

- I 次の英文を読み、(1)～(8)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄(1)～(8)にマークしなさい。

Twenty three years ago, my wife and I were having an argument about how to celebrate our first anniversary. Money was tight, and we had to choose between taking a beach vacation or buying a couch, which we did not have. Being Spanish, she cheerfully supported the beach. As a thrifty American, I argued for the couch because it was permanent. In the end, we compromised — we went to the beach.

Vacations say a lot about people. For one thing, where people choose to go indicates how much they like to be around others. In an article published in the *Journal of Research in Personality*, psychologists asked college students about their geographical preferences and found that shy and inward-looking people (“introverts”) preferred the mountains, while outgoing and sociable people (“extroverts”) preferred the ocean. The researchers found more evidence for this when they looked at who lived where: Residents of especially mountainous areas were, on average, more introverted than those who lived in flatter places. The finding is fairly intuitive. In the mountains one easily finds separation and isolation. Meanwhile, beaches tend to be crowded places full of half-dressed strangers, a potentially unappealing scene for introverts, but exactly the point for extroverts.

There’s a surprising amount of research on vacations and what aspects are satisfying. To begin with, vacation planning tends to bring happiness. Data show that people actually derive most happiness from a vacation in the planning phase. On its own, this finding would seem to recommend the creation of a complex schedule, rather than a spontaneous getaway. But if complex trips bring joy in the planning, they risk giving almost no happiness in the taking. *Harvard Business Review* reports that people get little to no happiness boost from vacations they consider stressful. Crowded schedules and tight connections may look exciting in the process of planning, but they suggest you return no happier than when you left. Only people with simple, relaxed trips seem to get a happiness boost. Think of this as the Vacation Paradox: You have to choose between being happy beforehand or happy afterward. Sorry.

Whether people take a vacation at all says a bit about career success, but the relationship is opposite from what one might imagine. According to a study from the U.S. Travel Association, American workers in 2013 gave up 169 million days of paid time off, worth \$52.4 billion. Was there a career benefit to giving up so much vacation time? There was not, according to the study. Those who left between 11 and 15 vacation days unused tended to receive smaller raises or bonuses than those who used all their vacation days. We don’t know if this is because the vacation-less employees were overstressed, or because incompetent employees who couldn’t get their work done skipped vacation. But the finding does indicate that vacation takers are not paying a career penalty.

Vacations also say a thing or two about one’s country of origin. In America, the opening conversation topic with a stranger is frequently, “What do you do for a living?” For Europeans, the customary topic is “Where are you going on vacation this year?” Everyone has an answer, usually

involving weeks and weeks at the beach or the mountains. The data provide support for the saying that Americans live to work, while Europeans work to live. The average American worker is offered just 16 days of paid holiday each year and has no legal guarantee to any time off. Compare this to Italy (31 days), Spain (34 days) and Portugal (35 days).

You might be skeptical about these statistics, noting, for instance, Spain's 23 percent unemployment rate. But having lived in Spain for years, I can assure you that calling attention to the relationship between voluntary and involuntary idleness, namely unemployment, elicits reactions that run from confusion to dismissal. So just keep it to yourself, and get back to work.

Finally, for kids, summer vacation has a surprising effect on school performance. In 1996, researchers found that the average student loses a month of academic progress during summer vacation, with the biggest impact on poor kids, who lost significantly more reading ability than those from middle-income families. Obviously there are other goals for the summer, but you have to ask whether our century-old summer vacation system is really serving students as well as it could.

So what does your vacation say about you? Personally, I've made my peace with vacations, so we're going away this year — but we're not taking a Spanish month; just a modest American 10 days. Lacking a consensus on whether we like people or not, we will go to both the mountains *and* the beach. And when we return, the kids — slightly less literate — will park themselves on the couch we finally bought.

