

# 英 語

## 注 意

1. 問題は全部で16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	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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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、続く設問文1～10について、内容から考えて最も適切な答えをそれぞれの選択肢①～④の中から1つずつ選び、記号をマークしなさい。

Japan's next generation is saying no to study opportunities abroad, with the latest government figures telling us that after six continuous years of decline, the number of Japanese international students is at a 15-year low.

As China, Korea and India continue to lead global figures in cosmopolitan education, the situation in Japan raises concerns over a revival of its age-old reputation as an inward-facing nation. So, what is at the root of the problem?

There is a correlation, admittedly one that doesn't prove causation, between the first year the so-called *yutori* generation reached university (2005) and the number of Japanese international students starting to decline.

The policy of Yutori Education, or "pressure-free education" was introduced in the 90s (and discontinued since), cutting school hours by 10% and the curriculum by 30% in order — it was hoped — to produce more well-rounded children who would be unspoiled by academic competition. It even changed the value of  $\pi$  ( $\pi$ ) in primary school textbooks to "about three." Some commentators have blamed it for a drop in academic standards, as well as for its having produced unambitious and unmotivated students who, among other things, are less willing to test themselves in foreign environments.

Recent trends in employment could also be a factor. With companies turning increasingly away from more expensive, highly-protected, lifetime employment and towards cheaper, less-protected, contractual employment, the requirements have been raised for Japanese students entering domestic job markets in the hope of securing sought after but scarcely available lifetime work.

This has arguably had the effect of turning studying abroad into something of an unwelcome distraction, especially when there is a lack of career support available to Japanese international students, and when

“studying in an overseas university offers no benefit to job-hunting in Japan,” as a survey by Genron NPO, a policy think tank, found to be the most common reason (46.2%) for the lack of interest.

It is true that studying abroad has not traditionally been considered an employable quality in Japan, since Japanese companies have long preferred “blank canvas” new recruits who are easily adaptable and trainable into the desired company image. Unlike the “ready-made labour force” that Americans, for example, present themselves as, Japanese students form a “potential labour” force that relies on companies for training but whose lack of experience is by no means a disadvantage.

The rich experience of studying abroad appears to offer little practical gain in Japan and thus justifying its price tag becomes a struggle.

On the other hand, Daiki Kumano, a business student at a university in Tokyo, thinks that there is plenty to be gained from studying abroad and enough appetite in the job market for students with such experience. He says, though, that the “traditional” character of his university actively discourages adventurous students like himself from studying abroad. “Senior professors said we should prioritize job-hunting . . . and take part in an internship program instead,” Daiki says. He has instead, though, decided to take his chances in Seattle.

The path to work in Japan is indeed very narrow and one-dimensional — precisely why study-abroad students cannot get the support they need. Nanami Fukuda, who came back to Japan after studying for four years at a university in England, says she “felt left out of the system.”

“The job-hunting madness hit me when I came back,” she says. “It was like a culture shock. I was completely removed from the job-hunting process that everybody goes through at Japanese universities, and had to find a job on my own. And the longer I spent looking for a job, the more it looked to interviewers like I was doing nothing.”

Other paths to work may conceivably appear when employers look to initiatives such as the Trans-Pacific Partnership (TPP) and step up efforts to recruit young Japanese with international skills. Then, labour markets will liberalise and become more flexible, and job seekers, in the long run, will be forced to pitch themselves more as self-reliant “ready-made labour” and less as adaptable “potential labour.”

Efforts to globalize, such as those undertaken recently by Rakuten and Uniqlo (speaking English in the boardroom, for example), will seem rather cosmetic unless educational institutions overturn the kind of structural bias and marginalization that Daiki, Nanami and others like them have faced.

Aside from the obvious need for more access to information, more scholarships and more career support for students, universities might also consider more forcefully bringing their academic calendars in line with most other countries and changing enrollment to autumn, as the University of Tokyo has half-achieved.

Above all, Japanese universities could really use a stronger liberal tradition — one that can reverse the inactivity of the last several years and promote the rewards of study abroad.

A country is only as good as its young, and if that generation is inward-looking, then so too must be the institutions that helped to shape it.

1. What are Japanese students refraining from these days?

- ① Accepting international students.
- ② Studying overseas.
- ③ Taking part in homestays.
- ④ Working abroad.

2. What was the original intention of the policy of Yutori Education?
- ① To create more balanced students.
  - ② To encourage students to go abroad.
  - ③ To increase student numbers.
  - ④ To make students highly competitive.
3. What did Genron NPO discover was behind the indifference?
- ① Inability to study abroad.
  - ② Insufficient funds.
  - ③ Lack of merit when seeking employment.
  - ④ Promise of career support.
4. Why are “blank canvas” new recruits attractive to Japanese companies?
- ① As a consequence of their invaluable experience abroad.
  - ② Because their lack of experience is considered to be a disadvantage.
  - ③ Due to their similarity to the American “ready-made labour force.”
  - ④ Since they can be transformed into employees who better represent them.
5. What is the recommendation of some senior professors at Daiki Kumano's university?
- ① Focusing on the search for work and acquiring experience.
  - ② Participating in internships exclusively with foreign companies.
  - ③ Seeking out better opportunities to study abroad.
  - ④ Studying at some of the best universities in England.

