

2011年度

英 語

(問 題)

< H2305BY16 >

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および記述解答用紙を開かないこと。
2. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督員に知らせること。
3. マーク解答用紙記入上の注意
  - (a) 印刷されている受験番号を確認したうえで、氏名欄に氏名を記入すること。
  - (b) 解答用紙の解答欄は、すべてHBの黒鉛筆またはHBのシャープペンシルでマークすること。
  - (c) 解答は指定された解答欄にマークし、その他の部分には何も書かないこと。
  - (d) マーク欄には、はっきりとマークすること。また、訂正する場合は、消しゴムでていねいに、消し残しがないようによく消すこと（砂消しゴムは使用しないこと）。

(例)

マークする時	●	○	○	○
マークを消す時	○	○	○	○

4. 記述解答用紙の所定の欄（2 か所）に、氏名および受験票に記載されている受験番号を、正確に記入すること。受験番号は、右詰めで記入し、番号欄に余白が生じる場合でも、番号の前に「0」を記入しないこと。

(例) 3825番 ⇨

万	千	百	十	一
	3	8	2	5

※数字は読みやすいように、はっきり記入すること。

読みにくい数字は採点処理に支障をきたすことがあるので、注意すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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5. いかなる場合でも、解答用紙は必ず提出すること。

次の会話文を読み、下記の設問に答えよ。

*Leonard is being transferred from the company's headquarters to an office in Japan. He is calling the Efficient Movers Inc. to make the arrangements related to the move.*

- Jerry:** Good morning, Efficient Movers Incorporated, Jerry Brown speaking. ( 1 )
- Leonard:** Yes, good morning. I need to make arrangements about my move to Tokyo. This is the first time for us to be transferred overseas, so I'm not really sure where to begin...
- Jerry:** ( 2 ) We'll try to make this process as painless as possible. First of all, you need to decide what you'll bring with you and what you plan to send ahead.
- Leonard:** Right. I'm pretty certain my employer will cover most of the costs, but just to be on the safe side, I'd like you to send me information with all your rates.
- Jerry:** Consider it done. Obviously this'll give you just a rough idea of the expenses. To get a more accurate estimate, we'll need to visit your home and do a calculation there.
- Leonard:** Sure, I'll talk to my wife and she'll call you back to arrange a convenient day. ( 3 )
- Jerry:** Pretty much... just give us a two-day notice, please. Also, do bear in mind that air shipment is very expensive. If there is something you won't be needing right away, we recommend you send it by sea.
- Leonard:** ( 4 ) A colleague of mine has been in his new assignment for two months now and he has yet to receive the stuff he shipped. Can we end up in the same situation?
- Jerry:** ( 5 ) Delays do occur, but our company has been in this business a long time, and we're confident it won't take that long. From the time of pick-up probably count on four to six weeks till delivery date.
- Leonard:** If this is the case, there won't be a problem. We'll just need to figure out what are the things we can't live without the first couple of weeks in the new place.
- Jerry:** Very good. Then I'll follow up with an email later on today, and hopefully once you have a chance to look at our policies you will feel a bit more at ease.
- Leonard:** Many thanks. My wife, Midori, will be in touch.
- Jerry:** Looking forward to her call, and thank you again for contacting us today.

(Original text)

設問 1. 会話文の空所(1)~(5)を埋めるのにもっとも適当なものを(a)~(j)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- |   |                                  |
|---|----------------------------------|
| (a) Are you available anytime?                | (f) I understand your situation. |
| (b) Do you have a regular job?                | (g) Let me be honest.            |
| (c) How may I assist you?                     | (h) May I ask who is calling?    |
| (d) I can personally guarantee that you will. | (i) This is a terrific option!   |
| (e) I hear it can take forever.               | (j) We are off to a good start.  |

設問 2. 下線部(イ)~(ニ)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- |   |   |
|---|---|
| (イ) (a) to cover all possibilities            | (c) to make sure the move will be safe  |
| (b) to ensure fairness in the process         | (d) to save even more money             |
| (ロ) (a) It has been accomplished.             | (c) We can certainly consider it.       |
| (b) It will be done following a consultation. | (d) We will take care of it right away. |
| (ハ) (a) find ourselves                        | (c) reach the limit                     |
| (b) finish working                            | (d) satisfy ourselves                   |
| (ニ) (a) you will be more careful              | (c) you will be somewhat relieved       |
| (b) you will be more convinced                | (d) you will realize how easy it is     |

次の英文を読み、下記の設問に答えよ。

Two people in every five are either planning to move abroad or have seriously considered doing so, according to a new poll.

