

(2017年度)

4 英語問題 (90分)

(この問題冊子は26ページ, 8問である。)

受験についての注意

1. 試験監督者の指示があるまで, 問題冊子を開いてはならない。
2. 試験開始前に, 試験監督者から指示があったら, 解答用紙の右上の番号が自分の受験番号と一致することを確認し, 所定の欄に氏名を記入すること。次に, 解答用紙の右側のミシン目にそって, きれいに折り曲げてから, 受験番号と氏名が書かれた切片を切り離し, 机上に置くこと。
3. 試験監督者から試験開始の指示があったら, この問題冊子が, 上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は, HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能, 計算機能, 辞書機能やスマートウォッチなどのウェアラブル端末を使用してはならない。
5. 解答は, 解答用紙の各問の選択肢の中から正解と思うものを選んで, そのマーク欄をぬりつぶすこと。
6. マークをするとき, マーク欄からはみ出したり, 白い部分を残したり, 文字や番号, ○や×をつけたりしてはならない。また, マーク箇所以外の部分には何も書いてはならない。
7. 訂正する場合は, 消しゴムでていねいに消すこと。消しきらずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり, 破ったりしてはならない。
9. 試験監督者の許可なく試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

1 次の会話文を読み、空欄(1)～(10)に入る最適な言葉を(a)～(d)から一つ選びなさい。

A girl driving a car looks around wildly and sees a policeman at the corner.

Girl: Officer!

She pulls the car over to the side.

Policeman (walking over): What?

Girl (breathless): Officer, this man...

Policeman: What is this? _____?

(1)

Girl: This man—he's—he jumped into my car and—

Policeman (with the light of recognition): Oh—why, it's Don Lockwood.

Girl (looking at him): Don Lockwood.

Policeman (warmly): How are you, Mr. Lockwood? Out for a joy ride?

Don: Just a lift, Matt. _____ . How are the kids?

(2)

Policeman: Fine, fine. (to girl) Say, you're a lucky little lady. Anything wrong?

Girl (pulling herself together): _____.

(3)

Policeman (laughing): I should think not! Good night, Mr. Lockwood.

Don: Good night, Matt.

Cop exits. There is a little pause.

Don (looking at the girl): Well—thanks for saving my life. _____.

(4)

Girl (recovering, but still somewhat embarrassed): I'm—I'm driving to Beverly Hills. Can I drop you some place?

Don (smiling, taking her all in): Well, I would like to get out of this bright blue suit. I live at Camden and Sunset. (Girl starts car.) Thanks. (There is a moment's silence during which Don is looking at her. He obviously finds her attractive and assumes a flattering manner.) I'd very much like to know whose _____ I'm enjoying.

(5)

Girl: Sands—Kathy Sands.

Don: Enchanted, Miss Sands—I'm sorry I _____ —I was getting just a

(6)

little too much love from my adoring fans.

Kathy (noticing his torn coat for the first time): Oh—that's what you were running away from. They did that to you?—That's terrible.

Don (moving a little closer to her): No—it's not terrible at all.

Frankly, ⁽⁷⁾_____. (She looks at him, aware that he is attempting to impress her and conscious of his physical nearness.) After all, I ⁽⁸⁾_____ something to them—a legend—glamour, romance, dreams of glory—Can't blame them for a little hysteria when they suddenly see this legend come to life. (his arm is now draped over the back of the driver's seat in back of her)

Kathy (looking at him again uncomfortably): Oh, of course not.

Don (being self-satirical but half meaning it): It's remarkable, isn't it? Did you think, Miss Sands—when you embarked this evening for wherever you're going—that suddenly you would be riding along with Don Lockwood? Isn't life ⁽⁹⁾_____?

Kathy (obviously annoyed by his line and assuming an overly-sweet gaga manner): Uh—Mr. Lockwood—I can't tell you how sorry I am about taking you for ⁽¹⁰⁾_____ before—but it was understandable under the circumstance's—I knew I'd seen you.

