


英 語 問 題

注意事項

1. 問題用紙は、12 ページある。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し確認する。
3. 解答用紙の所定の欄に氏名を記入する。
4. 解答は、すべて解答用紙の所定の欄にマークするか、または所定の欄に記述する。
5. 解答は、必ず鉛筆又はシャープペンシル(いずれも HB・黒)で記入する。
6. 訂正は、消しゴムできれいに消し、消しくずを残さない。
7. 解答用紙は、汚したり折り曲げたりしないこと。また所定以外のところには、記入しない。
8. 記述式の解答は、解答欄に読みやすいブロック体で記すこと。薄い文字や他の文字とまぎらわしい文字は不正解とする。
9. 問題に指定された数より多くマークしない。
10. 解答用紙は、持ちかえらない。
11. 問題用紙は、持ちかえる。
12. 試験時間は、60 分である。

(マーク記入例)

良い例	悪い例
	

I つぎの英文を読み、あとの問いに答えなさい。

“My name is Mohammed Sokor, writing to you from a refugee camp. Dear Sir, there is an (A) issue here. People are given too few kilograms of food. You must help.”

Was this a short message written to a rich person for help? No, Mr. Sokor is a much cleverer communicator than that. He sent this appeal from his mobile phone ⁽⁷⁾ to United Nations officials in London and Nairobi. He got the numbers by surfing at an internet café in Kenya.

The age-old disaster of famine in Africa had found a 21st century response and the familiar flow of authority, from rich giver to grateful receiver, had been (1). It was also a sign that technology does not have to create a “digital divide” between rich and poor: it can do wonderful things in some of the world’s remotest places where most suffering occurs.

“Technology completely changes the way humanitarian work is done,” says Caroline Hurford of the World Food Programme, a United Nations organization that is the single largest distributor of food aid. Once upon a time, when a disaster happened, big agencies would arrive with grain, blankets and medicine and start giving them to those in need. Victims would struggle to the relief camps, if they could, and there was no easy way for aid workers to talk to head offices.

Now, the organization of aid is (2). When an emergency occurs, the first people on the ground are often computer specialists, setting up telephone networks so other aid agencies can do their work. Donors or aid providers keep a record of supplies on spreadsheets and send each other SMS messages. They can find out exactly where their medical supplies are on an incoming ship. On the ground, all big relief operations have communication centers where aid workers go to send e-mails, read the latest security updates and study satellite maps of the affected area.

Today’s emergency aid workers definitely need mobile phones just as much as

a global courier company (B). Mobile phones increase the flow and speed of information in a world where information used to be confused or absent. It is getting easier for donors to find the location of affected people; and victims line up as eagerly for mobile-phone access as they do for food.

Better communications also assist information-sharing and coordination between agencies. In recent years, the problems of coordination have (C) with the scale and scope of operations. When the Asian tsunami hit 14 countries in Asia and Africa, more than 400 organizations were working in Aceh alone. Things like e-mail service and satellite links help to organize people better. Donors (3) into telecom centers to send e-mails, but also to exchange stories and gossip. This creates a new place where people can communicate. Toby Porter, emergencies director of Save the Children, adds that mobile phones can promote relations between aid agencies and local governments. This, in turn, makes it easier for charities to approach remote war zones.

While the advantages of such technology may seem obvious to aid workers, how much has it really done to help victims? The answer to that question has not yet become clear and it will be given by those who receive aid. The Tsunami Evaluation Coalition, a group of agencies ready to learn from past mistakes, notes that "local people themselves provided almost all immediate life-saving action and the early-emergency support, as is commonly the case in disasters."

Aid agencies are also using technology to meet the victims' other important demand: contact with relatives. People in safe places who are (D) about missing family members, in desperate need of support from relatives, can make use of websites whose purpose is to get them together. For instance, a Red Cross website has details of 125,000 families.

