

英 問

英 語

25 年 度 (前期)

注 意

1. 「解答はじめ」というまで開いてはいけない。
2. 問題は1冊(本文10ページ)、解答用紙は4枚である。
3. 全部の解答用紙に受験番号を書くこと。受験番号は次の要領で明確に記入すること。

(例) 受験番号50001番の場合 →

| | | | | |
|---|---|---|---|---|
| 5 | 0 | 0 | 0 | 1 |
|---|---|---|---|---|

4. 解答は解答用紙の所定の位置に書くこと。他の所に書くと無効になることがある。解答用紙の裏面は使ってはならない。字数などの指示がある場合は、その指示に従って書くこと。解答文は横書きとする。
5. 書き損じても、かわりの用紙は交付しない。
6. 試験終了後、問題冊子は持ち帰ること。

I 次の英文を読み、下の問いに答えなさい。

Why does *anything* happen? That's a complicated question to answer, but it is a more sensible question than "Why do bad things happen?" This is because there is no reason to single out bad things for special attention unless bad things happen more often than we would expect them to, by chance; or unless we think there should be a kind of natural justice, which would mean that bad things should only happen to bad people.

Do bad things happen more often than we ought to expect by chance alone? If so, then we really do have something to explain. You may have heard people refer jokingly to "Sod's Law." This states: "If you drop a piece of toast and marmalade on the floor, it always lands marmalade side down." Or, more generally: "If a thing can go wrong, it (A)." People often joke about this, but at times you get the feeling they think it is more than a joke. They really do seem to believe the world is out to hurt them.

Recently, a film crew with whom I was working chose a location where we ⁽¹⁾ felt sure there should be a minimum of noise, a huge empty field. We arrived early in the morning to make doubly sure of peace and quiet — only to discover, when we arrived, a lone Scotsman practicing the bagpipes. "Sod's Law!" we all ⁽²⁾ shouted. The truth, of course, is that there is noise going on most of the time, but we only *notice* it when it is an irritation, as when it interferes with filming. There is a bias in our likelihood of noticing annoyance, and this makes us think the world is trying to annoy us deliberately.

In the case of the toast, it wouldn't be surprising to find that it really does fall marmalade side down more often than not, because tables are not very high, the toast starts marmalade side up, and there is usually time for one half-rotation before it hits the ground. But the toast example is just a colorful way to express the gloomy idea that "if a thing can go wrong, it (A)." Perhaps this would be a better example of Sod's Law: "When you toss a coin, the more strongly you

want heads, the more likely it is to come up (B).” That, at least, is the pessimistic view. There are optimists who think that the more you want heads, the more likely the coin is to come up (C). Perhaps we could call that “Pollyanna’s Law” —the optimistic belief that things usually turn out for the good.

When you put it like that, you can quickly see that Sod’s Law and Pollyanna’s Law are both nonsense. Coins, and slices of toast, have no way of knowing the strength of your desires, and no desire of their own to frustrate them —or fulfill them. Also, what is a bad thing for one person may frustrate a good thing for another. There is no special reason to ask, “Why do bad things happen?” Or, for that matter, “Why do good things happen?” The real question underlying both is the more general question: “Why does *anything* happen?” So, we have seen that bad things, (D) good things, don’t happen any more often than they ought to by chance. The universe has no mind, no feelings and no personality, so it doesn’t do things in order to either hurt or please you. Bad things happen because things happen. Whether they are bad or good from our point of view doesn’t influence how likely it is that they will happen. Some people find it hard to accept this. They’d prefer to think that sinners get their punishment, that virtue is rewarded. Unfortunately the universe doesn’t care what people prefer.

- 1 下線部(1)を和訳しなさい。
- 2 下線部(2)について、その状況は “Sod’s Law” と合致していると言えるかどうか、60 字以内の日本語(句読点も含む)で説明しなさい。
- 3 下線部(3)について、なぜそのように問うべきではないのか、80 字以内の日本語(句読点も含む)で説明しなさい。

4 空欄(A)に入れるのに最も適切な語を以下の選択肢イ~ニから一つ選び、その記号を解答欄に書きなさい。

イ may □ may not ハ will ニ will not

5 空欄(B), (C)に入れる語の組み合わせとして最も適切なものを以下の選択肢イ~ニから一つ選び、その記号を解答欄に書きなさい。

(B) (C)

イ heads heads

□ heads tails

ハ tails tails

ニ tails heads

6 空欄(D)に入れるのに最も適切な語句を以下の選択肢イ~ニから一つ選び、その記号を解答欄に書きなさい。

イ but for □ like

ハ notwithstanding ニ if not

II 次の英文を読み、下の問いに答えなさい(*を付した語は、問題文の末尾に注がある)。

The competition for jobs has shifted from one largely restricted within clearly defined national boundaries to a global auction open to competition across borders. We are all familiar with art auctions held by Sotheby's* and those on eBay*. In these auctions, the highest bidder* wins. For the majority of American, British, or German workers, a Sotheby's-type, regular auction was assumed to reflect the increasing value of investments in what economists call human capital.

But the global auction for jobs increasingly works in reverse to an auction where the highest bidder wins. In a reverse auction, bids decline in value, as the ⁽¹⁾goal is to drive down prices. These auctions are becoming more popular on the Internet. The German Web site *jobdumping.de* offered a clear example of a reverse auction. Certain types of jobs were offered by employers with a maximum price for the job; those looking for employment then underbid each other, and the winner was the person willing to work for the lowest wages.

