

## 2021年度 入学試験問題

## 外国語（英語）

## 受験についての注意

- 試験開始の合図があるまで問題冊子を開いてはならない。
- この問題冊子は25ページまである。試験開始後、問題冊子の印刷不鮮明、ページの抜け落ち、ページ順序の誤りまたは解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせること。
- 出願した学部により、下表のとおり試験時間及び解答する問題が異なるので、注意すること。

学 部	試験時間	解答する問題番号
文系学部	90分	1 2 3 4 5 6 7 を解答すること。
理系学部	70分	1 2 3 4 5 6 を解答すること。

- 解答用紙はマーク式解答用紙Bのみである。
- 監督者の指示に従って、解答用紙の所定欄に受験番号と氏名及びフリガナを正しく丁寧に記入すること（下の「解答用紙 記入上の注意」を参照）。
- 解答は解答用紙の所定欄に記入し、その他の部分には何も書かないこと。
- 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
- 問題冊子は必ず持ち帰ること。

## 解答用紙 記入上の注意

## 1. 受験番号の記入について

- (1) 受験番号（英字と算用数字）は、次の記入例のように正しく丁寧に記入すること。  
(記入例)

A	B	C	D	E	F	G	H	I	J	K	L	M
0	1	2	3	4	5	6	7	8	9			

- (2) マーク式解答用紙Bの受験番号マーク欄は次の記入例のようにマークすること。  
(記入例) 受験番号がA 0 0 0 5 8の場合

受 駿 番 号					
A	0	0	0	5	8
●	●	●	●	①	①
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	●	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	●
⑨	⑨	⑨	⑨	⑨	⑨
○					
×					
△					

## 2. マーク式解答用紙Bにおける解答の記入について

- (1) 解答は、所定欄にH, F, HBの黒鉛筆またはシャープペンシルで正しくマークすること。

## 良い例

- ① 解答が一つの場合、たとえば「5」と解答したいとき、  
1 ①②③④ ● ⑥⑦ のように⑥のマーク枠の中を濃くぬりつぶすこと。

- ② 解答が二つ以上の場合、たとえば「1」「6」と解答したいとき、

1 ● ②③④ ⑥ ● ⑦ のように①⑥のマーク枠の中を濃くぬりつぶすこと。

## 悪い例

1 ①②③④	○印でかこむ
2 ①②③④	✓印をつける
3 ①②③④	線を引く
4 ①②③④	ぬりつぶしが不完全

} このような記入をしてはいけない。

- (2) 誤って解答したマークを訂正する場合は、消しゴムで完全に消してからマークしなおすこと。

- (3) マーク式解答用紙Bは、折りまげたり、破ったりしないこと。

## 英語

- 1 次の文を読んで、問1～問6の答えとして最も適切なものをA)～E)より一つ選び、その記号をマークせよ。

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著作権者の同意が得られないため、掲載していません。

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1. The most appropriate sentence for ( A ) is

- (A) Therefore, it is apparent that many Japanese people are concerned about the changes in their population.
- (B) Consequently, the elderly in Japan are known to be active and healthy even after their retirement.
- (C) Thus, single person households will stay the same because of declining birth rates and single seniors.
- (D) As a result of these changes, how consumers behave and how businesses deal with them must change.

2. According to the passage, which of the following statements is NOT true?

- (A) In many countries around the world, doing things alone is considered to be normal.
- (B) Single, elderly Japanese women are not usually comfortable with being seen alone.
- (C) There is increasing social pressure for Japanese couples to get married at a young age.
- (D) Elderly Japanese people who are widows or widowers are part of the *ohitorisama* phenomenon.

3. According to paragraph 3, an example of “family flexibility” is

- (A) getting divorced although having children
- (B) telling secrets to your children
- (C) deciding to have many children
- (D) getting married although having children

4. According to the passage, why should businesses appeal to elderly *ohitorisama*?

- (A) They enjoy being and doing things alone.
- (B) They have time and money to spend.
- (C) They are influenced by youth who challenge boundaries.
- (D) They will be the future of societies like Japan.

5. Which of these questions is NOT answered in this passage?

- (A) Who are the members of the super solo society in Japan?
- (B) Why do some Japanese people prefer to do things alone?
- (C) Why is being solo getting so much attention in Japan?
- (D) Why is the marriage rate declining in Japan?

