

問 題 訂 正

試験開始後、速やかに受験者に「問題訂正があります。」と告げ、下
枠の内容を黒板に一字一句正しく書き写してください。
なお、問題訂正の内容は、読み上げないでください。

令和6年度 一般選抜

前期日程

教科・科目名 英語

記

問題紙 7ページ 大問2

問題文8行目

誤) While some reliable signals

正) While some seemingly reliable signals

1 次の英文を読んで、設問に答えなさい。

In our current, high-paced society, our brains have a lot to do. Besides working for a living and spending time with our families and friends, we have to continue learning and updating our knowledge and skills, so that we can adapt to the technological progress that is constantly transforming the landscape of our everyday lives. The fact that everyone has to juggle so many things at once makes us concerned about strengthening our memories and multitasking powers. In addition, because people are now living longer than ever before, many fear that we might be affected by Alzheimer's Disease^{*1} and other forms of dementia in old age, losing the intellectual ability that is so critical for surviving in the modern environment.

This anxiety has led to the popularity of “brain training games.” These are apps^{*2} and games that are designed to (ア) our memories and general thinking abilities, as well as to protect us from cognitive decline in old age. There are now numerous companies that develop and sell such products, which you can easily find on your smartphone's app store. Usually, they are simple puzzle games in which the player must do tasks like sorting objects into groups based on their color, finding the odd one out in a group of shapes, or remembering a sequence of shapes or letters. The idea is that, by playing these games, you are exercising your brain. Just as exercising muscles (say, by going to the gym) will make you stronger and fitter, it is believed that exercising your brain by playing brain training games will (イ) your mental powers.

Scientists have been conducting experiments to find out just how effective these games are. For example, they will invite a group of people to join their research as participants. All the participants will do some mental tests which are designed to measure how good their memories are or how good they are at multitasking. Then, half of the participants will play brain training games for

a few weeks, while (ウ) half, called “the control group,” will go about their normal lives. Finally, both groups will take the same mental tests again, and the scientists will compare their scores before and after. What they are interested in is if the people who played the brain training games gained higher scores on the second round of the mental tests than the people who didn’t play the games. If so, then the result shows that the brain training games really are effective in increasing the mental powers of the players.

Some scientists who have done these kinds of experiments, however, have pointed out that there is no significant difference between the mental test scores of the group which play the games and those of the control group. In other words, there is no strong evidence that brain training games work in the way they are supposed to. This creates an ethical problem.⁽²⁾ Currently, there are many companies earning profits by making and selling brain training games. Should these companies be allowed to continue this kind of business?

In fact, in 2016, an American company was fined by the Federal Trade Commission (FTC), which is an organization for protecting consumers. One of their jobs is to prevent businesses from making false statements about their products.⁽³⁾ The FTC said that even though the company was advertising that their games could protect people from dementia, they did not have enough evidence to support this. The company paid the fine and changed some of its advertisements, but they still market and sell games whose supposed effect is doubtful, to say the least.

In the future, we might be able to make brain training games that do help people enhance their memories, multitask better, and stay mentally healthy in old age. But to do so, we first need to understand the human brain better and then design games that will really be effective. For now, it seems that while brain training games might be fun, they are no better than one of your favorite Super Mario games in increasing your mental powers.

* 1 Alzheimer’s Disease : アルツハイマー病

* 2 apps : アプリ

問 1 下線部(1)を日本語に訳しなさい。

問 2 空欄(ア)(イ)に共通して入る最も適切な語を次から選び、記号で答えなさい。

- (A) create
- (B) drive
- (C) forget
- (D) improve
- (E) store

問 3 空欄(ウ)に入る語句として最も適切なものを次から選び、記号で答えなさい。

- (A) another
- (B) other
- (C) others
- (D) some
- (E) the other

問 4 下線部(2)の指す問題とは、具体的にはどのようなものですか。「企業」と「利益」という言葉を使い、70字以内の日本語で説明しなさい。

問 5 下線部(3)が意味する内容として最も適切なものを次から選び、記号で答えなさい。

- (A) confusing reports
- (B) dishonest claims
- (C) spam messages
- (D) fake reviews
- (E) untruthful evidence

問 6 本文の内容と一致しないものを次から2つ選び、記号で答えなさい。

- (A) Many people today are anxious to retain their memory and ability to process many things simultaneously.
- (B) Brain training games are based on the idea that the brain can be trained by exercise just like muscles.
- (C) Scientists use mental tests in experiments to see if research participants are mentally healthy.
- (D) In a scientific experiment about brain training games, the difference between the two groups of participants is whether they are exposed to brain training games or not.
- (E) The FTC ordered an American company to pay a sum of money as a punishment for misleading customers.
- (F) Scientists have discovered an effective brain training game which is expected to be released soon.

