英　語

12：30〜14：00

解　答　上　の　注　意

1. 試験開始の合図があるまで，この問題紙を開いてはならない。

2. 問題紙は 16 ページある。

3. 解答用紙は | 解答用紙番号 英語０—１ | と | 解答用紙番号 英語０—２ | の２枚である。

4. 解答用紙は２枚とも必ず提出せよ。

5. **受験番号および座席番号（上下２箇所）は，監督者の指示に従って，すべ ての解答用紙の指定された箇所に必ず記入せよ。**

6. 解答はすべて解答用紙の指定された欄に記入せよ。

7. 必要以外のことを解答用紙に書いてはならない。

8. 問題紙の余白は下書きに使用してもさしつかえない。

次の英文を読んで，設問に答えなさい。

One of the most interesting lectures on TED Talks that I have seen so far was from Chimamanda Ngozi Adichie's "The Danger of a Single Story". Adichie is a Nigerian writer, born and brought up in a regular, middle-class household. She moved to the United States for her college and graduate degrees. Her writings extend from novels to short stories to fact-based narratives. In her talk, she discusses the adverse consequences of a "single story" or having narrow-minded ideas. She reasons that a single story often produces misconceptions about a particular group of people or culture. She also adds that a single story only shows a portion of the whole truth. This presents a danger since it prevents the complete truth from coming to light.
(1)

According to Adichie, we are easily influenced by single stories, especially during our younger years. She relates that when she was little, she read a lot of British and American children's books. The stories and circumstances were very unfamiliar to her. The characters had fair complexion, while she had black skin. They ate apples, while mangoes were mostly consumed in Nigeria. At the age of seven, she started to draw and write her own stories. The characters she created were exactly the same as those in the books she had read. During that time, she felt that it was quite normal that she was not
(2)
represented in literature. She thought that the only characters that existed were those characters from the books she had read. That was her single story of books. And none of these stories embodied her culture and experiences. Later on, she realized that her drawings and stories were, largely, influenced by her consumption of Western literature.

In her TED talk, she shares another example to illustrate how children are more predisposed to the problems of single stories. She talks about their family's helper, Fide, who came from a very poor family. Adichie's mother instilled in her young mind that she should feel sorry for him and his family.

As Adichie recalls, "All I had heard about them was how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them." Because of her young age and influence from her mother, Adichie jumped to conclusions that Fide was illiterate and ill-fated forever. Her view, however, changed when she visited Fide's village. There, she saw attractively decorated baskets his brother had made. She then understood that being deprived does not mean being ignorant, useless, and with no chance to succeed. Hard work, perseverance, and creativity are keys to triumph in life. Fide's (ア) was just one piece of his story. There were other stories of Fide and his family that needed to be told and recognized.

Another noteworthy story that Adichie talked about in her lecture was her American roommate in college. She discloses that her roommate had stereotyped her — presumed that she could not speak English well, that she was inexperienced on how to use a stove, and that she was unfamiliar with American pop music. Her roommate supposed that Adichie would only know and listen to African tribal music. Needless to say, these were all wrong assumptions about her. Adichie speaks English fluently because it is the official language of Nigeria. She definitely knows how to use the stove since she comes from a middle-class family. Indeed, tribal music is part of the Nigerian culture but there are also blues, pop, and other types of music in Nigeria. While one or two of these notions are true to some, they certainly do not characterize the people as a whole. In these anecdotes Adichie narrated, we can deduce that having a single story is harmful. It creates a set of
(3)
stereotypes which is one of the root causes for discrimination or aggression towards a group of people or culture.

Adichie's speech reminds me of the recent tsunami of spiteful attacks directed to Asians because of the COVID-19 pandemic. People are quick to judge. If you are Asian, you are a carrier of the coronavirus. This single story

has caused people to generalize and make erroneous assumptions about Asians. Sadly, this has resulted in hate crimes, prejudice, and fear against foreigners in many parts of the world. As Adichie expresses clearly, "The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes （ イ ） rather than （ ウ ）".

