

# 英 語

## 注 意

1. 問題は全部で18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 100 字以上 120 字以内(句読点を含む)の日本語で要約してください。解答用紙(その 2)を使ってください。

The roles of nature (what we inherit) and of nurture (what we learn) in making us what we are have long been debated. In the seventeenth century it was generally believed that people became what they were taught to be. By the second half of the nineteenth century, a quite different view was popular. Instead of looking to nurture — what people are taught — to explain human behavior, many social scientists looked to nature — what people inherit from their parents. Opinion on the question has gone back and forth ever since. What is clear is that, although nature may limit what we can achieve, socialization plays a very large role in determining what we do achieve. That is, whatever potential ability we inherit from our parents may be enhanced or restricted through socialization.

**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: What do you think Japan will be like 50 years from now? 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。

A. A survey of 36 major Kyoto city hotels showed that foreigners accounted for 40.5 percent of their total guests in 2017, the highest figure recorded since the survey began in 2014. Visitors from mainland China to the hotels accounted for the largest share, 23.9 percent, of total foreign guests. They were followed by guests from Taiwan (18 percent of the total), the United States (12.5 percent), South Korea (5 percent), and Hong Kong (4.7 percent). The total occupancy rate for the hotels in 2017 was 88.8 percent. The busiest months were the cherry blossom viewing season in April, when the occupancy rate reached 94.6 percent, and the latter half of November, when the autumn colors were at their peak and the rate was 94.1 percent. The slowest period of the year was early January, when the occupancy rate dropped to 71.4 percent. The percentage of mainland Chinese visitors peaked in August. The percentage of Taiwanese and South Korean guests peaked in February, while the percentage of Hong Kong visitors peaked in July. For Americans, June was the peak month. The 40.5 percent figure for foreign guests staying at hotels in Kyoto is a 3.2 percentage point rise over the comparable figure for 2016. The city of Kyoto attributes the rise to an increase in the number of budget airline flights between Kansai Airport and other cities, especially in Asia.

1. Which of the following statements is supported by the survey reported on in the paragraph above?

[ a ] Less than two-fifths of the visitors to hotels in Kyoto in 2017 were foreigners.

[ b ] More than a quarter of the foreign visitors to hotels in Kyoto in 2017 were from mainland China.

[ c ] In 2017 the number of hotel guests in Kyoto from mainland China was larger than the number of guests from Taiwan and Hong Kong combined.

2. Which of the following statements is NOT consistent with the survey above?

[ a ] In 2017 more guests visited hotels in Kyoto during the cherry blossom season than when autumn colors were at their peak.

[ b ] The occupancy rate for hotels in Kyoto in 2017 was lowest in early January.

[ c ] Foreigners accounted for more than 40 percent of the total guests at hotels in Kyoto in 2016.

B. Any new skill requires practice—it won't become a virtually automatic skill until enough time and effort have been put into perfecting it. Scholars have looked at how skilled pianists practice, and compared their method with that of people who are still working through the lower grades. It was found that the experts go about their practicing in a different way from beginners. The experts, for instance, spend much more time practicing whole units. They wouldn't ever repeat single notes—if they made a mistake, they would repeat the whole section. Beginners, on the other hand, would repeat single notes if they made a mistake, which didn't really help them to learn the whole piece of music at all. The implication is that

practicing whole units is important for the development of fluent skills. If we wish to produce a performance which is polished and continuous, then we need to practice what we are doing in a way that is also continuous. It's obvious really, when you think about it, but it's surprising how many people don't do it!

1. Which of the following statements is correct about practicing?

- [ a ] You should practice the new skill until you can do it without thinking.
- [ b ] You should avoid taking breaks until you have completely mastered the new skill.
- [ c ] You should realize that the advice given in this paragraph applies only to practicing the piano and not to practicing other skills.

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

- [ a ] The reason why beginning pianists are less skillful than expert pianists is that beginning pianists spend less time practicing.
- [ b ] Beginning pianists typically go back to play single notes they have missed rather than practice the whole passage again.
- [ c ] Expert pianists never make mistakes because they learn a piece of music as a whole.

C. There are few places for the traveler that quite match the excitement and, on occasion, the intimidation, of the border crossing. To step across a border, sometimes in a forbidding and isolated corner of the world, can be a step into the unknown, in which you subject yourself to the mercy of a foreign government and a foreign people, discover a new culture and a new language, or witness a mindset and a whole way of life, all because of just a line on a map. "A border crossing is like a microcosm of what the countries

themselves are like," says James Thornton, the managing director of a tour company. "If there's a lot of bureaucracy and control over daily life in a certain country, then the crossing will likely be the same. But if the countries are fairly relaxed or slow, you might find that the border crossing plays by those same rules."

