

英 語

注 意

1. 問題は全部で14ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶすこと。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

I 次の文章を読んで、コミュニケーション学が抱える recognition problem とは何かについて、90字以内(句読点を含む)の日本語でまとめてください。解答用紙(その2)を使ってください。

Despite the centrality of communication among human behaviors, the long history of communication study in Western civilization, and the vitality of communication research today, the discipline faces a continuing struggle for recognition as a legitimate academic pursuit separate from other disciplines.

This recognition problem is due in part to the fact that, although communication has been studied and taught for 2,500 years, the focus of communication study has shifted and its name has changed over time. From the time of the ancient Greeks until the eighteenth century, the study of communication focused primarily on the art of persuading others through speech and was called *rhetoric*. During the nineteenth century, Europeans and Americans sought to build their ability to speak gracefully and effectively by studying what they called *elocution*, emphasizing voice, diction, and gesture. In the early twentieth century, teachers of public speaking sought to distinguish their discipline from English by focusing on spoken communication and by calling their discipline *speech*. The word *communication*, as we understand and use it today, was introduced into English vocabulary by John Locke in 1690, but the use of this term to name the discipline did not become common until about 1960. Thus, we can understand why communication is perceived by some as a new discipline, one that has yet to delineate clearly its subject matter and boundaries.

II Write an essay of not more than 60 words in English in which you answer the following question and give reasons to support your answer: How would you deal with an international student who appears entirely negative about Japan? 解答用紙(その2)を使ってください。なお、句読点は語数に含まれません。

Ⅲ 次の3つのパラグラフ(A～C)を読んで、下記の設問の答えとして最も適切なものをそれぞれ[a]～[c]の中から1つ選び、解答用紙(その1)にマークしてください。

A. According to the authoritative Modern Language Association, plagiarism is “a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own.”

Although plagiarism among high school and college students is not new, some educators say students today are more likely to plagiarize because of the Internet. “Kids have always plagiarized, but the Web has made it a lot easier. It’s given them an enormous resource for finding materials that they don’t think their teachers can verify as not their own,” says Joyce Valenza, a librarian at a high school in Philadelphia. Likewise, Debra Humphreys, vice president of the Association of American Colleges and Universities, says, “Academic honesty is the cornerstone of college learning and liberal education and, indeed, is a continuing problem that colleges face. Our members are facing different challenges than in the past as a result of the Internet.”

1. What is the main theme of this passage?

[a] How serious the educational institutions are in defining plagiarism.

[b] College students are academically more honest than high school kids.

[c] The Internet has made plagiarism easier to commit, but harder to detect.

2. Which of the following statements is supported by the passage?

[a] Plagiarism is like committing literary theft.

[b] Teachers are completely hopeless when it comes to detecting plagiarism.

[c] Students' ethical standards today are lower than before.

B. By 2050, 83.7 million Americans will be 65 or older, compared with 43.1 million in 2012, according to a Census Bureau report. The report said the graying of the country would occur even as the population was projected to grow 27 percent — to 400 million in 2050 from about 314 million — and as minorities were expected to eclipse the non-Hispanic white population. “International migration of people 18 to 64 has helped keep the nation younger, and that trend is expected to continue,” said Jennifer M. Ortman, an author of the study. In addition to the large number of baby boomers, Americans born from mid-1946 to mid-1964, who are now entering or approaching retirement, other factors contributing to the country’s aging include fewer people dying from smoking-related illnesses, the Census Bureau said. The report said the United States would be among a number of nations with a large share of their populations older than 65, including Japan, Germany, and Italy.

1. What can be concluded from this passage?

[a] The percentage of Americans 65 or older is expected to be nearly 20% of the total population by the middle of the century.

[b] The percentage of Americans 65 or older is expected to be exactly 27% of the total population by the middle of the century.

[c] The percentage of Americans 65 or older is expected to be roughly 30% of the total population by the middle of the century.

2. Which of the following is contributing to the aging of the United States of America?

[a] The continuing trend of international migration of people 18 to 64.

[b] The decline in mortality rate due to a health-conscious lifestyle.

[c] The expected surpassing of non-Hispanic white population by minorities.

