

## 平成27年度入学試験問題（前期日程）

# 英 語

### 注 意 事 項

1. 受験番号を解答用紙の所定の欄（3か所）に記入すること。
2. 解答はすべて解答用紙の所定の欄に記入すること。
3. 解答用紙の他に、下書き用紙を配付するので、取り違えないように注意すること。
4. 解答時間は、100分である。

1 次の文章を読んで、以下の各問に答えなさい。(30点)

### Japan Seeks to Eliminate Its Tiny Cars

Toshie Yamada's "kei," with its tiny engine and wheels, looks more like a toy car than a regular truck. At a recent farmers' market, where she sells flowers from her farm here in central Japan, she loaded a mountain of things in it and drove away.

"In these parts, keis are definitely the number 1 car," Ms. Yamada said. "Big cars are too much trouble."

As farmers' trucks, family cars, delivery vans, and even tiny movable restaurants, keis are everywhere in Japan. They are more popular than ever, thanks to the country's high gasoline prices, a lower tax, and a slow economic recovery that have made the little cars popular. Keis have great fuel economies similar to the Prius, but they sell for half the price. Last year, a record 40 percent of all new cars sold in Japan were keis.

But industry and government officials are increasingly worried that these mini-vehicles are bad for the nation's carmakers and are trying to move drivers away from them. In April, the government made what some complained was a severe decision. Kei drivers were hit with the multiple blows of a higher sales tax, a higher gasoline tax, and a higher kei car tax, the last of which the government raised by 50 percent, making their tax rate much closer to regular-size cars.

"We need to change our direction," Yoshitaka Shindo, the minister for internal affairs, said before the tax increase.

Though made by some of Japan's biggest carmakers, the kei — Pronounced like the letter K — is not made for export, largely because of its small size and lack of safety equipment. The engines are limited by law to just 0.66 liter, similar to an engine of a medium-size motorcycle. Even America's smallest cars have much larger engines.

That means much of the research and development that go into kei cars is wasted, officials warn. Making kei cars just for Japanese drivers also hurts carmakers' efforts to reduce production costs, which has become increasingly important in an age of strong global competition.

As with other big carmakers, Japanese car manufacturers are using the same basic parts to build a wide range of models. Some government officials argue that Japanese carmakers increasingly cannot afford to sell only to a small, Japan-only market.

Large tax breaks on kei vehicles are also damaging government finances, and kei cars are always a problem in trade talks between Japan and other car-producing countries, like the United States and Germany, which say Japan's tax breaks and rules for keis protect local carmakers from foreign competition. More than 90 percent of cars sold in Japan are Japanese.

But the push to move beyond kei cars, which the government promoted in Japan's postwar years to encourage Japanese to give up their scooters and hand-pulled carts for cars, is being hurt by the success of that policy. Simply put, the Japanese love their keis.

That's especially the case in rural regions, like Shinshiro, where lower incomes and little public transportation have made the tiny cars a necessity. Here in Shinshiro, about three-quarters of families own a kei car; that number is close to 100 percent in some parts of the country.

Raising taxes on kei cars "is bullying the weak," said Osamu Suzuki, chairman of Suzuki Motors.

The popularity of keis is also increasing among young people living in cities, who have been hit hardest by Japan's long, slow income growth. About 26 percent of kei drivers last year said they had moved down from a bigger, standard-size car, according to a survey published in April by the Japan Car Manufacturers Association.

Keis have also become an important form of transport for Japanese women, who make up about 65 percent of kei car drivers. Women in Shinshiro said that their husbands drove standard-size cars, but that their families would struggle to buy and maintain a second standard-size car. Yui Shirai said that her family might not be able to own a second car — and she might not be able to work — if not for the low cost, low taxes, and low fuel needs.

The new kei taxes have been recently included in the debate over what some Japanese see as a growing gap between the rich and the poor under the prime minister's economic reforms. Critics charge that the big measures Mr. Abe has pushed so far — raising taxes, increasing oil prices, and pushing up inflation — have hit poorer Japanese the hardest.

Almost 20 percent of kei owners surveyed said they would consider giving up their cars altogether because of higher taxes, while 10 percent would buy standard-size cars. "The burden appears to be heaviest for families with children, and for young people with low incomes," the survey said.