6. What is the main point of the passage?

- (A) Japan is a group-centered society that values harmony and coexistence with others.
- (B) The rise of *ohitorisama* will cause businesses to pay more attention to them.
- (C) The *ohitorisama* phenomenon is primarily represented by young people in Japan.
- (D) Japan is an exception to the rising super solo trend in many countries in the world.

2 次の文を読んで、問1～問6の答えとして最も適切なものを(A)～(D)より一つ選び、その記号をマークせよ。

Whether your child will become a famous singer or is more likely to just sing in the shower, it is certain that she will benefit from some kind of music study. Research has found that learning music makes it easier to learn other subjects and enhances skills that children need in other areas of their life. “A rich experience of singing, listening, playing an instrument, and dancing really brings significant benefits to children as they progress to more formal education,” says Mary Luehrisen, director of the National Association of the Music Merchants Foundation.

Making music involves more than the voice singing or the fingers playing an instrument; it requires the use of several different skills at the same time. Musicians use their ears and eyes as well as various muscles, says Kenneth Guilmartin, cofounder of Music Together, a music learning program for small children. “Music is very stimulating in many ways.”

Music also helps children learn language. “One of the discoveries of research is the benefit of music for children’s language development which is so important at that stage. When children come into the world, their brains are already equipped with a basic ability to learn new sounds and words, but that inborn ability needs to be reinforced, practiced, and celebrated. These can be accomplished through music education,” explains Luehrisen.

According to the Children’s Music Workshop, these effects of music education can even be observed in the structural growth of the brain. “Recent studies have indicated that musical training physically affects the development of the part of the left side of the brain involved with processing language and can actually enhance the brain’s activity in specific ways. Linking familiar songs to new information can also help imprint the information on young minds,” the group claims.

Research using brain imaging likewise shows that the brain of a musician, even a young one, works differently than that of a non-musician. “There’s some research indicating that children involved in music have a larger increase of brain activity than those without music training. When you’re a musician and you’re playing an instrument, you need to use more of your brain,” says Dr. Eric Rasmussen, chair of the Early Childhood Music Department at Johns Hopkins University. In fact, researchers have found changes in the brain images of children who received 15 months of weekly music instruction and practice. The children receiving music instruction showed more improvement at distinguishing differences between sounds and at performing difficult

body movement tasks, and brain imaging scans showed changes in parts of the brain associated with those abilities.

This connection between music and language ability also has social advantages for young children. Language study and learning music both contribute to the ability to have healthy social relationships. As Dr. Kyle Pruett, professor of child psychology at Yale School of Medicine explains, “The development of language skills over time has been seen to stimulate the same parts of the brain that help process music. Language skills are necessary for social skills, and experience learning music strengthens the ability to be verbally and socially competent.”

Researchers have also found a link between music and spatial intelligence, that is, the ability to visualize and understand how various objects in a space can fit together. “Data shows that music instruction does improve spatial skills in children,” explains Pruett. “These skills play a role in solving multi-step problems one would encounter in architecture, engineering, math, art, designing game software, and computer programming.”

Performance on standardized tests similarly seems to benefit from music education. A study by Christopher Johnson, professor of music therapy at the University of Kansas, revealed that children in schools with strong music education programs scored around 22 percent higher on English exams and 20 percent higher in math scores on standardized tests compared to schools with low-quality or no music programs. Johnson sees the mental concentration required for musical training as similar to the concentration needed to perform well on such kinds of tests. Interestingly, in addition to improved test scores, the results of Johnson’s study supported other research showing the positive effects that a quality music education can have on a young child’s overall academic success.

Luehrisen admits there are likely other possible causes for this overall academic success in addition to music. “The schools that have strong music programs and high-quality music teachers usually have high-quality teachers in other subject areas as well. So, if you have a school environment where there are a lot of teachers doing creative, smart, and joyful things, students in all the classes are likely to go to a higher level and do better. It is difficult to accurately measure how much of that success is due to just the music program,” she says.