[Based on an article in *The New York Times*]

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

- (1) What does the phrase "money was tight" mean? The answer is: .
- 1 The small apartment where they lived didn't have a lot of room for guests
 - 2 The newly married couple had limited financial resources available
 - 3 The couch that the author and his wife wanted was a permanent purchase
 - 4 The husband and wife disagreed about what to do for their anniversary
- (2) What compromise was reached for the author's vacation twenty three years ago? The answer is: .
- 1 It was hard for the wife to understand the American way of thinking
 - 2 The wife, who was Spanish, resisted the idea of going to the beach
 - 3 The author, who was thrifty, decided to buy furniture instead
 - 4 In fact, there was no compromise; the author simply gave in

- (3) Who does research suggest will be "extroverts"? The answer is: .
- 1 College students who find being with half-dressed strangers unappealing
 - 2 Residents who are inclined to live in geographically isolated areas
 - 3 People who tend to live in flat and crowded areas, such as near the beach
 - 4 Those who live in the mountains or like to take vacations there
- (4) What does research say about vacation satisfaction? The answer is: .
- 1 Planning a trip is often more enjoyable than doing the actual travelling
 - 2 Few vacations actually look more exciting in planning than in reality
 - 3 Paradoxically, taking a vacation makes people more stressed at work
 - 4 A more complex schedule increases the enjoyment of a vacation
- (5) What is the relationship between vacations and career success in the U.S.? The answer is: .
- 1 Taking more vacation time is not associated with receiving a lower salary
 - 2 Giving up vacation time generally results in more chances for promotion
 - 3 People who take all their given vacation time feel higher levels of stress
 - 4 Many employees are behind in their work because they took a vacation
- (6) What does the author say about Spanish unemployment? The answer is: .
- 1 Disinterest and unwillingness to work hard are especially widespread in Spain
 - 2 Americans cannot believe the Spanish have no legal rights to take vacation
 - 3 It is ironic that Spanish vacations are so long with so many people out of work
 - 4 Many Spanish people are confused and dismayed by the high unemployment
- (7) What effect do vacations have on children's education? The answer is: .
- 1 Long summer vacations give a significant advantage to lower-income families
 - 2 Time off during the summer improves student performance in the classroom
 - 3 Students who take long vacations feel bad about missing too many classes
 - 4 A month away from school tends to produce lower scores on reading tests
- (8) The author's personal conclusion concerning vacations is that .
- 1 the new couch he bought is the primary source of peace within the family
 - 2 he is not sure whether his family falls into the extrovert or introvert category
 - 3 as an American, he wants to plan an exciting, tightly organized vacation
 - 4 he absolutely agrees with his wife's attitude toward extended vacations

- II 次の英文を読み、(9)～(16)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄(9)～(16)にマークしなさい。

Over the years, you have probably heard about how the brain works. You may have taken a course or read a book that promised to reveal the secret of maximizing mental capacity – a common sales pitch of leadership coaches these days. In the process, you may have read that after a critical period in childhood there is not much significant learning, or that a large part of your brain is inactive at any given time, or that you're capable of learning effectively only in your preferred style. Each of these claims is what we call a "neuro-myth," a misconception based on an incorrect interpretation of scientific research. Our experience suggests that such misunderstandings remain rooted in many corporate training programs. As companies pour money into developing employees, they cannot afford to invest in training programs based on inaccurate assumptions. In recent years, for example, U.S. businesses have spent more than \$164 billion annually on employee learning. The stakes are high and getting higher. Bridging the gap between popular neuro-myths and scientific evidence gathered in the past two decades is a growing challenge. Unless these misconceptions are addressed, they will continue to undermine organizational learning efforts. In this article, we discuss the three most prominent neuro-myths in light of the latest research and explore some of the implications.

Myth #1: Most of us have heard about the critical learning period, the early years of life when the vast majority of the brain's development is thought to occur. After this period, according to the assumption, human development is more or less fixed. That interpretation, however, is an exaggeration. Recent research indicates that experience changes both the brain's physical structure and its functional organization – a phenomenon described as neuro-plasticity or mental flexibility. In this regard, researchers studying the brain are increasingly interested in meditation. Practicing simple mindfulness techniques, such as concentrated breathing, helps build denser gray matter in parts of the brain associated with learning, memory, and emotion. A team led by Harvard scientists has shown that just eight weeks of meditation produces structural brain changes significant enough to be picked up by MRI brain imaging scanners.

