

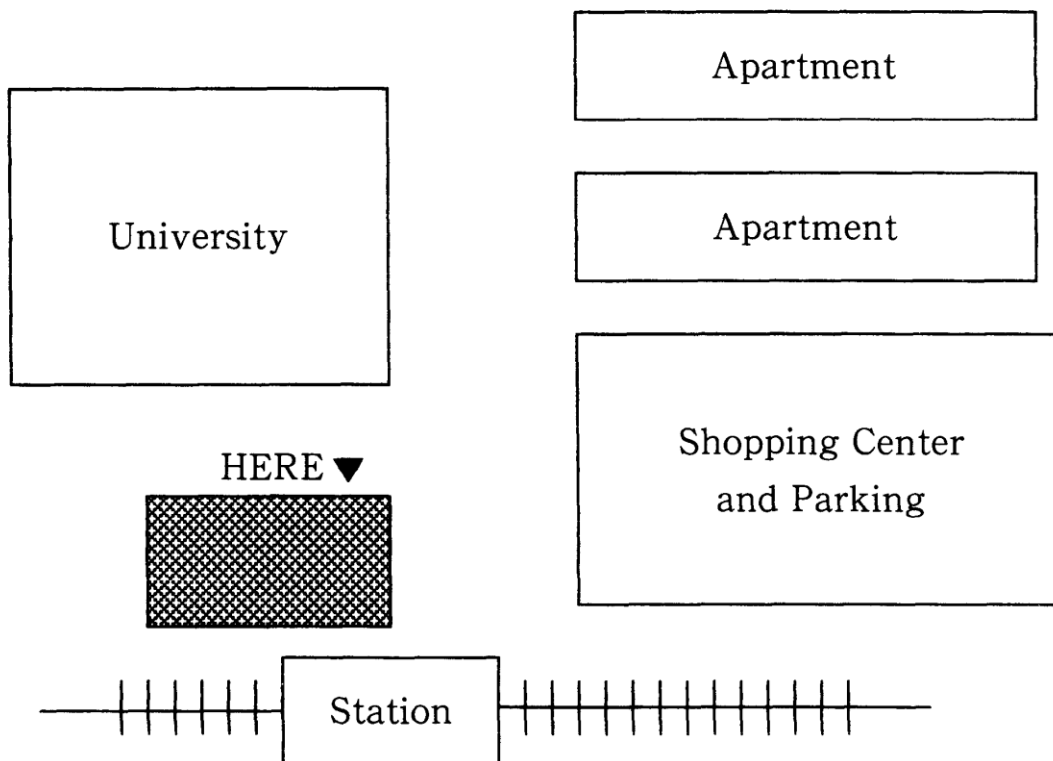
【 1 】 <E128E55> 2004 慶應義塾大学 2/17, A・B方式, 本学 経済学部

首都圏にある Q 市では駅前のビルのスペースを利用して、市民に役立つ施設を作ることになりました。現在提案されている 3 つの案(childcare center, free community space, public library)のうち、あなたが最もよいと考えるものを選び、その理由を付して英語で述べなさい。どの案を選んでもかまいません。なお、以下の資料および地図は使っても使わなくてもかまいません。

(注意)

- 70 語以上であること。
- 接続詞や副詞を使って一貫性のある文章にまとめること。
- 文法に注意して書くこと。

Childcare Center	Free Community Space	Public Library
◇Open on Sundays ◇Full-time nurse ◇ Counseling service for parents	◇Concert hall ◇Meeting rooms of various sizes ◇Music studios	◇Free Internet service ◇Children’s reading room ◇Group study room



【 2 】 <F128E51> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

Read the following conversation pieces and answer the questions as indicated.

Conversation 1

Ann : the notes I took during the economics lecture. Will you let me copy yours so I can do the homework?

Beth : I'm afraid I can't. I didn't bring them to school today.

Conversation 2

Ivan : Where shall we go coffee?

Ruth : It's your turn to choose.

Ivan : What about the Paradise Cafe?

Ruth : Are you sure that's open on Tuesdays?

Ivan : I think it is. Let me call them to check.

Conversation 3

Customer : Excuse me. tell me how much these T-shirts are.

Salesperson : There's a special price for those ones, ma'am: ten dollars each, or two for twenty dollars.

Customer : I beg your pardon?

Salesperson : Oh, I mean twelve dollars each, or two for twenty dollars.

Conversation 4

Alvin : Where were you last night? I called several times but your mobile phone was switched off.

Chris : I went to the meeting at City Hall. Why weren't you there?

Alvin : I couldn't be bothered. I'm not really interested in politics.

Chris : Well, you should be. The mayor gave a really interesting speech on the plan to develop the old part of the city. He also answered lots of questions afterwards.

Alvin : I recently read an article about a speech he made on regional defense. It said that his ideas were badly explained, people actually understood him. Because of that, I thought he was probably a very poor speaker.

Questions

[A] Fill in the blank spaces in Conversations 1 – 4 by finding the one most appropriate answer from the choices listed below. Answer by filling in the corresponding slot under the numbers (1) – (4) on your answer sheet.

(1) Conversation 1

- | | |
|---------------------|-------------------|
| 1. I've been losing | 2. I've been lost |
| 3. I've had lost | 4. I've lost |

(2) Conversation 2

- | | | | |
|--------|-------|-------|---------|
| 1. for | 2. on | 3. to | 4. with |
|--------|-------|-------|---------|

(3) Conversation 3

1. I ask whether you
2. I suggest that you
3. I want you will
4. I wonder if you could

(4) Conversation 4

1. and a few
2. and few
3. and the few
4. and too few

[B] Which one word in each underlined part should be spoken with the most stress? Answer by filling in the corresponding slot under the numbers (5) – (9) on your answer sheet.

(5) Conversation 1 : ① I'm ② afraid ③ I ④ can't

(6) Conversation 2 : ① It's ② your ③ turn ④ to ⑤ choose

(7) Conversation 2 : ① I ② think ③ it ④ is

(8) Conversation 3 : ① I ② mean ③ twelve ④ dollars ⑤ each

(9) Conversation 4 : ① Well, ② you ③ should ④ be

【3】 <F128E52> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

問題(10)から(13)の選択肢 a～c の中から、文法または語いの使い方が誤っている文を探し、以下の答え方に従って該当する数字を(10)から(13)にマークしなさい。

<解答の選択肢>

<マークシートに記入する数字>

- | | | |
|----------------|---|---|
| a のみが誤っている場合 | → | 1 |
| b のみが誤っている場合 | → | 2 |
| c のみが誤っている場合 | → | 3 |
| a と b が誤っている場合 | → | 4 |
| a と c が誤っている場合 | → | 5 |
| b と c が誤っている場合 | → | 6 |

(10)

- a. It is convenience to use electronic money when shopping.
- b. Kosuke Kitajima was succeeded tremendously in the 2004 Olympics.
- c. Mexican meals make much use of corn, which is served in a variety of ways.

(11)

- a. Eating raw fish has never been an important part of the British lifestyle.
- b. Today, a lot of women work hard as much as men.

c. We often discuss politics in class.

(12)

- a. I was only fourteen when I arrived to New York for the first time.
- b. If a person has physical difficulties, pets, especially dogs, can help their lives.
- c. Modern medicine often treats the body as if it were a machine.

(13)

- a. Food production has decreased over the last ten years.
- b. Keita has a lot of knowledges about world history.
- c. You should speak bigger when you give a presentation.

【 4 】 <F128E53> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

Read the following article and answer the questions as indicated. (Note that there is a map of Brazil.)



The BR-163 is a road over 1,765km long that starts at Santarém, a port on the Amazon River, and

ends in Cuiapá, the land-bound capital of Mato Grosso, the central Brazilian state known as the “Amazon Tiger.” During the six-month rainy season, the road becomes a river of mud and the journey from Santarém to Cuiapá can take as long as two weeks. However, Brazil’s government intends to turn the BR-163 into a super-highway. Exports of agricultural products and electronic goods will be speeded on their way to Europe and Asia, and the near-isolation of the hundreds of thousands of people living along the route will come to an end.

While Brazil’s economy shrank last year, Mato Grosso’s GDP grew 8%, thanks to a boom in soya beans, beef and other commodities. The area’s politicians claim that these exports are the main reason for Brazil’s trade surplus. At the moment this produce is mainly shipped southeast to the busy port of Paranaguá. Meanwhile, Santarém’s \$20 million grain terminal is only able to handle grain delivered by river. When the BR-163 is ready for trucks bringing grain from Mato Grosso, the time and cost of transport will be cut in half. As a result, Brazilian agriculture, which is already threatening rivals abroad, will become even more competitive. In the same way, the paving of the BR-163 will stop the damage that is at present caused to the fragile computers sent southeast from the factories of Manaus to the port of São Paulo. The manufacturers expect costs to fall by over \$100 million.

Yet the paving of the BR-163 is feared as well as welcomed. Brazilians emphasize the importance of the fields of Mato Grosso to agriculture by calling them the “world’s breadbasket.” Similarly, they emphasize the importance of the Amazonian rainforest to the quality of our air by calling it the “world’s lungs.” If the past is any guide, the lungs will sufferx. In addition, the small farmers and the other local inhabitants of the towns and villages alongside the road face a dark future, too.

This would be a local disaster that would affect the whole world. During the 1990s, reductions in the total area of forested land are thought to have accounted for 10-20% of the carbon dioxide (CO₂) released into the atmosphere. The Amazon forest itself has shrunk by 15% since the 1960s. Some experts estimate that road development could destroy a further 30-40% by 2020, since roads make it more profitable to cut trees down, first for timber and then to provide ground for growing soya beans. A report published in 2002 predicted that the paving of the BR-163 would destroy 22,000-49,000km² of forest within twenty years. In addition, the prospect of booming economic development in the areas alongside the road is already causing an invasion of new inhabitants, and a sharp increase in land prices. Diogo Oliveira is a Santarém union spokesperson and also a leading greenA. His view of the road represents the fears of many long-term inhabitants: “It will only add to the problems of the region — more fights over land and more pollution.”

However, those directly involved with the paving of the BR-163 claim that it will be a different sort of road development project: bringing growth that is not confused but ordered, not increasing but reducing the gap between rich and poor, and not destroying but preserving the Amazon. To this end, the government of Brazil is planning to soften the impact of the road in various ways. First will come “emergency action” to accompany the road works, including an increase in the number of police officers. This will be followed by a plan to protect nature in the road’s “area of influence,” which covers nearly 1

million km² and 1.7 million people. All sorts of local pressure groups, NGOs, multinationals and foreign lenders are working with officials from a number of government departments. There are plenty of disagreements, but people with widely differing views are gradually learning to work together. As a result, they are producing new ideas about how to control the development of the forest and how to combine growth with conservation.

For example, the governor of Mato Grosso, Blairo Maggi, is also part-owner of the world's biggest soya-producing company. Growing soya beans causes further deforestation, and rivers are poisoned with the chemicals required. Soya farmers need land, but not many agricultural laborers. Mr. Maggi opposes more protected areas for the original, indigenous, inhabitants who, so far, have been the forest's most reliable protectors. Yet he has also promised to defend a strict conservation law that limits the amount of trees that a private landowner can cut down. He has even declared that the 500 other farms from which his company buys soya must follow this law as well. The main reason for this unlikely stance on conservation seems to be his company's desire to borrow \$30 million from the International Finance Corporation (IFC), a branch of the World Bank that imposes relatively strict green standards^B on its customers.

The conservation law mentioned above has not been entirely effective, mainly because it does not give priority to the most environmentally valuable land. Instead, the government therefore proposes to introduce separate economic and ecological "zones." The idea is to accept the loss of forested land that has already been destroyed, while at the same time increasing the amount of land on which only forest-friendly development is allowed. In other words, there will be a small surrender in the battle to save the Amazon now, in the hope of a more complete victory in the future. For the BR-163, the plan proposes an area of development 40km wide on each side of the road, an "economic zone" that would under no circumstances be allowed to grow and further. The idea is not to punish people for cutting down trees, but to encourage them to stay within the economic zone, where the damage has already been done, in order to preserve the virgin forest.

While a unified vision of the future of the Amazon is closer than ever before, there is still some way to go before the different groups can reach total agreement. According to a leading official, the green-minded federal environment ministry^C refuses to consider changes to the conservation law, and also opposes the introduction of economic zones. But the choice between growth and conservation is a hard one, particularly for the many Brazilians who are living in poverty.

The future of the BR-163 is not yet clear. The miracle would be a road that promoted both the growth of Brazil's economy and the protection of its environmental treasures. But can we believe in miracles?

Questions

[A] Read the following sentences and choose the number "1" if the sentence matches what is stated in the article and the number "9" if it does not. Answer by filling in the corresponding slots under the numbers (14) – (18) on your answer sheet.

- (14) In the 1990s, up to 20% of the carbon dioxide released into the air resulted from the destruction of forests.
- (15) The Brazilian government thinks that economic growth is more important than protection of the environment.
- (16) Mr. Maggi opposes conservation laws because his company wants to borrow money from an international bank.
- (17) Economic and ecological zones have been suggested as a possible way of preserving the forest while allowing some development.
- (18) There are still disagreements about how to conserve the Amazon forest, but the central government itself is united.

[B] Below are four explanations of different ways in which the word “green” is used. Select the one explanation that is closest to the meaning of “green” as used in all the phrases underlined at A, B, and C. Then fill in the corresponding slot under the number (19) on your answer sheet.

1. “Green” can mean “ill,” because when people are feeling sick their faces go a pale green color.
2. “Green” can mean “protecting nature,” because green is the color of nature.
3. “Green” can mean “young and without experience,” because green is the color of spring.
4. If a project is “given the green light” it can start, because a green traffic light means “go.”

[C] Which one of the following most accurately sums up the main point of the second paragraph (in *italics*)? Answer by filling in the corresponding slot under the number (20) on your answer sheet.

1. Brazil’s agricultural competitors are threatened by the BR-163.
2. Manufacturers and farmers will benefit from the paving of the BR-163.
3. Paving the BR-163 will shrink Brazil’s economy, causing a fall in export costs.
4. The BR-163 will lead to an increase in Mato Grosso’s trade surplus.

[D] Which one of the following sentences is closest to the meaning of the underlined sentence marked X (“If the past is any guide, the lungs will suffer”)? Answer by filling in the corresponding slot under the number (21) on your answer sheet.

1. As history shows, the air from the Amazon will continue to get worse.
2. History teaches that the Amazon is likely to be harmed.
3. The Amazon’s “lungs” will become ill if history guides us.
4. The Amazon forest will be damaged because of the lessons of history.

[E] What would be the most suitable title for this article? Choose one answer by filling in the corresponding slot under the number (22) on your answer sheet.

1. Brazil's attempt to choose development without abandoning conservation
2. Paving the BR-163: a key to future economic growth in Brazil
3. The vital role of the Amazon forest in Brazil's economy
4. The war over the Amazon: local groups versus the governor

【5】 <F128E54> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

Read the following discussion and answer the questions as indicated.

Kaoru : Hello Chris, I thought you were going to your cousin's wedding today.

Chris : So did I, but the wedding was canceled suddenly after he and his girlfriend had a big argument. My mother said the girlfriend got offered a fantastic job in New York at the head office of her company. My cousin didn't want her to move to New York without him, but the girlfriend went ahead and accepted the new position anyway. All of us relatives hope that the next girl he dates will not be a career woman.

Kaoru : Hey, that's not fair. Even though his girlfriend acted that way, this doesn't mean that all career women are likely to make the same decision.

Kim : I don't see why the girlfriend should get the blame anyway. What would have happened if your cousin had got the chance of a job in New York instead of his girlfriend? I don't think anyone would criticize a man who wanted to move to a different city for career reasons.

Kaoru : Yes, but surely that's because a career is so much more important for a man than it is for a woman, isn't it?

Lee : What do you mean by that?

Chris : Well, men and women are different, aren't they? I'm not saying that men are better than women, but biologically it's clear that women are designed to have children and men aren't. A career is central to a man's life whether he marries or not, but a woman who marries should concentrate on her marriage and her children rather than on her career, particularly when the children are very young. It's because the increasing numbers of career women aren't doing this that we've got all these problems with young criminals in developed societies.

Kim : Hey, Chris, hold on a minute. Just because women are the ones who have babies, it doesn't mean that they can't combine a career with marriage just like men do. And there's no reason to link the increase in career women with the rise in juvenile crime.

Lee : I don't totally agree with Chris, but I do think that it's difficult for career women to find a balance between working and having children. That's why people link the large rise in the number of career women with the serious fall in the birthrate that is occurring in many European countries.

Kaoru : That's what people say about Japan, too. But like Kim, I don't think it's fair to suggest that problems of developed societies like juvenile crime and the falling birthrate are occurring just because more women are choosing to have careers. After all, most women have always worked outside the home, as agricultural laborers.