The poll, carried out for the Taxpayers' Alliance, a pressure group, suggests that unhappiness over living in Britain has doubled in the space of a year. The 【 carried / equivalent / last / out / poll / this / time / year 】 showed that 22% had seriously considered emigrating or were planning to do so. In the latest poll that figure is 40%.

“(A) With a record tax burden, rising prices, and barely improved public services, people feel that they are working harder and harder simply to stand still,” said Matthew Elliott, chief executive of the Taxpayers' Alliance. “In these circumstances it's unsurprising that so many people are looking for a better life abroad.”

He added: “Voters want better government and lower taxes, and the party that adopts this modern agenda will reap the electoral rewards.”

Last month official figures showed that more people left the UK in the year to mid-2006 than in any year since records began in their present form in 1991. The Office for National Statistics said 385,000 people left Britain permanently — 196,000 British citizens and 189,000 long-term migrants who had been living in Britain for more than a year.

A recent analysis showed that 5.5 million people born in Britain now live permanently abroad. The most popular destinations are Australia, Spain, France, and America, but there is a growing list of countries — 41 in all — with more than 10,000 permanent British-born residents.

Those who emigrate tend to be younger people without family ties and those retiring. The poll shows that 50% of 25- to 34-year-olds have either given serious thought to moving abroad permanently or are planning to do so.

Their main financial complaints in Britain were high utility bills (65%), council tax (61%), rising prices in general (54%), the affordability of housing (51%), the rising tax burden generally (37%), and high levels of debt (36%).

Other surveys have pointed to non-financial concerns such as crime and anti-social behaviour, overcrowding, poor transport, and high levels of immigration.

With worries about job security and unemployment coming low down on people's list of financial worries, the Taxpayers' Alliance says that the Conservative Party, in presenting an alternative to the Labour Party, should focus on high council-tax bills and the overall tax burden.

(Adapted from *The Sunday Times*, September 9, 2007)

注 council tax (英国の) 地方税

設問 1. 下線部(A)を日本語に直し、記述解答用紙の所定欄に書け。

設問 2. 下線部(1)～(3)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- |     |                              |                            |
|-----|------------------------------|----------------------------|
| (1) | (a) not to die in vain       | (c) to go wrong            |
|     | (b) not to fall behind       | (d) to remain quiet        |
| (2) | (a) pay the penalty          | (c) save electricity       |
|     | (b) receive a payment        | (d) win an election        |
| (3) | (a) applying pressure        | (c) lowering expectations  |
|     | (b) decreasing possibilities | (d) receiving low priority |

設問 3. 【 】内の単語を、前後の意味から考えて正しい順序に並べ替え、記述解答用紙の所定欄に書け。

設問 4. (a)～(d)の英語の読み方として正しくないものを一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) 2006: two thousand six
- (b) 385,000: three hundred and eighty-five thousand
- (c) 5.5 million: five point five million
- (d) 61%: sixty-one percents

設問 5. 本文の内容に合わないものを(a)～(d)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) Financial concerns are a primary cause of British emigration.
- (b) People without young children are more likely to consider moving abroad.
- (c) The number of people who left Britain doubled in just one year.
- (d) There are more than 10,000 permanent British-born residents in France.

設問 6. 本文の英文のタイトルとしてもっとも適当なものを(a)～(d)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) Financial Worries Drive More Out of UK
- (b) Increased Taxes Lead to Less Job Security
- (c) New Poll Reveals New Tax Burden
- (d) New Tax Attracts Immigrants to UK

III 次の英文を読み、下記の設問に答えよ。

On a manmade island in Tokyo Bay, garbage is getting a new life. Tons of waste are brought here daily to a large industrial building. What can't be recycled is burned and filtered for poisonous chemicals. The ash is turned into building ( 1 ), and the heat is converted into electricity—enough to power 55,000 homes.

The process saves landfill space. Air pollution is minimal. The four-year-old firm, Tokyo Waterfront Recycle Power Co., will turn its first profit this year, said President Ikuo Onaka. But, he contends, the rewards aren't purely <sup>(1)</sup>( 2 ).

“We're making a social contribution,” said Onaka, whose business is one of nine firms operating on Tokyo's waterfront to reuse the city's garbage instead of burying it.

These private-sector companies are part of a very public push by Tokyo's metropolitan government to turn this dense urban area, home to 13 million people, into the world's most eco-friendly mega-city.

