

(2018年度)

6 英語問題 (90分)

(この問題冊子は30ページ，8問である。)

受験についての注意

1. 試験監督者の指示があるまで，問題冊子を開いてはならない。
2. 試験開始前に，試験監督者から指示があったら，解答用紙の右上の番号が自分の受験番号と一致することを確認し，所定の欄に氏名を記入すること。次に，解答用紙の右側のミシン目にそって，きれいに折り曲げてから，受験番号と氏名が書かれた切片を切り離し，机上に置くこと。
3. 試験監督者から試験開始の指示があったら，この問題冊子が，上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は，HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能，計算機能，辞書機能やスマートウォッチなどのウェアラブル端末を使用してはならない。
5. 解答は，解答用紙の各問の選択肢の中から正解と思うものを選んで，そのマーク欄をぬりつぶすこと。
6. マークをするとき，マーク欄からはみ出したり，白い部分を残したり，文字や番号，○や×をつけたりしてはならない。また，マーク箇所以外の部分には何も書いてはならない。
7. 訂正する場合は，消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり，破ったりしてはならない。
9. 試験監督者の許可なく試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

1

(1)~(10)の空欄に最適な表現を(a)~(d)の中から一つ選びなさい。

10 Qualities All Successful People Share (That Have Nothing to Do with Talent) by Aja Frost

When I was in ninth grade, my cross country coach told me I'd never run a mile in under seven minutes and 30 seconds.

"You're too short and stocky," he said neutrally. "Have you (1) the swim team?"

I remember jogging (2) with tears in my eyes, (3) I had no fate as a runner. My mile time hovered stubbornly between eight and nine minutes for the next three months—and when the cross-country season (4) up, I (5) my sneakers into the back of the closet.

Several years later, after gaining some (6) and deciding my old coach was full of, um, baloney* I put them on again. Running two or three miles at a time turned into four or five. I spontaneously signed up for a half-marathon, then began diligently training.

Three months later, on a sunny spring morning, I completed the half-marathon. Average mile time? Seven minutes and thirteen seconds.

"(7) that, Coach!" I yelled as I sprinted the last few steps.

Talent definitely (8) to success. But as this experience proved to me, *telling* yourself you don't have the requisite skills to be successful will only hold you back. I'm not suggesting you should be unrealistic—after all, I know I'm never going to be an Olympic runner. However, there's nothing stopping you from achieving a goal within the realm of possibility: not your body, your brains or your natural aptitude for a task.

While hard work and (9) got me across the finish line of my race, those aren't the only things people can tap into to realize their goals.

Fouad ElNaggar, CEO of the mobile development platform Sapho, has eight more:

1. Being On Time
2. Work Ethic
3. Effort
4. Body Language
5. Energy
6. Attitude
7. Passion
8. Being Coachable
9. Doing Extra
10. Being Prepared

As you can see, none of these things require an ounce of talent. So next time you want to make your dreams come to life, remind yourself you have what (10).

*baloney = nonsense

Adapted from Frost, A. (2016). "10 Qualities All Successful People Share (That Have Nothing to Do with Talent)." *Forbes*.

<https://www.forbes.com/sites/dailymuse/2016/06/08/10-qualities-all-successful-people-share-that-have-nothing-to-do-with-talent/#5730330502d7>

- (1) (a) admired (b) considered (c) decided (d) fought
- (2) (a) across (b) away (c) below (d) towards
- (3) (a) avoided (b) behaved (c) convinced (d) evidenced
- (4) (a) gave (b) kept (c) lifted (d) wrapped
- (5) (a) purchased (b) shoved (c) tied (d) upholstered
- (6) (a) meanings (b) need (c) offers (d) perspective
- (7) (a) Hear (b) Look (c) Push (d) Take
- (8) (a) assists (b) contributes (c) deals (d) works
- (9) (a) assessment (b) hereditary (c) persistence (d) realization
- (10) (a) it means (b) it is worth (c) it should be (d) it takes

2 (11)~(20)に入れる最適な文または語句を(a)~(j)より一つ選びなさい。なお、一度選んだ選択肢は二度使用することは出来ません。また、最初の小文字は文中では大文字の場合があります。

How English Came to be the Dominant Language in Science Publications

By Lourdes Garcia-Navarro

National Public Radio host Lourdes Garcia-Navarro is interviewing a university professor Michael Gordin on a radio show:

LOURDES GARCIA-NAVARRO, HOST: And now to a challenge in science—
new research suggests some studies aren't getting the attention they deserve.

