

解答用紙A（マークシート）の記入に関する注意事項

[1] から [24] までの解答は、解答用紙A（マークシート）の解答欄にマークしなさい。

[例] (12) と表示のある問いに対して、「3」と解答する場合は、次の例のように解答欄(12)の③にマークしなさい。

| |
|------|
| (12) |
| 0 |
| 1 |
| 2 |
| ● |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |
| 9 |
| ⊖ |

なお、解答欄にある ⊖ はマイナス符号 - を意味します。

I. 指示に従って、[A]と[B]の2種類の問題に解答しなさい。

[A] 問題(1)から(5)の選択肢(a)～(c)には文法的に間違った文が含まれています(句読点の間違いは含まれない)。以下の答え方に従って該当する数字を一つ選び、解答用紙の(1)から(5)にマークしなさい。

| <解答の選択肢> | | <マークシートに記入する数字> |
|-----------------|---|-----------------|
| (a)のみが誤っている場合 | → | 1 |
| (b)のみが誤っている場合 | → | 2 |
| (c)のみが誤っている場合 | → | 3 |
| (a)と(b)が誤っている場合 | → | 4 |
| (a)と(c)が誤っている場合 | → | 5 |
| (b)と(c)が誤っている場合 | → | 6 |

(1)

- (a) It is a relief to hear you say that. I thought you were still upset.
- (b) That TV looks as if it could have bought twenty years ago.
- (c) That guy should be thrown out of the restaurant for behaving like that.

(2)

- (a) We just found it that Josh brought cakes as many as you.
- (b) Not being able to use the computer, he didn't know how to send an email.
- (c) When he has finished collecting data, Ryo will be coming back to Japan.

(3)

- (a) It shouldn't be impossible to design houses powered exclusively by the sun and wind.
- (b) If that all it takes to drive a car around here, then why not let the children do it?
- (c) Almost customers would want to know how much it costs to use the delivery service.

(4)

- (a) 'Ellen won't come with us'. 'Why don't you try asking her nicely'?
- (b) Turn right at the next and you will get there in 30 minutes.
- (c) We were not aware that Thomas Edison had much interests in solar energy.

(5)

- (a) Are you convenient to come to the student meeting tomorrow evening?
- (b) The climate of the South Pacific is much milder than that of Europe.
- (c) This might not be what you are looking for, but it might be the thing what you need.

- [B] 問題(6)から(7)の文章には文法的に間違っただ文が含まれています(句読点の間違ひは含まれない)。以下の答え方に従って該当する数字を一つ選び、解答用紙の(6)から(7)にマークしなさい。

| <解答の選択肢> | | <マークシートに記入する数字> |
|-------------|---|-----------------|
| 誤りを含む文が1つ | → | 1 |
| 誤りを含む文が2つ | → | 2 |
| 誤りを含む文が3つ | → | 3 |
| 誤りを含む文が4つ | → | 4 |
| 誤りを含む文が5つ以上 | → | 5 |

(6)

The anonymous interview is a useful tool for collecting data in research in the social sciences. However, such a method, unlike on-site interviews, have its own limitation. Let us look at the case of a political poll in the United States. During the election for the governor of the state of Virginia in 1989, Douglas Wilder, a black candidate, was considered to be as the most popular candidate. Although he managed to win the election, it was not a big win. The other candidate received a lot of votes as well. This happened because people who answered the poll said the researchers that they would vote for Wilder, in an attempt to avoid revealing their prejudice against the black candidate.

(7)

In some cultures, mothers often use what is called 'baby talk'. When mothers speak to their children in baby talk, they slowly repeat short sentences in a high-pitched voice. In the 1970s, psychologists argued that baby talk plays a crucial role in children's language development. This argument lost support, however, when it was discovered that in a small village in South America mothers seldom talk to their babies. When the mothers there say something to their children, they speak quickly, reducing their voice to a whisper. Nevertheless, the children there do not seem to have any problem learning complicated grammatical patterns. This finding indicates that no single factor in mother's speech is not essential for the development of proper grammar.

II. Read the following article and answer as indicated.

When information and communication technology (ICT), in particular the Internet, arrived on the scene in the 1990s, genuine excitement arose about the positive benefits it could bring to people all over the world. Such optimism* was rooted in the belief that this new technology allowed knowledge to be accessed by the many and not the few. This universal ability to access information would in turn, it was thought, raise education levels, create jobs, and raise political awareness among the masses.