C. Although we all know a proverb when we hear one, it is difficult to define the term precisely. One of the best definitions is: a short, pithy, epigrammatic statement that sets forth a general, well-known truth. When viewed as part of a communicative act, they are vehicles for sending messages about the values, norms, and customs of a people. They serve as witnesses to the social, political, ethical, and religious patterns of thinking and behaving of a culture group.

Proverbs are characterized by a touch of the fanciful in their unique turn of phrase, unusual use of a word, or perhaps a specific rhythm. Many are paradoxical, or antithetical, while others are strongly metaphorical. In the educational setting, we are concerned with how to use proverbs to get at underlying cultural assumptions. We can examine proverbs for their exaggeration of attitudes commonly held by a cultural group. Hyperbole, personification, and alliteration are common attributes of proverbs that give us an unforgettable phrase or kernel of thought. Each proverbial statement has a quality of permanence in the culture and recurs in its folklore.

1. What would be a good title for this passage?

[a] Exploring the Origin of Proverbs.

[b] Proverbs: Misleading Information about Culture.

[c] Describing Cultures through Their Proverbs.

2. Which of the following sentences is supported by the passage?
- [a] Since some proverbs contain exaggerated expressions, we need to be careful about using them, especially in educational settings.
 - [b] Since proverbs usually express values widely accepted by a culture group, we can explore cultural assumptions by examining them.
 - [c] Since many proverbs are perpetuated by being repeatedly stated in daily conversation and the folklore, they seldom have antithetical versions.

IV 次の文章を読んで、下記の文(1～10)が本文の内容と合致している場合には T、合致していない場合には F として、解答用紙(その1)にマークしてください。

This year is the 50th anniversary of the Civil Rights Act, which among other things prohibits the use of race in deciding whom to hire, fire, promote, or place in the best and worst jobs. While the overt discrimination of 1964 is now rare, a more subtle form of bias is emerging: Both public and private employers increasingly treat race not as a hindrance, but as a qualification.

“Racial realism” is a practice that matches racial backgrounds of those who provide services and those who receive them. Nowadays, it is common in many sectors. Hospitals racially match physicians and patients to improve health care. School districts place minority teachers in schools with large numbers of minority students because they supposedly understand their learning styles better and serve as racial role models. Police departments try to reduce crime and police brutality by racially matching officers and neighborhoods. Film producers manipulate audience reactions by displaying the right races in the right roles.

Such practices are legally dubious. The Supreme Court’s 1986 decision in *Wygant v. Jackson Board of Education* held that hiring and placing teachers to be racial role models was discrimination. In 1999, the Eleventh Circuit Court considered a telemarketing firm that matched employees’ races with those of the customers they called, and ruled that the company’s belief that this produced better responses was based on a stereotype and was “clearly” discrimination. Also, the Seventh Circuit rejected Chicago’s contention that minority firefighters were needed for credibility and cooperation in minority neighborhoods; separately, it ruled that hiring black counselors to deal with black disadvantaged youths was illegal because it catered to discrimination by clients and their parents.

There are only two areas where courts have authorized racial realism. Some courts have argued that law enforcement creates a compelling interest — “operational needs” — in communication and legitimacy with nonwhites, justifying racial realism in the hiring and placement of police officers. And there have been some exceptions made for artistic license: In 2012, a Tennessee district court, in a case regarding the reality show “The Bachelor,” stated that casting only whites in the lead roles was expression, akin to speech, and protected by the First Amendment.

Not only is racial realism legally unjustified, but it often hurts the people who, in the short term, would seem to benefit from it. In jobs where part of an employee’s salary is based on sales volume, assigning nonwhites to nonwhite market sectors — which tend to be lower income — can mean significantly smaller paychecks. In 2008, Walgreens agreed to pay \$24 million to black managers who objected to being placed in black neighborhoods, which typically had lower sales and thus lower compensation.

Nevertheless, racial realism is too widely used to stamp out completely. And so rather than trying to end racial realism, we need to make sure that it doesn’t block opportunities for minorities. For one thing, we could require more transparency and verification. If employers think race is a legitimate qualification for a job, they must rely on evidence, not stereotypes. And in cases where racial-realist hiring and placement is justified, there should be opt-outs and time limits.

