





## 英 語 問 題

(解答番号 1～50)

はじめに、これを読みなさい。

1. この問題冊子は、15 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し、確認すること。
3. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
4. 解答は、すべて解答用紙の所定欄にマークするか、または記入すること。所定欄以外のところには何も記入しないこと。
5. 問題に指定された数より多くマークしないこと。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入のこと。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
9. 解答用紙はすべて回収するので、持ち帰らず、必ず提出すること。ただし、この問題冊子は、必ず持ち帰りなさい。
10. 試験時間は、60 分である。
11. マーク記入例

(マーク記入例)

良い例	悪い例
	  

[ I ] 次の文章を読んで、以下の各問に答えなさい。

When I had the chance to go to college my mother was against it because she wanted me to go out and get a job and bring some money into the house. This was ( 1 ) the fact that the government was going to pay for my fees, my books and even my living costs. This was Britain in 1967.

The government paid for any student who managed to get into higher education and only denied funding to the rich. Without such funding it would have been out of the ( 2 ) for me to go on with my education and therefore climb my way higher up the food chain. Looking back now, I shall always be grateful to those post-war politicians and officials who ( 3 ) the welfare state and gave me the gift of a free education, free medical treatment and the safety net of unemployment benefit. Those were the days. Harold MacMillan, a Conservative Prime Minister of the era, famously said, "You've never had it so good." And he was right. Today is very different.

( 4 ) of the 47 universities that existed by the early sixties there are now over one hundred and the percentage of school leavers going into university education has gone from less than 10% to over 60%. Clearly the government can now no longer afford to subsidise education as it once did and the burden will fall on the students when they graduate. The baby-boomers who benefitted from free education are now the parents or even grandparents of these children. They can sometimes help financially but more often than not (5) they have enough to worry about struggling to survive on inadequate pensions.

Students and their parents are facing further nightmares as universities have recently been given permission to charge commercial tuition fees. This means that on average fees will probably double and in many cases triple. The likely effects on student recruitment and on the quality of education can only be guessed at. The present government insists that students can manage the rises because these fees will not be charged until students graduate and get a

job paying over 21,000 \*GBP (equivalent to approximately 3 million yen). This is hardly a fortune and is, in fact, slightly below the average annual income in Britain.

The new policy has brought a storm of protest from students, parents and leftist activists. The National Union of Students organised a demonstration in London against the fee rises. This went off peacefully at the beginning with thousands of students and others taking part in an orderly march to Parliament. Unfortunately on the way, some students, possibly under the influence of alcohol and egged on by more violent minded elements of the crowd, stormed the Conservative Party's London headquarters. Glass doors were broken, the light security force was overwhelmed and protesters entered the building causing havoc. Furniture was smashed, offices were broken into and their contents destroyed. Even fire extinguishers were thrown from upper floors. Some protesters and police officers were injured. It was chaos. The police admitted later that they were not prepared for such violence

This kind of reaction to what are seen as unfair ( 7 ) by the government is not unheard of in British society but it hasn't happened for a long time. Similar attempts by other European countries, such as France, Italy and Greece to introduce cutbacks in educational budgets brought ( 8 ) similar violent protests. Western European governments are attempting to deal with a continuing financial and economic crisis by reducing public spending and that inevitably means that education budgets have to be cut, for education is a big ticket item. But these cuts are painful and go against the grain of social trends that have been a central part of European life for the past century. It is just unthinkable to many people that education should be a business like any other where customers are simply charged the going rate.

But there are people who are very willing to pay the going rate and even more. Such people are the rich. There are rich people in Britain and rich foreigners who view the rises with \*equanimity and who think the price of

admission to a British education is worth every penny Over the last decade there has been a huge influx in the number of foreign students to Britain Rich Russians, Chinese, Arabs, and Indians are more than willing to shell out the 27,000 - 35,000 GBP (approximately 4-5 million yen) it takes <sup>(9)</sup> to educate a student each year, including living expenses That is more than the average British person makes in a year Ordinary British people view with horror their education system being hijacked by the rich from both inside and outside the country But the policy of the present British government is to encourage this practice and indeed rich immigrants are being welcomed to come and live in the UK whilst ordinary immigrants face a cap placed on numbers allowed in