6. How did Nanami Fukuda feel after returning from abroad?

- ① Accomplished.
- ② Delighted.
- ③ Excluded.
- ④ Respected.

7. What effect may the Trans-Pacific Partnership (TPP) have on the job market?

- ① It will destroy opportunities for students like Daiki and Nanami.
- ② It will encourage young Japanese to apply for jobs with trading companies.
- ③ It will make job seekers portray themselves as "potential labour."
- ④ It will improve job opportunities for students with international experience.

8. What may happen if educational institutions don't change their ways?

- ① Companies like Rakuten and Uniqlo will go bankrupt.
- ② Cosmetic companies will suffer in the long run.
- ③ Efforts to speak English across the country will diminish.
- ④ Globalization attempts will appear meaningless.

9. What is suggested as the ultimate solution?

- ① A decrease in study abroad programs.
- ② A very traditional university education.
- ③ Greater inactivity in the coming years.
- ④ More liberalization at Japanese universities.

10. What should this passage be titled?

- ① Increased Popularity of Studying Abroad
- ② Institutions Not to Blame
- ③ Overseas Opportunities Abound
- ④ Stay-at-Home Generation

II 下線部⑪～⑳と最も意味の近い語句をそれぞれの選択肢①～④から1つずつ選び、記号をマークしなさい。

It's plain common sense—the more happiness you feel, the less unhappiness you experience. It's plain common sense, but it's not true. Recent research reveals that happiness and unhappiness are not really flip sides of the same emotion. They are two distinct feelings, that, coexisting, rise and fall independently.

“You'd think that the higher a person's level of happiness, the lower their level of unhappiness and vice versa,” says Edward Diener, a University of Illinois professor of psychology who has done much of the new work on positive and negative emotions. But when Diener and other researchers measure people's average levels of happiness and unhappiness, they often find little relationship between the two.

The recognition that feelings of happiness and unhappiness can coexist much like love and hate in a close relationship may offer valuable clues on how to lead a happier life. It suggests, for example, that changing or avoiding things that make you miserable may well make you less miserable but probably won't make you any happier. That advice is backed up by an extraordinary series of studies which indicate that a genetic predisposition for unhappiness may run in certain families. On the other hand, researchers have found, happiness doesn't appear to be anyone's heritage. The capacity for joy is a talent you develop largely for yourself.

Psychologists have settled on a working definition of the feeling—happiness is a sense of subjective well-being. They've also begun to find out who's happy, who isn't, and why. To date, the research hasn't found a simple recipe for a happy life, but it has discovered some of the actions and attitudes that seem to bring people closer to that most desired of feelings.

In a number of studies of identical and fraternal twins, researchers have



examined the role genetics plays in happiness and unhappiness. The work suggests that although no one is really born to be happy, sadness may run in families.

In a study at the University of Southern California, psychologist Laura Baker and colleagues compared 899 individuals who had taken several commonly used tests for happiness and unhappiness. The men and women included 105 pairs of identical and fraternal twins as well as grandparents, parents and young adult offspring from more than 200 other families.

“Family members,” Baker reports, “resembled each other more in their levels of unhappiness than in their levels of happiness.” Furthermore, identical twins were much closer than fraternal twins in unhappiness, a finding that implies a genetic component.

In a study at the University of Minnesota, twins (some raised together and others who had grown up apart) were tested for a wide range of personality traits. In terms of happiness — defined as the capacity to enjoy life — identical twins who were separated soon after birth were considerably less alike than twins raised together. But when it came to unhappiness, the twins raised apart — some without contact for as long as 64 years — were as similar as those who’d grown up together.

Why is unhappiness less influenced by environment? When we’re happy we are more responsive to people and keep up connections better than when we’re feeling sad.

This doesn’t mean, however, that some people are born to be sad and that’s that. Genes may predispose one to unhappiness, but disposition can be <sup>19</sup>influenced by personal choice. You can increase your happiness through your own actions.

In a series of experiments by psychologists John Reich and Alex Zautra at Arizona State University, they asked students to select their favorite activities from a list of everyday pleasures — things like going to a movie, talking with

friends and playing cards.

Then the researchers instructed some of the subjects to increase the number of favorite activities they took part in for one month. Results: those who did more of the things they enjoyed were happier than those who didn't. The conclusion, then, is that the pleasure we get from life is largely ours to control.

