

- I 次の英文を読み、(1)～(10)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄 (1) ～ (10) にマークしなさい。

Theodore Roosevelt sat down at the age of fifty-three to trace the narrative of his political career from the time he first (1) office in the New York State Assembly to his inauguration as president. In it, he provided his own useful, albeit sometimes misleading, account of the qualities that helped him become a leader.

In order to frame the discussion, he methodically distinguishes two types of success — whether in the arts, in battle, or in politics. The (5) first type of success, he argues, (2) to the man “who has in him the natural power to do what no one else can do, and what no amount of training, no perseverance or will power, will enable an ordinary man to do.” He cites the poet who could write the “Ode on a Grecian Urn,” the commander who could lead the Battle of Trafalgar, and the president who could deliver the Gettysburg Address as manifestations of genius, examples of men assigned extraordinary gifts at birth.

The (6) second and more common type of success, he maintains, is not dependent on such unique inborn attributes, but on a man’s ability to develop ordinary qualities to an extraordinary degree through ambition and the application of hard, sustained work. Unlike genius, which can excite but not educate, self-made success is democratic, “open to the average man who has no remarkable mental or physical attributes,” but who enlarges each of his attributes to the maximum degree. He suggests that it is “more useful to study this second type,” for with determination, anyone “can, if he chooses, (3) how to win a similar success himself.”

It is clear from the start of Roosevelt’s story of his leadership journey that he unmistakably identifies with this second type of success. His story is the tale of a sickly boy with a timid temperament who, having faith in the power of will, transforms his body and emboldens his spirit. Through great effort and discipline, his weak body becomes strong; through mental training and practice, he confronts fear and becomes brave. “I like to believe that, by what I have accomplished without great gifts, I may be a source of (4) Americans.”

This picture of a young boy building his character, brick by brick, until he develops a moral concept of leadership based upon that character, is (7) simplistic and incomplete. For one thing, it glosses over opportunities offered him by his privileged childhood. Still, it (8) contains large elements of truth. “Teedie” Roosevelt was, indeed, a nervous, unhealthy, fragile child, whose boyhood was shaped by terrifying attacks of *asthma. Often occurring in the middle of the night, these attacks created the sensation of suffocating or drowning. Hearing his son coughing, gasping, and struggling for breath, Theodore Senior, known as Thee, would rush into the bedroom. Taking his son into his arms, he would carry him around the house for hours until he could breathe and fall asleep. “Nobody seemed to think I would live,” Roosevelt later recalled. “My father — he gave me breath, he gave me lungs, strength... life.”

While asthma weakened young Roosevelt’s body, it indirectly spurred his mental development. “From the very fact that he was not able originally to enter into the most vigorous activities,” his younger sister Corinne noted, “he was always reading or writing” with a most unusual “power of concentration.” There was nothing ordinary about his intellectual vitality, his curiosity, or his vivid imagination. Under the guiding eye of his father, who ceaselessly encouraged his son’s intellectual

and spiritual development, Teedie became a ferocious reader, transporting himself into the lives of the adventurous heroes he most admired — men with extraordinary bodily strength — soldiers fearless in battle, explorers in Africa, deerslayers living on the edge of the wilderness. When asked years later whether he knew the characters in James Fenimore Cooper's *Leatherstocking Tales*, he laughed: "Do I know them? I have journeyed with them and eaten with them, and I know their strengths and weaknesses."

Roosevelt's insistence that he had no ⁽⁹⁾great gifts is contradicted not only by his remarkable power of imagination but also by his prodigious memory. In conversations about books that he had read years before, the pages would appear before him, as if he were able to read them anew with his mind's eye. It seemed as if he could "remember everything he read," a friend marveled; he had only to read something once and it was his to retrieve forever, allowing him to summon not only whole passages but the feelings evoked in him when he first encountered them.

Leaders in every field, Roosevelt later wrote, "need more than anything else to know human nature, to know the needs of the human soul; and they will find this nature and these needs set forth as nowhere else by the great imaginative writers, whether of prose or of poetry."

