2016年度　前期

個別学力検査

英　　語

注　意　事　項

1. **試験開始の合図があるまで、この問題冊子の中を見てはいけません。**
2. 問題冊子は17ページあります。解答冊子には解答用紙5枚が綴じられています。
3. 試験時間は90分間です。
4. **すべての解答用紙の所定の欄に受験番号を記入してください(氏名は記入しないでください)。**
5. 問題冊子と解答冊子に印刷不鮮明や落丁などがある場合は、手を挙げて監督者に知らせてください。
6. 試験中に気分が悪くなったときは、手を挙げて監督者の指示に従ってください。
7. 問題冊子は試験終了後に持ち帰ってください。**ただし、無断で複写、複製、転載などを行うことはできません。**

個別学力検査

英　　語

第1問 (配点25点)

次の英文を読んで、以下の設問に答えなさい。
(*を付した語には本文末に注が示されています。)

On June 19, 2015, the Diet enacted a law lowering the voting age to 18 from 20. As a result, 18-and 19-year-olds will have their first opportunity to vote in the national election scheduled for summer 2016. The change follows a revision made last year to the national referendum law which reduced the voting age for national referendums on constitutional amendments to 18, though with the proviso that no one under 20 can vote in any referendums that might be held before June 20, 2018. Lawmakers at that time also hammered out a course of action to revise the voting age for elections and to consider reducing the statutory age of adulthood, currently set in the Civil Code at 20 years old.

(1) with / countries / age / are / in / the minority / 20 / of / a voting /. According to a survey by the Justice Ministry in 2008, only 21 countries and regions out of 192 have a voting age of 20 or over. However, just because a policy is common, does not mean that it is correct. Japan surely needs some clear reasons for changing policy other than simply wanting to join the majority.

When the voting age was last changed in 1945, the right to vote was given to all Japanese 20 or over, with a few (ア). In those days, less than 5 percent of the population were aged 65 or above. However, this figure now stands at 25 percent, and projections from the National Institute of Population and Social Security suggest it will continue to grow, topping 33 percent within 20 years. This means that the proportion of elderly people in the electorate has been increasing and will continue to increase, with the result that political promises and policies tend to (イ) the elderly. (2) While caring for and addressing the concerns of the elderly is undeniably important, this does not mean that policies for the younger generations should be neglected. With this in mind, the lowering

of the voting age will lead to an increased proportion of younger voters and consequently may avoid a policy environment which is overly-biased toward the concerns of the elderly. Lawmakers presumably hope that lowering the voting age will (ウ) discussion and awareness of Japan's longer-term future.

However, a closer look at electoral and voting data suggests that the voting age change is unlikely to lead to major policy shifts. Further, not everyone with the right to vote actually turns out to vote. According to figures from the Ministry of Internal Affairs and Communications, turnout of voters in their 20s for the 2014 House of Representatives election was only *33 percent, compared to 68 percent for those in their 60s, and 59 percent for those in their 70s or over: so not only are the elderly more numerous, they are more likely to vote. It therefore seems unlikely that a 2-year reduction in the voting age will have any real policy impact, so long as voter turnout levels remain unchanged. Looking at figures from the same source, turnout among voters in their 20s dropped below 50 percent for the House of Representatives election in 1993, and has not risen above that mark since.

Lowering the voting age may have a positive effect in a slightly different area — that of increasing voter turnout. The turnout for voters in their 20s was 47 percent for the Lower House election in 1993, but for voters in their 30s during the same election in 2003, this was up to 51 percent, and higher still at 59 percent for voters in their 40s during the 2012 election. Although some of the rise may be attributable to the different issues and campaigning surrounding each election, it is nonetheless clear that the older this group became, the higher their turnout. Presumably, then, if this gradual increase in political interest and involvement can be started at 18 rather than at 20, we can eventually expect higher voter turnout across all age groups. (3) If interest and involvement in political matters and social issues can be encouraged from an even younger age, we might expect even better turnout.