Organizations from General Mills in consumer foods to digital giants Facebook and Google give employees opportunities to benefit from meditation. Most programs have gained enthusiastic support from workers, who often see a marked improvement in mind-set and job performance. For example, employees at the health insurance company Aetna who have participated in the company's free yoga classes reported, on average, a 28 percent decrease in stress and a productivity increase of 62 minutes a week – an added value of approximately \$3,000 per employee per year. CEO Mark Bertolini, who started the program, is surprised at the level of interest; to date, more than a quarter of Aetna's 50,000 employees have taken at least one class. Leaders like Bertolini understand that providing employees with tools to become more focused creates a better working environment conducive to high performance.

Myth #2: A recent European survey discovered that nearly 50 percent of teachers surveyed accept the idle brain theory, a belief that large parts of the brain are unused at any given moment. However, recent studies have shown that, regardless of what a person is doing, the entire brain is generally active. The implication is that people learn new ideas and skills, not by tapping into unused parts of the brain, but by forming stronger connections between already existing associations. This view of brain capacity is particularly relevant for the environment in which learning occurs. Everybody is well aware of the habit of quickly checking e-mail messages in the middle of a meeting. The problem is that such multitasking engages large parts of the brain's working memory. Without freeing that up, we cannot successfully learn new information. In short, multitasking and learning do not occur effectively at the same time. Recognizing the problem, some organizations are working to build comprehensive learning environments where distractions are eliminated. At McKinsey, we've created a model factory that participants walk through to see operations in action. First, however, everyone is asked to place their cell phones in a locker, so they can fully concentrate on the activity at hand. At some companies, removing the temptation of using mobile devices during training sessions is becoming commonplace.

Myth #3: Almost everyone has encountered the theory that people are either analytic (left brained) or creative (right brained). However, this divided notion is false. The two hemispheres of the brain are linked and communicate extensively; they do not work independently. The simplistic notion of a binary brain has led to the misconception that everyone has a preferred learning style. Recent studies have flatly disproved this, suggesting instead that engaging all the senses in a variety of ways helps people retain new content. One organization that puts the idea into practice is KFC, which uses multiple forms of learning (audio, visual, and performative) in customer service. Employee-training sessions include simulations that place a store worker in the role of the customer, along with video game-like activities where employees respond to typical cues of satisfaction. At the end of a session, employees report on what they've learned, after which they receive feedback and coaching.

Although significant progress has been made, much remains to be done to eliminate neuro-myths from corporate training programs. Neuro-science has confirmed some approaches that professionals already use, but it has contradicted others. Companies need to draw on these findings and rethink their training programs accordingly. At the very least, they should improve their dialogue with the scientific community.

[Based on an essay in *The McKinsey Quarterly*]

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

- (9) Why do U.S. businesses spend over \$164 billion annually on employee learning? The answer is: .
- 1 Training programs are designed to correct inaccurate learning assumptions
 - 2 The costs are high, but evidence suggests that they are beginning to fall
 - 3 Research that companies would like to do today is no longer affordable
 - 4 The practical goal is to improve the quality of an organization's workforce
- (10) The established notion of the "critical learning period" suggests that .
- 1 it is easier to learn new things, like a foreign language, as a young child
 - 2 human development is always flexible and open to new experiences
 - 3 most information about the world is learned through academic study at school
 - 4 the brain expands with a burst of energy when the teenage period begins
- (11) What was the effect of Aetna introducing free yoga classes? The answer is: .
- 1 The company CEO Bertolini expressed doubt that the program was effective
 - 2 Employees who enrolled earned as much as \$3,000 more per year in salary
 - 3 Participants reported being more focused and more productive at work
 - 4 Many workers could not register for a class due to the high level of interest
- (12) What does the generally accepted "idle brain theory" suggest? The answer is: .
- 1 In principle, it is possible for older people to learn new ideas and skills
 - 2 Different parts of the brain are used depending on the activity
 - 3 The entire brain is in use continuously, regardless of the task
 - 4 People learn by making connections with what is already going on
- (13) What are the implications of research on brain activity? The answer is: .
- 1 Young people are able to concentrate on more than one thing at a time
 - 2 Many companies have tried to increase distractions for their employees
 - 3 Reading email during a meeting hinders the ability to grasp new ideas
 - 4 Many participants at McKinsey's programs use cellphones in meetings
- (14) What is myth #3? The answer is: .
- 1 Most human brains are dominant in one hemisphere, left or right
 - 2 Using multiple forms of input helps people understand new ideas
 - 3 Learning occurs in a variety of ways, across different channels
 - 4 There is no division between creativity and analytic ability

