

2020 年度 明治大学

【政治経済学部】

解答時間 60分

配点 150点

い



## 英 語 問 題

はじめに、これを読むこと。

(注意事項)

1. この問題用紙は〔Ⅰ〕から〔Ⅲ〕まで14ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し確認すること。
3. 解答用紙の所定の欄に氏名を記入すること。
4. 解答はすべて解答用紙の所定の欄にマークするか、または所定の欄に記入すること。
5. 解答は必ず鉛筆またはシャープペンシル(いずれも HB の黒)で記入すること。
6. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
7. 解答用紙は、絶対に汚したり折り曲げたりしないこと。また、所定以外のところには絶対に記入しないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は持ちかえらないこと。
10. この問題用紙は必ず持ちかえること。
11. 試験時間は60分である。
12. 解答をマークする場合の注意。

(マーク記入例)

良い例	悪い例
	





[ I ] 以下の英文を読んで、1～7の問いに答えなさい。

After being chosen as the U.S. candidate city to host the 2024 Summer Olympic Games, the mayor of Boston announced that he would not support Boston's candidacy. Washington, D.C., San Francisco and Los Angeles — the other cities who competed to represent the United States — are understandably frustrated. But really, the mayor's position makes sense.

The Summer Olympics are one of the biggest spectacles in the world, and come with a high price tag. Hosting the Games demands major urban infrastructure investment, new or expensively upgraded sporting locations, and housing for 10,000 athletes (plus thousands of spectators). As the German economist Holger Preuss has shown, this spending cancels out other forms of public investment, such as education and social welfare, that may better serve the long-term needs of citizens.

During the years of construction, thousands of people are displaced or dislocated. By some estimates, the staging of the last 20 Olympic games <sup>(a)</sup> displaced 20 million people. At least 750,000 people were displaced by the Seoul Games, when the government cleared low-income areas for stadiums. Thirty thousand — predominantly African Americans — were forced to move during the <sub>(b)</sub> Atlanta Games, to make way for sporting locations; 1.25 million people lost their homes during the Beijing Games.

All of this comes at a tremendous cost for the host city. The 2012 London games cost the organizers \$14.6 billion, with more than \$4.4 billion from British taxpayers. The 2016 Games, in Rio, were projected to run to \$2.3 billion. But already, that figure has [ 1 ] to \$12 billion.

① Though Olympic supporters say the Summer Games allow a city to showcase itself to a global audience, only two Games, both in Los Angeles, have ever made a real profit. They managed to do so by using existing facilities and commercializing the Games to an extent that the International Olympic

Committee (IOC) is unlikely to [ 2 ] again.

These soaring costs are a central part of the city selection process. The <sup>(c)</sup>game of the Games is unfairly managed, with the IOC bearing no cost but <sup>(x)</sup>reaping great profits. The competition is designed to force cities to bid higher and higher, proposing overly advanced projects that they might not even need. Because of the mounting price tag, the vast majority of countries could never afford to host the Games.

② We should build the Summer Olympics a permanent home. Instead of investing billions of dollars for a new Olympic city every four years, we could create a permanent one, with sporting facilities and athlete housing. Though any city would work, I'd prefer [ Y ]. This way, we'd avoid the disruption and social dislocation and eliminate the often-massive costs to citizens in the host cities. It would also serve our sportsmen and sportswomen. Younger athletes, especially from the less wealthy parts of the world, could practice there for years. The site could become an international convention center of sorts, serving as a gathering hub for arts and culture as well as sports.

③ We could carefully select architects and designers who specialize in sustainability and new styles of architecture that automatically adapt to the environment. These ultra-modern [ 3 ] buildings could offer a model of sustainable urbanism to a wider world. The same site would also standardize the sporting element, providing a stable setting and climate against which to evaluate athletic performances over time.

The IOC, which profits off the games, should facilitate and fund this project. The initial cost of \$100 billion could be offset against bonds or loans on the basis of future media revenues. As one of the biggest events on the planet, it would not be difficult to generate funds to cover the initial construction and operating costs.

④ It would mean no renewal of the Barcelona waterfront and no redevelopment of Home Bush Bay in Sydney. But for every Barcelona and

Sydney there is also an Atlanta and Beijing where [ 4 ] were displaced and further socially isolated. The only cities that can afford to host the Olympic Games are places with already booming tourist industries and low unemployment rates. Denying these cities the chance to host the Olympics will not hurt their prospects for tourism and new jobs.<sup>(d)</sup>

The very recent Greek economic crisis provides an opportunity. The Greeks owe around \$271 billion to all official lenders. The government in Athens has agreed to transfer state assets of \$80 billion to an independent fund. How about selling a permanent site in Greece for the Summer Olympics? An uninhabited island would be ideal, not too far from the coast and accessible by ferries as well as planes.

