

# 英 語

## 注 意

1. 問題は全部で14ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

### マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶすこと。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

**I** 次の文章を読んで、要旨を130字以上150字以内(句読点を含む)の日本語でまとめてください。解答用紙(その2)を使ってください。

Year after year, the proportion of students studying outside their home countries has continued to rise. The most current OECD (Organization for Economic Cooperation and Development) statistics reveal that the figure stood at a colossal 3.7 million in 2009, up from 2.1 million in 2000. However, few trends are without their anomalies, and this is true in this case also — and one of the major cases is Japan. If we look back to 2007, the number of Japanese students studying abroad stood at 56,060. The figure in 2009 was 45,556, with the figure from the year in-between standing at 52,849.

The diagnoses of the issue have been varied, ranging from, on the more hypothetical side, a less adventurous generation, exhausted from the rigors of secondary education, to a more considered analysis of the comparative weakness of the yen against other currencies in recent years. Of course, these broad, sweeping analyses of this trend remain hypothetical and err toward the simplistic. Every person is different, and the motivations for a student choosing to study or not to study abroad will be unique to each.

**II** Write an essay of not more than 60 words in English in which you answer the following question and give reasons to support your answer: Is modern technology a friend or an enemy? 解答用紙(その2)を使ってください。なお、句読点は語数に含まれません。

Ⅲ 次の3つのパラグラフ(A～C)を読んで、下記の設問の答えとして最も適切なものをそれぞれ〔a〕～〔c〕の中から1つ選び、解答用紙(その1)にマークしてください。

A. How humans perceive something is greatly affected by their knowledge, what they have been taught, and their past experiences. You identify a dog by having already seen dogs or pictures of dogs. Without that experience, you would be mystified by that strange creature sniffing around your neighbor's hedges. People new to a particular geography often fall for visual traps the natives do not. In the crystal clear air of mountains, long distances typically appear much shorter than they really are. Newbies to high altitudes are accustomed to seeing through the hazier air of low altitudes, with the distance of a faraway object being judged in part by its relative haziness—the farther away a building or cliff, the more hazy and out of focus. In an environment with much clearer air, applying the low altitude rules doesn't work. In higher altitudes a mountain can both be far away and clear, thus appearing closer to the new climber. As one might imagine, misjudging distances in the mountains can be dangerous.

1. What is this passage about?

- 〔a〕 How our knowledge and experiences shape our perception of things.
- 〔b〕 What we learn from our perception of things.
- 〔c〕 Why we depend on our knowledge and experiences to perceive things.

2. What visual trap is a person new to the crystal clear air of mountains in high altitudes likely to fall for?

{ a } That person is likely to judge that a mountain which appears hazy is farther away than it actually is, based on his or her knowledge that the farther away something is the hazier it is.

{ b } That person is likely to judge that a mountain seen clearly is closer than it actually is, based on his or her knowledge that the closer something is the clearer it is.

{ c } That person is likely to judge that a mountain seen clearly is farther away than it actually is, based on his or her knowledge that the closer something is the hazier it is.

B. Opportunities seem more valuable to us when they are less available.

Interestingly, this is often true even when the opportunity holds little attraction for us on its own merits. Take as evidence the experience of Florida State University students who, like most undergraduates, rated themselves dissatisfied with the quality of their campus cafeteria food. Nine days later, they had changed their minds, rating that food significantly better than they had before. It is instructive that no actual improvement in the food service had occurred between the two ratings. Instead, on the day of the second rating, the students had learned that, because of a fire, they could not eat at the cafeteria for two weeks.

1. What is the main theme of this passage?

{ a } Food in campus cafeterias.

{ b } Ways to rate students' satisfaction.

{ c } How scarcity influences our judgments.

2. What might have happened to the second rating if students had not been informed about the closing of the cafeteria?

{a} There might have been no change between the first and second ratings.

{b} The students' level of dissatisfaction might have significantly increased.

{c} Students might have been more satisfied with the food than at the time of the first rating.