Adapted from Green, A., & Comden, B. (1951). *Singing in the rain*. *The Daily Script*. Retrieved from <http://www.dailyscript.com>

(1)

- | | |
|--------------------------|-------------------------|
| (a) Are you under arrest | (b) Where are you going |
| (c) What time is it | (d) What's the matter |

(2)

- (a) My phone needs to be charged (b) My car broke down
(c) We are dancing in the dark (d) I don't feel well

(3)

- (a) Why—why, no (b) Sure, I am
(c) Why—for heaven's sake, yes (d) Yes, this is a carjacking

(4)

- (a) Your phone number, please (b) This is my phone number
(c) I'll get in now (d) I'll get out now

(5)

- (a) music (b) dishes
(c) hospitality (d) business

(6)

- (a) deceived you (b) frightened you
(c) warned you (d) delighted you

(7)

- (a) I love it (b) I blame them
(c) I am disgusted (d) I envy them

(8)

- (a) imagine (b) promote
(c) represent (d) transform

(9)

(a) wonderful

(b) predictable

(c) peaceful

(d) horrible

(10)

(a) a policeman

(b) a criminal

(c) a legend

(d) a movie star

2

次の文章を読み、(11)～(20)の設問に最適な答えを(a)～(d)から一つ選びなさい。

Are teenagers losing their social skills? Parents and critics seem to think so. Teens spend so much time online, we're told, that they're no longer able to handle the messy, intimate task of hanging out face-to-face. "After school, my son is on Facebook with his friends. If it isn't online, it isn't real to him," one mother recently told me in a panic. "Everything is virtual!" Now, I am not convinced this trend is real. I've read the evidence about the "narcissism epidemic" and the apparent decline in empathy among young people, and while it's intriguing, it's provisional. Lots of work offers the opposite conclusion, such as Pew survey's finding that kids who text the most also socialize the most in person. But ⁽¹²⁾ _____, let's agree we have a crisis. Let's agree that kids aren't spending enough time together mastering social skills. Who's responsible? Has crafty Facebook, with its casino-like structure of algorithmic nudging, hypnotized our youth? If kids can't socialize, who should parents blame? Simple: They should blame themselves. This is the argument advanced in *It's Complicated: The Social Lives of Networked Teens*, by Microsoft researcher Danah Boyd. Boyd—full disclosure, a friend of mine—has spent a decade interviewing hundreds of teens about their online lives. What she has found, over and over, is that teenagers would love to socialize

face-to-face with their friends. But adult society won't let them. "Teens aren't addicted to social media. They're addicted to each other," Boyd says. "They're not allowed to hang out the way you and I did, so they've moved it online."

It's true. As a teenager in the early 80s I could roam pretty widely with my friends, as long as we were back by dark. But over the next three decades, the media began delivering a steady diet of horrifying but rare, child-abduction stories, and parents shortened the leash on their kids. Politicians warned of teens behaving wildly and superpredators (neither of which emerged). Municipalities passed anti-loitering laws and curfews to keep young people from getting together alone. New neighborhoods had fewer public spaces. Crime rates plummeted, but moral panic soared. Meanwhile, increased competition to get into college meant well-off parents began heavily scheduling their kids' after-school lives.

The result, Boyd discovered, is that today's teens have neither the time nor the freedom to hang out. So their avid migration to social media is a rational response to a crazy situation. They'd *rather* socialize F2F, so long as it's unrestricted and away from grown-ups. "I don't care where," one told Boyd wistfully, "just not home." Forget the empathy problem—these kids crave seeing friends in person.

In fact, Boyd found that many high school students flock to football games not because they like football but because they can meet in an unstructured context. They spend the game chatting, ignoring the field and their phones. You don't need Snapchat when your friends are right beside you.

