

2013年度

慶應義塾大学入学試験問題

経済学部

英語

注意事項

1. 試験開始の合図があるまで、この問題冊子を開いたり、裏返したりしてはいけません。
2. 英語の問題冊子は全部で20ページ（問題は2ページから19ページまで）です。
3. 解答用紙は、解答用紙A（マークシート）が1枚と、解答用紙Bが1枚です。
問題Ⅰ、Ⅱ、Ⅲ、Ⅳの解答には解答用紙A（マークシート）を、問題ⅤとⅥの解答には解答用紙Bを使用してください。
4. 受験番号と氏名を、解答用紙A（マークシート）および解答用紙Bのそれぞれ所定の欄に、必ず記入してください。さらに、解答用紙A（マークシート）には受験番号をマークしてください。
5. 解答用紙A（マークシート）への記入に先立って、解答用紙A（マークシート）に記載された注意事項を必ず読んでください。また、試験開始の合図があった後、問題冊子の2ページ目に記載された「解答用紙A（マークシート）の記入に関する注意事項」を必ず読んでください。
6. 設問中の解答方法に関する指示をよく読んでください。指示通りに記入されていない解答はすべて無効となります。
7. 問題Ⅵの解答を作成する際には、問題文Ⅰ～Ⅳのうち二つを資料として用いる必要がありますので、19ページの指示文を必ず読んで下さい。
8. 問題冊子の余白は下書きに用いてもかまいません。ただし、1ページ目には何も書いてはいけません。
9. 解答用紙Bの余白および裏面には何も書いてはいけません。
10. 英語の問題のうち、問題ⅠからⅣが最初に採点されます。問題ⅤとⅥは、最初に採点される問題の得点（数学受験者については数学の得点の一部をそれに加味した合計）が一定点に達した受験生のみ、採点されます。
11. 問題冊子は、試験終了後必ず持ち帰ってください。

解答用紙 A (マークシート) の記入に関する注意事項

[1] から [29] までの解答は、解答用紙 A (マークシート) の解答欄にマークしなさい。

[例] (12) と表示のある問いに対して、「3」と解答する場合は、次の例のように解答欄 (12) の ③ にマークしなさい。

(12)
①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑩

なお、解答欄にある ⑩ はマイナス符号 $-$ を意味します。

問題文 I, II, III, IV は解答を一つずつ選び、マークシートに記入しなさい。

I. Read the following article, and answer the questions as indicated.

“Against Zoos” by Anne E. Malls (2010)

① Why do we still have zoos? The question might not seem so important; yet many thousands of zoos, ranging from informal roadside displays with small cages to complex zoological parks staffed by trained scientists, currently operate worldwide. No doubt, a visit to the zoo [1] a formative experience for many of the world's children. However, is the message which zoos give to children beneficial? I believe not.

② Most modern zoos are public parks, which display animals for recreational or educational purposes. Despite arguments to the contrary, however, they are

essentially unchanged from ancient times. Until the 19th century, zoos were maintained [2] aristocrats, emperors and royalty could display their power, money, and privilege. The animals were chosen for their rarity, strength and exoticism, [3] to affirm the owner's status. Today, [4] many ancient inventions remain in use, many more do not. Indeed, as the following arguments show, it would be hard not to conclude that the zoo is, in fact, one such anachronism. [5]

③ Without a doubt, keeping wild animals in captivity is morally indefensible. Wild animals are taken from their homes, transported great distances, and kept in alien environments where their liberty is severely restricted. What and how they eat, and their routine social interactions, are all tightly controlled. Some people have suggested that since many zoo animals today were born in captivity, they do not wish to lead the life of their wild relatives. The falsity of this argument, however, is easy to see: have the children of human slaves no interest in freedom? [6]

④ Zoos are also harmful to animals in other ways. The chimpanzee is one instructive case. Between 1640, when the first chimp was brought to Europe for display, and the 1930s, when medical advances were made, virtually all chimpanzees which were brought to zoos died within a year. Now we know why: chimps easily fall victim to colds and other human diseases. Even today, many chimpanzees in zoos must be housed in isolation simply to keep them alive.

