

I 次の文章は、人の意見の持ち方に関する調査について書かれたものである。この文章を読んで、問1～5に答えなさい。(配点35点)

Do you ever feel like everyone on social media has a more extreme viewpoint than your own? We often blame social media companies for the flood of politically extreme opinions around us. After all, these companies are generally motivated to promote the most emotionally potent and attention-grabbing content and perspectives.

But my colleagues and I have conducted research that suggests these platforms' users share some of the responsibility. In several studies, we found that people prefer connecting with others who are, on average, more politically extreme than themselves.

Until recently, researchers believed that the main principle involved in how we select our social ties has been what the ancient Greeks called *homophily*, or love of the similar. Political homophily — love of those who are politically similar — is one of the strongest and best-documented phenomena in social science. It influences how we choose the city we live in, our schools, our partners, our hobbies and even our music. Homophily leads to political segregation, which in turn intensifies hostility and polarization*.

But homophily is not the only driver of this segregation. In our research, we found that people are not only attracted by those who are politically similar but also attracted by those who hold more politically extreme versions of their views. This tendency is called *acrophily*, or love of extremes.

In a series of studies, we asked more than 1,200 Americans to rate their responses to diverse political situations. For example, participants reported their emotions upon seeing pictures of police brutality and expressed their views on topics such as gun control, hunting and increasing military spending. In between each prompt*, we asked participants for their emotional response. Then we showed them the responses of six “peers.” These responses came from a pool of separate participants with varied political views who had talked about these topics and images in an earlier study. We then asked participants to choose the peers whose viewpoints they would like to see in subsequent

rounds of the experiment. Results suggested that people generally prefer to read about the emotional responses of those with similar views (political homophily) and are attracted to extremes (political acrophily). Whether liberal or conservative, participants tended to choose peers whose views were more extreme than their own.

Many factors may drive attraction to extremity. Individuals who hold zealous or intensely felt views may provide us with sharper arguments for the next online political discussion or Thanksgiving dinner debate. In addition, people who are more extreme may be more vocal and seem more coherent — that is, they have opinions across a range ^(c) of issues that are more consistently in line with a single political ideology. Those traits can be attractive. In research published last year, Argentine social scientist Federico Zimmerman and his colleagues asked 2,632 people to have a political discussion with a stranger and then rate how much they liked that person. Participants showed a strong ⁽²⁾ preference for conversation partners who expressed more confident and ideologically consistent political views as opposed to those who did not hold firm opinions.

We have found an additional pattern that could help explain political acrophily. In one of our studies, we asked people to identify the viewpoints that they believed were most typical of their political group. ⁽³⁾ The participants with a greater tendency to prefer people who possess extreme opinions also tended to think that the typical member of their political group was much more extreme than themselves. These participants may be attracted to extremes because they believe those intense viewpoints are more representative of their political group overall.

These findings suggest that correcting people's biased impressions about their own political leanings might help reduce acrophily. In the big picture, we know that the most extreme members of a given group are unlikely to reflect the “average” perspective within that community. Yet some people in our study genuinely believed that to be the case.

注 polarization 二極化, 分裂
prompt 刺激

問 1 下線部(1)の表す内容を, 日本語で具体的に説明しなさい。

問 2 下線部(a)~(d)の語(句)について, 本文中における意味に最も近いものを, それぞれの選択肢から一つ選び, 記号で答えなさい。

(a) ties

- (あ) media
- (い) functions
- (う) issues
- (え) connections

(b) driver of

- (あ) motorist in
- (い) example of
- (う) cause behind
- (え) hit within

(c) a range of issues

- (あ) a variety of debates
- (い) a number of volumes
- (う) a period of time
- (え) a matter of fact

(d) In the big picture

- (あ) In the meantime
- (い) In the future
- (う) On the one hand
- (え) On the whole

問 3 1,200 名以上のアメリカ人を対象に行われた心理実験の手順をまとめた以下の

(a)~(c)を正しい順序に並べ替えなさい。

(a) The researchers showed the participants the political opinions of people which had been collected in an earlier study.

(b) The researchers requested the participants to choose the people whose opinions they would like to hear more of.

(c) The researchers measured the participants' stances by asking them to react to photos and talk about political topics.

問 4 下線部(2)を日本語に訳しなさい。

問 5 下線部(3)が指す内容を 70 字程度の日本語で説明しなさい。ただし、句読点も 1 字に数えます。

II 次の文章は、音楽と認知能力の関係について書かれたものである。この文章を読んで、問1～5に答えなさい。(配点35点)

From strumming a guitar next to a campfire to entertaining guests with a piano piece at a formal dinner, being able to play a musical instrument is unquestionably rewarding. Yet, evidence suggests that the rewards go far beyond the elation of performing well in front of others — those who play instruments have often been found to perform better on cognitive tests too.

