

平成19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9ページ、解答紙は5枚である。「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. 経済学部経済工学科の配点は、表示されているものの $\frac{7}{4}$ 、農学部については $\frac{5}{4}$ です。

英

語

英 語 Ⅱ
リ ー デ ィ ン グ
ラ イ テ ィ ン グ

[1] 次の英文を読み、設問に答えなさい。(48点)

When I was four and my younger brother was two, we saw a woman drive a truck down the main street of our small Kansas town. My brother stuck out his lower lip and pronounced, “Ladies don’t drive trucks.” My mother was with us; she thought my brother’s remark so smart that she told all the neighbors about it. I still remember the laughter from women on our street when they⁽¹⁾heard it.

My mother was a complicated woman; she had turned her back on a scholarship to *medical school and had dropped out of *graduate school to marry, but was often angry at her life as wife and mother. Her laughter over my brother’s comment must have had a sense of bitterness to it.

The “ladies don’t do this” principle was very important in my childhood. It came both from my parents and from our social circumstances. Ladies who worked outside the home were secretaries or schoolteachers; women laborers were beneath notice. My mother complained that women doctors neglected their families; my father said that girls were — or at least I was — too stupid to do math and physics. And so on and so on.

Where I grew up, boys went to college to prepare for careers; girls went to college to become better wives and mothers. In my family, my parents sent my four brothers to college but told me if I wanted to attend I had to pay my own way since educating a girl who would only get married wasted limited⁽²⁾family resources. The hours I wasn’t in school were spent at home, looking after the small children, cleaning the house, doing dishes. Every Saturday, from the time I was seven until I left home, I did the baking for my father and brothers. (My parents were college-educated people themselves, interested in social justice in the form of *open housing and voting rights.) I grew up to be⁽³⁾an uneasy, angry teenager, wanting what I was told I couldn’t have — a career and social status — but also trying to become what was against my nature, a

good and obedient daughter.

When I finally started writing my stories about a tough female detective, I was trying to write my way past my own private experience of “ladies don’t drive trucks.” She could do everything a male detective could do but in high heels and shooting backward, so to speak. Even though she is a woman of action, her most important role is to speak, to be a voice for disadvantaged people and to put into words what the powerful would rather not hear.

I want my granddaughter to grow up able to walk confidently on life’s stage. When she is my age, I want her to look back on a life lived in freedom. I do not want her to find herself living behind a veil, suffering from the frustration that troubled my mother’s life.

注

*medical school : 医学部

*graduate school : 大学院

*open housing : 人種などによって差別をしない住宅販売・賃貸

- 問 1. 下線部(1)で、女性たちが笑った理由を、本文の内容に即して日本語で説明しなさい。
- 問 2. 下線部(2)を日本語に訳しなさい。
- 問 3. 下線部(3)を日本語に訳しなさい。
- 問 4. 「私」は、孫娘にどのような人生を送ってほしいと思っているか、日本語で説明しなさい。

[2] 次の英文を読み、設問に答えなさい。(45点)

Salmon are an essential resource for bears because the survival of these large mammals depends on the amount of fat they can deposit in the late summer and fall. Once bears enter their *dens in the early winter, they neither eat nor drink for up to seven months. Yet bears are not true *hibernators so they must produce body heat to survive throughout the cold months. In addition, females give birth and milk their young during this time.

Because the bears' survival is closely tied to their physical condition in the autumn, natural selection favors those that get the most nourishment out of the fish they eat. And bears exhibit two types of behavior to this end. First, ⁽¹⁾ to avoid interference from other bears, they often carry captured salmon to the riverbank or into the forest before eating. Bears are relatively solitary for most of their adult lives, except when finding partners in spring and summer. When they gather in riverside areas to feed on salmon, they become aggressive. These confrontations can be either relatively harmless, resulting in ⁽²⁾ one bear stealing a fish from another, or violent, ending in serious injury or death to a bear. Carrying the *carcass into the forest out of sight of other bears is a way to prevent confrontation.