⑤ Sadly, the case of chimps is far from exceptional. The main reason people pay money to visit zoos is to see big, exotic animals. However, many of these species, such as polar bears, elephants, lions and tigers, require wide spaces to roam, and are therefore unsuited to captivity. Most polar bears, for example, are forced to live in spaces which are one-millionth the size of their natural range. Unsurprisingly, most bears in zoos spend much of their time walking round and round the cage, and their unhappiness results in two out of three baby bears dying within a year. Elephants suffer similarly; and in recognition of such problems, both the Detroit and San Francisco Zoos have recently announced that they will no longer keep elephants in captivity. Yet [7] these charismatic large beasts, most zoos would not attract visitors at all.

⑥ Even the best zoos often fail to keep their animals alive. Lynn Griner's long-term study of the award-winning San Diego Zoo, published in 1983, shocked the world. It listed dozens of avoidable deaths caused by inappropriate feeding, injuries suffered in transportation, allergic reactions to medicines, and infanticide. One might think that such problems are simply examples of poor management; however, a recent investigation of the Washington Zoo, begun after two pandas were accidentally poisoned, found that these deaths were not mainly the fault of the zoo's staff. Instead, the final report concluded that the problems "spring from the nature of zoos themselves." [8]

⑦ Zoo supporters often claim that conservation and scientific research are the main goals, but in the end, zoos send out the wrong message. Zoos give humans a false sense of our superiority. They allow us to feel comfortable with nature, because they offer us the illusion that we can dominate its creatures. Zoo animals exist, ultimately, for our entertainment. Yet nature is not ours to control; and our responses to the natural world should surely not be based on [9] feelings.

Answer the questions [1]—[10] as indicated.

1. Which of the following would best fill the gap at [1] in Paragraph ①?

Answer by filling in the corresponding slot under the number (1) on the mark sheet.

1. had become
2. had been
3. has been
4. was being

2, 3, 4. From the group of expressions below, choose the best expression to fill each of the gaps at [2], [3], and [4] in Paragraph ②. Fill in the corresponding slots under the numbers (2), (3), and (4) on the mark sheet.

1. as if
2. even though
3. for now
4. so that

5. Which of the following sentences is closest in meaning to the underlined sentence at [5] in Paragraph ②? Answer by filling in the corresponding slot under the number (5) on the mark sheet.
1. Zoologists have concluded that zoos have been anachronistic since ancient times.
 2. Ironically, modern zoos are vastly improved over ancient animal collections.
 3. It is obvious that zoos today are old-fashioned and must be abolished.
 4. When zoos become difficult to maintain, then they should be abolished.
6. Which of the following sentences is closest in meaning to the underlined sentence at [6] in Paragraph ③? Answer by filling in the corresponding slot under the number (6) on the mark sheet.
1. Slaves have been freed, and so should zoo animals.
 2. Since animals born in captivity are tame, they are no longer wild.
 3. Though slave children are not similar to animals, they are born in zoos.
 4. Even humans born in captivity desire liberty.
7. Which of the following would best fill the gap at [7] in Paragraph ⑤? Answer by filling in the corresponding slot under the number (7) on the mark sheet.
1. could they deny
 2. if they focused on
 3. should they emphasize on
 4. were they to ignore
8. Which of the following sentences is closest in meaning to the underlined sentence at [8] in Paragraph ⑥? Answer by filling in the corresponding slot under the number (8) on the mark sheet.
1. If zoos preserved natural changes in the animals' environment, they would be worth keeping.
 2. Since zoos are not trying hard enough to maintain a reasonable environment for animals, they ought to be abolished.
 3. Zoos can never copy nature closely enough to preserve their animals.
 4. If management problems could be overcome, zoos would be acceptable.

9. Which of the following would best fill the gap at [9] in Paragraph ⑦? Answer by filling in the corresponding slot under the number (9) on the mark sheet.

1. as simple
2. just as simple
3. simply just
4. such simple

10. What is the author's main reason for raising the examples of chimps, polar bears, lions and elephants in Paragraphs ④ and ⑤? Answer by filling in the corresponding slot under the number (10) on the mark sheet.

1. To argue that zoos can never make money, both due to a lack of scientific knowledge and because they rarely offer chances to see exotic species.
2. To explain that zoos have always needed appealing animals to attract visitors, but that these animals are, ironically, impossible to keep properly in zoos.
3. To argue that zoos could become morally justifiable if they stopped keeping such animals, since they do not survive in captivity.
4. To show that chimpanzees are like humans when it comes to diseases, and that polar bears need to attract visitors across a very wide area.