The United States has changed significantly since the Civil Rights Act. But we Americans are still a long way from the day when race no longer plays a role in society. Racial realism may be unavoidable for the time being, but we must still be wary of its excesses, lest it lead us back down the road toward racial discrimination.

1. In recent years, there is less obvious discrimination than before the enactment of the Civil Rights Act half a century ago.
2. A hiring and placing practice that matches the races of service providers and service receivers is called "racial realism."
3. The Supreme Court's 1986 decision showed its support for the hiring practice that matched the races of teachers and students in the belief that students would benefit from having racial role models.
4. American courts generally believe that racial realism involves a stereotype and thus is discrimination.
5. There are two exceptional areas where American courts find racial realism legally legitimate: policing and artistic licensing.
6. The decision made by a Tennessee district court in 2012 indicated that casting only whites in the main roles in the show was lawful from the perspective of freedom of expression.
7. Racial realism is likely to increase the salary levels of nonwhite salespersons due to lower sales in nonwhite neighborhoods.
8. In order to prevent racial realism from becoming an obstacle for minorities, we should demand clear evidence that justifies its use.
9. Racial realism not only increases job opportunities for nonwhite employees, but also benefits employers in many different sectors.
10. The article concludes that racial realism helps us recognize the important role of race in our society and that we should keep it if at all possible.

V

次の文章を読んで、下記の設問の答えとして最も適当なものをそれぞれ〔a〕～〔c〕の中から1つ選び、解答用紙(その1)にマークしてください。

Not too long ago, kids with glasses were the odd ones out, favorite targets of school bullies. But glasses-wearing students are increasingly becoming the norm, with as many as one in four children needing corrective lenses, according to recent studies.

A National Institutes of Health study published in 2009 showed that myopia prevalence in the United States increased by 66 percent between the early 1970s and the early 2000s. The researchers found that 41 percent of the sample had myopia, or nearsightedness, as compared to 25 percent three decades earlier. While myopia of all levels registered an increase, the data showed that severe myopia was twice as prevalent among younger adults (ages 20 to 39) as among the elderly.

The 2009 study is hardly the first to suggest that an increase in years of formal education and access to technology across society may account for higher myopia rates in recent years. Eye doctors have cautioned that close-up activities like reading and using computers, tablets, and smartphones interfere with normal blinking and put a strain on the eyes.

Kathryn Rose, a researcher of visual disorders at the University of Sydney's college of health sciences, recently concluded that spending too much time indoors also has a huge impact on eyesight deterioration. Rose said in a CNN interview that she was not sure how time spent using digital media relates to myopia progress, but that outdoor light has been shown to have a positive effect on vision. However, both the level of light and the duration of exposure to outdoor light must reach a certain threshold to have a preventive effect, according to one of her studies.

Dr. Maria Liu, head of the Myopia Control Clinic, which opened last year at the University of California, Berkeley, explained that prevention and

treatment success depend on early detection. Children under 10 are the most susceptible to eye damage from prolonged use of visual media, according to the myopia specialist. “The eyeballs are very adaptive while they are developing,” Liu told me. “If we impose a lot of near work on the eyes as they are developing, the eyes will interpret nearsightedness as being the normal state.” Computers, tablets, and video games require specialized motor skills that young eyes have yet to develop. Mature, completely formed eyes have a better ability to cope with the visual stress from such devices. “The earlier the onset of myopia, the later it tends to stabilize (once the growth process is complete), and the faster the progression,” Liu said.

Although myopia rates are relatively low in agricultural regions and nations, the difference is most likely associated with academic work and near work demands, and has less to do with outdoor light intensity. “The higher the academic stress, the higher the prevalence and the earlier the onset of myopia,” Liu said, noting there are differences even between school districts in the same city. “If spending a certain amount of time outdoors had a significant effect on myopia, we should see prevalence rates vary geographically based on light intensity,” she said.

“When myopia debuts early, it has time to develop into something more severe,” Liu explained. In pathological myopia, which is still relatively rare, excessive stress on the eyeball significantly increases the risk for retinal detachment, abnormal blood vessel growth, and other complications, which can lead to irreversible vision loss.

