

(2020年度)

5 英語問題 (90分)

(この問題冊子は30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，辞書機能を使用してはならない。また，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 次の会話を読んで、下線部(1)~(10)の空所に対して、最も適切なものを(a)~(d)の中からそれぞれ一つずつ選びなさい。

When Mr. Standart's secretary looked up at me, I said, "My name is Ben Carson. I'm a student from Yale, and I'd like to see Mr. Standart for just a minute...."

"I'll see if he is free." She went into his office, and a minute later Mr. Standart himself came out. He smiled, and his eyes met mine as he held out his hand. "Nice of you to come by and see me," he said. "(1) _____"

As soon as we finished the formalities, I said, "Mr. Standart I need a job. I'm having a terrible time trying to find work. (2) _____ for two weeks, and (3) _____"

"(4) _____ Did you try personnel here?"

"No jobs here either," I said.

"(5) _____" Mr. Standart picked up the phone and punched a couple of numbers, while I looked around his mammoth office. It was exactly like the fabulous sets of executive suites I'd seen on television.

I didn't hear the name of the person he talked to, but (6) _____
"(7) _____ His name is Ben Carson. Find a job for him."

Just that. Not given as (8) _____ but as a simple directive from the kind of man who had the authority to issue that kind of order.

After thanking Mr. Standart I went back to the personnel office. This time the director of the personnel himself talked to me. "(9) _____, but we can put you in the mail room."

"(10) _____ I just need a job for the rest of the summer."

Adapted from Carson, Ben and Cecil Murphey. *Gifted Hands: The Ben Carson Story*. Zondervan, 1996.

- (1) (a) How are things going for you at Yale?
(b) I don't see why you're here.
(c) I'm very grateful to you.
(d) Seems like you're enjoying your student life, aren't you?
- (2) (a) I've been thinking about it
(b) I've been watching TV
(c) I've been out every day
(d) I've been visiting libraries
- (3) (a) I can't find a thing.
(b) I don't know who to ask.
(c) I don't see anyone.
(d) I have no clue.
- (4) (a) Is that right?
(b) You look so depressed.
(c) I have nothing to offer.
(d) You overlooked something.
- (5) (a) You'd better talk to another department's secretary.
(b) There is nothing that can be done about that.
(c) We'll just have to see what we can do.
(d) Please feel free to ask me anything.
- (6) (a) I could tell from his tone of voice.
(b) I was wildly guessing.
(c) I was worried too much.
(d) I heard the rest of his words.

- (7) (a) I have a good friend of mine here.
(b) I'm sending a young man down to your office.
(c) I haven't seen you for a while but I have a favor.
(d) I don't know him personally.
- (8) (a) a reward
(b) a harsh command
(c) a metaphor
(d) an easy-to-understand phrase
- (9) (a) I was looking for somebody else
(b) I was expecting to see you again
(c) Chances are very slim
(d) We have enough people
- (10) (a) Anything.
(b) No thank you.
(c) Would you reconsider?
(d) I'm not surprised.

2 次の文章を読んで、(11)~(20)の中に入る最も適切な語を(a)~(j)の中から一つ選びなさい。ただし、同じ選択肢は二回使ってはならない。

Job fairs were held across Japan on Thursday, (11) off the job-hunting season for students (12) from university next spring.

The months' long recruitment process can make or break careers. Lifetime employment is still common in Japan, especially compared to Western countries.

This year, students are likely to benefit from firms' eagerness to hire amid a (13) nationwide labor shortage.

The country's largest business lobby has embargoed interviews for new hires until June and actual (14) until October, to ensure fairness and to give students time to prepare. Smaller firms and foreign companies that are not members of the Japan Business Federation, known as the Keidanren, are not subject to the embargo and can hire freely.

Students in black suits piled into a job fair (15) held through Friday at the Makuhari Messe convention center in the city of Chiba. The event—organized by Recruit Career Co., which runs the job-hunting website Rikunabi—is one of the largest of its kind in Japan, (16) more than 600 firms (17) Hitachi Ltd. and Japan Airlines Co.

