

1 次の英文を読んで、下の問いに答えなさい。

Most students around the world start university when they are 18 years old. A standard undergraduate degree takes four years to complete, and when finished, graduates enter the working world prepared for a career in the field in which they have studied. These four years at university pose many challenges for students. Specifically, students must find time to attend classes, study and work part time, all the while being able to navigate their busy schedules ( 1 ). Not being able to effectively manage all of these tasks can severely affect a student's ability to graduate from university.

The principal job of university students is to attend classes. The amount of time spent in class differs from country-to-country, and even depends on the university one attends. However, in most countries, students can be expected to spend from 10-15 hours a week in classes. These may be lecture-type classes or seminars taught in small groups. Attendance in these classes is usually ( 2 ); students are expected to listen to lectures, take notes and stay engaged with assignments given by professors.

The second demand on students' time is the amount of time they spend studying outside of class. Typically, for every hour they spend in the classroom, students should spend 2-3 hours studying outside of it. This might mean studying texts, devoting time to laboratory work, or doing some ( 3 ) for a course. This can include actually going out to a location and conducting some research for the class or seminar. Clearly, students spend more time on out-of-class study than they actually do in the classroom.

Finally, many students work part-time in order to be able to ( 4 ) their university studies. University students work at restaurants, bars, as tutors, and also at supermarkets or department stores. Since they often work for minimum wage, students usually like to work as much as possible in order to earn money to pay for their hobbies and outings with friends. However, they also must be careful so as not to let their part-time work interfere with their actual studies.

In conclusion, being a university student is a critical part of any person's life, as it prepares them for the working world upon graduation. However, being a student is not always an easy task. While students do not yet face the pressures of working in a career that will guide them through the rest of their lives, they do need to be conscientious and held ( 5 ) for everything they do during their four years at university. This will ensure that students can get the most out of their studies and provide themselves with a good opportunity at having a successful future.

英 語 (全6の2)

1. 本文の空所(1)～(5)に入れるのに最も適切な語を、下の(a)～(d)からそれぞれ1つずつ選び、その記号をマークしなさい。

- |                      |                |              |                 |
|----------------------|----------------|--------------|-----------------|
| (1) (a) ecologically | (b) marginally | (c) menially | (d) efficiently |
| (2) (a) mental       | (b) mandatory  | (c) radical  | (d) cosignatory |
| (3) (a) fieldwork    | (b) dissention | (c) conflict | (d) capacity    |
| (4) (a) accord       | (b) mentor     | (c) afford   | (d) malign      |
| (5) (a) accountable  | (b) furious    | (c) peculiar | (d) ordinary    |

2. 本文の内容と最もよく適合するものを下の(a)～(h)から3つ選び、その記号をマークしなさい。

- (a) Gaining a university education involves multiple ways of learning.
- (b) University students have plenty of time to become engaged in full-time jobs.
- (c) Students should spend four times more studying outside of class than inside a classroom.
- (d) Students around the world are very busy during their university careers.
- (e) A large majority of students cannot graduate from university these days.
- (f) Working a part-time job while in university poses little risk for students.
- (g) Students should aim to focus mostly on studying while in university.
- (h) A large number of students devote themselves too much to their studies.

英 語 (全6の3)

- 2 次の英文が完成した文章になるように、その文意に沿って、(1)～(3)の[ ]中の(a)～(f)をそれぞれ並べ替えなさい。そして、1番目、3番目、6番目にくるものを1つずつ選び、その記号をマークしなさい。

The earliest known book was printed in China in the year 868 and metal type was in use in Korea at the beginning of the 15<sup>th</sup> century, but it was in Germany around the year 1450 that a printing press using moveable metal type was invented.

Capitalism turned printing from an invention into an industry. Right from the start, book printing and publishing were organized on capitalist lines. The biggest sixteenth century printer, Plantain of Antwerp, had 24 printing presses and employed more than 100 workers. Only (1) [(a) of the (b) fraction (c) literate, but (d) population (e) was (f) a small] the production of books grew at an extraordinary speed. By 1500, some 20 million volumes had already been printed.

The immediate effect of printing was to increase the circulation of works that were already popular in a handwritten form, while less popular works went out of circulation. Publishers were (2) [(a) in books (b) interested only (c) sufficient numbers (d) fairly (e) quickly in (f) that would sell] to cover the costs of production and make a profit. Thus, while printing enormously increased access to books by making cheap, high-volume production possible, it also reduced choice.

The great cultural impact of printing was that it facilitated the growth of national languages. Most early books were printed in Latin, the language of educated people, but the market for Latin was limited, and in its pursuit of larger markets the book trade soon produced translations into languages emerging at this time. Printing indeed (3) [(a) by fixing (b) and stabilizing (c) in standardizing (d) played a key (e) these languages (f) role] them in print, and producing dictionaries and grammar books. Latin fell into disuse as national literatures were established in the 16<sup>th</sup> century.