So parents of America: The problem is you; the solution is you. If you want your kids to learn valuable face-to-face skills, conquer your own irrational

fears and give them more freedom. They want the same face-to-face intimacy you grew up with. "Stranger danger" panic is the best gift America gave to Facebook.

Adapted from Thompson, C. (2015). The parent trap: How teens lost the ability to socialize. In R. Atwan (Ed.), *America now: Short readings from recent periodicals* (11th ed.), (pp. 55-56). Boston, MA: Bedford/St. Martin's.

(11) In the first paragraph, parents seem to imply that social skills

- _____.
- (a) should be "messy" and real
 - (b) can't be developed in virtual reality
 - (c) are best taught by parents
 - (d) are necessary for online communication

(12) The word "provisional" in this sentence means _____.

- (a) not yet certain
- (b) being dishonest
- (c) probably accurate
- (d) surely false

(13) Select the words that best fit the blank in (3).

- (a) for the sake of argument
- (b) to settle the matter
- (c) with all due respect
- (d) to avoid further discussion

- (14) According to the author, teens _____.
- (a) think online communication is more real than face-to-face communication
 - (b) are losing the ability to understand the feelings of others
 - (c) are addicted to seeing and talking about themselves online
 - (d) have less freedom than when the author was a teen
- (15) Danah Boyd _____.
- (a) believes teens like to communicate face-to-face privately
 - (b) believes teens who are social online are also social face-to-face
 - (c) is related to the author of this passage
 - (d) has researched the online habits of teens since the 80s
- (16) Which of the following is not a reason why teens find it difficult to interact face-to-face?
- (a) There are few places where teens can meet.
 - (b) They are not allowed to get together without adult supervision.
 - (c) They are not allowed to go out after a certain time.
 - (d) They are too busy working to pay for college.
- (17) What does the phrase (17)“shortened the leash” mean in this sentence?
- (a) Parents have restricted their kids' movement to keep them safe.
 - (b) Parents are limiting their kids' freedom to go online.
 - (c) Parents have forbidden their kids from seeing their friends.
 - (d) Parents have kept their kids at home so they will talk less.
- (18) The (18)“one” in this sentence refers to one _____.
- (a) parent
 - (b) kid
 - (c) adult
 - (d) friend

(19) According to Danah Boyd, teens are going to football games because they

- _____.
- (a) want to talk about football face-to-face instead of on Snapchat
 - (b) prefer to watch the games live rather than on the Snapchat
 - (c) feel free to meet and talk to their friends away from parents
 - (d) want a place to meet their friends away from danger

(20) What does the author mean when he says, “‘Stranger danger’ panic is the best gift America gave to Facebook”?

- (a) Facebook is one of the best American inventions that everyone can enjoy.
- (b) Facebook has the power to turn strangers into friends all over America.
- (c) Facebook has become more popular because of the perceived threat of kidnappers.
- (d) Facebook has the ability to connect dangerous people with innocent teens.

3

(21)~(30)の空所に最適な語句を一つ選びなさい。

Piercing screaming and shouts of “I’m going to kill you” (21) Australian police to rush to a Sydney home at 2 a.m., only to find an embarrassed man and a large spider.

New South Wales’s police said officers raced to the apartment in the harbourside suburb of Wollstonecraft last Saturday after reports of a violent domestic dispute between a man and a woman.

Neighbours reported a woman screaming (22), a man yelling “I’m going to kill you, you’re dead! Die! Die!” and sounds of furniture being (23) around.

"Numerous police cars responded to the address and began banging on the door," Harbourside Local Area Command said on their Facebook page.

A man aged in his 30s, out of breath and flushed, came to the door and was immediately asked where his wife or girlfriend was.

"Umm, I don't have (24)," he answered.

When police explained they had reports of domestic violence and a woman screaming, he replied: "I don't know what you're talking about, I live (25)."

Pressed about the threats to kill, the man became sheepish and even apologetic as it emerged what had caused the ruckus*.

"It was a spider, a really big one!," he said, admitting he was chasing it around his apartment with a can of insect spray.