Interestingly, in October 2015, **MEXT issued a notice stating that political

activities by high school students conducted away from school grounds are acceptable, (④) they are within the law and don't hinder their studies. This is a reversal from the 1969 notice, which banned political activities by high school students both at school and away from school grounds, and it will be interesting to see if it links to a higher voter turnout among young people. Certainly, a number of issues related to the lowering of the voting age which are currently being debated — the (エ) age of adulthood in the Civil Code, minimum ages for smoking and drinking alcohol, and the age of criminal responsibility at which the Juvenile Law ceases to apply — directly concern not only people who are currently considered "adult," but also many who are "children," and the opinions of both must be taken into account.

Finally, perhaps the way that the right to vote is presented to people could be as important as the age at which it is granted. At every election, people who have just placed their vote are interviewed on television and say (オ) like, (5)"国民の義務だから投票しました。" Though that might be correct, the system of universal suffrage which Japan enjoys — whereby everyone can vote, independently of position, wealth, and gender — is historically a recent phenomenon, having been adopted by Germany (the Weimar Republic) in 1919, the USA in 1920, the UK in 1928, and France in 1945. People fought hard across generations to establish such systems and gain the right to vote. If young people gain that right, they should view it as an important privilege, instead of a duty.

*All voter turnout figures are rounded to the nearest integer.

**Ministry of Education, Culture, Sports, Science and Technology-Japan

問題 1 空欄(ア)～(オ)に入る最も適切な語を(a)～(e)から選び、記号で答えなさい。ただし、同じ選択肢を2回以上選んではいけません。

(a) encourage

(b) legal

(c) exceptions

(d) something

(e) favor

問題 2 前後の文脈を考慮に入れながら、下線部(1)の部分を並べ替え、意味の通る文にしなさい。ただし、文頭に来る語も小文字で記してあります。

問題 3 下線部(2)を日本語に訳しなさい。

問題 4 下線部(3)を日本語に訳しなさい。

問題 5 (④)に入る最も適切な語句を(a)～(d)から選び、記号で答えなさい。

(a) in spite of

(b) as if

(c) by far

(d) so far as

問題 6 下線部(5)を英語に訳しなさい。

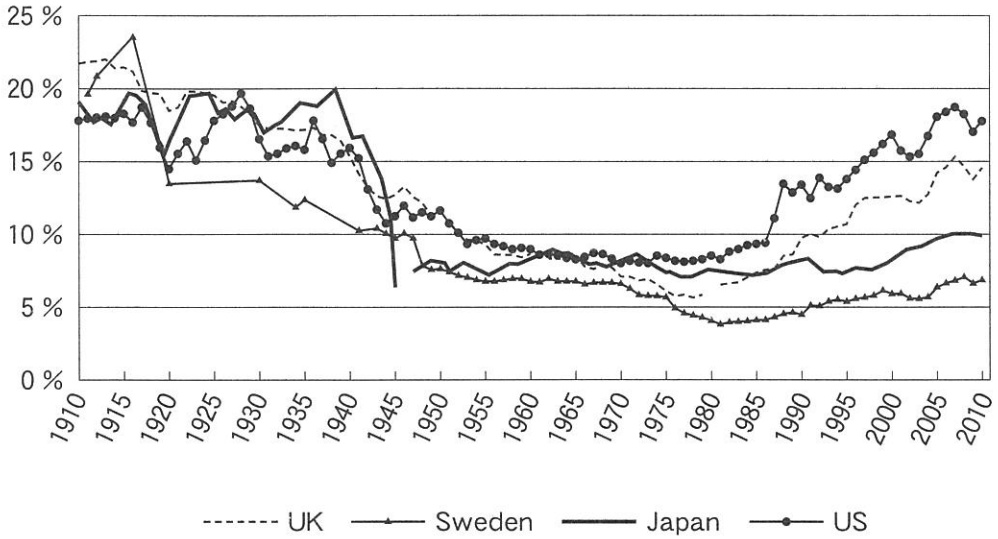
問題 7 選挙権年齢の引き下げについてのあなたの意見を25語以上35語以内の英語で書きなさい(意見の内容については評価の対象ではありません)。

第 2 問 (配点 25 点)

次の英文と図より、以下の設問に答えなさい。

(*を付した語には本文末に注が示されています。)

Top 1% earners' share in national income



Source: Author's tabulation of data provided by Thomas Piketty,
http://piketty.pse.ens.fr/en/capital21c2

The graph shows the evolution of the top 1 percent earners' share in national income, for the UK, Sweden, Japan and the US, from the beginning of the 20th century to the present. (1) At the beginning of the 20th century, all the countries have a wide income inequality, with the top 1 percent taking around 20 percent of the national income. The ratio is highest in the UK. Although Sweden is now well known as a welfare state, (2) during this period it had a wider income inequality than the US.