[Adapted from a book by Doris Kearns Goodwin]

注) *asthma: ぜんそく

(i) In the context of this passage, choose the most suitable expression to fill in each blank.

(1) The answer is: (1) .

1 threw to 2 stood up 3 grew into 4 ran for

(2) The answer is: (2) .

1 belongs 2 forgets 3 would like 4 talks back

(3) The answer is: (3) .

1 wake up 2 find out 3 stay on 4 look in

(4) The answer is: (4) .

1 pride against 2 hope through
3 encouragement to 4 justice for

(ii) In the context of this passage, choose the best answer for each question.

(5) Which one of the following is a representative feature of the ⁽⁶⁾first type of success?

The answer is: (5) .

- 1 It comes from an outstanding ability with which one is born
- 2 It is attainable exclusively by poets, commanders, and politicians
- 3 It results from superior talents and skills acquired in adulthood
- 4 It can be achieved through sheer persistence and hard work

- (6) Regarding the ⁽⁶⁾second type of success, Roosevelt believed all of the following **EXCEPT**: (6) .
- 1 This kind of success can be more instructive than the first type
 - 2 This kind of success is beyond the reach of the average person
 - 3 This is the kind of success that requires both ambition and effort
 - 4 This is the kind of success that Roosevelt himself achieved
- (7) Roosevelt's portrayal of how he attained success is ⁽⁷⁾simplistic and incomplete because (7) .
- 1 he discounts some of his extraordinary potential
 - 2 he gives too much credit to his family's wealth
 - 3 he exaggerates his childhood ailments
 - 4 his argument is inaccurate, insincere, and malicious
- (8) According to the author, Roosevelt's depiction of how he attained success ⁽⁸⁾contains large elements of truth because (8) .
- 1 he was not interested in learning about how humans think and behave
 - 2 he put a lot of effort into expanding his mind and strengthening his body
 - 3 he was saved by his watchful father from drowning in an accident
 - 4 he had trouble distinguishing his imagined world from reality
- (9) The author thinks that Roosevelt's ⁽⁹⁾great gifts included (9) .
- 1 a strong mind and a charismatic personality — in contrast to his father
 - 2 a resilient mind that enabled him to read the same book anew
 - 3 an active mind and an ability to remember things precisely
 - 4 an open mind that allowed him to let go of past negative interactions
- (10) Which title best captures the main idea of the passage? The answer is: (10) .
- 1 From Rags to Riches: Theodore Roosevelt's American Dream
 - 2 Famous Fathers: Theodore Roosevelt's Personal Struggle
 - 3 Battling with Asthma: The Admirable Theodore Roosevelt
 - 4 Theodore Roosevelt's Path to Leadership: Blending Effort with Talent

Ⅱ 次の英文を読み、(11) ～ (18) の設問について最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (11) ～ (18) にマークしなさい。

I want to see more good arguments in which logical and emotional elements fuse together. A good argument is like a well-written mathematical paper, as it has a fully watertight logical proof, but it also has a good explanation in which the ideas are sketched out (11) we humans can feel our way through the ideas as well as understand the logic step by step. A good discussion also addresses apparent inconsistencies in which the logic seemingly contradicts our intuition.

If we disagree with each other in an argument, the important first step is to find the true root of disagreement. We should do this by following long chains of logic on both sides of the argument. Next, we should build some sort of bridge between our different positions. We should use our ability to see things in the abstract to try and understand that we are really just at different parts of a gray area on the same principle. We should then engage our emotions to grasp where we are emotionally and try and edge slowly to where we all can meet.

I think a good argument, at root, is one in which our main aim is to understand everyone. How often is that actually the case? Unfortunately, most of the time, people argue with the goal of defeating others — most individuals are trying to prove that they are right and (12) is wrong. I don't think this is productive as a primary purpose. I used to be guilty of this as much as anyone, but I have come to realize that discussions really don't have to be competitions. We must first grasp the obvious truth that it is not necessarily the case of one person being right and the other being wrong. Rather, when people disagree, it is often a reflection of differing (14) belief systems. Their opinions may contradict each other but they usually have their own internal logic. That said, this does not prevent people from holding inconsistent opinions within their own belief systems.