II. Read the following article, and answer the questions as indicated.

“In Defense of Zoos” by N. Viro and D. Velle (2009)

① Zoos are often the focus of criticism. Animal rights supporters have denounced zoo owners as cheap exploiters and immoral traders of wildlife, and the zoos themselves as prisons. Some of these criticisms cannot be disproved in logical debate. If one believes that animals have rights, including the right to

freedom, then zoos are always going to be unacceptable. Persuading such critics of the importance of zoos is not our intent. Every individual must weigh carefully the balance between the moral rights of animals and our own responsibilities to protect and care for them. However, other, more practical arguments are also used to attack zoos. Can our zoos be defended against these arguments? We believe so. [11]

② One major problem facing the world today is the loss of **biodiversity** [生物多样性], mostly through the destruction of natural **habitat** [生息場所]. Zoos may seem a poor solution to this problem. However, the animals in zoos are representatives not only of their species, but also of the natural habitats where they are usually found. Raising public awareness of habitat loss is [12] statistics—thousands of hectares lost here, hundreds of species lost there. We must make people connect to the plants and animals with which we share this world. Zoos perform this task better than any other institution.

③ Furthermore, the impact zoos make on the planet goes far beyond raising awareness or educating the public. From the Virgin Islands boa snake to the Jamaican iguana, Sumatran tiger and giant pandas of China, zoos across the globe are working together to recover endangered species and reintroduce them to their original habitats. Indeed, many zoos today are not just [A] animals in their care, but also [B] programs in the wild. Zoos are actively supporting national parks and other habitat protection projects around the world.

④ Critics of zoos often point out the poor conditions in which animals are kept. True, conditions inside zoos can never duplicate those of nature. Yet the conditions animals experience in captivity, though artificial, are not wholly negative to their wellbeing. [14] In the wild, many animals suffer from **predation** [捕食], hunger and disease. In zoos they have none of these worries. Moreover, modern zoos provide enriching environments in which animals can find playful and safe interactions with other species. Most zookeepers accept that the living conditions in zoos are far from perfect, but they are often the best that can be provided for species which would otherwise be in severe danger in the wild.

⑤ [F] scientific knowledge is critical to wildlife conservation. [G] our knowledge of most wild animals and their habitats is still inadequate. Yet zoos also play a positive role in extending our understanding. North American zoos [16] to spend over \$50 million a year on researching animal behavior, reproduction and growth. Moreover, the technologies which have been developed for managing animals within zoos often become useful outside, both in the animals' natural habitats and in national parks.

⑥ Despite the attention that zoo opponents attract, the public continues to support zoos. Hundreds of millions of people visit them every year. People value zoos more than other institutions for their scientific efforts to protect animals. Critics should admit that zoos have matured greatly in recent years. [17] Breeding programs in captivity are now considered carefully before many animals arrive at a zoo. The era of collecting animals merely for sport or entertainment has passed. In the end, our zoos provide a unique scientific service, through which the nations of the world can unite for conservation.

Answer the questions [11]—[17] as indicated.

11. Which of the following best expresses the main idea of Paragraph ①? Choose the answer and fill in the corresponding slot under the number (11) on the mark sheet.

1. Few zoos are logically equipped to deal with the practical arguments of their critics, and the authors intend to demonstrate that.
2. Many people believe that zoos should not exist, and the authors feel a moral need to change their minds through logical debate.
3. Most critics of zoos are illogical, and the authors declare their determination to prove them wrong.
4. The authors admit that moral criticisms of zoos may be persuasive, but assert that good practical arguments can be made in their defense.

12. Which of the following would best fill the gap at [12] in Paragraph ②? Answer by filling in the corresponding slot under the number (12) on the mark sheet.

1. as problematic as
2. merely a matter of
3. no relation to a problem of
4. not just a question of

13. Which of the following word combinations would best fill the gaps at [A] and [B] in paragraph ③? Answer by filling in the corresponding slot under the number (13) on the mark sheet.

[A]

[B]

- | | |
|------------------|---------------|
| 1. looking after | carrying out |
| 2. acting for | taking after |
| 3. looking up to | taking up |
| 4. acting with | carrying over |

14. Which of the following is closest in meaning to the underlined sentence at [14] in Paragraph ④? Answer by filling in the corresponding slot under the number (14) on the mark sheet.

1. Although artificial zoos suffer from negative conditions, not all zoos do so.
2. Despite the artificial conditions zoos provide, their animals can sometimes benefit.
3. Considering artificial zoo conditions as negative is not wholly mistaken.
4. Even though animals suffer under artificial conditions, not all of them do so.