Job fairs, typically held in the nation's largest cities, are also seeking to reach a wider audience. Rival website Mynavi livestreamed parts of its Tokyo job fair, (18) students elsewhere in the country and abroad to tune in.

"The trend continues to be one of companies being short on workers and having difficulty recruiting," said Takao Yoshimoto, editor-in-chief of Mynavi. "Companies are rushing to secure talent before their competitors, such as by (19) interviews right as the embargo lifts."

Despite the favorable conditions, employment-seeking students were careful not to be overly optimistic.

Keitoku Doi, a 21-year-old university student who was attending another job fair in Osaka, said: "They say it's a seller's market, but I'm still worried so I'll begin (20) early."

In 2015, the Keidanren changed the embargo on job interviews from August to June, giving students less time to research the companies to which they plan to apply and instead allowing them more time to focus on their studies.

Adapted from Kyodo. " 'Make or break' job-hunting season begins for university students in Japan." *The Japan Times*. Web. 1 Mar. 2018.

- (a) allowing (b) beginning (c) being (d) deepening
(e) featuring (f) graduating (g) hiring (h) including
(i) kicking (j) preparing

3 次の文章を読んで、(21)～(30)の設問に最適な答えを(a)～(d)から一つ選びなさい。

The notion of the poor as too lazy or morally deficient to deserve assistance seems to be everlasting. Public policies limit poor people to substandard services and incomes below the subsistence level, and Congress and state legislatures are tightening up even on these miserly allocations⁽²²⁾—holding those in the “underclass” responsible for their own sorry state. Indeed, labeling the poor as undeserving has lately become politically useful as a justification for the effort to eliminate much of the antipoverty safety net and permit tax cuts for the affluent people who do most of the voting.

(23) offers mainstream society a convenient avoidance of its own responsibility. Blaming poor men and women for not working, for example, takes the onus⁽²⁴⁾ off both private enterprise and government for failing to supply employment. It is easier to charge⁽²⁵⁾ poor unmarried mothers with lacking family values than to make sure that there are jobs for them and for the young men who are not marriageable because they are unable to support families. Indeed, the poor make excellent scapegoats for a range of social problems, such as street crime and drug and alcohol addiction. Never mind the reversal of cause and effect that underlies this point of view—for centuries crime, alcoholism, and single motherhood have risen whenever there has not been enough work and income to go around.

The undeserving underclass is also a useful notion for employers as the economy appears to be entering a period of long-term stagnation. Jobs are disappearing—some displaced by labor-saving technologies, others exported to newly industrializing, low-wage countries, others lost as companies “downsize” to face tougher global competition. Indeed, the true rate of unemployment—which includes involuntary part-time workers and long-term “discouraged” workers who have dropped out of the job market altogether—has remained in double digits for more than a generation and no longer seems to drop during times of economic strength. Labeling poor people as lacking the needed work ethic is a politically simple way of shedding them from a labor market that will most likely never need them again.

The most efficient solution to poverty is not welfare but full employment. In the short run, therefore, today's war against the poor should be replaced with efforts to create jobs for now-surplus workers. New Deal-style programs of large-scale governmental employment, for example, can jump-start a slow economy. Besides being the fastest way to put people to work, a public-works program can improve the country's infrastructure, including highways, buildings, parks, and computer databases.

In addition, private enterprise and government should aim to stimulate the most promising labor-intensive economic activities and stop encouraging new technology that will further destroy jobs—reviving, for example, the practice of making cars and appliances partly by hand. A parallel policy would tax companies for their use of labor-saving technology; the revenues from this tax would pay for alternative jobs for people in occupations that technology renders obsolete. This idea makes good business as well as social sense: Human workers are needed as customers for the goods that machines now produce.