However, once World War II broke out, income inequality shrank in every country. Japan, defeated and suffering from the widespread destruction of production facilities, showed the most dramatic reduction, but the other three

countries still show significant decreases in income disparities as well. Researchers point to the wartime establishment of welfare systems, the adoption of group wage setting mechanisms, and the increasing participation of women in the workforce as important contributors to the change. As a result, income inequality had decreased remarkably by the middle of the 20th century.

After that, from the end of the war until the 1970s, the income share of the top (ア) percent remained stable. During that period, each country enjoyed a high economic growth and the living standard of virtually all citizens improved significantly. Researchers point to increases in productivity through innovation, and increased educational opportunity as key factors. While previously most ordinary people had only received elementary education, with higher education restricted to a privileged minority, secondary and higher education became more widely available. As a result, the productivity of average labor rose, contributing to an increase in incomes and the equalization of income distribution. In this way, the percent of national income received by the top 1 percent of earners remained remarkably stable through the post-war period around 1970, holding at a roughly equal level (between 6 and 8 percent) for all four of the countries we are examining.

Upon entering the 1980s, however, the situation began to change, and continued to do so for the following three decades. (3) In the second half of the 2000s, the top 1 percent of earners received nearly 20 percent of national income in the US, meaning that income inequality had returned to pre-war levels. In the UK, meanwhile, the figure exceeded 15 percent for the first time since World War II, showing that country also nearing pre-war levels of income inequality.

Despite this, the share of the top 1 percent in national income in Japan and Sweden has not grown in the way it has in the UK and the US. Although the share grew steadily in those countries, in (イ), it shared about 10 percent in Japan and 7 percent in Sweden which was the half of the UK. Now it is well known that other continental European countries have the same situations.

What are the causes of the situation? It does not seem to be educational inequality, because educational inequality did not increase as rapidly as income inequality did in the US and the UK during the period. On the other hand, there was a remarkable development and popularization of IT for previous (ウ) years. In addition, especially highly educated and highly skilled people succeeded in getting much higher incomes by making the best use of IT. Executives of investment banks or owners of venture companies in the US and the UK are the typical examples. Their remuneration was often several hundred million yen and that is (エ) times or more amount of average earner. (4)さらに、ITとロボットの進歩の結果、これまで労働者が従事して来た多くの仕事は機械によって置き換えられつつある。 I would say, this acts on the tendency of declining employment opportunity and wages for the average worker. Since IT or robots can easily cross borders, we should admit that there is no great difference between advanced countries in this regard. Therefore, technological progress cannot explain why the top 1 percent income share has expanded rapidly only in the US and the UK.

Some famous economists say that it is because of a new social norm in the US and the UK since (オ), which admit to pay an extremely high salary to executives. It is often pointed out that cultures called "*meritocracy" or "market fundamentalism" became popular in 1980s. If this is the cause of the increasing inequality, we must wonder why this new norm has appeared and become so widely accepted. A good answer to this question must touch on not only economics, but also management, sociology, and history. No simple answer can be given here. However, I would like to point out the fact that the US and the UK lowered the maximum rate of income tax greatly in the same 1980s. As a result, redistributions from high to lower income earners reduced, widening income gaps. It might be said that super high income earner could use their affluence politically to change the tax system in their favor. A viewpoint on politics is needed to understand income inequality.

*meritocracy：実力主義

問題 1　下線部(1)を日本語に訳しなさい。

問題 2　下線部(2)を 20 字程度の日本語で説明しなさい。

問題 3　下線部(3)を日本語に訳しなさい。

問題 4　下線部(4)を英語に訳しなさい。

問題 5　以下の(a)～(e)のうち、本文の内容に照らして最も不適切と考えられる内容を含んでいるものを選び、記号で答えなさい。

(a)　第 2 次大戦後ある時期まで、調査対象となっている 4 カ国すべてで所得分布の不平等が減少していったのには、労働生産性の向上や高等教育への機会が平等になっていったことが関連していると考えられる。