- Chris : Hey, Kaoru, I thought you agreed with me about women giving most of their attention to their children.
- Kaoru : Don't worry Chris, I still do. But we need to be realistic. Even though a career is less important for women than for men, it doesn't mean that women should not have careers at all. If we look at the situation more flexibly, it means that a woman can follow a career all her life, but she doesn't have to. When she gets married or has children, she can give up her job in order to become a full-time housewife. A woman who does this can always take up work again when her children start junior-high school.
- Lee : Well, I'm definitely in support of more flexibility, and there's a lot that government and business can do to make it easier for career women to have children and care for them properly. But there are still fundamental problems. For example, if a woman stops working while she has children, even for a short time, it has a negative effect on her salary and promotion prospects.
- Kim : If a woman is really serious about her career, she shouldn't stop working even if she does have children. My grandmother always worked, and she had five children. She says that life is much easier for women nowadays, and that things like maternity leave shouldn't be necessary.
- Lee : Wait a minute, Kim! I think you're being too extreme. There's no need to force a mother to take maternity leave, but if she doesn't, I'm not sure who will care for the baby.
- Kim : Well, in my grandmother's case, it was her mother and father, but it doesn't have to be. My aunt employs a professional babysitter to care for her children. The sitter's wages come to over half of my aunt's salary, but she says it's worth it.
- Chris : No, a child needs its mother. A grandmother might be OK, but I don't think you should pay a complete stranger to care for your child. Small children need love. Childcare shouldn't involve the exchange of money.
- Lee : That's a bit unrealistic, isn't it? You wouldn't become a professional babysitter if you didn't like small children, and they get proper training — unlike most mothers.
- Kaoru : That may be so. But it would also be unrealistic to think that employing someone like that is a solution to the problem of childcare for working mothers. They're expensive. I'm sure that a lot of mothers wouldn't be able to afford one.
- Lee : What about day-care centers then? Because they care for a number of children, they are cheaper than employing your own babysitter.
- Kaoru : Day-care centers are certainly a possible answer. I think that it's best if a mother stays at home to bring up her children, but we can't ignore the fact that not all women are prepared to do this. Since this is the case, governments and businesses should do more to provide day-care centers, and to support working mothers in other ways.
- Chris : *No, Kaoru, if you really think that mothers should stay at home to care for their children, how can you suggest that governments should help women who don't want to do this? The real problem is that we only admire people who are successful outside the home. Everyone takes mothers for granted, even though it's really difficult to bring up children, and it's so important for society that this is done properly. Instead of using taxpayers' money to provide more day-care centers, the government should offer mothers a salary to stay at home.*

- Kaoru : Hey, Chris, that's a really interesting idea. It would also show that the whole of society shares responsibility for children, not just their actual mothers.
- Lee : But there's another thing we ought to consider. We've been assuming that the problem of combining work, marriage and children only affects women. That may have been true once, but surely things are different now. Men expect to be involved in bringing up their children. And some even take paternity leave so that their wives can stay at work. If there was a childcare salary, then I think that fathers should be able to get it as well as mothers.
- Kaoru : But Lee, there won't be many men who will want to give up their jobs in order to care for their children.
- Kim : That's so old-fashioned, Kaoru! If there was a salary like this, how could we say that only mothers could get it?
- Chris : Kim, what you and Lee are proposing is too extreme.
- Lee : Look, let's stop this discussion before it turns into an argument. I want to go back to where we started. It is none of my business, Chris, but I think you should call your cousin and persuade him to have another talk with his girlfriend.

Questions

- (1) 下記にはディスカッションの中で出された意見(a)～(d)が示されています。ディスカッション全体の内容をよく読んで、以下の指示に従い、どの二人が(a)～(d)の意見に賛成しているかを記入しなさい。

- | | |
|----------------------|-----|
| Chris と Kaoru が賛成の場合 | → 1 |
| Chris と Kim が賛成の場合 | → 2 |
| Chris と Lee が賛成の場合 | → 3 |
| Kaoru と Kim が賛成の場合 | → 4 |
| Kaoru と Lee が賛成の場合 | → 5 |
| Kim と Lee が賛成の場合 | → 6 |

Opinions

- (a) The greater number of career women is causing social problems.
- (b) Women with small children should stay at home.
- (c) Companies should give special help to working mothers.
- (d) Fathers should be able to get a childcare salary
- (2) What do the phrases underlined at P, Q, and S mean? Write other English phrases with the same meanings in the spaces provided. Use different words wherever you can.

Example: "the girlfriend went ahead and accepted the new position"

→"decided by herself" / "ignored my cousin's opinion"

(注意)

- それぞれ 7 語(words)以内で書くこと
- 下線部 P, Q, S から連続した 2 語(words)以上を写さないこと
- 単語の順番を入れ替えるだけでは不可

- 文法に注意して書くこと

(3) What does Chris mean by the words underlines at R, “Everyone takes mothers for granted”? Write an English sentence with the same meaning in the space provided. Use different words wherever you can.

(注意)

- 文章(sentence)一つでまとめること
- 6～16語(words)以内で書くこと
- 下線部 R の含まれる Chris の発言(斜字体部分)から連続した3語(words)以上を写さないこと
- 単語の順番を入れ替えるだけでは不可
- 文法に注意して書くこと

【6】 <F128E55> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

ロンドンにある The Shakespeare Sandwich というお客さんの前でサンドイッチを作る形式のファーストフード店が、最近日本のある町に初めて一店出しました。ロンドンの本社は、近い将来日本で積極的に出店するため、様々な種類の提案を必要としています。以下の(a)から(e)の情報の中から、この店の問題点を二つ指摘し、それらの問題点に対する具体的な改善策とその策を薦める理由を英語で述べなさい。

(書く上での注意)

- 一つ目の問題点を書き始める前に、文章全体の目的を明らかにする文(導入文)で始めること
- 一つの問題点に関して、改善策とその理由を続けて書くこと
- (a)から(e)に全く関係ない事柄については、書かないこと
- 70語以上書くこと
- 接続詞や副詞を使って一貫性のある文章にまとめること
- 文法に注意して書くこと

(a) 平均待ち時間(average waiting time) : 20分

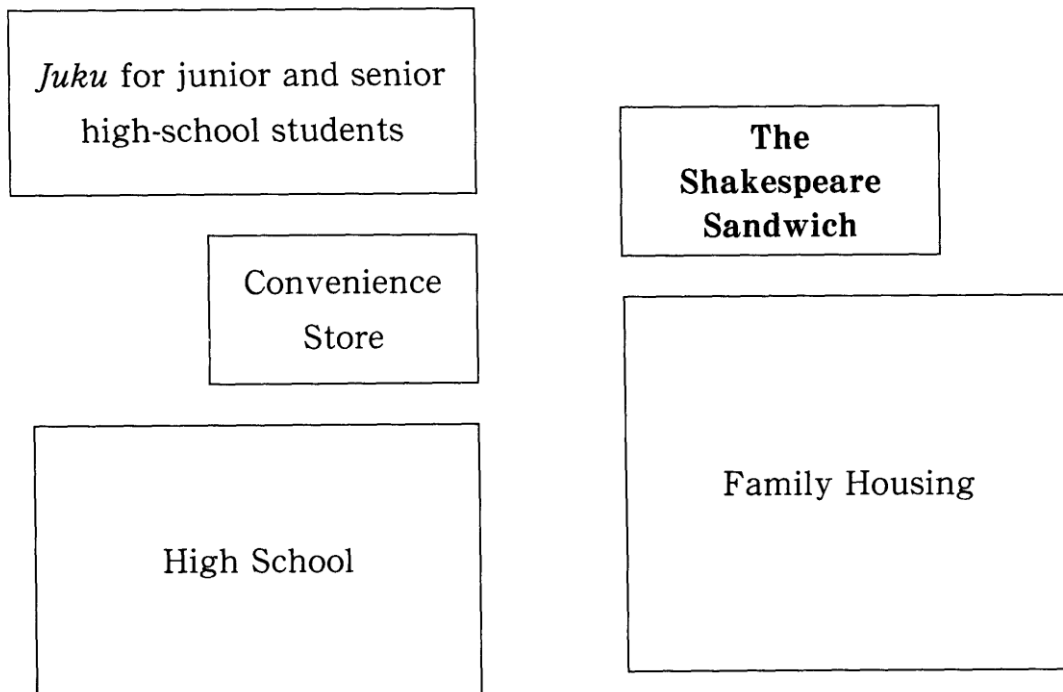
(b) メニュー(food and drinks)

トマトサンドイッチ	— 1500円
ビーフサンドイッチ	— 1500円
レバー(liver)サンドイッチ	— 1500円
紅茶	— 800円
コーヒー	— 800円

(c) 営業時間(opening hours) : 午前10時から午後7時まで

(d) 毎週日曜日は閉店

(e) 周辺地図



【 7 】 <G128E51> 2006 慶應義塾大学 2/17, A・B方式, 本学 経済学部

次の文章に関して、空欄補充問題と読解問題があります。答えとして、最も適切な選択肢を 1～3 あるいは 1～4 の中から選び、その番号を解答欄にマークしなさい。尚、内容に関する[4], [7], [20], [23], [25], [26]の設問の選択肢は、本文の後に与えられています。

Competition spurs many parents to rush their children. We all want our offspring to succeed in life. In a busy world, that means putting them on the fast track in everything — school, sports, art, and music. It is no longer enough to [1](1. catch 2. keep 3. put) up with the Joneses' children; now, our own little darlings have to outpace them in every discipline.

The fear that one's kids may fall behind is not new. Back in the eighteenth century, Samuel Johnson warned parents not to hesitate: "Whilst you stand deliberating which book your son shall read first, another boy has read both." In the 24-hour global economy, however, the pressure to stay ahead is more [2](1. beneficial 2. harmful 3. ferocious) than ever, leading to what experts call "hyper-parenting," the compulsive drive to perfect one's children. To give their offspring a head start, ambitious parents play Mozart to them in the womb, teach them sign language before they are six months old and use Baby Webster flash cards to teach them vocabulary from their first birthday. Computer camps and motivational seminars now even accept kids [3](1. more young than 2. as young as 3. younger as) four. Golf lessons start at two. [4][X] the pressure to join the race is [5](1. immense 2. encouraging 3. meaningless). The other day I [6](1. came over 2. came across 3. came into) an advertisement for a BBC foreign language course for children. "Speak French at 3! Spanish at 7!" screamed the headline. "If you wait, it will be too late!" My first instinct was to rush to the phone to place an order. [7]My second instinct was to feel guilty for not having acted on the first.

In a highly competitive world, school is a battleground where the only thing that [8](1. arises 2. matters 3. is threatening) is finishing top of the class. Nowhere is that more true than in East Asia, where education systems are built on the principle of “exam hell.” Just to stay competitive, millions of kids across the region spend evenings and weekends at institutions called “cram schools.” Devoting eighty hours a week to academic work is not uncommon.

In the headlong dash for higher international test scores, schools in the English-speaking world have been especially keen to [9](1. imitate 2. examine 3. criticize) the East Asian model. Over the last two decades, governments have embraced the doctrine of “intensification,” which means piling on the pressure with more homework, more exams and a rigid curriculum. Hard work often starts before formal education. At his nursery school in London, my son started learning — not very successfully — how to hold a pen and write at the age of three. Private tutoring is also [10](1. rewarding 2. surviving 3. booming) in the West, for children of younger and younger ages. American parents hoping to win a place in the right kindergarten send their four-year-olds to be coached on interview techniques. Some London tutors take three-year-olds on without hesitation.

Intensification is not [11](1. appealing 2. confined 3. significant) to schooling, either. After school, many children dash from one extracurricular activity to the next, leaving them no time to relax, play on their own or let their imaginations wander. No time to be slow.

Children increasingly pay a price [12](1. of 2. at 3. for 4. on) leading rushed lives. Cases of five-year-olds suffering from upset stomachs, headaches, insomnia, depression and eating disorders brought on by stress are now not uncommon. Like everyone else in our always-on society, many children get too little sleep nowadays. This can make them jumpy and impatient. Sleep-deprived kids have more trouble making friends. [13](1. Moreover 2. For example 3. However), they stand a greater chance of being underweight, since deep sleep causes the release of human growth hormone.

When it comes to learning, putting children on the fast track often does more harm than good. The American Academy of Pediatrics warns that specializing in a sport at too young an age can cause physical and psychological damage. The same [14](1. goes 2. comes 3. makes 4. does) for education. A growing body of evidence suggests that children learn better when they learn at a slower pace. Kathy Hirsh-Pasek, professor of child psychology at Temple University in Philadelphia, Pennsylvania, recently tested 120 American preschool kids. Half went to nursery schools that stressed social interaction and a playful approach to learning; the rest attended nursery schools that rushed them towards academic achievement, using what experts call the “drill and kill” style of teaching. Hirsh-Pasek found that children from the more relaxed, slower environment [15](1. turned out 2. made for 3. came to) less anxious, more eager to learn and better able to think independently.

In 2003, Hirsh-Pasek co-authored *Einstein Never Used Flash Cards: How Our Children REALLY Learn and Why They Need to Play More and Memorize Less*. The [16](1. field 2. debate 3. volume)

is packed with research uncovering the myth that “early learning” and “academic acceleration” can build better brains. “When it comes to raising and teaching children, the modern belief that faster is better and that we must make every moment count is simply wrong,” says Hirsh-Pasek. “When you look at the scientific evidence, it is clear that children learn better and develop more [17](1. specific 2. rounded 3. unbalanced) personalities when they learn in a more relaxed, less hurried way.”

In East Asia, the punishing work ethic that once made the region’s schools the envy of the world is clearly backfiring. Pupils are losing their edge in international test scores, and failing to develop the creative skills needed in the information economy. Increasingly, East Asian students are rebelling against the study-till-you-drop mentality. Crime and suicide rates are rising, and truancy, [18](1. prior seen as 2. as once like 3. well-known like 4. once seen as) a Western problem, has reached epidemic proportions. Over a hundred thousand Japanese primary and junior high students play hooky for more than a month each year. Many others refuse to go to school at all.

Not long ago, the *New Yorker* magazine published a cartoon that summed up the growing fear that modern youngsters are being [19](1. stripped 2. denied 3. ignored) a real childhood. Two elementary school boys are walking down a street, books under their arms, baseball caps on their heads. With a world-weariness beyond his years, one says, [20]“So many toys — so little unstructured time.”

We have been here before. Like much of the Slow movement, the battle to give children back their childhood has roots in the Industrial Revolution. Indeed, the modern notion of childhood as a time of innocence and imagination [21](1. led up to 2. grew out of 3. made up for) the Romantic movement, which first swept across Europe in the late eighteenth century. Until then, children were considered mini-adults who needed to be made employable as soon as possible. In education, Jean-Jacques Rousseau, the French philosopher, rang in the changes by attacking the tradition of teaching the young as though they were grown-ups. In *Emile*, his landmark treatise on schooling children in accordance with nature, he wrote: “Childhood has its own way of seeing, thinking, and feeling, and nothing is more foolish than to try to substitute ours for theirs.” In the nineteenth century, reformers turned their sights on the evils of child labor in the factories and mines that powered the new industrial economy. In 1819, Coleridge [22](1. may 2. could 3. should) describe the children working in English cotton factories as slaves. By the late 1800s, Britain was starting to move children out of the workplace and into the classroom, to give them a [23]“proper childhood.”

Today, educators and parents around the world are once again [24](1. keeping 2. giving 3. taking) steps to allow young people the freedom to slow down, to be children. In my search for interviewees, I post messages on a few parenting websites. Within days, my inbox is crammed with emails from three continents. Some are from teenagers lamenting their haste-ridden lives. An Australian girl named Jess described herself as a “rushed teen” and tells me, “I have no time for anything!” But most of the emails come from parents thrilled about finding new and various ways in which their kids can decelerate.

Questions

- [4] Which phrase might most suitably fill in the gap at [X]?
1. With everyone fast-tracking their kids,
 2. Since everyone wants to fast-track other kids,
 3. Though others fast-track themselves,
 4. So that everyone could fast-track their kids,
- [7] What does the underlined sentence mean?
1. Immediately thereafter, I worried that I had made a mistake.
 2. On reflection, I decided to follow my first instinct.
 3. All of a sudden, I felt bad that I had made the call.
 4. I should not have made the call to prevent my feelings of guilt.
- [20] Which of the following sentences could be used to sum up the ideas in the underlined phrase?
1. Our toys all take such a long time to play with!
 2. They might be numerous, but none of our toys are structured!
 3. We might have a lot of toys, but we have no time to play with them!
 4. We have so many toys that we have no free time left!
- [23] Why does the author use the punctuation marks (“ ”) around the underlined words at [23]?
1. Nineteenth-century authors always used such marks around these words.
 2. The author wants to explain the idea behind the words.
 3. The author doubts that the phrase is appropriate.
 4. The author wants to stress that childhood is respectable.
- [25] According to the last paragraph, most parents send responses to the author because
1. they are disappointed to know there are no efficient ways to alter their children’s stress.
 2. they are lamenting their teenagers’ rushed lives.
 3. they agree with the author about their advice on slowing their children’s lives.
 4. they appreciate how the author’s advice has slowed their children’s lives.
- [26] Which of the following would make the most appropriate title for this essay?
1. The Most Efficient Way of Raising Children
 2. Raising Children in an Unhurried Manner
 3. Freedom in Child Education
 4. Progress in Rushing Children

【 8 】 <G128E52> 2006 慶應義塾大学 2/17, A・B方式, 本学 経済学部

次の三つの文章は、健康問題に関するフォーラムにおける、三人の発表者の意見の一部を抜粋したものです。それぞれの文章を読んで、以下の質問に答えなさい。[27]から[33]の設問に対する答えとして、最も適切な選

択肢を選び、その番号を解答欄(27)から(33)にマークしなさい。次に、[34]から[46]の設問に対する答えとして、最も適切な選択肢を選び、その番号を記入しなさい。

Speaker A

Obesity among the young is a serious and growing problem. Most nutritionists and doctors recognize that some measures are needed to prevent, to slow and to reverse this dangerous trend. Some governments, such as those of the states of New Jersey, California and Oregon, alarmed by the rise in student obesity rates, are putting school cafeterias on a diet, by banning the sale of high-sugar, fried, or fatty foods and drinks at schools. Some are disappointed at these government proposals. The California plan, for example, will provide no nutrition education to students, while [27](1. retailing 2. expanding 3. banning 4. restricting) the authority of local school districts to decide what foods and beverages should be available to their students. Despite arguments to the contrary, it is clear that most of these plans will do little, if anything, to address the serious issue of obesity among children and young adults.