To distribute the jobs that do exist among more people, employers could shorten the work day, week, or year. Several large manufacturing companies

in Western Europe already use worksharing to create a thirty-five-hour week. U.S. joblessness may require reducing the work week to thirty hours.

Adapted from Gans, Herbert. "Fitting the Poor into the Economy." *America Now: Short Readings from Recent Periodicals*, edited by Robert Atwan, Bedford/St. Martin's, 1997, pp. 89-90.

- (21) The first paragraph implies that _____.
- (a) poor people understand the welfare system
 - (b) poor people's income level has changed over time
 - (c) poor people should be responsible for themselves
 - (d) poor people are eager to participate in the political process
- (22) The word allocations in this sentence refers to _____.
- (a) money
 - (b) goods
 - (c) spaces
 - (d) place
- (23) Select the phrase that best fits in the blank in (23).
- (a) Such misplaced blame
 - (b) Such honest opinion
 - (c) Such a confusing situation
 - (d) Such generous ideas

(24) The word closest in meaning to onus is _____.

- (a) eyes
- (b) stance
- (c) responsibility
- (d) earnings

(25) What does charge mean in this sentence?

- (a) energize
- (b) accuse
- (c) permit
- (d) involve

(26) According to the author, _____.

- (a) technological innovation has little to do with unemployment
- (b) lowering income has little to do with unemployment
- (c) volunteer workers have a lot to do with unemployment
- (d) global competition has a lot to do with unemployment

(27) What does now-surplus mean in this sentence?

- (a) The currently rich.
- (b) The currently poor.
- (c) The currently employed.
- (d) The currently unemployed.

(28) The labor-intensive in this sentence refers to _____.

- (a) manual work
- (b) creative work
- (c) technological work
- (d) additional work

(29) This idea makes good business as well as social sense because

_____.

- (a) it helps the poor become apolitical
- (b) it helps the rich become apolitical
- (c) it helps both new and old technologies
- (d) it helps both producers and consumers

(30) The article suggests that _____.

- (a) the poor should help themselves
- (b) the government should cut welfare tax
- (c) the society should focus on job creation
- (d) the high-tech companies should be taxed

4 次の文章を読んで、(31)~(40)の問いに対する最適な答えを(a)~(d)の中から1つ選びなさい。

The applause at the end of my talk had barely quieted down when the woman from the third row approached me. I had been speaking to faculty in a university English department in the southern United States, and I had noticed this woman even before I began the talk. She had settled into a seat in the front of the room and _____ through my handout; full of numbers, statistics, and figures. A look of horror had settled on her face. "Oh no" I thought, "this is going to be a disaster."

I was speaking about a research study that used a corpus linguistics approach. This approach involves using computers to analyse large collections of spoken or written texts. The strength of using a large corpus is that we can see what language choices typically occur in certain contexts when we consider many different writers or speakers. Concerning academic writing, for

example, I have heard some teachers claim that first person pronouns (I, we) are not appropriate in the sciences and passive voice should be used, and they have many selected examples to prove their point. However, corpus-based studies can show us that scientific articles do sometimes use first person pronouns.

To find the patterns over many texts, corpus linguists use quantitative analysis such as counts or statistics comparing the frequencies of different grammatical structures or different words. The language choices are then described fully by looking at how the grammar and vocabulary are used in the texts. The ultimate goal, describing how language is used, is helpful for any language teacher, but I knew many people who had a block against numbers and statistics. After all, they had gone into language because they hated math! They took one look at corpus studies and saw numbers, tables, figures, statistics, computers, and they decided corpus linguistics was too foreign, too mathematical, just too complicated for them.

The specific study I was presenting showed how language varies across different types of academic writing. For example, it compared textbooks and research articles and it compared students' papers in university history and biology courses (two common choices for fulfilling general education requirements in US universities). The study was clearly applicable to faculty in this English department, which offered writing courses for all students at the University. But with many faculty trained in literature, creative writing, and rhetoric, I had suspected this audience was likely to be a tough one, and that look of confusion and horror over my handout convinced me I was right.