What Adichie's talk suggests is the importance of multiple stories so that we can acquire a profound insight about the subject matter. In this way, we avoid wrong judgment and misleading information about groups of people or culture. There is also a need for us to distinguish facts from assumptions and acknowledge our biases each time we listen to, narrate, or read a story. By doing so, we will be able to prevent the dangers of a single story and in the words of Adichie, "regain a kind of paradise" — where we appreciate, understand, and respect people with their whole truths and complete realities.

　注）　TED Talks：TED という非営利団体による，インターネット上の無料動画配信プロジェクト。多数のすぐれた講演が公開されている。

問 1　下線部(1)を，it が表す内容を明示して，日本語に訳しなさい。

問 2　下線部(2)の内容の言い換えとして最も適切なものを次の(A)～(D)から選び，記号で答えなさい。

　(A)　she could not find books that she could enjoy reading

　(B)　she was a real person, not a character in the world of fiction

　(C)　she was not a recognized writer yet

　(D)　there were no characters in the stories that resembled her

問 3　空欄（ ア ）に入る最も適切な語（1語）を同じ段落から探して，書きなさい。

問 4　下線部(3)を，文頭の It が表す内容を明示して，日本語に訳しなさい。

問 5 空欄（　イ　）と（　ウ　）に入る最も適切な語句を次の(A)～(D)の中からそれ
ぞれ選び，記号で答えなさい。

(A) how we are different

(B) how we are similar

(C) how we lose dignity

(D) how we maintain honour

問 6 本文の内容と**一致しないもの**を次の(A)～(G)から 2 つ選び，記号で答えなさ
い。

(A) In the passage, apples were mentioned as something that represented
the culture of Adichie's home country.

(B) Adichie's mother instructed her to be compassionate toward Fide and
his family.

(C) Adichie rightly assumed that Fide had lived a miserable life.

(D) Aside from tribal music, pop songs are also played in Nigeria.

(E) The COVID-19 pandemic reveals how people are prone to committing
the dangers of a single story.

(F) Fact-checking is a way to avoid becoming a victim of single stories.

(G) Children are more vulnerable to the negative consequences of single
stories than adults.

2 次の英文を読んで，設問に答えなさい。

It is said that migration is as old as the history of humankind. This means that human beings have been migrating since the ancient times. In 2020, 281 million people in the world were living outside of their country of birth. This （　ア　） about 3.6 percent of the world's total population. Because of the sizable number of migrants, national governments have regarded migration as one of the important issues in public policy. Clearly, migration creates economic, social, and cultural impacts in both sending and receiving countries or states. To better understand the concept of migration, this essay explores some examples of migration from history, types of migration as well as its advantages and disadvantages.

Historically speaking, migration has been associated with conflict, slavery, and poverty. The Jewish people escaped from their ancestral homelands because of war and the destruction of Jerusalem in 70 A.D. The European invasion of the Middle East in the 19th century caused the Arabs to move from one place to another in order to escape from bondage and death. Because of economic depression and social unrest, the Great Atlantic Migration happened. Around 30 million people from Europe relocated to North America in 1840-1914. The connection between oppression, discord, scarcity and migration still holds true today. The advent of globalization, technology, and low-cost airlines, however, have made people more inclined to move and begin life in a new place.

There are different types of migration. One type is called international migration. This movement happens from one country to another. Migration can also take place within states. This is called internal migration. In recent years, the phenomenon of people moving from the countryside to the cities or rural-urban migration has also become popular. People from small towns seek job opportunities that are plentiful in the cities. Migration can also be temporary. This means that migrants stay for a limited period of time, either for work or education. The relocation can also be permanent. This implies that migrants have no more intentions of going back to their original homes.

