

平成25年度入学試験問題

英 語

英 語 II
リーディング
ライティング

(注 意 事 項)

1. 問題冊子は指示があるまで開かないこと。
2. 問題冊子は13ページ、解答紙は5枚あります。「始め」の合図があったらそれぞれを確認すること。
3. 解答紙それぞれの2箇所を受験番号を記入すること。
4. 解答はすべて解答紙の所定の欄に記入すること。
5. この教科は、200点満点です。なお、経済学部経済工学科については、300点満点に、農学部については、250点満点に換算します。

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〔 1 〕 次の英文を読み、設問に答えなさい。(40 点)

One year my son Stephen, who was an outstanding football player and captain of his high school team, decided that he wanted to start playing basketball. He made the team, but to his disappointment, he was only average and spent most of the year on the bench. A month before the season ended, he hurt his shoulder, and the doctor said he would not be able to play anymore that year. His initial response was to quit the team. He was injured and he wasn't going to play, so in his mind, there was no reason to stay.

But my wife and I had another view. To us, there was something more important. Stephen was on a team, and the team was still playing. Whether ⁽¹⁾ he played or not was not a matter of great importance; the team needed his support.

At first, Stephen grumbled. He said it would be a waste of time. Then, he went for the ultimate words of persuasion: "But, Dad, I could be *studying*!" But in the end, he stayed on the team until the season was over. He helped out at practices. He supported the team. And both his coaches and his teammates appreciated him for it.

After he graduated from high school, he gave a speech in which he thanked his coaches and said that, as a result of sports, he had learned two great lessons in life: The first was to work hard; the second was to finish strong. And we've seen the positive results of those lessons influence everything he's taken on since.

Results are all about finishing. You're probably aware of the old saying: Beginners are many; finishers are few. Increasingly, it seems, we live in a society of victims and quitters. The sheer number of people quitting their jobs, fathers abandoning children, and teenagers who don't even graduate from high school indicates that, at least in some situations, when things get difficult people simply quit. Of course, there are circumstances in which making some

(2)

of these decisions may be the best thing to do. But in many situations, and for no good reason, people just don't have the motivation and stamina to finish strong.

My motto is: Whenever possible, finish, and finish strong. A colleague of mine who was training for a marathon shared some excellent advice he received from a world-class runner. "When you 'hit the wall,' " the runner said, "and you feel like you can't go on, instead of focusing on your exhaustion and going into survival mode, lift up your head and *pick up your pace*." At first glance, that advice may sound ridiculously impractical. But on reflection, it⁽³⁾ makes great sense. By picking up the pace, you're really saying to yourself that you're not just going to finish; you're going to finish strong.

問 1. 下線部(1)を日本語に訳しなさい。

問 2. 下線部(2)を日本語に訳しなさい。

問 3. 下線部(3)を, "it"の内容を明らかにして, 日本語に訳しなさい。

〔 2 〕 次の英文を読み、設問に答えなさい。(55 点)

Of all the sources of electricity, one of the most mature and economically competitive is wind. And Denmark is the home of the modern wind industry. When the Danes decided to support wind power, the cost of electricity
(1) produced this way was many times greater than that produced by fossil fuels. The Danish government, however, could see the potential of wind power and supported the industry until costs came down.

Denmark leads the world in both wind power production and the building of turbines. Wind now supplies 21 per cent of Denmark's electricity. Around 85 per cent is owned by individuals or wind *cooperatives. Power lies literally in the hands of the people.

In several countries wind power is already cheaper than electricity generated from fossil fuel, which helps account for the industry's remarkable growth rate of 22 per cent per year. It has been estimated that wind power could provide 20 per cent of the energy needs of the United States. Over the next few years the unit price of wind energy is expected to drop a further 20 to 30 per cent, which will make it even more cost (ア).

Wind power is widely perceived as having a major disadvantage—the wind doesn't always blow, which means that it is (イ). It's true that the wind does not blow at the same place with consistent strength, but if you take a regional approach it is fairly certain that the wind will be blowing somewhere. As a result, there is a lot of redundancy in wind generation, for often there will be several turbines lying idle for each one working at full
(2) strength.

In the United Kingdom the average turbine generates at only 28 per cent of its capacity over the course of a year. But all forms of power generation have some degree of redundancy. In the UK nuclear power works at around 76 per cent, gas turbines 60 per cent, and coal 50 per cent of the time.

This disadvantage in wind is somewhat counterbalanced by its reliability: wind
(3) turbines break down less often and are cheaper to maintain than coal-fired power plants.

Wind power, unfortunately, has received bad press, including claims that wind turbines kill birds, and are noisy and unsightly. The truth is, any tall structure represents a potential hazard to birds, and early wind towers did increase that risk—they had a *latticework design, allowing birds to nest in them. But they have now been replaced by smooth-sided models.

All risks need to be measured against each other. Cats kill far (ウ) birds in the US than do wind farms. And if we continue to burn coal, how many birds will die as a consequence of climate change?

As for noise pollution, you can have a conversation at the base of a tower without having to raise your voice, and new models (エ) the sound even further. And in terms of their ugliness, beauty is surely in the eye of the beholder. What is more unsightly—a wind farm or a coal mine and power plant? Besides, none of these issues should be (オ) to decide the fate of our planet.

