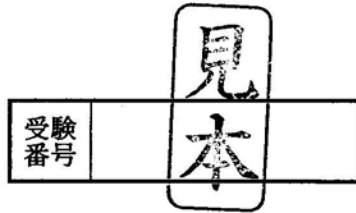


'13

前期日程



# 英語問題

(社会情報学部)

## 注意事項

1. 試験開始の合図があるまで問題冊子を開いてはいけません。
2. 本冊子の頁数は11頁です。問題に落丁や乱丁、印刷の不鮮明な箇所があった場合は申し出てください。
3. 受験番号は必ず答案用紙の所定の欄に記入してください。
4. 解答は必ず答案用紙の所定の各欄に記入してください。
5. 答案用紙は1 a, 1 b, 1 c, 2 a, 2 b, 2 c, 3の7枚です。
6. 下書用紙は1枚です。
7. 問題冊子と下書用紙は持ち帰ってください。

◇M10(707-61)

1 次の英文は、社会の政治的な動きと新しいテクノロジーの関係について書かれたものである。これを読んで、下記の設問に答えなさい。解答は答案用紙の所定の欄に書きなさい。(①～⑤の数字は段落番号を表す。)

- ① As recent events in Egypt demonstrate, technology is a double-edged sword: while protesters calling for democracy used social media like Facebook or Twitter to organize, their governments used the same media to control protest.
- ② Judging by the failed Iranian rebellion of 2009, social media in particular provide dictators with all the information they need for effective control. Monitoring a revolutionary movement has never been easier — the secret police just need to collect enough tweets. Thus, while it's important to recognize the positive contribution that social media can and do make to popular rebellion, it's equally important to recognize their limitations.
- ③ Many authoritarian regimes have already established a very active presence online. They are constantly learning new methods that range from producing appealing online propaganda to cultivating their own services similar to Facebook or Twitter.
- ④ Why should we bother studying how dictators make use of the web? There are two main reasons. First, it may help us get a better grasp of how to promote "Internet freedom", a cause that Western governments are fighting for.
- ⑤ Promoters of Internet freedom clearly need to understand what is going on. It used to be that authoritarian regimes could control the web simply by filtering or blocking "harmful" websites. However, things have changed. Now authoritarian governments rely on a rapidly expanding collection of tools and methods that range from cyber attacks to make websites temporarily unavailable, to spreading software that helps them to spy on dissidents remotely. Merely providing funds for censorship circumvention

tools as a means of weakening authoritarian control no longer seems sufficient; it may actually encourage dictators to replace technological controls with social ones, such as pressuring Internet companies to remove political comments from their sites.

- ⑥ Another reason why those of us living in democracies should pay more attention to how dictators control the web is because it is the only way to identify and put pressure on Western corporations that make such control possible by selling them the equipment.
- ⑦ The Egyptian government had the ability to monitor traffic passing through their networks thanks to monitoring technology sold to state-owned Telecom Egypt by an American company. The Iranian government seems to have used similar equipment sold to them by Western companies to spy on its opponents.
- ⑧ Thanks to radical improvements in technologies such as face recognition,<sup>(g)</sup> it may become even easier for authoritarian governments to track their opponents. Here, too, there is a fierce competition among Western companies, who rightly smell profitable commercial opportunities — wouldn't it be wonderful if all those online photos of your friends could be tagged automatically? And yet you can almost guarantee that such technologies would be ( h ) by authoritarian states. The way in which we choose to regulate such technologies in the West can really limit their contribution to political tyranny.
- ⑨ Sadly, Facebook and Twitter do not have spotless records. For all the celebration of their role in assisting democratic change, neither company has so far joined the Global Network Initiative<sup>(i)</sup>, a group of companies, civil organizations and academics committed to human rights and freedom of expression in cyber communications. Many dissidents around the globe are unhappy that Facebook systematically removes their accounts because they do not give their real names.

⑩ Companies aside, the biggest challenge to Internet freedom lies in  
(j)  
Western democracies themselves, where governments want to assert greater control over our networks. The rapid movement toward control of cyberspace is particularly severe in the US, where the government is adopting a more aggressive watch over the Internet.

