英 語 問 題 紙

法 学 部 1・2 部
人文学部 1・2 部（日本文化学科）

2025 年 2 月 12 日

14：10 ～ 15：10 （60分）

注 意 事 項

1．英語の問題紙は全14ページである。

問題は学部（1・2部の区別を含む）によって異なる。受験者は下表にしたがって問題に解答すること。

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2．解答は選択肢の中から選び，その記号を解答用紙の指定された欄にマークすること。

3．試験開始の合図があるまで問題紙を開いてはいけない。

4．試験終了まで退室してはいけない。

1 次の英文を読み，設問に答えよ。

Worldwide Bike-sharing

Bike-sharing has evolved greatly since the first program was launched in the Netherlands in the mid-1960s. As of May 2011, there were approximately 136 bike-sharing programs in 165 cities around the world, with 237,000 bicycles on the streets. In the Americas, bike-sharing activity has spread to Canada, Mexico, the U.S., Argentina, Brazil, and Chile. Asia, which represents the fastest-growing bike-sharing market today, has programs in China, South Korea, and Taiwan.

Bike-sharing has passed through three distinct generations. The first bike-sharing generation began in Amsterdam in 1965. Fifty bicycles were made permanently available without locks and distributed around the inner city for public use without limitation. Providing the bicycle was the main component in this system, but this initiative failed shortly after its launch because users frequently stole or damaged the bicycles. Although Amsterdam's experience was disappointing, the bike-sharing concept gained popularity.

Problems with this generation led Copenhagen to introduce an improved bike-sharing model in 1995. This led to the second bike-sharing generation, known as coin-deposit systems. The main components of this generation were: 1) bicycles distinguished by color and special design; 2) designated docking stations in which bicycles can be locked, borrowed, and returned; and 3) small deposits to unlock bicycles. The systems became much more reliable by designating specific bicycle station locations and adding coin-deposit locks, providing users with defined and secure spaces to access available bicycles. However, theft was a major problem with coin-deposit systems largely due to customer anonymity.

Building upon previous experience, the third generation of bike-sharing is gaining widespread popularity by incorporating advanced information technology (IT). This generation has four main components. First, program bicycles are identified by unique designs or advertising displays on the bikes. Second, each program employs either fixed or flex docking stations. Most programs use fixed stations with designated areas featuring multiple bicycle docks and a kiosk. Flex stations use mobile phone technology and stop signposts for bicycle pick-up and drop-off. Users of flex stations receive a code on their mobile phones to unlock bicycles, leave them at major intersections, and notify the program where the bicycles are locked. This approach makes bicycles available citywide and minimizes infrastructure needs. The third component is the user interface for check-ins and check-outs at the kiosks. Finally, mobile phones allow users to locate, reserve, and access bicycles.

The most widely known IT-based system is Vélib' in Paris. Vélib' operates with 20,600 bicycles and 1,451 bike stations, which are available every 300 meters throughout the city center. In its first year of operation, Vélib' reported 20 million trips made. The first IT-based bike-sharing system, Vélo à la Carte, was launched in Rennes, France in 1998, while Washington, D.C. was the first city in the U.S. to implement such a system. Today, the largest third-generation program in North America is BIXI (a compound word of 'bicycle' and 'taxi') in Montreal. Launched in May 2009, BIXI operates with 5,000 bicycles and 400 stations, expanding into Toronto and the Ottawa-Gatineau area. The bike-sharing program in Hangzhou, China, currently operates with 61,000 bicycles and over 2,400 bike stations and provides unique insight into bike-sharing as the largest program in the world.

Now, the emerging fourth-generation systems incorporate all the main components of third-generation systems but distinguish themselves by their integration with public transit. These systems aim for seamless incorporation with public transportation, taxis, and car-sharing. Bike-sharing stations are conveniently located near transit stations, with synchronized public transportation schedules and a single payment smartcard for access to all options. Fourth-generation systems also feature cleaner technologies, such as BIXI's solar-powered mobile stations, which can be relocated based on usage patterns. Additional improvements include motivation and rewards for sustainable bicycle redistribution which offers riders discounts or extra time credit for returning bicycles to empty docking stations, thus reducing reliance on trucks for redistribution.

