

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"/>	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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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、キューバ・ピッグス湾事件の経緯について、cohesiveness (凝集性) および groupthink (集団浅慮) を定義したうえで、それらを用いて 130 字以上 150 字以内 (句読点を含む) の日本語で説明してください。解答用紙 (その 2) を使ってください。

Cohesiveness refers to the attachment members feel toward each other, the group, and the task — the bonds that hold the group together. In a highly cohesive group, members feel a strong sense of belonging, speak favorably about the group and the other members, and conform to the norms of the group. In a group that is not cohesive, members do not feel much sense of belonging. They may not attend faithfully or may even leave the group because they find other groups more rewarding.

Highly cohesive groups need to be particularly careful to guard against groupthink, the tendency not to examine critically all aspects of a decision or problem. The term was coined by Irving Janis, who conducted an exhaustive study of the disastrous 1961 decision made by President Kennedy and his advisers to invade Cuba at the Bay of Pigs. This now-classic study concluded that although the advisers were well-informed experts, the group's cohesiveness contributed to their poor decision-making. Members made it difficult for those who disagreed to speak up by implying, both subtly and overtly, that disagreement signified disloyalty to the group.

- 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: Are you for or against holding the 2020 Olympics in Tokyo? 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. “Studying abroad is one of the best ways to prepare to enter and succeed in the interconnected, globalized workforce, yet 90 percent of American college students do not study or intern outside of the United States. We owe it to the next generation of Americans to find ways to make it more accessible to a wider range of students,” said Dr. Allan E. Goodman, president of the Institute of International Education. “Some U.S. students studying in STEM (science, technology, engineering or math) fields had found it challenging to study abroad. But this is changing, and global experience is increasingly crucial to success in all fields.”

Europe continues to host more than half of all U.S. students going abroad, with about a third of all U.S. students choosing the United Kingdom, Italy or Spain in the 2014–15 academic year. However, students are increasingly drawn to countries that offer an up-close look at how our world is changing, such as Cuba and Mexico, as well as Greece, which experienced the highest rate of growth among top study abroad destinations, with an 18 percent increase. Open Doors data indicate the Ebola crisis likely deterred U.S. students from traveling to sub-Saharan Africa, as the number of U.S. students in that region fell by 20 percent.

1. Which of the following statements is supported by Dr. Goodman?

- [a] The majority of American students are willing to study abroad because the world is becoming globalized and they would like to get a great job.
- [b] Students in STEM fields think these subjects are hard to study even in the U.S., so it is much harder to study them overseas and better not to try at all.
- [c] It is better to find ways to help the next generation of American students study abroad so that they can succeed in globalized workplaces.

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

- [a] Fifty percent of American students who study abroad go to European countries, and a majority of them go to the United Kingdom, Italy and Spain.
- [b] The number of American students who want to study in Cuba, Mexico and Greece is increasing because these countries provide them with firsthand examples of how the world is changing.
- [c] After the outbreak of the Ebola disease, one-fifth of American students decided not to go to sub-Saharan Africa.

B. For the first time in Canada's history, there are more seniors than children. The government's agency, Statistics Canada, said Wednesday that new census figures show there are now 5.9 million Canadians age 65 and older. They outnumber the 5.8 million children 14 and under. The first of the post-World War II baby boomers began turning 65 in 2011, and many have now retired. The number of Canadians who are 65 or older grew 20 percent between 2011 and 2016. And 8,230 Canadians reached the age of 100 last year, making them the fastest-growing segment. The agency said

that despite the recent acceleration in aging, Canada has a lower proportion of seniors — 16.9 percent — than any other Group of Seven country except the U.S., which is at 14.5 percent. Italy and Germany are over 21 percent, and Japan is at 25.1 percent. But by 2031, the agency predicts, 23 percent of Canadians could be 65 or older, while the proportion of children 14 and younger could remain similar to the 2016 level of 16 percent. Despite 30 years of sustained immigration having a significant impact on Canada's population growth, it did not have much impact on the aging of Canada's population because most immigrants are in their 30s and are growing older.

1. Which of the following statements is supported by this passage?

- [a] There are 100,000 more Canadians age 65 and older than children 14 and under.
- [b] All the post-World War II baby boomers are now retired.
- [c] People age 100 and older constitute the largest population segment in Canada.

2. What can be inferred from the passage?

- [a] Among the Group of Seven countries the U.S. has the second highest proportion of seniors.
- [b] By 2031 more than one-fifth of Canadians could be 65 or older.
- [c] Considering the aging of its population Canada will begin to receive only young immigrants.

