

英	語
(問 題)	
2020 年度	

〈R02141121〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、H B の黒鉛筆またはH B のシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意

- (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
- (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input checked="" type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input checked="" type="radio"/> 悪い	<input checked="" type="radio"/> 悪い

5. 記述解答用紙記入上の注意

- (1) 記述解答用紙の所定欄(2カ所)に、氏名および受験番号を正確に丁寧に記入すること。
- (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
- (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入する

数字見本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

(例) 3825 番⇒	万	千	百	十	一
		3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも、解答用紙は必ず提出すること。
9. 試験終了後、問題用紙は持ち帰ること。

READING SECTION

All answers must be indicated on the MARK SHEET.

I Read the following introduction to a book on the European conquest of the African continent between 1876 and 1912, and answer the questions below.

① Ever since Roman times, Europe had been ¹ nibbling at the edges of the mysterious continent to the south, yet still in the mid-1870s much remained unknown. No explorer had penetrated far into the interior, and no one knew which was Africa's greatest river, never mind where it began. Europeans pictured most of the continent as "vacant": legally *terra nullius*, that is, no-man's-land. If there were states and rulers, they were African. If there were treasures, they were buried in African soil. But beyond the trading posts on the coastal fringe, and strategically important colonies in Algeria and South Africa, Europe saw no reason to intervene.

② Yet, suddenly, in little over thirty years, the "Scramble for Africa" gave Europe virtually the whole continent: including thirty new colonies and protectorates, 10 million square miles of new territory, and 110 million new subjects. Africa was sliced up like a cake, the pieces gobbled by five rival nations — Germany, Italy, Portugal, France, and Britain, with Spain getting only a few crumbs. At the center, exploiting these rivalries, stood a man who personally controlled the heart of the continent: Leopold II, King of the Belgians. By the end of the century, the passions generated by the Scramble had poisoned the political climate in Europe, and Britain and France were ² on the brink of armed conflict. As for the pieces of the colonial cake, they have now become, for richer or for poorer (mainly for poorer), the forty-seven independent nations of Africa.

③ Why this mad rush by Western European leaders to build empires in Africa? Anglo-French rivalry explains a good deal — but not enough. Historians are as puzzled now as the politicians were then. Scott Keltie wrote *The Partition of Africa* in 1893, before the Scramble reached its climax. He was sure that it was "one of the most remarkable episodes in the history of the world," but confessed himself overwhelmed by the rush of "jostling" events. To these events history books have added a pack of ³ jostling theories. We have Eurocentric explanations, like John Hobson's theory that surplus capital in Europe was the driving force behind expansion into Africa; Afrocentric explanations where the emphasis is placed on subimperialisms in Africa itself; and combinations of the two, like the brilliant analysis of Robinson and Gallagher in *Africa and the Victorians*. There are multi-volume histories of Africa like *The Cambridge History of Africa*, regional studies like those of John Hargreaves on the partition of West Africa, and numerous specialist works dealing with the imperialisms of each individual European country. But there is no general explanation acceptable to historians — nor even agreement whether they should be expected to find one.

④ And, strange to say, no one since Scott Keltie has attempted to write a one-volume narrative of the Scramble, covering the whole continent and the race between all five European nations — plus King Leopold. I have tried to fill the gap in this book, where I intend to emphasize two strands in the story: the motives of the invaders; and the methods they employed.

⑤ All initiating role in the Scramble was played by David Livingstone, the Scottish missionary-explorer, who died in 1873 in the unknown heart of the continent. His sun-dried body was brought home to be buried, and from his tomb, Livingstone sounded a call for a crusade to open up Africa. A new slave trade in East Africa, operated by Arabs and Swahili, was eating out the heart of the continent. Livingstone's answer was the "3 Cs": Christianity, Commerce, and Civilization, a triple alliance of religion, money, and social progress. Trade, not the gun, would liberate Africa. Each of the ⁴ freelance promoters of the partition — the individuals who followed Livingstone out to Africa and scrambled greedily for their share — responded to Livingstone's call in his own fashion. There were journalist-explorers like the Welshman Henry Stanley, sailor-explorers like Pierre de Brazza, who abandoned his homeland Italy and became

French, teacher-explorers like the German Carl Peters, and gold-and-diamond tycoons like the Englishman Cecil Rhodes. But they all thought of the crusade in terms of romantic nationalism. Most of them were outsiders of one kind or another, but no less fierce nationalists for that. To imperialism—a kind of "race patriotism" — they brought a missionary zeal. Not only would they save Africa from itself, Africa would be the saving of their own countries.