Pain from the higher kei taxes is also being felt more by Japan's smaller carmakers, which depend more on kei car sales. They have complained loudly that raising kei taxes reduces their sales, endangering jobs. Suzuki, for example, has said that it expects kei sales to decrease this year because of the higher taxes. It was one of only two carmakers that did not give raises to its employees this year.

Suzuki also argues that manufacturing keis helps other parts of its business. It uses some of the kei technology, for example, in small cars that it sells in India, and Suzuki has been improving its keis, changing them from cheap cars with few quality features. Now, Suzuki's best-selling Wagon R minicar has nice seats, a small battery that can capture energy

when the car slows down, and an advanced, radar-assisted braking system. These are technologies they can use across all its models, Suzuki says.

"In the past, people used to say they'd settle for a kei. Now they say they desire a kei."  
(1) said Aritaka Okajima, a Suzuki spokesman.

Still, the future is difficult for Japan's minicars. Daihatsu's president, Masanori Mitsui, warned on April 28 that the carmaker expected kei sales in Japan to decrease by some 500,000 vehicles over the next two years, from 2.23 million last year to 1.7 million in 2015.

Takeshi Suzuki, 67, who sells coffee from the back of his Mitsubishi Minicab micro-van, said raising taxes on keis would damage Japanese small businesses.

"Keis are the working man's friend," he said. "How could they do this to us?"

Adapted from: Japan Seeks to Squelch Its Tiny Cars (2014). In *The New York Times*. Retrieved from [http://www.nytimes.com/2014/business/international/japan-seeks-to-squelch-its-tiny-cars.html?\\_r=0](http://www.nytimes.com/2014/business/international/japan-seeks-to-squelch-its-tiny-cars.html?_r=0)

注 問1～問5は英語で、問6は日本語で答えなさい。

問1 What are three reasons keis have been popular? (6点)

問2 What were three moves the government made that hurt kei car sales? (6点)

問3 What are three reasons the government wants companies to stop making kei cars?  
(6点)

問4 List three groups of people mentioned in the article with whom kei cars are particularly popular. (6点)

問5 Because of higher taxes on keis, which would be more likely, that people would consider giving up cars completely, or that they would buy bigger cars instead? (2点)

問6 What do the (1) underlined sentences mean? Translate into Japanese. (4点)

2 次の文章を読んで、以下の各問に答えなさい。(30点)

### Too Many Inward-Looking Students

The hope for Japan to become international appeared <sup>①</sup> less likely than ever in a survey carried out in March by the Institute for a Global Society, a Tokyo-based cram school (juku) for elementary, junior high, and high school students who seek to study abroad.

Of the students surveyed, 50 percent of high school students and 55 percent of university students said they felt, "It's too late for me to become a globally active person even if I start receiving education now for participating in an international environment."

Those results are a sign of Japanese students' current attitudes toward their future prospects and a lack of confidence in their language ability. The results also show the <sup>②</sup> challenge for the potential of education to open students' minds to the world.

That they are reluctant to try for a position in an increasingly global world is very disappointing; however, it is no surprise. Students learn this attitude from their environment — from parents, teachers, media, and society.

The recent trend toward Japanese students being more inward-looking, afraid to try new things, uneasy with communication, and nervous about English, is not inevitable. The survey also found that 30 percent of university students and 40 percent of high school students said they did want to become an active person in today's global society; they just do not know how to do it. <sup>(A)</sup>

If the central government, businesses, and educators, as well as parents, can lead students toward a more open frame of mind, junior high and high school students, as well as university students, are still flexible enough to change. <sup>③</sup>

Parents have the primary responsibility for shaping their children's attitudes from an early age. Twenty-four percent of parents, who were also surveyed, now think their children will never be able to work overseas, but that leaves 76 percent who still have hope.

To help shift <sup>④</sup> attitudes, the central government needs to spend more on programs that help students to become international. Helping students study abroad, funding school study trips, and setting up exchange programs online require both budget and organization. Those types of programs, as well as volunteer opportunities, are greatly needed for junior high and high school students.

Moving in a global direction would not mean canceling <sup>⑤</sup> trips to Kyoto but rather adding another aspect to what students learn. Educators must establish the importance of knowing about the larger world from an early age. English classes often do this <sup>(B)</sup> by engaging students in topics concerning matters outside of Japan. English textbooks regularly contain material

that not only improves English skills but also promotes an understanding of the larger world. But all too often, the pressure to pass entrance exams steers classes toward testable, not communicative, English. Other classes should feature global topics, too.