(b)　1980 年代から所得分布の平等性は 4 カ国で差異が生じてきたが、この理由の 1 つとしては、それぞれの国で所得分布の不平等を、どのように受け止めるかについての考え方の違いがありうる。

(c)　所得分布の不平等自体は悪いことではない。なぜなら、高所得者は同時に多額の消費をすることによって、消費財を供給する産業を発展させ、そこで働く人々の仕事の機会を増やしたりするからだ。

(d)　スウェーデンにおける所得分布の不平等が 20 世紀初め以降、一貫して小さかったわけではない。

(e)　所得分布の不平等が大きくなっていった 1980 年代以降でも、不平等性の増大の程度には調査対象の 4 カ国で違いがあるが、この違いは、IT の利用の仕方に習熟している人の多い少ないによる、ということだけでは説明できない。

問題 6 空欄(　ア　)～(　オ　)に入る最も適切な選択肢を(a)～(e)から選び、記号で答えなさい。ただし、同じ選択肢を 2 回以上選んではいけません。

(a) 2010

(b) 1980

(c) 1

(d) 30

(e) 100

第3問 (配点 20 点)

次の英文を読んで、以下の設問に答えなさい。

One day, my friend told me about his friend, Melissa. She was a new ALT (Assistant Language Teacher) from the UK, who had just come to Japan. She asked him what *wagashi* was. He told her that it was Japanese sweets; *wa* means Japanese and *gashi* means sweets in English. Hearing this, she showed more interest in it, and asked him more questions. However, regrettably, he could not give her more information about *wagashi*.

A few days later, he had an opportunity to talk with Melissa about Japanese culture again. He had looked into *wagashi* in great detail on the Internet after that. He described both the artistic quality and the flavor of *wagashi* to her. Moreover, he emphasized (1) one advantage of eating it; it is better for our health because it doesn't contain ingredients made from animal fat so much. Rather, it is mainly made from ingredients like vegetables such as grain and pulses.

Have you ever heard about this kind of experience from people who traveled abroad? Actually, I was asked many questions about *washoku* during my homestay in the USA. Fortunately, I knew some things about it since it had been registered on UNESCO's list of Intangible Cultural Heritage on December 4, 2013. So I was able to explain the pull of *washoku* to my host family.

Recently *washoku* has been attracting attention from people around the world and becoming more popular. Why is that? First of all it looks very beautiful and colorful. (2) 初めて和食を見た多くの外国人はそれを芸術作品だと思ってしまうだろう。 The technique of *washoku* cooks is so skillful and professional. It's amazing. Another reason for its popularity is that this traditional Japanese cuisine uses seasonal ingredients. So you can enjoy new flavors with each season. (3) Foreigners may be surprised at the Japanese culture of respecting and being sensitive to nature through *washoku*. The last and most important reason

is that it is very well-balanced. (4) This is surely proven by the fact that Japan has been ranked at the top of the world's longest-life-expectancy for a long time. This attracts health-minded people all over the world.

I was so relieved when I could make my host family understand how attractive Japanese (5) dishes were, and I immediately noticed myself coming to take pride in Japan and Japanese culture. The more we learn about Japanese culture, the more we like our country. We can strengthen our identity as Japanese people by knowing more about ourselves. Many Japanese who returned from abroad said they should have studied about Japan as well as foreign things. That's true, I think. It is necessary in order to express our identity in the world.

I am thinking about the Japanese word *wa* again. (6) *Wa* of *washoku* stands for Japanese. Do you know another meaning of *wa*? This is a great finding for me. It means harmony or peace. I believe that Japanese people who have "peaceful" dishes pray for real world peace. And I would like anyone who eats *washoku*, "harmonious" dishes, to hope for the harmony of the world. Studying *washoku* helped me mentally grow.

問題 1　下線部(1)は具体的にはどういうことですか。理由とともに日本語で書きなさい。

問題 2　下線部(2)を英語に訳しなさい。

問題 3　下線部(3)について、その理由を日本語で書きなさい。

問題 4　下線部(4)を日本語に訳しなさい。

問題 5　下線部(5)と同じ意味で使われている単語を本文中から抜き出して書きなさい。

問題 6　下線部(6)について、本文に述べられている以外のもので、あなたが“*wa*”を感じるものとその理由を 25 語以上 30 語程度の英語で書きなさい。

第4問 (配点 20 点)

問題 1 以下の各英文を完成させるために、空欄に入れる最も適切な語をそれぞれ(a)~(d)から選び、記号で答えなさい。

問 1 "_____ do you like your tea?" "A little milk, please."