Policy makers must look for broader solutions to obesity that will educate students about the importance of balancing nutrition and physical activity. [28](1. In contrast 2. Moreover 3. However 4. Accordingly), the governments are now going to punish those businesses by banning their products from schools, even though many food companies are already working with local school districts to provide a wide variety of food and beverage choices to students. This is [29](1. neither unfair nor 2. both unfair and 3. simply unfair, not) unwise. Furthermore, such reforms will surely hurt poor students who cannot afford the expensive, “healthy” foods. Cheap, so-called “junk food” can be nutritious, and no government official should be allowed to take that choice away.

The food and beverage industry has shown its commitment to helping prevent and reduce obesity in America, especially among children. For example, companies have introduced more than 4,500 products with improved nutritional profiles. The industry has also contributed tens of millions of dollars to nutrition education and physical activity programs. Schools should encourage providers to give students a variety of food choices, and especially a wide range of healthier food and beverage products.

In addition, as educational institutions, schools must take responsibility for educating children in the principles of sound nutrition. The fact that so many children are choosing high-sugar, high-fat foods at school suggests their failure in this area so far. Schools also need to take note of the correlation between a lack of proper exercise and obesity that has been confirmed in many recent studies. At present, they are clearly failing in their duty to provide Physical Education classes to teach young people the importance of exercise to health. Students are obese because they sit around listening to music, watching TV, and playing at their computers, not only because of what they eat in school lunchrooms. And they are falling into inactivity in part because schools are not teaching them anything different.

Before the state and national governments force school districts to reduce food choices in the cafeteria, those legislators should first consider [30](1. to make 2. making 3. about making) sure that schools fulfill their obligations to educate youth in nutrition and exercise. Ultimately, the long-term problem of

obesity in society will be solved by giving people, including students, the information and resources they need to set and achieve their health and nutrition goals, not by merely banning foods of which administrators and legislators disapprove. Students should be protected from the ‘food police.’

Questions

Does Speaker A mention that the following factors are contributing to obesity? Answer by filling in (1) for YES, or (2) for NO in the corresponding slots under (31) – (33).

[31] School Food

[32] Junk Food Eaten Outside School

[33] Insufficient Physical Activity

Speaker B

It is natural that schools should play an active role in encouraging young people to eat well, as an important component of a reasonable anti-obesity campaign. Food habits, after all, are learned, not inherited. Admittedly, babies instinctively reject bitter and sour foods in favor of sweet ones; such aversions are probably adaptive, since many naturally occurring poisons have a bitter taste. But if we humans are innately attracted to sweet foods and automatically avoid bitter ones, why does over half of the world’s population adore chilies? [34](1. Everything 2. Nothing 3. Anything 4. What) could be more unnatural than eating chili peppers. Biting into a tabasco pepper brings about an initially mild reaction, but then the burn starts to grow and spreads quickly. Shortly thereafter, the chili eater breaks out in a sweat, eyes streaming, nose running, stomach warming, heart accelerating, and lungs breathing faster. This is normal – and it is precisely the effect that most chili lovers seek when they bite into the peppers.

After salt, chili is the most popular seasoning in the world. Normally used to make otherwise bland staples more appetizing, it is an integral part of people’s diet throughout Central and South America, West and East Africa, India, and Southeast Asia, [35](1. like over 2. as far as 3. as well as 4. excluding) parts of China, Indonesia and Korea. In rural Mexico, almost all villagers over the age of six eat hot peppers at all three meals. Mothers gently introduce their one- or two-year-old children to the taste by giving them chilies in stews, so that, by the age of five, most Mexican village children have not only suppressed the innate rejection, but they have acquired a liking for hot pepper and usually add it to food themselves. Chilies, cheap and nutritious, are as addictive as junk food, yet much healthier by far. There is no reason why our schools cannot afford to integrate chilies into our children’s diet.

Eating habits and tastes are learned, not instinctive. Parents usually understand that they have primary responsibility for fostering their children’s appreciation for food. However, no one [36](1. can 2. need 3. has to 4. must) deny that schools also bear some responsibility for preparing and serving good food. Schools should neither be serving nor selling bad food; our children have been allowed to fill up on

sweets for too long, and the results are plain to see. Schools not only have every right to control what is sold and eaten within their walls, it is their civic duty to do so.

Question

[37] Which of the following most accurately summarizes the first paragraph of Speaker B's remarks?

Write the correct answer in the box marked (37).

1. Taste is instinctive, but our biological reactions to food intake are no guide as to what might be widely popular or appealing.
2. The chili eater's reactions to chili peppers are learned: he has adapted to the bitter taste, and is better than a baby at controlling his instinctive desire for chilies.
3. Schools should focus on encouraging natural food instincts, such as the taste for chilies, in their campaigns against obesity.
4. Babies reject bitter foods because the heart acceleration and running nose gained by biting into chilis is a sure way to become obese.

Speaker C

Despite celebrity appearances, TV chef Jamie Oliver does not take himself too seriously. Moreover, he has won praise for his social conscience with schemes like the Fifteen Foundation — a program to train young disadvantaged people in the restaurant business. Now he has taken that commitment one step further by turning his attention to school lunches.

He has not taken the easy route. Though he started by [38] (1. stressing 2. emphasizing 3. concentrating 4. targeting) on one school, Kidbrooke, Oliver has been active across Greenwich, in an effort not just to alter the diets of nearly 30,000 schoolchildren, but to show that providing decent school food on a tiny budget is not impossible. He started with the idea that school food is awful. In 2003 he visited a township* outside Johannesburg, South Africa, where the kids and the schools have almost nothing compared with their English counterparts. Yet he found that the [39] of school food there was better than in 95% of schools in England. So he wanted to do something about it. The problem was that he had no clear [40]. Now he does.

The first time Oliver's efforts appeared on the menu, they remained almost entirely untouched. As he said, "Most of the kids were already let down by their parents. What I mean is, they had never seen real vegetables — leeks or cabbages for example — let alone eaten any. So you had to get real clever about the way you served them. You'd hide them in the pizza topping, or pulp them into a vegetable stock so that the kids got the goodness without realizing it."

There were times when Oliver felt like giving up. "When we first abandoned the processed food, most of the kids abandoned us. The dining-room was almost empty for days," says Oliver. But surprisingly the [41] improved. It was only during a spell of really nasty weather, when the kids could not be bothered to go elsewhere, that they came to take a second look at the new food. Most were disappointed that there were no fried potatoes, but hunger prevailed. Much to Oliver's delight, the stuffed chilies

disappeared within twenty minutes. Processed food became history. Oliver's success proves that students' poor eating habits can be changed. As he remarked, "Let's face it: you'll never get them to eat a single decent meal if fried potatoes are an option."

School food is not an issue that is going to go away and Oliver will stick with it. It has become a campaign, rather than a TV series. His view is simple: "We've got to make a difference. Just because US and German kids eat junk food in school doesn't mean ours have to." Oliver is right. Budget limits are no excuse for poor food. I myself met a homeless man in Chelsea recently who saves his money to buy the best bread he can. So [42] if he can eat well, anyone can. The government's position seems to be that while they know there is a problem, they do not quite know what to do about it. But the answer is quite simple: ban junk food in schools.

*南アフリカにおける黒人居住区

Questions

[39] – [41] Which words would most suitably fill the blank spaces labelled [39], [40], and [41]? Choose from among the four words listed below. Use a single word only once. Write the correct answers in the boxes marked (39), (40), and (41).

1. standard 2. nutrition 3. situation 4. proposal

[42] Which one word in the underlined sentence [42] would be spoken with the most stress? Write the correct answer in the box marked (42).

1. if 2. he 3. can 4. eat 5. well

[43] Which of the following most accurately explains why Jamie Oliver originally became involved with school lunches? Write the correct answer in the box marked (43).

1. He thought that it was impossible to supply healthy and appetizing school lunches on a tiny budget.
2. He could not accept that poor kids in Johannesburg might be better fed than those back home.
3. He wanted to take a campaign from a single school and show that it could work across an entire district of London.
4. He wanted to show the parents of English children how to use fried potatoes to win over their kids.

Questions on Speakers A, B, and C

Given the viewpoints expressed in the passages, which (if any) of the speakers would agree with statements [44] and [45]? Write the correct answers in the boxes marked (44) and (45).

- Speaker A only:→ 1
Speaker B only:→ 2
Speaker C only:→ 3

Speakers A & B:→	4
Speakers A & C:→	5
Speakers B & C:→	6
Speakers A, B & C:→	7
None of the speakers:→	8

[44] Adults should respect children's own common sense and natural instincts with regard to the food choices they make for themselves.

[45] Cheap food is not necessarily bad food.

[46] Which of the following five summaries reflects the passages most accurately? Write the correct answer in the box marked (46).

1. Speaker A claims that governments should not control what is to be eaten by students at school, but instead, they should guarantee that schools provide suitable guidance about healthy foods and exercise. Speaker B claims that both schools and parents should get involved in controlling what is to be eaten by young people. Speaker C claims that parents themselves should take full responsibility for serving healthy food.
2. Speaker A claims that governments should control what is to be eaten by students at school, guaranteeing that schools provide suitable education about healthy foods and exercise. Speaker B claims that both schools and parents should get involved in choosing what is to be eaten by young people. Speaker C claims that schools cannot take full responsibility for serving healthy food.
3. Speaker A claims that governments should not get involved in providing food education, either at the state level or at the school level. Speaker B claims that neither parents nor schools should be involved in restricting food choices at schools. Speaker C argues that, on their limited budgets, schools simply cannot create healthy lunches for their students.
4. Speaker A claims that governments should not control what is to be eaten by students at school, but that they should instead guarantee that schools provide suitable guidance about healthy foods and exercise. Speaker B claims that both schools and parents should get involved in deciding what is eaten by young people. Speaker C claims that schools can and should be serving healthy food.
5. Speaker A claims that governments should not control what is to be eaten by students at school, but instead, they should guarantee that schools provide suitable education about healthy foods and exercise. Speaker B claims that either schools or parents should get involved in controlling what is to be eaten by young people. Speaker C claims that schools themselves should take full responsibility for serving healthy food.

【 9 】 <G128E53> 2006 慶應義塾大学 2/17, A・B方式, 本学 経済学部

ガメラ(Gamela)は、サイアナム(Sianam)という架空のアジアの国にある港町です。サイアナムは、人口 800 万人の国ですが、とても貧しい国です。国の経済は、主に、観光業で成り立っています。ガメラは、サイアナムで最も有名な観光名所を持つ人口 25 万人の古い町です。ところが、二週間前に、その町を悲劇が襲ったのです。大洪水が起こり、その町の大部分が人の住めない状態になってしまい、貧困地区の全ての家が全壊してしまいました。更に、今、伝染病が流行しています。

現在、サイアナム政府では、災害対策案の選択肢として、次の三つの案(A, B, C)を検討しています。どの案にもそれぞれ長所と短所があり、どの案も採用可能です。

問題：「あなたがどの案を支持するかを英文で論理的に述べなさい。」

注意事項：

1. 長さは、100 語以上にしなさい。
2. あなたが支持する案に関して、必ず長所と短所に言及しなさい。更に、あなた自身が考えたその案に関する長所と短所を加えてもかまいません。
3. あなたが支持しない他の案との比較をする必要はありません。
4. 箇条書きではなく、接続詞や副詞を使って一貫性のある文章にまとめなさい。
5. 文法に注意して書きなさい。
6. 尚、それぞれの案に付してある日本語は、直訳ではなく、あくまでも参考のための意識です。

A. Sianam-led Reconstruction Program(独自の復興計画)

長所：

job creation(雇用創出)
vital infrastructure upgrade(重要なインフラの改善)
nationwide participation(全国規模の参加)
conversion of slum housing(貧困地区の再開発)

短所：

huge costs(莫大な経費)
property disputes(土地をめぐる争い)
long completion time(完了までに時間が掛かる)
ignores social welfare needs(福利厚生の為の援助が無い)

B. Humanitarian Aid Program(人道支援計画)

長所：

priority on people(人間を優先)
focus on medical treatment(医療の充実)
manageable costs(経費を調整できる)
immediate effects(即効性が高い)

短所：

temporary measure(暫定的な対応)
difficulty of fair distribution of aid(公平な援助の分配が困難)
ruined town remains dangerous(廃墟となった町が依然として危険な状態)

no economic stimulus(経済活性化の要因が無い)

C. International Appeal(国際援助の要請)

長所 :

time to assess actual damage(被害の実態を調査する時間がある)

minimal cost to government(政府の支出が最小限に収まる)

worldwide publicity for Sianam's problems(国内情勢が国際的に報道される)

new and creative input from abroad(諸外国からの多様な参考意見)

短所 :

abandonment of government responsibility(政府の責任放棄)

no guarantee of securing enough aid(援助が十分に得られる保証が無い)

social unrest among survivors(生存者間における社会不安)

large numbers of refugees(難民が大量に発生する)

【 10 】 <H128E51> 2007 慶應義塾大学 2/17, A方式 B方式 経済

次の文章に関して、空欄補充問題と読解問題があります。最も適切な選択肢を 1～3, 4 の中から選び、その番号を解答欄にマークしなさい。尚, [6], [8], [11], [13], [14], [17], [21] の設問と選択肢, 及び, 本文の内容に関する [27], [28], [29] の設問と選択肢は, 本文の後にあります。

The clothes that people wear are governed by codes that differ according to factors such as their culture, social status, and gender. In nineteenth-century Europe and America, for example, women of the middle class and above were expected to dress according to the dominant fashion not only when they were in formal situations, but when they were in the streets of cities, and when they visited other people's homes as well. Not only were they governed by complex rules about fashion, they were in some cases legally prohibited from wearing men's clothing. However, there were exceptions, and in certain public spaces women were able to challenge the existing rules by wearing alternative costumes. In particular, during the last three decades of the century, there was a dramatic increase in the number of places, such as schools, colleges, and resorts, where women could escape the dominant dress code and discover alternative identities [1](1. for 2. through 3. since 4. without) dress. These special places permitted experimentation in clothing style which gradually spread throughout society, changing attitudes to what respectable women could wear. Not surprisingly, American dress reformers of the 1850s attracted wide criticism when they wore skirts over trousers in the streets and proposed this costume for general wear. However, a very similar costume was accepted as an exercise uniform in schools and colleges, apparently [2](1. because 2. why 3. so) it was not worn on city streets. New sports such as swimming and cycling that were introduced during the second half of the nineteenth century also provided a way of challenging traditional fashion rules. In fact, it could be argued that they produced a radical redefinition of fashion rules in public.

Until the twentieth century, sports and physical exercise as leisure activities for women were reserved

almost [3](1. exclusively 2. independently 3. usually) for the upper and upper-middle classes. [4](1. Which 2. When 3. What) women wore while engaging in these sports depended largely upon the nature of the public spaces in which they were performed. When sports were performed near the home or in social clubs, conformity to middle-class standards of feminine dress was generally required. Tennis, croquet, ice-skating, and golf were perceived as social rather than sporting activities. [5](1. Consequently 2. By contrast 3. Needlessly), women were expected to dress for these sports as they dressed for other social occasions: in the 1870s, for example, that meant long skirts, tight corsets, bustles*, and large hats. Competitive team sports were considered a [6]'male preserve'. Women who played men's sports in public were considered vulgar and possibly immoral. Despite this taboo, however, when such sports were played in educational institutions or in the countryside, sports costumes were more [7](1. surely 2. likely 3. considered 4. seeming) to include items of masculine clothing. At women's colleges, for example, students were permitted to play baseball. They could also wear uniforms which resembled those of male sportsmen. Naturally, such activities could only take place in private.

Riding was one of the earliest recreations in which upper-class women were able to engage. In the middle of the seventeenth century, women's [8]habit for riding, walking, and traveling featured an imitation of the coat then worn by men, including a similar tie at the neck, with a wig and a rounded hat on the head. Significantly, these masculine items of clothing were worn with full skirts and other items of women's clothing. In fact, it is most striking how women's riding costumes [9](1. became to 2. has become to 3. has come to 4. came to) resemble men's, with increasing numbers of masculine items included. This process reveals the extent to which gender boundaries in sports clothing had already become [10](1. conservative 2. flexible 3. willful), long before the modern age.

Swimming was another activity in which upper- and upper-middle class women were permitted to try otherwise inappropriate clothes. Its popularity boomed in the middle of the nineteenth century, and large numbers of people flocked to the sea. Since swimming in ordinary clothes is impractical, it is not surprising that this new pastime caused a rethinking of dress codes. As a result, summer resorts quickly became fashion laboratories, where [11]the well-to-do could experiment with new styles of dress. In the 1860s, short trousers, which were not at all acceptable for women to wear in other public places, [12](1. were adopting 2. adopted 3. have been adopted 4. were adopted) as bathing suits for women, and were worn with a belted jacket. One magazine article of the period described young women in this costume as "pretty boys". In other words, the gender boundaries of traditional dress codes had received a serious challenge.