A team at the University of Cambridge released a study last week highlighting all the science that is getting published in languages other than English. That's important because with English as the dominant language of science, (11). Michael Gordin of Princeton University has studied the language of science. He told us that until the early 20th century, (12).

MICHAEL GORDIN: But in the wake of World War I, a wave of anti-German language actions took place in the U.S. About half the states in the union criminalized German in that you couldn't teach it in schools, you couldn't publish newspapers in it, etc. Those laws are overturned by the Supreme Court as unconstitutional in 1923, (13). So when America emerges as a global scientific leader after World War II, there's not much foreign language competence to be had in their ranks.

GARCIA-NAVARRO: So English is the dominant language now. Is this a problem?

GORDIN: It has pluses and minuses. On the one hand, it reaches a kind of utopic ideal that people wanted a long time ago, (14). On the other hand, it's enormously unfair. It produces a situation where native speakers of English, who are a minority of people who practice the sciences and engineering in the world today, basically have an ease in this language that they get for free when they're children. And everybody else (15).

Now the fact that there is a problem in accessing scientific data right now stems primarily from the fact that there's so much science being done. So it's impossible, even just looking at the English language literature, (16). That's compounded* if there's some important material, say, on the nature of the tropical rain forest published in Portuguese in Brazil and you don't know

Portuguese.

GARCIA-NAVARRO: Well, I was based in Brazil. And covering the Zika virus, which of course got a lot of attention, there was a lot of research being published in Portuguese. And it wasn't getting the attention that, (17). Does this have real-world implications?

GORDIN: Absolutely, especially in the area of health emergencies. In areas that are closer to practical application, like agronomy and clinical medicine, a large amount of material is published in local languages because you need to be able to talk to your patients or talk to farmers or peasants. And (18) to percolate** up into English.

GARCIA-NAVARRO: What are the suggestions in your mind to sort of bridge some of these language barriers?

GORDIN: I think the dominance of English in the world today is, (19). On the other hand, we could do things to make it fairer and to ease the barrier of publication in English. In oral communication among scientists right now, people will tolerate a wide array of fluencies in English. But in written science, we privilege a very high standard of order. That could be relaxed and enable people (20).

GARCIA-NAVARRO: Michael Gordin is a professor of history at Princeton University and author of "Scientific Babel: How Science Was Done Before And After Global English." Thanks so much for being with us.

GORDIN: Thank you very much for having me.

*compounded = made worse

**percolate = spread slowly or gradually

Adapted from Garcia-Navarro, L. (2017). "How English Came to be the Dominant Language in Science Publications." WUNC91.5 North Carolina Public Radio.

<http://wunc.org/post/how-english-came-be-dominant-language-science-publications#stream/0>

- (a) that information takes some time
- (b) but the damage was done
- (c) comes by it laboriously
- (d) for the near future, irreversible
- (e) possibly, it should have
- (f) research in Swedish or Vietnamese, for example, can get overlooked
- (g) scientific writing was evenly split among English, French and German
- (h) to master everything that's there
- (i) which is to have one language in which all knowledge could be communicated
- (j) with a lower level of education to participate

3

以下の各文の誤っている箇所を、(a)~(d)からそれぞれ一つ選びなさい。

(21) An activity of which all can participate, karaoke is perhaps more vitally one in which all participants can improve their performance. An important aspect of the solo performance is the implicit expectation that some degree of preparation and effort will be invested by the performer into polishing his or her act.

(22) Whereas participation in karaoke or other forms of amateur singing in the United States or England might depend on talent—a good voice for example, particularly if an audience is involved—in Japan, anybody, regardless of ability, is provided the opportunity to do their best and is generally accorded patient and even encouragement along the way.