2

次の英文を読んで、設問に答えなさい。

Frank Abagnale Jr., born in 1948 in the Bronx, New York, spent most of his time in prison between the ages 16 and 21. In 1980, he coauthored a book titled *Catch Me if You Can*. This book was believed to be his autobiography, which portrayed him as a young man who committed a series of nonviolent crimes such as check fraud*, deceiving people around him into believing that he was a pilot, a physician, or a lawyer at different times in different places. This book gave inspiration to the 2002 movie of the same title. With his name well-known to the public, Abagnale appeared in the media many times to talk extensively about his alleged criminal acts. However, there have been growing doubts about the truthfulness of his claims. Having investigated closely whether or not his claims were true, several journalists provided evidence to support that the majority of his claims had been invented or grossly exaggerated, suggesting that Abagnale lied about his lies.

Abagnale became notorious because the falsehood of his lies departed from what is generally considered normal. However, the act of lying is not as (ア) as some people might think. Everyone has lied at some point in his or her life. In fact, lying is something that most of us are very good at. Bella DePaulo, a social psychologist at the University of California, conducted diary studies with her colleagues in 1996 and revealed that people told one to two lies per day.

Studies show that most lies are (イ), that is, they are intended to protect the feelings of others, avoid rudeness, or fulfill the social roles of the liars. Some people tell lies to cover up their mistakes or shape a positive image of themselves. On some rare occasions, however, people tell more serious and anti-social lies. They may include lies to make false claims on a job interview, to organize criminal activities, or to get involved in actions that are planned to hurt people in some way or other. Our society would be better served by our competence to detect and recognize those serious anti-social lies.

In general, however, people are not very competent at detecting lies. Experiments on lie detection exposed research participants to an equal number of true and deceptive messages, asking them to tell which were truths and lies. The results revealed that people were 54 percent accurate on average in
(1) detecting lies, which was only a little better than guessing randomly.

Research suggests several reasons why people are not good at detecting lies. First, there do not appear to be good nonverbal signals that make highly accurate lie detection possible across situations. While some reliable signals have been identified, their effects are too inconsistent to be of any value in detecting lies in a specific situation. All of them can occur in situations unrelated to lying.

Second, people tend to pay attention to the stereotypical nonverbal
(2) behaviors of liars that are in fact useless in detecting lies. For example, research shows that avoiding eye contact is not a reliable signal for lying because experienced liars know how to look the other person in the eyes. Further, research reveals that nervous gesturing, which is another familiar stereotype of liars, is also a poor signal. Skillful liars can control this body movement to create an impression that they are truthful.

Third, people are generally truth-biased, which means that they tend to believe another person regardless of whether or not the message is true. They often do not consider the possibility that they are being lied to. Timothy Levine, a professor of communication studies at the University of Alabama, argues that truth-bias is not necessarily a product of imperfect or biased
(3) thinking. People would be unable to have social relationships if they did not have faith in human communication, Levine maintains. Acknowledging that we naturally tend to trust others, we should probably attempt to exercise caution when we happen to encounter possibly deceptive messages in high-risk situations. Doing so may help us protect ourselves and our loved ones against the damage done by serious anti-social lies.

* check fraud : 小切手詐欺

問 1 第一パラグラフの目的として最も適切なものを次から選び、記号で答えなさい。

- (A) To decide whether Frank Abagnale Jr.'s claims about crimes he committed are true or not.
- (B) To discuss the ethics of nonviolent crimes such as check fraud.
- (C) To explain how books sometimes inspire movies.
- (D) To provide a historical example of a famous liar.
- (E) To show how easy it is to convince people that you are a pilot or a physician.