Although modern lifestyle makes it harder to fight the disorder, there is something parents can do to prevent its early onset. “Increasing outdoor activities is a very strong protective factor for myopia,” Liu said. “Whether it is because the light intensity is stronger or because we do less close-up work, it has been shown consistently that outdoor activity is very protective and tends to slow the rate of progression.”

1. What is myopia?
 - [a] It is a vision condition in which nearby objects are clear, but distant objects appear blurred.
 - [b] It is a vision condition in which nearby objects appear blurred, but distant objects are clear.
 - [c] It is a vision condition in which both nearby and distant objects are clear.

2. Which of the following statements is NOT true with regard to the findings of the study by National Institutes of Health published in 2009?
 - [a] The number of people with myopia had increased by 66 percent in about 30 years since the early 1970s.
 - [b] There were twice as many patients with advanced myopia among elderly people as among younger people.
 - [c] People who spend more years in school and have more access to higher technologies are likely to develop myopia.

3. Why do eye doctors think that close-up activities such as reading are bad for the eyes?
 - [a] Because they interfere with producing enough tears.
 - [b] Because they make the eyes tired.
 - [c] Because they lead to a serious headache.

4. Which of the following is confirmed by Kathryn Rose's studies about how to prevent myopia progress?
 - [a] We should avoid spending too much time using digital media.
 - [b] Indoor lighting has a negative effect on vision.
 - [c] We should spend enough time out in the bright sun.

5. How are children's eyes and adults' eyes different in their susceptibility to myopia?

[a] Children's eyes are flexible and tend to develop taking nearsightedness as being normal whereas adults' eyes are stable and better handle stress from near work.

[b] Children's eyes are flexible and can better handle stress from near work whereas adults' eyes are weak and tend to take nearsightedness as being normal.

[c] Children's eyes are inflexible and fail to take nearsightedness as being normal whereas adults' eyes are mature and can easily adjust themselves to stress from near work.

6. Which of the following is consistent with what Dr. Liu says about myopia rates in the passage?

[a] Myopia rates mainly depend on how much academic work is imposed on children because we can see differences in myopia rates even between school districts in the same city.

[b] Myopia rates mainly depend on outdoor light intensity because myopia rates are relatively low in agricultural regions and nations.

[c] Myopia rates mainly depend on geographical factors because myopia rates vary from region to region and from nation to nation.

7. Why can myopia in children be dangerous?

[a] Because it has enough time to turn into serious diseases resulting in vision loss.

[b] Because it may turn into serious diseases in a short time resulting in vision loss.

[c] Because it has a long time to turn into serious diseases in various parts of children's bodies.

8. What is the reason the passage recommends that parents should increase outdoor activities for children to prevent myopia?

[a] It is that outdoor activities simply increase light intensity for children.

[b] It is that outdoor activities simply reduce the amount of time for children to do near work.

[c] It is that regardless of cause, outdoor activities have been shown to be preventive against myopia.

VI 次の文章の(1~10)の空所に入れるのに最も適当なものを下記の〔a〕~〔j〕の中から1つ選び、解答用紙(その1)にマークしてください。ただし、各単語は1度しか使えません。

Remembering is a dynamic, inferential process — (1) rather than merely (2) — and thus it essentially involves distortion. When (3) to recall information from memory, people tend to remember only a few salient details of an experience, so that they reconstruct the missing pieces in (4) with the expectations driven by knowledge frameworks of stereotypical objects or events, known as schemas.

A schema is an abstract knowledge (5) that controls attention and the reconstruction of memory, and enables recognition and recall of objects and events (6) past experience. It is (7) that schemas are not fixed, but rather flexible frameworks that allow us to preserve past experience and use it appropriately to cope with “the demand, issued by a diverse and (8) changing environment, for adaptability, fluidity, and variety of response.” Schemas direct selective attention (9) a manageable segment of stored knowledge in order to deal with the overwhelming amount of information in the environment. In this way, individuals deal (10) with complex tasks, cope with problems, or select information to support action.

〔a〕 accordance

〔b〕 effectively

〔c〕 asked

〔d〕 to

〔e〕 reproductive

〔f〕 suggested

〔g〕 constantly

〔h〕 structure

〔i〕 constructive

〔j〕 from