Also, technology increases the role of overseas families to deal with disasters. To take a small example, people from Zimbabwe living in Britain can go to a website called mukuru.com, then order and pay online for goods such as gasoline and have them delivered to family members in Zimbabwe. This system (4)

not only on the internet but also on mobile phones, because when an order is made, the receivers get a code texted to their mobiles, which they must show to the gas station when they collect the goods. Other websites help overseas families to provide affected relatives and friends with a variety of goods and services from food to mobile-phone credits.

In any case, technology's influence on humanitarian relief is only starting to have an effect. As the example of Mr. Sokor indicates, affected people are not necessarily helpless. Their intelligent use of IT is likely to change disaster response in (5) ways. "In the humanitarian operation of the future," says Mr. Porter above, "those who need emergency aid will use technology to tell us what they want — cash, food or education — and check its (E), just as we can track an order from Amazon.com now."

問 1 文脈から考えて、(1)～(5)に入る最も適切な語をそれぞれ選びなさい。

- | | |
|-------------------|---------------|
| (1) A. returned | B. reversed |
| C. restored | D. related |
| (2) A. changeable | B. unchanging |
| C. changing | D. change |
| (3) A. reach | B. extend |
| C. fall | D. drop |
| (4) A. reflects | B. leans |
| C. depends | D. insists |
| (5) A. unexpected | B. ordinary |
| C. casual | D. mysterious |

問 2 空欄(A)～(E)には、以下の語のいずれかが入る。それぞれに最も適切なものを選び、必要な場合は文意が通るように語形を変えて、解答欄に1語で記しなさい。

worry arrive grow do alarm

問 3 下線部(ア) Mr. Sokor is a much cleverer communicator than that とはどういう意味か。最も適切な説明を選びなさい。

- A. He chose to approach charity organizations in industrialized countries by sending images that he took.
- B. He adopted a strategy to directly contact persons working at an international institution that would provide assistance.
- C. He strongly supported the promotion of effective communication between governments and local people.
- D. He tried to encourage the use of mobile phones in his community in order to increase the number of educated people.

問 4 下線部(イ) The answer to that question has not yet become clear とはどういう意味か。最も適切な説明を選びなさい。

- A. Aid workers are not sure about whether the use of IT enhances their capacities to increase the effectiveness and efficiency of their actions.
- B. Victims in developing countries are not ready to prove how humanitarian operations provided by agencies have accidentally brought about opposite effects.
- C. The exact number of people who were helped owing to mobile-phone technology is not clear because there is no information about it.
- D. Whether the technology is useful in a time of disaster still remains uncertain but aid workers believe it to be so.

問 5 下線部(ウ) technology increases the role of overseas families to deal with disasters とあるのはなぜか。最も適切な理由を選びなさい。

- A. More overseas families order goods online for family members facing disasters.
- B. Technology development enables those who are suffering from disasters to get to overseas family members.
- C. Disasters increase the family bond and the responsibilities of overseas family members.
- D. People in a disaster situation can order whatever they want through mobile phones.

問 6 この文章に合う最も適切なタイトルを選びなさい。

- A. Donors and Local Governments in Communication Crisis
- B. Aid Organizations Improving Transport for Disaster Victims
- C. Technology Transforming Humanitarian Relief
- D. Families of Affected People Helping Themselves

II つぎの英文を読み、最も適切なものをA～Dの選択肢から選びなさい。

It was love at first sight. In 1969, I was twenty-four, an American student doing research in English literature. Life in Oxford and in Britain in the late sixties was an exciting experience. But there was nothing exotic about my great moment of change. In fact, it was rather ordinary. On my friend's bookshelves, next to the usual mixture of textbooks and used paperbacks, was a twenty-volume set of the *Works of Charles Dickens* bound or covered in brown cloth.

The binding was unattractive and dusty. Even so, it had a great impact on me. It was delightful and fascinating. A world of possibility opened up before me. If he could have a set of Dickens, why not me? If Dickens, why not Shakespeare, and other famous authors, too? How grand they would look on my shelves. I could build up a real library rather than having shelves full of a variety of ordinary books. Then in the evenings, I could invite my friends to enjoy the atmosphere of my library.