Asked about the woman screaming, he replied: "Yes, sorry, that was (26), I really hate spiders."

Authorities were not able to say what kind of spider was involved, beyond "a big one" and that it had met its (27).

"I hate spiders with an absolute passion," said Inspector Dean Lindley who attended the scene.

"I don't get close enough to check out what kind of spider it is," he told 2UE radio on Friday.

Lindley said the apartment was "foggy" with pest spray when officers entered and it was "lucky he wasn't (28) as the whole unit would have exploded."

Australia is home to a startling number of the world's (29) creatures, including snakes, spiders, jellyfish and octopuses.

Funnel-web spiders are particularly feared because their bite can be (30), although there have been no deaths since an anti-venom was developed in the 1980s.

*ruckus: noisy activity

- (21) (a) called (b) detected (c) resulted (d) prompted
- (22) (a) hysteria (b) hysterical (c) hysterically (d) hysteric
- (23) (a) sprayed (b) tossed (c) dusted (d) lifted
- (24) (a) her (b) time (c) one (d) patience
- (25) (a) alone (b) apart (c) together (d) separate
- (26) (a) him (b) me (c) it (d) her
- (27) (a) owner (b) partner (c) end (d) cleaner
- (28) (a) smoking (b) sleeping (c) praying (d) eating
- (29) (a) deathly (b) deathless (c) dead (d) deadliest
- (30) (a) fateful (b) fatal (c) vital (d) virtual

Adapted from Aussie police rush to scene of killing, find dead spider. (2015, November 27). *The Daily Mail*. Retrieved from <http://www.dailymail.co.uk>

- 4 次の文章を読み、(31)~(40)に(a)~(j)から最も適切な語を一つ選び、入れなさい。
ただし、選んだ語は一度しか使えない。

The teaching methods of Kazuya Takahashi, 35, (31) Lego blocks and (32) entirely in English, may not be the norm in the Japanese education system. But on a global level, the educator, who teaches at the Kogakuin junior high and high schools in Hachioji, western Tokyo, is considered ahead of the game and has won recognition for his efforts to promote global citizenship.

His methods may provide clues as to where education should be (33) in Japan, a nation often criticized for (34) more on (35) knowledge rather than promoting critical (36). At the Global Education and Skills Forum in Dubai, which ran for two days from March 12, Takahashi gave a presentation as one of the 10 finalists for the Global Teacher Prize, known in the industry as the Nobel Prize in education.

Although Takahashi missed out on the \$1 million prize, sponsored by education charity the Varkey Foundation, he was recognized for (37) students involved in projects that tackle social issues around the globe. Takahashi spoke of his approach, which is a direct challenge to Japan's test-oriented education system in which students cram to get high scores so they can enter prestigious universities and later join big-name corporations. He believes classes should inspire children to think more creatively and develop skills to express their ideas, not just to compete for the correct answer, as normally is the case in Japan.

According to Takahashi, "[Educators] all over the world have the same goal." "We do not teach math, we do not teach them global citizenship to let

them get into college and get a job. Our dream is to teach kids to take responsibility for what they learn and to use that for others.”

To instill individuality in each student, Takahashi uses Lego blocks in class. To nurture their awareness of society and issues overseas, Takahashi organized a competition in collaboration with a range of organizations, such as the Japan Space Elevator Association, the Japan Aerospace Exploration Agency and projects on social issues in Indonesia. “We have to teach kids that everyone is different, and we have to respect each other,” he said. “We have to look at them from different perspectives, through different lenses.”

Educators and experts in various fields also discussed the role of teachers in (38) a United Nations goal for 2030 to provide all children with inclusive education of a consistent quality. Experts who spoke seemed to agree that global awareness should be infused in the educational policies of each nation, (39) Japan. “Any nation that wants to promote opportunities for its people and for itself is under the obligation to make it possible for students to develop global awareness,” Fernando Reimers, a professor at Harvard Graduate School of Education, told *The Japan Times*.