The second important behavior is that the bears often eat only the most nourishing part of the salmon. If the salmon *densities are high, it takes less than a minute to capture a fish in a small river, and under these conditions of plenty, the bears rarely eat the whole fish. An analysis of more than 20,000 carcasses revealed that bears consume about 25 percent of each captured salmon, selectively eating only the parts highest in fat content, such as the eggs. In fact, it is common for bears to carry a carcass to the riverbank and ⁽³⁾ not eat a bite after finding it is a female salmon that has already laid her eggs. After consuming the tastiest parts, bears abandon the carcass and return to the river to catch another fish. Thus, bears kill far more salmon than they eat.

Why is this unusual feeding behavior important for the vitality of the ecosystem? After all, in the absence of bears, the salmon would still die after laying their eggs, and their carcasses would be eaten by birds, fishes and insects in the rivers, and flushed out to the ocean. By killing many of the fatter salmon, carrying the fish to the forest, and abandoning the carcass with most of the body remaining, bears make a tremendous amount of food and nourishment available to riverside plants and animals that would not otherwise have access to this resource. The bears are truly ecosystem engineers.

(4)

注

*den：熊の巣穴

*hibernator：冬眠動物

*carcass：死骸

*density：密度

問 1. 下線部(1)の「2種類 of 行動」を日本語で説明しなさい。

問 2. 下線部(2)を日本語に訳しなさい。

問 3. 下線部(3)について、熊のこうした行動の理由を日本語で説明しなさい。

問 4. 下線部(4)について、筆者はなぜ熊を“ecosystem engineers”と呼ぶのか、その理由を日本語で説明しなさい。

〔 3 〕 次の英文を読み、設問に答えなさい。(47 点)

*Latin, a classical language, had a bad reputation for generations. It was regarded as dull, difficult and dead. But things have changed in recent years: modern course material focusing on the rich variety of ancient Roman life, film and video, TV dramas, documentaries and the internet have brought the Romans and their language to life. So Latin is no longer dull and, far from being dead, is enjoying a revival. It cannot be made easy, but it is certainly more accessible. Sadly, though, in spite of the renewed interest of the subject, the number of children studying it has decreased, not least because Latin, once ⁽¹⁾ so widely required, is now no longer even offered in many schools. When it is available, it has to compete with other subjects, usually modern languages. In my school, that means German, Italian, Spanish, and even Chinese, choices that are inevitably seen as more practical.

However, Latin is beginning again to stand on its own two feet. The ⁽²⁾ pupils who choose it face a real intellectual challenge and are better prepared than ever before to appreciate the language in its broad cultural context. Parents approve, too, and many react enthusiastically, even passionately. As one told me: "I loved Latin and am very sorry I didn't take it further. My son is so lucky. I think it's an important and undervalued subject and I wish I could take it up again."

Now, some of these supporters of the classics are perhaps becoming too enthusiastic, but others are clearly sincere. So, too, are the increasing numbers who express regret that they never had the chance to learn Latin at school. Thirty years of teaching the subject and talking to parents suggest to ⁽³⁾ me that there is plenty of interest in Latin. But how best to satisfy this need?

For many, perhaps, the prospect of taking it up is just too terrifying. ⁽⁴⁾ Most course books are, naturally enough, designed to be used by teachers and are aimed at children. Evening classes are often inconvenient, and Latin is not

always available. Private lessons, if you can get them, are expensive. The average busy, working adult lacks time and energy: it is easier not to bother. What kind of course, I began to wonder, might tempt him or her to make the effort? A teach-yourself course, easily accessible and reasonably priced, would be ideal. Students would then be able to do the course at their own pace, at a time and place of their choosing, not bothered by the demands of fellow learners, formal lessons, fixed programs and deadlines.