⑥ At first European governments were reluctant to intervene. But to most people in their electorates, there seemed a real chance of missing something. Africa was a lottery and a winning ticket might earn glittering prizes. There were dreams of El Dorado, of diamond mines and goldfields criss-crossing the Sahara. In Europe this was the period of economic depression and mounting stocks of unsold Manchester cotton, Lyons silk, and Hamburg gin. Perhaps Africa was the answer to the merchants' prayers. There might be new markets out there in this African Garden of Eden, and tropical ⁵ groves where the golden fruit could be plucked by willing natives.

⑦ Or perhaps the lottery would pay best in terms of prestige. Overseas empire would restore the self-respect of the French army, humiliated by its collapse in the Franco-Prussian war. And it would also reenforce the self-esteem of the political newcomers of Europe, Germany's Second Reich and the newly united Italy. Then there were the diplomatic advantages. No harm for Germany to consolidate its own position by ⁶ making mischief between France and Britain. And what about a place in the sun for emigrants — and a way to retain as citizens all those young sons of the Reich now heading for America?

⑧ In Britain, the Scramble was taken calmly— at first. Then there was growing resentment towards their rivals. Britain had pioneered the exploration and Christianization of Central Africa, and felt a proprietary right to most of the continent. Besides, there was a vital interest at stake. As the only great ⁷ maritime Empire, Britain needed to prevent rivals from obstructing the two shipping routes to India and beyond, via the Suez Canal and via the Cape of Good Hope. That meant digging in at both ends of Africa. And it was in Protestant Britain that Livingstone's words struck the loudest note. The "3 Cs" would redeem Africa.

⑨ That was not the way Africans perceived the Scramble. There was a fourth "C" — Conquest— and it gradually predominated. At first European expeditions were too weak to challenge African rulers. It was safer to use blank treaty forms than live ⁸ ammunition. But paper imperialism soon proved inadequate. When effective occupation became necessary, conflict was inevitable. The African rulers best equipped to resist were those who depended on violence themselves, imperialists like King Cetshwayo of the Zulu. Soon, rather than the Christian cross, the Maxim gun had become the symbol of the age in Africa. Most of the battles were cruelly one-sided, and ⁹ atrocities were commonplace during the early phase of occupation. When German brutality in South West Africa provoked a revolt by the Hereros, the German general, Lothar von Trotha, issued an extermination order against the whole tribe, women and children included. About 20,000 of them were driven away from the ¹⁰ wells to die of thirst in the Omaheke desert. And as late as 1898, British officers counted 10,000 Sudanese dead or dying in the sand at Omdurman, though they made no effort to help the 15,000 wounded. Europe had imposed its will on Africa at the point of a machine gun. It was a bitter lesson that would be remembered fifty years later, when Africa came to win its independence.

[Adapted from Thomas Pakenham, *The Scramble for Africa* (1990)]

(1) Choose the best way to complete each of these sentences about Paragraphs ① to ⑨.

1 Paragraph ①	2 Paragraph ②	3 Paragraph ③
4 Paragraph ④	5 Paragraph ⑤	6 Paragraph ⑥
7 Paragraph ⑦	8 Paragraph ⑧	9 Paragraph ⑨

- A argues that the methods of the European conquerors of Africa were less significant than their motives.
- B demonstrates in considerable detail how King Leopold II came to exercise personal control of territory in East Africa.
- C describes the motives for joining the Scramble specific to Britain, most notably the securing of transportation routes to the East.
- D discusses a number of historical studies which have treated the European conquest of Africa from a variety of perspectives, with the first dating from the 1890s.
- E explains how initially unwilling European governments were pressured into joining the Scramble due to the desires of their citizens for economic gains from the exploitation of Africa.
- F introduces national prestige and diplomatic advantage as further incentives for government involvement in the Scramble, offering French and German examples, in particular.
- G mentions the roles of a number of individual pioneers in exploring and exploiting the African continent, pointing out both their imperialist sentiments and their independence from state sponsorship.
- H outlines the author's purpose in writing *The Scramble for Africa*, together with its two main themes.
- I shows graphically that the Scramble was experienced by the indigenous Africans principally as violence and cruelty associated with superior military technology.
- J states that the British were much less brutal in colonizing Africa than other European powers.
- K suggests how Europeans had little knowledge of, or interest in, the interior of the African continent until around the fourth quarter of the nineteenth century.
- L summarizes the speed, scope, and political consequences of the European scramble for African territory.