Enhanced cognition is well known to be linked to a range of positive life outcomes such as getting a better job and enjoying better health. However, it has remained unclear whether these enhanced cognitive skills are just temporary. New research published in *Psychological Science* suggests that the benefits of musical instruments remain for decades.

Studies comparing the mental abilities of musicians and non-musicians often show that musical training is related to small, but significant, cognitive benefits even when other factors, such as socioeconomic status, are accounted for. Findings from experimental studies with children have also lent (A) to the idea that musical training might cause an improvement in cognitive ability. Indeed, there is evidence that just two years of such training enhances cognition.

Unfortunately, a major limitation of these studies is their duration. They almost always have short monitoring periods. This is not because psychologists do not yearn to monitor their participants for longer. It is more a matter of time and resources. Running experiments over the course of several decades is challenging and expensive. This has made it impossible to determine if cognitive changes associated with learning how to play an instrument remain throughout a person's lifetime.

In their latest study, Judith Okely at Edinburgh University and her colleagues, Ian Deary and Katie Overy, identified a solution to that age-old problem: the Lothian Birth Cohort*. On a single day in 1947, the Scottish government tested the intelligence of almost every 11-year-old child who attended school in the country. In 1997 Dr. Deary

contacted 1,091 of those people and tested them once more between 2004 and 2007. The study is still ongoing with participants returning for further cognitive testing every three years. ^(c)

Although information about musical ability was not initially collected as part of the study, while pondering the question of how learning an instrument shaped cognition over time in early 2017, Dr. Overly, a researcher at Edinburgh University's Reid School of Music, realized it was not too late to ask the original participants about their musical experiences. ^(d)

The researchers worked together to develop a questionnaire that collected information about lifetime musical experience. This was (B) by the surviving cohort members who returned to the study for further testing at age 82. The participants were asked how many instruments they played and what their training was like. They were also asked to record how many years of regular practice they had and what performance level (for example beginner, intermediate or advanced) they had reached. A total of 366 cohort members responded and 117 revealed that they had some degree of experience with musical instruments.

Overall, the researchers found that a significant positive relationship existed between playing an instrument and change in cognitive ability over time. More specifically, the more years and more hours of practice with an instrument that a person had, the more likely they were to show a positive cognitive change over the course of their life. ⁽²⁾ The effect was small but it remained significant even when the findings were adjusted to take into account other factors like years of education and socioeconomic status.

Precisely why learning to play a musical instrument has these effects remains unclear. The researchers theorize that driving people to regularly use a mix of focused attention, co-ordination, auditory-motor skills and memory results in (C) cognitive changes. Yet another reward, then, from a love of music.

注 birth cohort 同じ出生年の人の集団

問 1 下線部(a)~(d)の語について、本文中における意味に最も近いものを、それぞれの選択肢から一つ選び、記号で答えなさい。

(a) elation

- (あ) hope
- (い) value
- (う) stress
- (え) joy

(b) Enhanced

- (あ) determined but destined
- (い) restricted but related
- (う) increased and improved
- (え) encouraged and engaged

(c) ongoing

- (あ) in demand
- (い) in progress
- (う) under construction
- (え) under review

(d) pondering

- (あ) thinking over
- (い) arguing about
- (う) finding out
- (え) shooting at

問 2 本文中の(A)～(C)の空所に入る最も適切な単語の組み合わせはどれか。選択肢(あ)～(え)から一つ選び、記号で答えなさい。

	(A)	(B)	(C)
(あ)	evidence	criticized	successive
(い)	funds	supported	remarkable
(う)	space	distributed	predictable
(え)	support	completed	advantageous

問 3 下線部(1)を、This の内容を明らかにしたうえで、日本語に訳しなさい。

問 4 下線部(2)を日本語に訳しなさい。

問 5 本文の内容と合致する文を選択肢の中から二つ選び、記号で答えなさい。

- (あ) Playing a guitar next to a campfire is far more entertaining than playing a piano at a formal dinner.
- (い) The researchers at Edinburgh University found that higher education and socioeconomic status are strongly associated with higher levels of musical performance.
- (う) In 1997 Dr. Deary got in touch with 1,091 eleven-year-old children.
- (え) Information about the cohort members' musical abilities was originally collected in 1947 to investigate the relationship between musical experiences and cognitive abilities.
- (お) Nearly a third of the respondents to the questionnaire developed by the researchers at Edinburgh University reported that they had musical experience to some extent.
- (か) The researchers have yet to discover the exact reason why musical training produces long-term positive cognitive changes.

Ⅲ 次の文章は、ある物語の一節である。これを読んで、問1～4に答えなさい。
(配点 30 点)

For reasons I still didn't understand, my parents hadn't been nearly as thrilled as I
⁽¹⁾thought they'd be when I'd called to tell them about the trip.