The woman from the third row made it to the podium, and I winced inwardly, reminding myself to be sympathetic. Then a big smile broke out on her face. "I just have to tell you—I understand this! I looked at this handout at the beginning and saw all those numbers with charts and thought, 'There is no way I can make sense of this,' but you explained it and I understood! I can

understand this! And it's really interesting!"

Adapted from Conrad, Susan. "Corpus-based research is too complicated to be useful for writing teachers." *Writing Myths: Applying Second Language Research to Classroom Teaching*, edited by Joy Reid, The University of Michigan Press, 2008, pp. 115-116.

(31) What did the woman from the third row feel about the handout in the beginning?

- (a) It was full of numbers.
- (b) It was about mathematics.
- (c) It was easy to read.
- (d) It was terrifying.

(32) Which word best fits in _____?

- (a) whipped
- (b) flipped
- (c) slipped
- (d) ripped

(33) Which of these is a strength of using a large corpus?

- (a) It uses computers.
- (b) It examines speaking.
- (c) It analyses language in context.
- (d) It corrects grammar errors.

(34) What does the writer mention about the use of first-person pronouns in scientific writing?

- (a) They are used but should never be in the sciences.
- (b) They are used but are not appropriate.
- (c) They are used but should be replaced by the passive voice.
- (d) They are used but not often.

(35) What does corpus research NOT analyse?

- (a) Numbers
- (b) Words
- (c) Computers
- (d) Statistics

(36) What is NOT one of the reasons that language teachers hate math?

- (a) Too statistical
- (b) Too alien
- (c) Too confusing
- (d) Too critical

(37) The study the writer was presenting was mainly researching different

-
- (a) types of textbooks
 - (b) types of articles
 - (c) types of student writing
 - (d) types of academic writing

- (38) The study was applicable to this English department because the faculty taught academic writing to _____.
- (a) literature students
 - (b) all students
 - (c) history students
 - (d) biology students
- (39) What word could replace podium?
(39)
- (a) chair
 - (b) table
 - (c) stand
 - (d) hall
- (40) What can you infer from the final paragraph about the woman from the third row?
- (a) She was angry and wanted to tell the presenter.
 - (b) She was impressed and wanted to thank the presenter.
 - (c) She was confused and wanted to ask the presenter a question.
 - (d) She was understanding and wanted to help the presenter.

5 次の文章を読んで、(41)～(50)の設問に最適な答えを(a)～(d)から一つ選びなさい。

In the hierarchy of human needs, good health is right at the top. There's a reason we say, "to your health," whenever we clink glasses.
(41)

In the complicated world of politics, therefore, with numerous _____ issues coming at us 24 hours a day, it's not surprising that concerns clearly relevant to our health and that of our families regularly rise to the top of our
(42)

society's priority list. The effect of plastic on our health should be at the top of that list today.

As Bruce Lourie and I explain in our book *Slow Death by Rubber Duck*, once an issue transforms into a human health concern, it becomes far more likely to be taken up by our elected leaders, noticed by the general public and consequently solved.

The smoking debate followed this path. Once the focus became the damaging effects of second-hand smoke, i.e., it's not just the health of smokers at risk but the health of all those around them, the momentum for change⁽⁴⁴⁾ became impossible for even the most defiant cigarette companies to resist.

What we are witnessing now is the genesis of another human health problem that I believe has the potential to dominate public debate over the next decade: the discovery that tiny plastic particles are permeating⁽⁴⁵⁾ every human on earth.

Plastic, it turns out, never really disappears. In response to time and sunlight, or the action of waves, it just gets mashed into smaller and smaller bits. These microscopic particles then enter the food chain, air and soil. In the past couple of years, scientists have started to find these particles in an astonishing range of products including table salt and honey, bottled and tap water, shellfish and ... beer. In one recent study, 83 per cent of tap water in seven countries was found to contain plastic micro-fibres.