- (15) What did the KFC program **NOT** introduce? The answer is: .
- 1 Role play activities where workers pretend to be the customer
 - 2 Practice with multiple learning styles: Audio, visual, performative
 - 3 Tasks that let workers practice acting as a customer at the store
 - 4 Video games that employees play to relax during work breaks
- (16) What conclusion is drawn in the passage? The answer is: .
- 1 A majority of corporate training programs use findings from the latest research
 - 2 There should be clear separation between business and the scientific community
 - 3 Scientific research will make training programs more practical and effective
 - 4 Not much can be done to eliminate popular myths about how the brain works

Ⅲ 次の英文を読み、(17)～(24)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A（マークシート）の解答欄 ～ にマークしなさい。

Whereas in the 1960s and 1970s most consideration of living sustainably was focused on the environmental and economic dimensions, there has been increased attention since 2000 on the social dimensions; that is, on the ways in which democracy, social justice, well-being, and poverty relate to economics and the environment. “Sustainists” contend that a sustainable society preserves natural capital, eliminates waste, and establishes economic stability; at the same time, it promotes human happiness, equality, and well-being. This emphasis on human welfare is one of the central features that distinguishes the sustainability movement from classic environmentalism. For sustainists, faulty economic systems and environmental destruction are always linked to social problems.

What is social sustainability? Richard Stren and Mario Polese define it as “policies and institutions that have the overall effect of integrating diverse groups in a just and equitable fashion.” Jonathan Harris and Neva Goodwin offer a similar interpretation: “The social dimension of sustainability may be defined as progress toward enabling all human beings to satisfy essential needs, to achieve a reasonable level of comfort, to live lives of meaning and interest, and to have access to health care and opportunities for education.”

By contrast, a socially unsustainable society is characterized by extreme poverty and/or an inability for citizens to live safe, meaningful, and satisfying lives. an unjust and unhappy society somehow managed to live within its ecological limits, social unsustainability would inevitably lead to socio-political unrest and even revolution. A stable society therefore requires justice, equality, democratic institutions, and the conditions for life satisfaction. For Harris and Goodwin, “a socially sustainable system must achieve fairness in distribution and opportunity, adequate provision for social services, including health and education, gender equity, and political participation.”

Much of the focus of social sustainability has been on getting rid of poverty in the developing world. Sustainable development is currently being rethought in a way that balances the three Es (environment, economy, equity) to benefit the poor, works with local needs, and promotes equality while encouraging environmentally responsible practices. In the past, many top-down development initiatives intended to help poorer societies have made (18), either socially or environmentally. There are a number of examples, such as the International Monetary Fund's role in worsening the food crisis in Malawi, in which IMF policies restricted farmers' access to vital agricultural materials, and eliminated consumer subsidies and food price stabilization.

Herman Daly has argued that the central problem with the development policies of the UN, IMF, and World Bank in the 1990s was that they reproduced in poorer countries the same economic mistakes made by the industrialized world. Instead of focusing on the developing world, attention was given to how industrial countries could grow and profit from development policies. Moreover, local circumstances were often ignored by distant bureaucrats with ideas that looked good on paper. As a result, according to Harris and Goodwin, "the benefits of development have been distributed unevenly, with income inequalities remaining persistent, and sometimes increasing over time."

[Based on a book by Jeremy L. Caradonna]

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

- (17) What is the most appropriate expression to fill in the blank? The answer is: (17).
- | | |
|----------------|-----------------|
| 1 Even if | 2 In turn |
| 3 When largely | 4 Without doubt |
- (18) What is the most appropriate expression to fill in the blank? The answer is: (18).
- | | |
|-------------|-----------------|
| 1 ends meet | 2 much progress |
| 3 up for | 4 little sense |
- (19) Which one of the following is **TRUE**? The answer is: (19).
- 1 Social dimensions of sustainability were actively discussed in the 1960s and 70s
 - 2 The latest theory of sustainability includes human welfare and the environment
 - 3 Stren and Polese focus on ecological sustainability at the expense of the social
 - 4 Classic environmentalists criticize sustainists for neglecting social problems
- (20) The concept of "social sustainability" (20).
- 1 means that various social groups and organizations compete politically
 - 2 promotes the view that people from different backgrounds should live equally
 - 3 has always been considered a key element in the environmental movement
 - 4 gives people the chance to accumulate wealth and lead a life of luxury