However, it is important to note that different areas of the beach were subject to different dress codes. During the 1880s, on the beach itself women were expected to wear their regular clothes, including elegant hats, corsets, ankle-length skirts, and pointed shoes, together with a parasol. Magazine illustrations suggest that [13]most of them did. The sharp difference between land and sea was emphasized by the placing of wooden huts on wheels at the water's edge. Women entered the huts from the front, changed into bathing suits inside, and exited from the back, directly into the sea. Photographs from the 1900s reveal that women regularly showed bare legs when wading in the water, despite the

norm that a skirt should always cover the ankles. [14]The sea itself was defined as a marginal space in which normal dress (and moral) standards did not apply. Thus, it is clear that modern leisure activities challenged the status quo of women's fashion and identity.

The impact of the bicycle on clothing in the 1890s can [15](1. merely 2. hardly 3. nearly) be exaggerated. Cycling was a completely new activity which was never identified as a purely male pursuit. It was somewhat similar to swimming [16](1. at 2. in 3. on 4. with) that it was virtually impossible to perform in the fashionable clothing of the age. However, cycling was a much more public activity than swimming. It was difficult to do in private; it required space and public roads. The first female bicycle riders in England were [17]society women who were driven in carriages to London parks to ride. Yet parks, however quiet, are public places. It was therefore not surprising that what women wore during their cycle outings had a widespread impact on general attitudes to female clothing.

The most suitable clothes for bicycling were the divided skirt, which looked like a skirt but was actually a pair of trousers, or bloomers. Up until that time, bloomers had, for the most part, been worn with normal skirts. When some American women cyclists wore them without skirts, therefore, they were shouted at and scorned. The taboo against revealing their legs created a dilemma for women cyclists. One solution which they [18](1. arrived at 2. laughed at 3. relieved at) by the end of the decade was shorter skirts. Women [19](1. are already beginning 2. have already begun 3. had already begun) to wear shorter skirts at summer resorts in the 1880s, but the first women who wore such skirts in the city in the mid-1890s attracted hostile, shrieking crowds. Wherever women cycled, there was considerable resistance to [20](1. so immoral 2. so an immoral 3. a such immoral 4. such an immoral) costume. In England, a few women cyclists wore bloomers; others wore a special type of skirt called the 'rational', which could be buttoned around each leg like trousers when riding. Members of the urban working class were particularly likely to greet the sight of women in this new 'rational' clothing with jeers, or even violence. The poorer the district, [21]the more contrary the people.

Curiously, in countries where women had participated relatively little in sports before the invention of the bicycle, the divided skirt for women cyclists was accepted very rapidly. For example, in 1892, only four years after the introduction of the bicycle, a top French official declared that the law against women wearing trousers should be [22](1. toughened 2. relaxed 3. renewed 4. accepted) for bicycling only. A French department store began selling bicycling costumes with divided skirts or trousers concealed by skirts as early as 1893. Soon, most women cyclists either wore skirts over bloomers or divided skirts. The controversy over the use of these costumes was much less [23](1. heated 2. literary 3. chilly 4. proper) than in England. The explanation for this may have been that in France the activity was adopted mostly by a relatively small number of upper-class women, as the machines were too expensive for others. In Japan, on the other hand, a traditional divided skirt known as a *hakama* already existed; thus the introduction of cycling did not dictate that would-be Japanese women cyclists [24](1. invented 2. had invented 3. invent 4. will invent) a new article of clothing. Of course, the appearance of female cyclists in *hakama* — traditionally a masculine item of clothing — challenged existing codes of dress. However, when women cyclists appeared on the streets of Yokohama in the 1900s, they were jeered at

for being immoral, not for what they wore.

Not surprisingly, the bicycle became one of the symbols of women's liberation from nineteenth-century fashion rules. First, the two-wheeled vehicle's arrival definitively changed people's attitudes toward sports clothes for women. One [25] (1. can go so far to 2. could go so far as to 3. can go as far so to 4. could go far as to) claim that the appearance of the bicycle prompted the reconsideration of prohibitions against the wearing of trousers by women. In effect, it spelled the beginning of the end for Victorian fashion restrictions — corsets and bustles were also made impractical by the need to sit on the two-wheeler. Though some might argue that cycling [26] (1. brought back 2. brought about 3. brought up) the physical freedom of women, one look at women's clothing today will serve as a sharp reminder that women have yet to be freed altogether from the tyranny of fashion. Even those who wish to go against the tide of fashion find that an 'unfashionable' look is itself subject to rules and restrictions. Nonetheless, it should be clear that bicycling played an important part in hastening the rejection of Victorian dress codes.

*bustle: 昔のスカートの腰を膨らませるのに用いた枠や布など。

[6] What does the underlined expression at [6] mean?

1. an activity set aside for men only
2. an activity safe for men only
3. a place where men were protected

[8] What does the underlined word at [8] mean?

1. behavior
2. custom
3. clothing

[11] What does the underlined expression at [11] mean?

1. the healthy people
2. the affluent people
3. the skillful people
4. the polite people

[13] What does the underlined expression at [13] mean?

1. Most of the women were expected to wear regular clothes on the beach itself.
2. Most of the women wore regular clothes on the beach itself.
3. Most of the women expected themselves to wear regular clothes on the beach itself.

[14] Which of the following has a meaning closest to the sentence underlined at [14]?

1. The sea was a place without moral standards, where women showed their ankles. There was a small margin of difference between beach and sea.
2. The law of the jungle applied on beaches, and in their dressing cabins women were expected to behave less morally.
3. Dress codes for the water and for the beach were identical; moral codes differed, however.
4. Familiar urban fashion and moral codes were followed on the beach, but not while in the sea.

- [17] What does the underlined expression at [17] mean?
1. women who work for organizations with shared interests
 2. women who provide social services for people who need them
 3. women who belong to the upper class of the social hierarchy

- [21] What does the underlined phrase at [21] mean?
1. the people became less aggressive.
 2. the people were increasingly wealthy.
 3. the people became less tolerant.
 4. people were increasingly opposite.

- [27] With which of the following would the author definitely disagree?
1. Public fashion never determined what people wore in their own homes.
 2. Off-street fashions were more conservative than those worn on the street.
 3. Women in the past were forbidden by law from wearing men's clothing.
 4. Sportswear for women began to resemble that of men in the 17th century.

- [28] During the nineteenth century, for which activity would the lady in this picture be most suitably dressed?

1. Horse riding
2. Playing sports in a ladies' college
3. Bathing in the sea
4. Bicycle riding



- [29] Which of the following would make the best title for this article?
1. The Evolution of Women's Sportswear
 2. Why Did Women Begin to Bicycle?
 3. Fashionable Women's Sports in the 19th Century
 4. The Birth of the Modern Bathing Suit

【 1 1 】 <H128E52> 2007 慶應義塾大学 2/17, A方式 B方式 経済

次の四つの文章は、脳と心の科学に関するフォーラムのテーマを説明した序文と三人の発表者の意見の一部を抜粋したものです。それぞれの文章を読んで、以下の質問に答えなさい。[A]から[I]の設問に対する答えとして、最も適切な選択肢を選び、その番号を記入しなさい。

With the arrival of twenty-first-century brain science, many people are re-thinking their ideas about personal responsibility. Free will has been at the center of philosophical debates since the 16th century. Today, however, science has made the key questions about free will even more controversial. Are our thoughts in some way determined by our physical brains? Is the free will we seem to experience just an illusion? And if free will does not in fact exist, must we change our ideas about personal responsibility for our actions? These are no longer just questions for philosophers. They are occupying people from all walks of life — judges, politicians, lawyers, doctors, and scientists. The following three opinions deal with the question of free will and individual responsibility.

Speaker 1

Science will never eliminate the idea of free will. Regardless of any other considerations, free will is an essential concept if we are to hold and value the idea of personal responsibility. All societies accept the idea of personal responsibility. We all make our own choices. Even alone on a desert island, one is always responsible for one's actions. The burden of proof, therefore, lies with those who would argue that free will is in fact an illusion we have created through ignorance.

However, few convincing proofs have been given so far. Those who refuse to accept free will believe we live in a world where every action, human and otherwise, is inevitable. Yet they are always unable to answer one simple question: if determinism is true, what exactly does the determining? Fate? That seems a vague answer. Predestination? Do the stars or our blood types determine our behavior and destiny? That explanation runs contrary to our experience. In the face of this difficulty, determinists have recruited science to their cause, claiming that genes are the key to our destiny. Stephen Jay Gould, by no means an advocate for genetic determinism, explained the theory by stating that “if we are programmed to be what we are by our genes, then our traits are unavoidable. We may, at best, guide them, but we cannot change them — either by will, education or culture.”

True enough, some body processes seem to be largely determined by our genes. For example, if someone has the gene for Huntington's disease, he or she will almost certainly get the disease. But lawyers need not panic; clear cases of genetic determinism are the exception, not the rule. Our courts of law already assign a strictly limited role to genetic explanations and data from neurological tests. Further change to the system should not be necessary.

Our brains are more than organic computers, programmed by genetic codes simply to respond to and act on a variety of stimuli. They house “us” — our personalities. All of our experiences, from our earliest years onwards, are recorded here, and those experiences continually shape us. Most actual decisions and actions result from a lengthy process of interaction with other people and within our selves. It is this

process, as much as our genes, which helps our brains to make the millions of decisions that cause us to think and act. Genes might build our brains, but we are more than our brains; we are creatures with individual memories and experiences, creatures with free will.

Speaker 2

Everything which happens is inevitable. A causes B; C causes D; and together, B and D combine to cause E. Free will has no role to play whatsoever. My belief, called ‘determinism’, might seem inflexible, yet it is only an extension of ideas which most of us already accept. Most of us happily agree with scientific explanations when the question is about the physical world. We can accept a universe ruled by precise and ultimately understandable relationships between atomic and sub-atomic particles. No one disputes that two parts of hydrogen combine with one part of oxygen to make water. Yet that worldview implies that all chemical changes in our bodies are automatic. Since the brain is made up of chemicals, mental functions cannot be free. What we do in various circumstances is in no way chosen by “us”, but determined by our genes and chemical signals. These signals are influenced by food, air, smells, and other stimuli.

Research shows that brain chemistry is more important than the so-called conscious mind. In the 1980s, Dr Benjamin Libet measured brain activity during voluntary hand movements, and found that before the hand actually moved, much brain activity took place. In fact, the brains of Libet’s subjects seemed to be preparing for action before the thought itself occurred. Our brains, then, seem to make decisions unconsciously, before our minds become conscious of them. Free will is an illusion.

Do such experiments mean that we should radically reform our legal systems? Perhaps. At the very least, we clearly need to rethink the legal criteria by which innocence and guilt are determined. I do not reject the idea of personal responsibility, only the method of calculating it. In the determinist view, personal responsibility can only be the sum total of an individual’s interaction with others and with his or her environment.

I do urge our society to take full note of what science is uncovering. Soon we will no longer require responsibility to be based on social customs and rules. Libet himself said that his experiments showed only that the brain provided a stimulus towards action. There is a short period of time, he claimed, when a person could exercise “free won’t” — that is, when a person may stop a course of action proposed by the brain. Nevertheless, Libet’s experiments suggest that free will is an illusion; the more we know about the workings of the brain, the more it seems that our brains are operating without our conscious intervention. Nonetheless, we continue to deceive ourselves and believe that we have free choice, because we simply do not have enough information about how decisions are actually made.

Speaker 3

Few areas of science today arouse as much controversy as cognitive neuroscience*. The reasons for this controversy are not difficult to understand. Over the last two decades, neuroscientists have been conducting various types of brain research. Their findings prove that certain specific changes in our brains cause changes in our mind; in other words, the evidence shows that the brain controls the mind. The implications of this research are potentially revolutionary. Knowing that many of the decisions we make are not “ours” at all — they have been made by our brains, long before we have thought to act —

could result in far-reaching social changes. To give just one example, accused criminals in court might be able to use a whole new range of excuses. “My brain made me do it!” might soon be both the first and last defense offered in matters ranging from shoplifting to murder most foul.

Faced with this situation, a balanced approach is clearly desirable. Neuroscience, after all, is only one scientific field, and for the determinists’ position to be fully accepted, its findings would have to be made to harmonize with a great amount of research in many other fields, including psychiatry and a variety of social sciences. I strongly doubt, therefore, that science will ever provide a complete explanation for human behavior. On the other hand, neuroscientists can make many valid contributions to our understanding of how various behaviors can arise. Genetic variations can lead to personality changes, and there is evidence that certain brains are more aggressive than others. Through chemical imbalances, for example, brain function can become distorted, causing certain violent or criminal behaviors.

Neuroscience tells us that by the time any of us consciously experience something, the brain has already done its work. Yet should we abandon the concept of personal responsibility? I don’t think so. We need to distinguish between brains, minds, and personhood. People are free, and therefore they are responsible for their actions; brains are not responsible. There is absolutely no need, in my opinion, for us to change our existing legal systems in response to modern neuroscience.

Ultimately, our brains are like cars: they might come in a variety of models, but they are all mechanical, rule-governed devices. The interaction of cars is called traffic. The interaction of people is called society. However, the very idea of a society implies the existence of responsibilities shared by all of its members. Traffic only occurs when there is more than one car on the road. Similarly, our responsibilities spring from our interactions with other people. Put simply, personal responsibility only exists as a public concept. It exists in a group, not in an individual. If you were the only person on earth, there would be no need for personal responsibility. The fact that brains are genetically determined does not change the fact that people create and follow rules when they live together; nor does neuroscience eliminate the need for a concept of free will.

*cognitive neuroscience(認知神経科学): 思考や記憶などの知覚, および, 喜怒哀楽の感情を含むすべての心理作用を, 神経系, 特に脳内の化学反応との関係の中で研究しようとしている認知科学の一分野。

Questions

[A] Which one of the following statements best describes speaker 1’s feelings about free will? Write the number of your answer in the box marked (A).

1. Although our experience argues that we are machines, controlled by our genes, we continue to believe in free will.
2. We need to eliminate the idea of free will, because it is an illusion created through ignorance.
3. Our brains are organic computers; because we are controlled by them, free will is an essential concept for humanity.
4. Although certain aspects of our lives are determined by genes, our experience justifies a continued belief in free will.

[B] According to speaker 1, why are determinists so eager to use genetic research to support their

ideas? Write the number of your answer in the box marked (B).

1. Because until now determinists have failed to show exactly what is controlling our actions.
2. Because genetic research positively shows that our brains are actually controlling our every thought and action.
3. Because neuroscience, combined with other theories, proves that something unknowable is in fact controlling our actions.
4. Because fatalists and Professor Gould also determined that free will is an outdated concept.

[C] According to speaker 2, what did Benjamin Libet's experiments demonstrate? Write the number of your answer in the box marked (C).

1. Our brains are controlled by our genetic codes.
2. Our actions are determined by our desires.
3. Our actions are determined by our brains.
4. Our genes control both our brains and our thoughts.

[D] According to speaker 3, what might be one implication of recent neuroscientific research? Write the number of your answer in the box marked (D).

1. Both petty thieves and murderers might claim that they are not responsible for their behavior, because their brains are controlled by their morals.
2. Criminal minds will become easier to understand, since we will be able to see how their brains made them commit revolutionary acts.
3. Potential changes in society might result in criminals being blamed for their brains.
4. Legal arguments about criminal responsibility could revolve around the brains of defendants.

[E] According to speaker 3, why can our brains be compared to cars? Write the number of your answer in the box marked (E).

1. Because brains come in a variety of models; despite this, the idea of society implies social responsibility.
2. Because brains, like cars, come in several varieties. Many cars together create traffic, but the interaction of people creates responsibility.
3. Because cars are hard-wired, automatic machines, just like our brains; when we interact with models, we create personal responsibility.
4. Because our brains drive us as we drive cars, and we all take responsibility for traffic jams.

Which of the speakers would agree with the following statements [F], [G], [H] and [I]? Choose your answer from the list below and mark the appropriate number in the boxes marked (F), (G), (H) and (I).

- | | | | |
|----------------------|---|-------------------|---|
| Speaker 1 only: → | 1 | Speaker 2 only: → | 2 |
| Speaker 3 only: → | 3 | Speakers 1 & 2: → | 4 |
| Speakers 1 & 3: → | 5 | Speakers 2 & 3: → | 6 |
| Speakers 1, 2 & 3: → | 7 | | |

- [F] Science will eventually show that all human actions are determined in one way or another.
- [G] Personal responsibility can only be understood by considering a person's interactions with others.
- [H] Genetic factors clearly influence who we are and what we do.
- [I] Legal systems should not be affected by the advances made by neuroscience.