When the snow melts in Canada to reveal a winter's worth of Tim Hortons' cups and lids, every person in this country notices the plastic litter that surrounds us. Many of us know of the vast and accumulating patches of

garbage in the ocean. I hear shoppers in the produce aisles of my local grocery store grumbling at the increasing size of the plastic that encases the organic arugula.

None of this, really, matters much. Do I care that sea turtles are choking to death on the plastic grocery bags I use every day? ⁽⁴⁷⁾_____ . But certainly not enough to inconvenience myself.

But if it turns out that my two boys have a dramatically increased chance of contracting prostate cancer because of all the plastic particles that are implanted in their growing bodies, now you've got my attention. Make it stop, please.

Forget recycling. We can't recycle ourselves out of this problem. The issue is our society's addiction to plastic itself. Those plastic micro-fibres I mentioned? Scientists are now saying that one of the primary sources in our drinking water is the lint that comes off the synthetic fabric of our clothing. It's not just the plastic we're throwing away that's the problem; it's the plastic items we surround ourselves with every day.

The new science on plastic micro-particles is stunning and I'm guessing only the tip of a toxic iceberg.
⁽⁵⁰⁾

Adapted from Smith, Rick. "We must kill plastic to save ourselves." *The Globe and Mail*. Web. 21 Apr. 2018.

(41) The word hierarchy in this sentence most likely means
₍₄₁₎ _____.

- (a) a method of controlling alcohol consumption in human beings
- (b) a system in which things are arranged by their importance
- (c) a formula for determining different levels of success for humans
- (d) a state of disorder resulting from human greed rather than need

(42) Based on the context in paragraph 2, select the word that best fits in
₍₄₂₎ _____.

- (a) competing
- (b) agreeable
- (c) interrupting
- (d) purposeful

(43) In paragraph 3, the author suggests that solutions to important issues become possible when these issues _____.

- (a) alter the lives of influential politicians in a direct manner
- (b) change public perception through the input of local doctors
- (c) are presented as affecting humanity in an unfavorable way
- (d) are discussed in books such as *Slow Death by Rubber Duck*

(44) Based on the context in paragraph 4, the probable meaning of the underlined sentence (44) is that cigarette companies _____.

- (a) successfully opposed the movement
- (b) eventually had to give in to change
- (c) effectively maintained the status quo
- (d) aggressively supported this reform

(45) In paragraph 5, the word permeating most likely means

(45)

_____.

- (a) punishing
- (b) entering
- (c) controlling
- (d) frustrating

(46) In paragraph 6, which of the following is NOT true?

- (a) These particles were discovered in only a limited number of products.
- (b) Despite lengthy exposure to water, plastics do not mineralize or go away.
- (c) In some countries most of the tap water was polluted with these particles.
- (d) Plastic particles can be so minute that they are invisible to the naked eye.

(47) Based on the content in paragraphs 7 and 8, select the answer that is most suitable for _____.

(47)

- (a) Never
- (b) Sort of
- (c) Not really
- (d) Rather

(48) In paragraphs 7 to 9, the author seems to suggest that, due to inconvenience, people tend to avoid taking action on the plastics issue, except in the case where _____.

- (a) the plastic litter (trash) is revealed after the snow melts
- (b) research confirms that organic foods will be unsafe to eat
- (c) evidence shows that it will seriously impact loved ones
- (d) the plastic in the ocean becomes too enormous to ignore

(49) In paragraph 10, what, according to the author, is the solution to this enormous problem?

- (a) We should invest more funds in developing better recycling technology.
- (b) We must prohibit clothing manufacturers from using synthetic materials.
- (c) We should create storage units for the proper disposal of plastic goods.
- (d) We must ultimately put an end to the production and use of plastic.

(50) What does the author mean by the phrase only the tip of a toxic iceberg ⁽⁵⁰⁾ in the context of this sentence?

