

[問題 I] 次の英文を読んで、下の設問に答えなさい。

It is a chilly January morning on the campus of San Jose State University, and 22-year-old Ryan Adams is beginning his final semester as a college student; at the end of May, he will graduate with a degree in finance. Even though graduation is a few months away, Ryan is already working on a resume and plans to start applying for jobs in April. He is both excited and a little nervous about making the transition from student to full-time employee.

By the time Ryan graduates, he will have spent four years in college and a total of 16 years of his life in school. And yet, in spite of all of the years spent in school preparing to enter the workplace, many recent graduates say that they struggle with the transition from classroom to career world and have difficulty adjusting to life on the job.

One reason why this is the case is that most of our school experiences are fairly predictable, while life in the working world is far more (1)ambiguous. In school, for example, the pattern stays more or less the same from year to year. In the workplace, however, constant change is the norm, and one has to adapt quickly. A project you are working on this month might suddenly change next week, and it's also hard to anticipate what you'll be doing six to twelve months from now. Life in the workplace can be unpredictable in other ways as well. For example, in school, you advance each year to the next grade, and that change carries with it a sense of progress, growth, and importance. In the workplace, however, you have no idea when you might be promoted; it depends on the economy, on your coworkers, on your boss or clients, or many other things you can't control.

Another problem that graduates entering the workforce encounter is that they are unprepared to think analytically. [A] In school, many students spend a lot of time memorizing facts and repeating what they "learned" on tests. [B] An employee who is facing a problem at work, for example, needs to be able to identify different solutions, select the best

course of action, and explain his choice to others. [C] Less time needs to be spent in school on testing, says one recent report, and more on helping students to analyze and interpret information, solve problems, and communicate their ideas effectively—skills that will prepare them to succeed in today’s workplace. [D]

Finally, many recent graduates say that one of the biggest difficulties they face is adjusting to teamwork on the job. In some ways, school does prepare one for the collaborative nature of the workplace. Learners sit in classes every day with many other students. They must listen to others’ opinions, participate at times in group discussions, and learn how to get along outside the classroom. (2) _____, in school a student normally works independently to complete most tasks and receives a grade according to how well he or she has done. In the workplace, however, employees must regularly interact with others and are often dependent on their coworkers for their success. Knowing how to participate effectively in teamwork is extremely important and yet, it is also something many students don’t get enough practice with in a school setting.

How can we better prepare young adults for the workplace? Recent graduates think that all students should be required to do an internship while they are in school. Volunteering part time at a company, hospital, or government organization, for example, can help one get experience and learn skills needed to succeed in the real world. Other graduates believe that teachers should include more teamwork as part of class activities. Pairing this kind of practical work experience with classroom instruction, say the graduates, will help prepare students for the realities of the workplace and make the transition from school to career much less stressful.

[注] resume = 履歴書 norm = 一般標準
analytically = 分析的に collaborative = 協同的

1. 下線部 (1) の ambiguous と同じ意味として最も適切なものは、次のうちどれか。その番号をマークしなさい。

1

- (1) unclear (2) stressful
(3) lonely (4) difficult

2. 以下の文は、第4パラグラフの [A] [B] [C] [D] のどこに入れるのが最もふさわしいか。その番号をマークしなさい。

2

But in the workplace, employees are often expected to think critically and make decisions about their work, not just follow their bosses' instructions.

- (1) [A] (2) [B]
(3) [C] (4) [D]

3. 下線部 (2) に入れるべき最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。

3

- (1) furthermore (2) as a result
(3) in particular (4) nevertheless

4. 本文のタイトルとしてふさわしいものになるように、(1)~(4)から最も適したものを選び、その番号をマークしなさい。

4

From Student to Employee: ()

- (1) A Difficult Transition
(2) An Exciting Experience
(3) A Natural Progression
(4) An Elementary Adjustment

5. 次のアドバイスはどのパラグラフに対してのものか。その番号をマークしなさい。

(A) Paragraph 3

5

(B) Paragraph 4

6

(C) Paragraph 5

7

- (1) Help your coworkers by using your strengths, clearly understanding your role, and staying flexible and reliable until the project is completed. Be positive, and help others as much as you can.
- (2) If you work 8 hours a day, you should spend at least 2 hours of your office time every week as your “uncertainty workshop”, analyzing the type of uncertainties you face and applying the appropriate approach to address them.
- (3) If your manager presents you with a problem, you shouldn’t decide to run with the first solution you find; instead, you should take the time to come up with a number of different options and test each before making your final judgement.

6. 次の各文で本文の内容に一致しているものには1を、一致していないものには2をマークしなさい。

(1) The author suggests that it is a good idea to both prepare your resume and apply for jobs early.

8

(2) Getting a promotion at work is similar to advancing to the next grade in school.

9

(3) If an employee has to work with others to complete a given project, that employee’s success depends not only on her hard work and knowledge but also on how well her coworkers perform.