C. Nigeria's economic growth slowed slightly to 6.56 per cent in the first quarter of 2013 due to a shrinking oil sector and the effects of a revolt in the north. Africa's second-largest economy has been one of the continent's most consistent performers in recent years, with annual gross domestic product increases of between 5 per cent and 8 per cent since 2003. In the last quarter of 2012, growth was 6.99 per cent. The National Bureau of Statistics said that GDP in the petroleum sector fell 0.54 per cent in the first three months. Average daily oil production was 2.29 million barrels, compared with 2.35 million barrels in the same period of 2012. The chief executive officer of a Lagos consultancy said the GDP growth was below expectations. "I thought it would have recovered a bit more, but the revolt and modest oil production have had an effect. Growth may still fall more," he said.

1. What would be a good title for this passage?

{a} Nigeria Still the Giant Economy in Africa.

{b} Revolt and Oil Sector Problems Restrain Nigeria's Economic Growth.

{c} Modest Oil Production and Economic Growth in Nigeria.

2. Which of the following statements is NOT supported by the passage?
- (a) A shrinking petroleum sector in the first quarter of 2013 surely had an effect on the slowdown of economic growth in Nigeria.
  - (b) Nigeria's rise in GDP in the first quarter of 2013 was still more than 5 per cent, in spite of shrinkage in the oil sector and a revolt in the north.
  - (c) Nigeria was not able to maintain its position as Africa's second-largest economy in the first quarter of 2013.

**IV** 次の文章を読んで、下記の文(1~10)が本文の内容と合致している場合にはT、合致していない場合にはFとして、解答用紙(その1)にマークしてください。

How does size affect the organization and physiology of superorganisms such as bacterial communities, insect colonies, or human cities? James Waters and Tate Holbrook, graduate students in the School of Life Sciences at Arizona State University, work on answering this question by studying how colony size affects the patterns of behavior and energy use in ant colonies.

Social insect colonies are excellent organisms to study because, despite the lack of either physical connections between individuals or any kind of centralized control system, the whole colony can exhibit impressive feats of organization, including a division of labor, extensive foraging networks, and an elaborate nest architecture.

For their studies, Waters and Holbrook mainly focus on the California seed-harvester ant, *Pogonomyrmex californicus*. Queens of this species can be collected following the ants' annual mating flights and brought back to the lab to start new colonies. Within a month or two, eggs laid by the queens develop into larvae, pupae, and adult workers. Over the course of a year, the colonies may grow large enough to include 1,000 ants.

One question that interested Waters is whether colonies become more efficient as they get bigger. The first step in figuring this out was to estimate the power demands of the colonies as a function of their size. One way to think of an animal is as an engine that burns oxygen as a fuel to power all of its processes, from locomotion to communication. Waters used a tool called respirometry to measure the amount of oxygen being consumed by entire colonies as they breathed within special chambers.

While larger colonies obviously needed more energy overall compared to smaller colonies, as colonies grew, they surprisingly needed less energy per

ant. This suggests that there is something special about being in the environment of the colony that regulates energy use by individual ants, and this energy use changes, or scales, with the size of the colony.

The scaling of energy use may be associated with colony size-related changes in behavior. An important behavioral pattern in colonies of ants and other social insects is the division of labor — when different workers specialize in different jobs, like brood care and foraging.

Holbrook investigated how colony size influences the division of labor in *P. californicus*. First, he carefully painted ants with unique color combinations so he could identify individual workers within each colony. He then watched colonies of different sizes for many hours, recording which ants performed which jobs. Holbrook discovered that as colony size increases, so does the division of labor. In smaller colonies, individual workers perform a variety of jobs, but in larger colonies, workers tend to specialize in specific jobs. It remains to be tested whether a higher division of labor makes larger colonies more efficient.

The studies of Waters, Holbrook, and their colleagues indicate that colonies of seed-harvester ants, and probably other social insects as well, are more than the sum of their parts. Social interactions between colony members give rise to colony-level properties that vary with colony size and that shape the physiology and behavior of individuals.

These results may extend to broader contexts, including the regulation of cells within organisms and the organization of individuals within societies. In fact, these studies question the very nature of what it means to be an individual. If the basic biology of a single ant is so strongly influenced by the composition of the colony in which it lives, perhaps the ant is not itself an individual so much as it is a part of an entity existing on a higher level of biological organization, the superorganism.