⑤ The sale would allow an international zone to be created and would provide desperately needed revenue to Greece. Having a permanent site for the summer Olympics would also return the Games to their historic birthplace, and eliminate the financial [ 5 ] of cities overbidding for the Summer Olympics, leaving themselves with debts and underused infrastructure.

Providing a permanent home for the Summer Games is, I believe, more appealing to the Greeks than selling off islands to rich Germans. And they've done it before.<sup>(e)</sup> The original Olympic Games were held in Olympia, Greece for 800 years. Changing the site every four years is a modern phenomenon used to spread support in the early stages of the modern Olympic movement. Why not return the Games to their real roots?

1. 下線部 ( a ) ~ ( e ) の語と最も意味が近い語句を, それぞれ ( 1 ) ~ ( 4 ) から 1 つずつ選び, その番号をマークしなさい。

(a) displaced

- |             |              |
|-------------|--------------|
| (1) rebuilt | (2) rejected |
| (3) removed | (4) rewarded |

(b) predominantly

- |              |                |
|--------------|----------------|
| (1) many of  | (2) mostly     |
| (3) powerful | (4) previously |

(c) soaring

- |                |             |
|----------------|-------------|
| (1) decreasing | (2) hurting |
| (3) rising     | (4) staying |

(d) booming

- |               |                |
|---------------|----------------|
| (1) declining | (2) famous     |
| (3) poor      | (4) succeeding |

(e) appealing

- |                |                |
|----------------|----------------|
| (1) attractive | (2) calling    |
| (3) repulsive  | (4) tolerating |

2. [ 1 ] ~ [ 5 ] に入る語句として最も適切なものを, それぞれ ( 1 ) ~ ( 4 ) から 1 つずつ選び, その番号をマークしなさい。

[ 1 ] (1) been adapted (2) been kept

(3) fallen (4) climbed

[ 2 ] (1) accept (2) cost

(3) deny (4) reject

[ 3 ] (1) black (2) blue

(3) green (4) red

[ 4 ] (1) the Olympic protesters (2) the Olympic supporters

(3) the poor (4) the rich

[ 5 ] (1) illegality (2) irresponsibility

(3) strength (4) unlikeliness

3. 以下の文を挿入するのに最も適切な箇所を  ① ~  ⑤ から1つ  
選び、その番号をマークしなさい。

We need a new model, and I think the solution is obvious.

4. 下線部 ( X ) が意味する具体的な内容を、日本語で説明しなさい。
5. [ Y ] の中に入る言葉として最も適切なものを以下の (1) ~ (7) から1つ  
選び、その番号をマークしなさい。
- (1) a big island with many resort hotels
  - (2) a city where the headquarters of the IOC are located
  - (3) an island inhabited by Germans
  - (4) an island close to major cities
  - (5) a small island with few residents
  - (6) Athens, the capital city of Greece
  - (7) a town with rich historical heritage



6. Which of the following statements are true or false according to the author?

Choose T for true and F for false.

- (1) Making a permanent space for the Summer Olympic Games would hurt tourism and jobs in some cities.
- (2) The Olympic Games make life difficult for many people who live in the host cities.
- (3) The Olympic Games have never had a permanent location.
- (4) The IOC has a fair system for selecting the cities that host the Olympic Games.
- (5) A permanent Summer Olympics space would not only be used for Olympic events.
- (6) The mayor of Boston was right to not support Boston hosting the Olympic Games.
- (7) It would be best to host the Olympic Games in the same large city every year.
- (8) The IOC will encourage host cities to commercialize their Olympic Games even more heavily in the future.

7. What would be the best title for this essay? Mark the number.

- (1) A Brief History of the Olympic Games and the IOC
- (2) Several Ideas for Hosting the Olympic Games
- (3) The Case for Building a Permanent Olympic Games Location
- (4) The Dark Side of Hosting the Olympic Games
- (5) How to Cut Costs and Increase Revenue for the Olympic Games

〔Ⅱ〕 以下の英文を読んで、1～6の問いに答えなさい。

Should parents be worried when their kids start to deceive them? Most of us would probably say yes. We believe honesty is an important value, and we try to encourage this belief in our children. Classic morality tales like \**“The Boy Who Cried Wolf”* and \*\**“Pinocchio”* teach the dangers of dishonesty. Children who lie a lot are often seen as developmentally abnormal and likely to have trouble later in life.

However, research suggests the opposite is true. Lying is not only normal; it's also a sign of intelligence. Kids discover lying as early as age two, studies have found. In one experiment, children were asked not to look at a toy hidden behind them while the researcher left the room. Minutes later, the researcher returned and asked the child if he or she looked. This experiment, designed by the developmental psychologist Michael Lewis in the 1980s and performed on hundreds of kids, has yielded two consistent findings. The first is that a vast majority of children will look at the toy within seconds of being (ア) alone. The other is that a significant number of them lie about it. At least a third of two-year-olds, half of three-year-olds and over 80 percent of children four and older will deny that they lied, regardless (あ) their gender, race or family's religion.

