の

英　語　問　題

はじめに，これを読みなさい。

（注意事項）

1. この問題冊子は23ページある。ただし，**ページ番号のない白紙はページ数に含まない。**

2. 試験時間は80分である。

3. 解答用紙に印刷されている受験番号が正しいかどうか，受験票と照合して確認すること。

4. 監督者の指示にしたがい，解答用紙の氏名欄に氏名を記入すること。

5. 解答は，すべて解答用紙の所定欄に記入またはマークすること。解答欄以外のところには何も記入しないこと。解答欄は裏にもある。

6. 解答は，必ず鉛筆またはシャープペンシル（いずれもHB・黒）で記入すること。

7. 訂正する場合は，消しゴムできれいに消し，消しくずを残さないこと。

8. 問題に指定された数より多くマークしないこと。

9. 解答用紙は，絶対に汚したり折り曲げたりしないこと。

10. **解答用紙は持ち帰らないこと。**

11. この問題冊子は必ず持ち帰ること。

12. 解答をマークするときには，下記の記入例を参照すること。

（マークの記入例）

良い例	悪　い　例		
●	◉	⊗	○

〔Ⅰ〕 次の英文を読んで設問に答えなさい。

In October 2012, Facebook crossed the 1 billion-user mark. More than 500 million of those users log on to the site every day. But many of those users complain that Facebook is a waste of time. For instance, it tempts us to spend many hours reading the trivia of high-school classmates' lives or playing online Scrabble[1] when we could be spending that time more productively on work, schoolwork or real face time with family and friends. But something keeps drawing us in, promoting Facebook's (A) from a small site serving Ivy League[2] college students in 2004 to a worldwide giant less than 10 years later.

Now, psychologists and communication researchers are exploring why the site is so popular and what exactly we get out of social networking sites. "When we first started doing this research in 2006, the popular press stories around social media were all negative, such as the undergrad who lost a job opportunity after he posted a picture of himself drinking beer," says Nicole Ellison, a communication researcher at the University of Michigan. "So we were curious about what our students were getting out of their use — because if there were only negative outcomes, they wouldn't use it."

Ellison and others are finding that Facebook serves many purposes. It can boost our self-esteem, satisfy our needs for connectedness and self-promotion, (B) and help us maintain offline relationships. At the same time, we don't all use Facebook in the same way, and researchers are finding that Facebook use can interact with our personal characteristics in complicated ways. The sociable, the lonely and the narcissistic among us may turn to Facebook to satisfy different needs.

In a 2012 review article in the journal *Personality and Individual Differences* called "Why Do People Use Facebook?", Boston University psychologist Stefan Hofmann broke down the site's appeal into two areas: the need to belong and the (C) need for self-presentation. Facebook, Hofmann says, satisfies both of those basic

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needs.

When it comes to belonging, Facebook use has a mixed reputation. Some people think that the site's ability to keep us in daily contact with far-reaching friends and family must be a benefit for interpersonal connection. But an equally possible view is that spending so much time (D) with the digital versions of our friends leaves us lonely and starved for real-world contact. So, which of these views is right?

As it turns out, both views may contain some truth, according to research by psychologist Kennon Sheldon of the University of Missouri. In a 2011 study published in the *Journal of Personality and Social Psychology*, Sheldon and his colleagues asked more than 1,000 college students about the intensity of their Facebook use. They also tested the students on their levels of connection and disconnection, with questions that asked how often they "felt close to and connected with other people who are important" to them or "felt lonely." Paradoxically, the researchers found that spending a lot of time on Facebook correlated with both high levels of feeling connected to other people *and* with high levels of disconnection. They theorize this is the case because two different processes motivate Facebook use: People who are lonely and disconnected spend time on Facebook to cope with their loneliness. But people who aren't lonely also spend time on Facebook, and for them, the site helps maintain social connections, leading them to spend even more time there.

In Sheldon's model, Facebook does boost people's feelings of connection. "But if you're a constantly lonely person, you might go on and feel a little lift, but the chronic[3] loneliness is unchanged," Sheldon says. "It's almost like an addiction that doesn't solve the thing that you're trying to cope with."

| (ウ) | But a new study suggests that we gain some psychological benefit even from just viewing our own profiles, thus fulfilling the need for self-presentation. In a 2011 study of about 300 college students in the journal *Cyberpsychology, Behavior and Social Networking*, Cornell University

researchers Amy Gonzales and Jeffrey Hancock found that students who were asked to look at their own Facebook page for only three minutes showed a boost in self-esteem, compared with control groups who either looked in a mirror or simply sat in a room for three minutes. The researchers theorize that we might get that ego lift because we self-select the information we include in our Facebook profiles and post on our walls. Looking at that Photoshopped[4] version of ourselves and our witty comments reinforces the version of ourselves who we want to be and can have a positive effect on our self-esteem.