While realizing that music improves children’s academic abilities, it is also important to understand that ( A ). As Pruett explains, “Music education also has many other important life-skill benefits including becoming more self-disciplined, learning a new skill, planning events, being part of something you can be proud of,

making good human relationships, and in some cases even finding a way to succeed despite having a less-than-perfect teacher. Music education also makes kids interesting and happy, which are more important than being smart. It enriches their appetite for things that bring pleasure and for interacting with the people they meet. While parents may hope that enrolling their children in a music education program will make them better students, the main reasons should be to help them appreciate all the benefits of music study and to respect the whole process of learning an instrument or how to sing.” Rasmussen adds, “Being musical gives you a better understanding of yourself. Your horizons are wider when you are involved in music. Your understanding of art and the world, how you can think, and how you express yourself and interact with others are all enhanced.”

Journalist Angel Kwang goes even further, pointing out that not only does learning music improve students’ understanding of the world around them; it also introduces them to worlds they have never experienced. Consider, for example, an American child learning the violin. If she studies classical violin music, she will be exposed to the traditional cultures of countries such as Germany, Austria, and Italy where classical music first became popular and the great composers lived. Similarly, the European piano student studying jazz will at some point start to become familiar with the traditional culture and history of the American South, where jazz music was born and grew before being adopted by countries all around the world. Likewise, learning to play percussion instruments such as bongo drums or timbales will introduce children to African and Cuban music and stimulate their interest in the cultures of those countries. Increased understanding of a foreign culture leads to deeper empathy towards the people who live in that culture. In today’s conflict-filled world, surely this is one of the most important benefits of learning music as a child.

- 1 . Which of the following is NOT mentioned as a benefit of music education?  
(A) increased language development  
(B) ability to meditate more deeply  
(C) better performance on exams  
(D) social and emotional growth

2. Which of the following persons directly talks in most detail about the effects of music education on getting along with others?
- (A) Mary Luehrisen  
(B) Kenneth Guilmartin  
(C) Eric Rasmussen  
(D) Kyle Pruett
3. Paragraph 6 suggests that
- (A) one cannot have healthy relationships without music  
(B) music skill might be enhanced by studying a language  
(C) brain scans are not used enough in education  
(D) language skills are needed to be a good musician
4. In Paragraph 10, the most appropriate phrase for ( A ) is
- (A) learning many things makes students happier  
(B) self-discipline is needed to be a good musician  
(C) it will also make them better performers  
(D) it does not only make them smarter
5. Which of the following statements would the writer most likely agree with?
- (A) One cannot become a good musician without an excellent music teacher.  
(B) The most important benefit of studying music is increased brain function.  
(C) A musical education is necessary in order to become a good engineer.  
(D) Musicians are likely to be better at adjusting to life in foreign countries.
6. The most suitable title for this passage would be
- (A) Surprising Benefits of Music Education  
(B) Playing Musical Instruments for Better Grades  
(C) How Lack of a Music Education Harms Students  
(D) Better Social Skills Through Studying Music

**3** 次のそれぞれの英文の下線部に当てはまる最も適切なものを (A)～(D) より一つ選び、その記号をマークせよ。

1. Situated in the Hanshin area, ABC University is easily \_\_\_\_\_ to students using public transportation.

- (A) accessed
- (B) access
- (C) accesses
- (D) accessible

2. \_\_\_\_\_ of your inquiry will be sent within 24 hours to the email address you have provided.

- (A) Confirming
- (B) Confirmation
- (C) Confirms
- (D) Confirmed

3. The high school I graduated from received a \_\_\_\_\_ award for its education program last year.

- (A) national
- (B) nation
- (C) nationality
- (D) nationally

4. Most people are vaccinated \_\_\_\_\_ certain diseases when they are young.

- (A) of
- (B) by
- (C) against
- (D) along

5. Recently stronger customer demand has encouraged auto companies to develop hybrid vehicles that are \_\_\_\_\_ economically efficient and environmentally friendly.