注

*Latin：ラテン語

- 問 1. 下線部(1)の理由を 2 つ日本語で説明しなさい。
- 問 2. 下線部(2)を日本語に訳しなさい。
- 問 3. 下線部(3)を日本語に訳しなさい。
- 問 4. 下線部(4)の理由を, 日本語で 4 つにまとめなさい。

〔4〕 次の文の下線部を英語に訳しなさい。(30点)

幼い頃、両親はよく本を薦めてくれた。それはハードカバーの新刊だったり、古い文庫本だったり、小説雑誌の切抜きをホチキスでとめたものだったり、美しい絵本だったりした。

父は、薦めた後に必ず、感想を聞いてくる。

「どうだ？もう読んだか。おもしろかったら？」

おもしろいとか、つまらないとか、私がどんな感想を言っても、父は、そうかそうかと楽しげに頷くだけだった。

父が感想を求めてくるのは、薦めて手渡した本だけではなかった。わが家のトイレには小さな本棚が⁽¹⁾あって、そこにはいつも、父の読みかけの本が入っていた。

「おい、トイレのあれ、読んでるか。どこまで読んだ」

読んでいない、と言うと、「読めよ、おもしろいぞ」と残念そうにする。読まないと悪いな、という気になって、なんとなく読み始める。折られたページが二箇所になった本を見て、父は満足げだ。また、どうだどうだと聞いてくる。つまらないから最後まで読むかどうか⁽²⁾かわからない、と言うこともあった。父はそれでも楽しそうに頷くだけだった。

恐らく両親は、本から何かを学んでほしいなどとは思っていなかった。おいしい食べ物を見つけた時に、誰かと一緒に「おいしいおいしい」と言いながら食べたい、と思うのと同じ感覚だったのだろう。ただ、自分が読んで楽しかった本を⁽³⁾教えて、楽しい気持ちを共有したかっただけなのだと思う。

- 〔5〕 以下の文章の筆者は、三世代家族(a three generation family)と核家族(a nuclear family)を比べて、三世代家族の方が好ましいと感じています。三世代家族と核家族のどちらが好ましいと考えるか、あなた自身の意見を 100 語程度の英文で述べなさい。(初めにどちらが好ましいか述べた後、具体的な理由を2つ以上あげて説明すること。以下の文章の内容を参考にしても構わない。なお、句読点は、語数に含まない。)(30 点)

ここ数十年、ぼくらはせっせ、せっせと身のまわりに、柵をつくって暮らして来た。それはその方が、便利で快適であり、それが安全でもあるという考え方からだった。例えば、核家族、というものもそうだ。かつての日本は大家族主義で、じーちゃん、ばーちゃんから小さな赤ん坊までが、同じ屋根の下でくらしていた。それは、端的に言えば、我慢の要る暮らしだった。お互いが譲り合って生活しなければならなかった。ときには意見が食い違い、それが争いになることもあった。つまり、どこかで誰もが、傷つき合いながら暮らしていたのである。

それがやがて、その傷つき合うもの同士の間には柵を張りめぐらし、別々に暮らしましょう、という時代がやって来た。こうなればもう、じーちゃんとぼくら子供とが、テレビのチャンネルを奪い合ったり譲り合ったりして、お互いに我慢することもない。お嫁さんとお姑さんとが、お芋の煮っころがしの味付けをめぐって諍いさかいになることもない。子供部屋も独立して、勉強しなさい、勉強しなさいと煩わしい両親からも解放された。もう誰も、無用に傷つき合うことはない。まことにこれは、快適だ。

だけどね、それはやっぱり、さびしいよね。確かにお互いに傷つき合うことも、嫌な思いをすることもないけれど、でもね、人間の本当の素晴らしさ、誇るべき美点はというと、傷つき合うけれども、また許し合う力もある、ということなのだ。何故傷つき合うのかといえば、それはお互いそれぞれに異なる人間同士であり、その違いがぶつかり合うからなのだが、違いがあるからこそまたお互いがそれぞれに、お互いの役割を持って、ここに存在している意味もあるのだ、とそう理解し、お互いを認めあう力をも、ぼくらはまた持っている。そこに絆が生まれ、友情が育ち、いまこの世界に共に生きていることを喜び合うこともできる。