Reimers heads the Global Education Innovation Initiative and International Education Policy Program at Harvard, a research consortium (40) education policies and programs. “I would hope that (in Japan) that educational leadership would understand it is incredibly important to promote global awareness and global citizenship,” he said, given the integration of trade, politics and advances in technology in today’s world.

Adapted from Osumi, M. (2016, April 15). Global education experts urge Japan to look beyond rote learning. *The Japan Times*. Retrieved from <http://www.japantimes.com>

- (a) achieving (b) cramming (c) focusing (d) getting
 (e) heading (f) including (g) speaking (h) studying
 (i) thinking (j) using

5 次の文章を読み、下線部(41)～(45)の意味に最も適切な語を(a)～(e)から一つ選びなさい。ただし、同じものを二度使ってはならない。

Tate Modern, which opened in the former Bankside Power Station back in 2000 as a showcase for modern and contemporary art, is the Disney World of museums, an obligatory stop on the caravan of global tourism. Its new extension is the Tate's Epcot, an "experimental prototype" for the museum of the future.

When Tate Modern opened, it expected one million visitors a year. It soon became the world's most popular contemporary museum. The new Switch House extension was designed by the Swiss firm of Herzog & de Meuron, which also did the Bankside conversion, at a cost of £260 million (\$375 million). An 10-story twisted concrete pyramid, it is built atop the Tanks, three enormous underground fuel storage spaces that Tate Modern opened in 2012 as venues for performance art and installations.

Tate Modern's expansion increases the museum's gallery space by about 60%, adding more than 225,000 square feet to its existing area. The Tate vaunts these statistics with the pride with which the Kremlin used to announce an increase in tractor production. But, the footsore visitor might wonder, can there be too much of a good thing? And how good are the things in Tate Modern?

Nevertheless, tourism continues apace, and museums remain popular destinations. Tate Modern has turned itself into an international attraction, with an appetite as insatiable as those of the visitors in its cafes. So you can

be sure that someone somewhere is already sketching its next bigger thing.

Adapted from Green, D. (2016, June 20). Tate Modern's latest expansion makes us ask how big is too big? *The Wall Street Journal*. Retrieved from <http://www.wsj.com>

- (a) model
- (b) annex
- (c) craving
- (d) manufacturing
- (e) stage

6 次の文章を読み、(46)~(55)の設問に最適な答えを(a)~(d)から一つ選びなさい。

You would have to read a great many newspapers very carefully, cover to cover, to see the signs of distress. You might learn that in San Diego the Catholic Church could no longer, as of January 2000, accept homeless families at its shelter, which happens to be the city's largest, because it was already operating at twice its normal capacity. You would come across news of a study showing that the percentage of Wisconsin food-stamp families in "extreme poverty"—defined as less than 50 percent of the federal poverty line—has tripled in the last decade to more than 30 percent. You might discover that, nationwide, America's food banks are experiencing "a torrent of need which [they] cannot meet" and that, according to a survey conducted by the U.S. Conference of Mayors, 67 percent of the adults requesting emergency food aid are people with jobs.

One reason nobody bothers to pull all these stories together and announce a widespread state of emergency may be that Americans of the newspaper-reading professional middle class are used to thinking of poverty as a

consequence of unemployment. During the heyday of downsizing in the Reagan years, it very often was, and it still is for many inner-city residents who have no way of getting to entry-level jobs out at the city's edges. When unemployment causes poverty, we know how to state the problem—typically, “the economy isn't growing fast enough”—and we know what the traditional liberal solution is—“full employment.” But when we have full or nearly full employment, when jobs are available to any job seeker who can get to them, then the problem goes deeper and begins to cut into that web of expectations that make up the “social contract.” According to a recent poll conducted by Jobs for the Future, a Boston-based employment research firm, 94 percent of Americans agree that “people who work full-time should be able to earn enough to keep their families out of poverty.” I grew up hearing over and over, to the point of tedium, that “hard work” was the secret of success: “Work hard and you'll get ahead” or “It's hard work that got us where we are.” No one ever said that you could work hard—harder even than you ever thought possible—and still find yourself sinking ever deeper into poverty and debt.