(a) How (b) What (c) Which (d) When

問 2 _____ can I get to the central station?

(a) Which (b) Where (c) How (d) What

問 3 You must be home by 9 o'clock at the_____.

(a) best (b) most (c) least (d) latest

問 4 "I don't speak Japanese. Do you?" "As a matter of fact, I don't speak it, _____."

(a) too (b) also (c) neither (d) either

問 5 If she _____ him, he would run to her.

(a) calls (b) will call (c) called (d) is calling

問 6 I _____ done better on the exam if I had studied earlier.

(a) could have (b) will have (c) should have (d) have had

問 7 Most of the people _____ in the village were born here.

(a) lived (b) live (c) living (d) to live

問 8 I wish I _____ that last piece of pizza, I don't feel good.

(a) haven't eaten (b) don't eat

(c) were not eaten (d) hadn't eaten

問題 2 次の括弧内の語を並べ替えて正しい英文を作りなさい。ただし、文頭にくる語も小文字で記してあります。

問 1 She is one of (writers / Japanese / most / the / read / widely) in the world.

問 2 My wife and I bought a nice house together, before (like / she / looked / left / who / me / man / for / a) Johnny Depp.

問題 3 以下の日本文を英文に訳しなさい。
(*を付した語には本文末に注が示されています。)

私が 10 歳のときに*世界金融危機が起きた。私は親に尋ねたり新聞を読んだりしてこのことについて調べ、小学校の新聞に記事を書いたことを覚えている。それ以来、金融市場や政策について関心を抱き続けている。

*世界金融危機(いわゆるリーマン・ショック):the Global Financial Crisis

第５問 (配点 10 点)

問題 1 次の会話文を読み、各設問の答えとして最も適切なものを(a)～(d)から選び、記号で答えなさい。

Minako : Sorry, Kaoru. My boss asked me about the financial report of our company when I was leaving the office.

Kaoru : No problem, but I was wondering when you'd show up. Hey, that's an interesting phone. Did you buy the new one?

Minako : Yes. You've got good eyes! This is the brand-new model which has just been launched last Sunday.

Kaoru : Is it OK if I have a look?

Minako : Sure. I like it very much. Best of all, it is so fashionable looking.

Kaoru : How many colors does this kind of phones come in?

Minako : Twelve.

Kaoru : Twelve? So many.

Minako : Yeah, I was hesitating about which one to buy for a long time in the shop. And then I remembered a TV show I saw that morning.

Kaoru : What do you mean?

Minako : It's a show that comes on every morning which tells you your fortune for the day. It said my lucky color was pink.

Kaoru : That's why you selected this one.

Minako : That's right.

Kaoru : By the way, we should discuss the menu instead of the phone. A waiter has been standing by us since you sat down.

Minako : Oh, no!

Kaoru : Is there anything you recommend, Minako?

Minako : I should have something made with tomato according to the TV show of this morning.

問 1 Minako's new phone looks:

(a) expensive (b) unique (c) old-fashioned (d) stylish

問 2 Why did Minako select pink for her new phone?

(a) Because it was her favorite color.

(b) Because it was a happy color for her on that day.

(c) Because it was a very cute color.

(d) Because it was used for her room.

問 3 Where are Minako and Kaoru now?

(a) Kaoru's room

(b) Minako's office

(c) a mobile phone shop

(d) a cafe

問 4 Minako's lucky color "today" could be:

(a) red (b) blue (c) gray (d) pink

問 5 What department would Minako work at?

(a) marketing

(b) human resources

(c) account

(d) development

問題 2 以下のA～Fの英文を会話が成り立つように、正しい順に並べ替えなさい。ただし、一番最初と最後の文は示してあります。

This is the Lost-and-Found Office. Can I help you?

A. My mobile phone and some pens are in them.

B. Could you tell me what kind of bag it is?

C. Oh, here, I've found it.

D. It's a black one with small pockets on both sides.

E. Yes. I've left my business bag on a bus.

F. Anything else?

Thank you so much.