⑪ The fact that the US government is trying to spread the idea of Internet freedom abroad while limiting it at home is noted by its opponents, who skillfully make use of such hypocrisy for propaganda. The push to promote Internet freedom should aim as much inward as it does outward.  
(k)

(Evgeny Morozov, "The Internet is a tyrant's friend" *New Scientist*, March 2011 から一部内容を変更して引用)

注

Facebook (第①段落) フェイスブック(インターネット上のソーシャル・ネットワーク・サービス(SNS)で、情報交換などに利用できる)

rebellion (第②段落) organized attempt to change the government of a country, using violence

dictator (第②段落) ruler with total power over a country

tweet (第②段落) ツイート(ツイッター(Twitter)上のつぶやき)

propaganda (第③段落) プロパガンダ、組織的な宣伝活動

dissident (第⑤段落) 反体制派の人

copyright circumvention tool (第⑤段落) 検閲をすり抜けるためのツール

Telecom Egypt (第⑦段落) テレコム・エジプト(エジプト国営の通信事業者)

tag (第⑧段落) タグ(所在が追跡できるようにした標識)をつける

political tyranny (第⑧段落) 専制政治

spotless (第⑨段落) 非の打ち所のない

aggressive (第⑩段落) 攻撃的な、強引な

設 問

問 1 下線部(a) (第①段落)はここではどのような意味か、本文に即して具体的に日本語で説明しなさい。

問 2 下線部(b) (第②段落)を和訳しなさい。

問 3 下線部(c) (第③段落)に、独裁主義政権“authoritarian regimes”はインターネット上で既に存在を確立しているとあるが、どのようにしてその存在を維持・発展させ続けようとしているのか、本文に即して具体的に日本語で説明しなさい。

問 4 下線部(d) (第④段落)の“two main reasons”とは具体的に何を指すか、本文に即して日本語で説明しなさい。

問 5 下線部(e) (第④段落)の“a cause”の文中における意味に最も近いものを選択肢の中から1つ選び、記号で答えなさい。

(ア) 宿命

(イ) 理想

(ウ) 困難

(エ) 結果

問 6 下線部(f) (第⑤段落)に、“things have changed”とあるが、何が変化したのか、本文に即して日本語で説明しなさい。

問 7 下線部(g) (第⑧段落)を和訳しなさい。

問 8 空欄( h ) (第⑧段落)を含む英文が下の日本文とほぼ同じ意味となるように、空欄( h )に入る最も適切な語句を選択肢の中から1つ選び、記号で答えなさい。

「しかし、そのようなテクノロジーが独裁主義国家に悪用されることは、ほとんどまちがいないだろう。」

(ア) taken care of

(イ) taken into account

(ウ) taken advantage of

(エ) taken for granted

- 問 9 下線部(i) (第⑨段落)の“the Global Network Initiative”(グローバル・ネットワーク・イニシアチブ)という組織がめざしているものは何か、本文に即して日本語で説明しなさい。
- 問10 下線部(j) (第⑩段落)を和訳しなさい。
- 問11 下線部(k) (第⑪段落)の“such hypocrisy”(そのような偽善)とは具体的に何を指すか、本文に即して日本語で説明しなさい。

**2** 次の英文を読んで、下記の設問に答えなさい。解答は答案用紙の所定の欄に書きなさい。(①～④の数字は段落番号を表す。)

- ① When the humorist Dave Barry went to Japan in the early 1990s, he attempted to learn the language by reading a paperback phrase book, *Japanese at a glance*, on the flight over. “That is not the method recommended by experts,” he wrote. “The method recommended by experts is to be born a Japanese baby and raised by a Japanese family, in Japan.”
- ② The language of the moment is Chinese, and the expert advice <sup>(a)</sup> is depressingly similar. If you didn’t start speaking Mandarin while you were in diapers, it’s highly unlikely you’ll ever be mistaken for a Beijinger. The U.S. State Department’s Foreign Service Institute ranks Mandarin as one of five “exceptionally difficult” languages (the others are Arabic, Cantonese, Japanese and Korean). The average English speaker requires 2,200 class hours to reach proficiency, according to the Foreign Service Institute. That’s <sup>(b)</sup> more than three times the amount of time needed to master French or Spanish. If you could somehow make learning Chinese your 40-hours-a-week job, it would take you nearly 13 months — and forget about technological shortcut. “Computerized language-learning programs and materials have helped marginally,” says John Berninghausen, a professor of Chinese at Middlebury College in Vermont. “But there are, at least thus far, no magic <sup>(c)</sup> bullets.”
- ③ It’s not just Chinese that vexes us. Our ability to effortlessly absorb a new language — any new language — begins to decline by age six, according to Robert DeKeyser, <sup>(d)</sup> a professor of second-language acquisition at the University of Maryland. By the time we are sixteen, we have lost just about all hope of being able to speak a second language without an accent that

reveals our origins, DeKeyser says. The reasons why children have a remarkable capacity to absorb new languages that adults generally lack are unclear. Some researchers studying the brain believe the answer may lie in a fundamental process by which grey matter develops. As we age, nerve fibers in our brain become covered in a protective coating made of fats and proteins. This coating, called myelin,<sup>(e)</sup> boosts the speed of signals moving through the brain, but it also limits the potential for new connections. “It’s as if you have a lot of tracks where people walked around the countryside and somebody came down and put asphalt on them,” says Mike Long, who also teaches second-language acquisition at the University of Maryland. “Those roads are stronger and better, but they also limit possibility.” In<sup>(f)</sup> other words, adults find it difficult to alter the way they communicate because they are tightly bound to their native tongue.