- (A) less than
- (B) as
- (C) both
- (D) if so

6. Professor Suzuki is \_\_\_\_\_ that she can find a qualified assistant by the end of this semester.
- (A) doubt  
(B) doubted  
(C) doubtfully  
(D) doubtful
7. Students can leave school early \_\_\_\_\_ they have received permission to do so from the school.
- (A) provided that  
(B) in spite of  
(C) otherwise  
(D) except for
8. Kobe City Museum opened in 1982 after \_\_\_\_\_ what used to be the Kobe branch office of Yokohama Specie Bank, which was built in 1935.
- (A) renovation  
(B) renovated  
(C) renovating  
(D) renovations
9. Yesterday afternoon, my classroom teacher \_\_\_\_\_ by my place for her monthly visit.
- (A) was dropped  
(B) had dropped  
(C) dropped  
(D) drops
10. The results of the voting were declared \_\_\_\_\_ when an error was found in the counting system.
- (A) invalidation  
(B) invalidity  
(C) invalidated  
(D) invalid

**4** 次の会話において、1～6の空所に当てはまる最も適切な表現を(A)～(D)の中より選び、その記号をマークせよ。

***Kenji and his Chinese friend, Lin, are talking about her visit to Osaka.***

Kenji: So Lin, how was Nipponbashi? You know, some of the shops there have hardly changed in fifty years! I bet you felt the power of the old Osaka merchant culture!

Lin: Well, 1 On the one hand, some of the old shops did look interesting, and the street food near the Dotonbori River tasted pretty good, especially the *okonomiyaki* and *takoyaki*. But, in a way, Nipponbashi felt more like my hometown in China than Japan, so I couldn't really feel like I was in Osaka. That was a little disappointing.

Kenji: Oh, 2?

Lin: Well, it kind of seemed like most of the people there were Chinese! Even the staff in the shops were speaking Chinese! And there were signs in Chinese everywhere! So, to be honest, I was a little surprised. 3, I didn't come all the way to Japan to meet more people from my own country.

Kenji: Hmm. I understand how you feel, but I love Nipponbashi! I'm a big fan of the local food, just like you. Just being in that atmosphere gives me energy, and since my major is Chinese, I feel good just hanging out there and listening to people speak Chinese. 4, next summer I'm going to get a job in one of those *okonomiyaki* shops so I can practice Chinese every day! I want to be able to explain Japanese culture to Chinese people someday.

Lin: Do you really like practicing Chinese that much? Well then, why don't you speak it more with me? By the way, speaking of Japanese culture, how was your visit to Uzumasa Movie Village in Kyoto? Did you get to dress up as a *samurai*?

Kenji: Yeah, I sure did! And 5. They were shooting a movie yesterday so I also got to be an extra actor in one of the scenes!

Lin: Lucky you! I bet that was exciting!

Kenji: It was! It was perfect! I really felt like I was experiencing traditional Japanese culture at its best.

Lin: Hmm. I kind of 6.

1. (A) it was perfect! (B) I understand.  
(C) that's for sure! (D) not really.
2. (A) what do you mean (B) do you miss your hometown  
(C) how's life in Japan (D) where were you eating
3. (A) You're right (B) You're sorry (C) I mean (D) I regret
4. (A) By then (B) However (C) In fact (D) Surprisingly
5. (A) I wasn't ready (B) I'm not sure (C) not only that (D) not very much
6. (A) want to go for *okonomiyaki* in Nipponbashi  
(B) like watching *samurai* movies too  
(C) prefer Chinese historical movies  
(D) wish I'd gone there instead of Nipponbashi

- 5** 次の英文は世界の観光スポットについての情報である。必要な情報のみ読み取り、問1～問6の答えとして最も適切なものを(A)～(D)より一つ選び、その記号をマークせよ。

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Bogota, a city where modernity meets colonial history, and spend the day visiting museums, markets, and the historic city center. Fly to the coffee region and visit the mysterious villages. Walk among wax palm trees, considered the tallest trees in the world, in Cocora Valley. Visit a coffee farm and learn how Colombia's world-famous coffee is produced—from planting to the finished cup—and enjoy coffee tasting. Finally, explore the vibrant coastal walled city of Cartagena, known for its music and salsa dancing. Go on a street food tour in the morning, then spend an evening tasting local wine, and visit the first free slave town in the Americas. With Maria Perez, Professor of Latin American Literature. Price from \$3,495. Coddiwomple Journeys 781-454-9883

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### **Lisbon: A Portuguese Getaway (April 10 to April 15, 2020)**