【 1 2 】 <H128E53> 2007 慶應義塾大学 2/17, A方式 B方式 経済

アフリカ南部諸国に於けるエイズ問題に対して、オーバル・ヒル・トラスト(The Oval Hill Trust:以下 OHT)という新しい非政府組織(NGO)が、2006年の秋にロンドンに設立されました。当組織の設立宣言によると、OHTの目標は、以下の通りです。

- ・エイズ患者への医薬品の提供
- ・ HIV の感染拡大の予防
- ・ 広告による資金調達

あなたは、当組織の最高経営責任者(CEO)という立場であり、2010年度までの予算計画を文書で提案する必要があります。

問題: 「OHTのこれからの支出計画を英文で論理的に説明しなさい。」

注意事項:

1. 表や図ではなく、必ずパラグラフの形式で答えなさい。
2. 次の表は、貴方が計画書を作成するに当たって考慮すべき、支出に伴う結果をまとめたものです。従って、支出の欄に書いてあるのは「案」ではありません。
3. 長さは、100語以上にしなさい。
4. 箇条書きではなく、接続詞や副詞を使って一貫性のあるパラグラフにまとめなさい。
5. 文法に注意して書きなさい。

支出	長所	短所
Large budget	More medicines More publicity	Funds exhausted soon Chance of corruption
Numerous projects	Wide geographical impact Broad range of solutions	Loss of focus Overworked staff
Many workers	Better management Better fundraising	High administrative costs Supervision problems

注

- a) 支出: OHT は、現在、資本金として 500 万ドル(=6 億円相当)を有し、年間 25 万ドル(=3 千万円相当)の収入があります。支出としては、全額まで費やすことも可能です。
- b) プロジェクトの数: OHT は、現在までに、30 もの資金援助要請を受けています。その規模は、100 万ドルのものから 1 万ドルのものまで様々です。
- c) スタッフの人数: 現在の OHT のスタッフは、貴方だけです。もしロンドンで新しいスタッフを採用するとなると、一人当たりの年収は、約 4 万ドルとなります。

【 1 3 】 <J128E61> 2008 慶應義塾大学 2/17, A・B方式 経済

Read the following article and answer as indicated.

Throughout the world, an increasing number of people are choosing to buy both food and other products at supermarkets rather than at independent stores. In 1960, 60 percent of food purchases in the UK were made at small independent retailers, but by 2000 this had shrunk to 6 percent, while the share of chain stores had risen to 88 percent. A British member of the European Parliament recently claimed that half of the British population now does its shopping in just 1000 “superstores” (giant supermarkets). This change in behavior is not limited to developed countries. In Latin America, supermarkets had a 50 to 60 percent control of the retail food sector in 2005. This is a dramatic increase considering that the share was only 10 to 20 percent ten years earlier. The same tendency can be observed in developing countries in other parts of the world. But consumers need to think about the consequences of their choices.

It is not difficult to understand why supermarkets are so popular. They are well designed and well lit. They display a wide range of different products, including ready-made meals alongside fresh food, and even many different brands of the same product. They promise guaranteed quality at reasonable prices.(B) Consumers are attracted by the idea that they can save money by buying extra quantities of special offers or by “earning” points according to the amount that they spend. They appreciate the time they can save by buying everything they need under one roof and at one cash register, rather than having to make a series of small purchases at different specialist shops.

Of course, supermarkets have their critics.(C) A frequent argument is that they drive out the

independent family-run shops that provide a focus for local communities. Supermarkets are anonymous spaces,^(D) but in small shops both staff and customers tend to talk to each other. Reference is also made to the excessive use of packaging and to the increase in the use of cars for shopping, which worsens traffic congestion and air pollution. Less visible to the consumer are the effect on producers of the fierce competition between supermarkets, and the resulting appearance of a small number of extremely powerful multi-national companies.

When the figures are actually laid out, the facts are striking. For example, in 2004 the top ten supermarkets, led by Wal-Mart (US) and Carrefour (France), had a 24 percent share of the global food market, as opposed to 18 percent in 2000. In the UK, four supermarkets are responsible for^(E) 75 percent of food sales, with Tesco in first place at 29 percent followed by Asda, which was purchased by Wal-Mart in 1999. All the large supermarkets are global businesses. For example, both Wal-Mart and Tesco have subsidiaries in Japan, Seiyu and C Two Network respectively.

For those supermarket chains that have so far survived, there are clear advantages to this process of amalgamation. In particular, greater size enables supermarkets to negotiate favorable deals with suppliers. If the advantages of scale^(F) are passed on to customers in the form of cheaper prices, there are also clear benefits for the consumer, although the claim that supermarkets are always cheaper than independent stores is disputed. More important, however, is the way in which the big retailers exercise their power over suppliers, including not only the small farmers, but even the big food companies such as Nestle.

Scholars have said that the chain of supply is like an hourglass. On one end are the farmers and other suppliers of food; on the other end are the consumers; in the middle is a narrow passage. This passage symbolizes the big retailers, who increasingly control both supply and demand and are therefore able to make sure that food is bought at the lowest possible price. One example that is often given is the banana. Like milk and bread, it is said to be a key product that is regularly bought by consumers and one whose price they are thought to notice. Supermarkets compete with each other by offering low prices in key products. The idea is that a customer who has entered Store A because its bananas are cheaper than Store B may stay there to buy other, not key, products, even if they are not cheaper than at Store B.

If banana producers were able to sell directly to consumers, the price would be decided by the relationship between supply (the amount of bananas available) and demand (the amount of bananas that consumers wanted). By the end of the 1990s, however, more than three quarters of the global trade in bananas was controlled by just five companies, with two companies, Chiquita and Del Monte, having about 25 percent of the market each. This position gave them a dominant role in deciding banana prices. Then Wal-Mart, now ranked by *Fortune* as the world's biggest company, decided to flex its muscles. The balance of power in favor of supply was reversed^(G) in 2002, when it invited these companies to compete for a global contract to supply bananas to its stores. As a result, in Britain for example, Wal-Mart's UK subsidiary, Asda, was able to drop the price it charged for bananas from £1.08 to £0.94 per kilo. This triggered a price war between supermarkets that resulted in a further fall to £0.74 per kilo by 2004. The profits of the companies that controlled the banana trade were greatly reduced, but it was the workers in banana plantations in Latin America who really paid for the lower prices, through reductions in their wages. Although supermarkets did little more than place the bananas on their shelves, they were able to retain as much as 40 percent of the price, while 10 percent reached the grower, and only 2 percent the

actual worker.

Bananas are a product of developing countries, but agriculture in the developed world has also been affected. According to Corporate Watch, fifty years ago, farmers in Europe and North America were receiving 45 to 60 percent of the money that consumers spent on food. Today, that proportion has dropped dramatically to just 7 percent in the UK and 3.5 percent in the USA, although it is still 18 percent in France. Supermarket regulations about the size and appearance of vegetables and fruit cause further problems. Apples, for example, can be rejected if they are too green or not crisp enough, regardless of the taste.

What should the concerned consumer do? One solution for those able to pay more is to buy goods with the Fair Trade label. The label guarantees that farmers have received a fair price and that agricultural workers enjoy adequate wages and living standards. Supermarket chains in the UK and elsewhere stock Fair Trade brands of bananas and other products, primarily tea and coffee, alongside cheaper, not Fair Trade goods. In 2005, over 5 percent of the bananas sold in the UK had the Fair Trade label. The UK market share of Fair Trade (ground) coffee jumped from 1.5 percent in 1999 to 20 percent in 2004.

However, despite its current success, particularly in Europe, the Fair Trade movement alone is unlikely to be able to correct the imbalance of power. There are claims that supermarkets charge unnecessarily high prices for Fair Trade products. Moreover, some cynical people suggest that the big retailers only display Fair Trade goods so that they can claim to give customers “a choice” without having to introduce any fundamental changes in their buying policies. In other words, greater changes in the behavior of customers will be needed to widen the middle of the hourglass.

Answer [A]-[J] as indicated.

[A] Read the following sentences and choose the number “1” if the sentence agrees with what is stated in the article and the number “9” if not. Answer by filling in the corresponding slots under the numbers (1)-(7) on the mark sheet.

- (1) The main competitor of the supermarket is the independent store.
- (2) The number of big supermarket chains is falling.
- (3) Supermarkets try to make profits from sales of bananas.
- (4) At the end of the twentieth century, two companies occupied more or less 50 percent of the banana market.
- (5) In the years 2002 to 2004, the price of bananas in some British supermarkets decreased by £0.34.
- (6) Workers in banana plantations are able to buy bananas more cheaply than other people.

(7) 45 to 60 percent of the retail price of food now goes to farmers.

[B] Choose the sentence in which the word “reasonable” has the meaning closest to the way it is used in the underlined sentence (B). Answer by filling in the corresponding slot under the number (8) on the mark sheet.

1. It is reasonable to expect that land prices will keep rising.
2. This department store has a reasonable variety of fashionable clothing.
3. Under the circumstances, the police officer’s action was reasonable.
4. What the hotel charged was quite reasonable considering the service.

[C] Which of the following best explains the meaning of the underlined sentence (C)? Answer by filling in the corresponding slot under the number (9) on the mark sheet.

1. It goes without saying that supermarkets encourage experts to attack competitors.
2. It is no wonder that some shoppers never shop at supermarkets.
3. It is only natural for some people to find fault with supermarkets.
4. It is true that supermarkets employ people to reject low quality products.

[D] Which of the following is closest to the meaning of the word “anonymous” in the underlined clause (D)? Answer by filling in the corresponding slots under the number (10) on the mark sheet.

1. empty
2. impersonal
3. nameless
4. quiet

[E] Which of the following is closest to the meaning of the underlined expression (E) (“are responsible for”)? Answer by filling in the corresponding slot under the number (11) on the mark sheet.

1. are the reasons for
2. calculate
3. have duties in
4. make up

[F] Which of the following is closest to the meaning of the underlined expression (F) (“the advantages of scale”)? Answer by filling in the corresponding slot under the number (12) on the mark sheet.

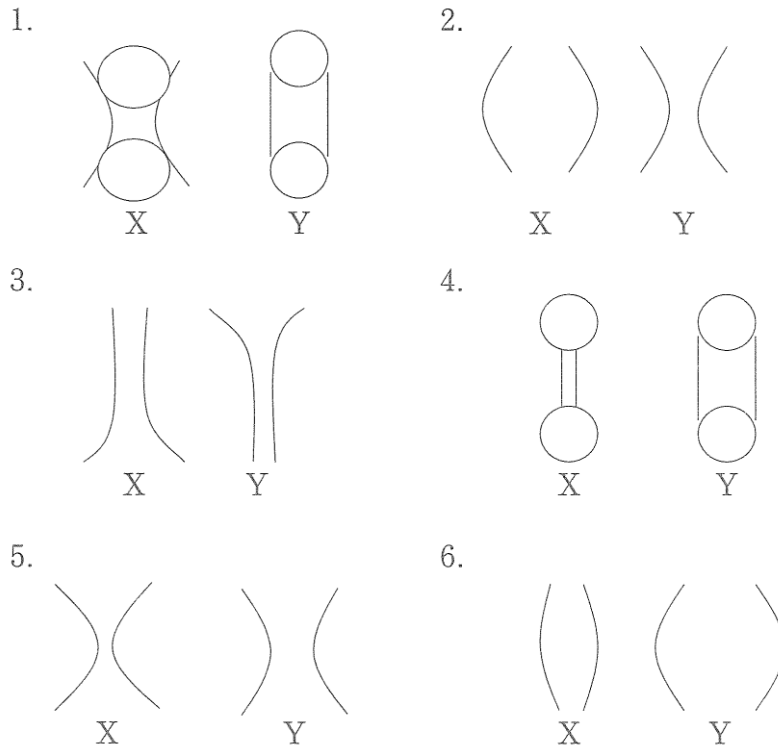
1. the amalgamation of stores
2. the attractions of big profits
3. the measuring of good deals
4. the strengths of large sales

[G] Which of the following best explains the meaning of the underlined sentence (G)? Answer by filling in the corresponding slot under the number (13) on the mark sheet.

1. Consumers came to want more bananas than were available.
2. The balance of power turned round in favor of supply.
3. Buyers of bananas began to control prices instead of suppliers.
4. The supply of bananas became greater than the demand.

[H] Below are six different pairs of shapes. In each pair, shape X is meant to show the situation described in paragraph 6 (starting with “Scholars have said...”); shape Y is meant to show the situation referred to at the end of the article. Which pair of shapes shows these two situations most

accurately? Answer by filling in the corresponding slot under the number (14) on the mark sheet.



[I] With which one of the following statements would the author definitely agree? Answer by filling in the corresponding slot under the number (15) on the mark sheet.

1. People in developed countries should never shop at supermarkets.
2. Shopping at supermarkets is a very efficient use of one's time.
3. You are certain to find the lowest prices at supermarkets.
4. We should all buy Fair Trade goods in order to support farmers.

[J] Which of the following would be the most suitable title for this article? Answer by filling in the corresponding slot under the number (16) on the mark sheet.

1. The declining power of agriculture
2. The end of the independent retailer
3. The future of the free trade market
4. The rapid growth of supermarkets
5. The responsibilities of the consumer

【 1 4 】 <J128E62> 2008 慶應義塾大学 2/17, A・B方式 経済

次の文章には、空欄補充問題・訂正問題(下線部)・読解問題(タイトルを選択)が含まれています。もっとも適切な選択肢を選び、その番号を(17)-(31)の解答欄にマークしなさい。なお、訂正問題のうち、下線部に間違いがない場合は'NO CHANGE'を選択すること。

Paragraph 1

A large number of farmers in Asia and Africa depend on the rain that _____⁽¹⁷⁾ with the monsoons. However, if there is too many rain this leads to floods.⁽¹⁸⁾ Scientists from the University of California studied plankton-shell fossils from the Gulf of Guinea in West Africa and found evidence that⁽¹⁹⁾ the monsoons grew dramatically in strength at the end of each of the two most recent ice ages. This suggests that they will do

_____⁽²⁰⁾ the Earth continues to warm, with grave results for the security of the world's food supplies.

(17)

1. come
2. comes
3. will come
4. would come

(18)

1. if there is too many rain, this leads to the flood.
2. if there is too much rain, this leads to floods.
3. if there will be too many rain this leads to the floods.
4. if there will be too much rain this leads to flood.
5. NO CHANGE

(19)

1. gaining an evidence of
2. then knew an evidence which
3. to learn evidences on
4. who found evidence about
5. NO CHANGE

(20)

1. same as
2. same unless
3. the same as
4. the same unless

(21) Title for Paragraph 1

1. Monsoons and farming
2. Monsoons and fossils
3. The danger of monsoons
4. The science of monsoons

Paragraph 2

College athletic programs play an important role in America, but there is concern that the desire to attract outstanding athletes is having a negative effect on academic standards.⁽²²⁾ It is not unusual for local people to pressure universities into developing respectable programs, particularly in _____⁽²³⁾ football and basketball. Success in this area often leads to more attention from the media, which results in increased revenue and attracts applicants with higher academic achievements. College coaches, therefore, spend most of their off-season traveling in and out of the country to recruit talented high school athletes. Nevertheless, while young players are recruited mainly because of their athletic abilities, academic performance _____⁽²⁴⁾ be ignored. This is because America's national college sports organization, the NCAA stops players to compete once their grade average goes lower the standard.⁽²⁵⁾

(22)

1. that the desire for attracting outstanding athlete is having negative effect on academic standards.
2. that the desire to attract outstanding athletes are having a negative effect about academic standards.
3. which the desire for attracting outstanding athlete is having negative effect about academic standards.
4. which the desire to attract outstanding athletes are having negative effect on academic standards.
5. NO CHANGE

(23)

- | | |
|---------------------------------|--------------------------------|
| 1. popular sports. For example, | 2. popular sports for instance |
| 3. popular sports like as | 4. popular sports such as |

(24)

- | | | | |
|-----------|-----------|--------|-----------|
| 1. cannot | 2. has to | 3. may | 4. not to |
|-----------|-----------|--------|-----------|

(25)

1. the NCAA, stops players from competing once their grade average goes below the standard.
2. the NCAA, stops players from competing, though their grade average goes below the standard.
3. the NCAA stops players to compete once, their grade average gets lower than the standard.
4. the NCAA stops players to compete though their grade average gets lower than the standard.
5. NO CHANGE

(26) Title for Paragraph 2

1. Financial support for college sports players
2. How sport can find a place in higher education
3. The need for local support in promoting college sport
4. The NCAA's power over student athletes

Paragraph 3

Florence Nightingale, who is _____⁽²⁷⁾ working to establish the profession of nursing, was also an extremely able administrator. She wrote a large number of government reports and books using statistical data collected while her assignment⁽²⁸⁾ at the military hospital in Scutari. As a result of her efforts, the rate of mortality at the hospital _____⁽²⁹⁾ from 43 percent to 2 percent. On returning to England she also used her superior networking skills to reform public health policies in Britain. People who think of her only as a gentle nurse may surprise at discovering⁽³⁰⁾ that her career developed in this way.

(27)

1. admirable in 2. famous at 3. respected by 4. well-known for

(28)

1. using statistics data collected by her assignment
2. using statistical data collected during her assignment
3. using statistics data collected under her assignment
4. using statistical data were collected in her assignment
5. NO CHANGE

(29)

1. dropped 2. fallen 3. reduced 4. sunk

(30)

1. can feel surprised for discovery 2. can get surprising on discovering
3. may be surprised to discover 4. must be surprising to discover
5. NO CHANGE

(31) Title for Paragraph 3

1. Florence Nightingale and data collecting
2. Florence Nightingale, the greatest nurse
3. The biggest accomplishment of Florence Nightingale
4. Unfamiliar aspects of Florence Nightingale's career

【 1 5 】 <J128E63> 2008 慶應義塾大学 2/17, A・B方式 経済

The following conversation took place at a cafe in Tokyo. Read it carefully and answer the questions.

Teun : Nice to see you again, Nina! You haven't been around for a while, have you?