1. Which phrase is most closely related to the words "all because of just a line on a map"?

- [ a ] The power of countries in creating differences across borders.
- [ b ] How territorial borders between countries are created by maps.
- [ c ] The value of having a map to understand the global world.

2. Why does James Thornton say "A border crossing is like a microcosm of what the countries themselves are like"?

- [ a ] Because travelers can discover a new culture and a new language, as well as witness a mindset and a whole way of life.
- [ b ] Because travelers have no clue what would happen to them once they cross a border.
- [ c ] Because border-crossing experiences give travelers a hint as to how much control the government has over people's daily lives in the country they have entered.

**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。

The 1965 U.S. Immigration and Naturalization Act dropped the quota system that favored Northern European immigrants, thereby allowing for much larger percentages of Latin American, Asian, and African immigrants to enter the United States. In response to this new wave of immigration, the country is witnessing heated public debates about language and national identity.

Although English is solidly positioned as the dominant language throughout the country, many people nevertheless view multilingualism as a willful rejection of U.S. American identity and as a threat to national unity. This ideology is evident in state propositions that severely restrict access to bilingual education (for example, in Arizona and California), as well as in the fact that nearly 30 states have passed laws declaring English to be an official language.

Overall, understanding political contexts can help us carefully analyze today's discourse that discourages U.S. residents from accommodating people who speak languages other than English, whether such efforts involve limiting bilingual education or even restricting the use of non-English signs.

In addition to some official language policies, everyday linguistic practices can also create spaces where people feel accepted or not accepted on the basis of the language they speak. One common domain concerns the display of language scripts in public places, such as schools, neighborhoods, cities, or even the nation as a whole. Examples include language used on signs, advertising, posters, brochures, and so on.

In 2007 a controversy arose in Merrimack, New Hampshire when the police department asked the town council for permission to use Spanish-

language signs to post rules against alcohol consumption, smoking, and other activities at the local beach. However, some townspeople felt that all signs should be restricted to English. As one councilor stated, "I am in the United States of America, and I am not going to spend my tax dollars to put up foreign-language signs." After months of debate, the proposal made by the police was rejected. Instead, the town council decided to restrict beach access to residents and their guests only. This incident shows how a controversy supposedly about language might actually be about other social issues — in this case, the exclusion of "ethnic newcomers" from a public space. Discrimination may result when speakers of non-English languages are seen as essentially different and as threatening the "U.S. cultural and national identity."

Moreover, this incident shows that there is a linguistic hierarchy in the region. As one commentator noted, some townspeople of Merrimack had apparently "forgotten" that signs at New Hampshire's state borders have long welcomed arrivals in both English and French ("Welcome" and "*Bienvenue*"). In this case, French is understood as signaling an inclusive, cosmopolitan attitude toward visitors. The different assessment of French and Spanish on public signs indicates a regional linguistic hierarchy in which English and French are both valued above Spanish. Such attitudes toward language also clearly contribute to a hierarchy in which *speakers* of these languages are differently valued.

Another recent controversy over public signs arose in a very different setting — the Flushing neighborhood of Queens, described as one of New York City's "most multilingual neighborhoods," where about 120 different languages are spoken. Some locals complained to city representatives, however, that they felt marginalized "in their own country" because they couldn't read shop signs, such as Chinese-language signs posted on food stores. Council member Peter Koo, a Chinese-American originally from Hong Kong, proposed a measure that would require all storefront signs to be at least 60% English. Koo believed that



“diminishing the proper role of English on signs threatened to alienate non-Asian customers and residents.”

Reactions were varied. Some residents claimed that the majority of signs did in fact use English. Others felt that a regulation requiring English to be predominant on signs would undermine ethnic diversity in the neighborhood and would actually run against U.S. American values. One Chinese immigrant resident summed up the situation well when stating in fluent English that, although he was sorry that some people felt alienated by Chinese-only signs, these signs were very meaningful for the cultural identity of Flushing. In his words, “We all need a place to call home.” For some the public display of non-English scripts was seen as excluding members of certain social groups; for others these same displays were interpreted as being inclusive and advancing U.S. democratic freedoms.

1. Because higher percentages of immigrants from Latin America, Asia, and Africa have entered the United States since the passage of the Immigration and Naturalization Act in 1965, controversies have arisen in the U.S. about language and national identity.
2. Because many U.S. Americans think that speaking languages other than English is incompatible with maintaining a shared identity and national unity, some states have set limits on bilingual education and more than half have adopted English as an official language.
3. Current political discourse in the United States is uniformly in favor of encouraging students who do not speak English to be educated in their native languages and allowing signs to be written in languages other than English as well.