Too many arguments turn into a cycle of attack and counterattack. In a good argument, however, nobody feels attacked. People don't feel threatened by a different opinion or a different point of view. All those participating in a given discussion should be responsible for creating this kind of safe environment. I tell myself as much as possible in any potentially divisive situation, "It's not a competition." And, (13), it almost never is a competition.

A good argument does invoke emotions, but not for intimidation or belittlement. It invokes emotions to make connections with people, to create a path for logic to enter people's hearts, not just their minds. This takes longer than throwing sarcastic comments at each other and trying to fire the "killer shot" that will end the discussion. Logic is slow and can fail us when we need to make a quick decision. When we are not in an emergency, however, we should have slow arguments. Unfortunately, the world tends to drive things faster and faster, with shorter and shorter attention spans meaning that we are under pressure to convince people in 280 letters, or in a brief comment accompanying an amusing picture, or in a clever one-liner — correct or otherwise — so someone can declare "mind = blown" or "mic drop." But this leaves little room for nuance or investigation, or for understanding how we agree and disagree. It leaves no time for building bridges.

I would like us all to build bridges to connect us to people with whom we disagree. But what about people who don't want bridges? People who really want to disagree? Here we have a (16) meta

problem. In other words, we first have to persuade people to want those bridges, before we have any hope at all of building them.

As humans in a community, our connections with each other are really all we have. If we were all hermits living in isolation, humanity would not have reached the place it has. Human connections are usually thought of as being emotional, and logic is usually thought of as being removed from emotions and thus removed from humanity. But I firmly believe that logic, used in conjunction with emotions, can help us build better and more compassionate connections between humans. And we must do it in a nuanced way. Black-and-white arguments cause division and extreme viewpoints. The division between logic and emotions, or that between different opinions, is artificial and misleading.

We should not place ourselves in futile battles against other humans with whom we are trying to coexist on this earth. And we should not let logic battle against emotions. A good argument is not a battle. It's not a competition. It's a collaborative art. With logic and emotions working together, we will achieve better thinking, and thus the greatest possible understanding of the world and of each other.

[Adapted from a book by Eugenia Cheng]

(i) In the context of this passage, choose the most suitable expression to fill in each blank.

(11) The answer is: .

- 1 aiming to 2 resulting in 3 so that 4 such as

(12) The answer is: .

- 1 most of them 2 everyone else
3 other people 4 a few opponents

(13) The answer is: .

- 1 in fact 2 nevertheless 3 in case 4 what is worse

(ii) In the context of this passage, choose the best answer for each question.

(14) Which one of the following is in agreement with the author's thoughts regarding (14)belief systems? The answer is: .

- 1 People's belief systems are inherently inconsistent
2 Differences in belief systems are essential to reaching consensus
3 People can hold contradictory opinions within their own belief systems
4 Determining whose belief system is right is critical to a fruitful discussion

- (15) In the fifth paragraph, the author makes all of the following points **EXCEPT**:
(15) .
- 1 We live in a world that tends to prioritize speed over logical process
 - 2 Subtle details and implications are often neglected in a hasty discussion
 - 3 Emotions can make the logic of a discussion more accessible to the listeners
 - 4 Sophisticated logical arguments usually accelerate emergency management
- (16) Which one of the following best describes the ⁽¹⁶⁾meta problem referred to in the sixth paragraph? The answer is: (16) .
- 1 The question of whether we need bridges precedes that of how we build them
 - 2 The question of how to build bridges precedes that of whether we need them
 - 3 Building a bridge benefits most people when its significance is unquestionable
 - 4 Building a bridge benefits only a few people when its significance is questionable
- (17) Which one of the following is consistent with the author's perspective on connecting people with different views? The answer is: (17) .
- 1 People who do not want to be bothered by others should be allowed to live in self-imposed isolation
 - 2 Emotions are not as useful as logic for cultivating connections with those with whom we disagree
 - 3 The supposed "divisions" between people are often illusions that are formed by black-and-white thinking
 - 4 Logic is about figuring out right versus wrong, not understanding many inconsistent viewpoints
- (18) Which one of the following best summarizes the author's argument? The answer is: (18) .
- 1 Logic conceals the subtleties of our everyday experiences and pushes us towards resolutions
 - 2 Logic and emotions together help us understand the complexities of human reality and communicate effectively
 - 3 If we prioritize logic over emotions, we can eliminate errors in a discussion between two opposing groups
 - 4 Our discussions need to be firmly based on our own belief systems so that we are not incoherent or illogical