15. Which of the following word combinations would best fill the gaps at [F] and [G] in paragraph ⑤? Answer by filling in the corresponding slot under the number (15) on the mark sheet.

[F]

[G]

- | | |
|----------------|----------------|
| 1. Instead, | Fortunately, |
| 2. Ultimately, | Because, |
| 3. Instead, | Because, |
| 4. Ultimately, | Unfortunately, |

16. Which of the following would best fill the gap at [16] in Paragraph ⑤? Answer by filling in the corresponding slot under the number (16) on the mark sheet.

1. alone are estimated
2. are estimated only
3. can only estimate
4. could estimate alone

17. Which of the following sentences is closest in meaning to the underlined sentence at [17] in Paragraph ⑥? Answer by filling in the corresponding slot under the number (17) on the mark sheet.

1. Lately, most zoo facilities have been getting old.
2. Recently, aging zoos have been largely rebuilt.
3. In recent decades, zoos have been run much more wisely.
4. Zoos have expanded tremendously in the recent past.

III. Read the following article, and answer the questions as indicated.

“Saving Nature by Owning It” by I. O. Gnit (2009)

① **Property rights** [所有権] are important for human development. Developed countries usually have systems of laws which permit ownership of land, products and services. Countries without such laws often fall behind socially and economically. Established legal ownership gives people **incentives** [動機] to manage their personal property; without it, progress slows.

② However, establishing rights to property can also help us to save and appreciate nature. At present, too much of the earth is still “common land”: either it belongs to no one in particular, or it belongs to everyone. This has led to what economists call the “tragedy of the commons”. [18] Lacking incentives to care personally about common property, many users break the common rules in order to gain profit. When too many people do that, resources are rapidly consumed. A good example would be overfishing, where too many actors, from governments down to individual fishermen, are all trying to maximize their share of a common resource.

③ Loss of biodiversity is arguably the biggest challenge facing humanity today. Across the globe, the larger, most visible species, often mammals, are disappearing. The population of African elephants has declined by over two thirds since 1960; the **rhinoceros** [サイ] by over 80%. According to a UN report, the recent, rapid worldwide decline in wild mammal populations is linked to a similar loss in the plants, insects and animals on which they depend. Why is this massive decline occurring? The explosive growth of human population is clearly the main reason. However, loss of wilderness areas, affecting as it does millions of species, is at the root of all these problems. In order to solve this, we need to utilize the potential of private ownership. [19]

④ The idea that nature can be owned is far from new. Somewhere around 8000 B.C., humans began to experiment with agriculture, selecting crops and strengthening seed varieties. Since then, we have gradually formalized ownership of these **biological resources** [生物資源]. Today, seeds, cattle and pigs are routinely viewed as property; they are traded, bred and improved all the time. In the case of cats and dogs, breeding has often been for human amusement. There is no doubt, however, that practical needs have driven most innovation. Despite high research and development costs, privately developed types of rice and wheat, for example, have richly rewarded both their owners and humanity as a whole. [20]

⑤ Many philosophers have argued that nature has little or no [21] can give it. However, we have failed to place sufficient value on key biological resources. For example, though forests are richest in the tropics, these regions contain many of the poorest countries today. Often, the poverty of the local people is blamed for environmental destruction. However, the weakness of property rights in those countries is a more important, but overlooked, factor. Poor people often do not care about forests, except as a means to gain immediate benefit. To address this, governments in such poor countries need to establish poor people's rights to the biological riches around them, letting them own and manage these natural areas. [22] surely recognize the benefits of maintaining their forests.

⑥ Moreover, pressures on wildlife can be significantly reduced by private ownership. For example, consider the practice of bear farming in China. Regardless of the ethical issues involved in farming bears to use in Chinese medicine, it is clear that maintaining captive populations increases the supply of bears, and thus reduces hunting. The same principle clearly applies to the fishing industry. Wild fish stocks are declining rapidly; however, farmed fish already provide a large part of our fish needs. Aquaculture has succeeded, precisely because the fish are privately owned; for example, a breeding program for Bluefin tuna is now helping to conserve wild tuna. This is yet another case where private investment and property rights are saving biological resources.

Answer the questions [18]—[23] as indicated.

18. Which of the following best represents the author's explanation of the "tragedy of the commons" at [18] in paragraph ②? Answer by filling in the corresponding slot under the number (18) on the mark sheet.