Children are also remarkably good (い) lying. In a series of additional studies based on the same experimental model, a range of adults, such as social workers, primary-school teachers, police officers and judges, were shown video of kids who were either lying or telling the truth about having done something wrong, with the aim of seeing who could spot the liars. Astonishingly, none of the adults (not even the kids' parents) could consistently detect the lies.

Why do some children start lying at an earlier age than others? What (イ) them from their more honest peers? The short answer is that they are smarter. Professor Lewis has found that [ X ].

Other research has shown that the children who lie have better “executive functioning skills”, which are abilities that allow us to control our feelings and remain focused on a task. Such children also have a heightened ability to see the world through other people’s eyes, which is a key indicator of mental development ( ヲ ) as “theory of mind”. Young liars are even more socially skilled and well adjusted, according ( ヱ ) recent studies of preschoolers.

The psychologist Kang Lee, who has been researching deception in children for more than two decades, likes to tell parents that if they discover their child lying at age two or three, they should celebrate. But if your child is lagging behind, don’t worry: You can speed up the process. Training children ( エ ) executive functioning skills and engaging them in activities based on theory of mind using a variety of interactive games and role-playing exercises can turn truth-tellers into liars within weeks, Professor Lee has found. And teaching kids to lie improves their scores on tests of executive functioning and theory of mind. Lying, ( A ), is good for your brain. For parents, the findings present something of a paradox. We want our children to be clever enough to lie but morally hesitant to do so. How can we get our children to be honest?

( B ), carrots work better than sticks. Harsh punishments do little to deter lying, and may even be counterproductive. In one study, Professor Lee and the developmental psychologist Victoria Talwar compared the truth-telling behaviors of West African preschoolers from two schools. One school used highly punitive measures such as physical punishment to discipline students. Another school favored milder methods like verbal reprimands and trips to the principal’s office. Students at the harsher school were not only more likely to lie but also far better at it. Witnessing others being praised for honesty, and positive appeals for the truth — for example, “If you tell the truth, I will be really pleased with you” — promotes honest behavior. So does a simple promise.

Multiple studies have shown that children as old as sixteen are less likely to lie about their misdeeds after ( コ ) to tell the truth. The psychologist

Angela Evans has also found that children are less likely to look at the toy while the researcher is out of the room if they promise not to. Curiously, this works even with children who don't know the meaning of the word "promise". Merely saying, "I will tell the truth", works. By the end of infancy children already understand the importance of verbal commitments.

As for those childhood morality tales, you might want to skip the more ominous ones. Professor Lee and others have found that reading stories to children about the perils of deceit, such as "The Boy Who Cried Wolf" and "Pinocchio," fails to discourage them from lying. Reading them the story of \*\*\*George Washington and the cherry tree, ( C ), in which truthfulness is met with approval, does reduce lying to a modest degree. The key to fostering honest behavior, Professor Lee and his colleagues argue, is positive messaging and emphasizing the benefits of honesty rather than the drawbacks of deception.

\*"The Boy Who Cried Wolf" オオカミ少年

\*\*\*"Pinocchio" ピノキオ

\*\*\*\*George Washington and the cherry tree ジョージ・ワシントンの「桜の樹」の言い伝え。子供のとき桜の木を切ってしまったことを父親に正直に話したら、かえって褒められたという話。

1. (あ)～(え)に適切な語を入れたい。それぞれ次の(1)～(8)から1つずつ選び、その番号をマークしなさい。同じものを複数回用いてもよい。

- |           |             |        |             |
|-----------|-------------|--------|-------------|
| (1) above | (2) at      | (3) in | (4) of      |
| (5) over  | (6) through | (7) to | (8) without |

2. (ア)～(エ)に入れるのに適切な語を、次から選び、必要な場合には適切な形に変えて、解答欄に記入しなさい。

leave / know / promise / separate

3. 第四段落の [ X ] に、「おもちゃを見たことについて嘘をつく幼児は、そうでない幼児よりも言語性 I Q が高い」という英文を入れたい。次の語群を並び替えて適切な英文を作る場合、4番目と6番目に来る語句の番号をそれぞれマークしなさい。

- |             |                        |                  |
|-------------|------------------------|------------------|
| 1. have     | 2. higher verbal I.Q.s | 3. looking at    |
| 4. than     | 5. the toy             | 6. those         |
| 7. toddlers | 8. who don't           | 9. who lie about |

4. (A)～(C)に入れるのに最も適切な語句を次の(1)～(3)から選び、その番号をマークしなさい。ただし、文頭に来る語も語頭の文字は小文字にしてある。

- (1) in general                      (2) in other words                      (3) on the other hand