- (a) That the solution to this issue is unreachable due to its height.
- (b) That this new science on micro-particles is rather impressive.
- (c) That this information is a minute part of a destructive whole.
- (d) That tips of icebergs provide clues to containing this problem.

6

次の会話文を読んで、(51)～(60)の問いに対する答えとして、最も適切なものを (a)～(d)の中からそれぞれ一つずつ選びなさい。

Eileen Kushner and Larry Kushner are a couple in their 70s. They are looking back on their early struggles in the 1960s.

Eileen: Raising the kids, we had no extra spending money.

Larry: Sometimes, for food, it got pretty tough. And I said, "How about going to talk to Carl at the McDonald's? Maybe he could hire you."
(51)

Eileen: And I said, "Carl, I'd like to make french fries and make your shakes for you. I'll be the best employee." And he said, "You're hired." I remember coming home, Larry, and I was so excited, dancing around, "I got a job."

Larry: In those days, there were no computers. If a customer wanted a hamburger, fries, and a Coke, you manually had to add it up.

Eileen: Exactly. I had done such a good job and I was starting to feel really good about myself. Until one day Carl led me over to a counter and said, "Eileen, this is your next responsibility." And in my mind, I knew that I wasn't able to add. I thought I was going to die. I went home that night, crying my eyes out to you and saying, "I'm gonna quit, Larry, because I don't want them to know that I don't know how to count the money back." And you said to me, "Eileen, you're gonna be ok." You came home and you brought singles, five dollar bills, and coins, and we started playing McDonald's. Do you remember?
(53)
(54)

Larry: I sure do.

Eileen: I would stand on one side of the table in the kitchen and you stood on the other and you would pretend you were a ⁽⁵⁶⁾_____. And the following day, I went back and asked if I could please have some Big Mac boxes, some fries boxes, and some cups. And then every day, Larry, with your help, I learned it. ⁽⁵⁷⁾ Larry, thank you. You opened up my world.

Larry: I just opened the door for you. ⁽⁵⁸⁾ You took the ball and ran with it, though, after that. ⁽⁵⁹⁾ Do you see yourself differently today than you were 30 years ago?

Eileen: I learned a very valuable lesson from Edison. After he invented the lightbulb, this young gentleman came up to him and asked him, "How did it feel to fail over 2000 times?" Edison said, "I never failed once. It was a 2000-step process." And this is what my life has been, Larry, more than 2000 steps. But ⁽⁶⁰⁾ we made it.

Larry: We did.

Eileen: We made it.

Adapted from Kushner, Larry and Eileen Kushner. "You came home and you brought singles, five dollar bills, and coins, and we started playing McDonald's." *StoryCorps*. Web. 16 Sept. 2016.

- (51) What does Larry mean by it got pretty tough?⁽⁵¹⁾
- (a) They could only afford stale food.
 - (b) They barely had enough food.
 - (c) She was not a good cook.
 - (d) The children had to fight for food.
- (52) What was Carl's job at the McDonald's?
- (a) The manager.
 - (b) The conductor.
 - (c) The examiner.
 - (d) The advertiser.
- (53) What was Eileen's next responsibility?
- (a) Cooking Big Macs.
 - (b) Being a cashier.
 - (c) Cleaning the counter.
 - (d) Buying the ingredients.
- (54) What does Eileen mean by I thought I was going to die?⁽⁵⁴⁾
- (a) She was seriously ill.
 - (b) She was overjoyed.
 - (c) She was thrilled.
 - (d) She was scared.
- (55) They played "McDonald's" because _____.
- (a) The children loved it.
 - (b) Eileen missed working at the McDonald's.
 - (c) They needed to have some fun.
 - (d) Larry wanted to help Eileen learn how to do math.

(56) Choose the most appropriate word for _____⁽⁵⁶⁾

- (a) customer
- (b) cashier
- (c) child
- (d) celebrity

(57) What does it mean?⁽⁵⁷⁾

- (a) How to play McDonald's well.
- (b) How to do addition.
- (c) How to pack food in boxes.
- (d) How to support each other.

