


英語問題

はじめに、これを読むこと。

(注意事項)

1. この問題用紙は〔Ⅰ〕から〔Ⅲ〕まで12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. 解答用紙の所定の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の欄にマークするか、または所定の欄に記述すること。
5. 解答は必ず鉛筆またはシャープペンシル(いずれもHBの黒)で記入すること。
6. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
7. 解答用紙は、絶対に汚したり折り曲げたりしないこと。また、所定以外のところには絶対に記入しないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は持ちかえらないこと。
10. この問題用紙は必ず持ちかえること。
11. 試験時間は60分である。
12. 解答をマークする場合の注意。

(マーク記入例)

良い例	悪い例
	

[I] 次の英文を読んで、1～5の間に答えなさい。

Is it worth it to go to college? The question is understandable. In the United States, private college costs have risen 70% over the past decade, and that is more than twice the rate of inflation. Public college costs have doubled during the same period. But while college debt has proven a financial difficulty for some people, a four-year degree is still great insurance, especially in a tough job market: The unemployment rate for people with a college degree was 4.5 percent in July, as compared to 10.1 percent for those with only a high school degree. Perhaps the greatest lesson in these economically (あ) times isn't that you shouldn't go to college, but that you should approach it as you would any other investment: with caution.

While a small group of economists and others have begun to argue that the investment is, in fact, too risky, and that people should skip both college and the debt associated with it, in general the financial odds are still greatly in favor of a person with a college degree. The Bureau of Labor Statistics (BLS) estimates that average weekly earnings for a person with a college degree were \$1,025 in 2009, as compared to just \$626 for those with only a high school degree. “A college education is necessary for entry into the middle class,” said Nicole Smith, senior economist with the Georgetown University Center on Education and the Workforce.

Consider the jobs that the government expects will show the largest employment growth between 2008 and 2018. The ones that require little (A) extra education—such as home health aide, retail salesperson, customer service representative—generally pay (B) \$21,000 to \$32,000, according to the BLS. The ones that require a college degree, including accountants and computer software engineers, pay two or three times that.

There are also the (い) unmeasurable benefits that students can get out of college, ranging from friends and connections to an appreciation of subjects

like art and philosophy. “If you’re going to college only with the idea of improving your occupational standing, you’re going to be disappointed,” said W. Norton Grubb, a professor of higher education at the University of California, Berkeley. “There’s a lot about college that really isn’t about occupational benefits.” Still, Grubb says that pragmatic planning — especially about where you go and what you study — can make a huge financial difference. Before signing those student loan documents, students first need to be honest with themselves about whether they have the dedication and drive to complete a bachelor’s degree, Grubb said. ⁽⁷⁾

Just over half the people who started toward getting a college degree in 2000 completed their degree within six years, according to Department of Education figures. College dropouts can end up burdened with student loan debt but lacking all the earning power of a graduate. Second, it’s important to consider the financial implications of where you go to college. Grubb notes that some low- to mid-quality schools have very poor graduation rates, with (C) one quarter of their students actually earning a degree.

Finally, experts say you should consider very carefully how much in college loans you absolutely need and how much you can pay without loans — with a part-time job, family help, or savings. Suze Orman, a personal-finance expert, recommends not taking on more in loans than you expect to make in your first year out of school. “You have got to be responsible. If you are taking out a student loan, you have got to know what the repayments will be. If you don’t think you can make those payments easily, you had better think twice,” Orman said in a recent interview. ⁽³⁾

Kevin Hallock, director of the Institute for Compensation Studies at Cornell University, thinks that it is an oversimplification to compare the wages of non-college grads to college grads. That’s because the very qualities that make people good college students may also make them (5) employees or business owners, whether or not they have degrees.

“Maybe it’s because you’re good at things that people pay for, like showing^(エ) up on time and completing assignments, and being part of some sort of structure,” Hallock said. Nevertheless, Hallock also believes that college can lead to a job that is more stable, or has better health and retirement benefits.