| (イ) | Of course, not all of those frequent Facebookers need the ego boost — some research has suggested a link between heavy Facebook use and narcissism. In a 2012 study in the journal *Personality and Individual Differences*, Chris Carpenter of Western Illinois University found that people who updated their Facebook status frequently and had many Facebook friends — including people whom they didn't know in real life — scored higher on a narcissistic personality survey than people who used the site more reasonably. Those kinds of narcissistic users may expect time, attention and support from others, but don't do anything for others. Carpenter says, "If Facebook is to be a place where people go to seek social support, it is important to realize you might find negative communication on Facebook."

| (ウ) | In spite of the possibility of negative communication on Facebook, many researchers say that the site does benefit its users. Ellison, the communication researcher, and her colleagues Charles Steinfield and Cliff Lampe have taken a "social capital" approach to studying Facebook use. Broadly speaking, social capital is the resources, such as job opportunities and emotional support, that people accumulate through their interactions with others. フェイスブックがなければ音信が途絶えてしまうかもしれない「弱いつながり」を維持する(E)(F)ために，人々がどのようにそれを利用するのかをエリソンは調べた。 This is also called "bridging" social capital, as opposed to "bonding" social capital between close friends, and it can be useful because it can allow people to access

information that they wouldn't otherwise know — such as a new job opportunity or a news story they might have missed.

[(エ)] As the Facebook world has expanded to include a more diverse group of users than its original college-age base, Ellison says the social capital its users can access has expanded as well. "The more different kinds of people you have in your network, the better chance you have of getting useful information," she says. (G) all of these reasons, such as the social capital it creates and the psychological needs it fills, researchers believe social networking is likely to just continue growing. "The concept is here to stay because it is driven by human needs," Hofmann says.

1　Scrabble　単語を作成して得点を競うボードゲームの一種

2　Ivy League　アメリカ東部の名門私立大学8校の総称

3　chronic　慢性の

4　Photoshopped　写真加工用のソフトを用いた

1　次の各問の答を①～④の中から1つ選び，その番号を解答欄にマークしなさい。

(1)　空欄(A)に入る最も適切なものは次のどれか。

① growth

② history

③ problem

④ project

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(2) 下線部(B) boost の意味に最も近いものは次のどれか。

① enhance

② harm

③ identify

④ lower

(3) 下線部(C) broke down の意味に最も近いものは次のどれか。

① categorized

② destroyed

③ directed

④ turned

(4) 空欄(D)に入る最も適切なものは次のどれか。

① interact

② interacted

③ interacting

④ interaction

(5) 下線部(E) accumulate の意味に最も近いものは次のどれか。

① abandon

② gather

③ prefer

④ spend

(6) 空欄(G)に入る最も適切なものは次のどれか。

① As

② Because

③ For

④ In

2 次の文が入る最も適切な場所を本文中の(ア)〜(エ)の中から1つ選び，その番号を解答欄にマークしなさい。

One intuitive appeal of Facebook is interaction with fellow users — chatting with friends and commenting on their photos.

① (ア)

② (イ)

③ (ウ)

④ (エ)

3 下線部(F)「フェイスブックがなければ音信が途絶えてしまうかもしれない「弱いつながり」を維持するために，人々がどのようにそれを利用するのかをエリソンは調べた」を，次の(a)〜(e)を並べかえて英文にする場合，最も適切な順番はどれか。①〜⑥の中から1つ選び，その番号を解答欄にマークしなさい。なお，選択肢は文頭に来るものも，固有名詞以外は小文字で始まっている。

(a) lose track of

(b) the way people use Facebook

(c) Ellison has looked at

(d) they might otherwise

(e) to maintain "weak ties" with people

① (a)→(b)→(e)→(d)→(c)

② (b)→(d)→(a)→(c)→(e)

③ (b)→(e)→(c)→(d)→(a)

④ (c)→(b)→(e)→(d)→(a)

⑤ (c)→(a)→(b)→(d)→(e)

⑥ (e)→(c)→(b)→(d)→(a)

— 6 —

4 本文の内容について，次の質問に対する最も適切な答を①〜④の中から１つ
選び，その番号を解答欄にマークしなさい。

(1) Which of the following is <u>NOT</u> stated as a purpose Facebook serves?

① Facebook can cure severe loneliness.

② Facebook can enhance our feelings of connection.

③ Facebook can help us maintain offline relationships.

④ Facebook can have a good influence on our self-esteem.