Ⅲ 次の英文を読み、(19) ～ (27) の設問について最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (19) ～ (27) にマークしなさい。

"It's not personal... it's strictly business." Ruthless mafia boss Michael Corleone's famous line in the American crime film, *The Godfather*, conjures up two very different worlds. There's the world of family and friends, with its bonds of love and loyalty. And there's the completely separate world of business, with its focus on deals and money. As far as Michael is concerned, the two realms (19) .

For those who believe that commercial enterprises exist merely to make money, this is a (20) plausible enough view of the way business should work. At base, it's about generating profit. How well you behave, how well you treat people in the course of your dealings may or may not be important to you, but they are certainly not central to success. Ultimately, the pursuit of profit has to come first.

Such an (21) ethics-free business approach may seem distasteful to many. But, judged in strictly commercial terms, is it effective? Does it at least create companies that are successful in purely financial terms?

A few years back, teams of US business students were invited to take part in a (22) problem-solving competition that involved answering questions via a computer link. They were told that, if they did well in the first round, they would be given a competitive advantage in the next. It swiftly became apparent, though, that the competition contained one major design flaw: since scores were not independently validated, team leaders could, if they chose, misreport how their team had done. In other words, they could cheat and get away with it. In the event, while one group of participants did record their achievement correctly, a second set happily accepted their team leader's decision to nudge their 67 percent score up to 80 percent. Their deception went unchallenged.

What none of the participants knew was that the competition was a set-up by the eminent social psychologist Robert Cialdini. His experiment was not, however, designed to establish whether people cheat if given the chance—we know from bitter experience that some will. Instead, he was interested in finding out what effect cheating has on people's subsequent behavior. The (23) second round, therefore, was the real test. Here Professor Cialdini arranged for each member of each group to be given a business case history and asked him or her to answer a series of questions about it without consulting any teammates. Intriguingly, this time, those who had falsely claimed to do well in the first round uniformly performed worse than those who had been honest. The true scores from the first round had suggested that they were pretty evenly matched. Now those from the cheating team scored, on average, 20 percent lower than their honest opponents. Professor Cialdini studied their answers and came to the conclusion that the reason for this was that they tended to give up when the questions got tough. It was, he said, as though they lacked the "energy or motivation to continue."

Professor Cialdini's (25) explanation for this apparently surprising behavior appears to be an entirely convincing one. Although we will all misbehave from time to time, although we may well occasionally cheat or lie, most of us have a sense of right and wrong. We live in societies that have established their own social conventions over the centuries, maybe based on religious principles, or

maybe derived from the practical experience of what it takes for communities to live well together. We know it's in our long-term interest to be honest with others, to help them when we can, to avoid doing things that might cause them harm — that is, if we wish to be treated the same way. So when we're encouraged to depart from these norms, a tension arises between what we fundamentally believe to be right and what we're being invited to do, and this tension undermines us.

A workplace that is geared to blindly chasing profit — extracting the maximum out of the customer and ignoring regulations — can drain its employees' energy. There's also overwhelming evidence to suggest that this increases levels of individual stress. But what Professor Cialdini found most striking is that a business that encourages such ⁽²⁶⁾sharp practice among its employees is itself highly likely to be betrayed and defrauded by them. As he puts it: "those who cheat for you will cheat against you." If people find themselves working in an organization that has no moral compass, their behavior will come to reflect that culture. After all, if your employer is happy to take advantage of people all the time, why would you choose to act any differently? Your own behavior will start to mimic that of the organization you serve — and not necessarily to the organization's advantage.