Unfortunately, even when the curriculum is made more global and when students undertake experiences like studying abroad, the teaching methods at most universities, as well as secondary schools, mostly use one-way, teacher-centered approaches that do not help students acquire confidence, communication skills, or the broader understanding that they need for engaging in international situations.

Confidence, communication, and understanding are all attitudes that can be learned, and should be. Businesses bear a huge responsibility to help in shifting attitudes, too. Recently, too few companies have wanted to hire truly global-minded employees. That should change.

Because of this situation, the nation's cram schools now have an opening to help create global citizens. Already, many cram schools have built up a study curriculum to help students get into schools overseas after improving their English, developing a global approach, and learning more about the world outside Japan.

Those cram schools, such as the one conducting the survey mentioned, surely have good intentions. However, cram schools cannot change a broader section of Japanese young people. They can only influence those students who can afford cram school fees.

Only by group effort from all the institutions and adults who have contact with young people will any change start to take place. Young people should be made more aware of the reality that Japanese society needs a broader base of global citizens who can play an active role in international society.

Adapted from: Too many inward-looking students (2013). In *The Japan Times*. Retrieved from <http://www.japantimes.co.jp/opinion/2013/editorials/too-many-inward-looking-students/#>.  
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問 1 本文中の下線部①～⑩の各語について置き換え可能な同意語(句)を選択肢(a～l)の中から選び記号で答えなさい。(10点)

- ① appear                      ⑥ steer  
② prospect                     ⑦ feature  
③ flexible                      ⑧ approach  
④ shift                         ⑨ acquire  
⑤ cancel                       ⑩ bear

【選択肢】

- a. call off                      b. present                      c. change                      d. demand  
e. possibility                    f. adaptable                    g. shoulder                    h. seem  
i. method                        j. obtain                        k. drive                        l. defend

問 2 本文中の下線部(A)～(C)について、太字の指示語や代名詞が示す内容が明確に分かるように、日本語に訳しなさい。(15点)

- (A) they just do not know how to do it.  
(B) English classes often do this  
(C) That should change

問 3 次の a～e について、本文の内容と一致する場合には○、一致しない場合は×を記入しなさい。(5点)

- a. More than 55 percent of university students believe that they are ready to participate in an international environment.  
b. According to the survey, 40 percent of high school students and 30 percent of university students feel that it is too late for them to be globally active.  
c. In order to become global citizens, students should choose international trips over domestic ones.  
d. Teaching methods at universities need to be changed in order to help students become internationally competitive.  
e. The responsibility for creating global citizens should be left to cram schools.

3 次の英文を読んで以下の各問に答えなさい。(10点)

Ken Morimoto, a Japanese university student, is hoping to study at a university in the U.S. Today, he is having an admission interview with Professor (Prof.) Jones, chair of the English department of one of the universities where he submitted an application.

**Prof. Jones:** Hello, Mr. Morimoto. I'm Bruce Jones, chair of the English department.

**Ken:** I'm pleased to meet you, sir. Please call me Ken. Thank you so much for taking the time to see me.

**Prof. Jones:** It's my pleasure. Please have (a), Ken.

**Ken:** Thank you.

**Prof. Jones:** (b) your documents, you're planning to be an English teacher in Japan.

**Ken:** Yes. (1) since I started studying English in junior high school in Japan.

**Prof. Jones:** Good. Tell me what you expect to learn if you are accepted by our department.

**Ken:** I'd like to learn more about American literature.

**Prof. Jones:** From your application documents, I see that you have excellent (c). Do you have any questions about our department?

**Ken:** Yes. (2) ?

**Prof. Jones:** Students can (d) some scholarships offered by the university. Information will be circulated by email and provided through the department website.

問 1 (a)~(d)に適切な語句(1語または2語)を入れなさい。(4点)

問 2 (1)と(2)の部分の Ken の台詞としてふさわしい文を入れなさい。(6点)



4 次の問いに答えなさい。(30点)

「原発(nuclear power plant)を廃止し、再生可能エネルギー(renewable energy)を使うべきである」という意見がありますが、それについてあなたは賛成ですか、それとも反対ですか。あなたの立場を明確にし、その理由を150語程度の英語でまとめなさい。なお、文法や綴りも採点の対象となりますので注意して下さい。