“I think we have to remember that the payoff isn’t necessarily just the higher wage but also a more (え) or more interesting job,” Hallock said.

1. 下線部(1)～(3)の語句の意味に最も近いものをそれぞれ1～4から選び、その番号をマークしなさい。

(1) the same period

- | | |
|--------------------------|-----------------------|
| 1. the following year | 2. the past ten years |
| 3. the past twenty years | 4. the year before |

(2) others

- | | |
|----------------------|--------------------|
| 1. other engineers | 2. other investors |
| 3. other specialists | 4. other students |

(3) think twice

- | | |
|------------------|--------------------------|
| 1. stop thinking | 2. think again carefully |
| 3. think in vain | 4. think two times |

2. 下線部(ア)～(エ)の語句の意味に最も近いものをそれぞれ(1)～(4)から選び、その番号をマークしなさい。

(ア) tough

- (1) difficult (2) rigid (3) strong (4) weak

(イ) odds

- (1) chances (2) debts (3) imbalances (4) riches

(ウ) drive

- (1) appeal (2) determination
(3) effort (4) journey

(エ) showing up

- (1) appearing (2) completing
(3) demonstrating (4) leaving

3. 文中の(あ)～(え)に入れるのに最も適切な語をそれぞれ(1)～(4)から選び、その番号をマークしなさい。

(あ) (1) difficult (2) outstanding (3) perfect (4) required

(い) (1) countless (2) highest (3) least (4) wrong

(う) (1) failed (2) longing (3) missing (4) successful

(え) (1) easy-going (2) fulfilling (3) paying (4) surprising

4. 文中の(A)～(C)に入れるのに最も適切な語句をそれぞれ(1)～(4)から選び、その番号をマークしなさい。

(A) (1) as if (2) if any (3) if at all (4) if so

(B) (1) across (2) at the cost of (3) between (4) in the range of

(C) (1) as few as (2) as little as (3) as many as (4) as much as

5. 以下の文(1)~(9)の中から、本文の内容として正しいものを3つ選び、その番号をマークしなさい。

- (1) Over the past 10 years, the rate of increase in cost for private colleges has exceeded that for public colleges.
- (2) Investment in a college education is not guaranteed to be financially beneficial.
- (3) With respect to jobs for which no college degree is required and those for which one is, the difference in pay is relatively insignificant.
- (4) If your goal is to be a member of the middle-class, you should probably get a college degree.
- (5) The non-financial benefits of going to college are more important to a person's life than the financial benefits.
- (6) A significant portion of people still have no degree six years after starting college.
- (7) People who actually get a college degree can expect that any loans taken out for their education will be relatively easy to pay back.
- (8) Performance in college does not reflect the potential to be successful in business.
- (9) Statistically, a person with a college degree is just as likely to be unemployed as a person with only a high school degree.

〔Ⅱ〕 次の英文を読んで、1～6の問いに答えなさい。

The International Day of Biodiversity*, observed each year on May 22nd, is not only a good reason to celebrate nature — it is also a reminder that we are not the only form of life on this planet. We might think of ourselves as an intelligent species, but our self-destructive behavior, at least as far as nature's delicate infrastructure is concerned, shows little evidence that this is true. The well-documented fact is that we are at risk of destroying this precious planet for future generations, or at least burdening them with the enormous financial and environmental legacy of having to (1) the problems that we couldn't.

This selfish disregard is directly linked to growth. During the 20th century, the human population grew by four times, and economic output grew by 40 times. We increased our fossil fuel use by 16 times, our fishing catches by 35, and our water use by nine. At the same time — and this is no coincidence — we (あ) through an alarming global decline (ア) the number of plant and animal species, and in areas of natural habitat, at up to 1,000 times the natural rate. In the EU alone, up to one quarter of animal species is (2) with extinction, and 88% of our fish stocks are over-exploited. Most of our ecosystem** services are “degraded” — that is, they are no longer able to deliver such basic and vital services as crop pollination***, clean air and water, and the control of floods and erosion.