3 次の文章の下線部(A)の和訳と下線部(B)の英訳を別紙解答欄に記入しなさい。

Rapid technological change, low initial cost and even planned obsolescence (the manufacturer's conscious decision to produce a consumer product that will become out of date in a defined time frame) have resulted in a dramatic increase in the amount of electronic waste disposed of each year. In most cases, electronic waste consists of products which are now considered obsolete or unrepairable. <sup>(A)</sup> 廃棄物として分類されているが、廃棄された電子製品は、再利用することに適しているため、ときに貴重である。 <sup>(B)</sup> For example, many fully functional computers and components are discarded during upgrades.

4 次の英文(1)～(5)の応答として最も適切なものを、それぞれ下の(a)～(d)の中から1つずつ選び、その記号をマークしなさい。

(1) Would you like to have coffee with me sometime?

- (a) Yes, I would really like to do that.
- (b) I might not be available then.
- (c) Sometimes we take our coffee black.
- (d) That seems to be a troublesome time.

(2) My family is traveling to Sweden next summer.

- (a) I'm not sure if it was ready at the time.
- (b) Great! Was it an interesting trip?
- (c) Really? What are you going to do there?
- (d) I heard that he isn't going either.

(3) Is it all right if I come over tonight?

- (a) We should do it soon.
- (b) I haven't come over yet.
- (c) She isn't that fascinating.
- (d) Sure. That's a great idea!

(4) This summer has been very hot, hasn't it?

- (a) It seems the streets get busier every year.
- (b) Yes. I'm having trouble sleeping at night.
- (c) I can't believe it happened so close to us.
- (d) Next summer should not be as cold as this one.

(5) I'm not ready for tomorrow's test.

- (a) Didn't you study enough?
- (b) Today is a good day for a test.
- (c) It isn't allowed to come.
- (d) Was the test difficult?

英 語 (全6の5)

5 次の英文(1)～(6)の下線部(a)～(d)の中で、英語の表現として最も不適切なものをそれぞれ1つずつ選び、その記号をマークしなさい。

- (1) SNS and Twitter are playing important roles as a mean of spreading information.  
(a) (b) (c) (d)
- (2) There were a few cases where students had failed providing an answer.  
(a) (b) (c) (d)
- (3) Ken was appointed manager, but he was transferred in a tiny branch in the countryside.  
(a) (b) (c) (d)
- (4) Many elderly people are complaining about their decay teeth.  
(a) (b) (c) (d)
- (5) Their careful written letter implies that they will sue me if I don't make up for the damage.  
(a) (b) (c) (d)
- (6) He was the last person whom I expected him to be successful in business.  
(a) (b) (c) (d)

英 語 (全6の6)

6 次の英文(1)～(10)の空欄を補充するのに最も適切なものを、下の(a)～(d)の中からそれぞれ1つずつ選び、その記号をマークしなさい。

- (1) The painting ( ) displayed in the foyer of the hotel was donated by a local artist.  
 (a) merely (b) markedly (c) prominently (d) rigorously
- (2) Violence has become so ( ) in movies these days that I no longer want to let my children watch them.  
 (a) resolute (b) eloquent (c) pervasive (d) skeptical
- (3) The price of fresh fruit and vegetables ( ) considerably throughout the whole year.  
 (a) peaks (b) raises (c) fluctuates (d) ascends
- (4) We don't encourage ( ) behavior such as vandalism or disturbing the public.  
 (a) anti-social (b) multi-celled (c) predominant (d) cooperative
- (5) The training seminar on the weekend is ( ), although all staff members are encouraged to attend.  
 (a) rational (b) optional (c) invaluable (d) compulsory
- (6) The court issued ( ) for his arrest on a charge of murder last Friday afternoon.  
 (a) a grant (b) an assurance (c) a warrant (d) a guarantee
- (7) This new type of tent has a special design that makes it very ( ), even in windy conditions.  
 (a) secure (b) security (c) secured (d) securely
- (8) The company has had a lot of success recently ( ) the use of a humorous advertising campaign.  
 (a) into (b) beyond (c) of (d) through
- (9) The lecturer waited patiently for the noise in the auditorium to ( ) before starting his talk.  
 (a) carry over (b) die down (c) smooth out (d) count off
- (10) *The Tale of Genji* is an ancient ( ) work with which Japanese people have been fascinated for a long time.  
 (a) literature (b) literal (c) literary (d) literate

7 次の(1)～(5)のそれぞれ4つの単語の中から、下線部の発音が他のものと異なるものをそれぞれ1つずつ選び、その記号をマークしなさい。

- (1) (a) devour (b) flour (c) pour (d) sour  
 (2) (a) conceive (b) forfeit (c) seize (d) receipt  
 (3) (a) awkward (b) hallway (c) howl (d) laundry  
 (4) (a) courier (b) cousin (c) double (d) southern  
 (5) (a) cosmos (b) decease (c) disease (d) lose