When poor single mothers had the option of remaining out of the labor force on welfare, the middle and upper middle class tended to view them with a certain impatience, if not disgust. The welfare poor were excoriated for their laziness, their persistence in getting pregnant in unfavorable circumstances, their presumed addictions, and above all for their “dependency.” Here they were, content to live off “government handouts” instead of seeking “self-sufficiency,” like everyone else, through a job. They needed to get their act together, learn how to wind an alarm clock, get out there and get to work. But now that government has largely withdrawn its “handout,” now that the overwhelming majority of the poor are out there toiling in McDonald's or Wendy's—well, what are we to think of them? Disapproval and condescension⁽⁵⁰⁾ no longer apply, so what outlook makes sense?

Guilt, you may be thinking warily. Isn't that what we're supposed to feel? But guilt doesn't go anywhere near far enough; the appropriate emotion is shame—shame at our *own* dependency, in this case, on the underpaid labor of others. When someone works for less pay than she can live on—when, for example, she goes hungry so that you can eat more cheaply and conveniently—then she has made a great sacrifice for you, she had made you a gift of some part of her abilities, her health, and her life. The “working poor,” as they ⁽⁵²⁾ are approvingly termed, are in fact the major philanthropists of our society. They neglect their own children so that the children of others will be cared for; they live in substandard housing so that other homes will be shiny and perfect; they endure privation so that inflation will be low and stock prices high. To be a member of the working poor is to be an anonymous donor, a nameless benefactor, to everyone else. As Gail, one of my restaurant coworkers put it, “You give and you give.”

Someday, of course—and I will make no predictions as to exactly when—the working poor are bound to tire of getting so little in return and to ⁽⁵⁴⁾ _____. There'll be a lot of anger when that day comes, and strikes and disruption. But ⁽⁵⁵⁾ _____, and we will all be better off for it in the end.

Adapted from Ehrenreich, B. (2001). *Nickel and dimed: On not getting by in America*, New York, NY: Owl Books.

- (46) What is the (46) “distress” the author is talking about in the first paragraph?
- (a) The government is spending too much money on food aid.
 - (b) Poverty has become an enormous problem around the world.
 - (c) More and more Americans are struggling to support themselves.
 - (d) People don't read the newspaper to understand the struggles of poor people.

(47) According to the passage, all of these are potential causes of poverty EXCEPT:

- (a) a slow economy
- (b) not enough jobs
- (c) inadequate methods of transportation
- (d) dependence on government handouts

(48) What is the main point the author wants to make about hard work?

- (a) If you believe in yourself you can work harder than imagined.
- (b) Hard work is necessary to get out of debt.
- (c) Hard work alone can't get you out of poverty.
- (d) Everyone needs a full-time job to work hard at.

(49) Wealthy people tended to criticize single mothers on welfare for

-
- (a) being addicted to unhealthy fast food
 - (b) not having enough money to buy an alarm clock
 - (c) having babies without being able to support them on their own
 - (d) being too lazy to apply for government aid when it is available

(50) What does the author mean by "Disapproval and condescension no longer apply"?

- (a) We can't feel superior when poor people can't earn enough for their labor.
- (b) We must approve of poor people when they do not take government aid.
- (c) We can't look down on poor people but we should feel guilty instead.
- (d) We must sympathize with poor people when they apply for aid and are not approved.

(51) According to the author, we should feel “shame” because we

- _____.
- (a) rely on and take advantage of the cheap services the working poor provide
 - (b) hide the struggles of the working poor
 - (c) watch the working poor go hungry and do nothing about it
 - (d) have spent too much time feeling guilty and that’s no longer enough

(52) The author claims the working poor are “the major philanthropists of our society” because they _____.