④ ( g )—but not ( h ). In some areas, such as vocabulary memorization, older students can actually outperform younger ones. “Adults shouldn’t say ‘I’m too ( i ) to learn,’” says Long. “All over the world, millions of people have become extremely good in a second language, even when they started in their 30s and 40s.” You can’t expect to absorb Chinese<sup>(j)</sup> like a sponge, but you do have the ability to concentrate and to study for hours on end. Unfortunately, if you want to learn Chinese, that’s what you’ll need to do.



注

depressingly (第②段落) 気がめいるほど

Mandarin (第②段落) 標準中国語

diaper (第②段落) おむつ

Beijinger (第②段落) 北京人

U.S. State Department's Service Institute (第②段落) 米国国務省外務職員局

Cantonese (第②段落) 広東語

proficiency (第②段落) 熟達

marginally (第②段落) わずかに、少しばかり

vex (第③段落) 苦しめる

grey matter (第③段落) (脳や脊髄の)灰白質

myelin (第③段落) ミエリン(中枢神経の外側を覆っている物質)

outperform~ (第④段落) ~よりまさる

設問

問 1 下線部(a)(第②段落)の“the expert advice”は具体的にどのようなものか、本文に即して日本語で説明しなさい。

問 2 下線部(b)(第②段落)を和訳しなさい。

問 3 下線部(c)(第②段落)の“magic bullets”は本文ではどのようなこと、  
たとえとして使われているか、日本語で説明しなさい。

問 4 下線部(d)(第③段落)の Robert DeKeyser は、第二言語習得(second-language acquisition)についてどのような事実を2つ挙げているか、本文に即して日本語で説明しなさい。

問 5 下線部(e)(第③段落)の“myelin”の作用を2つ、本文に即して日本語で説明しなさい。

問 6 下線部(f)(第③段落)を和訳しなさい。

問 7 第④段落の空欄( g )と( h )に入る最も適切な単語の組み合わせを、以下の表中(ア)~(エ)の中から1つ選び、記号で答えなさい。

記号	( g )	( h )
(ア)	possible	difficult
(イ)	difficult	possible
(ウ)	difficult	impossible
(エ)	impossible	difficult

問 8 第④段落の空欄( i )の中に入る最も適切な英語を1語書きなさい。

問 9 下線部(j) (第④段落)を和訳しなさい。

問10 本文中で使われている以下の語について、括弧内の指示に従って書き換えなさい。

- |                       |                   |
|-----------------------|-------------------|
| (1) acquisition (動詞形) | (2) advice (動詞形)  |
| (3) ability (反意語)     | (4) similar (名詞形) |
| (5) origin (形容詞形)     |                   |

**3** 次の1～8の英文が、示してある日本文と同じ意味になるように、空欄の中に適切な英単語を入れなさい。(空欄の中に文字が書いてあるものは、その単語の頭文字を示す。)解答は答案用紙の所定の欄に、その単語のすべての綴りを書きなさい。

1. 申し訳ないですが、塩を取っていただけますか？  
(E      ) me, but would you mind (p      ) me the salt?
2. あなたは原発再稼働に賛成ですか反対ですか？  
Are you (      ) or against restarting (n      ) power plants?
3. 経験が私に、正直は最善の策であると教えてくれた。  
Experience has (      ) me that (h      ) is the best policy.
4. その都市の復興はほとんど進んでいない。  
(      ) has been (l      ) progress in restoring the city.
5. その医者は私に何かの薬を処方してくれたが、それはまったく効かなかった。もっと悪いことには、その薬で頭痛がした。  
The doctor prescribed some medicine for me, but it didn't (w      ) at all.  
To make matters (      ), it caused headache.
6. 日本ではここ13年間、毎年3万人以上の人々が自殺している。  
In Japan more than 30,000 people have killed (      ) each year for the  
(      ) 13 years.
7. 5人に2人の兵士がPTSD(心的外傷後ストレス障害)に苦しんでいる。  
Two (o      ) of every five soldiers are suffering (      ) PTSD.
8. インターネットがなかったら、私はあなたと知り合えていなかったらろう。  
I (w      ) not have gotten to know you if it had not been (      ) the Internet.

**4** 次の日本語を英訳しなさい。解答は答案用紙の所定の欄に書きなさい。

一般的に考えられているのとは反対に、日常生活において本当に大切なのは、あなたが実際に何を言うかよりもむしろ、言われたことを人々がどのように覚えているかである。