Lisbon • Sintra • Evora. The small country of Portugal, located between Spain and the sea, has a long and proud history of independence. Lisbon, its capital, is a city with a vitality, variety, and excitement like no other, containing the chic shops of Chiada, its ancient Moorish Quarter, the Alfama, and the elegance of the Baixa district. On this short trip, you will experience a delightful mix of planned tours and plenty of free time to explore the city at your own pace. Highlights include a sightseeing tour of Lisbon, an evening of dining while listening to *fado* (Portugal's uniquely powerful folk music), a trip north to Sintra to see the Palace of Pena, and a visit to the World Heritage site of Evora. Price from \$2,495. Discover Europe 866-563-7077

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Glacier National Park • Lake Louise • Athabasca Glacier • Sulphur Mountain. One of North America's great unspoiled wildernesses, the Canadian Rockies provide a rich experience to outdoor lovers, as this 11-day small group adventure shows. Departing from Calgary, this nature-focused itinerary brings you face to face with some truly awesome sights. In gorgeous Glacier National Park, ride the famous Red Jammer sightseeing bus. Stay in Whitefish, Montana, a historic mountain town, and hike along the scenic Whitefish Trail. On the way to the world-famous Banff National Park, enjoy the scenery of Lake Louise and the Columbia Icefields, and walk on the Athabasca Glacier. Jasper National Park is next, with its dramatic Maligne Canyon and a three-star cruise on deep blue Maligne Lake. On the final full day, ride the Banff Cable Car to Sulphur Mountain's peak and see the Hoodoos and Bow Falls. With Helen Stringer, Professor of Environmental Engineering. Price from \$5,391. Includes air fare from Boston, New York, or Washington, D.C.! Odysseys Unlimited 888-370-6765

1. If you wish to enjoy some local entertainment while having dinner, which tour package should you choose?
  - (A) Treasures of Peru
  - (B) Discover Colombia
  - (C) Lisbon: A Portuguese Getaway
  - (D) Scottish Isles and Norwegian Fjords
2. Which of the following tour packages allows you to lengthen your trip?
  - (A) Expedition to Antarctica
  - (B) Discover Colombia
  - (C) Inland Sea of Japan
  - (D) Canadian Rockies Explorer
3. If you really want an opportunity to look around by yourself during your trip, which tour package should you choose?
  - (A) Expedition to Antarctica
  - (B) Treasures of Peru
  - (C) Discover Colombia
  - (D) Lisbon: A Portuguese Getaway
4. The tour package that includes the most kinds of transportation is
  - (A) Expedition to Antarctica
  - (B) Discover Colombia
  - (C) Scottish Isles and Norwegian Fjords
  - (D) Canadian Rockies Explorer
5. If you prefer to have a professor as your tour guide, any of these tour packages would suit you EXCEPT
  - (A) Expedition to Antarctica
  - (B) Treasures of Peru
  - (C) Discover Colombia
  - (D) Canadian Rockies Explorer

6. Which tour package offers the opportunity to see the most World Heritage Sites?
- (A) Treasures of Peru
  - (B) Inland Sea of Japan
  - (C) Lisbon: A Portuguese Getaway
  - (D) Scottish Isles and Norwegian Fjords

英語の試験問題は次に続く。

**6** 次の文を読んで、問1～問6の答えとして最も適切なものを(A)～(D)より一つを選び、その記号をマークせよ。

Everyone likes a bargain, especially during the holiday shopping season. Perhaps that is why you have likely hurried to join the crowds of shoppers in low-priced clothing stores like H&M and Old Navy, where the selection is wide and amazingly inexpensive. There are T-shirts for five dollars; jeans and dresses for under twenty dollars. Welcome to the age of fast fashion! Some clothes are now so cheap you almost feel you would be crazy not to buy them. We Americans, on average, now spend less of our incomes on clothing, yet we have bigger wardrobes than ever before. Although bargains are not necessarily bad, great bargains sometimes come with negative consequences.

One such consequence of cheap clothing received international attention in 2013, when an eight-story garment factory in Bangladesh collapsed, killing more than 1,100 workers who were manufacturing clothing for American and European retail companies. Rana Plaza, the building that collapsed, was owned by a local politician who illegally built three additional floors onto the structure and installed heavy textile machinery. Even after large cracks were found in the walls the day before the disaster, factory supervisors — under pressure to fill orders — ignored warnings to leave the building and ordered the workers to continue production. This was the deadliest industrial disaster in Bangladesh's history, but certainly not the only one. Just the year before, 112 garment workers were killed in a factory fire when supervisors ignored fire alarms and prevented the workers from leaving their sewing machines.

