

英語問題 (60 分)

(この問題冊子は 7 ページである。)

受験についての注意

1. 監督の指示があるまで、問題を開いてはならない。
2. 携帯電話・スマートフォンの電源は切ること。
3. 時計に組み込まれたアラーム機能、計算機能、辞書機能などを使用してはならない。
4. 試験開始前に、監督から指示があったら、解答用紙の受験番号欄の番号が自身の受験番号かどうかを確認し、氏名を記入すること。
5. 解答用紙は 3 枚ある。解答は解答欄に記入し、その他の部分に何も書いてはならない。
6. 監督から試験開始の合図があったら、この問題の冊子が、上に記したページ数通りそろっているかどうか確かめること。
7. 筆記具は、H、F、HB の黒鉛筆またはシャープペンシルに限る。万年筆やボールペンなどを使用してはならない。訂正する場合は、消しゴムで丁寧に消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり、破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 問題冊子と解答用紙を持ち帰ってはならない。

以上

I 次の (1) ~ (5) の英文を読み、下線部に最も近い意味のものをそれぞれ A ~Dの中から選びなさい。

(1) This book talks about a major problem facing society today.

- A. theme B. situation C. issue D. subject

(2) The police are conducting an investigation into the robbery.

- A. making out B. working out C. searching out D. carrying out

(3) The findings of the survey were the opposite of what was expected.

- A. contrary to B. similar to C. indifferent to D. favorable to

(4) We need to go now, or we won't make the bus.

- A. create B. meet C. catch D. get off

(5) Suzie and John got married, bought a house, and brought up three children there.

- A. grew B. raised C. fed D. had

II 次の (6) ~ (10) の英文を読み、空所に入れるのに最もふさわしいものをそれぞれ A~Dの中から選びなさい。

(6) Please don't forget to call me () you get home.

- A. as soon as B. immediately C. right at D. at a time

(7) I bought some food at the small shop on the ().

- A. downtown B. neighborhood C. bus stop D. corner

(8) I am sure I would have regretted it if I () to buy that car.

- A. agree B. have agreed C. had agreed D. would agree

(9) () difficult it may seem, I know that you can do it.

- A. Whether B. However C. Whereas D. Although

- (10) If you happen to see Emily, please ask her if she () my email message.
A. does receive B. is receiving C. receives D. received

Ⅲ 次の英文を読み、(11)～(15)の空所に入れるのに最もふさわしいものをそれぞれA～Dの中から選びなさい。

Beads—small objects with a hole through the middle of each so that they can be put together on a string—go back more than 100,000 years. Early beads were made from such things as seashells, eggshells, animal teeth, seeds, pebbles, and (11) _____ mud balls. Beads later came to be made from materials such as glass and jade and were crafted into objects of artistic beauty.

(12) _____ beads have been made from various materials, they have also been used in various ways in human history. Beads were sometimes used for trade between different groups of people, as a (13) _____ of wealth and power, and as a marker of a group's identity. In some cases, certain beads were thought to have special powers, such as the tamasai bead necklaces of the Ainu people in Japan, who used the necklaces when (14) _____ diseases and at childbirth.

(15) _____ human history, beads have traveled great geographic distances along with the people who carried them. In some ways, we can say that beads have helped link together different parts of the world.

- (11) A. like B. as C. even D. rather
- (12) A. Just as B. According to C. Nonetheless D. In case
- (13) A. decoration B. symbol C. profession D. status
- (14) A. to treat B. it treats C. treating D. being treated
- (15) A. Upon B. Beyond C. Among D. Through

Ⅳ 次の英文を読み、設問 (16) ~ (27) に答えなさい。なお、*印のついた語句には注があります。

- ① In 1516, Thomas More wrote a book about an imaginary and perfect nation called Utopia. In it, he talked about the political and social systems of this ideal country and how they compared to England at that time. Then, as now, poverty was a big problem for society, but it had been solved in Utopia. In the book, More addressed the problem of poverty when the main character says, “No penalty on earth will stop people from stealing, if it is their only way of getting food. It would be far more to the point to provide everyone with some means of livelihood*.” Five hundred years later, income inequality and economic insecurity have actually become worse in some areas of the world. Many believe that this problem is a result of the way capitalism* works. As strange as it may seem, some modern economists and politicians are now looking to More’s Utopia for guidance.
- ② In a modern Utopia, (あ) every member of society, regardless of their income, employment situation or education, would be provided with a minimum income that would cover life’s basic needs. This idea is called Universal Basic Income (UBI). Such an approach could significantly help to reduce malnutrition* and homelessness, two of the worst effects of poverty. Children who are well-nourished have fewer behavioral problems and perform better in school. UBI would also give adults enough money to continue their education or take skill-based classes to help them qualify for better-paid jobs. Adults who do not have to work multiple jobs to make ends meet* thanks to UBI could start new businesses, leaving the minimum-wage jobs to young workers who are just entering the workforce.
- ③ An additional advantage of UBI is that it may be able to unite people with very different political beliefs. On one side, conservative politicians and economists believe that people who receive money from traditional welfare programs will not want to find work because if they start to work, they will lose the money they get from the government. UBI, however, is given to all whether they are working or not, and people receiving UBI would still have to work to purchase non-essential goods. On the other side, liberal politicians and economists support an unconditional UBI because the huge social issue of poverty would disappear, and this would help the poorest people to participate more fairly in society.