1. James Waters and Tate Holbrook explored the influence of colony size on behavioral patterns and energy consumption in ant colonies.
2. Individual ants specialize in different jobs and build a highly organized nest because they work together in a centralized control system.
3. California seed-harvester queen ants need to be collected and brought to a new nest before the queens and males take off to mate.
4. Waters was opposed to thinking of an animal as an engine that burns oxygen to fuel locomotives.
5. Waters found that the bigger colonies become, the less energy each ant consumes in those colonies.
6. When ants move from smaller colonies to larger colonies, each individual ant requires a higher amount of energy.
7. In larger colonies of ants, where a division of labor is relatively firmly established, the ants that specialize in taking care of baby ants do not usually go out searching for food.
8. One of Holbrook's findings was that the division of labor increases with colony size.
9. It can be concluded that the whole is greater than the sum of its parts, meaning that both the organization and functioning of ant colonies remain unaffected regardless of social interactions among their members.
10. It can be inferred from the article that a single human is more a part of the society he or she belongs to than an individual in his or her own right.

- V** 次の文章を読んで、下記の設問の答えとして最も適当なものをそれぞれ〔a〕～〔c〕の中から1つ選び、解答用紙(その1)にマークしてください。

The United Nations is an international organization of countries founded after the Second World War for the purpose of promoting world peace. The Member States are bound together by their adherence to the principles of the United Nations Charter.

The Charter of the United Nations was signed on June 26, 1945 in San Francisco. Its Preamble expresses above all the determination of the peoples of the United Nations “to save humanity from the scourge of war.” It also reaffirms their faith in human rights and “in the equal rights of men and women and of nations large and small,” as well as their intention to establish conditions under which justice and respect for international law could be maintained and “to promote social progress and better standards of life in larger freedom.”

The purposes of the United Nations are set forth in Article 1 of the Charter. They are: to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international economic, social, cultural, and humanitarian problems and in promoting respect for human rights; and to be a center for harmonizing the actions of nations towards those common goals.

Article 2 of the Charter sets forth the principles on which the Organization is based: all its Members are equal, and all are committed to fulfill in good faith their obligations under the Charter — to settle their disputes with other nations by peaceful means, to refrain from the threat or use of force in their international relations, to give the United Nations every assistance in any action it takes in accordance with the Charter, and to refrain from assisting any State against which the United Nations is taking preventive or enforcement action.

The Charter also provides that the United Nations shall ensure that non-members act in accordance with these principles to the extent necessary to maintain international peace and security. It is not authorized to intervene in matters that are essentially within the domestic jurisdiction of any State, except where enforcement action is necessary with respect to threats to the peace, violations of the peace, or acts of aggression.

The United Nations proper is composed of six principal organs: the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the Secretariat. All are based at the United Nations Headquarters in New York, except for the Court, which is located at The Hague.

Related to the United Nations are nineteen other organizations that operate in areas as diverse as health, setting standards for radiation protection, international postal regulation, and meteorology. These specialized agencies, together with the United Nations proper and the programs, councils, and funds that the General Assembly establishes to implement its decisions, comprise "the United Nations System."

United Nations staff members speak some 170 languages. To avoid confusion, a handful of languages have been designated as "official" or "working languages." The General Assembly uses six official languages—Arabic, Chinese, English, French, Russian, and Spanish—in which its speeches and documents are translated. The languages that the Secretariat uses in its daily work are English and French, and staff members may use either one in written communication. Professional staff members are strongly encouraged to be proficient in at least two official languages.

Membership in the United Nations is open to all peace-loving countries that accept—and, in the judgment of the Organization, are able and willing to carry out—the obligations of the Charter. Japan joined the United Nations on December 18, 1956.

1. Which of the following is given the highest priority in the Preamble to the Charter of the United Nations?
  - { a } Preventing war.
  - { b } Affirming human rights and the equality of nations.
  - { c } Respecting international law and promoting social and economic progress.
  