Generally divided into two classifications, migration can be voluntary or
forced. Voluntary migration is based on individual choice, whereas forced
migration denotes that the individual must leave against their will. The word
"migrant" covers both categories, while the word "refugee" is commonly used
to refer to those who are forced to leave their country of origin because of a
potential danger to their lives. Certainly, the individual's decision is, generally,
influenced by push-pull factors.

What are these push-pull factors? According to geographers, push factors
are circumstances that propel people away from an area. In other words,
these "push" away people from their homes. Natural disasters, war, famine, or
scarcity of job opportunities are examples of push factors. Pull factors, on the
contrary, are conditions that attract individuals to transfer to a specific setting.
Better health care, education, safety, or work prospects "pull" people to move
to a particular location.

One of the benefits of moving to another place or country is the
abundance of employment options as well as high wages and quality of jobs.
The United States, the United Kingdom, Canada, and Germany are some of the
developed nations that may look （　イ　） to foreign workers in this respect.
Apart from the financial gains, another reason for migration is the safety and
security of the environment. The world today is confronted with so much hate
and violence. Take for instance the ongoing Syrian civil war, the organized
crimes and drug gangs or syndicates in Mexico and Colombia, and Myanmar's
military killings of peaceful protesters — these make life risky for people.
Moving to a pleasant and secured place is one of the best ways to keep them
alive and well.

Obviously, every rose is accompanied by thorns. One of the major
drawbacks of migration is the prevalence of racism in some developed
countries. We have seen from different news sites about stories of police
brutality and intimidation against migrants. In the United States, for example,
some Hispanic, African, or Asian migrants have been subjected to injustice and
hostility. This is a heart-breaking reality that migrants will have to contend

with. One more downside of migration is the feeling of loneliness and isolation on the part of migrants. This may be attributed to having a tough time adjusting to the new environment and culture. It is important, therefore, for migrants to find ways to integrate and assimilate to the host country or state as soon as possible. Governments should also take an active role in encouraging a more accepting environment and making sure that they support and embrace diversity and inclusion in their own societies.

People move to different places or countries for various reasons. It is important to note that migration has its own positive and negative outcomes. Furthermore, <u>since migration will be unavoidable even in the future, it is vital (3) that continuous efforts are made for improving migrants' situations all over the world</u>. It will, undoubtedly, facilitate migrants having a productive and valuable life in their newly found homes.

問 1　空欄（　ア　）に入る最も適切な語を次の(A)～(E)から選び，記号で答えなさい。

(A)　amounted

(B)　analyzed

(C)　comprised

(D)　excluded

(E)　increased

問 2　下線部(1)と同じ意味で使われている語（1語）を同じ段落から探して，書きなさい。

問 3　空欄（　イ　）に入る最も適切な語を次の(A)～(E)から選び，記号で答えなさい。

(A)　forward

(B)　invited

(C)　promising

(D)　up

(E)　welcome

問 4　下線部(2)の "thorns" は何の比喩として用いられているかを，本文中の具体的事例を挙げながら 40 字以内（句読点を含む）の日本語で簡潔に説明しなさい。

問 5　下線部(3)を日本語に訳しなさい。

問 6　本文の内容と**一致するもの**を次の(A)〜(I)から 3 つ選び，記号で答えなさい。

 (A) In the first paragraph, "sending countries" means those countries whose citizens move abroad, while "receiving countries" are countries that accept migrants.

 (B) The essay describes migration as an important political issue that has been dealt with by governments since ancient times.

 (C) Migration happens not only between nations, but it also occurs on a smaller scale.

 (D) The Great Atlantic Migration refers to the movement of people caused by the European invasion of Middle East.

 (E) There were four types of migration conveyed in the text: international migration, internal migration, temporary migration, and relocation.

 (F) By "rural-urban migration," the author means migration from the countryside to the cities.

 (G) Migration is always driven by external factors and spontaneous migration does not happen in real situations.

 (H) Push factors encourage people to migrate, whereas pull factors keep them where they are.

 (I) Racism and loneliness were stated as key factors in the decrease of the number of migrants around the world.