(23) Furthermore, there seems to exist a standard of singing, a sort of ideal model, set by professional pop or *enka* (ballad) singers, whose participants can strive to emulate and against which their relative ability can be gauged. There has thus developed a “way of karaoke” (*karaoke-do*) which, with discipline and practice, enables one to perfect a chosen piece, performing it with a minimum of effort when the occasion arises.

(24) Among karaoke practitioners, and here it is important to note that many in Japan do not like karaoke and avoid it whenever possible, it is standard practice to develop a repertoire of songs which have been sufficiently mastered to ensure a fairly consistent performance. This repertoire might consist of more than one hundred songs.

(25) Even non-enthusiasts who must, by virtue of their employment or other affiliation, occasionally take part, have at least one song, referred to in an

ohako or *ju hachiban* (number eighteen). Within the context of one's primary association, an office section, a group of school friends, or a club or organization, this song becomes associated with individual singers, becoming "their song," an idea which is historically related to the *enkaigei* (party trick), a song, magic trick, dance or humorous routine which has been a feature of drinking parties since at least the Tokugawa period.

(26) Both the *ohako* and its precursor, the *enkaigei*, represents the integration of individuality with the group context through the establishment of a sort of group-sanctioned identity. To violate this by singing another person's song would be unthinkable.

(27) Guidance for mastering "the way of karaoke" can be found in magazines and on television. Articles outline the finer points of karaoke technique, such as positioning and gesturing on stage before, during and after singing, the ideal distance between microphone and mouth, appropriate poise and etiquette vis-à-vis the audience, all of which depend on the style of the song or the gender of singer.

(28) *Nodo jiman*, a popular weekly amateur singing program on NHK features professional guest *enka* singers, a man and a woman, who are called on to advise contestants on how to improve their delivery and performance. Performances are judged with one, two, or a cascade of bells indicating a weak, moderate, or successful effort and contestants are either congratulated or advised by the host to keep working in it and thanked for their efforts before the next contestant is invited on stage.

(29) Finally, karaoke enthusiasts can enroll in one of the many courses which teach everything from stage presence to singing technique. One might hear

two middle-aged woman waiting on a station platform discussing the way to sing a particular line of a particular *enka* song while referring to the words enclosed with a karaoke cassette tape.

- (30) Kazuki Hohki, founding member of a duo known as the Frank Chickens which performed a karaoke variety act in London clubs and who briefly hosted a chat show featuring karaoke on British television, summarized the difference between the use of karaoke in Japan and the United Kingdom by suggestion that the Japanese take karaoke seriously, whereas for the British, it is all in good fun.

Adapted from Kelly, B. (1998). "Japan's empty orchestras: Echoes of Japanese culture in the performance of karaoke." In D. P. Martinez (Ed.). *The worlds of Japanese popular culture: Gender, shifting boundaries, and global cultures*. Cambridge, UK: Cambridge University Press.

- 4 次の会話文を読み、下線部(31)~(40)に入るもっとも適切な語句を(a)~(d)の中から一つ選びなさい。

The year is 1954. April and Frank are married with two young children and live in an American suburb. The two are in their bedroom at night and April brings up an idea that could potentially change their lives.

APRIL: Frank. I have had the most _____ idea. I've been thinking about it all day.

FRANK: What's all this about?

APRIL: You know how much money we have saved ... ? [*She hands Frank a glass of brandy.*] Enough to live on for six months without you earning another dime. And with the money we could get from the house and the car, longer than that.

FRANK: What we get for the house ... What are you talking about?

(32) _____

APRIL: ... Paris.

Frank stares.

APRIL: You always said it was the only place you'd ever been that was worth living. So why don't we go there?

FRANK: _____

(33)

APRIL: Yes. What's stopping us?

FRANK: What's stopping us? Well, I can think of a lot of things. For instance, _____

(34)

APRIL: You won't be getting any kind of job, because I will.

FRANK: Oh, right.

Frank laughs.

APRIL: _____—listen a minute! Have you any idea what they pay
⁽³⁵⁾ for secretarial positions in the government agencies in Europe?
Embassies and those things.

Frank laughs again.

FRANK: No, I don't.