10

(4) According to recent graduates, more mathematics classes in school will be helpful to make the move from the classroom to the workplace smoother.

(5) It is advisable to participate in an internship upon graduation to gain work skills and experience that will be helpful when one enters the workplace.

7. 次の1~5について、本文の主要な考えを示すものには1を、主要な考えを支える細かな説明には2をマークしなさい。

(1) Many students spend a total of 16 years of their lives in school.

(2) Despite all the years spent in school, many new graduates face difficulties adjusting to life in the workplace.

(3) A project you are working on might suddenly change due to circumstances out of your control.

(4) In school, students spend a lot of time memorizing information for tests.

(5) To help students prepare to enter the workplace, it is advisable to combine more appropriate classroom activities and actual work experience.

[問題II] 次の会話を読んで、下の設問に答えなさい。

A: Professor, (1) _____?

B: Sure. What can I do for you?

A: (2) _____ our presentation, I am thinking of talking about environmental issues.

B: Interesting. The topic is still too (3) _____ though.

A: Well, I was thinking of talking about SDGs. We hear this term often these days.

B: Good. Do you know what it stands (4) _____?

A: Yes. "Sustainable Development Goals." I was wondering what we, as students, can do to achieve these goals.

B: I think you are on the right track. I can send you some links of good websites on this topic.

A: Thank you very much.

B: (5) _____. I look forward to your presentation.

1. 下線部 (1) に入れるべきものとしてふさわしくないものを、下に与えられたものの中から選び、その番号をマークしなさい。

18

- (1) is it okay to ask you a question
- (2) can I be of any help
- (3) may I get your advice about something
- (4) do you have time now

2. 下線部 (2) に入れるべき最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

19

- (1) Respecting
- (2) Relating
- (3) Regarding
- (4) Responding

3. 下線部(3)に入れるべき最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。 20

(1) broad

(2) complete

(3) long

(4) sufficient

4. 下線部(4)に入れるべき最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。 21

(1) by

(2) for

(3) over

(4) on

5. 下線部(5)に入れるべきものとしてふさわしくないものを、下に与えられたものの中から選び、その番号をマークしなさい。 22

(1) My pleasure

(2) Nothing at all

(3) Don't mention it

(4) No problem

[問題Ⅲ] 次の各文の空所に入れるべき最も適当なものを、それぞれに与えられたものの中から選び、その番号をマークしなさい。

1. Do you have a knife () which I can cut these vegetables? 23

- (1) by (2) for
(3) to (4) with

2. I am hungry though it is not lunch time (). 24

- (1) already (2) either
(3) over (4) yet

3. I am () to show you the evidence that I was not there. 25

- (1) able (2) capable
(3) easy (4) possible

4. While cleaning my room yesterday, I found a pen that my father () 30 years before. 26

- (1) buys (2) bought
(3) has bought (4) had bought

5. As usual, Hanako was the first student () the assignments. 27

- (1) finished (2) finishing
(3) to finish (4) to be finished

6. Although the police detected his fingerprints on the showcase, the suspect denied () the jewels. 28

- (1) to steal (2) being stolen
(3) having stolen (4) to have stolen

7. Since I missed class last week, I have to work hard not to ()
any further in the course. 29

(1) catch up

(2) fall behind

(3) get along

(4) make up

8. Sleepy () I was, I waited until my daughter returned at
midnight. 30

(1) as

(2) but

(3) for

(4) whereas

[問題 IV] 日本語と同じ意味の英文になるように、下に与えられたものを並べかえたときに(A) (B) (C) (D) (E) (F)に入るものの番号をマークしなさい。ただし、文頭の語も小文字で示されている。

1. 店の経営者はできるだけ早く売り上げを上げるための案を考えなければならぬと言った。

The shop owner said the plan to () (A)
() () (B) () as soon as
possible. A - B -

- | | |
|--------------|-----------|
| (1) had | (2) sales |
| (3) increase | (4) made |
| (5) be | (6) to |

2. どんなに離れていようとも、彼らはいつも必ず新年の休日に会うことにしている。

(C) () () (D)
() () may be, they always make sure to meet
during the New Year's holidays. C - D -

- | | |
|------------|-----------|
| (1) far | (2) how |
| (3) they | (4) no |
| (5) matter | (6) apart |

3. 気分が悪くなったのは長いドライブのせいだった。

The long drive () (E) ()
() () (F).
E - F -

- | | |
|--------------|-----------|
| (1) for | (2) blame |
| (3) sickness | (4) my |
| (5) was | (6) to |

英語

解答例

I	正解
1	①
2	②
3	④
4	①
5	②
6	③
7	①
8	②
9	②
10	①
11	②
12	②
13	②
14	①
15	②
16	②
17	①

III	正解
23	④
24	④
25	①
26	④
27	③
28	③
29	②
30	①

IV	正解
31	②
32	⑤
33	④
34	①
35	⑥
36	③

II	正解
18	②
19	③
20	①
21	②
22	②