(2) Choose the FIVE statements below which DO NOT AGREE with what is written in the passage. You must NOT choose more than FIVE statements.

- A According to Pakenham, many German young people were emigrating to America and thus abandoning their original homeland.
- B Algeria and South Africa were new European colonies created on the African continent during the mid-1870s.
- C David Livingstone's "3 Cs" did not include "Conquest."
- D Eden and El Dorado are the names of the two largest cities in central Africa.
- E King Cetshwayo of the Zulu was a powerful African ruler with his own imperial ambitions.
- F Men like Henry Stanley and Cecil Rhodes were promoters of the exploitation of Africa by Europeans.
- G Pakenham claims that his book, *The Scramble for Africa*, is the first single-volume history since that of John Hargreaves to tell the whole story of the European conquest of the entire African continent.
- H Spain was not among the five main European countries which occupied the African continent from the later nineteenth century.
- I The Hereros is the name of an African tribal group dwelling in South West Africa.
- J The population of the entire continent of Africa at the turn of the twentieth century was significantly less than 100 million people.
- K Traveling around the Cape of Good Hope at the southern tip of Africa was the only shipping route available between Britain and India in the later nineteenth century.
- L When Pakenham wrote his book, there were almost fifty independent African nations.

(3) Choose the best way to complete each of these sentences, which refer to the underlined words in the passage.

1 Here nibbling refers to eating

A constantly.

B in large mouthfuls.

C in small bites.

D rapidly.

E slowly.

2 Here on the brink means that Britain and France were positioned

A at the beginning of a war.

B in the aftermath of a war.

C in the middle of a war.

D near the end of a war.

E on the edge of a war.

3 Here jostling suggests that the theories are

A competing.

B confused.

C consistent.

D incoherent.

E isolating.

4 Here freelance suggests that the promoters of partition were not associated with

A private banks.

B public schools.

C the church.

D the government.

E the stock market.

5 Here groves means groups of

A houses.

B mountains.

C people.

D trees.

E vehicles.

6 Here making mischief means creating

A communication.

B friendship.

C mistakes.

D trade.

E trouble.

7 Here maritime refers to

A geography.

B history.

C the earth.

D the sea.

E the sky.

8 Here ammunition is likely to refer to

A animals.

B bread.

C bullets.

D houses.

E people.

9 Here atrocities refers to acts of

A brutality.

B generosity.

C insanity.

D justice.

E war.

10 Here wells means sources of

A comfort.

B food.

C medicine.

D protection.

E water.

(4) Among the possible motives for the European conquest of Africa, the author DOES NOT include that of

A enhancing national reputation.

B establishing diplomatic advantage.

C expanding markets.

D promoting Christianity.

E providing raw materials.

F reintroducing slavery.

II Read the following passage about the first Japanese woman to win an Olympic medal, and answer the questions below.

The first Olympics to include female participants was the Paris Games of 1900. However, only four sports were judged suitable for women — golf, tennis, sailing, and croquet — and overall there were just 22 female competitors as opposed to 975 males. It was not until the Summer Olympics of 1928 in Amsterdam that women's track and field was permitted. However, there were still only 277 women among the 2,883 participants overall, while the female athletes were [1] to five events: the 100 meters, 800 meters, 100-meters relay, high jump, and discus throw. Even so, there was controversy surrounding the women's 800 meters: a number of competitors failed to finish due to exhaustion, so that the International Olympic Committee concluded that the discipline of middle-distance running was too arduous for the "weaker sex." The 800 meters was thus removed from the program, only to return in the 1960 Summer Olympics in Rome, where the [2] of female athletes taking part was still only just over 11 percent. (At the 2020 Tokyo Olympics it seems set to pass 45 percent.)

The silver medal in the [3] 800-meters competition of 1928 was won by a young Japanese woman, Kinue Hitomi. She was the only female athlete representing her country at Amsterdam, and the first Japanese woman to win an Olympic medal. An all-rounder, Hitomi had initially been entered for the individual 100 meters, high jump, and discus throw. Since last-minute entries were permitted, when she was eliminated in the semi-finals of the 100 meters, she decided to join the 800-meters event, though she had never run this distance at an official competition before. In the final on August 2, she improved her time in the heats of the previous day by almost ten seconds, but was narrowly beaten by the experienced German athlete Lina Radke, though both runners were credited with similar times.