Expectations were particularly high in regard to the benefit it was thought the Internet would bring to the developing world. Since Internet access can be gained with nothing but a relatively cheap computer, access to electricity and a mobile phone connection, it was predicted that small businesses in developing countries, for example in poor villages in South America and Africa, would be able, in what some researchers have called the 'new economy', to sell their products directly to customers in the developed world without having to negotiate traditional barriers of distance, costs of advertising, and traditional distribution chains, all of which in the years of the 'old economy' had prevented products from developing countries from being competitive due to the necessary funds involved.

Indeed, since those early predictions were made, access to and use of the Internet has spread widely in a relatively short period of time. Globally the number of Internet users stood at around 4.4 million in 1991. By 1995, the number of users had (8) 40 million. By 1999, the number of Internet users was as many as 502 million, and that number increased steadily to 600 million by 2002. In the United States, although only 11 percent of all households were online* in 1994, by 2001 that number was 60 percent. In addition, the total number of users would have been even higher had one included the many people with access to the Internet at the workplace, in schools, libraries and community centers.

But while the raw number of users has increased dramatically, there is reason to believe that the ICT 'revolution' has not (9) many of the changes that were expected early on. Of particular concern is the fact that not everyone has been able to gain access to the Internet and its benefits, a situation that has been labeled the 'digital divide'.

The digital divide can be seen most clearly in the contrast between developed and developing countries. Rates of computer and Internet use in some developing countries are sometimes only a hundredth of those found in the Western world. In North America there are 61.1 computers for every 100

people, a figure which compares with just 0.5 computers for every 100 people in South Asia, or only 1 personal computer for every 100 people in sub-Saharan Africa. Although, as we saw earlier, global Internet use exploded from around 40 million users in 1995 to approximately 600 million users by the year 2002, a closer look at this figure reveals that in fact only a small percentage of the world population is online.

The digital divide is not limited to the difference seen between developed and developing countries. It is also a problem within developed nations. Even in the United States, a significant number of the population studied in 2003 had little or no computer skills. Many older people had no interest in computers, clearly one of the factors contributing to the digital divide within developed countries, but the problem is (10) simply a generation gap. Differences in levels of income have also contributed to the problem; in 2000 the number of poor households in America with a computer was only one sixth the number of wealthy households with a computer. Differences in levels of education were also a factor, as those with a university degree were far more likely to possess a computer than those who had never been to college. One of the most striking statistics from the United States showed that in the year 2000, White households were more than 10 times more likely to own a computer than Black or Hispanic households.

In spite of this, there are still a number of optimists* who predict that the digital divide will soon disappear. They point to earlier forms of technology, such as the telephone and the television, as examples of machines which at first only reached the wealthy in developed countries, but which eventually became universal as demand pushed down the price and made these products ultimately affordable for the masses. Eventually, say the optimists, the same thing will happen with the personal computer and access to the Internet, and as a result the temporary digital divide will prove to be just that: (11).

At some levels this prediction is surely correct. Recent studies in the United States have found that those with limited education from poor families are using the Internet much more than were people in their position over a decade ago. It is reasonable to predict that similar developments will be seen in the future in developing countries. The price of computers has gone down significantly in the last decade, and they are now affordable for a significant number of households in the developing world. Such a finding points to the optimistic yet realistic prediction that personal computers and the Internet might one day spread in both developed and developing countries to the degree that the television and telephone have.

(12) computers differ from machines such as the television and the

telephone in significant ways. While a television, for example, requires of the user little knowledge other than how to work the remote controls, computers demand a great deal of knowledge from the user. Even if computer ownership becomes universal, huge gaps in the level of knowledge of computers and computer skills will continue to exist. We must also take into account the fact that computers constantly need to be updated to keep up with the latest software and technology. While a television can be used for years as it is_(a), the same cannot be said of a computer. Unlike a television, therefore, computers require not only knowledge and skill, but also continue to cost money even after the initial purchase. In addition to computer skills, language ability, especially if the user's tongue is not in a major language such as English, is also important. The optimists forget that the digital divide will not disappear simply by handing everyone in the world a personal computer. Physical access to computers is only one of the problems that have contributed to the digital divide. Other problems such as language, education, skills, and financial resources remain, and for these there is no clear solution in sight.

*optimism : 楽観主義 *online : オンラインの (ネットワークに接続されている状態)

*optimist : 楽観主義者

Answer [A]—[H] as indicated.

[A] Choose the appropriate expression for (8)—(12). Answer by filling in the corresponding slot under the number (8)—(12) on the mark sheet.

