

## I

〔全学部受験者用〕 次の英文を読んで下の問いに答えなさい。

On a university campus in Japan, crows and humans line up patiently, waiting for the traffic to halt. When the lights change, the birds hop in front of the cars and place walnuts, which they picked from the adjoining trees, on the road. After the lights turn green again, the birds fly away and vehicles drive over the nuts, cracking them open. Finally, when it is time to cross again, the crows join the pedestrians and pick up their meal. If the cars miss the nuts, the birds sometimes hop back and put them somewhere on the road. Or they sit on electricity wires and drop them in front of vehicles.

Biologists already knew the crow family to be among the smartest of all birds. But this remarkable piece of behavior would seem to be a particularly acute demonstration of bird intelligence.  
(a)

The crows in Japan have only been cracking nuts this way since about 1990. They have since been seen doing it in California. Researchers believe they probably noticed cars driving over nuts fallen from a walnut tree overhanging a road. The crows already knew about dropping clams from a height on the seashore to break them open, but found this did not work for walnuts because of their soft green outer shell.  
(b)

Other birds do this, although not with quite the same precision. In Greece, eagles can be seen carrying tortoises up to a great height and dropping them on to rocks below. Scientists have argued for decades over whether wild creatures, including birds, show genuine intelligence. Some still consider the human mind to be unique, with animals capable of only the simplest mental processes. But a new generation of scientists believes that creatures, including birds, can solve problems by insight and even learn by example, as human children do. Birds can even talk in a meaningful way.

Some birds show quite astonishing powers of recall. The Clark's nutcracker, a type of North American crow, may have the animal world's  
(c)

keenest memory. It collects up to 30,000 pine seeds over three weeks in November, then carefully buries them for safe keeping across over an area of 200 square miles. Over the next eight months, it succeeds in finding over 90 percent of them again, even when they are covered in feet of snow.

On the Pacific island of New Caledonia, the crows demonstrate a tool-making, and tool-using, capability comparable to Palaeolithic man's. Dr. Gavin Hunt, a New Zealand biologist, spent three years observing the birds. He found that they used two different forms of hooked 'tool' to pull grubs from deep within tree trunks.

Other birds and some primates have been seen to use objects to forage. But what is unusual is that the crows also make their own tools. Using their beaks as scissors, they fashion hooks from twigs, and make rakes or combs from stiff leathery leaves. And they do not throw the tools away after one use — they carry them from one foraging place to another.

Scientists are still debating what this behavior means. Dr. Hunt said, "There are many intriguing questions that remain to be answered about crows' tool behavior. Most important would be whether they mostly learn or genetically inherit the know-how to make and use tools. Without knowing <sup>(d)</sup> that it is difficult to say anything about their intelligence, although one could guess that these crows have the capability to be as clever as crows in general."

〔注〕 Palaeolithic 旧石器時代の      grub 昆虫などの幼虫  
primate 霊長類の動物              forage 食料などを探す

1. (a)の内容を具体的に 80 字以内で述べなさい。
2. (b)を和訳しなさい。
3. (c)の具体例を 60 字以内で述べなさい。
4. (d)の内容を分かりやすく 70 字以内で説明しなさい。

**II**

〔全学部受験者用〕 次の英文を読んで下の問いに答えなさい。

The first lesson about making decisions is summarized in the saying: “There is no such thing as a free lunch.” To get one thing that we like, we usually have to give up another thing that we like. Making decisions requires trading off one goal against another.

Consider a student who must decide how to use her most valuable resource — her time. She can spend all of her time studying economics; she can spend all her time studying psychology; or she can divide her time between the two fields. For every hour she studies one subject, she gives up an hour she could have used studying the other. And for every hour she spends studying, she gives up an hour that she could have spent working at her part-time job for some extra spending money. Or consider parents deciding how to spend their family income. They can buy food, clothing, or a family vacation. Or they can save some of the family income for retirement or the children’s college education. When they choose to spend an extra dollar on one of these goods, they have one less dollar to spend on another of them.