4. Language scripts displayed in public domains, such as on signs, advertising, posters, and brochures, are examples of everyday linguistic practices which can make people who speak different languages feel that they are either part of a society or not.
5. The proposal made by the police that all signs be written in English was rejected by the town council of Merrimack, New Hampshire on the ground that tax dollars should be spent not only on English signs, but also on signs in Spanish.
6. What the case in Merrimack, New Hampshire shows is that there can be major controversies about the language that signs are written in, even though no other underlying social issues are involved.
7. In New Hampshire there is not only a linguistic hierarchy because English and French are more highly valued than Spanish, but also a social hierarchy because speakers of English and French are more highly valued than speakers of Spanish.
8. Some local people in New York City feel marginalized because they cannot read the signs at Chinese shops, even though they are in their own neighborhood.
9. The main reason why Peter Koo suggested that only 60% of storefront signs be in English is because he wanted to enhance the use of non-English signs in order to accommodate Asians who buy goods from these shops and live in the area.

10. While some residents of the Flushing neighborhood in New York City thought that Chinese-only signs made English-speakers feel excluded, others believed that the signs helped to maintain ethnic diversity in inclusive ways that are consistent with U.S. American values and democratic freedoms.

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。

The European Union's response to the refugee crisis has been chaotic and divisive, characterized by arguments over sharing responsibility, increased border closures, and finger-pointing. Many EU governments are focused on preventing arrivals and passing on responsibility to neighboring countries.

Historically, the EU track record on integration is at best mixed. To varying degrees, European societies have been dealing with increasing diversity for years. Popular opinion and, as a result, policy debates in many EU member states have been increasingly shaped in recent years by concerns about cultural identity, social harmony, and security, as well as concerns about the economy, access to public services, crime, and employment. The debates have largely been focused on immigrant populations as a whole rather than asylum-seekers\* in particular — that is, on second- or even third-generation Europeans in addition to recently arrived ones — with a wide variety of views about whether and how integration policies have failed, and who is to blame.

The debate has often been controversial, setting those who favor more assimilationist policies, in which the newcomer adopts the dominant values of the host country and a perceived common identity, against those who argue for variations of multiculturalism, based on respect for the newcomer's cultural identity and the protection of cultural diversity.

Academic and policy prescriptions on integration demonstrate that there are few absolute answers. International human rights law is largely silent on the issue. The rights to nondiscrimination and equality before the law are fundamental principles of international law as well as European law, and they should guide integration policy as well. But there is no "right" to integration, nor is there a "right" to live in a homogeneous society where diversity poses no challenges.

Researchers have concluded that ambitious integration policies do work, and that countries with “inclusive integration policies” tend to provide the best conditions for social harmony, to the benefit of both newcomers and general society. The European Union does not require any particular integration approach, though it does have soft law on the issue, and EU funds support integration measures. The EU Common Basic Principles define integration as “a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States,” and include reference to the importance of employment, education, civic and community participation, and cultural and religious diversity.

Much of the focus on integration has recently shifted to asylum-seekers and refugees. Even as various EU countries rush to find basic, decent housing for asylum-seekers, the bigger issues of how to help them rebuild their lives, find their place in their new home countries, and participate productively in society demand attention.

Once asylum-seekers are on EU territory and in the immigration system, they should have access to basic conditions and services that can lay the right foundation for further integration measures to enable those who obtain legal status to remain. Broadly speaking, the main steps to successful integration are legal status, appropriate accommodation, access to employment and education (including language classes), and family reunification. A properly functioning system that guarantees a fair and efficient procedure for determining who will receive some kind of protected status and the right to remain is key.

Undoubtedly, many of those who have risked their lives to reach Europe will be strongly motivated to do what they can to rebuild their lives in their new homes. But integration policies that require people to give up fundamental aspects of their identity are unlikely to succeed. Sustainable integration should aim at giving migrants a real stake in their new home,

encouraging participation rather than exclusion, while requiring full adherence to laws and respect for the rights of others.

\*asylum-seekers : 難民申請者

1. Which statement best characterizes the European Union's response to the refugee crisis?
  - [ a ] EU governments are united in their efforts to accept more refugees.
  - [ b ] Despite having different views about how to handle the refugee crisis, EU governments are for the most part cooperating with each other to solve the problem.
  - [ c ] There is a considerable amount of disagreement among EU countries about how to deal with the refugee crisis.
  