Thus the education policies fit neatly into the immigration policies of the government However we should ask, "What is the price of this commercialisation of education?" At the moment around half the number of graduate students at Cambridge University are not British This is reflected in the figures for students in graduate education in universities up and down the country This is a good thing in that Britain is benefitting from the input of the cream of the world's young minds However does this mean also that standards might be dropping with the inflow of so many foreign students who sometimes get a place simply because they have the means to pay the fees? University administrators and academics assure us that this is not the case However, we need to take those assurances with a pinch of salt It is a fact, for example, that many of these students need language support at the universities and programmes for English for academic purposes, both pre-sessional and sessional, are expanding There are services being advertised on the Internet that, for a price, offer to write essays and academic papers for those students who lack the skills to do so themselves <sup>(11)</sup> These developments point to an academic literacy black hole Perhaps more importantly though, I wonder whether people like me who could not afford higher education at all will lose out in this new education business

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注 \*GBP : British currency

\*equanimity : calmness of mind

問 1 空欄( 1 )に入れるべき最も適切なものを, 次のA~Dのうちから1つ  
選び, その記号を解答用紙の所定欄にマークしなさい。

A. despite      B. in spite      C. instead      D. thanks to

問 2 空欄( 2 )に入れるべき最も適切なものを, 次のA~Dのうちから1つ  
選び, その記号を解答用紙の所定欄にマークしなさい。

A. economy      B. problem      C. question      D. situation

問 3 空欄( 3 )に入れるべき最も適切なものを, 次のA~Dのうちから1つ  
選び, その記号を解答用紙の所定欄にマークしなさい。

A. find      B. found      C. founded      D. had found

問 4 空欄( 4 )に入れるべき最も適切なものを, 次のA~Dのうちから1つ  
選び, その記号を解答用紙の所定欄にマークしなさい。

A. Because      B. Despite      C. Instead      D. Regardless

問 5 下線部(5)の意味として最も適切なものを, 次のA~Dのうちから1つ選  
び, その記号を解答用紙の所定欄にマークしなさい。

A. always      B. rarely      C. seldom      D. usually

問 6 下線部(6)の意味として最も適切なものを, 次のA~Dのうちから1つ選  
び, その記号を解答用紙の所定欄にマークしなさい。

A. agitated      B. discouraged      C. gathered      D. protested

問 7 空欄( 7 )に入れるべき最も適切なものを、次のA～Dのうちから1つ  
選び、その記号を解答用紙の所定欄にマークしなさい。

A. assurances      B. issues      C. measures      D. problems

問 8 空欄( 8 )に入れるべき最も適切なものを、次のA～Dのうちから1つ  
選び、その記号を解答用紙の所定欄にマークしなさい。

A. about      B. in      C. out      D. over

問 9 下線部(9)の意味として最も適切なものを、次のA～Dのうちから1つ選  
び、その記号を解答用紙の所定欄にマークしなさい。

A. 少しは価値がある  
B. お金を払うだけ無駄である  
C. お金を払うだけの価値がある  
D. 1ペニーの値打ちしかない

問10 下線部(10)の意味として最も適切なものを、次のA～Dのうちから1つ選  
び、その記号を解答用紙の所定欄にマークしなさい。

A. discount      B. donate      C. earn      D. pay

問11 下線部(11)の意味として最も適切なものを、次のA～Dのうちから1つ選  
び、その記号を解答用紙の所定欄にマークしなさい。

A. 額面通りに      B. 誇張して      C. 大胆に      D. 割り引いて

問12 下線部(12)の意味として最も適切なものを、次のA～Dのうちから1つ選  
び、その記号を解答用紙の所定欄にマークしなさい。

A. cheaply      B. expensively      C. pricelessly      D. reasonably

問13 本文の内容に即して、以下の(13)~(22)それぞれに続く最も適切なものを、次のA~Dのうちから1つ選び、その記号を解答用紙の所定欄にマークしなさい。

(13) Some forty years ago

- A. education was more costly than now.
- B. education was tax-free.
- C. nobody paid for education.
- D. students mostly did not pay fees.

(14) The welfare state was set up for the benefit of

- A. people who came to the UK to study
- B. politicians and officials in government
- C. the ordinary people of Britain
- D. those who were rich enough to pay.

(15) The situation in the UK today compared to almost half a century ago is that

- A. more people are less well educated
- B. only about 10% of school leavers go to university
- C. the number of universities has increased by 60%.
- D. there are more university places available

(16) The increase in the costs of university education

- A. is being paid for by the parents who earn over 21,000 GBP
- B. is to be covered by graduates who get jobs paying over 21,000 GBP.
- C. mostly comes from the pockets of both parents and students.
- D. will have to be paid for by students' grandparents from their pensions.