People are aware that the reverse auction is being extended to American college-educated workers. The impact of this bidding war is not just restricted to the size of an employee's wages, but it also includes longer working hours, inferior benefits, declining career opportunities, and greater job insecurity. In a reverse auction, workers are expected to do more for less.

In the early stages of globalization, the reverse auction was limited to American workers with low skills. Today, three major forces are working together to create a price competition for high skills, ⁽²⁾ forcing American students, workers, and families into a cruel fight for those jobs that continue to offer a good standard of living.

First, there has been an *education explosion* in the supply of college-educated workers. Even when limited to wealthy societies, this expansion poses a problem

because widening access to a college education lowers the value of credentials* in the competition for jobs.

Second, there has been a *quality-cost revolution* resulting in a rapid increase in productivity levels and quality standards. The new competition is no longer based on quality *or* cost but on quality *and* cost, offering companies more strategic choices about their global distribution of high-skill as well as low-skill work. Western companies are developing more sophisticated approaches to outsourcing more of their highly skilled jobs to low-cost locations. As a result, many of the things we only thought could be done in the West can now be done anywhere in the world not only more cheaply but sometimes better.⁽³⁾

The final trend relates to what is described as the *global war for talent*. Just as more individuals invest in their human capital and governments invest in increasing the national stock of skilled workers, the relationship between learning and earning is being called into question from within the business community. Companies assert that the relationship between learning and earning needs to be revised, because it is less applicable in today's competitive world. It fails to reflect differences in performance, especially the productive contribution of a talented minority of top performers.⁽⁴⁾

Concerns about hiring the next generation of talented employees led corporations to be attracted to global elite universities, because they are believed to have the best and brightest students. This focus on attracting, retaining, and developing top talent leads to greater inequality of treatment, and it also contributes to widening income inequalities within middle-class occupations and differences in career opportunities among people with the same credentials, experience, or levels of skills.

These trends result in many college-educated Americans becoming part of a (A) workforce. Previously, differences in income were assumed to reflect individual achievement. This relationship has never been straightforward, but it is now in crisis as the relationships among jobs, rewards, and education are being changed.

注 Sotheby's 英国の有名なオークション業者
eBay 米国のインターネット・オークション・サイト
bidder オークションに参加して、値段を提示する人
credentials 資格、信用証明。日本で言えば「学歴」に近い

- 1 下線部(1)の具体的な内容を、なぜ "reverse" なのかを明確にしなが、60 字以内の日本語(句読点を含む)で説明しなさい。
- 2 下線部(2)で述べられている「三つの主要な影響力」のうちの一つ目を 60 字以内の日本語(句読点を含む)で説明しなさい。
- 3 下線部(3)を和訳しなさい。
- 4 下線部(4)はどのようなことを指すか、以下の選択肢イ～ニから一つ選び、その記号を解答欄に書きなさい。
 - イ 才能あるエリートの数が減っており、それを獲得する競争が激化している。
 - ロ ビジネス界は、トップの才能の持ち主を増やすために、グローバルなエリート大学を増やすべきだと主張している。
 - ハ 学歴と収入のあいだの関係が考え直されることによって、収入の格差は不公平だとはみなされなくなっている。
 - ニ ビジネス界はトップの才能に対して相応の収入を与えるべきだと主張し、そのために収入の格差が広がっている。
- 5 空欄(A)に入れるのに最も適切な語句を以下の選択肢イ～ニから一つ選び、その記号を解答欄に書きなさい。
 - イ low-skill, high-wage
 - ロ high-skill, low-wage
 - ハ low-skill, low-wage
 - ニ high-skill, high-wage

Ⅲ 次の1～5について、英単語を正しい順に並べて、日本文とほぼ同じ意味の英文を作るには、それぞれ足りない語が一語ある。その足りない語を適切なかたちにして解答欄に書きなさい。解答欄に語頭の一文字は記してある。(文頭にくる単語も小文字で記してある。)

1 映画に熱中していて、彼女は鞆を盗まれた。

a, bag, fully, had, her, immersed, in, she, she, was, when, movie

2 どのような状況であれ、私は彼のしたことを認めない。

approve, did, he, I, no, under, what, will

3 禁煙しなければ、人生で成功することはできないだろう。

in, life, never, smoking, succeed, will, without, you

4 二つ目の事故が起きても、それでより悲しいわけではないのだった。

accident, be, for, found, I, myself, none, second, the, the, to

5 連絡をとりあう友達がたくさんいて、いいね。

friends, good, have, in, is, it, keep, many, so, that, to, touch, you

IV Write 120 to 150 words of English on one of the statements below. Indicate the number of the statement you have chosen. Also, indicate the number of words you have written at the end of the composition.

- 1 Governments must protect and promote so-called “endangered” languages that are disappearing quickly today. Explain why this is true.

- 2 Abraham Lincoln once said, “It has been my experience that people who have no vices have very few virtues.” Explain why this is true.

- 3 Recently, many governments around the world are legalizing marriage between two people of the same sex. Legalizing same-sex marriage is a good idea in Japan. Explain why this is true.

V 音声を聴き、その指示に従って、AおよびBの各問いに答えなさい。

A 音声を聴き、以下の質問に英語で答えなさい。

- 1 How does the author define suburbs?
- 2 Why did some middle-class white people flee to the suburbs during the 1950s?
- 3 Why do people living in the suburbs sometimes feel isolated?

B 音声を聴き、以下の質問に英語で答えなさい。

- 1 Why is it impossible for local people to use their own land for farming?
- 2 Why is it hard for small governments to change the tourist industry?