The very next morning I went to my local bookshop, and got lucky. Not only did they have a twenty-volume set of Dickens, but it was also a lot better than my friend's, as it was bound in a delightful orange color and was decorated with gold. It cost me ten pounds (my friend's had only cost three pounds). It sat in the best place on my shelves. I admired it greatly over the next few weeks, though I cannot remember ever opening any of the volumes, and certainly never, ever read them.

But I had made a bad mistake. Christmas was coming up, and I had thought to buy my girlfriend an Afghan wool coat, that was fashionable at the time. The only trouble was that such a coat cost thirty pounds (at the time I was living quite comfortably on thirty pounds a week). I had already spent my Christmas money on the set of Dickens. So I gave up my grand idea of being a gentleman with a library and took the set of Dickens down to a bookshop specializing in old books and offered them for sale. To my great surprise they offered me twenty pounds.

My investment had doubled in a few weeks. I suddenly realized that this was to be my career. Surely, surely, if I could do this by accident, I could do it even better on purpose.

Over the next year, I bought rare Victorian books with special illustrations, but when I tried to re-sell them I was told there was 'no market.' Then I tried buying first editions by the lesser well-known 19th century authors, but I was told they were 'out of fashion.' Therefore, accidentally, I did build up a library, though it was one made up of books I had bought hoping for a profit and then kept because nobody would buy them.

Gradually, I learned. After starting my job as a lecturer at a university, I continued to buy and sell the occasional book, adding to my small salary. I had become a 'runner' — someone who buys books and sells them on to the book trade. It was fun, with the delightful added attraction that it was a hobby that made money rather than cost it. By the middle of the 1980s I was making a few thousand pounds a year running books: a useful extra income, though hardly enough to live on. By then I was sick of lecturing and I found the limitations of university life unpleasant. Encouraged by my wife and an attractive final bonus, I quit and decided to become a full-time rare book dealer.

Admittedly, it was a risky thing to do — we had two young children at the time — but it worked. I was happier being my own boss, going around buying and selling the occasional book. In the first year I made twice my previous university salary, and had a hundred times more fun.

From the beginning, I was lucky. Whereas most rare book dealers acquire a large stock, mostly of books in the lower price ranges, I discovered — which rather surprised me — that what I was good at was dealing with expensive books. I don't know why this should be, why I can often see that a book that is priced at hundreds or thousands of pounds is still underpriced! It's a question of seeing an argument for extra value, and it has allowed me, over the years, access to a series of wonderful books.

There is nothing that gives you such a safe and comfortable feeling as a book. I don't mean physically, though books don't lose their attraction as they get old, like human beings often do, but emotionally. Books are good friends, they brighten up a room: they become a real and important part of one's life. They are comfortable because they are always the same. Unlike people, they don't change. At a first reading a book may satisfy or disappoint you. Whatever happens, it is unchangeable: Sherlock Holmes will solve the mystery, James Bond will defeat the bad guys, and Pooh will keep his head in the honeypot. For each of us who has the fun and privilege to deal with great books has stories to tell: of where a rare book came from, and how, and where it ended up.

1. What was the most important moment for the author in 1969?
 - A. He experienced the excitement of life at Oxford.
 - B. He found a set of books by a famous author.
 - C. He realized that his career would be as an academic doing research.
 - D. He felt that as an American, life was special in the UK.

2. Why did the author want to buy the Dickens' set so much?
 - A. He thought that it would impress visitors.
 - B. He thought the information in it would help him as a scholar.
 - C. He thought that it would make his room more luxurious.
 - D. He thought it would make his friends curious.