(58) What does Larry mean by You took the ball and ran with it?⁽⁵⁸⁾

- (a) You became a good rugby player.
- (b) You did the rest by yourself.
- (c) You broke many rules.
- (d) You surprised me with your progress.

(59) What did Eileen probably use to think of herself?

- (a) That she was not strong.
- (b) That she was not rich.
- (c) That she was not pretty.
- (d) That she was not smart.

(60) What does Eileen mean by we made it?⁽⁶⁰⁾

- (a) That they invented the lightbulb.
- (b) That they created the problem.
- (c) That they learned a business lesson.
- (d) That they survived the difficult time.

7 次の文章を読んで、下線部(61)～(70)の設問に最適な答えを(a)～(d)から一つ選びなさい。

A new musical called *Ranked* is set in a dystopian world where your class rank—determined by grades and test scores—governs everything from where you sit to what your future holds.

There's a mean girl, ranked No. 1; a student who refreshingly doesn't care about rank; and a student on the edge who is under immense pressure to improve their standing. Really, all the characters are under ⁽⁶¹⁾_____ pressure. It's a major theme throughout.

Last spring, Kyle Holmes, a theater teacher at Granite Bay High School, and David Taylor Gomes, who helps run the school's musical, set out to write a show that was relevant and had ⁽⁶²⁾_____ characters for high schoolers.

Holmes says it's easy to see the pressure to do well at Granite Bay. "[Our students] are stressed all the time. They're staying up late, they're not sleeping, they're studying."

That stress, and the pressure that comes with it, inspired the lyrics of the song "Someone Always Bleeds":

Rich kids like you

Never have to pay their dues.

Who needs to read textbooks?

You've got daddy's checkbooks.

Someone always bleeds!

Early in the process, Holmes and Gomes involved experts: their students. They asked students to submit monologues, and they held workshops where dozens of students shared what their lives were like. They wanted to dig below the surface—beyond the idea of "school is hard, tests are hard," Gomes explains. "Not what they tell their parents, not what they tell their friends, but the things that they think about and don't express."

Over and over again, these conversations came back to the stress of academics and the value of self-worth. Many of the things students said made it directly into the script.

In the show, Emma Harlow, a senior who plays student Sydney Summers, delivers the line, “How do we know the difference between who we actually are and what people want from us?”

Harlow, the real-life student, actually said those words to Holmes, her theater teacher, months ago.

“I felt that my whole entire life,” she says. “I’m just doing things to make sure my family looks good and part of me got _____ along the way.”⁽⁶⁶⁾

Some of those feelings are captured in the song “Come Up for Air,” when the students in the show begin to reconcile expectations with _____.⁽⁶⁷⁾ “These waves keep crashing down,” they sing. “But we’re still there.”

Senior Natalie Collins loves a line that comes right after the characters discover a student’s family paid for his rank. The line is: “Ryan was playing the game, just like the rest of you.”⁽⁶⁸⁾

“It’s just so disgustingly real!” Collins says. “We’re all fighting and we’re all playing this game to get to the top, and get to the next step of education...” Just like Ryan.

When the show debuted on April 4, Harlow says she and her castmates watched their parents, and their friends’ parents, start to understand just how _____ and stressful their lives feel. Harlow is _____, those⁽⁶⁹⁾ conversations will continue after the show closes this weekend.⁽⁷⁰⁾

Adapted from Nadworny, Elissa. “A Dystopian High School Musical Foresaw The College Admissions Scandal.” npr. Web. 12 Apr. 2019.

(61) Choose the most appropriate word for _____.

- (a) immense
- (b) immediate
- (c) unique
- (d) strict

(62) Choose the most appropriate word for _____.

- (a) fictional
- (b) realistic
- (c) abnormal
- (d) incredible

(63) What are the Granite Bay students stressed about?