APRIL: I'm serious about this Frank. _____
⁽³⁶⁾

FRANK: No, I know, I know. _____, is all. For one thing, do you mind
⁽³⁷⁾ telling me what exactly I'm supposed to be doing while you're out
earning all this money?

She draws back, shocked that he doesn't get it.

APRIL: Don't you see that's the whole idea? You'll be doing what you
should've been allowed to do seven years ago. You'll have time,
Frank. You'll have time to find out what it is that you actually want
to do, and when you figure it out you'll have the time and the
freedom to start doing it.

FRANK: Sweetheart, _____
⁽³⁸⁾

APRIL: Well, I happen to think *this* is unrealistic. I think it's unrealistic for
a man with a fine mind to go on working like a dog year after year
at a job he can't stand, coming home to a place he can't stand, to a
wife who's equally unable to stand the same things.

Frank is silent.

APRIL: You want to know the worst part? Our whole existence here is based on this great premise that we're somehow very special and superior to the whole thing, and you know what I've realized ... ? We're not! We're just like everyone else. Look at us! We've bought into the same ridiculous delusion. This idea that you have to resign from life and settle down the moment you have children. And we've been punishing each other for it.

FRANK: Listen. _____ No one ever forced me to take the job at Knox.
(39)

I mean who ever said I was supposed to be a big deal, anyway?

APRIL: When I first met you, there was nothing in the world you couldn't do or be.

FRANK: I was a little wise guy with a big mouth, that's all.

APRIL: _____ How can you even say that?
(40)

FRANK: ... All right ... So, I'll have time. And God knows that's appealing. It's very appealing. And I mean, everything you say might make a certain amount of sense, if I had some definite talent maybe. If I were an artist or a writer.

Adapted from the screenplay of the 2008 film *Revolutionary Road* by Justin Haythe.
https://search.nifty.com/websearch/search?select=2&ss=nifty_top_tp&cflg=%E6%A4%9C%E7%B4%A2&q=Revolutionary%20Road%20Justin%20Haythe&otype=web_nifty_1

(31)

- (a) grateful
- (b) wonderful
- (c) shameful
- (d) dreadful

(32)

- (a) Have you lost your mind?
- (b) Who came up with this idea?
- (c) Are you sure about this?
- (d) Where are we going to live?

(33)

- (a) You're serious?
- (b) Are you crazy?
- (c) But what about the kids?
- (d) It's too soon.

(34)

- (a) what about our children's education?
- (b) how will we pay back our housing loan?
- (c) what kind of job could I possibly get?
- (d) will you be working in Paris?

(35)

- (a) Don't laugh
- (b) It's so funny
- (c) How are you
- (d) You should be ashamed

(36)

- (a) Aren't you confident about this?
- (b) How could you think otherwise?
- (c) Do you think I'm kidding or something?
- (d) Shouldn't we think about the children?

(37)

- (a) Are you certain this is the way to go
- (b) You haven't worked in so long
- (c) We've been married for seven years
- (d) I just have a couple of questions

(38)

- (a) are you absolutely sure about this?
- (b) it's just not very realistic.
- (c) do you think I'm joking?
- (d) I'm saying this to save the both of us.

(39)

- (a) We decided to move out here.
- (b) We never should have had children.
- (c) Have you ever considered therapy?
- (d) How will we ever survive?

(40)

- (a) There's truth in that!
- (b) You were not!
- (c) Stay calm!
- (d) Don't get carried away!

- 5 次の英文を読み、(41)～(50)の問いにもっとも適切な答えを(a)～(d)から一つ選びなさい。

“My dad can’t come to the phone right now. May I take a message?” It is an expression we hear less and less as the shared family phone disappears.

Nearly half of U.S. households no longer have landlines* and instead rely on their cellphones, up from about 27% five years ago, the National Center for Health Statistics says. Among young adults ages 25 through 34, fewer than one-third have landlines. Even at homes with landlines, the phone rings mainly with telemarketers and poll-takers.

Few miss being tied by a cord to a 3-pound telephone. But family landlines had their pluses. Small children had an opportunity to learn telephone manners, siblings had to share, and parents had to set boundaries governing its use.