[Adapted from a book by Julian Richer]

In the context of this passage, choose the best answer for each question.

- (19) Choose the most suitable expression to fill in the blank. The answer is: (19).
- | | |
|------------------|----------------|
| 1 always decline | 2 never meet |
| 3 almost end | 4 rarely exist |
- (20) Which one of the following is closest in meaning to ⁽²⁰⁾plausible? The answer is: (20).
- | | |
|--------------------|-----------------------|
| 1 apparently valid | 2 crucially flawed |
| 3 deeply upsetting | 4 slightly surprising |
- (21) Which one of the following best explains what the author means by ⁽²¹⁾ethics-free behavior? The answer is: (21).
- 1 You disregard ethics to pursue self-interest
 - 2 You improve your own code of ethical conduct
 - 3 You follow the prevailing ethics in society
 - 4 You reject a solution to an ethical problem
- (22) Which one of the following is **NOT TRUE** about the ⁽²²⁾problem-solving competition? The answer is: (22).
- 1 In the first round, at least one team reported its results incorrectly
 - 2 Teams that cheated in the first round were given a penalty in the next round
 - 3 The system allowed the participants to falsify their scores in the first round
 - 4 Not all of the team leaders accurately recorded the results in the first round

- (23) In the ⁽²³⁾second round, how did the honest participants and the cheaters from the first round compare with each other? The answer is: .
- 1 The honest participants were less talented than the cheaters but scored higher
 - 2 The cheaters were less talented than the honest participants but scored higher
 - 3 The cheaters were as talented as the honest participants but they scored lower
 - 4 The honest participants were as talented as the cheaters but they scored lower
- (24) According to Professor Cialdini, which one of the following best describes the cheaters' attitude in the second round? The answer is: .
- 1 narrow-minded
 - 2 not driven
 - 3 too aggressive
 - 4 argumentative
- (25) In his ⁽²⁵⁾explanation for this apparently surprising behavior, Professor Cialdini makes all of the following points **EXCEPT**: .
- 1 We all behave irresponsibly once in a while
 - 2 All humans share the same social conventions
 - 3 Respecting others ultimately benefits us
 - 4 It is stressful for us to violate social rules and norms
- (26) Which one of the following is closest in meaning to ⁽²⁶⁾sharp practice? The answer is: .
- 1 dishonest behavior
 - 2 moderate reward
 - 3 violent training
 - 4 selfless devotion
- (27) Which one of the following best summarizes the author's view on workplace ethics? The answer is: .
- 1 Businesses should prioritize social responsibility and honesty even at the expense of long-term profits
 - 2 Businesses can maximize their profits by neglecting social conventions and creating new rules
 - 3 It is necessary for businesses to increase family allowances as a way to motivate their employees
 - 4 In the long run, it is beneficial for businesses to treat their employees fairly and behave ethically

IV 次の英文 (28) ～ (33) の空所に入る最も適切なものを選択肢 1 ～ 4 から選び、その番号を
解答用紙 A (マークシート) の解答欄 (28) ～ (33) にマークしなさい。

(28) The large body of evidence indicated that he was guilty of a war crime, _____ ?

- 1 didn't it 2 didn't they 3 didn't he 4 did he

(29) When _____ end?

- 1 the prime minister believes the war will
2 the prime minister believes will the war
3 does the prime minister believe will the war
4 does the prime minister believe the war will

(30) John would buy the property if he could _____, but its price soared.

- 1 be affordable 2 be consumable
3 afford it 4 consume it

(31) Some business sectors have high entry barriers. The airline industry is a case in point. The expense of acquiring aircraft alone is sufficient to _____ most new entrants.

- 1 deter 2 build 3 avoid 4 provide

(32) The fact that truth-telling invariably pays off _____ children any more eager to embrace it. Confronting the truth is often too painful.

- 1 teaches 2 doesn't teach 3 makes 4 doesn't make

(33) As languages evolve, words _____ new meanings.