“Oh, really?” my mother asked in that special way of hers that implied so much more than those two little words really meant. “You're going to Paris now?”

“(a)”

“Well, it just doesn't seem like the best time to be jetting off to Europe, is all,” she said vaguely, although I could tell that an avalanche of mother guilt was ready to begin its slide in my direction.

“And why is that? (b)”

“Don't get upset, Emma. It's just that we haven't seen you in months — not that we're complaining, Dad and I both understand how demanding your job is — but don't you want to see your new nephew? He's a few months old already and you haven't even met him yet!”

“Mom! Don't make me feel guilty. I'm dying to see Isaac, but you know I can't just —”

“You know Dad and I will pay for your ticket to Houston, right?”

“Yes! You've told me four hundred times. I know it and I appreciate it, but it's not the money. I can't get any time off work and now with Jane out, I can't just up and leave — even on weekends. Does it make sense to you to fly across the country only to have to come back if my boss Linda calls me on Saturday morning to pick up her dry cleaning? (c)”

“Of course not, Emma, I just thought — we just thought — that you might be able to visit them in the next couple weeks, because Linda was going to be away and all, and if you were going to fly out there, then Dad and I would go also. But now you're going to Paris.”

She said it in the way that implied what she was really thinking. “But now you're

going to Paris” translated to “But now you’re jetting off to Europe to escape all of your family obligations.”

“Mother, let me make something very, very clear here. I am not going on vacation. I have not chosen to go to Paris rather than meet my baby nephew. It’s not my decision at all, as you probably know but are refusing to accept. It’s really simple: either I go to Paris with Linda in three days or I get fired. (d) Because if so, I’d love to hear it.”

She was quiet for a moment before she said, “No, of course not, honey. You know we understand. I just hope — well, I just hope that you’re happy with the way things are going.”

“What’s that supposed to mean?” I asked nastily.

“Nothing, nothing,” she rushed to say. “It doesn’t mean anything other than just what I said: your dad and I only care that you’re happy, and it seems that you’ve really been, um, well, uh, pushing yourself lately. (e)”

I softened a bit since she was clearly trying so hard. “Yeah, Mom, everything’s fine. I’m not happy to be going to Paris, just so you know. It’s going to be a week of sheer hell, twenty-four-seven. But my year will be up soon, and I can put this kind of living behind me.”

“I know, sweetie, I know it’s been a tough year for you. I just hope this all ends up being worth it for you. That’s all.”

“I know. So do I.”
(3)

問 1 下線部(1)を日本語に訳しなさい。

問 2 空所(a)~(e)に入れるのに最も適切なものを、下からそれぞれ一つ選び、記号で答えなさい。ただし、同じ記号は一度しか使えません。

(あ) Do you see a choice here?

(い) When *would* be a good time?

(う) Is everything OK?

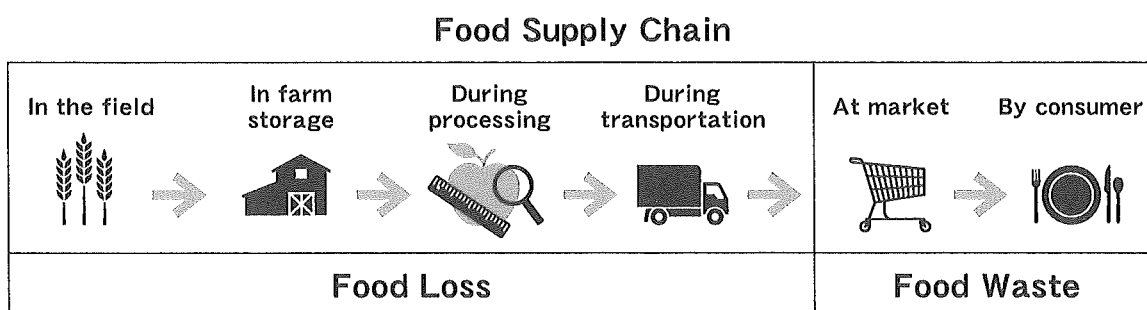
(え) Does it?

(お) What do you mean, 'now'?

問 3 下線部(2)の内容を日本語で具体的に説明しなさい。

問 4 下線部(3)を、So do の内容を明らかにして、日本語に訳しなさい。

IV The figure below shows the food supply chain, and where loss and wastage of food takes place. (配点 25 点)



- (1) Choose one of the types of **food loss**. Based on your own ideas, give reasons why this loss might happen. Write in English (around 40 words).

- (2) What can people do to reduce **food waste**? Write a paragraph suggesting one or more examples to support your opinion. Write in English (around 60 words).