C. Human rights exist to protect people from governments. Rights limit what a state can do and impose obligations for how a state must act. Yet today a new generation of populists is turning this protection on its head. Claiming to speak for "the people," they treat rights as an impediment to their conception of the will of the majority. Instead of accepting rights as

protecting everyone, they privilege the declared interests of the majority, encouraging people to adopt the dangerous belief that they will never themselves need to assert rights against an overreaching government claiming to act in their name.

This dangerous trend threatens to reverse the accomplishments of the modern human rights movement. Having seen the evil that governments can do, states adopted a series of human rights treaties to limit and deter future abuse. Protecting these rights was understood as necessary for individuals to live in dignity. Growing respect for rights laid the foundation for freer, safer, and more prosperous societies.

The world needs to make sure that human rights are important again. People in the world need to speak out in support of human rights and say why they are important. This will help make the world better and safer for everyone.

1. Which of the following statements is correct about what populists think about human rights?
 - [a] Populists think that human rights are essential to defending the will of the majority.
 - [b] Populists think that the stated interests of the majority should take priority over rights intended to protect everyone.
 - [c] Populists think that people should recognize the role that human rights play in protecting them from excessive government control.

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

[a] In order for people to lead a dignified life in this world, they need to say publicly that human rights are important.

[b] The recent rise of populism is not considered a barrier to the modern human rights movement thanks to a growing respect for human rights.

[c] The modern human rights movement emerged out of a concern for the wrongful conduct governments could engage in.

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。

A girl sits down to a plate loaded with pizza. A boy gets a few baby carrots. Immediately, both kids' brains start taking stock of what's in front of them. Consciously, the kids might be thinking "Yum" or "Yuck." But their brains are also processing how much food there is — a feast or just a nibble. And they're cataloguing whether it contains a lot of calories per bite or just a few. Different parts of the brain are responsible for handling these two questions, a new study finds. The answers they come up with could limit the diner's self-control.

Studies show that the more food there is on a plate, the more someone is likely to eat. Nutritionists call that the *portion-size effect*. It doesn't matter what kind of food it is. It also doesn't matter whether the diner is young or old, male or female, alone or in a group. The bigger the portion, the bigger the appetite.

Laural English is a nutritionist at Pennsylvania State University in University Park. She knows that many eating habits that kids pick up in early childhood will still be there when they are adults. So she and her colleagues wanted to find out what happens in the brain when a child sees a large portion of food. Knowing what drives kids' eating habits might help families create healthier lifelong habits.

Calories are a measurement of the amount of energy contained in food. English and her team also wondered if it matters whether a large serving is packed with calories (such as pizza) or less energy dense (such as carrots).

The research team recruited 36 children to take part. All were aged 7 to 10. Half were boys, and half were girls. Nearly all had a healthy weight. To make sure that all of them were hungry, the researchers asked the kids not to

eat for two hours before the study began. When kids arrived, the researchers had them climb into a *magnetic resonance imaging* (MRI) machine. It looks like a giant donut standing on its side, with a bed sticking out of the center. It uses magnets and radio waves to map the flow of blood inside someone's body.

Brain areas that are most active will light up on the scans. These areas show where their blood flow is highest. The researchers wanted to see if the areas that lit up differed when kids viewed pictures of large amounts of food or just small portions. They also wanted to know if different brain areas lit up when the foods were high or low in calories.

Inside the machine, the children viewed a series of 150 photos. Some pictures showed an energy-dense food, such as pizza or cookies. Others showed a low-calorie food, such as carrots or green beans. Each food was shown twice, once in a very small amount and once in a very large portion. The food pictures were mixed with images of furniture and other non-food objects. The extra pictures helped the researchers make sure that any effects they found were truly related to seeing food.

When they analyzed the scans, the researchers found that a child's brain processed information about a food's calories differently than it did about food quantity.

Seeing large amounts of food reduced activity in one brain area, compared with seeing smaller portions. That area is called the *inferior frontal gyrus*. Previous studies have linked this area to self-control. It's involved with decision-making and getting you to stop behaviors once you have started. If just seeing large portions of food suppresses activity in this area, that might help explain why it's so hard to stop eating from a giant bowl of popcorn or a big carton of blueberries.