- (a) donate money to make life better for people all over the world
- (b) give their time and labor to make life more convenient for others
- (c) sacrifice their money and labor to help people less fortunate than they are
- (d) spend time and money to make life more convenient in developing countries

(53) The author mentions the fact of working poor having all of these jobs EXCEPT:

- (a) factory worker
- (b) domestic worker
- (c) fast food worker
- (d) childcare worker

(54) Select the words that best fit the blank in (54).

- (a) demand to be paid what they’re worth
- (b) insist on the pity they deserve
- (c) insist on more free food
- (d) demand their money back

(55) Select the words that best fit the blank in (55).

- (a) the end of the world is near
- (b) turn a cold shoulder
- (c) sit back and relax
- (d) the sky will not fall

7 以下の文章(56)～(65)の下線部(a)～(d)のうち、誤りのあるものを(a)～(d)から一つ選びなさい。

(56) The competition was already fierce for existing jobs; either experienced people had to be fired to make room for younger ones with modern skills, or younger people would be excluded from the opportunities for which they'd been educating. "We cover this tragedy by some phrase about efficiency. We try to forget the anxiety and despair which it represents." What should a nation facing such an exigency do?

(57) What America had begun covertly doing was trying to limit enrolment in competitive high schools and universities by using standardized tests such as IQ tests, which had just been invented and were being employed in some quarters to justify denying "inferior" groups, to include Jews and African Americans, access to elite educations.

(58) These tests were "a lot of nonsense," Lippmann argued, as they purported to show "that only a percentage of the population are by nature fitted for secondary and higher education." The real problem, however, was "not the scarcity of intelligence, but the scarcity of jobs."

(59) And this problem would only grow worst if America continued to insist that higher education had to result in office jobs, instead of believing that educated people could work in “skilled manual trades.” The real remedy, Lippmann maintained, would require demolishing “the snobbish association” between professional managerial roles and social superiority.

(60) Education needed to be regarded “as the key to the treasure house of life,” not as “a step ladder to few special vocations.” The alternative, to keep “higher education confined to a small and selected class” would “mark the end in failure of the American dream.”

(61) Though this early invocation of the American dream has largely forgotten, its lesson is one we have yet to learn. Lippmann explicitly says that the value of higher education is not that it enables upward social mobility, but that it is a fundamental democratic good.

(62) Without widespread access to higher education we are left with “a literate and uneducated democracy, which is what we now have,” Lippmann added, and which was likely to find itself governing by demagogues and fascists, such as Mussolini, who had just come to power in Italy.

(63) Anyone wondering if the conditions of 1923 really apply today may be interesting to know that Lippmann reports a 1923 population of 2.5 million students in American higher education (which included high school and college); as of 2013, there were 2.35 million in UK higher education.

(64) Ten years after Lippmann's article, the American educational system began debating how to protect something they had started calling the American dream. Suddenly, wrote *The New York Times* in 1933, it appeared that "the poverty of the 1920s" were to blame for the poverty of the Thirties: they could now see through the fraudulent wealth of the Twenties to its moral poverty.

(65) American schools, they understood, "like the rest of our philosophy, have overemphasized material success," in mirrored "the average American dream of getting rich quickly." But this was not the true American dream, they all agreed. America had discovered that there needed to be a moral to the story, a discovery that shapes the next part of the tale.

Adapted from Churchwell, S. (2014, May 24). Not soaring but crashing: The American dream, a national obsession born during the Depression, is a more powerful idea than ever. *The Daily Telegraph*. Retrieved from <http://www.telegraph.co.uk>

8 次の文章を読み、(66)～(75)の設問に最適な答えを(a)～(d)から一つ選びなさい。

The Leaf: Nissan Goes Green

For decades, inventors and automakers have pondered how to design a car that would help reduce the world's dependence on fossil fuels. Several prototype hybrid cars emerged, but each seemed to "stall" for one reason or another: the high cost of mass production, the lack of sufficient funding to bridge impossible start-up costs, infrastructure challenges, design or production problems, management shake-ups, and—according to some observers—the

long-held resistance of industry leaders to deviate from the status quo. Now, however, Japanese automaker Nissan believes it has hit on the right formula: its all-electric Leaf.