Kinue Hitomi was a talented young woman. Born on January 1, 1907, in the village of Fukuhama, near the southern Japanese city of Okayama, she attended the local elementary school. In April 1920 she entered what is [4] Okayama Sozan Senior High School, where she broke records as a long jumper at the Okayama Prefectural Women's Games. In spring 1924 she moved to Tokyo to enter a new college devoted to women's physical education. This was the Nikaido Gymnastic Academy (now the Japan Women's College of Physical Education), whose founder and principal Tokuyo Nikaido had been trained in Europe and believed that "women's sports should be elegant and feminine, producing healthy mothers." While at the Academy, Hitomi participated in tournaments in both Tokyo and Osaka, often taking first place and setting records in the triple jump, javelin throw, and sprint races, as well as the long jump.

After graduating from the Academy, in April 1926 Hitomi joined the *Osaka Mainichi Shimbun* newspaper, sponsor of the annual Japan Women's Olympics. The paper was delighted when, at the tournament of May 1926, in addition to the long jump Hitomi broke national records in the 100-meters hurdles and shot put. Her first international experience came in August of that year when she was invited to participate as the only Japanese athlete at the 2nd World Women's Games in Gothenburg, Sweden. She traveled alone by the Trans-Siberian Railway to Moscow, where a journalist from the *Osaka Mainichi Shimbun* met her and [5] her to Gothenburg. Once there, she took part in six track-and-field events, setting a new world record in the long jump, and winning in total two gold medals, one silver, and one bronze. A portrait of the smiling Hitomi duly appeared on the front cover of the *Sunday Mainichi* magazine for September 12, 1926.

But Hitomi's experience as a [6] female athlete was not all smiles. Even before she performed in Amsterdam, she had been subject to criticism. Letters had been sent to her family home containing abusive comments such as: "It is a disgrace for a Japanese woman to expose her body to the world in an athletic uniform." Hitomi seems to have responded spiritedly, once writing: "You can insult me personally as much as you like. I will put up with it all. But don't dare point a [7] at the young female athletes who will follow in my footsteps."

Sadly, although she was still to achieve some success both at home and abroad, Hitomi's Amsterdam triumph proved to be the beginning of the [8] of her sporting career. In July of 1930, she was asked to lead five other young female athletes to the 3rd World Women's Games, this time held in Prague, Czechoslovakia. There, despite suffering from a fever throughout, she managed to win gold, silver, and bronze medals. This was followed over the next few weeks by an arduous tour of athletic competitions in Warsaw, Berlin, Brussels, Paris, and London, which exacted a heavy toll on her health. Back in Japan, she

was required to travel all over the country to thank her various sponsors and to speak at many schools and colleges, with little rest in between.

She had clearly overtaxed her strength. In late March 1931, under an assumed name to protect her privacy, Hitomi was admitted to a hospital in Osaka. There she was to die from pneumonia on August 2, at the age of only 24, [9] three years after winning her Olympic medal. Her grave is at Myohoji Temple not far from her birthplace, and there is a commemorative bronze statue with arms raised in triumph at her old high school. But perhaps the main lesson to be learned from her life is that, in Japan as elsewhere, the struggle for female social equality is a long and arduous one where no victory is final.

[Original text based on various sources]

(1) Choose the one way to complete each of these sentences that DOES NOT agree with what is written in the passage.

1 Kinue Hitomi

- A** was born on the first day of 1907 in a village called Fukuhamama.
- B** received her elementary education at Myohoji Temple.
- C** entered a high school in Okayama in the spring of 1920.
- D** participated in the Okayama Prefectural Women's Games while in high school.
- E** moved to Tokyo in 1924 to study at a women's physical education college.

2 Tokuyo Nikaido

- A** had been trained in physical education in Europe.
- B** was the founder of the Nikaido Gymnastic Academy.
- C** was the principal of a new women's physical education college in Tokyo.
- D** believed that a key role of women's sport was to produce healthy mothers.
- E** was disappointed when Hitomi could not graduate from the Academy.

3 The Osaka Mainichi Shimbun

- A** began to employ Hitomi in the spring of 1926.
- B** was the sponsor of the Japan Women's Olympics.
- C** was pleased when Hitomi broke several national records soon after joining the paper.
- D** arranged for one of its reporters to meet Hitomi in Moscow.
- E** published a smiling picture of Hitomi on its back page.

4 During her trip to the 2nd World Women's Games in Sweden, Hitomi

- A** traveled through Russia on the Trans-Siberian Railway.
- B** was one of only five Japanese athletes to compete in the tournament.
- C** competed in six different athletic events.
- D** on four medals altogether, two of them gold.
- E** broke the world record in the women's long jump.