- | | | | |
|------|------------------|-----------------------|---------------|
| (8) | 1. dropped by | 2. grown to | 3. moved on |
| | 4. remained as | 5. stopped at | |
| (9) | 1. brought about | 2. called out | 3. spread out |
| | 4. turned to | 5. weighed up | |
| (10) | 1. contrary to | 2. depending on | 3. due to |
| | 4. more than | 5. nothing other than | |
| (11) | 1. affordable | 2. divide | 3. dominant |
| | 4. serious | 5. temporary | |
| (12) | 1. Consequently, | 2. Eventually, | 3. Gradually, |
| | 4. Similarly, | 5. Unfortunately, | |

[B] Which one of the following is closest to the meaning of the underlined expression (a)? Answer by filling in the corresponding slot under the number (13) on the mark sheet.

1. in its original condition
2. the same as the rest
3. the way the world is now
4. to entertain people
5. without remote controls

[C] Read the following sentences. Choose the number '1' if the content of the sentence can be considered to be correct based only on what is stated in the article. Choose the number '9' if the content of the sentence can be considered to be incorrect based only on what is stated in the article. Choose the number '5' if it is impossible to determine whether or not the content of the sentence is correct based only on what is stated in the article. Answer by filling in the corresponding slot under the number (14)—(19) on the mark sheet.

| | | |
|------------------|---|---|
| correct | → | 1 |
| incorrect | → | 9 |
| cannot determine | → | 5 |

- (14) Education levels in developing countries have risen since the 1990s.
- (15) The author believes that it is likely that the personal computer will eventually spread to poor households in developing countries.
- (16) The price of computers has remained the same in the past 10 years.
- (17) People who own a personal computer in South Asia share it with other people.
- (18) Telephones and televisions spread to the masses even when most people could not afford them.
- (19) The number of Internet users at the beginning of the 21st century was more than 100 times the number of Internet users just over 10 years earlier.

[D] Based on the information given in the second paragraph, which of the following would be one of the predicted differences between doing business in the 'old economy' and the 'new economy'? Answer by filling in the corresponding slot under the number (20) on the mark sheet.

1. Doing business in the new economy involves travel by air more than by car or train.
2. Doing business can be done at a lower cost in the new economy.
3. Doing business in the new economy involves more creativity.
4. Doing business is more time-consuming in the new economy.
5. People doing business in the new economy have to negotiate prices much more.

[E] In the final paragraph, the author discusses several differences between computers and televisions. Which one of the following is **not** among the differences discussed by the author? Answer by filling in the corresponding slot under the number (21) on the mark sheet.

1. Computers continue to cost money even after you buy them.
2. Computers require language ability on the part of the user.
3. Television sets are far cheaper to buy than computers.
4. Television sets do not require much knowledge to use.
5. Television sets don't require constant updating.

[F] Which one of the statements below would the author definitely agree with, based on the information provided in the article? Answer by filling in the corresponding slot under the number (22) on the mark sheet.

1. Developing countries will be able to compete with developed countries in the new economy.
2. Many new forms of technology first benefit rich people more than poor people.
3. Older generations are not capable of learning how to use computers.
4. Optimists who predict that the digital divide will disappear are correct.
5. People without a university degree cannot realistically be expected to be interested in computers.

[G] According to the author, what do the optimists assume about the problem of the 'digital divide'? Answer by filling in the corresponding slot under the number (23) on the mark sheet.

1. Computer skills are possessed by everybody.
2. Due to raised political awareness, computer use will spread.
3. Learning a major language is necessary for using computers.
4. Physical access to computers is the only issue.
5. The price of computers has gone down in recent years.

[H] Which one of the following would be the most suitable title for this article? Answer by filling in the corresponding slot under the number (24) on the mark sheet.

1. Optimists Predict the Triumph of ICT
2. Rates of Internet Use Increasing Across the Globe
3. The Digital Divide: No End in Sight
4. The Internet: New Challenges for Global Business
5. The New Economy: Equal Access for All

ここからは 解答用紙B を使用しなさい。

Ⅲ. The following conversation took place at a cafe in Tokyo. Read it carefully and answer the questions.

Yuriko: In Japan these days a lot of young people are unemployed, or else working part-time for low wages with little chance for promotion. I think the problem with young people today is that they lack ambition. Most of them don't have a dream.

John: Actually, I think it's just the opposite. The problem is that too many young people *do* have a dream. They think the life of a standard white-collar office worker would be boring, so they try to realize some kind of unrealistic 'dream' such as becoming a musician or dancer.

Sharad: Yes, but isn't it wonderful that so many young people in Japan these days are following their dreams!?

John: As a matter of fact I think it is unfortunate. After all, the majority of those young people will see in a few years that their dreams were unrealistic to begin with and they will give up. At that point it will be too late to get a real job.