(2) According to Kennon Sheldon, what kinds of relationships are there
between the intensity of students' Facebook use and their levels of feeling
lonely?

① Both people who feel lonely and those who don't feel lonely spend much
time on Facebook.

② People who feel lonely spend much more time on Facebook than those
who don't.

③ People who feel lonely spend much less time on Facebook than those
who don't.

④ Neither people who feel lonely nor those who don't feel lonely spend
much time on Facebook.

(3) Which of the following is stated as a finding in Amy Gonzales and Jeffrey
Hancock's research?

① Facebook appears to hurt people's self-esteem.

② Frequent users of Facebook tend to have a mixed reputation.

③ Just viewing their own profiles on Facebook has a good influence on the
users' self-esteem.

④ Social networking sites, although convenient for communication, do
more harm than good for a person's self-esteem.

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(4) Which of the following is stated as an advantage of Facebook's increased diversity of users?

① People will be able to improve their IT skills.

② People will be able to acquire beneficial information.

③ People will be able to make money in an effective way.

④ People will be able to understand the concept of "social capital."

〔Ⅱ〕　次の英文を読んで設問に答えなさい。

As a result of many ties of interdependence among countries, the world we live in has evolved into a globalized system. Recent history unquestionably shows that the lives of the men and women of this planet may be affected by events and processes thousands of kilometers away. World-wide economic, geopolitical and social relations, modern communications and technologies, media and transport allow a fast (　A　) of information. The movement of people and goods can be both causes and characteristics of globalization, a process leading to an interdependent world.

Globalization is complex and ambivalent, and its consequences can be regarded as both positive and negative. Among the positive consequences of globalization are the widening of peoples' horizons, access to knowledge and the products of science and technology, multiculturalism and intercultural views, an increase in opportunities, personal and social development and possibilities of sharing ideas and joint action towards solutions to common problems.

The negative consequences are mainly on social, economic and environmental levels. On one hand, there is increasing poverty in societies, a growing gap between developed and developing countries and between privileged and excluded people, low standards of living, disease, forced migration and human rights (　C　), exploitation of weak social groups, racism, conflicts, insecurity and growing individualism. On the other hand, there are many environmental repercussions such as the greenhouse effect, climate change, pollution and the (　D　) of natural resources. Many modern thinkers believe that the main causes of these negative consequences of globalization are the unrestrained activities of transnationals and the political decisions mainly aimed at one-sided development. They are based mostly on market dominance, resulting in an increase in consumption and competition as well as a decrease in social welfare.

Worldwide consciousness of global change towards more sustainable, fair development and the need for international cooperation have been increasingly (F) through agreements, declarations and campaigns promoted mainly by a growing civil society commitment and international organizations. Hence, global education as an international dimension in learning and teaching methods in both formal and non-formal contexts aims to provide a better understanding of current issues of the world. It is not only a need but an ethical challenge in today's world.

(G) global education has various aims, these can be grouped into two main categories. The first category focuses on educating citizens in social justice and sustainable development. This can be achieved by opening a global dimension and a holistic perspective in education in order to help learners understand the complex realities of today's world and develop values, attitudes, knowledge and skills that will enable them to face the challenges of an interconnected world. Such kind of education helps learners understand some of the complex processes bringing about violence and conflict at individual, collective, national and global levels. As a result, learners can become aware of some of the ways in which these conflicts may be prevented or resolved. グローバル教育は，すべての人にとってより公正で平等な世界を作るために，異文化理解を促進したり，人々を活発な参加者として育成することにより，争いを建設的な，非暴力による解決へ導く態度を発達させる。

The second category for identifying the aims of global education focuses on the development of learning communities, in which learners and educators are encouraged to work cooperatively on global issues. Global education aims at stimulating learners and educators to approach global issues through innovative teaching and learning. This type of education challenges formal and non-formal education programs and practices by introducing its own content and methodology. In order to develop learning communities, global education promotes the acceptance of others and interdependence by creating conditions

for learners to express themselves and build a sense of solidarity.
(J)

To conclude, global education helps learners develop alternatives when making decisions in their personal or public life. By reflecting on the consequences of their choices, learners can cultivate a spirit of global responsibility as citizens of the world.