5 During her trip to the Olympic Games in Amsterdam, Hitomi

- A** was the only female Japanese athlete to compete.
- B** lost in the 100-meters final to an even younger German athlete.
- C** participated in the high jump and discus events.
- D** belatedly decided to enter a fourth event.
- E** won the silver medal in the middle-distance running event.

- 6 During her trip to Europe for the 3rd World Women's Games, Hitomi
- A was in charge of five younger Japanese female athletes at Prague.
 - B suffered from a fever throughout the Prague tournament.
 - C won three medals at Prague, one of each kind.
 - D again broke the world record in the women's long jump at Prague.
 - E took part in competitions in five other European cities after the Prague tournament.

7 Kinue Hitomi died

- A on her birthday.
- B from pneumonia.
- C in Osaka but was laid to rest in Okayama Prefecture.
- D after spending over four months in a hospital which she had entered under a name other than her own.
- E at the age of only 24.

8 Regarding the participation of women in the Olympic Games generally,

- A the first tournament where women took part in any sport was the 1900 Paris Games.
- B the first tournament where women took part in track-and-field events was the 1928 Amsterdam Games.
- C the number of female competitors was more than ten times higher in 1928 than in 1900.
- D the percentage of women involved in 1960 was around double that in 1928.
- E the percentage of women involved in 2020 is likely to be around four times higher than in 1960.

(2) Choose the FIVE statements below which AGREE with what is written in the passage.

You must NOT choose more than FIVE statements.

- A Although Hitomi had run the 800 meters at public events many times before, the 1928 Amsterdam Olympics was the first time that she was victorious.
- B Due to exhaustion, none of the runners in the 1928 Olympic women's 800-meters final completed the race apart from the gold and silver medal winners.
- C During the Japan Women's Olympics held in May 1926, Hitomi set national records in three different disciplines.
- D Golf and croquet were the only sports open to women at the first Olympic Games of the twentieth century.
- E Hitomi refused to answer any of the letters that were sent to her home criticizing her lack of success as a female athlete.
- F In the course of her short athletic career, Hitomi was successful not only in a number of track events like the 800 meters, but also in several field events such as the long jump.
- G In the end Hitomi competed in all five track-and-field events open to women at the Amsterdam Olympics of 1928.
- H Like the global tournaments organized by the International Olympic Committee, the Japan Women's Olympics took place every four years.
- I One of the letters received by Hitomi attacked her for revealing her body in public by wearing an athletic uniform.
- J The only commemorative statue of Hitomi is to be found at the Citylight Sports Stadium in the center of the city of Okayama.
- K The women's 800 meters in Amsterdam in 1928 was the only occasion the event took place at the Olympics until after the Second World War.
- L When she returned to Japan following her participation in several competitions in Europe during the summer of 1930, Hitomi gave talks at a series of educational institutions.

(3) Choose the most appropriate item to fill each of the numbered gaps [1] to [9] found in the passage.

- | | | | |
|-------|---------------|-----------------|-------------|
| [1] | A added | B applied | C extended |
| | D removed | E restricted | |
| [2] | A average | B distribution | C number |
| | D proportion | E sum | |
| [3] | A combined | B competitive | C complete |
| | D confusing | E controversial | |
| [4] | A always | B before | C now |
| | D often | E then | |
| [5] | A accompanied | B removed | C reported |
| | D returned | E trained | |
| [6] | A jumping | B pioneering | C premature |
| | D running | E succeeding | |
| [7] | A criticism | B finger | C gun |
| | D javelin | E prejudice | |
| [8] | A beginning | B end | C first |
| | D last | E problem | |
| [9] | A around | B less than | C more than |
| | D not | E precisely | |

GRAMMAR/EXPRESSION SECTION

All answers must be indicated on the MARK SHEET.

III Fill each of the numbered gaps in the following dialogues with phrases from the corresponding list below. Select the one that DOES NOT fit in each case.

Dialogue (1) : At the university library counter

A : Excuse me, I need to find this title on my reading list, but I don't know where to look.

B : Have you [1] the online catalog?

A : No, I'm not sure how to do that. I'm a freshman.

B : Well, just watch while I do it. ... Go to the webpage, ... type in the [2] here, ... and there you are!

A : So, the book *is* here in the library.

B : [3] , it's not here in the main building. It's at the library on the other campus.