By 2050, the global population will have risen to 9 billion people. It doesn't (3) a genius to figure out that we are on a very slippery slope towards ecological disaster. Protecting nature is both a moral and economic issue. It goes (イ) saying that we must preserve the planet's natural wonders for their own sake and for future generations, but, if that is not a convincing enough argument for some people, then the economic argument should be. It is in our own interest to conserve and restore them — otherwise we are just biting the hand that (4) us. And if we don't make those smart investments now to

protect the biodiversity and healthy ecosystems around us, then we will face even heavier bills later, trying to restore what has been lost.

This is not blind faith in nature. There is (い), solid economic thinking behind it. A study by The Economics of Ecosystems and Biodiversity estimates that business opportunities from investments in nature could be worth 2-6 trillion dollars by 2050, and it recommends considering the true economic value of biodiversity when making decisions.

The study contains some startling figures. Here are a few examples: the total economic value of insect pollination is estimated at 153 billion US dollars per year, (う) nearly 10% of world agricultural output for human food. The annual loss of opportunity due to over-exploitation of global fisheries is estimated at 50 billion dollars. The city of New York saved 6.5 billion dollars by investing (ウ) the maintenance of natural water purification services in the Catskill Mountain basin rather than opting for a filtration plant.

So what can we do about it? In Nagoya in 2010, environment ministers from around the world agreed (エ) a global strategy to combat biodiversity loss. This was a success (オ) itself, but the challenge now is to follow through and implement those targets. (それはできる限り広範囲な分野で対処されるべき課題である。) It has to be on the agenda of not just environment ministers but also of ministers dealing with agriculture, fisheries, industry, transport, research, and trade. (え) the loss of biodiversity needs to be discussed in parliaments, boardrooms and in living rooms.

There is a well-known Cree Indian saying that warns, "Only after the last tree has been cut down, only after the last river has been poisoned, only after the last fish has been caught, only then will you find that money cannot be eaten." We can only hope that ours is not the generation that proves the wisdom of the Cree Indians.

*biodiversity 生物多様性

**ecosystem 生態系

***pollination 授粉

1. 文中の(ア)～(オ)に入れるのに最も適切な語を下の語群から選び、その番号をマークしなさい。同じものを複数回用いてもよい。

- (1) at (2) by (3) for (4) in
(5) of (6) on (7) without

2. 文中の(1)～(4)に入れるのに最も適切な語を下の語群から選び、その番号をマークしなさい。

- (1) 1. ask 2. avoid 3. fix 4. make
(2) 1. agreed 2. dreaded 3. feared 4. threatened
(3) 1. ask 2. bear 3. seem 4. take
(4) 1. feeds 2. makes 3. shakes 4. wants

3. 文中の(あ)～(え)に入るものとして最も適切な語をそれぞれ(1)～(4)から選び、前後の文意に合うように、必要があれば適切な形に変えて書きなさい。

- (1) document (2) halt (3) live (4) represent

4. 下線部(A)～(D)の語句の意味に最も近いものを、それぞれ(1)～(4)から選び、その番号をマークしなさい。

(A) slippery slope

- (1) dangerous path (2) difficult question
(3) easy way (4) long distance

(B) conserve

- (1) arrange (2) employ (3) find (4) protect

(C) faith

- (1) belief (2) choice (3) movement (4) regard

(D) agenda

- (1) final goal (2) program plan
(3) research (4) staff

5. 下線部(X)の具体的な内容を日本語で解答欄に書きなさい。

6. 下線部Yを英訳したい。単語 to の上側の語群(ア)と、下側の語群(イ)を、それぞれ並び替える必要がある。語群(ア)の4番目と語群(イ)の2番目に来るべき単語の番号をマークしなさい。ただし、各語群には不要な単語が1つある。なお、文頭に来る語であっても、最初の文字が小文字にしてある。