Bryna Klevan got her first summer job during college, as a receptionist for a law firm, partly because of skills learned answering the family landline. “I had a polite telephone voice, and I knew how to answer and get the caller to the right person,” says Ms. Klevan.

Tracy Kurschner learned as a toddler to spell her name by listening to her mother spell it for others on the phone. “She’d say, ‘Hello, this is Mrs. Zajackowski, Z-A-J-A-C-K-O-W-S-K-I,’” says Ms. Kurschner, a Minneapolis communications consultant. “People were just shocked that I knew how to spell my name by age 3.”

Overhearing adults’ phone conversations taught children “the nurturing work

of adulthood,” such as setting up doctor appointments or planning activities for loved ones, says Sherry Turkle, author of “Reclaiming Conversation” and a professor at the Massachusetts Institute of Technology. “Now all that work is done silently, by tapping on a keyboard.”

Sharing the landline often required parents to set boundaries around its use. “Parents said, ‘When we’re at dinner and the landline rings, we don’t answer it,’” Dr. Turkle says. It also caused family conflict, says Laura Markham, a New York clinical psychologist. Siblings fought over who got to use the landline, and for how long. Parental anger rained down on any child whose long conversations blocked incoming calls.

The landline put children in situations where they had to talk with adults, Dr. Markham says. Calling a friend at home often meant talking with a parent who answered—a conversation that was “a little bit uncomfortable, but manageable,” and that helped children learn conversation skills, she says.

Now, children’s and teens’ cellphone communications are “more private, for better or worse, and a little less connected to the larger community,” Dr. Markham says. Many parents miss having “some sense of who was calling your child, or trying to reach your child,” Dr. Turkle says.

Some families coach their children on phone skills. Jeff Levy often uses the landline in his Providence, R.I., home, to talk with relatives on birthdays and holidays. When his 11-year-old son Jonah got a call at home recently from his Little League coach, inviting Jonah to join his team, Jonah was polite but shy. Standing nearby, Mr. Levy says he realized Jonah “isn’t really comfortable having a conversation with an adult on the phone who isn’t a relative.” He coached him gently, whispering, “Say thank you.”

Adapted from Shellenbarger, S. (April 13th, 2016). "What children learned from the shared family phone." *Wall Street Journal*. Print. Retrieved April 27th, 2017.

*Landlines = 固定電話

- (41) According to the article, what happens "less and less"?
- (a) Parents take less messages for their children.
 - (b) People use answering machines less than before.
 - (c) Children remember less of their parent's messages.
 - (d) Families use a single home phone less than before.
- (42) According to the article, which of the following statements is true about landlines in the US?
- (a) Only 30% of people still rely solely on their cellphones.
 - (b) Most 25-34 year olds ignore their landlines and use their cell phones.
 - (c) Sales calls and surveys make up the bulk of incoming calls to landlines.
 - (d) Three-pound cords were often connected to American landlines.
- (43) Which of the following is **NOT** a past benefit of landlines?
- (a) Landlines prepared children to work for their parents.
 - (b) Landlines helped teach children to be polite.
 - (c) Landlines promoted cooperation between brothers and sisters.
 - (d) Landlines allowed parents to set household rules.
- (44) What impressed people about Tracy Kurschner?
- (a) She could spell Kurschner before she was three.
 - (b) She could spell her family name by the time she was three.
 - (c) She could spell her last name after listening to her father spell it.
 - (d) She could spell her last name before her three siblings could.

- (45) Why was Byrna Klevan able to get her first job?
- (a) She practiced speaking on the phone at her family's law firm.
 - (b) Wanting to work in law, she practiced having a polite voice.
 - (c) Talking on her home phone taught her how to manage callers.
 - (d) Growing up, she was free in the summer to talk on the phone.
- (46) What benefit did Dr. Turkle see in children listening to their parents talk on the phone?
- (a) Listening helped children learn to spell their names.
 - (b) Listening helped children learn to connect with loved ones online.
 - (c) Listening helped children learn how to arrange events for family.
 - (d) Listening helped children learn how to quietly use their keyboards.
- (47) According to Dr. Markham, how did talking on the phone teach children conversation skills?
- (a) Children had to learn how to talk to their friend's parents.
 - (b) Children had to learn how to speak to friends at home.
 - (c) Children had to learn how to talk to their parent's friends.
 - (d) Children had to learn how to speak like adults on the phone.
- (48) According to the article, what do parents miss about having a landline?
- (a) Parents miss the low cost of having a landline.
 - (b) Parents miss the feeling of sharing a single phone.
 - (c) Parents miss being able to always reach their children.
 - (d) Parents miss knowing who their children are speaking to.