Martin Binks is a clinical psychologist at Texas Tech University in Lubbock. He studies the brain and behavior as they relate to obesity. He was not involved in the new research, but says it's an important study. It points to

how complex the eating experience is, he says. However, one study is not enough to link portion size to specific areas of the brain, he adds. It's possible that other things, such as a food's color, could have affected brain responses. "There's work to be done before drawing any firm conclusions," he says.

1. Information about the volume and information about the energy content of a meal are processed in different parts of the brain.
2. The term *portion-size effect* is used to indicate that there is no relationship between the amount of food and the level of appetite the person who sees the food has.
3. Laural English and her research collaborators tried to see how children's brains work when they see a large amount of food, hoping that their research findings would contribute to families' developing healthier eating habits that last a lifetime.
4. The researchers were also interested in whether children's brains work differently when they see meals containing various amounts of calories.
5. Each of the 36 participants in the study was prohibited from eating a huge donut two hours before their blood flow was examined with an MRI machine.
6. Using an MRI machine, the researchers wanted to test whether different areas of children's brains light up when they see pictures of foods in different amounts, but not whether different areas of their brains light up when they see pictures of foods with different calorie levels.

7. The children were presented with the pictures of 150 kinds of food that differed in quantity and in calorie levels.
8. The researchers found that processing information about food quantity and processing information about a food's calories led to distinct activation patterns in the brain.
9. It might be possible to explain why it is so hard to stop eating from a giant bowl of popcorn based on the finding that seeing large amounts of food reduces the activity of the brain area linked to self-control.
10. Martin Binks says that this study is not important because it ignores the color of food as a potentially significant factor affecting brain responses.

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。

Understanding the diverse countries that make up the developing world has never been an easy task, and it has become even more difficult as further differentiation among these countries has occurred. *Developing world* is a catch-all term that encompasses a wide range of societies, from traditional to modernizing. There is also controversy over what actually constitutes development. For some, it is economic growth or progress toward democracy; for others, it involves greater empowerment and dignity.

There are also differing views on why progress toward development has been uneven. The West tends to see the problem as stemming from institutional weakness and a failure to embrace free-market principles. Critics from the developing world cite the legacy of colonialism and current international political and economic structures as the reasons for a lack of development.

Despite their diversity, most nations of the developing world share some characteristics. Developing countries often have large populations, with annual growth rates between 2 and 4 percent. Poverty is widespread in both rural and urban areas, with rural areas often containing the poorest of the poor. While the majority of the developing world's inhabitants continue to live in the countryside, there is a massive rural-to-urban migration underway, and cities are growing rapidly. Wealth is unevenly distributed, making education, employment opportunities, and access to health care luxuries that few can enjoy.

The reasons for poor economic performance are complex. Among the factors that play a role in the inability of some developing countries to make economic progress are the colonial legacy, continued reliance on the export of primary products, stagnating or declining terms of trade for those primary

products, protectionism in the industrialized countries, meager foreign aid contributions, debt, and an array of domestic social problems.

Developing countries continue to struggle to improve their citizens' living standards. Despite the economic success in some areas, poverty remains widespread, and more than a billion people live on less than a dollar a day. There is also growing economic inequality between the industrial countries and the developing world. Inequality is also growing within developing countries where elite access to education, capital, and technology has significantly widened the gap between rich and poor.

Although the gap between rich and poor nations persists, some emerging markets saw significant growth during the 1990s. However, even these countries experienced the harsh realities of the global economy. The 1997 Asian financial crisis demonstrated the potential consequences of global finance and investment, and investors remain wary of investing in all but a few developing countries.

As colonies gained their independence in the post-World War II era, a loosely defined third-world movement emerged. The movement's perspective emphasized the revolutionary aspirations of developing world peoples and contributed to the view of a world divided between the industrialized North and the developing South, with the North continuing to exploit the South. Emphasizing the North's continuing domination of the developing world, its proponents view international relations as a struggle of the oppressed against their oppressors. Echoing earlier efforts at solidarity, developing countries have coordinated efforts to extract concessions from the industrialized countries. Such cooperative efforts promote solidarity and could enhance the developing world's ability to shape the international agenda.

In contrast to the developing world's criticism of the West, industrial countries continue to maintain the importance of institution-building and following the Western model that emphasizes a market-oriented approach to

development. There is clearly a divergence of opinion between the industrialized countries and the developing world on issues ranging from human rights to governance and economic development.

1. Why is the phrase *developing world* regarded as a “catch-all term”?

- [a] Because the term gives an accurate description of the similarities that can be found in all developing countries.
- [b] Because the term covers the tremendous amount of diversity that exists among developing countries.
- [c] Because using a single term is the best way to resolve disagreements over what actually constitutes development.