Machine translation is the process by which computer software is used to translate text in one language to text in another language. In recent years, this software has become available online and free to use. Google Translate is perhaps the most famous example of machine translation software, but there are many others available online and integrated into computers and mobile devices. In light of recent advancements in machine translation technology, people have begun to consider whether machine translation will replace foreign language learning in the future.

One major strength of machine translation is the ability to translate whole sentences, paragraphs, even pages of text all at once, which requires the processing of interconnected relationships between multiple words, phrases, and whole sentences within a single block of text. Machine translation software achieves this by analyzing the similarities and differences in the grammar rules of multiple languages. Another major strength is the speed of machine translation. Today, machine translation is capable of translating pages of text in mere seconds. When combined with software that recognizes human speech and automatically records it in text form, oral conversation can also be translated in real time. Whether in an office, or walking outside, machine translation can potentially eliminate the need for foreign language skills.

However, despite the potential of machine translation, translated texts still have many errors. The longer and more complex the sentence is, the higher the chance for errors. In addition, professional human translators argue that machines cannot understand culture and situations of communication, which are closely connected to language. For example, the Japanese word *sumimasen* is often translated to "I'm sorry" in English. But, *sumimasen* has a special cultural meaning in Japan and could also mean "thank you." If someone

receives a gift or an act of kindness, replying "*sumimasen*" does not mean "I'm sorry." In this case, the meaning is closer to "thank you," and this is due to Japanese culture and communication situation. Such complications cause inaccuracies in machine translation. Intended use of the translation is also a problematic factor for machine translation. For example, machine translation software cannot tell the difference between the appropriate sentences needed in a business email and those needed in an academic essay. The human brain should be respected because it can understand these things. That is why many people say that human language learning will never be replaced by machine translation.

While it is certainly true that machine translation will not replace foreign language learning today, it is improving daily. The shortcomings of machine translation listed above may eventually be overcome by technological advances. Artificial intelligence programs get smarter every day by continuously gathering and analyzing samples of language from newspapers, books, blogs and streaming videos all over the world. Some people believe that machines will eventually become smart enough to master languages. However, others feel that there are parts of language and communication that can only ever be understood by humans.

Answer questions A to C **in English**. You may use words and ideas from the text, but you **must not** copy complete sentences.

Question A
Complete the following sentences.

In the first paragraph, the author introduces the main topic of the passage, which is whether machine translation will make _____

_____ in the future. In the second paragraph, the author discusses two
_____.

Question B

Complete the following sentence.

In the third paragraph, *sumimasen* is mentioned as an example to illustrate machine translation's shortcomings, namely _____

_____ .

Question C

Suppose that, in the future, machine translation overcomes all the weaknesses mentioned above. In this case, will humans continue to study foreign languages? Write a 70-100 word paragraph to explain your opinion, providing at least two reasons or ideas to support your position.

4   Read the following transcript [Ⅰ] of a conversation between friends, Takashi and Sayuri. Then, read the summary of the transcript [Ⅱ]. The summary contains 12 blanks. For each blank, choose the most appropriate option from the list. Each option can be used only once. On your answer sheet, write the letter (A, B, C, etc.) that corresponds to your choice.

[Ⅰ]

Takashi: Did something happen today? You look deep in thought.

Sayuri: Yes, I just attended this great lecture on gender roles.

Takashi: Gender roles? Like differences between men and women?

Sayuri: Yes, it mainly focused on common images of women and men and how those affect society. The major problem is the inequality that such ideas cause. Here in Japan, the problems are relatively well-known, but we are a long way from gender equality. According to statistics from the World Economic Forum, Japan is ranked 120 out of 156 countries!

Takashi: I see... that's a really low ranking. Regarding this problem, I've seen posters around our university about hiring more women and giving more scholarship opportunities for women to create equality.

Sayuri: Yes, I think those are positive steps.

Takashi: I think so too, but I also think that maybe we should stick to a system where people are given jobs and scholarships based on their ability. A person with higher ability should get higher reward, no matter if they are a man or a woman.