- (21) Many top-down development initiatives have been unsuccessful because they .
- 1 were too narrowly concerned with consumer behavior in poorer societies
 - 2 promoted access for farmers to vital agricultural equipment and materials
 - 3 focused on issues of rural rather than urban development in poorer nations
 - 4 carried out development plans from the perspective of the industrialized world
- (22) What is **NOT** a characteristic of a sustainable society? The answer is: .
- 1 All children have the chance to attend school and receive an education
 - 2 Environmental cleanup takes priority over the provision of social services
 - 3 Even the poor have access to medical treatment and proper health care
 - 4 Diverse groups separated by social class are allowed political participation
- (23) A major criticism of development policies has been that .
- 1 local circumstances were comprehensively included in decision making
 - 2 international aid continued support for price controls of food staples
 - 3 the assistance rarely benefited the poor or addressed social inequalities
 - 4 Malawi farmers received vital agricultural inputs during a time of crisis
- (24) Which title best captures the main idea of the passage? The answer is: .
- 1 Emerging Perspectives: Calls for Equity, Well-Being, Social Justice
 - 2 A History of Ecological Institutions: From the Local to the Global
 - 3 Environmental Destruction: An Outcome of Development Policies
 - 4 Aid Policies and World Economics: The UN, IMF, and World Bank

IV 次の英文 (25) ~ (29) の空所に入る最も適切なものを選択肢 1 ~ 4 から選び、その番号を
解答用紙 A (マークシート) の解答欄 ~ にマークしなさい。

- (25) He works hard _____ for his own success as for his employees' welfare.
1 so as not 2 still watching 3 as opposed 4 not so much
- (26) Nowadays, many people telecommute, or work at home, while _____ to the
office by _____ of their computer.
1 being linked ... means 2 having attachment ... channel
3 being commutable ... way 4 having connected ... wire
- (27) If I had known you were already here waiting, I _____ earlier.
1 could not come 2 would have come
3 should not come 4 had come
- (28) My daughter hates bugs and she screams whenever she sees one, _____ she
is screaming a lot, now that we've moved near the park.
1 since then 2 that sounds 3 and ever 4 which means
- (29) The museum was, as expected, extremely crowded with tourists _____ the
Mona Lisa.
1 struggled with seeing 2 struggling to see
3 to struggle seeing 4 struggle for seeing

V 次の英文の空所 (30) ~ (36) に入る最も適切なものを選択肢 1 ~ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 ~ にマークしなさい。

I have been studying the French language, with some (30), for three years. This field of study has proved the hardest and most rewarding of my life. I put it above the study of writing simply because I started writing as a 6-year-old under my mother's (31). I always thought I could write. I did not always think I could (32) a foreign language. But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I don't really believe in fluency, however. If there is such a thing, I don't have it. I mishear words. I (33) tenses. I am really bad at the subjunctive. Yet something has happened to me and that something is this: I have (34) better. I don't know when I first became aware of it. I didn't sense it this summer in the intensive course at Middlebury College. I didn't notice it when I first (35) in Paris in January. Then, I was stumbling around in the dark. I still am. But I also (36) I am stumbling less often and with a little more grace.

- | | | | | |
|------|-----------------|------------|---------------|-------------|
| (30) | 1 future | 2 length | 3 consistency | 4 abroad |
| (31) | 1 guidance | 2 patience | 3 advantage | 4 insight |
| (32) | 1 endeavor | 2 skill | 3 acquire | 4 prevail |
| (33) | 1 stimulate | 2 measure | 3 deceive | 4 confuse |
| (34) | 1 improved | 2 gotten | 3 experienced | 4 heard |
| (35) | 1 converged | 2 arrived | 3 sought | 4 returned |
| (36) | 1 consider when | 2 speak up | 3 feel like | 4 regard as |

A Quick Note on Getting Better at Difficult Things from The Atlantic, Mar 6, 2015.
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VI 次の英文 (37) ~ (40) を読み、最も適切なものを選択肢 1 ~ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 ~ にマークしなさい。

(37) Prior to the 18th century, wild places such as mountains and forests were seen as hostile, frightening, and of no use unless mined or cut down. The Romantics took a different view. Poets such as Wordsworth saw humans as part of nature, not in opposition to it, and even depicted nature as a kind of moral teacher. The Romantics' attitude was largely an artistic reaction to the Industrial Revolution, which radically transformed both social and natural landscapes.