In addition to reducing waste, Tokyo over the last few years has introduced a range of environmentally conscious initiatives. Those include toughened environmental building standards, cash ( 3 ) for residents to install solar panels, and a plan for greening the city, including planting half a million trees and converting a 217-acre landfill in Tokyo Bay into a green area.

The most ambitious effort yet kicked off in April, when Tokyo launched a required program for 1,400 of the area's factories and office buildings to cut their carbon emissions 25% from 2000 levels by the end of 2020. The plan includes a carbon cap-and-trade system, the first ever attempted by a metropolitan area. The mechanism sets limits on emissions and requires those who exceed them to buy pollution rights from those who are under their limits.

Tokyo's strategy is not ( 4 ) that of California. The state's important regulation known as AB 32 requires polluters to reduce their emissions significantly over the next decade. But while opponents, including large oil companies, are funding a campaign to halt that effort in California, Tokyo is moving forward.

More than half the world's population now resides in cities. Metropolitan Tokyo and its surrounding prefectures have about as many people as the entire state of California. The way such crowded places

respond to climate change will largely determine whether global warming can be slowed.

“We recognize our responsibility as a big city to serve as an environmental leader,” said Teruyuki Ohno, director general for climate strategy for Tokyo’s Bureau of the Environment. “私たちが最善をつくしているのは、私たちが東京を住むのにより良い場所にする責任を持っているからだ。”<sup>(A)</sup>

(Adapted from *Los Angeles Times*, May 3, 2010)

注 landfill space 埋立地

設問 1. 下線部(イ)～(ニ)の意味にもっとも近いものを (a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- |     |                 |               |               |               |
|-----|-----------------|---------------|---------------|---------------|
| (イ) | (a) change      | (b) make      | (c) recover   | (d) undertake |
| (ロ) | (a) approach    | (b) drive     | (c) need      | (d) order     |
| (ハ) | (a) industries  | (b) leaders   | (c) models    | (d) plans     |
| (ニ) | (a) knocked out | (b) played on | (c) rebounded | (d) started   |

設問 2. 空所(1)～(4)を埋めるのにもっとも適当なものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- |     |                |                |               |                 |
|-----|----------------|----------------|---------------|-----------------|
| (1) | (a) bridges    | (b) companies  | (c) material  | (d) waste       |
| (2) | (a) beneficial | (b) demanding  | (c) financial | (d) stable      |
| (3) | (a) incentives | (b) shortfalls | (c) surpluses | (d) withdrawals |
| (4) | (a) related to | (b) subject to | (c) unlike    | (d) worth       |

設問 3. 次の 1.～4.について、本文の内容にもっとも合うものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

1. Why did President Ikuo Onaka say that his company is making a social contribution?  
(a) Because it is burying the city’s garbage.  
(b) Because it is buying the city’s garbage.  
(c) Because it is constructing the city’s buildings.  
(d) Because it is reusing the city’s garbage.
2. What is Tokyo’s metropolitan government trying to achieve?  
(a) Making Tokyo the world’s most ecologically minded metropolis.  
(b) Promoting large-scale eco-friendly activities that do not lead to profit.  
(c) Setting up as many eco-friendly private-sector companies as possible.  
(d) Spreading the eco-movement of Tokyo across the country.
3. What is a “carbon cap-and-trade system”?  
(a) A system in which a cap is set on emissions and any company exceeding the limit is penalized.  
(b) A system in which pollution is reduced through technical exchange with other countries.  
(c) A system that regulates emissions by restricting trading of carbon among companies.  
(d) A system that restricts emissions but allows companies to make adjustments through trade.
4. What are opponents of the emissions regulation doing in California?  
(a) They are constructing large oil-drilling facilities.  
(b) They are making a profit by sustaining the state’s effort.  
(c) They are providing money for a campaign to stop the state’s effort.  
(d) They are reducing their emissions significantly.

設問 4. 下線部(A)を英語に直し、記述解答用紙の所定欄に書け。ただし、最初の 3 語は与えられている。

#### IV 次の英文を読み、下記の設問に答えよ。

Whether we like it or not, the world we live in has changed a great deal in the last hundred years, and it is likely to change even more in the next hundred. Some people would like to stop these changes and go back to what they see ( A ) a purer and simpler age. But as history shows, the past was not that wonderful. It was not so bad for a privileged minority, though even they had to do without modern medicine, and childbirth was highly risky for women. However, for the vast majority of the population, life was nasty, harsh, and short.

Anyway, even if one wanted to, one couldn't put the clock back to an earlier age. Knowledge and techniques can't just be forgotten. Nor can one prevent further advances in the future. Moreover, one cannot stop inquiring minds from thinking about basic science, whether or not they are paid for it.