When people are grouped into societies, they face different kinds of tradeoffs. The classic tradeoff is between “guns and butter.” The more we spend on national defense to protect our shores from foreign aggressors, the less we can spend on personal goods to raise our standard of living at home. Also important in modern society is the tradeoff between a clean environment and a high level of income. Laws that require firms to reduce pollution raise the cost of producing goods and services. Because of the higher costs, these firms end up earning smaller profits, paying lower wages, charging higher prices, or some combination of these three. Thus, while pollution regulations give us the benefit of a cleaner environment and the improved health that comes with it, they have the cost of reducing the incomes of the firms’ owners, workers, and customers.

Another tradeoff society faces is between efficiency and equity.

Efficiency means that society is getting the most it can from its scarce resources. Equity means that the benefits of those resources are distributed fairly among society's members. In other words, efficiency refers to the size of the economic pie, and equity refers to how the pie is divided. Often, when government policies are being designed, these two goals conflict.

Consider, for instance, policies <sup>(c)</sup> aimed at achieving a more equal distribution of economic well-being. Some of these policies, such as the welfare system or unemployment insurance, try to help those members of society who are most in need. Others, such as the individual income tax, ask the financially successful to contribute more than others to support the government. Although these policies have the benefit of achieving greater equity, they have a cost in terms of reduced efficiency. When the government redistributes income from the rich to the poor, it reduces the reward for working hard; as a result, people work less and produce fewer goods and services. In other words, when the government tries to cut the economic pie into more equal slices, the pie gets smaller.

Recognizing that people face tradeoffs does not by itself tell us what decisions they will or should make. A student should not abandon the study of psychology just because doing so would increase the time available for the study of economics. Society should not stop protecting the environment just because environmental regulations reduce our material standard of living. The poor should not be ignored just because helping them distorts work incentives. Nonetheless, acknowledging life's tradeoffs is important because <sup>(d)</sup> people are likely to make good decisions only if they understand the options that they have available.

1. (a)を和訳しなさい。
2. (b)の内容を具体的に 50 字以内で説明しなさい。
3. (c)の内容を分かりやすく 60 字以内で説明しなさい。
4. (d)を和訳しなさい。

**III**

〔全学部受験者用〕 (a), (b)を英訳し、英文を完成しなさい。

Fujiwarano Kiyosuke was a talented poet at the end of the Heian period. In his anthology, there was a poem about making a frog with a piece of paper. It is evident that Origami was already practiced in those times. However, the poem did not describe the shape of the frog.

切り込みを入れずに紙を折るだけで様々なものを作るようになったのは、室町時代のことである。 (a) In the Edo period, a textbook was published which showed 49 different ways of folding a crane. 幸福を願って千羽鶴を折る習慣は、その頃始まった。 (b) A crane is believed to bring happiness. So if there are a thousand, how much more happiness will you receive?

Around the middle of the Meiji period, small pieces of square rice paper started being sold for Origami. Origami then spread as a means of teaching young children artistic work.

**IV** [全学部受験者用] 次の文章の(a), (b)を英訳しなさい。

- A：私たち日本人は、時として日本国民はユニークで変わっていると考えがちです。異文化と接したときに経験する困難を、自分たちが変わっているのだから<sup>(a)</sup>それもしかたがないといって済ませてしまうような気がします。国際交流の場で、相違点と類似点のどちらを重視したらよいでしょうか。
- B：そうですね。私は両方に注目します。片方だけを無視したりしません。同じ部分を求めれば、違う部分も求めます。とはいっても、お互いに似ていると思うよりは、異なることを予想して接したほうが、たいていうまくいくと思いますね。似ていると思っていると、実は違っているということに絶えずショックを受けることになりますが、もともと違うのだと思っていれば、<sup>(b)</sup>似通った感情や考え方をもち、同一の経験を共有できると気がついたときの喜びが大きくなりますから。

**V**

〔教育人間科学部および医学部保健学科受験者用〕 あなたは、ニュージーランド人の Ben と会話をしています。次の(a)～(d)に適切な表現を入れて、対話文を完成させなさい。

You : Well, I'm planning to go to New Zealand next year.