Sharad: But they *can* succeed with their dream if they try hard enough and never give up. That's my motto: never give up!

Elizabeth: Sharad has a point_(x). For example, there are quite a few famous comedians in Japan who only became famous after years of trying.

John: Yes, but for every one comedian who becomes famous, there are a hundred who waste years of their lives trying and then never make it. In the meantime, they are wasting time thinking up jokes instead of getting a real job at a company and contributing to Japan's economy.

Yuriko: Of all the young people in dead-end part-time jobs with no chance of promotion, those that chose to put themselves in that position because they wanted to follow their dreams are only a small minority_(P). The reason there has been an increase in these so-called 'freeters' — people working part-time or on a limited contract for wages that are not 'regular employees'* of a company — is because in the 1990s companies began hiring fewer regular employees to cut costs. You can't blame these young people for their situation. Most young people who become regular employees in good companies don't have a real dream, either. They are just the lucky ones who are able to land a good job straight out of college.

Elizabeth: Aren't you contradicting yourself? I thought you said only 'freeters' lacked ambition and didn't have a dream.

Yuriko: No, when I spoke of the lack of ambition among young people I was talking about young people in Japan in general, not only so-called 'freeters' or the unemployed. When I say 'dream', I'm talking about having a clear trade or profession in mind. The problem isn't only 'freeters'. The majority of successful young Japanese don't even have a clear professional goal. They just do what is expected of them to get into a good university and a good company.

Elizabeth: That's true. Young people in Japan are so busy following all the necessary steps to get into a good university and then into a good company that they don't have time to think about the specific profession they want to go into. Young people shouldn't just follow the mainstream 'salaryman' career path. But they shouldn't choose a career just because it is something they like, either. Rather, they should do whatever is wanted and needed in society. In many cases that doesn't even require any special training. And often there is a high demand for those kinds of jobs. Caring for old people for example — now *that* is a job that is needed.

Yuriko: Elizabeth, I can't agree with you. I'm sure the world would be a

better place if no one cared about money or status and just wanted to do whatever job is most urgently needed by the community. But the majority of people just aren't like that. It is natural to strive to be successful. Besides, if there is a need for workers in a certain area, it is usually because it is a job that nobody wants to do, either because it is too difficult or dangerous, or else because it doesn't pay very well.

Sharad: Yes, and also, no one will be able to do a job well if they don't love what they are doing! If everyone were to choose their work out of a vague sense of social responsibility_(v), then no one would be good at their job. I don't want to eat the food of a cook who is cooking just because no one else wants to. A cook should love to cook! And if he or she does, then he or she will make delicious food. I love food, and that is why I am saving my money to go to cooking school, so I can become a chef.

Yuriko: Well, Sharad, you have a clear professional goal, and you are making plans to get the training you need. That is wonderful. I wish more young people in Japan were people like you.

John: Sharad, I wish you luck. But if you ask me, there is nothing more dangerous than doing a job that you really love. That is how people end up getting exploited by their companies, and then end up spending too much of their time at work. I go to work at 9:00 a.m. every morning Monday through Friday, and I finish at 6:00 p.m., and I don't work after that unless somebody is paying me a lot of money for overtime. My time after 6:00 p.m. is my own leisure time that I enjoy at home with my family. That's why we work — so we have money to enjoy our leisure time. Nobody should ever work a minute after 6:00 p.m.! If I had enough money I would retire right now and spend the rest of my life fishing — that's what I love. Unfortunately, I'm not rich. So I work during the week so I can go fishing on the weekends with my son. No one should love their work. That's why it's called 'work', and not play.

Sharad: John, even if you love what you do, work isn't all fun and games. You have to pay your dues_(z). It is only when we are passionate about what we do that we have the motivation to make the necessary sacrifices and get the training we need to become good at it.

Elizabeth: Well, in my opinion, work doesn't have to be fun, but it shouldn't run our lives either. In modern society it is considered 'normal' to work from 9:00 a.m. to 6:00 p.m. everyday like John, but that is a huge amount of time devoted to labor. And that is only the accepted minimum; many people work even longer hours. Our modern 'civilization', based on work, work, and more work, is anything but civilized. People who spend their entire day, every day of the week, on the shop floor or sitting at a desk in an office, simply don't have the time to pursue art or cultural activities, or to develop strong ties with the community, or even to develop strong ties with their children. And surveys of working adults all show that they hunger for more free time. Researchers have described this state of affairs a 'time famine'. People in modern, advanced societies have all the conveniences in the world and yet they are starved for free time. Because of this, our society will be seen as uncivilized by future generations.