If we accept that we cannot prevent science and technology from changing our world, we can at least try to ensure that the changes they make are in the right directions. In a democratic society, this means that the public needs to have a basic understanding of science, so that it can make informed decisions and not leave them in the hands of experts. At the moment, the public has a rather ambivalent attitude toward science. It has come to expect the steady increase in the standard of living that new developments in science and technology have brought to continue, but it also distrusts science because it doesn't understand it. But the public also has a great interest in science, particularly astronomy.

What can be done to make use of this interest and give the public the scientific background it needs to make informed decisions on subjects like acid rain, the greenhouse effect, nuclear weapons, and genetic engineering? Clearly, the basis must lie ( B ) what is taught in schools.

The science people learn in school can provide the basic framework. But the rate of scientific progress is now so rapid that there are always new developments that have occurred since one was at school or university. Popular books and magazine articles about science can help to put across new developments, but even the most successful popular book is read by only a small proportion of the population. Only television can reach a truly mass audience. Producers of television programs should realize that they have a responsibility to educate the public, not just entertain it.

What are the science-related issues that the public will have to make decisions ( C ) in the near future? By far the most urgent is that of nuclear weapons. Other global problems, such as food supply or the greenhouse effect, are relatively slow-acting, but a nuclear war could mean the end of all human life on earth ( D ) days. It is very important that the public realize the danger and put pressure on all governments to agree to large arms cuts. It probably is not practical to remove nuclear weapons entirely, but we can lessen the danger by reducing the number of weapons.

If we manage to avoid a nuclear war, there are still other dangers that could destroy us all. There's a black joke that the reason we have not been contacted by an alien civilization is that civilizations tend to destroy themselves when they reach our stage. But I have sufficient faith in the good sense of the public to believe we might prove this wrong.

(Adapted from Stephen Hawking: *Black Holes and Baby Universes and Other Essays*, 1993)

設問 1. 次の 1. ~ 4. について、本文の内容に合うものはマーク解答用紙の T の欄に、合わないものはマーク解答用紙の F の欄にマークせよ。

1. History tells us that the past was not so wonderful for people in general, and even for a few fortunate ones, since life was not easy in many ways.
2. Since science and technology are destined to make progress for mankind, all we have to do is to gain some knowledge of science and leave the rest to experts.
3. Television has a great responsibility to let the public know about scientific developments, because television can reach out to the greatest number of people and there is always some new progress in science.
4. We should make informed decisions on reducing nuclear weapons so that all governments can more easily abolish those weapons.

設問 2. 下線部(1)～(4)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- (1) (a) have no relationship with (c) put an end to  
(b) live with no help of (d) spend no time on
- (2) (a) minds that reject non-scientific methodology and values  
(b) minds that repeatedly question stored information  
(c) people who are eager to study the unknown  
(d) people who investigate brain function and performance
- (3) (a) having doubtful opinions (c) having opposing opinions  
(b) having insightful opinions (d) having optimistic opinions
- (4) (a) apply (b) communicate (c) edit (d) publish

設問 3. 空所(A)～(D)を埋めるのもっとも適当なものを(1)～(4)からそれぞれ選び、マーク解答用紙の所定欄にマークせよ。

- (A) (1) as (2) at (3) for (4) in  
(B) (1) before (2) for (3) in (4) toward  
(C) (1) around (2) by (3) on (4) with  
(D) (1) after (2) before (3) for (4) within

設問 4. 下線部(イ)と(ロ)が指す語句をそれぞれ本文から抜き出し、記述解答用紙の所定欄に書け。

設問 5. 下線部(a)を日本語に直し、記述解答用紙の所定欄に書け。

設問 6. 下線部(b)が指している本文の部分を日本語に直し、記述解答用紙の所定欄に書け。

V 次の英文を読み、下記の設問に答えよ。

On a recent morning at a public school in Toronto, Canada, a class of third-grade students sat in a circle around a green blanket and focused intently on a small baby crawling happily towards her mother. “When this girl looks at her mom she’s checking that everything is fine,” explains one boy, who is learning how to understand and respond to the emotions of the baby—and to those of his classmates—in an ( イ ) school program called “Roots of Empathy”, or ROE for short.

Bullying at school has become one of the most serious social issues. It goes beyond national borders and is a major concern in developed and developing countries alike. Teachers, parents, and students themselves are wondering what can be done to put a stop to it and create an atmosphere favorable to learning. One important question that is being heard more and more is: “Can kindness be taught?” The Roots of Empathy program seems to be going one step further. It does not simply teach how to be kind, how to feel the pain of others—it demonstrates it, and allows teenagers to become more emotionally mature through this experience.