(ア) (1) a (2) challenge (3) is (4) it
(5) necessary (6) needs (7) that

to

(イ) (1) be (2) in (3) possible (4) rise
(5) taken (6) the (7) up (8) way
(9) widest

〔Ⅲ〕 次の英文Aの会話は、実話を元にした映画 *The Blind Side* の脚本の抜粋である。四人の教員が、ホームレスの黒人少年マイケルについて議論しているところである。なお、続くBの部分はAのシーンについての説明である。空所(1)~(12)に入れるのに、最も適切なものをそれぞれ(a)~(d)から一つ選び、その記号をマークしなさい。

A. Dialogue

Teacher 1: Well, the big kid's been here for a month, and he's still not
(1) _____ keep up in my class.

Teacher 2: Why did Admissions do this? I mean, it's not fair to us or the boy.

Teacher 3: _____ setting him up to fail.

Teacher 1: I don't think he has any idea what I'm teaching.

Teacher 3: And how would you know if he did? He _____.

Teacher 4: He writes.

Teacher 2: His name. _____.

Teacher 4: He threw this in the trash can.

Teacher 4 (reading Michael's writing aloud): "I look and I see white everywhere: white walls, white floors, and a lot of white people. The teachers do not understand me. I have no idea of anything they are talking about. I do not want to listen to anyone, especially the teachers. They are giving homework and expecting me to do problems on my own. I _____ my life. I go to the bathroom, look in the mirror and say, 'This is not Michael.'" He entitled it "White Walls."

Teacher 1: _____ the spelling?

B. Narrative Commentary

Teacher 1 points out that although Michael has been in the school for a month he doesn't seem to be making any progress in his class. Apparently unable to remember his name, this teacher _____ Michael as "the big kid."

Teacher 2 feels the same way. She doesn't see any hope for Michael to succeed in the school.

Teacher 3 complains that it is unfair to put the teachers and the boy in a situation _____ failure is inevitable.

Teacher 1 goes on _____ that Michael has no idea what he is teaching.

Teacher 3 is also _____ the boy's unwillingness to talk to her.

But Teacher 4 feels that her colleagues are missing something important. She points out that although he doesn't talk, he _____ in writing.

Teacher 2 is unimpressed by this claim. She sarcastically says that he can write his name, but only with great difficulty.

Teacher 4 holds up a paper on which he had done some writing, explaining that she found it in the trash can. Although Michael had thrown it away, she clearly sees it as important evidence of his intelligence and sensitivity. She starts to read it aloud. She finishes by saying the paper is called "White Walls."

Completely insensitive to what he has just heard, Teacher 1 asks _____ in this piece of writing.

- | | | | |
|------------------------------------|----------------------------------|-------------|---------------|
| (1) (a) ability | (b) ability to | | |
| (c) manageable to | (d) managing to | | |
| (2) (a) It is justifiable | (b) We're just | | |
| (c) We've just | (d) We've only | | |
| (3) (a) can't ever talk | (b) doesn't talking | | |
| (c) won't even talk | (d) won't to talk | | |
| (4) (a) Barely | (b) Difficulties | (c) Nakedly | (d) Obviously |
| (5) (a) am never doing homework in | (b) have never done homework for | | |
| (c) have never done homework in | (d) never do homework for | | |
| (6) (a) How do you think | (b) How's | | |
| (c) What if | (d) What's it like | | |
| (7) (a) mentions to | (b) refers to | (c) says | (d) tells |

- (8) (a) *because* (b) *where* (c) *which* (d) *whichever*
- (9) (a) *and said* (b) *and say* (c) *for saying* (d) *to say*
- (10) (a) *made trouble by* (b) *troubled by*
(c) *troublesome for* (d) *troubling for*
- (11) (a) *did communication* (b) *does communicate*
(c) *has communication* (d) *is communication*
- (12) (a) *how about the spelling* (b) *what is spelling like*
(c) *what the spelling is like* (d) *what spelling there is*