問 2 空欄(ア)と(イ)に入る語の組み合わせとして最も適切なものを次から選び、記号で答えなさい。

- (A) ア : abnormal イ : harmless
- (B) ア : good イ : useless
- (C) ア : bad イ : worthless
- (D) ア : harmful イ : vicious
- (E) ア : useful イ : necessary

問 3 下線部(1)を日本語に訳しなさい。

問 4 下線部(2)の具体例を2つ本文中から探し、英語のまま書き抜きなさい。

問 5 Timothy Levine が下線部(3)のように主張する理由を、日本語で説明しなさい。

問 6 本文の内容と一致するものを次から 2 つ選び, 記号で答えなさい。

- (A) The book titled *Catch Me if You Can* is an autobiography of Frank Abagnale Jr., which is based on a true story of his life.
- (B) Journalists were able to confirm the truthfulness of Abagnale's claims in his books and interviews.
- (C) Lying is widespread in our society, according to research by social psychologists.
- (D) People rarely tell lies to be thoughtful of others or to create a favorable image of themselves.
- (E) People who are truth-biased have less faith in human communication than those who are not.
- (F) Research has not yet identified reliable signals that will help us to detect lies consistently in different situations.

3

Read the following passage.

The Japanese publishing industry has been going through difficult times for the past few decades. Sales in the industry have declined since 1996, when the figure reached its peak, as the internet and smartphones took over much of the place that books and magazines previously held. Magazines have suffered more than books, because web-based media and SNS are more effective in terms of providing timely information or connecting people with the same interests, both of which were primary functions of paper magazines. According to the statistics, the total sales of the publishing industry in 2021 were only 63% of what they were twenty-five years ago.

One promising option for the industry is e-publishing. In early 2010, Amazon launched the first e-reader to support Japanese-language PDFs, immediately followed by Apple's first iPad. These innovative devices encouraged publishers to offer digitized versions of their books: e-books. The latest statistics show that the share of e-books to total publication sales is now over 30% and is expected to grow.

There are a number of advantages to e-books. First, they cost less to produce, so the prices are generally cheaper compared to their paper counterparts. Second, they do not take up as much space as paper books. You can buy hundreds of e-books and read them on a tablet or an e-reader, with no need to keep bookshelves in your home. Third, e-books are believed to be more environmentally friendly, or "green." Since they are not made of paper, e-books do not consume forest resources.

Some people, however, point out potential problems e-books have. If you buy a paper book, for instance, the book stays with you unless you get rid of it, but in some cases e-books you purchased may become inaccessible when the publisher goes out of business. Also, e-books may not be as environmentally friendly as you might think. E-readers require a lot of energy, chemicals, rare

metals, and water to produce. In addition, maintaining online platforms for e-books is energy-intensive, consuming fossil fuels and contributing to global climate change. Thus, whether e-books are the smarter choice remains debatable.

Answer questions A to C **in English**. You may use words and ideas from the text, but you **must not** copy complete sentences.

Question A

Use the information in the first paragraph to complete the following sentences.

The internet and smartphones have had more negative influence on the _____ than those of _____. They provide a more effective way of helping people who _____ interests to connect with each other.

Question B

Complete the following sentence.

Some people are opposed to the idea that e-books are the greener choice than conventional books because _____ a lot of resources, worsening global climate change.

Question C

Some policymakers have considered replacing paper schoolbooks with online e-books for environmental reasons. Do you think this is a good idea or not? Write a 70-100 word paragraph to explain your thoughts.

4 Read the following transcript [I] of a conversation between classmates, Keiko and Hiro. Then, read the summary of the transcript [II]. The summary contains 12 blank spaces. For each blank space, you must choose the most appropriate word from the list provided. Each word must only be used once. On your answer sheet, write the letter (A, B, C, etc.) that corresponds to your choice.

[I]

Keiko: Hey Hiro, it's you! What are you doing on campus? I heard you were going on a study abroad trip.

Hiro: Yeah, I was supposed to go. I actually planned to go to South Africa for an internship last year, but COVID-19 ruined my plans.

Keiko: That's too bad. I'm sorry to hear that. What were you planning to do there?

Hiro: I wanted to work with a non-profit organization in South Africa that works with coal mining companies to help improve their working conditions.

Keiko: Really? But aren't you a chemistry major?