- (a) Their grades.
- (b) Their financial situation.
- (c) Their looks.
- (d) Their popularity.

(64) What does pay their dues mean?

- (a) Make up for their mistakes.
- (b) Pay for their education.
- (c) Make an effort.
- (d) Earn their own money.

(65) What does You've got daddy's checkbooks mean?

- (a) You stole your father's checkbooks.
- (b) Your father is always watching over you.
- (c) Your father loves you so much.
- (d) You can buy whatever you want.

(66) Choose the most appropriate word for _____.

- (a) lost
- (b) stolen
- (c) discovered
- (d) strengthened

(67) Choose the most appropriate phrase for _____.

- (a) who they really are
- (b) who they wish to be
- (c) who they used to be
- (d) who they cannot be

(68) What does Ryan was playing the game say about Ryan?

- (a) He was just having fun.
- (b) He was doing what was expected.
- (c) He was being selfish.
- (d) He was trying to be someone else.

(69) Choose the most appropriate word for _____.

- (a) comfortable
- (b) comparative
- (c) considerate
- (d) competitive

(70) Choose the most appropriate word for _____.

- (a) pessimistic
- (b) hopeful
- (c) afraid
- (d) enthusiastic

- 8 次の文章を読んで、(71)～(75)の問いに対する最適な答えを(a)～(d)の中から1つ選びなさい。

Even people who know nothing about the “critical period” language research are certain that, in school programs for second or foreign language teaching, “younger is better.” However, both experience and research show that older learners can attain high, if not “native,” levels of proficiency in the second language. Furthermore, it is essential to think carefully about the goals of an instructional program and the context in which it occurs before we ⁽⁷¹⁾_____ about the necessity—or even the desirability—of the earliest possible start.

The role of the critical period in second language acquisition is still much debated. For every researcher who holds that there are ⁽⁷²⁾_____ on language acquisition, there is another who considers that the age factor cannot be separated from factors such as motivation, social identity, and the conditions for learning. Researchers argue that older learners may well speak with an accent because they want to continue being identified with their first language cultural group, and adults rarely get access to the same quantity and quality of language input that children receive in play settings.

Many people conclude on the basis of studies that it is better to begin second language instruction as early as possible. Yet it is very important to ⁽⁷⁴⁾bear in mind the context of the studies. They deal with the highest possible level of second language skills, the level at which a second language speaker is indistinguishable from a native speaker. But achieving native-like mastery of the second language is not a goal for all second language learning, in all contexts.

When the objective of second language learning is native-like mastery of the target language, it is usually desirable for the learner to be completely surrounded by the language as early as possible. However, early intensive

exposure to the second language may cause the loss or incomplete development of the child's first language.

When the goal is basic communicative ability for all students in the school setting, and when it is assumed that the child's native language will remain the primary language, it may be more efficient to begin second or foreign language teaching later.

Adapted from Lightbown, Patsy M. and Nina Spada. *How Languages Are Learned*. Oxford University Press, 2002, pp. 67-68.

- (71) Which phrase best fits the blank _____?
(71)
- (a) run a mile
 - (b) jump to conclusions
 - (c) break the ice
 - (d) spill the beans
- (72) Which word best fits the blank _____?
(72)
- (a) conferences
 - (b) contents
 - (c) conflicts
 - (d) constraints
- (73) What is one reason NOT given that explains why older second language learners may speak with an accent?
- (a) They don't have the same amount of input as children do.
 - (b) They don't receive input that is as good as children.
 - (c) They don't want to lose their first language identity.
 - (d) They don't get to play as much as children.

(74) What does bear in mind mean?

- (a) research
- (b) consider
- (c) teach
- (d) deliver

(75) Why is native-like mastery of the second language not a goal for all learners?

- (a) Because it will damage the acquisition of the first language.
- (b) Because the educational system does not have the know-how for it.
- (c) Because the age factor cannot be separated from motivation.
- (d) Because the role of the critical period is controversial.