- (49) Which of the following best describes Jonah Levy?
- (a) His father coaches his Little League team on phone skills.
 - (b) He only talks to family on birthdays and holidays.
 - (c) He feels awkward speaking on the phone to older people who aren't family.
 - (d) He's always shy when he's forced to speak to anyone on a landline.
- (50) After reading the article, which of the following best describes the current attitude young people have toward cellphone use?
- (a) They prefer to mix their time on their cellphone and family phone.
 - (b) They appreciate the privacy that cellphones provide.
 - (c) They prefer the sound of tapping keyboards, to tapping phone keys.
 - (d) They appreciate being less connected to their online communities.

6 以下の各文の誤っている箇所を、(a)～(d)からそれぞれ一つ選びなさい。

More University Students are Using Tech to Cheat in Exams

(51) A growing number of UK university students are cheating in exams with the help of technological devices such as mobile phones, smart watches and hidden earpieces. Data obtained by *the Guardian* through freedom of information requests found a 42% rise in cheating cases involving technology over the last four years. It increase from 148 in 2012 to 210 in 2016. Last year, a quarter of all students caught cheating used electronic devices.

(52) Among the worst offenders were students at Queen Mary University of London, where there were 54 instances of cheating—two-thirds of which involved technology. At a University of Surrey, 19 students were caught in

2016, 12 of them with devices. Newcastle University, one of the bigger^(c) institutions to provide data, reported 91 cases of cheating—43% of which involved technology. Experts say the true figure^(d) is likely to be much higher because the high level of sophistication in gadgets students can get their hands on—such as mini cameras and micro earbuds—means not all cheats will be caught.

(53) Of the 154 universities in the UK, 41 provided comparable information. But many said they could not specify what devices were being used^(a). Where much detail was^(b) provided, most cases involved mobile phones. At least 17 students were caught cheating^(c) with smart watches over the period examined, and cases of students using hidden earpieces or miniature cameras were reported at multiple universities. Some universities reported no cases of cheating over the four^(d) years, which one expert said was “highly unlikely.”

(54) Thomas Lancaster, an associate dean at Staffordshire University and one^(a) of UK's leading experts on cheating, said: “These figures are only going to show what’s been detected and students who cheat well won’t always get caught, especially now there’s so much mini-tech out there which is hard to spot.” Irene Glendinning, academic manager for student experience at^(b) Coventry University, agreed that some modern devices being used for cheating can be almost impossible to detect. “I was aware of a case of a^(c) student using a hidden earpiece and the only way [they were] found was when other students reported it. The student had^(d) long hair and there was no way we would have known,” she said.

(55) The Guardian^(a) found multiple websites that openly targeted students with devices that could be used for cheating. One eBay seller of a wireless micro

earpiece said it could be used for private investigators, law enforcement officers and students. It cost \$13.99 (£11). Another company, Monorean, advertises itself as an online store to buy invisible earpieces for cheating in exams. The person behind the company, who asked to be named only as Guillermo, said: "If you navigate our site you'll see that our target audience is mainly—if not entirely—students. Most of them are sick and tired of the educational system, they want to learn and are vivid people but they see no point in vomiting the subject up during the exam." He told people in the UK, alongside Germany and Spain, were among their top customers, adding: "We sell easily more than 200 units a year to the UK, which is relatively high since it's a niche product."

(56) *The Guardian* heard by several students and examiners about how technology was being used by some to cheat. One examiner, who asked to remain anonymous, said: "Hi-tech devices have allowed more opportunities to cheat. For example, I have removed smart watches etc. from students ... Students now have grown up with that tech. They are comfortable with it and thus it makes sense if they are going to cheat—this is possibly the easiest way."

