

英 語

注 意

1. 問題は全部で15ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

I

次の英文を読み、設問に答えなさい。

A legal change has made it likely that some third-year high school students will become eligible to vote in next year's House of Councillors election, but little has been done so far to prepare these new voters for the important decisions they will make at the ballot box.

Educating these youths about their new voting rights is made more urgent by the persistently low turnout of young voters overall. Unfortunately, only a handful of high schools are offering information on voting and elections. Many remain unsure how to broach the subject in class while respecting the political neutrality of education.

Such concerns came to the fore recently when the upper house voted to lower the voting age from 20 to 18 by revising the Public Offices Election Law. The change will likely take effect ahead of an upper house election in the summer of 2016.

One school that has taken steps to prepare students to take part in elections is Igusa Metropolitan High School in Nerima Ward, Tokyo. The school has held several mock elections designed to increase students' awareness of the election process. The first was held in 2012. Students "voted" in the school's version of the Tokyo gubernatorial and national House of Representatives elections that were held in December of that year. The students cast votes for actual candidates and parties and the event was timed to coincide with the real-life polls.

The students chose for themselves whom to vote for after learning that there were different views on some issues by reading candidates' election pledges and comparing content from various newspapers. The school also held a mock election for the December 2014 lower house election. Though participation in the mock elections was voluntary and voting was held after school hours, more than 70 percent of the student body cast ballots — a high

percentage compared with actual voter turnout in recent elections.

“I’d like to hear what the candidates have to say with my own ears,” one student said.

Akira Muto, a civics teacher at Igusa High School, said he felt the school’s mock elections had heightened students’ awareness of the importance of participating in the political process. “This project wasn’t as difficult as I had expected. I hope more schools will follow our example,” said Muto.

Kiyoshi Karaki, an associate professor at the University of Tsukuba and an expert in social studies education, said it was vital that Igusa’s efforts be replicated elsewhere.

“To nurture socially responsible voters, teachers need to clear away the walls between the classroom and society, and they need to willingly handle politics and topical issues,” Karaki said.

Holding mock elections is one method advocated by the Education, Culture, Sports, Science and Technology Ministry to raise interest in elections, but so far only a handful of schools have followed Igusa’s example.

“There are many other things we have to teach,” a teacher at a private high school in Tokyo said. “We can only touch briefly on the voting system and the significance of an election.”

Such sentiments are expressed in the context of a curriculum that tends to prioritize preparation for university entrance exams and shy away from instruction on substantive political issues in deference to preserving the political neutrality of education.

For teachers, this can be a tricky balancing act.

“I think elections are wonderful as practical teaching material, but we have to be highly sensitive when handling these issues,” admitted a 55-year-old civics teacher at a high school in Tokyo.

Some teachers are unsure whether they are allowed to mention the names

of political parties and other details if they bring up party campaign pledges or key election issues. Other gray areas have instructors requesting clearer guidelines.

“I want the central government to clearly stipulate what points we need to be careful about when we discuss elections in class,” another teacher said.

At high schools that have conducted several of these mock elections, teachers avoid simply drilling information into the students. They must stay conscious of the need to remain (b) and make students think for themselves by providing balanced instruction on the campaign pledges made by each party. This can be (c) task for inexperienced teachers and school administrations.

The Education Ministry and the Internal Affairs and Communications Ministry are hurriedly preparing a manual for teachers and new supplementary material for high schools to help them teach students about the lower voting age.

“We hope to distribute them before the start of the third term,” a senior official of the Education Ministry said.

However, it will be difficult to set aside instruction time on this topic for third-year students after the New Year comes around, and there will only be about six months between this time and when the current batch of second-year students who could become eligible to vote will actually go to the polls.

Given these time constraints, the Education Ministry is particularly concerned about ensuring that high school students do not inadvertently violate election laws.

Third-year classes at high school contain a mix of 18-year-olds who may soon be allowed to vote, and 17-year-olds who will still be too young. An 18-year-old can legally take part in campaigns to spread election messages on Twitter and other social media sites. If a 17-year-old — an ineligible voter — does the

same thing, they run the risk of violating election laws. The Education Ministry plans to explain such dangers by compiling a list of concrete examples and using illustrations^㉑.

For the time being, the education of 18-year-old voters could end up having an emphasis on preventing election violations.

問い I (1～2): 最もふさわしい答えを一つ選び, その番号をマークしなさい。

1. What is the first official election students will take part in?

- ① House of Representatives election.
- ② House of Councillors election.
- ③ Tokyo gubernatorial election.
- ④ Lower house election.

2. What is the main issue being discussed in this article?

- ① Impact of lowering the voting age.
- ② Changing the Constitution.
- ③ Lack of political neutrality in education.
- ④ Futility of mock elections.

問い II (3～9): 下線部(a)について, あてはまるものに①, あてはまらないものに②をマークしなさい。

- 3. The mock elections were carried out to deepen students' understanding of actual elections.
- 4. Students went to the official Tokyo polling stations and experienced voting for their preferred candidates.
- 5. Before voting, students read and studied the candidates' pledges.