2. How might the EU's historical record on integration best be described?
  - [ a ] The EU has only recently concerned itself with integration since more asylum-seekers are entering the EU now than in the past.
  - [ b ] Although the results were not always consistent, the EU tried to take a comprehensive approach, with attention being paid to both long-term immigrants and new arrivals.
  - [ c ] There is complete agreement among EU member states that its past integration policies were a complete success and that no one should take responsibility for any perceived failures.

3. What is the main difference between assimilationist policies and multiculturalism?

[ a ] Assimilationist policies expect immigrants to embrace the values and identities of their host countries, while multiculturalism allows immigrants to preserve their own identities and many of their cultural values.

[ b ] Whereas assimilationist policies encourage immigrants to retain their own values and identity, multiculturalism suggests that immigrants should show their respect by adopting the culture of their host countries.

[ c ] Assimilationist policies contend that newcomers and their host countries should hold different values and identities, while multiculturalism suggests that newcomers and their host countries should eventually share the same culture.

4. Why are there few absolute answers to the question of whether integration should be adopted as a policy?

[ a ] Because academic professionals and policymakers have been unable to agree on which laws should be enacted to deal with integration.

[ b ] Because international human rights law, which regards the rights to nondiscrimination and equality before the law as fundamental principles, cannot be applied to integration policy.

[ c ] Because neither international nor European law supports the right to integration or the right to live in a society in which everyone shares the same culture.

5. How does the EU Common Basic Principles define integration?
- [ a ] Integration means that immigrants and residents should try to adjust their ways of living to each other.
  - [ b ] Integration means that immigrants should try to adjust their way of living to the residents' way of living.
  - [ c ] Integration means that residents should try to adjust their way of living to the immigrants' way of living.
6. Which of the following approaches to integration would the author be most likely to support?
- [ a ] Since finding decent housing for asylum-seekers is an urgent priority, taking measures to improve their long-term prospects is relatively unimportant.
  - [ b ] Instead of trying to find decent housing for asylum-seekers, EU countries should concentrate on taking measures to improve their long-term prospects.
  - [ c ] While it is important to find decent housing for asylum-seekers, measures to improve their long-term prospects must also be taken.



7. What does the author think should happen after asylum-seekers are on EU territory and in the immigration system?

[ a ] Asylum-seekers should not be given any assistance with respect to basic conditions and services until they have been granted legal status to remain in the EU.

[ b ] Asylum-seekers should be equipped with the necessary means, including opportunities for housing, jobs, and education, to live legally in the EU with their families.

[ c ] Asylum-seekers should be assured that a fair and efficient immigration system will guarantee that everyone who wants to live in the EU permanently will be given the right to do so.

8. Which of the following is NOT consistent with the author's recommendations for a sustainable integration policy?

[ a ] If immigrants want to be treated as full members of their host countries, it is essential for them to completely adopt the customs of their host countries.

[ b ] Host countries should welcome immigrants and provide them with opportunities to play an active role in society.

[ c ] Even though immigrants may maintain aspects of their original cultures, they are still expected to obey the laws of their host countries and to respect the rights of other people living there.

**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。また、文頭にくる単語も選択肢の中では小文字で表記されています。

Globalized e-learning is online learning, or distance learning, offered to learners in other parts of the world. However, globalization means understanding what learners in other cultures expect and desire, and then incorporating those attributes into products or services. It also means removing any influence of the designing culture that could ( 1 ) with learning in other cultures. Marketing companies globalize products and services all the ( 2 ). For example, a U.S. donut company that wanted to enter the Asian market discovered, via research and analysis, that Asians typically ( 3 ) less sweet pastries to sweeter ones. Instead of ( 4 ) the sweet U.S. donut onto unwilling or unaccepting consumers, the donut company created less sweet versions that had Asian flavors like bean paste and seaweed. The company's entry into that Asian market was highly successful. In the same manner, e-learning needs to be adapted, or *globalized*, if learning is the expected ( 5 ).

E-learning is a *cultural artifact*, a product embedded with cultural values, preferences, characteristics, and nuances, which inherently create challenges for people ( 6 ) other cultures. For example, a U.S. course on leadership typically encourages risk taking and empowering learners to act ( 7 ). However, in more hierarchical cultures, leaders are frequently ( 8 ) to act cautiously and in a manner that promotes group harmony. Learners would not ( 9 ) act on their own. In many contexts, the U.S.-designed e-learning course could be irrelevant to learners from more collective cultures. ( 10 ) addition, these learners would be less likely to implement a U.S. model of leadership into their culturally different work environments.

[ a ]	independently	[ b ]	forcing	[ c ]	time
[ d ]	prefer	[ e ]	in	[ f ]	expected
[ g ]	from	[ h ]	interfere	[ i ]	outcome
[ j ]	necessarily				