1. People tend to overconsume shared resources since they themselves do not personally own them.
2. Whenever resources are shared, ordinary people have to take responsibility to conserve them.
3. Although difficult to regulate, all resources would be best managed by common ownership.
4. Common ownership rules are notoriously easy to establish, but sadly few resources are in fact shared.

19. Which of the following sentences is closest in meaning to the underlined sentence at [19] in Paragraph ③? Answer by filling in the corresponding slot under the number (19) on the mark sheet.

1. The best way to stop wilderness loss is for governments to forbid private ownership.
2. Loss of wilderness areas has occurred mainly because of a lack of private ownership.
3. Without expanding private ownership of wilderness areas, they will continue to be lost.
4. Species should be transferred to private ownership in order to limit wilderness loss.

20. Which of the following does the author not give as an example of human "ownership of nature" in Paragraph ④? Answer by filling in the corresponding slot under the number (20) on the mark sheet.
1. farm animals
 2. forest management
 3. household pets
 4. improved plant species
21. The five words below fill the gap at [21] in Paragraph ⑤. Which word must come fourth in order for them to complete a grammatical sentence? Fill in the blank at the number (21) on the mark sheet.
1. beyond
 2. humans
 3. meaning
 4. that
 5. which
22. Which of the following would best fill the gap at [22] in Paragraph ⑤? Answer by filling in the corresponding slot under the number (22) on the mark sheet.
1. Be poor people owners, they might
 2. Were poor people owners, they would
 3. If poor people are not owners, they should
 4. Without poor people will be owners, they can
23. Which of the following does I. O. Gnit not discuss in this article? Answer by filling in the corresponding slot under the number (23) on the mark sheet.
1. historical examples of the successful privatization of nature
 2. economic factors which connect privatizing nature and conservation
 3. practical reasons for privatizing nature and conserving resources
 4. the need to protect animal rights in a system of privatized nature

IV. Read the following article, and answer the questions as indicated.

“Stealing from Our Children? Owning Nature Reconsidered”

by E. Kozelot (2010)

① Can we save nature by owning it? The idea is a dangerous one. Humans have always felt the need to control their [24] by claiming specific areas as their private property; indeed, most of us like to have a place to call our own. But claiming our absolute ownership of the planet is mistaken. We are tenants of the earth, not its owners; the earth and the vast majority of its living creatures were here long before humanity, and may well survive us. Viewed from a longer perspective, our claims over the planet, including our divisions of the lands and oceans, seem both illogical and unsustainable.

② Some religions have [25] the idea that our planet was given to us by God, to use as we wish. Science rejects this. Our best theory of life on the planet, the theory of evolution, shows how life diversified long before humans appeared. We have no God-given right to organize the planet. In many respects, we are not even its most advanced species. In fact, we humans rely on the same basic resources – air and water – as the planet’s many other species. Thus, air and water belong to no one species. Would supporters of ownership have us believe that one day we must pay to breathe? [26]

③ Philosopher John Locke’s view was that humanity should use the earth in the best possible way for our own purposes. In the past, that [27] reasonable. But we should remember that Locke saw no intelligence beyond the human; whereas today we can recognize higher intelligence in a number of creatures – not just companion animals such as dogs and cats, but chimpanzees, gorillas, elephants and whales. We are not alone in having rights; animals, indeed nature as a whole, should be given some form of protection. Children’s rights are recognized; we should do the same for other life forms on earth. We all agree that we cannot own people, so we should be careful in claiming ownership of nature.

④ Instead, we need to recognize our role as **trustees** [管財人/受託人] of nature. Our actual responsibility is to hand over to our grandchildren a planet as rich as the one in which we ourselves are living. Supporters of ownership assume that nature is disposable, something to be used for a while and then dumped, like an old and broken toy. Moreover, they see private ownership as a miracle cure for environmental destruction. Unfortunately, the opposite is true: a forest, once cleared, [P] never grow back [Q], even if left far from human intervention. In fact, property ownership fosters a short-term view of resource management, and results in mountains of harmful waste.