A : Does that mean I have to go there to read it?

B : No, it's much easier. You can order the book now, and collect it here tomorrow. It doesn't cost a penny!

- | | | | | | | |
|-------|---|---------------|---|-----------|---|----------|
| [1] | A | checked | B | consulted | C | read |
| | D | searched | E | tried | | |
| [2] | A | address | B | author | C | details |
| | D | key words | E | title | | |
| [3] | A | Actually | B | In fact | C | Moreover |
| | D | Unfortunately | E | well, no | | |

Dialogue (2) : At the university co-op

A : [1] . How can I help?

B : The shopping catalog here has this laptop at under 100,000 yen. Is it still available?

A : Just let me check. ... Yes, there are still plenty left.

B : Is it possible to get it with an English-language operating system pre-installed?

A : Yes, that's fine, though it may delay delivery by [2] days.

B : And is it possible to increase the memory?

A : I'm afraid not. Both the available slots are full to capacity.

B : I see. Well, I'll order it anyway, as it's [3] cheap.

- | | | | | | | |
|-------|---|---------------------|---|---------------------------|---|---------------|
| [1] | A | Good morning | B | Hello | C | Hi |
| | D | Pleased to meet you | E | Sorry to keep you waiting | | |
| [2] | A | a couple of | B | a few | C | more than one |
| | D | several | E | two or three | | |
| [3] | A | extremely | B | more | C | really |
| | D | so | E | very | | |

Dialogue (3) : At the university gym

A : Sorry, I'm new. Could you [1] where the weight-training room is?

B : It's right over there.

A : Oh, [2] !

B : Are you a member of one of the university sports clubs?

A : No, I just want to lose some weight and get in shape.

B : OK. Can I see your student card?

A : Actually, I forgot to bring it today.

B : Well, I'm afraid we can't let you in without your ID. And you will need to [3] a health check before you can use any of the gym facilities.

- | | | | | | | |
|-------|---|------------------|---|--------------------|---|-------------|
| [1] | A | explain | B | inform | C | let me know |
| | D | show me | E | tell me | | |
| [2] | A | how stupid of me | B | I get it | C | I see |
| | D | no | E | that's where it is | | |
| [3] | A | have | B | pass | C | produce |
| | D | take | E | undergo | | |

WRITING SECTION

All answers must be written clearly within the boxes provided on the ANSWER SHEET.

IV Read the following passage and briefly summarize the main points in JAPANESE.

Vaccines are one of the most important measures of preventative medicine to protect the population from infectious diseases. They have contributed to decreasing rates of common childhood illnesses and, in certain cases, have even wiped out some diseases that were common in years past, such as smallpox, and have nearly eliminated malaria and polio. In fact, according to the World Health Organization's Polio Global Eradication Initiative, the inactivated polio vaccine (IPV) will be used as the main weapon for the elimination of poliovirus in the next decade.

However, there has been a recent rise in anti-vaccination sentiments, based on beliefs that vaccines cause more harm than benefits to the health of the children who receive them. The anti-vaccination movement can also be attributed to the demonization of vaccinations by news and entertainment outlets. People such as Jenny McCarthy have proven to be influential, by pretending to be health experts, introducing fear and distrust into parents' minds. Social media influencers and television talk show hosts, such as Oprah Winfrey, have played a big role in this miseducation by giving credibility to the campaign. This has caused vaccination rates to suffer a surprising drop in some Western countries. The decrease in vaccinations has led to recent outbreaks of diseases that were thought to have been eliminated, such as measles. Still, other reasons for the anti-vaccination movement derive from personal factors, such as religious beliefs.

A drop in immunizations poses a threat to the herd (or collective) immunity that the medical world has worked so hard to achieve. Global communities are now more connected than ever, which translates to a higher probability of the transmission of diseases. The only thing that can protect populations against a rapidly spreading disease is the resistance created by herd immunity, when the majority are protected by vaccinations. Given the highly contagious nature of diseases like measles, vaccination rates of 96% to 99% are necessary to preserve herd immunity and prevent future outbreaks.

[Adapted from Azhar Hussain et al., "The Anti-vaccination Movement: A Regression in Modern Medicine," *Cureus* (2018) 10:7]

V "Wearing a protective helmet while cycling should be made compulsory in Japan for both children and adults." Write a paragraph IN ENGLISH explaining whether you agree or disagree with this statement. (You may also express an opinion partly agreeing and partly disagreeing.) You should offer at least one reason and/or example to support your view.

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