Ben : Oh great! You'll enjoy it.

You : \_\_\_\_\_?  
(a)

Ben : I wouldn't go in the winter. It can be very cold and wet then. If you go from around November to March, you should have nice weather.

You : OK. \_\_\_\_\_?  
(b)

Ben : You'd like Auckland. That's the biggest city. And the capital Wellington is nice. Then I'd try to see as much of the countryside as possible.

You : Is there plenty to see there?

Ben : Yes, especially if you like scenery.

You : \_\_\_\_\_?  
(c)

Ben : The big ones are, but you can stay in smaller ones. You can find them for around 30 dollars a day, I guess.

You : That's not too bad. \_\_\_\_\_?  
(d)

Ben : Oh yes, you can see plenty in a week.

**VI**

## 〔人文学部受験者用〕 リスニング問題

## 注意事項

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子等を動かしたり、物音を立てたりしないようにしてください。
- ・風邪をひいている人は、咳をするのをなるべく我慢してください。
- ・問題は、AとBの2題あります。
- ・問題文と質問文がそれぞれ2回読まれます。2回とも問題文の後に英語の質問文が続きます。
- ・1回目と2回目の間に20秒程度の空白があります。
- ・問題Aと問題Bの間に、同じく20秒程度の空白があります。
- ・テープを聴きながら、問題冊子の空欄にメモをとってもかまいません。
- ・問題Aの質問には**英語**で答えてください。
- ・問題Bの質問には**日本語**で答えてください。

## テープのスク립ト

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子等を動かしたり、物音を立てたりしないようにしてください。
- ・風邪をひいている人は、咳をするのをなるべく我慢してください。
- ・問題は、AとBの2題あります。
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- ・テープを聴きながら、問題冊子の空欄にメモをとってもかまいません。
- ・問題Aの質問には英語で答えてください。
- ・問題Bの質問には日本語で答えてください。

## Listening Test A

Listen to the following conversation between a man and a woman and answer the three questions in English:

W: May I help you?

M: Yes, I'm looking for a gift for my wife, a piece of jewelry, perhaps.

W: All right. We have a nice variety over here. How about this ring?

M: How much is it?

W: It's \$900.

M: That's more than I had in mind.

W: May I ask what your price range is?

M: Well, I'm thinking around \$500.

W: OK. What about this necklace then? It's very attractive.

It's \$450.

M: That's just what I had in mind. I'll take it.

W: I think your wife will be very pleased with this, sir.

How would you like to pay?

M: Do you accept Master Card?

W: Yes, we do.

M: Here's my Master Card.

W: Thank you. Just sign here at the bottom, please.

M: OK. Here you are.

W: And here's your receipt. Thank you for your purchase. Please call again!

Question 1. What did the man buy?

Question 2. How much was the gift?

Question 3. How did the man pay for the gift?

## Listening Test B

Listen to the following passage and answer the three questions in Japanese:

Stephen Hawking was born on January 8, 1942, in Oxford, England. His parents' house was in north London, but during the Second World War Oxford was considered a safer place to have babies. When he was eight, his family moved to St. Albans, a town about 20 miles north of London, and then he went to St. Albans School and on to University College, Oxford. Stephen wanted to do mathematics, but it was not available at the College. So he did physics instead.

Question 1. Why did Stephen's mother give birth to him in Oxford?

Question 2. Where is St. Albans located?

Question 3. Why did Stephen major in physics rather than mathematics?

これでリスニングテストを終わります。受験者は適宜筆記試験の解答に戻って下さい。  
監督員は停止ボタンを押してテープを止めて下さい。