Bike-sharing has many potential benefits for individual users and society. Early program data suggest that these programs can help cut down on pollution by encouraging people to choose bicycles instead of cars for short trips. For instance, Vélib' and BIXI have estimated how far people typically travel using their programs instead of other transportation methods. If people use bicycles instead of driving cars, it could significantly decrease greenhouse gas emissions. Some programs have reported on modal shifts attributable to bike-sharing's introduction. After the 2007 launch of Bicing in Barcelona, the city's bicycle mode share more than doubled from 0.75 percent in 2005 to 1.76 percent in 2007. Similarly, the bicycle mode share in Paris increased from about 1 percent in 2001 to 2.5 percent in 2007.

The data also show that bike-sharing programs are changing how people get around. In Lyon, France, for example, there was a big increase in the number of people using bicycles after their program started. Almost everyone who joined the program in Lyon hadn't biked in the city center before. In Paris, bicycle riding went up by 70 percent after they launched their

program. Different cities have tried different ways of setting up bike-sharing. Mexico City—one of the most congested cities in the world—started a bike-sharing program to help ease the congestion. Despite historically low cycling levels, this program has reached capacity at 30,000 members with a waiting list to join.

However, bike-sharing programs must overcome several challenges to ensure future growth. Despite technological advances, both third- and fourth-generation programs must address the issues of bicycle theft and damage. A 2009 survey reported that since Vélib's launch in 2007, 7,800 bicycles had disappeared and 11,600 had been damaged. High rates of theft raise concerns as Vélib' used bicycles that cost about €400. To lessen this problem, Hangzhou's program uses inexpensive bicycles. Another challenge is bicycle redistribution, which involves moving bicycles based on demand patterns. Vélib' uses natural gas vehicles to transport bicycles from one station to another. BIXI uses trucks equipped with on-board computers to efficiently manage overcrowded stations and shortages.

Helmet laws also present a concern for bike-sharing programs. Currently, some large programs, such as Vélib' and BIXI, do not require helmets for users over 18. In contrast, helmet use is mandatory for all ages in Melbourne Bike Share in Australia, which has fewer users compared to other programs. Many critics consider this Melbourne's law a significant factor in its low usage of bike-sharing. Cities also need to enhance their bicycle infrastructure. A survey by Jennifer Dill and Theresa Carr found that adding one mile of bicycle lanes per square mile results in a one percentage point increase in bicycle commuters. Although this survey does not establish a cause-and-effect relationship, it shows that commuters will use bicycle lanes when provided. Further research is needed, particularly in the areas of social and environmental benefits, supportive infrastructure, and safety.

問1　*Choose the best answer based on the reading.*

１．Bike-sharing has significantly expanded ...

　　A．and many programs have been established in various countries.

　　B．and evolved in North America, which is currently the fastest-growing market.

　　C．and evolved in South America, which is currently the fastest-growing market.

　　D．and it is the fastest-growing business exclusive to South Korea and Taiwan.

2．What eventually happened to the initial phase of bike-sharing?

    A．Bikers frequently got injured.

    B．A lot of theft and damage occurred.

    C．It became successful because bikes were always available.

    D．The concept of free bike-sharing programs became unpopular.

3．What are the key features of the second bike-sharing generation?

    A．Coinless systems, designated docking systems, and bikers' anonymity.

    B．Specially designed docking areas, accessible bicycles, and customer registration.

    C．Colored bicycles, docking stations, and unlocked bicycles.

    D．Color-coded bicycles, docking stations, and small deposits.

4．The third generation of bike-sharing became so popular because…

    A．it had flex advertising displays at kiosks.

    B．it adopted advanced information technology.