(57) Rules on cheating vary from university to university. A common one is that mobile phones must be turned off and placed out of reach. Some universities also have specific rules about smart watches. Harper Adams University in Shropshire, for example, said examiners are told to search out for them.

(58) However, one professor, who asked to be anonymous, cast doubts over how much they could check students were complying, saying: "At a university where I worked, students were not allowed to have mobile

phones on their person during exams. There were strict rules around this, but we couldn't bodily search them. But periodically, students would take toilet breaks and disappear for some time into a cubicle. When they got back to their seat, they were able to write frantically. I were always concerned that they were using their toilet visit to look up answers on a hidden device and message their contacts outside."

(59) Glendinning said one possible solution to prevent cheat could be to write better exams. "If you are going to set exams where it's just about repeating what you've been told then, fair enough, there are ways of cheating." Freedom of information responses showed cheating was more common in maths and science-based subjects, such as economics. The Quality Assurance Agency for Higher Education said: "Clearly there's potential for wearable tech to allow dishonest students to cheat. We are looking into this and will raise this with the group of experts that is helping to steer our cheating work."

(60) Lancaster called for universities to review their academic misconduct policies and check they are kept up to date. He added: "Students should be aware that cheaters do get caught and the penalties are severe. In any cases, these include expulsion. Leaving university without a degree and owing substantial amounts in fees just isn't worth the risk."

Adapted from Marsh, Sarah. "More university students are using tech to cheat in exams." *The Guardian*. Retrieved from <https://www.theguardian.com/education/2017/apr/10/more-university-students-are-using-tech-to-in-exams>

7

次の英文を読み、(61)～(70)の問いにもっとも適切な答えを(a)～(d)から一つ選びなさい。

In present day Texas, a mother and her two children sit in their kitchen and discuss future plans.

MOM: So listen, guys, I wanna talk to you about something, and you might not like this idea ⁽⁶¹⁾_____ ... we're moving to Houston.

MASON: When?

MOM: Well, soon. We should be out of here by the first, so we don't have to ⁽⁶²⁾_____ next month.

SAMANTHA: No, Mother, we're not moving. Nope, nope, sorry Mom. Nope. Nope.

MOM: Samantha, I have to go back to college so I can make us ⁽⁶³⁾_____. With this job I can't take care of us the way I'd like to. I can't keep going this way. And Grandma said she'd help us out ... and it would be nice to be near her.

SAMANTHA: Fine, Mother. You can do whatever you want, but ... we're not moving.

MASON: ⁽⁶⁴⁾_____?

MOM: Oh, baby, we can e-mail them or write. We can come back to visit. And guess what?

This place that Grandma found us, you'll each have your own room.
Right ... And there's a pool.

MASON: Mom, do you still love Dad?

MOM: I still love your father ... but that doesn't mean _____ for us to
₍₆₅₎ stay together.

MASON: What if after we move he's trying to find us and he can't?

MOM: Oh; _____ He can call Grandma and she'll tell him or he can
₍₆₆₎ call Information. We won't be hard to find.

MASON: Is he still in Alaska?

MOM: Well, that's what your uncle says.

MASON: Probably taming polar bears or something.

MOM: Yeah ... well, I hope they're taming him.

Adapted from *Boyhood*. Dir. Richard Linklater. 2014. Film

<http://images.amcnetworks.com/ifcfilmsawards.com/wp-content/uploads/2014/11/Boyhood-screenplay-11-14-FINAL.pdf>

(61) Select the answer that best fits the blank.

- (a) first of all
- (b) at first
- (c) first up
- (d) firstly

(62) Select the answer that best fits the blank.

- (a) attend school
- (b) lose our home
- (c) rent new cars
- (d) pay two rents

(63) Select the answer that best fits the blank.

- (a) a better living
- (b) live apart
- (c) live here
- (d) a smaller family

(64) Select the answer that best fits the blank.

- (a) Will our friends visit?
- (b) Where will our friends go?
- (c) Who will be our friends?
- (d) What about our friends?

(65) Select the answer that best fits the blank.