2. Which of the following activities would NOT be consistent with the purposes of the United Nations, as set forth in Article 1 of the Charter?
  - { a } The United Nations tries to broker a peace agreement between two countries that are at war.
  - { b } The United Nations imposes domestic policies aimed at solving a country's economic, social, cultural, and humanitarian problems.
  - { c } The United Nations comes up with a plan that encourages countries to cooperate with each other on human rights issues.
  
3. Which of the following statements is true regarding the obligations Members have under Article 2 of the Charter of the United Nations?
  - { a } Members are obliged to use force against other countries if they are unable to resolve their disagreements through peaceful means.
  - { b } Members are obliged to help other countries even if the United Nations is taking measures against them.
  - { c } Members are obliged to help the United Nations if it is taking action in accordance with its Charter against another country.

4. In accordance with Article 2 of the Charter, under what circumstances would it be permissible for the United Nations to intervene in the affairs of non-member countries?

{ a } When non-member countries act in ways that threaten international peace and security.

{ b } When non-member countries take actions within their own countries that the United Nations is unable to enforce.

{ c } When non-member countries attempt to peacefully resolve threats to peace, violations of the peace, or acts of aggression on their own, without consulting the United Nations.

5. Which principal organs of the United Nations are based in New York?

{ a } The General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, and the International Court of Justice.

{ b } The Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the Secretariat.

{ c } The General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, and the Secretariat.

6. What exactly does "the United Nations System" consist of?

{ a } It consists of the nineteen agencies that work on issues related to health, radiation protection, international postal regulation, and meteorology.

{ b } It consists of nineteen specialized agencies, plus the programs, councils, and funds established by the General Assembly.

{ c } It consists of the six principal organs of the United Nations, nineteen specialized agencies, and all of the programs, councils, and funds established by the General Assembly.

7. Which languages may the Secretariat use when addressing the General Assembly?

[a] The Secretariat may use any of the 170 or so languages spoken by staff members.

[b] The Secretariat may use Arabic, Chinese, English, French, Russian, or Spanish.

[c] The Secretariat may use only English or French.

8. Which of the following statements is true?

[a] Before a peace-loving country can become a member of the United Nations, not only must the country accept the obligations set forth in the Charter, but the United Nations must also believe that the country has the ability and the willingness to implement those obligations.

[b] The main criteria a peace-loving country must meet in order to become a member of the United Nations is its acceptance of the obligations of the Charter, regardless of its ability and willingness to implement those obligations.

[c] The United Nations will unconditionally accept any peace-loving country that applies for membership.

## VI

次の文章の(1~10)の空所に入れるのに最も適当なものを下記の〔a〕~〔j〕の中から1つ選び、解答用紙(その1)にマークしてください。ただし、各単語は1度しか使えません。なお、選択肢はすべて小文字で表記してあります。

Anthropologists often make use of the concepts of “Culture” and “cultures” as being related but somewhat different. “Culture” (like “Language”) is generally written with a capital letter and cannot be pluralized. By this, anthropologists refer to something that is ( 1 ) and, to many, uniquely human. “Language,” similarly, implies something that occurs ( 2 ) all human societies and, again, to many, is uniquely human. These same two words, when written with small letters (“language” and “culture”) and used as pluralized nouns (“languages” and “cultures”), tend to refer to specific ( 3 ) rather than the universal concepts.

These concepts are analytically important, since it is possible to have variations in something while still ( 4 ) that there is enough similarity to refer to the different varieties as being “the same.” Hence people may ( 5 ) different languages, but they all have Language. People may have many different cultures, but all people have Culture.

The fact that there are different languages and cultures makes for ( 6 ) in communication. The fact that they are reasonably ( 7 ) allows for at least some degree of translation between them. Each culture has its own set of rules and values, which ( 8 ) all kinds of events to have a variety of meanings. Cultural variation in values leads ( 9 ) even greater problems. Although these are not normally seen as part of the communication system, it is imperative that they be considered when ( 10 ) at communication.

- |               |                 |           |             |
|---------------|-----------------|-----------|-------------|
| 〔a〕 cause     | 〔b〕 maintaining | 〔c〕 speak | 〔d〕 similar |
| 〔e〕 universal | 〔f〕 problems    | 〔g〕 to    | 〔h〕 looking |
| 〔i〕 in        | 〔j〕 examples    |           |             |