    C．it allowed bikers to use a phone at intersections.

    D．it incorporated highly advanced infrastructures.

5．What is the purpose of the paragraph beginning with "The most widely known…"?

    A．To show examples of IT-based bike-sharing systems around the world.

    B．To demonstrate the success of the largest third-generation program in North America.

    C．To describe the increasing availability of bicycles and bike stations in Toronto.

    D．To give an example of the combination of 'bicycle' and 'taxi' in Paris.

6．The fourth-generation bike-sharing systems…

    A．are utilized by third-generation systems for the redistribution of trucks.

    B．exclude some major components of third-generation systems.

    C．feature cleaner technologies such as solar-powered trucks.

    D．incorporate public transportation and other alternative modes.

7．What benefits do bike-sharing programs offer?

    A．They encourage people to learn how to choose a bike.

    B．They reduce pollution and greenhouse gas emissions.

    C．They help people cut down on natural gas consumption.

    D．They help people make short trips by cars.

8．As evidenced in cities, bike-sharing...

    A．members in Paris were new users who had not previously biked in the city center.

    B．programs in Lyon have reached their maximum limit with 30,000 members.

    C．programs significantly increased bicycle usage and changed transportation habits.

    D．programs were started in Mexico City due to its historically high levels of cycling.

9．The challenges faced by bike-sharing programs include how to prevent...

    A．theft, damage, and the redistribution of bikes according to demand.

    B．a shortage of natural gas vehicles for transporting bicycles.

    C．a shortage of bikes equipped with on-board computers.

    D．relocating trucks from overcrowded stations based on demand patterns.

10．A current challenge for bike-sharing programs includes...

    A．the age of riders.

    B．bicycle infrastructure.

    C．low usage of bike-sharing in Paris.

    D．customer anonymity.

問2　*Complete the following table.*

Generation	Characteristics
The First	The bicycles were （　11　） available and without locks.
The Second	Designated docking stations and small deposits for color-coded bicycles increased （　12　）.
The Third	The systems were upgraded with IT, unique bicycle designs, fixed or flex docking stations, and the （　13　） of mobile phones for convenience.
The Fourth	The systems were coordinated with public transit, used solar-powered stations, and provided （　14　） for sustainable bicycle redistribution.

11．A．temporarily

    B．limitedly

    C．commercially

    D．freely

12. A．space

　　B．speed

　　C．reliability

　　D．anonymity

13. A．loss

　　B．design

　　C．use

　　D．advertisement

14. A．costs

　　B．incentives

　　C．maintenance

　　D．penalties

問3 *Mark A for TRUE and B for FALSE for each of the following statements.*

15. Bike-sharing programs spread rapidly in North America but did not expand in South America.

16. BIXI in North America has more bicycles than Hangzhou in China.

17. Mexico City launched bike-sharing programs to reduce traffic and saw an increase in bicycle usage.

18. Using the BIXI program, it is compulsory for cyclists over 18 to wear helmets.

2 次の 19 〜 26 の空所に入れる語句として最も適切なものを A 〜 D の中から選べ。

19. X: Do you ever study in the library?

    Y: I go there (   ) when I need a quiet place to work.

    　　A. accidentally　　B. occasionally　　C. officially　　D. tolerantly

20. X: You'll have an exam tomorrow. That professor is well known for giving difficult questions.

    Y: Please, don't (   ) me.

    　　A. flatter　　　　B. free　　　　C. frame　　　　D. frighten

21. X: My presentation doesn't have any strong impact.

    Y: Then, add images to (   ) your message to the audience!

    　　A. advance　　　　B. embrace　　　C. enhance　　　D. influence

22. X: Did you hear about the student who copied an essay from the internet?

    Y: Yes, the student received a severe (   ) for not doing original work.

    　　A. punishment　　B. arrangement　　C. compliment　　D. appointment

23. X: Our coach stayed late yesterday to help us practice soccer.

    Y: We should express our (   ) by giving her a thank you card.