The Nissan Leaf is the world's first all-electric car to be produced for the mass market in the United States. Battery-powered, the Leaf can travel 100 miles on a full charge and registers zero emissions. The Leaf requires seven hours to fully recharge; two hours to go an extra 25 miles.

Although Nissan has always been known for producing high-quality, well-engineered cars, over the years the brand suffered as a result of indecisive or unclear marketing. Consider, for example, the company's 1983 decision to change the name of its products marketed in the United States—Datsun—to the company name, Nissan. This flip-flop occurred with little explanation, catching the public by surprise and leaving many scratching their heads. Handled in this way, the name change diminished whatever equity may have resided in the Datsun name, which at that time was widely known across the United States. The marketing error also opened the door to Japanese competitors like Toyota and Honda to gain ground with American consumers, who no longer had a clear view of the Nissan brand.

Historically, the cost of an electric car has been a deal breaker for many buyers. The Chevy Volt, for example, is priced at \$41,000. By contrast, the Leaf has a \$32,780 sticker price*, and buyers can take advantage of a \$7,500 federal tax credit, bringing the car within range of the Toyota Prius.

Nissan made the 2011 Leaf available to U.S. buyers online with a refundable \$99 deposit. Within weeks of introduction, all 20,000 units were spoken for. Although these cars will be produced in Japan, Nissan intends to begin U.S.

manufacturing in 2012 at its Smyrna, Tennessee, assembly plant, where the Department of Energy's \$1.4 billion loan is helping to modify the plant and build a facility nearby to manufacture Leaf batteries.

*sticker price: The price listed on a sticker attached to the window of a new automobile.

Adapted from Kurtz, D., & Boone, L. (2013). *Contemporary marketing*. Cengage Learning.

- (66) The word "stall" in Paragraph 1 means to _____.
- (a) stop making progress
 - (b) appear from nowhere
 - (c) make more expensive
 - (d) block one's view
- (67) The phrase "deviate from" in Paragraph 1 means to _____.
- (a) leave with
 - (b) differ from
 - (c) benefit from
 - (d) listen to
- (68) According to Paragraph 2, what makes The Leaf the first of its kind?
- (a) It is an all-electric car.
 - (b) It is made in the United States.
 - (c) It is available for anyone to buy.
 - (d) Its battery never needs charging.

(69) In Paragraph 2, the phrase “registers zero emissions” means The Leaf

- (a) can travel far after charging
- (b) will not pollute the air
- (c) costs nothing to operate
- (d) will never need repair

(70) In Paragraph 3, the phrase “scratching their heads” means people were

- (a) embarrassed
- (b) frightened
- (c) thoughtful
- (d) confused

(71) In Paragraph 3, the phrase “opened the door to” is closest in meaning to

- (a) suffered as a result of something
- (b) resided in a place
- (c) created an opportunity for
- (d) showed courtesy to

(72) In Paragraph 3, the phrase “to gain ground” means to

- (a) work with others
- (b) have a clear view
- (c) become more popular
- (d) compete in a fair way

(73) According to Paragraph 4, the cost of an electric car has been

_____.

- (a) less than ideal for buyers
- (b) very reasonable for buyers
- (c) historically inexpensive
- (d) not expensive or inexpensive

(74) Based on the information in Paragraph 4, the price of the Toyota Prius is around \$ _____.

- (a) 44,000
- (b) 32,000
- (c) 40,000
- (d) 25,000

(75) In Paragraph 5, the phrase "spoken for" means _____.

- (a) reserved
- (b) made
- (c) recalled
- (d) advertised