注

*cooperatives: 協同組合

*latticework: 格子作り

問 1. 下線部(1)を日本語に訳しなさい。

問 2. 下線部(2)を日本語に訳しなさい。

問 3. 下線部(3)で述べられた内容を、具体的に日本語で説明しなさい。

問 4. 本文中の(ア)～(オ)に最もふさわしい語を次の中から選び、記号で答えなさい。ただし、同じ記号を繰り返し選んではならない。

- | | | | |
|-------------|----------------|---------------|---------------|
| (A) allowed | (B) defensive | (C) dependent | (D) effective |
| (E) few | (F) increase | (G) more | (H) organized |
| (I) reduce | (J) unreliable | | |

〔 3 〕 次の英文を読み、設問に答えなさい。(50 点)

Charles Darwin had more in common with chimpanzees than even he realized. Before he was universally known for his theory of natural selection, the young naturalist made a decision that has long been praised as the type of ⁽¹⁾ behavior that fundamentally separates humans from other apes.

In 1858, before Darwin published *On the Origin of Species*, his friend Alfred Russel Wallace mailed Darwin his own theory of evolution that closely matched what Darwin had secretly been working on for more than two decades. Instead of racing to publish and ignoring Wallace's work, Darwin included Wallace's outline alongside his own *abstract so that the two could be presented jointly before *the Linnean Society the following month. "I would far rather burn my whole book than that Wallace or any man should think that I had behaved in a *paltry spirit," Darwin wrote.

This kind of behavior, seeking to benefit others and promote cooperation, has now been found in chimps, the species that Darwin did more than any other human to connect us with. In the study, published in a major scientific journal, *primatologist Frans de Waal and his colleagues presented chimps with a simplified version of the choice that Darwin faced.

⁽²⁾ Pairs of chimps were brought into a testing room where they were separated only by a wire mesh. On one side was a bucket containing 30 *tokens that the chimpanzee could give to an experimenter for a food reward. Half of the tokens were of one color that resulted in only the chimpanzee that gave the token receiving a reward. The other tokens were of a different color that resulted in both chimpanzees receiving a food reward. If chimpanzees ⁽³⁾ were motivated only by selfish interests, they would be expected to choose a reward only for themselves (or it should be 50 - 50 if they were choosing randomly). But individuals were significantly more likely to choose the cooperative option.

De Waal says that previous studies showing chimps to be selfish may have been poorly designed. “The chimps had to understand a complex food delivery system,” De Waal wrote, “and were often placed so far apart that they may not have realized how their actions benefited others.” De Waal added that his study does not rule out the possibility that chimpanzees were influenced by reciprocal exchanges outside the experimental setting such as *grooming or social support.

This latter possibility offers exciting research opportunities for the future. Chimpanzee society, like the greater scientific community that studies them, is
(4) built around such mutual exchanges. Science is a social activity, and sharing the rewards from one another’s research allows scientists to improve their work over time. Like the chimpanzees he would connect us with, Darwin recognized the utility of sharing rewards with others.

注

*abstract: 概要, 要約

*the Linnean Society: リンネ協会(博物学の定期刊行物を出版する英国の組織)

*paltry: 卑しい, けちな

*primatologist: 霊長類学者

*tokens: 代用コイン

*grooming: 毛づくろい

問 1. 下線部(1)で言及されたダーウィンの判断に最も近いものを、以下の(A)~(D)のうちから一つ選び、記号で答えなさい。

- (A) Darwin decided to publish the outline of his friend's work along with his own.
- (B) Darwin decided to cooperate with the primatologist Frans de Waal.
- (C) Darwin decided to experiment with two groups of chimpanzees.
- (D) Darwin decided to study similarities between humans and chimpanzees.

問 2. 下線部(2)に関して、チンパンジーに対して行われた実験においてチンパンジーにどのような「選択」が与えられたか、具体的に日本語で説明しなさい。

問 3. 下線部(3)を日本語に訳しなさい。

問 4. 下線部(4)を日本語に訳しなさい。

〔 4 〕 次の英文の指示に従い、100 ～120 語程度の英語の文章を書きなさい。(30 点)

It is sometimes important to be able to work with a group of people.
Provide an example from your own experiences of working with others and
discuss the benefits and difficulties of such group work.

〔 5 〕 次の文の下線部(1), (2)を英語に訳しなさい。(25 点)

最近, もの忘れが急激にひどくなった。新幹線の車両に乗るときなども, 乗車の間際までおぼえていたはずの座席の番号が, すぐに頭から抜けてしまう。昔からの知人は別として, 人の名前がなかなか出てこない。

しかし, 固有名詞や数字などは確かめてみればすむことだ。問題なのは, もっと深いところで大事なことを忘れてしまうことではあるまいか。⁽¹⁾

忘れた頃にやってくるのが天災だとは, 周知の名言だが, 大事なことは天災を身にしみて恐ろしいと思った, その時の感覚である。しかし心と体の両方で恐怖を感じた記憶が薄れていくのも, 生身の人間としては仕方のないことかもしれない。

天災を忘れることより, 天災の恐ろしさを忘れることが問題なのだ。私たちの記憶のなかから, そのなまなましい感覚が忘れられた時に, 災害はふたたびおこるだろう。⁽²⁾