*regular employees: 正社員

Questions

[A] Which one of the following could best be substituted for the underlined sentence (X)? Write the correct number in box [A] on answer sheet B.

1. Sharad has a say in this.
2. Sharad just might be right.
3. That's right Sharad, never give up!
4. Sharad, you are the best!
5. Sharad is logical.

[B] Which one of the following could best be substituted for the underlined expression (Y) without significantly changing the point being made by Sharad in this conversation? Write the correct number in box [B] on answer sheet B.

1. based on what they think would be most useful in society
2. because of what others in society were thinking about them
3. due to a sense of obligation to social capital
4. in some way that is important only in a social sense
5. out of an unclear feeling of understanding for society

[C] Which one of the following could best be substituted for the underlined sentence (Z)? Write the correct number in box [C] on answer sheet B.

1. Building a career requires a great deal of effort and sacrifice.
2. It costs a lot of money to go to the right schools to receive training.
3. Those that have fun first have to work their way up the ladder of success.
4. You have to become a member of a number of professional organizations.
5. You have to be willing to take a lot of vacations to have the fun you need.

[D] 以下の内から文(P)の意味を最も正確に捉えているものを一つ選び、解答用紙Bの[D]に該当する数字を記入しなさい。

注：以下の選択肢はどれも文(P)の直訳ではない。

1. すべての若者の中で、夢を追いかけるフリーターはわずかな部分を占めるにすぎない。
2. フリーターとなっている若者は、少数派でありながら、夢を追いかける道を選んだ。
3. フリーターとなっている若者のほとんどは、夢を追いかけるためにフリーターになったわけではない。
4. すべてのフリーターの中で、現在のアルバイトや職こそが夢であると考える者はいない。
5. ほとんどのフリーターとなっている若者は、夢を追いかける少数派に属する。

[E] Why does John feel that it is unfortunate that so many young people in Japan are following their dreams instead of getting a job at a company? Write the correct number in box [E] on answer sheet B.

1. Because after a few years pass, many of them will have realized unrealistic dreams.
2. Because even if they decide to enter a company later, many will have missed their chance.
3. Because in Japan most top companies only want to hire regular employees who have graduated from college.
4. Because it will be too late in a few years to realize that their dreams are unrealistic and give up.
5. Because when you come right down to it, becoming a singer or comedian is just foolish.

[F] Why does Yuriko claim that you can't blame the young people who are unemployed or in dead-end part-time jobs for their situation? Write the correct number in box [F] on answer sheet B.

1. Because even most regular employees at big companies never had a dream.
2. Because in the 1990s companies began promoting employees on limited contracts.
3. Because it is only the lucky 'freeters' who are able to realize their dreams.
4. Because most of the young people in that situation are not there by choice.
5. Because so-called 'freeters' are not regular employees at big companies.

[G] Which one of the following is the most suitable summary of Elizabeth's main point in the final statement of the conversation (starting with 'Well, in my opinion, ...')? Write the correct number in box [G] on answer sheet B.

1. Future generations will look back on modern society as too primitive.
2. In modern society people forget the importance of culture and family ties.
3. People in modern society spend too many of their hours involved in labor.
4. The time that most people spend at work is only the accepted minimum.
5. The conveniences of modern society are not enough to make us 'civilized'.

[H] Based on the information given in the dialogue, which of the speakers would agree with the following statements (a)–(d)? Choose your answer from the list below and write the appropriate number in the boxes under [H] on answer sheet B.

| | | |
|----------------------|---|---|
| John only | → | 1 |
| Sharad only | → | 2 |
| Elizabeth only | → | 3 |
| Yuriko and John | → | 4 |
| Yuriko and Sharad | → | 5 |
| Yuriko and Elizabeth | → | 6 |
| John and Sharad | → | 7 |
| John and Elizabeth | → | 8 |
| Sharad and Elizabeth | → | 9 |

- (a) It is important for young people to have a dream that will lead to employment.
- (b) People should not choose a career based just on what they enjoy doing.
- (c) Working too many hours should be avoided.
- (d) Many young people in Japan are chasing their dreams.

IV. 以下の概念から2つを選択し、それらに関連させながら「食」(Food)について英語で論じなさい。なお、選んだキーワードは動詞・形容詞などに変えても良い。

| | | |
|------------------------|---------------|----------------|
| Taste | Social status | Health |
| Stereotype | Women/Men | Animal welfare |
| Sustainability (持続可能性) | | |

注意事項

- (1) 2つの概念の関連性を中心に考えを展開させること。
- (2) 具体例を含めること。
- (3) 文法に注意すること。