    　　A. acceleration　　B. appreciation　　C. observation　　D. operation

24. X: What strength does Charles Dickens's fiction have?

    Y: Dickens has a lot of strengths, and one must be his (   ) description of characters, either good or morally wrong.

    　　A. poor　　　　　B. unsatisfactory　C. defective　　　D. vivid

25. X: Professor, could you please tell me why you gave Jane a higher score for her essay than mine?

    Y: Well, her essay has a bit more (   ) in her argument.

    　　A. discontinuity　　B. confusion　　C. consistency　　D. flaw

26. X: I believe that the evidence supports my argument.

    Y: I hate to (   ) you, but the evidence shows the opposite.

    　　A. accept　　　　B. recognize　　　C. acknowledge　　D. contradict

3 次の 27 ～ 36 の空所に入れる語句として最も適切なものを A ～ D の中から選べ。

27. X: Are you sure Anna won't find the present when she comes back?
    Y: Don't worry. I hid it (　　) the blanket.
    A. across　　　　B. over　　　　　C. under　　　　D. into

28. X: Why are you so surprised?
    Y: I just saw a bear (　　) up the tree over there.
    A. to climb　　　B. to climbing　　C. climbing　　D. climbing to

29. X: Adrian doesn't answer his phone or reply to my text messages.
    Y: I'm sure there (　　) be some way of contacting him.
    A. need　　　　B. shall　　　　C. had better　　D. must

30. X: Why is the playground always empty?
    Y: It isn't used by the children (　　) it was built for.
    A. who　　　　B. when　　　　C. whose　　　D. where

31. X: Let's try the zip line!
    Y: No, no, I have (　　) of heights.
    A. a fear　　　　B. fear　　　　C. fears　　　D. the fears

32. X: Where are the order forms?
    Y: Oh, they can (　　) on page 2.
    A. find　　　　B. be finding　　C. be found　　D. found

33. X: Why didn't Julia play in the game?
    Y: She was unable to play (　　) a leg injury.
    A. because　　　B. because of　　C. in that　　D. while

34. X: Oh no, I missed the 2:30 bus.
    Y: Well, if you leave now, you (　　) to catch the 3 o'clock instead.
    A. will be able　　　　　　B. would be able
    C. will have been able　　D. would have been able

35. The plans for our summer vacation are still up in the (　　) because of my work schedule.
    A. air　　　　B. moon　　　　C. sky　　　　D. sun

36. All (　　) the main power switch should be turned off at night.
    A. above　　　B. but　　　　C. following　　D. past

4 それぞれの会話の空所に入れる最も適切な選択肢を A 〜 D の中から選べ。ただし，同じ選択肢が２箇所に入ることはない。

Tim: Naoki, what's wrong? Is something bothering you?

Naoki: It's my son again. I've been worried about Ryo lately. （ 37 ）

Tim: Oh, really? Ryo is such a bright kid. What's been going on?

Naoki: I've noticed that he spends a lot of time on social media these days. （ 38 ）

Tim: Same here! My daughter's data usage bill gets higher by the month.

Naoki: （ 39 ） And I'm sure social media is affecting his studies for sure.

Tim: I understand your worry, but don't jump to conclusions. This problem might be just temporary.

Naoki: That's true. Thanks.

    A．His test scores have been going down.

    B．That's exactly what I'm concerned about.

    C．Yes, there are many excellent apps for studies.

    D．His recent mobile data usage has increased dramatically.

Miku: The weather looks great for Sunday. Shall we go skiing?

Tim: Sure. （ 40 ） I have no plans this weekend. How about Mt. Alens?

Miku: Perfect! I'll pick you up at 7:00 am. Oh, wait. （ 41 ）

Tim: Why? The ski resort website says there's a lot of fresh snow up there this week.

Miku: Yeah, but the weather forecast is predicting unseasonably warm temperatures for the next couple of days. The slopes might be in poor condition by the time we get there.