Sayuri: Well, that would be fine if we already had gender equality. But we don't. The situation is not equal, so we can't measure ability fairly like that. Gender roles already exist in society and they result in the systemic inequalities.

     ◇M1(542—13)

Takashi: What do you mean by "systemic inequalities"?

Sayuri: It means the differences between men and women are programmed into our system, our society and culture. You can't pretend that women have the same situation as men, then say, "the best person should win."

Takashi: Okay, I understand what you mean. But, I personally don't agree. I feel that girls and boys have equal success in school. Actually, it could be that girls are smarter! Also, girls are treated more kindly than boys I think.

Sayuri: You make a good point. We learned in the lecture that, specifically for educational achievement, Japan is getting closer to gender equality. In the past, women couldn't even attend university courses in Japan, but now their position is, at least officially, almost equal with men in getting educational degrees. But, what you said about girls being treated kindly... actually, I think that reveals a problem. Girls may be treated kindly, but they are not expected to attain high positions in society. Maybe boys are treated strictly at first, but more is expected of them later. These images of "what boys should be" and "what girls should be" cause gender inequality.

Takashi: I see... I'm starting to see your point. It's true that my mom often tells my sister she needs to learn how to cook to be a good wife. I'm told to study hard so I can get a high salary job.

Sayuri: Those traditional expectations exist in a lot of countries, but they're particularly strong in Japan and they cause inequality. In America, women hold 42% of high salary and managerial jobs, in Japan women hold only 14.7% of those jobs.

Takashi: Well, in Japan, there are more women governors and city mayors nowadays. But, these are exceptions, not normal examples. We

can't say there are many women in positions like that in Japan...
How do we solve this problem?

Sayuri: There is no easy answer. But the basic idea is to encourage and support more women to take leadership positions in society. Then, the idea of women in powerful positions in Japan will become more and more widely acknowledged as normal.

[Ⅱ]

Two university students, Sayuri and Takashi, are having a conversation. At first, Sayuri seems to be (1) something and Takashi asks about the reason. Sayuri replies that she had just heard a (2) about the differences in expectations of men and women. She explains that these cause unfairness in society and that Japan has a low ranking for gender equality when compared to other countries.

Takashi acknowledges that he has seen evidence of programs to (3) gender equality around campus. Although he admits these are positive efforts, he recommends a system in which people with higher ability get (4) more, regardless of gender. Sayuri points out that such a system would only (5) if men and women had equal situations in society. She explains that because there are systemic differences in the situations of women and men, it is unfair to (6) these differences when giving out rewards.

In response, Takashi disagrees about the differences between men and women. He describes his personal view that, in school, boys do not enjoy a clear (7) over girls. Sayuri admits that gender equality has improved a lot in the specific area of educational (8). However, she adds that the expectations for girls to get high positions in society are not the same as the expectations for boys. Takashi, (9) by her argument, realizes that he experiences these differences in gender roles through his mother's

expectations for his sister and himself.

Sayuri then mentions that such gender roles exist in many countries. However, she emphasizes that gender roles are particularly strong in Japan by comparing the percentage of women who hold upper-level jobs in the U.S. and Japan. Takashi responds by mentioning the increasing amount of prominent female political (10) in Japan, but admits that they are still (11) in number in Japan.

Finally, Takashi asks Sayuri how to solve this problem of inequality. Sayuri admits there are no easy answers, but (12) encouraging and supporting more women to take leadership positions in society.

(A)	admit	(B)	advantage	(C)	attainment
(D)	attendance	(E)	behave	(F)	changes
(G)	class	(H)	contemplating	(J)	figures
(K)	ignore	(L)	investigate	(M)	money
(N)	paid	(O)	persuaded	(P)	predicts
(Q)	promote	(R)	quite a few	(S)	remembered
(T)	small	(V)	suggests	(W)	talk
(X)	thinking	(Y)	treatment	(Z)	work