice to your advantage. Knowing that it's sometimes better to lay on the charm is only so useful. What we really need to know is in which situations we should be most

wary of reactance. Psychologists have identified a couple of moments relevant to marketers and marketing.

The first area concerns the authority of the communicator. Pennebaker's bathroom study tested this. Sometimes he attributed the command forbidding graffiti to the chief of police, a high-authority figure; sometimes to the university groundskeeper, a low-authority figure. Changing the status of the communicator significantly influenced the reactions of passers-by. There was twice as much graffiti when the dictate came from chief of police rather than the groundskeeper. So, be particularly wary about triggering reactance if there is a power imbalance between your brand and the recipient of your communications.

The second nuance concerns the consumer-brand relationship. In 2017 Gavan Fitzsimons from Duke University asked 162 participants to name a clothing brand. Sometimes he asked people to choose a brand that they had used for a long time and felt a degree of loyalty towards; on other occasions he asked the participants to think of a brand they had used only briefly and felt minimal loyalty to. He defined the first group as having a committed relationship and the second group an uncommitted relationship with the brand in question. He then showed the participants one of two ads with their brand's name embedded in it. Some saw what Fitzsimons termed a non-assertive ad which had the message "Winter Collection 2012". Others saw an assertive ad which had an additional demand: "Buy Now!" Finally, he asked participants to indicate whether the ad was likeable or not likeable. Fitzsimons found that committed shoppers liked the assertive ad 20% less than the non-assertive ad. In contrast, there were no significant differences in preference among uncommitted consumers. ^③ The psychologist argued "this occurs because committed brand relationships have stronger compliance norms than uncommitted brands." The deeper a relationship, the more an assertive message feels like it interferes with our freedom. That increased pressure to comply increases the likelihood of reactance. So, you might get away with a hard sell among new customers, but

this behaviour is more likely to backfire among your most enthusiastic buyers. Tailor your communications accordingly.

The next question is how you can minimise the risk of reactance. I'll cover two suggestions. Let's begin with a 2000 study conducted by Nicolas Guéguen from South Brittany University and Alexandre Pascual from the University of Bordeaux. Guéguen approached 80 strangers and asked them for money to take a bus. He made the request in one of two ways. Sometimes he said "Sorry, would you have some coins to take the bus, please?"; on other occasions he modified the request and said "Sorry, would you have some coins to take the bus, please? But you are free to accept or to refuse." When participants were bluntly asked to give money, the compliance rate was 10%. However, when the experimenter highlighted the participant's right to decline, the compliance rate jumped to 48%. ④ Additionally, the effect extended beyond the proportion of people who donated. The level of donations was also boosted. The "but you are free" subjects gave on average \$1.04, more than double the 48 ¢ given by those in the control condition. Simply by drawing attention to the fact that people had the right to refuse, Guéguen created a step change in compliance.

An alternative angle is to provide people with a degree of control. The evidence for this comes from a 2014 study by Cait Lambertson from the University of Pittsburgh, Jan-Emmanuel De Neve from UCL and Michael Norton from Harvard University. They asked 182 students to rate their enjoyment of 12 pictures on a nine-point scale. The psychologists told the participants that they would be paid \$10 for their time but that they would have to return \$3 of their reward as a lab tax. They were instructed to put the fee in an envelope and hand it to the experimenter once they had finished their task. ⑤ The complex method of collecting the tax was designed to allow the participants to easily cheat and keep some of the cash. Quite a few did! In fact, 45% left the envelope empty and 3% left only a partial amount.

⑥ However, the psychologists repeated the experiment with a slight twist. A

second group of participants was told that they could advise the lab manager on how the tax was to be used. For example, they could suggest the funds were used to buy drinks and snacks for future participants. Even though the group's suggestions were merely advisory there was a sizable impact on compliance: 68% left the full amount of money in the envelope. That's an increase of 30% on the control. Giving people a voice increased their willingness to comply.

(Shotton, Richard. 2023. *The Illusion of Choice*. Harriman House より一部改変)

設問(1) 下線部①において, reactance とはどのようなことを指すと述べられているか。その内容を, 本文中の子どもの例を挙げて具体的に日本語で説明しなさい。

設問(2) 下線部②における temper your language とはどういうことか, 本文の具体例を用いて日本語で説明しなさい。

設問(3) 下線部③の意味を, this の内容を明らかにしたうえで, 日本語で表しなさい。

設問(4) 下線部④の意味を, the effect の内容を明らかにしたうえで, 日本語で表しなさい。

設問(5) 下線部⑤の意味を, the complex method の内容を明らかにしたうえで, 日本語で表しなさい。

設問(6) 下線部⑥における with a slight twist の内容を, 具体的に日本語で説明しなさい。

Ⅲ 大学において、あなたが理想とする学びとはどのようなものですか。具体例を挙げて、80 語程度の英文で述べなさい。

IV 次の日本語の下線部(1)~(3)の意味を英語で表しなさい。

絵本に救われたことがある。もうずいぶん昔の話になるが、些細なことがきっかけで高校生の娘との関係がギクシャクした時期があった。関係が修復しないうちに娘は遠くの大学に行ってしまったので、僕は彼女のために毎月一冊の絵本を選んで手紙を添えて送ることにした。

なぜ絵本だったか。僕にはある後悔があった。長子である息子にはたくさんの絵本を読み聞かせてやれたのだけど、次子である娘が生まれた頃の僕は諏訪中央病院の院長をしていて、彼女にはほとんど絵本を読み聞かせてやれなかった。その後悔を埋め合わせるように、大学生の娘のことを思って本屋に通い、毎月一冊の本を送ったのだ。雪解けまでには、それほど時間はかからなかった。しばらくすると、娘から長い返信の手紙が届くようになったのだ。僕が絵本について語るとき、いつも娘のために本屋で絵本を選んでいた頃を思い出して胸が熱くなる。

絵本には、僕たち大人が思っている以上に力がある。現実から目を背けさせてくれたり、嫌なことを忘れさせてくれたりといったまやかしの力ではない。現実と向き合い、困難に打ち勝っていくための本物の力が、絵本にはある。僕はそう信じている。

(鎌田實. 2023. 『この国の「壁」』 潮出版社)

V これから英語が2回読まれます。その内容について、以下の設問に日本語で答えなさい。

設問(1) 古代文明において、時を計る試みは、どのような装置を使って行われたと述べられていましたか、2つ挙げなさい。

設問(2) 中世に登場した時計は、どのような点で画期的でしたか。

設問(3) Pendulum clocks の発明は、時計の歴史において、どのようなものの開発につながりましたか。

設問(4) Quartz clocks は何世紀に発明され、どのような仕組みでしたか。

設問(5) 時計職人たちは、時間を正確に計測することに加えて、どのようなことを追求してきましたか。