2. Which of the following statements is consistent with the passage?

- [a] Both the West and critics in developing countries think that the main reason why development has been uneven is because the two sides have never been able to agree on how to make progress.
- [b] The West thinks that the reasons why development has been uneven are because institutions in developing countries are stronger than necessary and because more regulations are needed to restrict their markets.
- [c] Critics in the developing world think that the reasons why development has been uneven are because colonialism continues to exert an influence on developing countries and because the current international political and economic order makes it difficult for developing countries to develop.

3. Which of the following characteristics is shared by most developing countries?

[a] Due to their large populations, annual economic growth rates in those countries have remained stagnant.

[b] Although there are poor people in both rural and urban areas, the poorest people who live in the countryside are often poorer than the poorest people who live in cities.

[c] Since wealth is not distributed equally between rural and urban areas, there is no access whatsoever to education, jobs, and health care in the countryside.

4. What is one reason why developing countries have not been able to perform well economically?

[a] Developing countries continue to mainly export raw materials and agricultural products to other countries, even though the amount of money that developed countries are willing to pay for those materials and products is decreasing.

[b] Although developed countries have no barriers to importing products produced in developing countries, developing countries lack the ability to produce the primary products that developed countries want to import.

[c] Despite the fact that developed countries give an enormous amount of aid to developing countries, a variety of social problems inside developing countries make it difficult for those countries to repay their debts.

5. Which of the following statements best characterizes the problem of inequality as it relates to development?

[a] Inequality between developed and developing countries is increasing, despite the overwhelming success that developing countries have had in overcoming poverty and increasing incomes within their countries.

[b] While the gap between developed and developing countries has decreased due to the efforts of developing countries to improve the living standards of their citizens, there is a growing gap between rich and poor within developing countries.

[c] Inequality has increased not only between developed and developing countries, but also within developing countries, since rich people in developing countries usually have greater access to education, capital, and technology than poor people.

6. What is the current situation of developing countries?

[a] The economic growth that emerging markets experienced in the 1990s has continued uninterrupted into the present.

[b] Having overcome the 1997 Asian financial crisis, developing countries have demonstrated that they are now able to compete effectively in the global economy.

[c] Investors are still hesitant to invest money in most developing countries, which means that only a few developing countries have access to the financing needed for development.

7. Which of the following statements best describes the perspective of the "third-world movement"?

[a] The third-world movement rejects the division of the world into a rich industrializing North and a poor developing South out of appreciation for the various ways in which the North has helped the South develop.

[b] The third-world movement thinks that since the North continues to dominate the South, international relations can only be improved if the South vigorously attempts to end oppression on the part of the North.

[c] The third-world movement believes that the best way for the developing countries to have a greater influence in global affairs is for Northern and Southern countries to cooperate with each other rather than demand that each side give up something to the other.

8. What attitudes do developed and developing countries have at present with respect to development?

[a] Developing countries are beginning to accept the West's view that developing countries should create sound institutions and embrace free markets.

[b] Developed countries are increasingly acknowledging that developing countries should be free to pursue their own non-Western models of development.

[c] Developed and developing countries have not yet reached a consensus on the best way to develop.

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。

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with (1) and ease to a far larger audience than through face-to-face or telephone conversations. You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online (2) a blog. And, of course, a well-written résumé with no spelling or grammatical mistakes is essential if you want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills. Poor writing skills create poor first impressions, and many readers will have an immediate (3) reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake (4) a commercial web page may cause potential customers to doubt the credibility of the website and the organization.

Correct grammar, punctuation and spelling are (5) in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression. If you are unconvinced about the importance of (6) writing, think of the clues we use to identify spam emails and counterfeit products: poor grammar and spelling. (7), some employers state publicly that any résumé containing spelling or grammatical mistakes will be rejected immediately, whilst a BBC news article quotes research showing that spelling mistakes cost online businesses "millions" in lost sales.

(8) for poor writing and spelling mistakes should be seen as a

courtesy to your readers since it can take them much longer to understand the messages in your writing if they have to think and re-read text to decipher these. All written communications should therefore be re-read before (9) to print or hitting the send button in the case of emails, as it is (10) that there will be errors.

[a] key

[b] likely

[c] accurate

[d] checking

[e] clarity

[f] similarly

[g] on

[h] sending

[i] negative

[j] via