6. Even though voting was not compulsory, an unexpectedly high number of students took part in the mock elections.
7. No students were interested in listening to what the candidates were saying.
8. None of the teachers feel that the mock elections were successful.
9. Some experts say that the mock elections should be used as a model for other schools.

問いⅢ(10): Why are elections difficult for teachers to handle in the classroom?

- ① Because the Public Officers Election Law prohibits teachers from mentioning the names of political parties.
- ② Because there are no clear guidelines.
- ③ Because candidates change every year.
- ④ Because teachers are worried about complaints from parents.

問いⅣ(11): 空所(b)に最もふさわしいものを一つ選び、その番号をマークしなさい。

- ① partisan
- ② biased
- ③ neutral
- ④ unchanged

問いⅤ(12): 空所(c)に最もふさわしいものを一つ選び, その番号をマークしなさい。

- ① an irresponsible
- ② an easy
- ③ a challenging
- ④ an upgrading

問いⅥ(13): What would be the best title for this passage?

- ① Political partiality of education
- ② Preventing election violations
- ③ Voting age of 18: a challenge for schools
- ④ Mock elections: an ineffective teaching method

問いⅦ 下線部Aはつまりどういうことを言っているのですか。要点をわかりやすく日本語で説明しなさい。別紙の解答用紙(その2)に記入しなさい。

問いⅧ 下線部Bとはいかなるものですか。文中の具体例をあげつつ, 日本語でわかりやすく説明しなさい。別紙の解答用紙(その2)に記入しなさい。

II (14~23): 下線部¹⁴~²³と最も意味の近い単語をそれぞれ選択肢①~④から選びなさい。

Japan continues to draw record numbers of foreign visitors. In April, the number hit 1.76 million, setting new record highs for three months in a row.¹⁴ The number of Chinese tourists visiting the country during the popular cherry blossom season more than doubled compared to a year earlier. The number of inbound tourists in the first four months of the year surged 43 percent from the same period of 2014. If the trend continues for the rest of the year, the annual total could reach close to 20 million.

It would not be surprising if the government's goal of welcoming 20 million annual inbound tourists is achieved well ahead of the target year of 2020, when Tokyo hosts the Summer Olympics. The Abe administration has set a new goal of boosting consumption by inbound tourists from ¥2 trillion last year to ¥4 trillion by 2020.¹⁵ It hopes to develop inbound tourism into a new engine of the economy that will generate 400,000 new jobs.

The government should identify what policy steps still need to be taken to make Japan an attractive destination and should steadily implement the measures so that the inbound tourism boom will become a long-term trend rather than a temporary phenomenon at the mercy of economic and other factors.¹⁶

With the economy still mired in sluggish growth, the retail industry has come to rely greatly on robust demand by tourists from other parts of Asia, especially visitors from China, who buy so much that their shopping sprees have been labeled "explosive." Their total consumption in the January-March quarter surged 64 percent from a year before.¹⁷

The government has introduced measures to promote inbound tourism and consumption, such as easing visa requirements and expanding the scope of goods that are exempt from the consumption tax.¹⁸ But the primary reason for the boom is the continuing economic growth in many other Asian economies,

which boosted the income levels of people in those countries and their appetite for overseas travel, and the yen's fall against other currencies, which made visits to Japan more affordable.

International tourism can be affected by various factors, ranging from economic conditions to tensions in relations between countries, infectious diseases and natural disasters. Inbound tourism to Japan plunged sharply when the nation was hit by the Great East Japan Earthquake and the Fukushima nuclear crisis in 2011, and the number of Chinese visitors has risen and fallen in accordance with the state of bilateral ties, which have been repeatedly strained over a series of issues.

To help maintain the upward trend, further government and private-sector efforts are needed to make Japan more attractive as a travel destination. Such efforts can start with ensuring there is enough staffing at customs and immigration checkpoints at airports to keep pace with the rise in the number of visitors.

The inbound tourism boom has pushed up room occupancy rates at many hotels, with figures topping 80 percent in Tokyo and Osaka last year — in some cases resulting in room shortages. One solution would be to diversify the destinations of foreign tourists, which still tend to be concentrated in Tokyo, Osaka and other well-established tourist areas. Earlier this month, the government identified seven areas across Japan as alternative routes for inbound tourists, and plans to subsidize public-relations campaigns and other efforts by local organizations.

While attention tends to focus on the surge in the number of foreign visitors and their spending, their total consumption is still a fraction of the demand by domestic tourists, who spent ¥18.8 trillion in 2014, down by ¥1.4 trillion from the previous year. Efforts to revitalize domestic travel demand — which is forecast to be on a downward trend with the nation's low birthrate and graying population — should also be made to sustain the travel industry. Such an effort can contribute to enhancing Japan's attraction for all tourists.

III

A(24~33): Read the following conversation that has words deleted in certain places. Choose the word or phrase ①~⑩ that best fills the numbered parentheses from the list below.