This program was founded in 1996 as an experimental response to the ( ロ ) violence in schools across North America. Since its beginning in Canada, Roots of Empathy has been introduced in four countries, including Japan, and this academic year it reached some 50,000 children. At the core of the program is an opportunity for students to observe the interaction between a mother and her baby. A loving parent and a small baby become part of the class, and teenagers witness a relationship of intense affection and trust. In the process they learn to understand the perspective of others. Once a month

students watch how a parent and a baby communicate. Following these visits, special ROE instructors engage students in discussions.

The nonprofit program is ( ハ ) a large number of scientific studies which conclude that the human brain is fundamentally designed to care for, cooperate with, and support others. If we are placed in an environment which nurtures these qualities, we will presumably grow up to be compassionate and sensitive individuals. However, timing is very important. Just like language acquisition, our inherent capacity to sympathize with others is ( ニ ) affected by early experience. In this sense, childhood is a critical period for emotional as well as language development. If children have no chance to witness love and affection, there is a greater risk they will become aggressive or even violent.

The principles of Roots of Empathy have attracted worldwide attention among educators, policy-makers, and even spiritual leaders. The Dalai Lama is one of the greatest fans of this program, firmly believing that it can ultimately help promote world peace. It is still premature to make any broad generalizations about the success of the program, though, as relatively <sup>(2)</sup> little scientific data is available. However, initial indications are promising. <sup>(3)</sup> The results of nine studies have shown that students who have participated in this program have become less aggressive and the frequency of bullying has declined.

At present this program is still largely at the experimental stage. In order for it to be fully accepted by national education authorities a careful examination of the results will be necessary; however, it may well represent a very positive development in our fight against violence in schools.

(Adapted from *Time*, May 24, 2010)

設問 1. 次の 1. ~ 4. について、本文の内容にもっとも合うものを (a) ~ (d) からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

1. What is the main goal of the ROE program?
  - (a) To enable students to understand the emotions of a baby through close interaction.
  - (b) To familiarize teenagers with the parent-child relationship.
  - (c) To help children around the world become aware of world peace.
  - (d) To reduce aggressive behavior at schools by promoting student compassion.
2. How are human sympathy and language-learning ability similar?
  - (a) Both qualities are present at birth, and can develop independent of our environment.
  - (b) Both qualities can develop at any stage of our lives provided they are properly cultivated.
  - (c) Lifelong education is critical for the development of both qualities.
  - (d) The development of both qualities depends on our surroundings at the early stages of our lives.
3. What does the existing data say about the effects of the ROE program?
  - (a) The results point to the positive effect of the program on the level of violence at schools.
  - (b) The results suggest that the ROE program is effective for developing creativity among students.
  - (c) The results suggest that the ROE program leads to better academic performance.
  - (d) The results support the opinion of the Dalai Lama about the role of the program.
4. Which of the following statements about the ROE program is true?
  - (a) This program has been embraced by education officials in many countries due to the results it demonstrated.
  - (b) The program has been successful because it is very localized and addresses regional concerns.
  - (c) The substance of the program is limited to the observation of parent-baby interaction on a bi-weekly basis.
  - (d) The theory behind the program is that we are inherently compassionate human beings.



設問 2. 下線部(1)～(3)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- (1) (a) ambitions (b) items (c) problems (d) tensions  
(2) (a) not possible (b) too early (c) unnecessary (d) unprofessional  
(3) (a) assured of success (c) suggesting future potential  
(b) quite discouraging (d) to be treated with caution

設問 3. 空所(イ)～(ニ)を埋めるのにもっとも適当なものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- (イ) (a) abstract (b) appropriate (c) ethnic (d) innovative  
(ロ) (a) declining (b) escalating (c) illuminating (d) uninspiring  
(ハ) (a) based on (b) conducted by (c) followed by (d) paid for by  
(ニ) (a) hardly (b) momentarily (c) negatively (d) profoundly

設問 4. 本文の内容を表すものとしてもっとも適当なものを(a)～(d)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) Children can modify their behavior for the better when exposed to acts of kindness.  
(b) Education problems in North America stem from a lack of sensitivity in the classroom.  
(c) Our environment is fundamentally favorable to the nurturing of compassion in human beings.  
(d) The ROE program cannot be trusted because it is relatively new and the results have to be verified.

[以 下 余 白]