- (17) Fees will increase by
- A a modest amount over what is paid now.
  - B approximately 50% from present levels
  - C the rate of inflation.
  - D two or three times the present charge.
- (18) The demonstration
- A became violent against the wishes of the organisers.
  - B did not surprise anybody when it became violent.
  - C had been organised by an informal group of students.
  - D was successful in avoiding violent clashes with police
- (19) These kinds of violent outbursts
- A are limited to Britain rather than the rest of Europe.
  - B come from a lack of manners by young students
  - C sometimes occur when the government acts unfairly.
  - D were new to British people who aren't used to them.
- (20) The reason for cuts in the education budget is
- A that costs were too high for parents to pay.
  - B that students behave badly and don't study.
  - C that the government doesn't have the means to pay.
  - D that the government made some unfair decisions
- (21) There is a market for high price education
- A amongst ordinary parents and young people
  - B but it is one that does not include middle level earners.
  - C if immigration is made easier for those who are less wealthy.
  - D when the government discourages rich immigrants.



- (22) The danger of high price education is that
- A. the level of competition for applicants will increase.
  - B. the number of universities will increase over time.
  - C. the standards will become lower eventually
  - D. the universities will accept too many students

問14 本文で使われている次の(23)~(27)の単語について、最も強く発音する音節の母音が同じものを、次のA~Dのうちからそれぞれ1つ選び、その記号を解答紙の所定欄にマークしなさい。

(23) subsidise

- A. comfortable    B. industry    C. sideboard    D. submit

(24) nightmare

- A. cashmere    B. here    C. ice    D. there

(25) tuition

- A. equal    B. immediate    C. immigrant    D. mediocrity

(26) furniture

- A. future    B. heard    C. heart    D. torture

(27) academic

- A. casual    B. demand    C. generosity    D. relative

〔Ⅱ〕 次の会話を読んで、以下の各問に答えなさい。

*Three students are talking about Japanese culture. Kenji (K) is Japanese, Robert (R) is Canadian and Shien (S) is Chinese.*

K : I'm interested to know why you guys got interested in Japan

R : Well, for me I read an article about kabuki in a magazine when I was in high school. I thought the costumes and make-up were just out of this world.

S : You mean the images just hooked you and you had to find out more?

R : Yes, that was how it all began for me. Then I looked up kabuki on the Internet and I saw loads of sites all written in Japanese. I noticed the kanji surrounding the images of the actors. You know, they're on the advertisements for the shows. And I couldn't read anything! I thought, one day I'll look at those squiggly lines and I'll know what they mean.

K : So, the kanji themselves gave you the motivation to learn to read Japanese

R : Yes, the kanji and the hiragana. It all looked part of the artistic whole. The pictures of the kabuki scenes and the writing surrounding them made a kind of puzzle and I was determined to unlock the secret.

S : Can you read those kanji now?

R : ( 28 ) I just did a three-month course before coming to Japan and I'm now only a semester into my Japanese studies here. I still have a long way to go before I can decipher those posters.

K : But you're not going to give up, right?

R : ( 29 ) You see it's the journey that matters, not the final destination. But to be fair, it's easier for people like Shien. After all, she starts with an advantage.

K : Okay Shien. How did you get interested in things Japanese?

S : Before that I'd like to come back at Robert I guess it's true that Chinese is a pictographic language just like Japanese but there the resemblance ends Many of the Chinese kanji are very different from the Japanese ones

R : Okay, of course I accept that Chinese and Japanese kanji are often different but don't you think there is a big difference between people who think in kanji and those who think in romaji? I was so confused when I first came to Japan because I couldn't make head nor tail of the kanji I was always desperately looking round for romaji or kana. At least I could make those bits out

S : ( 30 ) I have to admit that the sight of kanji made me feel relieved when I first got here because I could always get some hint from them of what the message was. So, if you're saying that people in the world are divided into kanji heads and romaji heads, I guess you have a point.

K : Well from one kanji head to another could we get back to how you got interested in Japan?

S : ( 31 ) I'm from Shanghai and most students learn English as a foreign language at school I also studied English a lot but I'm a bit of a maverick and I wanted to do something different, so I chose Japanese as my main language.

R : Japanese culture is all the rage in China now, isn't it?

S : Yeah *Cool Japan* is in fashion — and how! Teenagers are dead keen on *cosplay*. They parade around in their outfits at weekends. And they are really into *manga* and *anime*, too.

K : And there are loads of talented Chinese *manga* artists coming up with homegrown stuff, aren't there?

S : Oh yeah! We're taking over the market So you'd better watch out!  
[Laughing]

R : Seriously though, I don't think anything will overtake the good old originals like *Dragon Ball Z* or *Doraemon*. I remember watching them in English as a youngster in Canada. I mean, they're quintessentially Japanese, don't you think?