Hiro: Yeah, but that's the point. I'm interested in many different disciplines and social issues so I wanted to use the internship as an opportunity to get practical experience in something new. Hopefully, I can also change people's lives.

Keiko: Wow, that sounds amazing. Have you thought about applying for the internship again now that COVID-19 cases have decreased?

Hiro: Yes, I wanted to, but it is no longer possible.

Keiko: What do you mean?

Hiro: Well, the internship program had shut down during the COVID-19 pandemic because of a shortage of government funding. So, I've decided to just continue with my studies and work on graduating early.

Keiko: Oh, I see. What a shame. It sounds like it could have been a great opportunity.

Hiro: What about you, Keiko? Have you considered studying abroad?

Keiko: Yes, I have. I want to study art history in Europe for a year, but it's too expensive. I'm currently applying for a scholarship to help cover the costs.

Hiro: That's a great idea. Which country are you planning to study in?

Keiko: I'm interested in studying in France. They have some of the most famous art museums in the world, and I think it would be a great opportunity to improve my French skills.

Hiro: That sounds great. Have you researched any specific universities?

Keiko: Yes, I have. I've found a few universities that collaborate with art museums to offer classes and volunteer opportunities for students in museum management. Just thinking about it makes me so excited, but I'm also nervous about the culture shock of leaving Japan for a whole year.

Hiro: Like what?

Keiko: I've been watching a lot of online videos from Japanese college students who are studying abroad in France right now and everything seems different — from food to the communication style.

Hiro: I can understand why you feel nervous. I felt the same way when preparing to go to South Africa, but I realized that experiencing a new culture is the best part of studying abroad. Sure, it's scary, but it can also be a life-changing experience. Also, since you've been watching those online videos, you are already somewhat prepared to face those cultural differences.

Keiko: That's true. I hadn't thought about it that way.

Hiro: Do you know what you want to do after you graduate?

Keiko: The idea of working in an art museum seems like the perfect job

for me, but I'm not sure. I don't have any job experience yet, so I think studying abroad will help me figure out if that's really what I want to do.

Hiro: Sounds like a good idea to me. I can't wait to hear about all your new adventures in France.

Keiko: Thanks, Hiro.

[II]

Two university students, Keiko and Hiro are discussing their plans for studying abroad. They run into each other unexpectedly on campus. Keiko is (1) to see Hiro there since she heard that he was going on a study abroad trip to South Africa. Hiro explains that he had (2) planned to go on an internship to work with a non-profit organization that improves coal mining working conditions in South Africa but the COVID-19 pandemic (3) those plans. Unfortunately, Hiro explains that the internship program has been shut down due to the (4) of government funding, so he has decided to focus on graduating early instead.

Keiko expresses (5) for Hiro's disappointment and asks more about the internship. Hiro is a chemistry major but has interests in other disciplines and social issues, which he wants to explore through the internship. Keiko is impressed by Hiro's intentions to (6) affect people's lives.

Hiro then asks Keiko about her plans for studying abroad. Keiko hopes to study art history in Europe for a year, specifically in France, to improve her French skills and to have (7) to the famous art museums there. However, Keiko is worried about the cost and culture shock.

Hiro encourages Keiko to pursue her aspirations, reminding her that experiencing a new culture is the best part of studying abroad. He says that he had (8) concerns about going to South Africa but realized that

facing the (9) of studying abroad could be a life-changing experience. Hiro also points out that Keiko is already somewhat (10) since she has been watching videos about Japanese college students studying abroad in France.

Keiko shares that she hopes to work in an art museum but isn't sure. She believes that studying abroad will help her make a more informed (11). Hiro encourages Keiko to continue (12) her dreams, and they both look forward to hearing about each other's future adventures.

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|----------------|-----------------|---------------------|
| (A) access | (B) answer | (C) celebrations |
| (D) challenges | (E) convenience | (F) corrupt |
| (G) decision | (H) disgust | (I) environmentally |
| (K) expecting | (L) generous | (M) interrupted |
| (N) lack | (O) laughter | (P) miserably |
| (Q) originally | (R) positively | (S) prepared |
| (T) pursuing | (U) similar | (W) source |
| (X) surprised | (Y) sympathy | (Z) threatening |