3. The author had made a mistake. What was it?
- A. He realized that his girlfriend wanted a coat rather than a set of books as a Christmas present.
 - B. He should have bought a coat instead of a book because it was Christmas and cold in the UK.
 - C. He spent too much money on a rare book, rather than on his girlfriend.
 - D. He had forgotten that he had needed the money for something else more important.
4. What was the result of the author's efforts as a book dealer in the following year?
- A. He did not want to sell the books he bought and so he kept a lot.
 - B. He succeeded in his aim of creating a big library.
 - C. He bought books that no one would buy.
 - D. He was careful to buy only those books that were fairly cheap.
5. What made the author change his career?
- A. He was offered a lot of money to encourage him to give up teaching.
 - B. He was not good at being an academic and researcher.
 - C. He did not enjoy working as a university teacher.
 - D. His wife wanted him to get a job with a better salary.
6. His decision was a risk. Why?
- A. He might not have made a success in the business and his family would have suffered.
 - B. His small salary at the university was not enough to provide for his children.
 - C. He could have found that the business was not as interesting as university life.
 - D. He had not done well as a runner and his teaching salary paid for his debts.

7. What was the secret of the author's success in the business?
- A. He was able to buy up a lot of books cheaply and have a useful stock.
 - B. He could see that even an expensive book still had some extra value.
 - C. He knew how to negotiate the price down when buying books.
 - D. He had superior knowledge about the content of the books from being an academic.
8. What is it that attracts the author to books?
- A. They get old like people do but they will always be interesting because their covers remain fresh.
 - B. They provide information that you can check so that you become more intelligent.
 - C. They make your room look bright and friends will want to read them.
 - D. They are friends for life and can be depended on, unlike people.

Ⅲ つぎの会話文を読み、1～5の文が入る最も適切な個所を(A)～(H)から選び、意味が通るように完成させなさい。

1. I am still struggling with making sense of Japanese culture.
2. That's why my parents got me out of my country.
3. I have never known freedom and safety like this in my life.
4. It's due to the decline in the working age population.
5. Even some government ministers are supporting the idea.

Salem, a refugee from a conflict-affected country, who is studying at a Japanese university is talking to her friend, Yukiko, on campus.

Yukiko: What's the matter, Salem? You look sad.

Salem: Well, I just got a text from home saying my brother has disappeared and my family doesn't know where he is.

Yukiko: Oh, sorry to hear that. Maybe, he has just gone off with friends for a few days.

Salem: He has been missing for weeks. My family has just told me. My mum and dad were simply hoping they would let him go. (A) But now it looks bad.

Yukiko: "They"? Who are "they"?

Salem: Probably the military. We don't know. He might have been taken off the streets. He might have been forced to join the army.

Yukiko: But they can't just take people off the streets, can they? It's not right.

Salem: They can do anything they want. (B) It's dangerous to live there.

Yukiko: Well, I'm glad you came to Japan and that we became friends.

Salem: Me, too. But you should get down on your knees and thank God that you were born in Japan. (C)

Yukiko: I never thought about my life like that but I guess you're right. I was

born in the countryside where I knew everybody and there were no foreigners. (D) Then when I came to Tokyo I noticed there were a lot of foreigners around and so I wanted to get to know them.

Salem: That's good. I'm sure there are millions of people like me who want to come to Japan.

Yukiko: I wonder why there are not more foreigners here, in that case.

Salem: Well, I arrived under the Japanese government's scheme to allow refugees to study here. But there are only two places at this university for people like me. Some universities have none.

Yukiko: I wonder why that is. Partly, it may be cultural. (E) Some Japanese like to think we are unique and should keep our country purely Japanese.

Salem: There is that, but recently I read that the debate on opening up immigration in Japan has become a hot topic. (F)

Yukiko: They should, because Japan will need immigrants to increase economic growth. I'm studying this problem in my class right now.

Salem: Yes, I've heard there are big labor shortages now. (G) It seems the construction, welfare and service industries are hardest hit.

Yukiko: Ah, I have a foreign friend studying to be a nurse here in Japan. She completed her studies in her home country but is starting all over again here.

Salem: That must be hard. (H) I don't know whether I could ever fit in.

Yukiko: You are already fitting in, but Japan has to change, too.