K : Right, I go along with you there. Though I think Shien is talking about all the new offshoots that may challenge Japan's creative products. It's a kind of *nouveaux manga* and *anime* generation of stuff, wouldn't you say Shien?

S : ( 32 ) I don't think Japan's got anything to worry about because there are loads of new young Japanese artists coming along with their own distinctive styles.

R : Of course, and anyway I think competition is good for an art form because it makes all the players raise their game. Then everyone benefits.

K : Well said Robert!

問 1 空欄(28)～(32)それぞれに入れるべき最も適切なものを、次のA～Eのうちから1つずつ選び、その記号を解答用紙の所定欄にマークしなさい。

- A. Actually I was pulling your leg.
- B. For me it was a bit different.
- C. However long it takes.
- D. You've got me there!
- E. You've got to be kidding.

問 2 本文の内容に即して、以下の(33)~(40)それぞれに続く最も適切なものを、次のA~Dのうちから1つ選び、その記号を解答用紙の所定欄にマークしなさい。

(33) Looking at images of kabuki made Robert

- A desire to learn about Japan.
- B good at kanji.
- C more interested in world theater.
- D want to wear kabuki costumes.

(34) Robert thought that the advertisements for kabuki performances

- A contained hidden information about life in modern Japan.
- B discouraged him from learning more about Japan
- C looked very artistic and attractive
- D were inappropriate materials for learners of the Japanese language

(35) Robert believes that

- A he has an advantage in the end.
- B he will never be able to read kanji.
- C it's important to continue studying
- D Shien is more intelligent and capable than him.

(36) Shien thinks that

- A her experience is greater than Robert's.
- B Japanese and Chinese kanji are pretty similar
- C kanji are too difficult for Westerners to learn.
- D Robert's argument is not wholly right

- (37) Shien and Robert both agree that
- A. some people's minds are oriented to romaji and others to kanji
  - B. it's difficult to tell which are the heads and tails of kanji
  - C. there's not much difference between kanji and romaji
  - D. when they first came to Japan they were relieved when they saw romaji.
- (38) Shien decided to
- A. choose Japanese because she thought it would be more difficult.
  - B. leave Shanghai and set up a foreign language school.
  - C. make herself an expert speaker of English rather than of another language.
  - D. study a foreign language that was different from the mainstream.
- (39) They believe that
- A. Chinese artists will take over the *manga* and *anime* market.
  - B. everybody in China is angry with Japan now for taking over their culture.
  - C. young Japanese fashion is not so popular in China as it was
  - D. teenagers in China enjoy dressing up in *manga* and *anime* costumes at weekends.
- (40) Robert believes that
- A. it is going to be difficult for Japanese culture to survive influence from China.
  - B. it is important for any art form to be challenged by fresh ideas
  - C. the market will be flooded by Chinese copies of *manga* and *anime*
  - D. the new *manga* will not be as powerful in Canada as the traditional ones

〔Ⅲ〕 次の(41)~(50)の各組の英文の空欄には、それぞれ同一の語が入る。その空欄に入るべき最も適切な語をA~Dのうちから1つ選び、その記号を解答用紙の所定欄にマークしなさい。

(41) What will you buy ( ) the money?

I left the keys ( ) my friend.

A. in                      B. on                      C. to                      D. with

(42) Life ( ) my youth was very different from what it is now

We went to Kyoto ( ) his car

A. by                      B. in                      C. of                      D. with

(43) I hit my head ( ) the shelf as I was standing up

The city is situated ( ) the River Thames.

A. by                      B. for                      C. on                      D. through

(44) You can stop the train ( ) pressing this button.

The recent Royal Wedding was seen ( ) millions on television.

A. at                      B. by                      C. for                      D. to

(45) He offered to fix my sink ( ) nothing.

I haven't played tennis ( ) years.

A. for                      B. in                      C. of                      D. on

(46) Her thoughtlessness is ( ) belief.

It is impossible to work productively ( ) a certain level of tiredness.

A. beyond                      B. in                      C. through                      D. to

- (47) I asked someone the way (      ) the town centre.  
As a personal trainer (      ) the rich and famous, he makes a lot of money  
A. in                      B. of                      C. on                      D. to
- (48) I'm not going to buy those shoes (      ) ¥15,000.  
I can only do one thing (      ) a time.  
A. at                      B. by                      C. for                      D. in
- (49) Our plane refuelled (      ) London on its way from New York to Moscow  
I was (      ) Cambridge and graduated in 1985  
A. at                      B. for                      C. in                      D. to
- (50) Switzerland lies (      ) France, Germany, Austria and Italy.  
This is strictly (      ) ourselves.  
A. among                      B. between                      C. in                      D. through