Tim: （ 42 ） Oh, you know what? I've just realized that they have artificial snow machines. Maybe we can still enjoy the slopes.

Miku: Hmm, I'm not really sure. It's definitely not the same as fresh powder, but we can give it a try.

    A．I'll see if they're open.

    B．Maybe we should postpone it until next weekend.

    C．Why not?

    D．That's disappointing.

5 次の文章の空所に入れる文として最も適切なものを A 〜 D の中から選べ。ただし，同じ文が 2 箇所に入ることはない。

著作権の都合上，省略。

6 *Read the following message and answer the questions.*
（１部受験者のみ）

From:	careers@ggorganics.com
To:	a_suzuki@hgu.com
Date:	June 1, 2024, 10:05 am
Subject:	Re: Internship Program Inquiry

Dear Ayaka Suzuki,

Thank you for your interest in our internship programs at Global Green Organics. We are delighted to hear from you and want to assure you that our programs welcome undergraduate students from all faculties and academic years, including first-year students.

At Global Green Organics, we pride ourselves on offering reasonable and high-quality products. We also support local communities and farmers through our global supermarket operations. We offer four distinct internship programs designed to enhance your academic journey, provide valuable skills and insights, and support your career development. Please refer to the attached document for details about these programs.

If you have any questions or wish to apply, please feel free to contact us or visit our website at www.ggorganics.com/internships. We look forward to welcoming you to our programs.

Best regards,
Miwako Morita
Human Resources Department
Global Green Organics

（Attached File）

Internship Programs at Global Green Organics

We welcome you to join us in taking the opportunity to gain valuable experience by participating in our diverse internship programs.
*All programs are three days in duration.

Introductory Summer Internship	This program guides you through the basics of job searching and preparation. Learn how to choose a company, analyze your strengths, explore our company's values and goals, and gain practical experience in store operations.
Global Business Internship	This program offers insights into our global management strategies. It focuses on customizing products for local markets and adjusting business practices to meet diverse customer needs worldwide.
Product Development Internship	This program involves exploring the entire process of private brand product development. It encourages interns to learn about customer-focused product design skills for successful market launches.
Social Innovation Internship	This program introduces initiatives such as regional revitalization to support local communities, DX promotion to enhance operations through technology, and efforts aligned with SDGs.

46. What is the purpose of the email from Global Green Organics to Ayaka Suzuki?

    A．To introduce a new interesting internship program.

    B．To confirm Ayaka's enrollment in an internship program.

    C．To request Ayaka's feedback on a recent internship.

    D．To provide information about internship opportunities.

47. Which group of individuals is most suitable to participate in the company's internship programs?

    A．All undergraduate students.

    B．High school students interested in agricultural studies.

    C．Mature professionals seeking career transitions.

    D．University graduates interested in working at a global supermarket chain.

48. What types of products does the company primarily sell?

    A．Expensive fair-trade organic products.

    B．Affordable and excellent products.

    C．Diverse products from across the country.

    D．Imported merchandise for domestic markets.

49. Which internship program is most likely to involve hands-on experience in supermarkets?

    A．Introductory Summer Internship.

    B．Global Business Internship.

    C．Product Development Internship.

    D．Social Innovation Internship.

50. Which internship program focuses on adapting products for different local markets?

    A．Introductory Summer Internship.

    B．Global Business Internship.

    C．Product Development Internship.

    D．Social Innovation Internship.

51. Which internship program is designed to explore the company's sustainability efforts?

    A．Introductory Summer Internship.

    B．Global Business Internship.

    C．Product Development Internship.

    D．Social Innovation Internship.

52. What is one benefit of participating in the Product Development Internship?

    A．Exposure to cutting-edge product technology in agriculture.

    B．Opportunity to privately design products with customers.

    C．Training in product customer service and sales techniques.

    D．Development of skills in product design.

（ こ の ペ ー ジ は 白 紙 で す ）