In Bangladesh, labor and production costs are extremely cheap. Manufacturing clothes there costs less than just about anywhere else in the world. Bangladeshi clothing factory workers, the majority of them women, receive lower wages than almost anywhere else in the world. At the time of the disaster, the minimum wage was about thirty-eight U.S. dollars per month. In November 2013, due to local labor protests and international pressure, it was increased to about sixty dollars per month. Meanwhile, employment in the U.S. clothing manufacturing industry has declined by more than 80 percent in the last two decades, from about 900,000 to 150,000 jobs, according to the Bureau of Labor Statistics. As recently as 1980, 70 percent of clothes sold in the United States were made domestically. Today, that has fallen to about 2 percent.

Most large clothing brands used to have seasonal fashion lines that would remain on the shelves for at least a few months. But if you go into an H&M store today and then go back again a week or two later, you will likely find a completely different line of

products. This is the concept behind what is called fast fashion, developed over the last fifteen years by European brands like H&M and Zara, and to a lesser extent, The Gap, Benetton, Urban Outfitters and Forever 21. The idea is to capture the latest design trends and rush them immediately from the runway to the store, producing trendy but generally low-quality clothing in the fastest and least expensive way possible.

In an interview, Elizabeth Cline, author of *Overdressed: The Shockingly High Price of Fast Fashion*, explained that stores like H&M produce hundreds of millions of clothing items per year. “They make only a small profit from each one but earn huge profits by selling them at extremely high volume,” she says. H&M has about 2,800 stores in 48 countries and it’s growing fast, especially in China and the United States. But while clothing companies are making billions of dollars and consumers are getting great bargains, the cost has to be paid somewhere. That is why cheap factories in developing countries like Bangladesh are on the rise, often resulting in working conditions that are harmful to the workers and the local communities.

So, who should we blame? It is easy to accuse the big clothing companies, many of whom make huge profits while fully aware of the extremely poor working conditions where their products are manufactured. Even after the terrible disasters, several major clothing brands and retailers rejected a union-sponsored proposal to improve safety standards throughout Bangladesh’s clothing manufacturing industry, the Associated Press reported. Instead, they just expanded a loose system of private safety checks and training. Labor groups claim this has not led to significant improvements because it lacks an effective enforcement mechanism to make companies follow the rules.

Blame can also be directed at the factory owners and Bangladeshi government officials who knowingly abuse and endanger the workers. The clothing factories are almost all locally owned and managed, allowing the Western clothing companies to maintain a distance from them and turn a blind eye to the conditions inside.

After the Rana Plaza disaster, several major companies, including H&M, Zara, and Benetton signed an agreement to pay for major safety improvements. Since then, fire and safety checks have been conducted in several thousand Bangladeshi factories. However, although a small number of American companies signed on, most, including The Gap, Wal-Mart, Sears, and Target refused to join. Some companies argue that they have already established their own safety improvement measures, making such an agreement unnecessary, while others, like Disney, have announced they plan to leave Bangladesh completely. Many companies also argue that, although wages and working conditions in Bangladesh are not good, they are better than what they would be if the clothing

manufacturing industry was not there at all. The demand in rich countries for cheap but fashionable clothes has created jobs and training for many people, particularly women, offering a greater degree of independence and economic security. Yet, despite these apparent benefits for a part of the population, the terrible working conditions in many factories continue with little consensus on how to improve the situation.

What about us as consumers? What is our role in this human crisis? According to Cline, consumers in developed countries now buy more clothes than ever before, particularly cheap clothes that are not made to last. Factory conditions for workers would likely improve if consumers were to demand it, especially if we were willing to pay more for our clothes and thus bear more of the costs of production.