Nina : No, I was on vacation at my parents' house in Napoli. It was my cousin's twentieth birthday, and we had a big celebration. I get on really well with him, so we spent almost every day together.

Yu : Cool! Was he in the middle of a college break?

Nina : No. Giorgio's not at college. He's just living at home with his parents. In southern Italy it's not very easy for young people to find work. Once you've got a job, you're okay, but it's another thing to find one(x) if you lack skills or experience. In fact, in that part of Italy there's nothing unusual about my cousin's lifestyle. Houses are expensive, and so family members have to support each other.

Ray : Sounds like what's happening here in Japan. Those graduates who are able to join a company as soon as they leave university are doing fine. But there are many young people who do not have any secure job.

Teun : I feel sorry for Japanese people in their thirties now. They finished college in the middle of the depression after the economic bubble burst. So many of them had to take part-time jobs or one-year contracts. On the other hand, full-time employees had very few co-workers to help them in the office so they were too busy. One of my friends had to work more than 12 hours a day. This made him so ill that he had to give up his job.

Yu : I feel sympathy for people who want a full-time job but haven't been able to find one. But there are young people who are simply not interested in working at all. They are spoiled at school and at home. You know, parents buy their kids anything they want, like game machines, cell phones, computers and digital music players. As a result, they spend so much time playing with machines that they don't know how to talk to real people. If they're so comfortable at home, it's understandable that they don't feel like spending the day at work with people they don't know well!

Nina : Well, maybe it's true that kids no longer play in large groups. But I remember what my *ikebana* teacher told me about Japan in the 1960's. She was a teenager then, and young people were often criticized for not greeting older people properly or showing them respect. So there's nothing new in young adults having difficulty in getting along with different types of people. I think the real reason why young people can't find stable jobs is because the government doesn't encourage companies to hire people who don't have any experience.

Teun : Maybe so. Companies want people with skills. They don't want to spend a lot of money on training young people who might turn out not to be good workers.

Ray : Companies can hire young people for just a few months and fire them if they are no good. That's what they do in the United States.

Nina : But if you fire someone after such a short period, you will waste the money you spent on hiring and training them in the first place. Besides, in France, and I think in Japan too, it's not so easy to get rid of full-time workers. There are laws to protect their rights. It's the same in Italy. Once you get a job, you tend to keep it.

Yu : I think companies will hire people if they are useful, whatever the employment rules are. So young people should work hard to get skills and make themselves more attractive to companies. That doesn't mean they should ignore regular academic subjects, though, because studying can give them basic knowledge and also opportunities to learn to think logically. If they're not sure

how to communicate with other people, they can practice by taking part in club activities. The ones who don't understand the importance of working hard or making an effort can't be helped. They'll just become NEETs. But that's their problem.⁽⁷⁾

Ray : I don't know about that. In Japan, "NEET" is used to describe any young person who does not have a job or go to school. But young people who are actively searching for a job are not in the same position as those who have problems with self-confidence. The government should pay more attention to this second group. These young people also need help from the adults around them — parents and teachers. They need to learn how to build relationships with people before trying to find a job.

Teun : Well, perhaps some young Japanese need a special type of support. But what bothers me is that in many countries, young people can't get a permanent job easily even when they are serious about supporting themselves. Companies should stop treating young people as a cheap work force. They hire inexperienced and powerless young people on short-term contracts, and get rid of them when the budget is tight, or if they get sick.

Nina : But if it's so difficult to get rid of full-time workers, companies are forced to hire young workers part-time instead, right? Young people don't have experience, and might turn out to be no good at that particular job. A full-time position costs the company a lot of money, and I hear that it takes 2 to 3 years of training before a college graduate is ready to take on a responsible position. So I guess companies can't afford to take on many young people as full-time employees because it costs so much time and money.

Yu : Well, I admit that the problem of NEETs can't be solved by changing NEETs themselves. But we still need a solution. I guess businesses must make a profit. It's too much to expect them to pay the full cost of training young workers. So governments should take the lead by providing companies with funds and so on.

Nina : Actually, many countries already provide government-supported job training. In the US, the government has a special program in which young job seekers receive career training together away from home. That type of government help is necessary in Japan, too.

Teun : This is all very well, but there are problems on the company side, too. Managers are treating both part-time and full-time workers as if they were machine parts to be replaced. If they don't change this attitude, young people will not stay in full-time jobs, even if they manage to find one. Moreover, they will lose motivation and energy, which will have a bad effect on business in the long run. So I think companies have to play the major role. Governments have limited funds and can't give help to all the workers who need it.

Ray : Obviously, there's no one convenient solution to the problem. I think governments and

educators both need to work together. The messages that children get from parents and schools have a big impact when they start thinking about their careers. So the government needs to pay more attention to what children learn about life after school. A friend who helps NEETs told me that many of them have difficulties because they feel they must find their “dream job”. How can you tell what your “dream job” is if you have no experience of being employed? They need practical help while they are still in school.

Yu : Are you saying that schools should start to train children for jobs?

Ray : Training does not have to be so narrow. Too much pressure and not enough knowledge are just making young people’s problems worse. I think children should learn more about the jobs of their parents and the other adults around them. I mean, adults should tell them about their jobs: how they got them, what they have learned, what they like or dislike, and so on.

Questions

[A] Which of the following is closest to the meaning of the underlined clause (X)? Write the correct number in box [A] on answer sheet B.

1. finding a thing is not easy for you
2. jobs are not the only things to find
3. there are other jobs for you to find
4. you have difficulty finding a job

[B] Which of the following is closest to the meaning of the underlined clause (Y)? Write the correct number in box [B] on answer sheet B.

1. that’s an important reason for their problem.
2. that’s a most serious problem which they face.
3. that’s a problem for which only they are responsible.
4. that’s a problem which no one else has.

[C] Which of the following statements is Ray most likely to agree with? Write the correct number in box [C] on answer sheet B.

1. Schools should help students to understand what it is like to have a job.
2. Schools should hire counselors who can help students to find jobs.
3. Schools should teach the skills which are necessary for various jobs.
4. Schools should warn students about the potential problems of having a job.

[D] Which of the following statements is closest to the point that Nina wants to make when she mentions her *ikebana* teacher? Write the correct number in box [D] on answer sheet B.

1. Young people now behave better than in the past.
2. Young people now behave worse than in the past.
3. Young people now are not different from what they were.
4. Young people now are quite different from what they were.

[E] Read the following sentences and choose “1” if the sentence agrees with what is stated during the conversation and “9” if not. Write the answers in the boxes (a)-(e) in the table at [E] on answer sheet B.

- (a) Most young people in southern Italy are able to become financially independent as soon as they finish school.
- (b) Teun’s friend had to leave his job because he lost interest in his work.
- (c) Full-time workers’ rights are strongly protected in France.
- (d) According to Ray, there are two types of NEET.
- (e) In the United States, young people can get government help to prepare for employment.

[F] Whose opinion changed during the discussion? Write the correct number in box [F] on answer sheet B.

- 1. Nina
- 2. Ray
- 3. Teun
- 4. Yu
- 5. None of them

[G] Fill in the table to show the final opinion of each person. Write the answers in the boxes (a)-(d) in the table at [G] on answer sheet B.

Nina	(a)
Ray	(b)
Teun	(c)
Yu	(d)

The main responsibility for helping NEETs in Japan belongs to:

- government → 1
- companies → 2
- parents and schools → 3
- government and companies → 4
- government, parents, and schools → 5
- companies, parents, and schools → 6

【 1 6 】 <J128E64> 2008 慶應義塾大学 2/17, A・B方式 経済

Writing task

Situation:

Two high school students who want to support a local care home for elderly people put up several posters like the one below in their school. However, only four students responded, so they have not yet been able to start.

高校生ボランティア募集

場所：「ABC 高齢者福祉ハウス」

日時：毎週日曜日・9時から

人数：25名程度(毎回来られる人)

活動内容：話し相手，食事の補助，散歩の付き添いなど

興味がある人は080-XXXX-XXXXに連絡してください。

Instructions:

On answer sheet B, suggest what they can do to increase the number of volunteers. Write at least 100 words in English (one or more paragraphs). Make sure that you include each of the following:

- why only a few students responded
- what action (actions) should be taken (具体的に)
- why you think the action (actions) will succeed

There is no right or wrong answer. Pay attention to grammar, spelling, use of connecting words (接続詞), and logic.

【 1 7 】 <K128E36> 2009 慶應義塾大学 2/14 理工

和文の内容とほぼ同じ意味になるように，指定された文字から始まる適切な 1 語を空所①～⑩に入れて，英文を完成させなさい。解答は，下記の例に従って，記入しなさい。判読が困難な場合は採点されません。

例:

(問題) You are taking an (e) examination at Keio University.

(解答) entrance

In a few short months, food has ①(r) oil as the Next Big Threat to the long-running global expansion. Rice futures have ②(m) ③(t) ④(d) since last August. In the recent global boom — five years of synchronous growth that lifted hundreds of millions out of ⑤(p) — the availability of plentiful, cheap food was generally ⑥(t) for granted. But now much of the recent progress is ⑦(b) ⑧(t) by expensive food. As with oil, the ⑨(r) prices are fueled in part

by speculators. And like oil, expensive staples are swiftly upsetting business plans, sparking inflation, ⑩(c) political instability and inflicting widespread economic pain.

わずか数ヶ月の間に原油に代わって食糧が、長らく続いてきた世界経済の拡大に対する次の大きな脅威となった。コメの先物価格は昨年 8 月から倍以上に上がっている。近年の世界的な好景気のなか、安く大量の食糧がすぐ手に入ることは概して当然のことと見なされていた。この 5 年間で(世界経済が)同時成長したおかげで、数多くの人々が貧困から脱した。しかし今、食糧価格の高騰によって近年の進歩がかなり脅かされている。投機家が価格上昇に一部拍車をかけているのは原油と同じ。また原油と同様に、食糧の高騰も(企業の)事業計画を急速に揺るがし、インフレを引き起こし、政治不安を招き、経済的な痛みを広げている。

(*Newsweek*, May 5, 2008 および『ニューズウィーク日本版』2008年6月4日号に基づく)

【 1 8 】 <K128E61> 2009 慶應義塾大学 2/17, A・B方式 経済

次の文章には、空欄補充問題・訂正問題(下線部)・読解問題(タイトルを選択)が含まれています。もっとも適切な選択肢を一つ選び、その番号を(1)–(10)の解答欄にマークしなさい。なお、訂正問題のうち、下線部に間違いがない場合は“NO CHANGE”を選択すること。

Job manuals have developed to enhance effective training of non-skilled workers. They are particularly useful in the service industry, _____(1) a small number of full-time employees need to train and supervise a large number of part-time workers, many of whom are young or new to the job. A manual is usually written by a small number of managers or workers with extensive knowledge and experience. It shows how a job can be done in the most effective way, by dividing the procedure into a step-by-step process.(2) As long as trainees precisely _____(3) those steps, they can accomplish their daily tasks without major problems. Young or inexperienced employees feel assured that they can surely avoid mistakes by referring to manuals. In a sense, studying a manual is to be seen by an efficient way of learning the fundamentals of the job(4) in a limited amount of time. Some experts suggest that all workers should be encouraged to write a manual and to keep updating it. _____(5) workers can make explicit what they think is important about the job, and develop skills in explaining the procedures in a way that others can understand clearly.

However, it is also important to note the _____(6) of using manuals. For example, manuals strongly discourage independent thinking. Specifically, workers can accomplish the tasks at their workplace when they wonder things must be done in a certain way besides how their performance and actions affect the whole of the organization.(7) The most serious problem is that an employee who received training only with a manual would be less likely to be able to make proper decisions if something were to go wrong at work. Workers who are trained to rely on manuals are like pre-programmed factory equipment: they are not able to function in a situation not previously included in their training session. Since manuals needed to be easy-to-read, the consumer of the manuals cannot afford for(8) detailed descriptions of “possible” accidents. Since seemingly unrelated procedures actually have hidden relationships with each other, changing one step _____(9) an unexpected result. In extreme cases, this can cause fatal disasters.

- (1)
1. on what
 2. under which
 3. where
 4. whether
 5. whom
- (2)
1. It shows that a job can be done in the maximum effective way, to divide the procedure making a step-by-step process.
 2. It shows which a job can be done in the best effective way, by dividing the procedure past a step-by-step process.
 3. It shows us a job can be done in the more effective way, to divide the procedure to a step-by-step process.
 4. It shows why a job can be done in the least effective way, by dividing the procedure in a step-by-step process.
 5. NO CHANGE
- (3)
1. change
 2. explain
 3. follow
 4. go
 5. report
- (4)
1. studying a manual can be seen as the most efficient way to learn the fundamentals of the job
 2. studying a manual can make see as the efficient way to learn the fundamentals of the job
 3. studying a manual seldom sees with no efficient way for learning the fundamentals of the job
 4. studying a manual will be to see the more efficient ways of learning the fundamentals of the job
 5. NO CHANGE
- (5)
1. By doing so,
 2. Incidentally,
 3. If not,
 4. On writing,
 5. In contrast,
- (6)
1. discoveries
 2. limitations
 3. merits
 4. reverse
 5. terror
- (7)
1. because they know that things must be done in a certain way about how their performance and actions affect the part of the organization.
 2. not seeing things must be done in a certain way since how their performance and action affects the remainder of the organization.
 3. understanding why things must be done in a certain way before how its performance and

actions affect the leader of the organization.

4. without knowing why things must be done in a certain way or how their performance and actions affect the rest of the organization.
5. NO CHANGE

(8)

1. Since manuals needs to be easy-to-read, the creator of the manuals cannot afford for including
2. Since manuals need to be easy-to-read, the instructor of the manuals cannot afford including
3. Since manual needs to be easy-to-read, the user of the manuals cannot afford to include for
4. Since manuals need to be easy-to-read, the author of the manuals cannot afford to include
5. NO CHANGE

(9)

1. can lead to
2. has to blame
3. might be on
4. shall come across
5. will always stop

(10) Title for the passage

1. Efficiency in Training Workers Manually
2. Finding Advanced Manuals for Trainees
3. The Merits and Demerits of Using Manuals
4. The Importance of Writing Good Manuals
5. The Lack of the Practical Manuals for Work

【 1 9 】 <K128E62> 2009 慶應義塾大学 2/17, A・B方式 経済

Read the following article and answer as indicated.

“Immigrants work for almost nothing, and seem to be able to live on wind,^[X]” complained a native-born worker.

Many economists point out that immigrants contribute more than they take. They provide a fresh source of youthful and highly motivated workers who take jobs that are not wanted by other people. (18) many native-born workers still fear that immigrants could adversely affect their job prospects in a time of diminished economic opportunities. A large increase of foreign-born workers inevitably depresses wages, especially for the less educated and for ethnic and racial minorities.

In the late nineteenth century, America found millions of unskilled workers in factories, mines, or in construction. Many of these jobs were occupied by immigrants from southern and eastern Europe who settled in industrial cities in pursuit of a better life. By the turn of the century, the proportion of the foreign-born population in thriving cities like Chicago, New York, Boston, Cleveland, and San Francisco had surpassed 30 percent.

Wherever industrialization spread, people were set in motion. Former farmers and peasants who used

to time themselves by the movement of the sun, now lived by the clock and labored by the twilight of urban gas-lit factories. Instead of being self-employed, they dealt with supervisors and were paid wages by the hour. Unlike the seasons that formerly set their working pace, now they were controlled by the relentless cycle of machines for mass production. The division of labor was systematically organized into various routine tasks.

In industrializing America, immigrants often began working in what were referred to as sweatshops. Sweatshops were characterized by low wages, excessively long hours, and unhealthy, dangerous working conditions. They appeared along with the birth of modern cities, which had newly emerged investment banks, mills, railroad yards, department stores, dirty apartments and soaring skyscrapers. The immigrants and the poor lived in the ghettos and apartments of the inner city, marked by crowded, sunless rooms along dark, narrow streets. Residents lived on insufficient diets that often left them vulnerable to various epidemics. In time, clothing and garment industries began to flourish in the ghettos, and young immigrant girls in the neighborhood were drawn into such industries to perform the low-paid sewing tasks under often dangerous conditions.

With the rise of sweatshops, cities like New York witnessed a growing concern with issues related to health and safety. The working environment in the sweatshops was extremely dangerous, and it was reported that between 1880 and 1900, industrial accidents killed an injured thousands of wage earners annually around the nation.

It was this tone of the era that inspired Upton Sinclair to publish *The jungle* in 1906, which focused on immigrant laborers and highlighted the disturbingly ruthless and unhealthy conditions of the Chicago meat-packing industry. While people were alarmed by the problems that industrialization had caused, the immediate impact of the novel did not lead to the improvement of sweatshop working conditions, but instead triggered actions for reform of health and safety regulations.

The tragedy of the Triangle Shirtwaist Company Fire in New York in 1911 brought attention to the terrible sweatshop conditions that immigrant laborers endured. Hundreds of young immigrant women, mostly recent European arrivals of Jewish background, were working in unsafe workrooms on the top floors of a building on Washington Square when the fire broke out. With doors deliberately locked providing no escape and fire ladders unreachable, the tragedy ended with 146 immigrant workers dead. Their average age was only 19.