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

- 1 A Romantic literary sensitivity entails skepticism about the exploitation of nature
- 2 The desire to dominate nature in the name of progress disappeared with the Romantics
- 3 The Romantics reluctantly accepted the positive consequences of industrialization
- 4 Romantic literature has no potential to reorient attitudes toward the natural world

(38) Fifty years ago in America, it was taken for granted that professional white-collar workers enjoyed a privileged position compared to blue-collar workers. Today, however, it is often people in skilled trades who find reasonable hours coupled with good pay, whereas professionals are subjected to intense pressure in the global market and forced to work long hours to survive.

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

- 1 Skilled blue-collar workers have fallen behind in the American economy today
- 2 People who work with their hands are more talented than white-collar workers
- 3 International companies are beginning to hire more employees in skilled trades
- 4 Worldwide competition has put severe demands on professionals in business

(39) Attempts to explain daily stock movements are foolish. A survey of the 1987 stock crash found no evidence that any news story or rumor was responsible for investor behavior. And the stock market is a terrible guide to the economic future: Paul Samuelson once commented ironically that the market had predicted nine of the last five recessions, and nothing has changed on that front.

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

- 1 Effective economic policy is based on careful reasoning, not the stock market
- 2 Many economists only reluctantly predict fluctuations in the stock market
- 3 Investor behavior is profoundly influenced by rumor and speculation
- 4 The 1987 stock crash was the first of the last nine recessions to take place

(40) Nationalism is a political ideology that stresses the superiority of the nation. It emphasizes the primacy of national identity based on such factors as ethnicity, language, and cultural tradition. Even the arts have sometimes played a role in nationalism, and its core appeal has always been more emotional than rational. The nation is held up as a sort of sacred entity, greater than the sum of the individuals within it.

Which one of the following does the passage NOT imply? The answer is: .

- 1 Nationalism has put the values of a nation as a whole before personal rights
- 2 Nationalists are often critical of people from other social and cultural backgrounds
- 3 Artists have prevented nationalist politicians from leading countries into dictatorship
- 4 People who are globally minded distance themselves from the ideology of nationalism

ここからは解答用紙 B を使用しなさい。

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

例：allow → allowance

discourage	recommend	know	infect	punish
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I am less interested in an inspirational hero than a doer of everyday good who avoids the description heroic; less interested in a (a) to “live your dream” than an obligation to make a living wage. When you think of Sisyphus – the Greek figure whose attempt to defy the gods resulted in his (b) to push a boulder up a hill and repeat the task when it rolled down again – consider that he had a task which was his own. Rather than being a cause for (c), the task may be seen as a source of happiness. In Camus' novel, *The Plague*, the doctor at the center of the story battles the spread of one fatal (d) after another in a Sisyphean pursuit of the impossible. At one point he says, “The whole thing is not about heroism. It's about integrity.” Asked what that word means, he responds: “In my case, simply put, I know that it's about doing my job.” In sum, it is in the everyday task at hand that a deeper (e) about life is gained.

- VIII 次の英文を読み、空所 (a) ~ (f) に入る最も適切な動詞を下記の語群から選び、必要に応じて語形を変えて解答欄に記入しなさい。ただし各解答欄に記入する語は一語のみとし、同じ語を二回以上使ってはいけない。同じ語を二回以上使った場合、正解が含まれていてもその正解は得点にならない。

term	vary	insist	share	comply	consist
------	------	--------	-------	--------	---------

The word “morality” refers to a system of beliefs as to what is good and what is bad. Deliberate violation of these standards is defined as “immorality,” and those who fail in (a) with such standards of belief – out of ignorance or indifference – are (b) “amoral.” Morality assumes both a community of people who hold each other responsible for their actions, and a set of values commonly (c) by citizens. In many cultures, moral principles are regarded as divine in nature, and thus morality is seen to (d) of obedience to higher ideals. The law is generally thought to be a way of implementing morality. Although today the notion of what is moral still (e) from society to society, many scholars have (f) that there are human rights which always transcend cultural differences.