5. 下線部 ( Y ) について、a paradox の内容をわかりやすく日本語で書きなさい。

6. 以下の(1)～(8)の英文について、本文の内容に合致している場合にはTを、合致していない場合にはFを、それぞれマークしなさい。

- (1) Children who lie a lot will likely have difficulty later in life.
- (2) Younger children tend to lie more frequently than older children.
- (3) Parents are usually able to tell whether their children are lying or not.
- (4) Adults should encourage honesty in children rather than punish dishonesty.
- (5) Children who lie at an early age have weaker executive functioning skills than children who do not.
- (6) “Theory of mind” refers to the ability to understand another person’s point of view.
- (7) Two- and three-year-old children should be praised if they never lie.
- (8) The story of George Washington can help prevent lying more than “The Boy Who Cried Wolf.”

[ III ] The following is from the film *Tuesdays with Morrie*. It is divided into two sections: Background and Dialogue.

For each of questions (1) to (15) choose the ONE correct answer from A. to D. that fits the blanks in the Background and Dialogue.

### Background

Mitch, a sports journalist, has not seen his old professor Morrie for many years, although they used to have a very close relationship. Mitch has become extremely busy and unable to slow down enough to really enjoy his life and personal relationships. Having recently heard that Morrie is dying, he has come to see him. While Morrie is \_\_\_\_\_ is dying, we sense that it is he who is (1) happy, and that Mitch has lost his sense of what is important in life. In this reunion between the two old friends, Morrie senses immediately that he has one last "lesson" to share with his student: to treasure life and people. He begins this lesson with a series of questions, all of which Mitch seems a little uncomfortable (2) \_\_\_\_\_. Morrie begins very directly, (3) \_\_\_\_\_ Mitch is happy.

### Dialogue

Morrie: Are you happy in Detroit?

Mitch: Yeah. Best town to be in for a sports writer. Football, basketball, baseball, hockey, you name it.

Morrie: Are you giving to your community?

Mitch: H... They're nuts for sports. You know, that's \_\_\_\_\_ every day in my column. (4)

Morrie: [*He laughs a little.*] Are you \_\_\_\_\_ with yourself? (5)

Mitch: I... I \_\_\_\_\_ (6)

Morrie: Uh-huh. \_\_\_\_\_ the music? \_\_\_\_\_ your passion, to be a  
(7) (8)  
great pianist?

Mitch: Yeah. Yeah, I tried, then I grew up.

Morrie: You grew up, huh? \_\_\_\_\_, with kids?  
(9)

Mitch: Uh, no.

Morrie: You \_\_\_\_\_ to share your heart with, huh?  
(10)

Mitch: No. Yes, I have. \_\_\_\_\_  
(11)

Morrie: Oh. Not enough to \_\_\_\_\_?  
(12)

Mitch: Uh, no. Well, y-yes. \_\_\_\_\_, you know, someday. But, uh, just  
(13)  
when we're both ready.

Morrie: When you're both ready? Has she got a name?

Mitch: Janine.

Morrie: Janine? That's a very beautiful name. So Janine shares this "when  
we're both ready" thing with you?

Mitch: No.

Morrie: [*laughing*] I can see, Mitch, that we're going to have \_\_\_\_\_  
(14)

(15) \_\_\_\_\_

- |                        |                          |
|------------------------|--------------------------|
| (1) A. because he      | B. he which              |
| C. that he             | D. the one who           |
| (2) A. by              | B. from                  |
| C. to                  | D. with                  |
| (3) A. asking if       | B. asking that           |
| C. to ask that         | D. why not               |
| (4) A. because I write | B. because of my writing |
| C. what I give them    | D. what I have written   |
| (5) A. at peace        | B. for peace             |
| C. of peace            | D. peacefully            |



- (6) A. am no complaint  
C. can't complain
- (7) A. Are you listening to  
C. What happened to
- (8) A. Are you hoping  
C. That will be
- (9) A. Are you married  
C. Do you marry
- (10) A. don't find the person  
C. haven't found anybody
- (11) A. Definitely will  
C. I must have
- (12) A. be in marriage  
C. marriage
- (13) A. I do mean  
C. My mean
- (14) A. a great deal  
C. everything
- (15) A. for talking  
C. to talk
- B. am not being complained about  
D. did not complain
- B. Isn't there  
D. Why don't you listen to
- B. Do you want  
D. Wasn't that
- B. Are you marrying  
D. Do you want to marry
- B. don't have the person  
D. haven't the person
- B. I definitely have  
D. I want to have
- B. get married  
D. marrying
- B. I mean  
D. My meaning
- B. a great many  
D. large things
- B. for talking about  
D. to talk about