〈注〉 a genetic disposition 遺伝学的な性質  
fraternal twins 一卵性双生児  
traits < trait 特徴  
genes < gene 遺伝子

- |                        |                       |
|------------------------|-----------------------|
| 11. ① clear            | ② complicated         |
| ③ confusing            | ④ considerate         |
| 12. ① demonstrates     | ② disappears          |
| ③ discounts            | ④ disturbs            |
| 13. ① everybody agrees | ② it is never true    |
| ③ nobody agrees        | ④ the reverse is true |
| 14. ① assistants       | ② distractions        |
| ③ hints                | ④ puzzles             |
| 15. ① moved            | ② reversed            |
| ③ stayed               | ④ supported           |

16. ① In addition  
③ Until now
17. ① ancestors  
③ children
18. ① carefully  
③ rarely
19. ① in other words  
③ the matter is decided
20. ① arguments  
③ ideas
- ② No doubt  
④ Without results
- ② calves  
④ fountains
- ② hardly  
④ significantly
- ② that will never happen  
④ the matter is undecided
- ② citizens  
④ participants

### III

A. 次の会話文を読み、空所 21～25 に最も適した語句を、それぞれの選択肢①～④から1つずつ選び、記号をマークしなさい。

Kate: I had a note from my neighbour yesterday. She'd put it in my letter box. She was complaining that I've been parking my car too near her house and that I should use the car park behind my place instead. I honestly think that's really ( 21 ).

Bill: Why do you think so?

Kate: Well, why didn't she just come and knock on my door and tell me to my ( 22 )? I think leaving a note is a bit rude anyway.

Bill: You know what people are like around here. They never talk to their neighbours even to say hello or to say something pleasant, ( 23 ) to complain.

Kate: You're right. I think I talk regularly to just one of my neighbours and that's really just because we went to the same school.

Bill: I have no contact at all with any of mine. I don't even think I'd recognize them. I'm in a big apartment block and we all seem to come and go to work at different times. ( 24 ) is nice but it can lead to isolation.

Kate: That's city life for you. When we lived out in the countryside we knew all the neighbours and we knew practically everything about their personal lives too. But if a problem ever came up, we'd all help each other out. Once I got pretty sick and the lady next door brought soup round for me every day for a week!

Bill: It's a good feeling when you can ( 25 ) on neighbours like that.

21. ① friendly  
③ right
22. ① face  
③ openly
23. ① even though  
③ let alone
24. ① Community  
② Friendliness
25. ① be helped  
③ rely
- ② polite  
④ weird
- ② family  
④ self
- ② in order  
④ ought
- ② Commute  
④ Privacy
- ② be worried  
④ trust

B. 空所に最も適切な単語を①～④から1つずつ選び、記号をマークしなさい。  
ただし同じ単語を2回以上用いてはいけない。

26. A : What hobbies do you (        ) in for?  
B : I have several. The main ones are collecting postage stamps and old coins, and playing golf.
27. A : What are some sports that are typically Japanese?  
B : There are quite a few. The first ones that (        ) to mind are *sumo* and *kendo*.
28. A : What, actually, will your survey (        ) to examine?  
B : Well, my survey will cover not only Japan but many other countries as well.
29. A : My children wish to go to the United States as they (        ) about losing their English skills.  
B : That's very wise. They should get as much practice as possible.
30. A : When you come to Sidney, you must stay at my home.  
B : I'll look forward to it. Maybe I can get some ideas after seeing your home, and use them to (        ) mine.
31. A : I would like to invite you to dinner at my place. Can you make it?  
B : Of course. I'd never (        ) down a dinner invitation from you.

32. A : My friends really know London so my visit there will be all the better.

B : It makes such a difference when you have friends to (       ) you around.

33. A : I don't think the majority of the TV programs are as bad as you (       ), at least not the ones I watch.

B : That may be because you have a lot of time to watch TV. I don't.

34. A : I'll be waiting for you at the gate. You'll be able to (       ) my house quite easily. It has a blue-tiled roof.

B : I'm sure I'll find it without difficulty.

35. A : I have close friends in Kyoto. I can easily ask one of them to (       ) you up for a few days.

B : Really? That would be great!

- ① attempt    ② come    ③ go    ④ improve    ⑤ put  
⑥ show    ⑦ spot    ⑧ suggest    ⑨ turn    ⑩ worry

**IV** 次の空欄に入る最も適切な語句をそれぞれの選択肢①～④から1つずつ選び、記号をマークしなさい。

36. Drinking and driving is definitely a (        ) mistake.  
① coastal            ② coaster            ③ costing            ④ costly
37. Please refrain (        ) eating in the library.  
① for                ② from                ③ of                ④ on
38. A friend of mine decided to travel the world. He sold his house and gave  
(        ) most of his belongings.  
① away                ② in                ③ off                ④ to
39. We are in the era of globalization. The world is changing at a rapid  
(        ).  
① pace                ② period                ③ speech                ④ time
40. I have always dreamed (        ) visiting Space Center Houston, because I  
want to be an astronaut.  
① for                ② in                ③ of                ④ out
41. You may listen to any of these CD's (        ) you play them carefully.  
① as long as            ② otherwise            ③ unless            ④ without
42. When Lucy slapped me (        ) the back, I dropped my ice-cream cone.  
① for                ② through                ③ on                ④ with
43. These days children can log (        ) the Internet easily.  
① by                ② for                ③ onto                ④ to



44. Last summer, my husband and I stayed at a small and inexpensive B & B in London. It (        ) better. I was totally satisfied.

① can be

② could have been

③ couldn't be

④ couldn't have been

45. At the World Cup game in Brazil in 2014, Japanese soccer fans reportedly cleaned up (        ) themselves after the game.

① after

② against

③ before

④ to