The incident shocked the nation and marked a growing fear that modern industrial society had created extreme strains, widespread misery, and deep divisions among people. Immigrant men, women, and children were flooding into the lowest ranks of American industry, and were severely exploited in unsafe factories for wages that barely supported them. These factory workers received weekly paychecks of 3 to 10 dollars for 12-hour days, and were fined substantially for the tiniest mistakes. In general, most unskilled laborers made less than 500 dollars a year at this time, when it took 600 dollars to make ends meet. Native-born white Americans tended to earn more than immigrants, and those immigrants who spoke English tended to earn more than those who did not.

The Triangle Fire tragedy was investigated by a special state commission, and over the next four years, the commission's recommendations produced 56 state laws regulating issues such as fire safety, unsafe machines, and wages and hours for women and children. Prior to this incident, laws to protect workers were still governed by customs which heavily favored the employer, and victims of industrial

accidents rarely got compensation when they were injured or killed at work. By 1916, over half of the states introduced such laws, and most states required insurance for factory accidents. Unfortunately, in spite of these laws, prejudice and discrimination against immigrants persisted.

Immigrants were not only found in New York and other cities of the East Coast. The American West witnessed an increased number of immigrants as well. The development of railroads, copper mines, and commercial agriculture in the West in the late nineteenth century caused economic activity to (19) in the area. In response, Mexican immigrants poured in across the southern borders, entering Texas, California, New Mexico and Arizona. No sooner had they arrived than they became targets of concern.[V] People in those areas regarded them as a threat; prejudice was clearly not limited to the East Coast.

Mexican immigrants in the West came to be concentrated in the garment industry from the early twentieth century. At that time, Mexican women made up more than 75 percent of the dressmakers who worked in the sweatshops in Los Angeles. Since the 1960s, over 40 percent of the yearly entry of immigrants has consisted of Latin Americans, the majority being Mexicans. Despite their aspirations, in the years between 1960 and 1990, in an economy increasingly divided between skilled jobs and low-paying unskilled jobs, Latin Americans continued to fall behind other groups in acquiring better pay. These immigrants had very few options other than to work at sweatshops, which attracted workers in desperate need of employment.

By the 1990s, Los Angeles had replaced New York as the nation's largest garment production center. The Los Angeles garment industry is proof that even today, sweatshops for immigrants have not totally disappeared in the United States. The recent revival of sweatshop conditions is (20) those that flourished a century ago. A detailed study of Latin American garment workers in Los Angeles in the 1990s found that the vast majority were illegal immigrants, 39 percent of whom were paid less than the wage level set by the government. Many workers were not paid for working overtime, and few workers had privileges of any kind. Another study reported that more than 90 percent of the shops surveyed in the garment industry had violated health and safety regulations, including cases where fire exits were locked or blocked. In addition, illegal child labor was found in 15 percent of the factories surveyed.

The harsh working conditions of immigrants today are not much different from the experience of European immigrants a century ago. In recent years, globalization has added to the downward spiral for immigrants and the poor alike, as U.S. manufacturing industries are increasingly competing against countries where wage levels are far lower. The threat of losing jobs has made it increasingly difficult for workers to object to low wages or sweatshop conditions.

Answer [A] — [I] as indicated.

[A] Read the following sentences and choose the number “1” if the content of the sentence is consistent with what is stated in the article and the number “9” if not. Answer by filling in the corresponding slots under the numbers (11) — (17) on the mark sheet.

- (11) In the early twentieth century, a novel was written about immigrant workers.
- (12) Young workers died in the Triangle Fire tragedy because they did not have any way to leave

the building.

- (13) Immigrants in the early 1900s could make only 100 dollars more than what they needed to live.
- (14) Many Europeans immigrated to rural areas in the United States in the early twentieth century.
- (15) Sweatshops mainly developed in Los Angeles.
- (16) Working conditions are getting worse both for immigrants and for poor workers.
- (17) Sweatshops became illegal in the United States and disappeared by the end of the twentieth century.

[B] Choose the appropriate word for (18) — (20). Answer by filling in the corresponding slot under the number (18) — (20) on the mark sheet.

(18)

- 1. Eventually,
- 2. However,
- 3. Moreover,
- 4. Instead,

(19)

- 1. act on
- 2. clear out
- 3. pick up
- 4. search for

(20)

- 1. a reputation by
- 2. reduced to
- 3. reminiscent of
- 4. reviewing in

[C] Which of the following most accurately sums up the 4th paragraph (starting with “Wherever industrialization spread,...”)? Answer by filling in the corresponding slot under (21) on the mark sheet.

- 1. Industrialization can't fundamentally change the way people set their schedule.
- 2. Industrialization divided the manufacturing process into smaller steps.
- 3. Industrialization influenced the wages of farmers and factory workers.
- 4. Industrialization significantly altered the pace of people's working lives.
- 5. Industrialization unreasonably controlled farmers and factory workers.

[D] Which of the following best describes the term ‘sweatshop’? Answer by filling in the corresponding slot under the number (22) on the mark sheet.

- 1. A place where old types of clothing are sold
- 2. A place where people go to exercise and sweat
- 3. A place where people labor for no money
- 4. A place where people work under bad conditions
- 5. A place where women and children are protected

[E] Which of the following is closest to the meaning of the underlined expression [X]? Answer by filling in the corresponding slot under the number (23) on the mark sheet.

- 1. Immigrants are in general, hard-working people and do not complain much.
- 2. Immigrants do not earn money and are likely to move around all the time.

3. Immigrants don't need much money because they spend their lives in sailboats.
4. Immigrants endure poor working conditions to live a lifestyle of their own.
5. Immigrants work for low pay and can survive in challenging circumstances.

[F] Which of the following is closest to the meaning of the underlined sentence [Y]? Answer by filling in the corresponding slot under the number (24) on the mark sheet.

1. As soon as they arrived in the United States, they were arranged for deportation back to Mexico by government officials.
2. Once they arrived in the United States, they began to attack the native-born population in the area.
3. Shortly after they arrived in the United States, their presence became a source of anxiety among the native-born population.
4. The state authorities quickly checked their legal status after their arrival in the United States.
5. When they arrived in the United States, they were immediately employed in factories which were targeted by middle-class Americans.

[G] According to the article, what happened as a result of the fire in New York in 1911? Answer by filling in the corresponding slot under the number (25) on the mark sheet.

1. Immigrants began to create self-help organizations within their community.
2. Immigrants started a political movement to protect workers' rights.
3. Laws were created in different states to improve working conditions.
4. People stopped paying attention to the working conditions of immigrants.
5. Prejudice against immigrants became illegal and significantly diminished.

[H] According to the article, why were Latin Americans not able to find highly-paid jobs in the 1960s-80s? Answer by filling in the corresponding slot under the number (26) on the mark sheet.

1. Because their culture was not compatible with the typical U.S. culture.
2. Because there were no jobs in the United States during the depression.
3. Because they lacked the necessary skills to find jobs they hoped to get.
4. Because they were only interested in finding jobs at popular sweatshops.
5. Because they were very reluctant to accept excessively long working hours.

[I] Which of the following would be the most suitable title for this article? Answer by filling in the corresponding slot under the number (27) on the mark sheet.

1. Low Wages: The Economic Impact of Global Competition on the U.S. Garment Industry
2. "Go Home!": Immigration Restriction and Prejudice in the American East and West
3. Sweatshops in the United States: The Origin of Skilled Labor in New York and Los Angeles
4. A Hard Life: The Historical Development of Immigrant Labor and Sweatshops in the United States
5. The Impact of Industrialization: The Life Cycle of Immigrants in the United States

【20】 <K128E63> 2009 慶應義塾大学 2/17, A・B方式 経済

The following conversation took place at a cafe in New York. Read it carefully and answer the questions.

Robert : I enjoy reading the newspaper, but there's one thing I just don't understand: the sports pages. I don't think that can be considered "news." (X) sports are only silly games.

Alice : I absolutely agree. That is a good example of the kind of male-oriented world we live in. For ages men have had control over our social institutions, and the effects of that can be seen everywhere you look. The sports pages in newspapers are a perfect example. Were women to run the world,(v) then there would be no such thing as the sports pages.

Robert : Maybe not. But these days there are a lot of women who enjoy playing sports, and understandably so.

Elizabeth : That's right. The problem with sports isn't that men created them; it is that for a long time women were excluded from many sports, and because of that they couldn't receive the character-building benefits that sports provide.

Jack : Well, I think there are certain sports that aren't too tough or dangerous that women can enjoy, but these days a lot of women are doing sports that really should only be done by men. For example, there are now women who are pro boxers. I think that's just wrong.

Alice : Jack, this is perhaps the first time that I have ever agreed with you, but you are absolutely right: women shouldn't become boxers. Men are violent and competitive by nature, so it isn't difficult to understand why the spectator sport of boxing has turned into a multi-billion dollar industry. But the fact that women, who are by nature more loving and cooperative than men, have begun to imitate this disgusting male pastime makes me very sad.

Robert : Boxing should be made illegal. There's no question about that. People can, and do, die in the boxing ring. I can't understand how something so dangerous can be accepted as a spectator sport and viewed on national television.

Jack : Make boxing illegal? Are you kidding? Didn't you see the movie *Rocky*? Anybody who saw that movie must realize how boxers have to be tough not just physically but also spiritually and emotionally. Boxers are the toughest and most disciplined of all athletes. They have to be, because they are literally putting their lives on the line. That's noble. Boxers inspire us all.

Robert : Well, Jack, I'm sorry, but frankly, boxers don't inspire me. In fact, I feel sorry for them. I think they are exploited. Haven't you noticed that the top boxers tend to come from the lower social classes? That is because many of them don't have any other means of becoming rich and famous other than risking death and enduring physical injury for the viewing pleasure of millions of middle-class spectators sitting safely behind their wide-screen sets.

Jack : Robert, boxing is especially important for young men of the lower classes, and particularly those living in the ghetto. It is their ticket out of the ghetto! They are surrounded by drugs

and crime, but the dream of becoming a professional boxer takes many of them out of the streets and into the boxing gym where they can learn discipline and avoid the dangers of the street.

Alice : You must be joking. The idea that participation in sports helps one develop discipline or any other moral characteristic is nonsense. The idea that we will learn moral virtues such as honesty and courage and engage in “fair play” in all aspects of our lives if we just participate in sports is part of an ideology that was originally promoted by influential male educators in elite all-male educational institutions. It all started in the elite schools in England in the nineteenth century. And it is no coincidence that that was the age of the British Empire. That’s what sports really train people for: competition, domination, and war.

Elizabeth : Alice, it is true that part of what can be learned from sports is a fierce sense of competition. And for a long time that was thought of as a “male” virtue. But times have changed. If women want to survive in the competitive world of business or politics, they aren’t going to get all the training they need in the classroom or in the library. They need to play sports at school.

Jack : That’s right! Also, friendships that develop on the playing field at school are very strong and often last a lifetime. Even now, many of the people I do business with are people I played sports with in college. Why? Because I know I can trust them. Does he play by the rules or would he rather cheat to win? The quickest and most efficient way to find out what kind of man a person is is to play sports with him.

Elizabeth : That’s not just true of men. The same thing can be said of women’s sports.

Robert : Whether you are a man or a woman, there are many ways to build friendships that don’t involve running around outside and sweating. What about playing music together,⁽²⁾ or performing in a play together? Children can form deep friendships by enjoying cultural activities together. There is no reason in the world that they should be encouraged to risk physical harm by engaging in sports. The thing that really makes me angry is the mistaken idea that sports should be encouraged in schools for health reasons. There is no doubt that physical activities such as walking or even jogging have health benefits. But competitive sports are done at such an extreme level of intensity that they can’t really be considered healthy. Once children become involved in sports at a competitive level, they face the constant risk of serious injury and even death.

Alice : Well, I don’t care what men do in their free time. As they say, “boys will be boys.” If they want to do each other physical harm chasing a ball through the mud, then that’s fine with me. In fact, I encourage them! My message is this: “Boys, go to the playing fields. Spend hours perfecting your useless sport technique! Because while you are wasting your time, we women will be studying, and when exam time comes, don’t be surprised at who has the better score!” Now that women are no longer excluded from higher education and the professions, we finally have the chance to compete with men on an equal basis. And in many areas we are doing better than them. If women continue to hit the books while men continue to hit each other on the playing fields, then soon there will be more women than men with

advanced degrees and high-paying jobs in powerful positions. And then at last, women will have the chance to really shape society. So I say this: boys, go chase the bouncing ball!

Elizabeth : Alice, the sports training that young boys and girls are engaged in is not useless; it helps them to cultivate important intellectual skills. For example, boys and girls engaging in sports are gaining intensive training in the decision making process. Run or pass? Pass or shoot? A sports event is the sum total of a number of split-second decisions made by every participant over the course of the competition. The ability to make quick decisions is one of the most valued skills of leaders in fields such as business, politics and the military. For decades men have developed their decision-making skills on the playing field. Now at last women are getting the same chance.

Questions

[A] Which of the following could most appropriately be used to fill (X)? Write the correct number in box [A] on answer sheet B.

1. After all,
2. Because
3. Nevertheless,
4. That is why
5. Therefore,

[B] Which one word in the underlined phrase (Y) should be spoken with the most stress? Write the correct number in box [B] on answer sheet B.

1. Were
2. women
3. run
4. the
5. world

[C] Which one word in the underlined phrase (Z) should be spoken with the most stress? Write the correct number in box [C] on answer sheet B.

1. What
2. about
3. playing
4. music
5. together

[D] With which one of the following statements would Elizabeth **not agree**? Write the correct number in box [D] on answer sheet B.

1. By playing sports women can develop decision-making skills.
2. For years women had no chance to participate in many sports.
3. In today's world, women need to be just as competitive as men.
4. Participation in sports helps both men and women build character.
5. Sports training for young men is not as useless as it is for women.

[E] With which one of the following statements would Alice **not agree**? Write the correct number in box [E] on answer sheet B.

1. For centuries men have controlled society, but men have ruled the world for long enough.
2. It is unfortunate that there are now professional women boxers in the world.
3. Men, unlike women, are violent, and that explains, at least to some degree, why boxing has

become such a popular spectator sport.

4. The character-building effect of sports was first discovered by educators at elite all-male schools in England in the nineteenth century.
5. Women have finally gained the opportunity to compete with men for power and social status in society.

[F] Which of the following is one of the reasons why Jack feels that sports are an important part of an education? Write the correct number in box [F] on answer sheet B.

1. By participating in sports in school it is possible to get better grades.
2. By participating in sports in school it is possible to develop close friendships.
3. By participating in sports in school it is possible to acquire decision-making skills.
4. By participating in sports in school it is possible to appreciate music and art.
5. By participating in sports in school it is possible to form networks in the ghetto.

[G] Which one of the following statements would Robert be most likely to agree with? Write the correct number in box [G] on answer sheet B.

1. Boxing should be made illegal because boxers are disciplined.
2. Children should not be encouraged to play sports at school.
3. Competitive sports contain a wide variety of health benefits.
4. It is difficult to understand how women can enjoy playing sports.
5. Sports are not something one can read about in the newspaper.

[H] Given the viewpoints expressed in the dialogue, which of the speakers would not agree with the following statements? ((a) – (e) の意見に「反対」の立場をとると思われるのは誰と誰ですか。[H]の部分に適切な数字を書きなさい。)

Jack and Robert	→ 1
Jack and Elizabeth	→ 2
Jack and Alice	→ 3
Elizabeth and Robert	→ 4
Elizabeth and Alice	→ 5
Robert and Alice	→ 6

- (a) The sports pages are, and should be, an important part of newspapers.
- (b) Men and women are fundamentally the same. In social life we shouldn't place emphasis on distinctions based on sex or gender.
- (c) There are many sports, such as boxing, that men should be encouraged to do, but in which women should not participate.

(d) Sports participation is an important part of a balanced education.

(e) Sports participation has neither a positive nor a negative effect on academic achievement or intellectual ability.

【 2 1 】 <K128E64> 2009 慶應義塾大学 2/17, A・B方式 経済

あなたが参加しているボランティア団体は、適切な食生活の大切さを多くの人に知らせることを主な活動内容としています。市役所から連絡があり、5月の市民まつりで、子どものいる家族のためのイベントを企画運営してほしいという依頼がありました。あなたの仲間が考えた、取り上げるべき問題点とイベント企画には以下のものがあがっています。

<問題点>

- 「朝食を食べない人が多い」
- 「家族と一緒に食事をしない」
- 「外食が多い」
- 「ファストフード(fast food)に依存しすぎ」
- 「添加物(food additives, artificial flavors)の使用」

<イベント企画>

- ヘルシー料理コンテスト
- 料理が得意な有名人や子供向けキャラクター(cartoon character)のパフォーマンス・講演など
- 栄養(nutrition)クイズ大会
- 親子スピーチコンテスト

問題：上から問題点を一つ選び、それがなぜ問題なのかを説明したうえで、イベント企画を表から一つ選び、その具体的な内容とあなたが選んだ問題点との関連性を論理的に説明しなさい。

注意事項

1. 解答はすべて英語で作成すること。
2. 100語以上書くこと。
3. 表や図ではなくパラグラフ形式で答えること。
4. 箇条書きではなく、接続詞や副詞を使って一貫性のある文章にまとめること。
5. あなたが選ばなかった他のテーマやイベントとの比較をする必要はありません。
6. 文法に注意して書くこと。

【 2 2 】 <L128E61> 2010 慶應義塾大学 2/17, A・B方式 経済

指示に従って、[A]と[B]の2種類の問題に解答しなさい。

[A] 問題(1)から(5)の選択肢(a)－(c)には文法的に間違った文が含まれています(句読点の間違いは含まれない)。以下の答え方に従って該当する数字を一つ選び、解答用紙の(1)から(5)にマークしなさい。

<解答の選択肢>	<マークシートに記入する数字>
(a)のみが誤っている場合	→ 1
(b)のみが誤っている場合	→ 2
(c)のみが誤っている場合	→ 3
(a)と(b)が誤っている場合	→ 4
(a)と(c)が誤っている場合	→ 5
(b)と(c)が誤っている場合	→ 6

(1)

- (a) It is a relief to hear you say that. I thought you were still upset.
- (b) That TV looks as if it could have bought twenty years ago.
- (c) That guy should be thrown out of the restaurant for behaving like that.