Andrea: I was just reading an article on how the things that you do right before bed can have a big (24) on your life.

Erica: That's so true. I've heard that it is such a great time of the day to actually start a daily (25) because the day is winding down so you're not rushing around to get stuff done.

Andrea: I've often tried to do that but have never been that successful at it, to tell you the truth. What I have personally found that really relaxes me though is doing some nighttime reading before I (26) off. I keep a great "to read" pile right beside my bed on my nightstand.

Erica: Yes, I too have found that really works. My only problem has been that if I pick something too exciting, such as a good mystery novel, I can't put it down. I end up getting so (27) in it, that I never get to sleep.

Andrea: Totally know what you mean. Can't tell you how often I didn't end up putting the light out until way after 1:00 AM. I would then sleep through the alarm, so have started to think I have to try something new.

Erica: I have found that getting ready for the next day also helps. If I prepare everything the night before, like what I'm going to wear and packing my bag, it gives me one less thing to worry about and puts my mind to rest. I'm also not (28) around in the morning.

Andrea: I too try to be quite good about that. Definitely makes for a much less (29) morning. I also have found recently that a good

stretch before bed helps.

Erica: My mother swore by that. She always used to say that stretching was not only good for her joints and (30), but that it also helped her with her sleep. She stretched for about 30 minutes a night religiously. She never became arthritic like her mother either.

Andrea: My mother's habit was to try to go to bed 15 minutes earlier every night than she had originally planned to. She was always going on about how we all just weren't getting enough sleep, and how sleep (31) could have serious effects on our health and productivity the next day.

Erica: Not a bad idea. If only it were that easy. Heard meditating was quite effective too. It's supposed to help decrease stress levels and give you (32) of mind.

Andrea: Yes, the benefits of meditating seem endless; apparently better memory, more creativity and less anxiety.

Erica: What are we waiting for? We really need to start (33) some of these ideas into practice. No better time to start than tonight!

- | | | |
|---------------|-----------|-------------|
| ① deprivation | ② doze | ③ engrossed |
| ④ flexibility | ⑤ hectic | ⑥ impact |
| ⑦ peace | ⑧ putting | ⑨ routine |
| ⑩ scrambling | | |

B(34~38): Read the following conversation that has words deleted in certain places. Choose the word or phrase marked ①, ②, ③, or ④ that best fills the numbered parentheses from the choices below.

Student: Is this the Foreign Language Discussion Room?

Staff member: Sure is. How can I help you?

- Student: Well, I've heard that using the Discussion Room is a good way to improve my English speaking ability, but I'm a freshman and I'm not sure how the system works. (34) you explain it to me?
- Staff member: Of course. It's very simple. We offer informal group discussion sessions in English six times a day, on a variety of different topics. Just check our website to find a time and topic that (35) you, and make a booking.
- Student: Is it possible to just drop in on the day without making a booking?
- Staff member: Yes, but each discussion session has a maximum of 8 participants, so it's (36) to book in advance to make sure that you don't miss out.
- Student: I see. Do you also offer discussion sessions in languages (37) English?
- Staff member: Yes, at present we have discussion sessions in Korean, Chinese, and French. These discussion sessions are only held once or twice a day, though.
- Student: I'm also enrolled to study Chinese, so it's good to know that I can also practice that language in the Discussion Room.
- Staff member: By the way, you can get extra credit in some language classes (38) you take part in Discussion Room activities. Make sure you ask your English and Chinese teachers about this during orientation.
- Student: I'll be sure to do that. Thanks for the advice!
- Staff member: You're very welcome.

34. ① May
② Please
③ Could
④ Let
35. ① convenient
② suits
③ appeals
④ fine
36. ① wise
② useless
③ not advisable
④ typically
37. ① other than
② additional
③ apart
④ including
38. ① although
② by
③ and
④ if

IV (39~48): 文中の空所に最もふさわしいものを一つ選び、その番号をマークしなさい。

39. Her new puppy is always getting () trouble.
① onto ② through ③ by ④ into
40. It's going to rain heavily today, () don't forget your umbrella.
① so ② however ③ but ④ because
41. When we were children, we () go swimming in the river every summer.
① often ② never ③ would ④ will
42. Climates () from country to country.
① turn ② exchange ③ vary ④ convert
43. I'll () my stay in Japan for a few days longer.
① expand ② spread ③ extend ④ enlarge
44. I instantly () his face, but I couldn't remember his name.
① realized ② understood ③ figured ④ recognized
45. Lucy wanted () of the two boxes.
① a larger ② largest ③ the larger ④ a largest
46. Since Mary speaks so softly, I can never make () what she says.
① in ② out ③ at ④ for

47. Do you know how the fighting between the two boys came ()?

- ① with ② by ③ about ④ from

48. There is () when you will meet Mr. Right.

- ① not to tell ② not telling
③ no having told ④ no telling

V Please write around 100 words about the following topic, using your own English.

What is your greatest fear and why?