- 1 turn by 2 give in 3 come over 4 take on

V 次の英文の空所 (34) ～ (40) に入る最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (34) ～ (40) にマークしなさい。

Samuel Beckett's "Try again. Fail again. Fail better," has inspired generations of entrepreneurs. But who gets to try, fail, and fail again? Men. For a sector that (34) on unconventional ideas, the startup world lags surprisingly behind when it comes to funding female-led innovation. The British Business Bank recently found that for every *£1 of venture capital investment in the UK, all-female founder teams get less than a penny, all-male teams 89 pence, and mixed-gender teams 10 pence. The situation is mirrored (35) Europe, where 93 cents in every euro of venture capital goes to companies without a single woman on their founding team. This is a loss for the investors and for the world. Diversity (36) new ideas, and the evidence suggests that startups founded or co-founded by women make for much (37) financial investments. Just 8% of the partners of the top 100 venture firms globally are women. We are most (38) with people who are similar to us; in venture capital, this means that men often choose to invest in other men like themselves. Female entrepreneurs report that investors routinely (39) women lack technical knowledge about their products. Consequently, their pitches are subject to greater interrogation, and they have to fight harder to prove their worth. This culture (40) women from even trying.

[Adapted from an article posted on *theguardian.com*]

注) * £: ポンド (イギリスの通貨)

- | | | | | | | | | |
|------|---|-------------|---|-----------|---|-------------|---|-----------|
| (34) | 1 | discerns | 2 | postpones | 3 | scatters | 4 | thrives |
| (35) | 1 | above | 2 | across | 3 | between | 4 | under |
| (36) | 1 | fuel | 2 | fueling | 3 | fuels | 4 | is fueled |
| (37) | 1 | best | 2 | better | 3 | excellent | 4 | good |
| (38) | 1 | comfortable | 2 | humid | 3 | random | 4 | solitary |
| (39) | 1 | assume | 2 | comply | 3 | deny | 4 | withhold |
| (40) | 1 | damages | 2 | destroys | 3 | discourages | 4 | doubts |

VI 次の英文 (41) ～ (44) を読み、それぞれの設問について最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (41) ～ (44) にマークしなさい。

(41) There is an irony in the choice of Alan Turing as the face of the new *£50 banknote. While he played a crucial role in Britain's war effort, his most important contribution as a mathematician was a 1936 paper that attempted to prove that all mathematical problems can be solved by algorithm. He subsequently wrote one of the foundational papers for artificial intelligence. Now, the Bank of England says that there is still demand for the £50 note and that there are 344 million in circulation. Even so, the modern world is turning away from cash. The future belongs to new forms of digital payment made possible by the revolution Turing started.

[Adapted from an article in *The Times*]

注) * £: ポンド (イギリスの通貨)

Which one of the following best explains the irony? The answer is: (41).

- 1 Turing was a British war hero but was recognized primarily as a mathematician
- 2 Turing was a pioneer in the study of algorithms, which would soon be replaced by AI
- 3 The technology Turing developed will likely make the banknote featuring him redundant
- 4 The Turing banknote, now widely used, won't be accepted for cash payments in the future

(42) "Most people are surprised to learn that half of all food waste occurs in the home, compared to approximately 5% at the retail level," explains a female entrepreneur who is addressing this problem by creating a software application to help distribute excess food. "The average family throws away *£800 of food each year that could have been eaten. Collectively that adds up to £15 billion per year. Adding insult to injury, we have 8.4 million people living in food poverty in the UK."

[Adapted from an article posted on *theguardian.com*]

注) * £: ポンド (イギリスの通貨)

Which one of the following does the passage imply? The answer is: (42).

- 1 Most people are acutely aware of the massive amount of domestic food waste
- 2 People can decrease food waste by giving their surplus to those who need it
- 3 A large number of people in the UK suffer from eating disorders
- 4 Food waste at the retail level is approximately 5% of that in the home

(43) If you're exposed to one or more transformative events while growing up, you are on a different track from everybody else. So instead of being raised just like all the other kids on your block in a conventional fashion, you all of a sudden find yourself different. You see yourself as different. You have different goals. The diversifying experiences that trigger these changes can take multiple forms, and when you look at the lives of creative people, you see the influence of such events.