- (a) it was difficult
- (b) it was legal
- (c) it was healthy
- (d) it was impossible

- 66) Select the answer that best fits the blank.
- (a) that's an unsolvable problem
 - (b) that's why this move is a problem
 - (c) that's your problem
 - (d) that won't be a problem
- 67) What is true about Grandma?
- (a) She has a pool.
 - (b) She lives in Houston.
 - (c) She'll have her own room.
 - (d) She lives with their father.
- 68) What does the mother plan to do after they move?
- (a) Buy her children a pool.
 - (b) Live with her mother.
 - (c) Get more education.
 - (d) Find an apartment to live in.
- 69) After reading this dialogue what can be inferred about the father?
- (a) The father is working to support his family.
 - (b) The father is disliked by the family.
 - (c) The father is being trained by wild animals.
 - (d) The father rarely lets them know where he is.
- 70) Which word best describes the children's feelings about moving?
- (a) Reluctant
 - (b) Eager
 - (c) Indifferent
 - (d) Moved

8

次の英文を読み、その内容についての設問(71)～(75)に答えなさい。

In our twenty-first century world the combination of technological advances, terrorism, global crime, state-sponsored violence and socio-economic inequality has raised instability and insecurity to alarming levels. At the same time, the engine that has driven this escalation, the global arms trade, grows ever more sophisticated, complex and toxic in its effects.

It might therefore be thought essential that the world's democratic nations should address this trade collectively and urgently. If it must exist, then surely it should be coherently regulated, legitimately financed, effectively policed and transparent in its workings, and meet people's need for safety and security?

Instead the trade in weapons is a parallel world of money, corruption, deceit and death. It operates according to its own rules, largely unscrutinised, bringing enormous benefits to the chosen few, and suffering and immiseration* to millions.

Global military expenditure is estimated to have totalled \$1.6 trillion in 2010, \$235 for every person on the planet. This is an increase of 53 per cent since 2000 and accounts for 2.6 per cent of global gross domestic product. Today, the United States spends almost a trillion dollars a year on national security of which the defence budget is over \$703 billion. The trade in conventional arms, both big and small, is worth about \$60 billion a year.

The US, Russia, the UK, France, Germany, Sweden, Holland, Italy, Israel and China are regularly identified as the largest producers and traders of weapons and matériel[†].

Almost always shrouded* in secrecy, arms deals are often concluded between governments who then turn to manufacturers, many of which are now privately owned, to fulfil them. In some instances, governments enter into contracts directly with commercial suppliers. And companies do business

with each other or third parties, some of whom are not even legal entities. These include non-state actors—from armed militias* to insurgent groups and informal clusters of ‘terrorists’—and pariah* states. The sale and supply of weapons often involves murky middlemen or agents, also referred to as arms brokers or dealers.

*‘Matériel’ refers to the equipment, apparatus and supplies of a military force.

Adapted from Andrew Feinstein *The Shadow World: Inside the Global Arms Trade*. London: Penguin Books, 2012, “Introduction” pp. xxii-xxiii.

*immiseration: 貧困化 *shroud: 覆い隠す *militia: 武装集団

*pariah: 社会ののけ者

(71) What does the author urge democratic nations to do?

- (a) To work together
- (b) To remain cautious
- (c) To think critically
- (d) To regulate immigration

(72) According to the author, what do the producing and the selling of weapons bring about?

- (a) Benefit to ordinary people
- (b) Uncertainty to the world
- (c) Escalation of global warming
- (d) Happiness to the public

- (73) According to the author, what amount of money does the United States annually spend for its defence?
- (a) About 3% of its GDP
 - (b) About 50% of its GNP
 - (c) About 60 billion dollars
 - (d) About 700 billion dollars
- (74) Which of the following is **NOT** mentioned in the article as a participant in the world's arms trade?
- (a) Insurance companies
 - (b) Commercial suppliers
 - (c) Armed rebel forces
 - (d) Private manufacturers
- (75) Based on the passage, which of the following is most suitable in describing the arms trade today?
- (a) Simply structured
 - (b) Surprisingly hollow
 - (c) Ridiculously open
 - (d) Intricately involved