1 次の各問の答を①～④の中から１つ選び，その番号を解答欄にマークしなさい。

(1) 空欄(A)に入る最も適切なものは次のどれか。

① cost

② flow

③ knowledge

④ nature

(2) 下線部(B) ambivalent の意味に最も近いものは次のどれか。

① crucial

② definite

③ obvious

④ uncertain

(3) 空欄(C)に入る最も適切なものは次のどれか。

① activists

② campaigns

③ curriculums

④ violations

(4) 空欄(D)に入る最も適切なものは次のどれか。

① abundance

② availability

③ exhaustion

④ facilities

(5) 下線部(E) dominance の意味に最も近いものはどれか。

① attraction

② control

③ crash

④ decline

(6) 空欄(F)に入る最も適切なものは次のどれか。

① addressed

② banned

③ characterized

④ signed

(7) 空欄(G)に入る最も適切なものは次のどれか。

① Whatever

② Whether

③ Which

④ While

(8) 下線部(J) solidarity の意味に最も近いものはどれか。

① efficiency

② humor

③ individualism

④ unity

2　下線部(H)「グローバル教育は，すべての人にとってより公正で平等な世界を
　作るために，異文化理解を促進したり，人々を活発な参加者として育成するこ
　とにより，争いを建設的な，非暴力による解決へ導く態度を発達させる」を英
　訳すると，たとえば次のような英文になる。

　（　①　）promoting an understanding of different cultures and fostering
people as dynamic players for a more just and （　②　）world for all, global
education develops （　③　）that lead to constructive, non-violent （　④　）of
conflicts.

　それぞれの空所に最も適切な語を1つ書いて，文を完成させなさい。ただ
し，次の〔　　　〕内の単語は，必ず1度用いること。なお，文頭に来る単語の
最初の文字は大文字にすること。
　〔resolution〕

3　本文の内容から，下線部(I)innovative teaching and learning と言えるものは
次のどれか。最も適切な答を①〜④の中から1つ選び，その番号を解答欄にマ
ークしなさい。
　①　Students listen silently to lectures on innovation.
　②　Students read texts and answer questions mechanically.
　③　Students focus on memorizing what is written in the text.
　④　Students discuss the issues, searching for answers in groups.

4 本文の内容について，次の質問に対する最も適切な答を①～④の中から１つ
選び，その番号を解答欄にマークしなさい。

(1) Which of the following is <u>NOT</u> stated as a negative consequence of
globalization?

①　environmental damage

②　loss of local languages

③　racial discrimination

④　uneven distribution of wealth

(2) Which of the following is stated as an aim of global education?

①　It helps learners appreciate values of individualism.

②　It helps learners produce one-dimensional solutions to problems.

③　It helps learners develop the knowledge needed for securing a just,
sustainable world.

④　It helps learners maintain the prosperity of their own nation.

(3) Which of the following is described as a feature of global education?

①　It is concerned with not only what you learn but also how you learn.

②　It is practiced only in formal education settings.

③　It mainly deals with violence and conflicts at national levels.

④　It encourages competition among students to get good grades.

〔Ⅲ〕 以下の空欄に入る最も適切なものを①〜④の中から１つ選び，その番号を解答欄にマークしなさい。

(1) Since this is our first class, you may not know the people around you. Just relax. There's （　　） reason to feel nervous.

① any

② every

③ no

④ some

(2) That's an interesting idea. But I'm afraid it's （　　） the point.

① away

② beyond

③ off

④ on

(3) Please （　　） in the worksheet as you listen to the lecture.

① ask

② complete

③ fill

④ step

(4) I couldn't hear you. Could you （　　） that again?

① say

② sign

③ speak

④ stop

(5) Don't hesitate to ask questions and make comments. I'm (   ) to new ideas.

① fast

② open

③ reluctant

④ willing

(6) We're behind schedule. Can we finish the class later than (   )?

① early

② more

③ never

④ usual

(7) Time's up. Please (   ) in your paper as you leave.

① hand

② head

③ hold

④ home

(8) The assignment is (   ) tomorrow. I won't accept any late work.

① due

② finished

③ over

④ started

(9)　(　　　) and see me during my office hours if you need any help.

　① Come

　② Find

　③ Seek

　④ Visit

(10)　We'll start the test in five minutes.　Please (　　) everything from your
desk.

　① clean

　② click

　③ clear

　④ close

〔IV〕　以下の空欄に入る最も適切なものを①～④の中から１つ選び，その番号を解答
欄にマークしなさい。

(1)　A: I'm sorry I'm late.　I completely forgot the time.

　　B: (　　　).　At least you're here, so we can start the meeting.

①　Mind your own business

②　Never mind

③　No minding

④　You should mind it

(2)　A: I've been watching the news and they say (　　　) international debts of

　　　poorer countries might be canceled.

　　B: Really?　I don't agree with this.　The lenders would lose too much

　　　money.

①　there's a free chance

②　there's a good chance

③　there's little chance

④　there's no chance

(3)　A: Many of our colleagues are working overtime these days.

　　B: That's not right.　We should (　　　) such practices.