However, that is easier to say than to do. It is a rather simple thing to say you are horrified by Bangladesh's recent factory disasters and hope working conditions there will improve. It is a more difficult thing to do something about it, such as paying more for clothes in order to ensure they were manufactured in an ethical manner in which workers were paid fair salaries. It is only the worst disasters that catch our attention, while most of the poor treatment of workers remains out of our sight, and, therefore, out of our mind, making it too easy to pretend the problem does not exist. In the end, each of us must ask ourselves an uncomfortable question: How much more money am I willing to pay in order to know my clothes are being produced ethically?

1. Which of the following statements about Bangladesh is FALSE?

- (A) The economic situations of some people there are improving.
- (B) It is one of the cheapest places in the world to make clothes.
- (C) Working conditions in many factories are very dangerous.
- (D) Most of the clothing factories have foreign owners.

2. Which paragraph most clearly describes some recent developments in the modern fashion industry?

- (A) Paragraph 2
- (B) Paragraph 4
- (C) Paragraph 6
- (D) Paragraph 8

3. Which of the following is NOT mentioned in the passage as a negative result of fast fashion?
- (A) extremely low pay for workers  
(B) dangerous working conditions  
(C) pollution of the environment by factories  
(D) decline of clothing production in the US
4. The main purpose of Paragraph 8 is to explain
- (A) why many companies are doing little to improve the situation  
(B) how the clothing industry has benefited people in Bangladesh  
(C) when an agreement was reached to improve safety in the factories  
(D) that dangerous working conditions continue in many factories
5. Which of the following statements would the writer most likely agree with?
- (A) Tourists should avoid visiting countries like Bangladesh.  
(B) Consumers should stop looking for bargains in clothing stores.  
(C) We should think about how a product was made before deciding to buy it.  
(D) The United States should ban all clothing manufactured in Bangladesh.
6. The main purpose of the passage is to
- (A) convince clothing companies to change their practices  
(B) show how bad working conditions are in Bangladesh  
(C) improve the safety regulations in clothing factories  
(D) help consumers understand their role in the problem

7

この問題は文系学部に出願した者のみ解答すること。

次のそれぞれの問い合わせに答えよ。

I 次のパラグラフを完成させるために、空所（1）～（4）に入る最も適切な文を下の(A)～(D)より選び、その記号をマークせよ。

At the center of Brazil's booming economy, the city of São Paulo is an example of the increased efforts and continuing challenges of reducing poverty and environmental problems in city slums. (1) The government's response to this situation has greatly progressed from its initial policy, which began during Brazil's military dictatorship in the 1960s, of destroying slums. (2) This was mainly because the government realized it was easier, cheaper, and more humane to improve the conditions in a slum rather than to remove it. (3) São Paulo has a rainy subtropical climate and is surrounded by steep hillsides that create severe flooding problems. These conditions were made worse by deforestation of the surrounding mountains. When rain water flowed through the slums, loose garbage blocked and contaminated the local drinking water supplies. To fight these environmental problems, the government established several policies over time to protect nearby forests and other water sources from construction projects. (4) It also provided a legal process to control land ownership and protect the rights of people living in slums. São Paulo started to adopt this process in its own city planning a year later and the living conditions of its poorest citizens have been improving as a result.

注 slum: A very poor and crowded area in a city

- (A) That practice was gradually changed to one of upgrading instead.
- (B) After numerous delays, these measures were finally put into practice when the Brazilian government made a law that required cities to adopt better planning practices.
- (C) Close to a third of São Paulo's 11 million people live in slums.
- (D) However, several factors made this process difficult.

II 次のそれぞれの英文を完成させるために、空所に入る最も適切なものを (A)～(D) より選び、その記号をマークせよ。

1. The São Paulo government has been ( ① ) since 2001 by a global network of national and city governments, ( ② ) on finding solutions to problems related to urban poverty. In 2006, the City Housing Department created a management system that is capable of ( ③ ) the situation of slums and water hazard areas citywide. With a priority of ( ④ ) the city's poorest people, the system promotes effective upgrading efforts.

- (A) focused
- (B) helped
- (C) monitoring
- (D) supporting

2. There's ( ① ) agreement that local communities must participate in the upgrading process, with community leaders ( ② ) as mediators between the local residents and the government. This cooperation is considered to be ( ③ ) for slum upgrading to be successful. To have a successful upgrading process, social work with the communities must continue even after the planning and construction process is fully ( ④ ).

- (A) growing
- (B) essential
- (C) completed
- (D) acting