⑤ Of course, ownership has some role to play. However, we need to examine which parts of the concept are compatible with nature. Can we truly own a forest in the same way as a television? We have responsibilities to the forest which are lacking to the TV. This is best seen when we consider the ownership of seeds and biotechnological innovation. All scientifically created changes to life involve risks. The genes in genetically modified (GM) plants may spread or rapidly evolve beyond our control. As a result, numerous moral and ethical issues are likely to arise. Soon, for example, we might be able to clone human beings. But would these clones be someone's property, in the same way that previously some humans were owned as slaves? Technological progress inevitably requires new ethical considerations. A failure to see that is both dangerous and naïve.

⑥ Today, species disappearance is accelerating, driven by our destruction of the earth's wilderness. The way forward is not to expand private ownership of the remaining wilderness areas, but to motivate people to leave them alone. The large-scale privatization of land in the developing world is no solution to the many development challenges there. A wilderness owned is nothing more than a giant farm; is that really our vision of a happy future?

Answer the questions [24]—[29] as indicated.

24. Which of the following would best fill the gap at [24] in Paragraph ①?

Answer by filling in the corresponding slot under the number (24) on the mark sheet.

1. desires
2. nature
3. objectives
4. surroundings

25. Which of the following would best fill the gap at [25] in Paragraph ②?

Answer by filling in the corresponding slot under the number (25) on the mark sheet.

1. claimed on
2. emphasized on
3. insisted on
4. stressed on

26. Which of the following sentences is closest in meaning to the underlined sentence at [26] in Paragraph ②? Answer by filling in the corresponding slot under the number (26) on the mark sheet.

1. Do our opponents think that air must be privatized by force?
2. Do our opponents claim that air must eventually become private property?
3. Do our opponents seriously hope that privatized air will be a profitable business?
4. Do our opponents want us to treat privatization like a religion?

27. Which of the following would best fill the gap at [27] in Paragraph ③?

Answer by filling in the corresponding slot under the number (27) on the mark sheet.

1. can be imagined
2. might have seemed
3. needed to be
4. ought to have been

28. Which of the following pairs would best fill the gaps at [P] and [Q] in Paragraph ④? Answer by filling in the corresponding slot under the number (28) on the mark sheet.

- | | [P] | [Q] |
|----|--------|-----------------|
| 1. | can | quite as likely |
| 2. | may | way as quietly |
| 3. | should | same the way |
| 4. | will | quite the same |

29. With which of the following would this author most likely agree? Answer by filling in the corresponding slot under the number (29) on the mark sheet.

1. We need to protect animal rights within a system of privatized nature.
2. Economic factors will help connect privatizing nature and conservation.
3. We cannot use religion to justify how we treat the planet.
4. Locke strongly denied the morality of privatizing nature.

ここからは 解答用紙B を使用しなさい。

V. 以下の日本語の問題文をわかりやすい英語にしなさい。解答は解答用紙BのV. に、それぞれ記入しなさい。

注意点：

- (a) 問題文のAとBの会話の英訳を、解答用紙BのV. のA1, B1, A2, B2と記載されている行に書きなさい。
- (b) 日本語の表現をうまく英語にできない場合は、別の言い方に変えてから英語にしてみましょう。(例) 難解 → 分かりにくい → hard to understand

問題文：

A1: ね、阿部君、さっき部長に呼ばれたのはどうして？もしかして昇格が決まったとか？

B1: いや…うちの課は去年の売り上げが三割減ったんだって。

A2: ええっ、まさか！人を減らすとか言ってた？

B2: いや、そうじゃないけど、業績があまりに悪いままだとそうなるだろうな。

VI. 以下の設問 A), B) の中から一つ選んで、問題文 I～IV のうちの二つをもとにして、自分の意見を解答用紙 B の VI. 欄に書きなさい。注意点をよく読んでから書きましょう。

A) Should zoos in Japan be abolished? Why, or why not? (主に I, II を参照)

B) Should we treat biological resources as property? Why, or why not?
(主に III, IV を参照)

注意点：

- (1) 箇条書きは不可。
- (2) 問題文 I, II または III, IV で言及されている意見やことがらを最低一つ引用して、自分の意見をまとめること。
- (3) 自分の意見と異なる見解にも言及しながら論じること。
- (4) 引用する際には、下の例を参考にすること。

引用例：

- In his 2007 article “Making Sense of Secrecy”, S. Kaane writes, “Privacy is golden.” However, I strongly disagree with that statement, because ...
- I agree to a certain extent with S. M. A. Foane (2010), who concludes, “Schools do not protect the rights of students enough.”
- According to Foane (2010), many schools “do not have proper privacy policies yet.” In my opinion, ...