[Adapted from an article posted on *freakonomics.com*]

According to the passage, diversifying experiences lead to all of the following **EXCEPT** (43).

- 1 a redefinition of your personal identity
- 2 a stronger conformity to your society
- 3 a stimulation of your creativity
- 4 a drastic change to your purpose in life

(44) True love will always remember to say “please” and “thank you.” It always communicates like a mannerly knight. The people who will stay together forever are the ones who have deep, genuine respect for each other. They each treat their partner as they would if a brilliant and much loved national treasure—Sir David Attenborough, say, or Jennifer Saunders—came to stay. Overjoyed by their good luck, thrilled to be in such good company, and always aware of anticipating any need, they would keep asking momentous questions such as “Fancy a cup of tea, Sir David?” and “It’s a bit chilly. Do you need a cardigan, Ms. Saunders?” So, yes, this is love.

[Adapted from an article by Caitlin Moran]

In this passage, natural historian Sir David Attenborough and actress-screenwriter Jennifer Saunders are cited as examples of (44).

- 1 celebrities who have been completely spoilt by their fame
- 2 guests who are demanding and particular about manners
- 3 partners who are caring and polite to people around them
- 4 individuals who inspire people’s admiration and affection

VII 次の英文を読み、空所 (a) ～ (f) に入る、文脈の上で最も適切な名詞を解答欄に記入しなさい。下記の動詞群の名詞形のみを使用すること。ただし、～ing 形は使用してはいけない。また、同じ語を二回以上使ってはいけない。同じ語を二回以上使った場合、正解が含まれていてもその正解は得点にならない。

例： proceed → procedure

avail	defend	differ	inhabit	integrate	reform
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The *monogoroda*, or monotowns, are industrial towns in Russia where a single industry or factory accounts for most of the local economy. They were formed around the wide (a) of raw material deposits. Their locations were also convenient for protecting precious metals and resources from enemies. The roughly 13.2 million (b) of the 319 monotowns, including infants and seniors, account for almost one in ten Russians. There are many, often very basic, (c) among them, but they have one thing in common: their livelihood is dependent on a single company that employs at least a quarter of the population. In the 18th century, the first factory towns were built following a set of (d) by Tsar Peter the Great intended to disperse the overcrowded city population outside the urban core. But most of these towns were established in the 1930s as part of Joseph Stalin’s grand development plans, which focused mainly on the military and (e) industry. The (f) of these new features into the existing industrial framework was crucial to the economic growth of the country.

[Adapted from an article by Ivan Nesterov]

VIII 次の英文を読み、空所 (a) ～ (e) に入る、文脈の上で最も適切な動詞を下記の語群から選び、必要に応じて語形を変えて解答欄に記入しなさい。ただし各解答欄に記入する語は動詞一語のみとし、同じ語を二回以上使ってはいけない。同じ語を二回以上使った場合、正解が含まれていてもその正解は得点にならない。

believe

break

embark

receive

show

Trisha Prabhu has become a role model for girls interested in IT. She (a) on what she later described as the “world’s biggest juggling act” by developing a software application at the same time as she was completing high school. The software application, which eventually became ReThink, was designed to stop cyberbullying by detecting offensive messages and encouraging users to reconsider their angry and emotionally-charged posts before pressing the “Send” button. Her motivation for the feat came from reading about a 12-year-old girl who had taken her own life after being bullied online. “When I heard the news, it (b) my heart. We seem to have reached a place where that kind of hate is acceptable, where people feel they can say anything online,” says Prabhu. Since its launch, ReThink has (c) a huge amount of attention and has been used by 2.5 million students and 1,500 schools internationally. Prabhu credits a supportive environment in high school as a key factor in her success: “Lots of people around me started (d) in what I was doing.” Programs that try to foster a supportive environment for tech-minded girls like Prabhu have increased and have no trouble attracting participants. But UK statistics suggest that while female students have (e) their great enthusiasm for conducting technological innovation, their passion doesn’t extend to entering the professional world of tech, where women continue to be poorly represented and policies to support female leaders are lacking.

[Adapted from an article posted on *theguardian.com*]