①　do away with

②　do harm

③　do up

④　have to do with

(4) A: I can't find your umbrella. Maybe I left it in the train.

    B: (   )! It's the second time this week you've lost my umbrella.

  ① Give me a break

  ② Give me a hand

  ③ Give me five

  ④ Give me time

(5) A: Should I type my essay or can I handwrite it?

    B: (   ) as long as I can read it.

  ① It doesn't care

  ② It doesn't help

  ③ It doesn't matter

  ④ It doesn't work

(6) A: Is there anything to drink in the fridge?

    B: Orange juice, milk and iced tea.

    A: Anything (   ). I'm so thirsty.

  ① will do

  ② will fill

  ③ will fit

  ④ will go

(7) A: Can you (   ) my suitcase while I go to the restroom?

    B: Sure.

  ① use an eye with

  ② keep an eye on

  ③ open your eyes to

  ④ take your eyes off

(8) A: I've heard the cafeteria is thinking of having an international food festival next month.

B: That's great!　(　　　).

① 　I'm all for it

② 　I'm totally against it

③ 　It's a piece of cake

④ 　It's out of the question

〔Ⅴ〕 次の(A)～(J)の空欄に入る最も適切なものを①～⑭の中から１つ選び，その番号を解答欄にマークしなさい。ただし，同じものを２度以上使ってはならない。なお，選択肢は文頭に来るものも，"I"以外は小文字で始まっている。

Mary Smith（M）is a graduate student studying foreign nurses working in Japan. For her research, she is interviewing Arief Sanjaya（A）an Indonesian who is working in a hospital in Tokyo. He came to Japan in 2011 as part of an economic partnership agreement between Japan and Indonesia. This is a Japanese government program under which nurses from Indonesia can come to Japan to work and study for a Japanese nursing license.

M : Thank you very much for coming, as I know you're very busy.

A : I hope I can help you with your research.

M : Let me begin by asking you to explain why you wanted to work here in Japan.

A : Well, I worked as a nurse for several years in a hospital in Jakarta. Then in 2007, the Japanese and Indonesian governments created the partner health program.   (A)   was in the first group of Indonesian nurses that came to Japan in 2008. He told me a lot about his experiences, so I decided to do the same. I felt it would be a good chance for me to live in a different country and culture. By doing this, you can really get to know the people better.

M : I agree.   (B)   gives you a very different perspective towards the people and culture. Did you have any orientation before you came here?

A : We did, but thinking back, it wasn't enough. We learned a little about the Japanese language and lifestyles. But because I was still living in Jakarta, Japan seemed very far away. Unfortunately, I couldn't concentrate and so   (C)   .

M : Did you have any language training once you arrived in Tokyo?

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A : Certainly!   I couldn't understand much Japanese when I came.   ___(D)___ we had a six-month language program before working in a hospital.

M : ___(E)___ since you started working in Tokyo?

A : I always carry my electronic dictionary.   I also make sure I study Japanese every evening after work.   My colleagues are very helpful and ___(F)___ .

M : You're lucky to have such good colleagues.   What are some of the difficulties you have with your language study?

A : ___(G)___ .   Some of them are really difficult to remember such as the *kanji* for "paralysis" or "diabetes".   Another problem is there are many ways of saying the same thing.   For example, the word "give" can be "*ageru*" or "*sashiageru*".

M : I can relate to that.   Have you taken the nursing exam yet?   I understand this is the same exam that Japanese candidates have to take.

A : Yes, I have.   But my Japanese wasn't good enough, so I didn't pass. Passing the exam is ___(H)___ , so I'm studying Japanese as hard as I can. It's tough because I have to fit my studies around my work schedule.

M : I've heard the nursing exam is very difficult.

A : It is.   Most of the Indonesian nurses ___(I)___ .   Some have given up and returned home as they found the exam too tough.

M : It must be hard to go back without a license after spending so much time studying and working in Japan.

A : I agree.   ___(J)___ .   For example, the time for taking the exam has been extended for foreign test takers.   All the *kanji* now have *furigana* as well. These changes will help me.

M : I'm sure they will.   Thank you for taking the time to talk with me.   Good luck with your studies.

A : Thank you.

✳ ✳

① my biggest problem is the *kanji*

② working in a place rather than just visiting

③ give me a lot of support

④ my top priority

⑤ I was really thankful

⑥ my lack of enthusiasm

⑦ one of my friends

⑧ training every hour rather than just weekly

⑨ have taken the exam more than once

⑩ how have you managed

⑪ but there've been some good changes in the exam

⑫ how did you find out

⑬ I don't think I got much out of the orientation

⑭ one of the women