④ Countries and cities around the world are experimenting with various versions of UBI. In one example, all members of a rural community in Kenya began receiving \$22 a month, and their spending habits have disproven many of the arguments against UBI. Critics say that UBI recipients will quit their jobs, leading to an economic downturn, and spend their “free money” on bad habits like drugs, alcohol, and other wasteful things. In reality, however, the majority of UBI recipients in Kenya invested their UBI income in small businesses or spent it on school fees or necessities. (ㄨㄨ) Some people did buy unnecessary things, but most reduced their spending on such items, stating that the new possibility of a brighter future encouraged them to be more responsible.

⑤ Such results may be encouraging, but supporters fear that UBI will remain an experimental program, regardless of the data showing its success. Experts estimate countries could spend up to 35% of their GDP to cover the cost of UBI for everyone, so some politicians would insist on eliminating many other social programs that people rely on such as child allowances, unemployment allowances, and old-age pensions. Opponents of UBI would only need to find one example of someone wasting their UBI to try to cancel the whole program. Despite the continuing problem of poverty, it may be difficult to change to a new idea, even if that idea is 500 years old.

* livelihood	生計
* capitalism	資本主義
* malnutrition	栄養不良
* make ends meet	収支をやりくりする

Selected References

Vella, M. (2017, Apr. 13). Universal basic income: A utopian idea whose time may finally have arrived. *Time*. <https://time.com>

Weller, C. (2017, Dec. 31). A village in Kenya is quietly disproving the biggest myth about basic income. *Business Insider*. <https://www.businessinsider.com>

- (16) Which is true about the “perfect nation” mentioned in paragraph 1?
- A. It had no political system.
 - B. It was similar to England.
 - C. It was not an actual country.
 - D. It was visited by Thomas More.
- (17) According to paragraph 1, which is true about poverty in Utopia?
- A. It was a big problem.
 - B. It was more serious than in England.
 - C. It was solved by the main character.
 - D. It no longer existed.
- (18) Paragraph 1 suggests that some economists and politicians today are interested in More’s book because...
- A. it is useful for considering today’s poverty problem.
 - B. it explains penalties that prevent people from stealing.
 - C. it helps them understand problems in 1500s England.
 - D. it is widely read in various parts of the world.
- (19) In paragraph 2, which of the following is NOT mentioned as an effect of Universal Basic Income (UBI)?
- A. giving people more time to spend with their family
 - B. allowing adults to receive more education
 - C. helping people to get higher-paying jobs
 - D. reducing malnutrition and homelessness
- (20) What does paragraph 3 say about non-essential goods?
- A. UBI will make it easier for people to purchase non-essential goods.
 - B. To buy non-essential goods, people will need to work even if they get UBI.
 - C. Sales of non-essential goods may decrease because of UBI.
 - D. Some politicians don’t think poor people should buy non-essential goods.

- (21) In the last line of paragraph 3, what does the underlined word “this” refer to?
- A. the other side
 - B. support for UBI
 - C. the huge social issue
 - D. poverty disappearing
- (22) According to paragraph 4, many recipients of UBI in a community in Kenya...
- A. invested their UBI money in small business or spent it on school fees.
 - B. quit their jobs, which led to an economic downturn.
 - C. spent their UBI income on drugs, alcohol, and other such things.
 - D. shared their “free money” with family members in other areas.
- (23) Paragraph 4 mainly discusses which of the following?
- A. what critics of UBI think about it
 - B. how much UBI is needed to support people
 - C. how people spend their UBI
 - D. how UBI reduces poverty
- (24) Paragraph 5 suggests which of the following?
- A. Supporters of UBI are confident about its future in other parts of Africa.
 - B. Experts agree that Kenya’s UBI experiment will work in other countries.
 - C. Many people oppose UBI because it is such an old idea.
 - D. Other countries may not adopt UBI despite its success in Kenya.
- (25) Which would be the best title for this passage?
- A. Universal Basic Income and the Poverty Problem
 - B. Steps Toward Creating a Modern Utopia
 - C. Experiments With Universal Basic Income
 - D. Problems With Universal Basic Income
- (26) 下線部（あ）を日本語に訳しなさい。
- (27) 下線部（い）を日本語に訳しなさい。

V

(28) 次の英文 (う) か (え) のどちらかひとつを選び、示された書き出しに続けて、英語で文章を書きなさい。具体例や理由をなるべく多く挙げて書きなさい。ボックスの中の語彙や表現は必要に応じて文章中に用いたり、内容の参考にしたりしてもかまいません。これらの語彙や表現の使用の有無は評価には影響しません。

(う) What is one social problem that you are interested in? Explain the problem and what is interesting about it to you.

One social problem I am interested in is ...

poverty	crime	homeless	illegal drugs	mental health
bullying	drop out	rights	violence	discrimination
influence	affect	suffer	improve	solve

(え) What is one place in the world you want to travel to? What is attractive about this place to you? What would you want to see and do there?

One place I want to travel to is ...

culture	society	history	climate	nature
tradition	sights	fascinating	appealing	impressive
tour	visit	experience	perspective	future