(2)

- (a) We just found it that Josh brought cakes as many as you.
- (b) Not being able to use the computer, he didn't know how to send an email.
- (c) When he has finished collecting data, Ryo will be coming back to Japan.

(3)

- (a) It shouldn't be impossible to design houses powered exclusively by the sun and wind.
- (b) If that all it takes to drive a car around here, then why not let the children do it?
- (c) Almost customers would want to know how much it costs to use the delivery service.

(4)

- (a) 'Ellen won't come with us'. 'Why don't you try asking her nicely'?
- (b) Turn right at the next and you will get there in 30 minutes.
- (c) We were not aware that Thomas Edison had much interests in solar energy.

(5)

- (a) Are you convenient to come to the student meeting tomorrow evening?
- (b) The climate of the South Pacific is much milder than that of Europe.
- (c) This might not be what you are looking for, but it might be the thing what you need.

[B] 問題(6)から(7)の文章には文法的に間違った文が含まれています(句読点の間違いは含まれない)。以下の答え方に従って該当する数字を一つ選び、解答用紙の(6)から(7)にマークしなさい。

<解答の選択肢>	<マークシートに記入する数字>
誤りを含む文が 1 つ	→ 1
誤りを含む文が 2 つ	→ 2
誤りを含む文が 3 つ	→ 3
誤りを含む文が 4 つ	→ 4
誤りを含む文が 5 つ以上	→ 5

(6)

The anonymous interview is a useful tool for collecting data in research in the social sciences. However, such a method, unlike on-site interviews, have its own limitation. Let us look at the case of a political poll in the United States. During the election for the governor of the state of Virginia in 1989, Douglas Wilder, a black candidate, was considered to be as the most popular candidate. Although he managed to win the election, it was not a big win. The other candidate received a lot of votes as well. This happened because people who answered the poll said the researchers that they would vote for Wilder, in an attempt to avoid revealing their prejudice against the black candidate.

(7)

In some cultures, mothers often use what is called 'baby talk'. When mothers speak to their children in baby talk, they slowly repeat short sentences in a high-pitched voice. In the 1970s, psychologists argued that baby talk plays a crucial role in children's language development. This argument lost support, however, when it was discovered that in a small village in South America mothers seldom talk to their babies. When the mothers there say something to their children, they speak quickly, reducing their voice to a whisper. Nevertheless, the children there do not seem to have any problem learning complicated grammatical patterns. This finding indicates that no single factor in mother's speech is not essential for the development of proper grammar.

【 2 3 】 <L128E62> 2010 慶應義塾大学 2/17, A・B方式 経済

Read the following article and answer as indicated.

When information and communication technology (ICT), in particular the Internet, arrived on the scene in the 1990s, genuine excitement arose about the positive benefits it could bring to people all over the world. Such optimism* was rooted in the belief that this new technology allowed knowledge to be accessed by the many and not the few. This universal ability to access information would in turn, it was thought, raise education levels, create jobs, and raise political awareness among the masses.

Expectations were particularly high in regard to the benefit it was thought the Internet would bring to the developing world. Since Internet access can be gained with nothing but a relatively cheap computer, access to electricity and a mobile phone connection, it was predicted that small businesses in developing countries, for example in poor villages in South America and Africa, would be able, in what some researchers have called the 'new economy', to sell their products directly to customers in the developed world without having to negotiate traditional barriers of distance, costs of advertising, and traditional

distribution chains, all of which in the years of the 'old economy' had prevented products from developing countries from being competitive due to the necessary funds involved.

Indeed, since those early predictions were made, access to and use of the Internet has spread widely in a relatively short period of time. Globally the number of Internet users stood at around 4.4 million in 1991. By 1995, the number of users had (8) 40 million. By 1999, the number of Internet users was as many as 502 million, and that number increased steadily to 600 million by 2002. In the United States, although only 11 percent of all households were online* in 1994, by 2001 that number was 60 percent. In addition, the total number of users would have been even higher had one included the many people with access to the Internet at the workplace, in schools, libraries and community centers.

But while the raw number of users has increased dramatically, there is reason to believe that the ICT 'revolution' has not (9) many of the changes that were expected early on. Of particular concern is the fact that not everyone has been able to gain access to the Internet and its benefits, a situation that has been labeled the 'digital divide'.

The digital divide can be seen most clearly in the contrast between developed and developing countries. Rates of computer and Internet use in some developing countries are sometimes only a hundredth of those found in the Western world. In North America there are 61.1 computers for every 100 people, a figure which compares with just 0.5 computers for every 100 people in South Asia, or only 1 personal computer for every 100 people in sub-Saharan Africa. Although, as we saw earlier, global Internet use exploded from around 40 million users in 1995 to approximately 600 million users by the year 2002, a closer look at this figure reveals that in fact only a small percentage of the world population is online.

The digital divide is not limited to the difference seen between developed and developing countries. It is also a problem within developed nations. Even in the United States, a significant number of the population studied in 2003 had little or no computer skills. Many older people had no interest in computers, clearly one of the factors contributing to the digital divide within developed countries, but the problem is (10) simply a generation gap. Differences in levels of income have also contributed to the problem; in 2000 the number of poor households in America with a computer was only one sixth the number of wealthy households with a computer. Differences in levels of education were also a factor, as those with a university degree were far more likely to possess a computer than those who had never been to college. One of the most striking statistics from the United States showed that in the year 2000, White households were more than 10 times more likely to own a computer than Black or Hispanic households.

In spite of this, there are still a number of optimists* who predict that the digital divide will soon disappear. They point to earlier forms of technology, such as the telephone and the television, as examples of machines which at first only reached the wealthy in developed countries, but which eventually became universal as demand pushed down the price and made these products ultimately affordable for the masses. Eventually, say the optimists, the same thing will happen with the personal computer and access to the Internet, and as a result the temporary digital divide will prove to be just that: (11).

At some levels this prediction is surely correct. Recent studies in the United States have found that those with limited education from poor families are using the Internet much more than were people in their position over a decade ago. It is reasonable to predict that similar developments will be seen in the

future in developing countries. The price of computers has gone down significantly in the last decade, and they are now affordable for a significant number of households in the developing world. Such a finding points to the optimistic yet realistic prediction that personal computers and the Internet might one day spread in both developed and developing countries to the degree that the television and telephone have.

(12) computers differ from machines such as the television and the telephone in significant ways. While a television, for example, requires of the user little knowledge other than how to work the remote controls, computers demand a great deal of knowledge from the user. Even if computer ownership becomes universal, huge gaps in the level of knowledge of computers and computer skills will continue to exist. We must also take into account the fact that computers constantly need to be updated to keep up with the latest software and technology. While a television can be used for years as it is^(a), the same cannot be said of a computer. Unlike a television, therefore, computers require not only knowledge and skill, but also continue to cost money even after the initial purchase. In addition to computer skills, language ability, especially if the user's tongue is not in a major language such as English, is also important. The optimists forget that the digital divide will not disappear simply by handing everyone in the world a personal computer. Physical access to computers is only one of the problems that have contributed to the digital divide. Other problems such as language, education, skills, and financial resources remain, and for these there is no clear solution in sight.

*optimism : 楽観主義

*online : オンラインの(ネットワークに接続されている状態)

*optimist : 楽観主義者

Answer [A]–[H] as indicated.

[A] Choose the appropriate expression for (8)–(12). Answer by filling in the corresponding slot under the number (8)–(12) on the mark sheet.

(8)

1. dropped by
2. grown to
3. moved on
4. remained as
5. stopped at

(9)

1. brought about
2. called out
3. spread out
4. turned to
5. weighed up

(10)

1. contrary to
2. depending on
3. due to
4. more than
5. nothing other than

(11)

1. affordable
2. divide
3. dominant
4. serious
5. temporary

(12)

1. Consequently,
2. Eventually,
3. Gradually,
4. Similarly,
5. Unfortunately,

[B] Which one of the following is closest to the meaning of the underlined expression (a)? Answer by filling in the corresponding slot under the number (13) on the mark sheet.

1. in its original condition
2. the same as the rest
3. the way the world is now
4. to entertain people
5. without remote controls

[C] Read the following sentences. Choose the number '1' if the content of the sentence can be considered to be correct based only on what is stated in the article. Choose the number '9' if the content of the sentence can be considered to be incorrect based only on what is stated in the article. Choose the number '5' if it is impossible to determine whether or not the content of the sentence is correct based only on what is stated in the article. Answer by filling in the corresponding slot under the number (14)–(19) on the mark sheet.

- correct → 1
incorrect → 9
cannot determine → 5

- (14) Education levels in developing countries have risen since the 1990s.
- (15) The author believes that it is likely that the personal computer will eventually spread to poor households in developing countries.
- (16) The price of computers has remained the same in the past 10 years.
- (17) People who own a personal computer in South Asia share it with other people.
- (18) Telephones and televisions spread to the masses even when most people could not afford them.
- (19) The number of Internet users at the beginning of the 21st century was more than 100 times the number of Internet users just over 10 years earlier.

[D] Based on the information given in the second paragraph, which of the following would be one of the predicted differences between doing business in the 'old economy' and the 'new economy'? Answer by filling in the corresponding slot under the number (20) on the mark sheet.

1. Doing business in the new economy involves travel by air more than by car or train.
2. Doing business can be done at a lower cost in the new economy.

3. Doing business in the new economy involves more creativity.
4. Doing business is more time-consuming in the new economy.
5. People doing business in the new economy have to negotiate prices much more.

[E] In the final paragraph, the author discusses several differences between computers and televisions. Which one of the following is **not** among the differences discussed by the author? Answer by filling in the corresponding slot under the number (21) on the mark sheet.

1. Computers continue to cost money even after you buy them.
2. Computers require language ability on the part of the user.
3. Television sets are far cheaper to buy than computers.
4. Television sets do not require much knowledge to use.
5. Television sets don't require constant updating.

[F] Which one of the statements below would the author definitely agree with, based on the information provided in the article? Answer by filling in the corresponding slot under the number (22) on the mark sheet.

1. Developing countries will be able to compete with developed countries in the new economy.
2. Many new forms of technology first benefit rich people more than poor people.
3. Older generations are not capable of learning how to use computers.
4. Optimists who predict that the digital divide will disappear are correct.
5. People without a university degree cannot realistically be expected to be interested in computers.

[G] According to the author, what do the optimists assume about the problem of the 'digital divide'? Answer by filling in the corresponding slot under the number (23) on the mark sheet.

1. Computer skills are possessed by everybody.
2. Due to raised political awareness, computer use will spread.
3. Learning a major language is necessary for using computers.
4. Physical access to computers is the only issue.
5. The price of computers has gone down in recent years.

[H] Which one of the following would be the most suitable title for this article? Answer by filling in the corresponding slot under the number (24) on the mark sheet.

1. Optimists Predict the Triumph of ICT
2. Rates of Internet Use Increasing Across the Globe
3. The Digital Divide: No End in Sight
4. The Internet: New Challenges for Global Business
5. The New Economy: Equal Access for All

【解答 1】 <E128E55> 2004 慶應義塾大学 2/17, A・B方式, 本学 経済学部
(省略)

【解答 2】 <F128E51> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

- [A] (1) 4 (2) 1 (3) 4 (4) 2
[B] (5) 4 (6) 2 (7) 4 (8) 3 (9) 3

【解答 3】 <F128E52> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

- (10) 4 (11) 2 (12) 4 (13) 6

【解答 4】 <F128E53> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

- [A] (14) 1 (15) 9 (16) 9 (17) 1 (18) 9
[B] 2 [C] 2 [D] 2 [E] 1

【解答 5】 <F128E54> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部

- (1) (a) 3 (b) 1 (c) 5 (d) 6
(2) P be criticized Q does damage to
S has nothing to do with me
(3) (省略)

【解答 6】 <F128E55> 2005 慶應義塾大学 2/17, A・B方式, 本学 経済学部
(省略)

【解答 7】 <G128E51> 2006 慶應義塾大学 2/17, A・B方式, 本学 経済学部

- [1] 2 [2] 3 [3] 2 [4] 1
[5] 1 [6] 2 [7] 1 [8] 2
[9] 1 [10] 3 [11] 2 [12] 3
[13] 1 [14] 1 [15] 1 [16] 3
[17] 2 [18] 4 [19] 2 [20] 3
[21] 2 [22] 2 [23] 3 [24] 3
[25] 4 [26] 2

【解答 8】 <G128E52> 2006 慶應義塾大学 2/17, A・B方式, 本学 経済学部

- [27] 4 [28] 3 [29] 2 [30] 2
[31] 1 [32] 2 [33] 1 [34] 2
[35] 3 [36] 1 [37] 1 [38] 3
[39] 2 [40] 4 [41] 3 [42] 2
[43] 2 [44] 8 [45] 7 [46] 4

【解答 9】 <G128E53> 2006 慶應義塾大学 2/17, A・B方式, 本学 経済学部

A. (省略)

B. (省略)

C. (省略)

【解答 1 0】 <H128E51> 2007 慶應義塾大学 2/17, A方式 B方式 経済

[1] 2	[2] 1	[3] 1	[4] 3
[5] 1	[6] 1	[7] 2	[8] 3
[9] 4	[10] 2	[11] 2	[12] 4
[13] 2	[14] 4	[15] 2	[16] 2
[17] 3	[18] 1	[19] 3	[20] 4
[21] 3	[22] 2	[23] 1	[24] 3
[25] 2	[26] 2	[27] 2	[28] 3
[29] 1			

【解答 1 1】 <H128E52> 2007 慶應義塾大学 2/17, A方式 B方式 経済

[A] 4	[B] 1	[C] 3	[D] 4
[E] 2	[F] 2	[G] 3	[H] 7
[I] 5			

【解答 1 2】 <H128E53> 2007 慶應義塾大学 2/17, A方式 B方式 経済

(省略)

【解答 1 3】 <J128E61> 2008 慶應義塾大学 2/17, A・B方式 経済

[A] (1) 9	(2) 9	(3) 9	(4) 1
(5) 1	(6) 9	(7) 9	
[B] 4	[C] 3	[D] 2	[E] 4
[F] 4	[G] 3	[H] 5	[I] 2
[J] 5			

【解答 1 4】 <J128E62> 2008 慶應義塾大学 2/17, A・B方式 経済

(17) 2	(18) 2	(19) 5	(20) 3
(21) 1	(22) 5	(23) 4	(24) 1
(25) 1	(26) 2	(27) 4	(28) 2
(29) 1	(30) 3	(31) 4	

【解答 1 5】 <J128E63> 2008 慶應義塾大学 2/17, A・B方式 経済

[A] 4	[B] 3	[C] 1	[D] 3
[E] (a) 9	(b) 9	(c) 1	(d) 1
(e) 1			
[F] 4			
[G] (a) 1	(b) 5	(c) 2	(d) 1

【解答 1 6】 <J128E64> 2008 慶應義塾大学 2/17, A・B方式 経済

(省略)

【解答 1 7】 <K128E36> 2009 慶應義塾大学 2/14 理工

- ① replaced ② more ③ than ④ doubled
⑤ poverty ⑥ taken ⑦ being ⑧ threatened
⑨ rising ⑩ causing

《出典》<ニューズウィーク日本版, 2008>

【解答 1 8】 <K128E61> 2009 慶應義塾大学 2/17, A・B方式 経済

- (1) 3 (2) 5 (3) 3 (4) 1
(5) 1 (6) 2 (7) 4 (8) 4
(9) 1 (10) 3

【解答 1 9】 <K128E62> 2009 慶應義塾大学 2/17, A・B方式 経済

- [A] (11) 1 (12) 1 (13) 9 (14) 9
(15) 9 (16) 1 (17) 9
[B] (18) 2 (19) 3 (20) 3
[C] 4 [D] 4 [E] 5 [F] 3
[G] 3 [H] 3 [I] 4

【解答 2 0】 <K128E63> 2009 慶應義塾大学 2/17, A・B方式 経済

- [A] 1 [B] 2 [C] 4 [D] 5
[E] 4 [F] 2 [G] 2
[H] (a) 6 (b) 3 (c) 4 (d) 6
(e) 5

【解答 2 1】 <K128E64> 2009 慶應義塾大学 2/17, A・B方式 経済

(省略)

【解答 2 2】 <L128E61> 2010 慶應義塾大学 2/17, A・B方式 経済

- [A] (1) 2 (2) 1 (3) 6 (4) 3
(5) 5
[B] (6) 3 (7) 2

【解答 2 3】 <L128E62> 2010 慶應義塾大学 2/17, A・B方式 経済

- [A] 8 2 9 1 10 4 11 5
12 5
[B] 1

[C]	(14)	5	(15)	1	(16)	9	(17)	5
	(18)	9	(19)	1				
[D]	2		[E]	3	[F]	2	[G]	4
[H]	3							