

平成21年度入学試験問題

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11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、350点満点に、農学部については、250点満点に換算します。

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。(45点)

All parents of teenagers have seen the changes that happen with teenagers growing up — the bursts of growth, the mood changes, and also, the unlimited ability to sleep in on weekends. However, this altered sleep pattern is not the teenagers being lazy; instead, it is natural body changes occurring deep inside their brains.

How much you sleep depends on your age. Newborn babies will sleep, in a series of naps, for 16-18 hours per day. By the age of 5, this is down to about 11 hours, and continues to drop with age — until the teenage years start. Then sleeping time increases again.

Teenage years are an awkward time between childhood and adulthood. During this time, the natural life rhythm is greatly interfered with. First, there is a distressing delay in their falling asleep due to changes in hormones in their teenage bodies. When teenagers say that they are not tired at 11 p.m., they are usually being truthful. The second body change is that teenagers need more sleep — between 9 and 10 hours every night. Indeed, one sign of the end of the teenage years is the switch to the shorter and earlier adult sleep hours. This happens, on average, at 19.5 years in women, and 20.9 years in men. This all means that the teenage years are very confused, in terms of sleep.
(1) They cannot get to sleep early, and they need more sleep.

For teenagers, an early bedtime is, in most cases, simply biologically impossible. They need 9-10 hours of sleep, but often have to start school early — even earlier if they do sports. The effects of this lack of sleep can be seen when the regular school term starts. They will sleep for two hours fewer on weeknights, and try desperately to make it up on the weekends.
(2) The result is that average high-school students are half asleep during their school days because of their semi-permanent lack of sleep.

Various studies have shown that this lack of sleep can have dangerous

side effects. It is linked to bad social behavior, depression, cigarette smoking, eating problems, and poor school marks. Indeed, being tired can drop performance in tests and exams by several points.

Another study looked at Rapid Eye Movements (REM) sleep, which is where people's eyes move quickly from side to side, as though watching an invisible tennis match while they are sleeping. This REM sleep is where most dreaming is done and it usually happens about 70-100 minutes after falling asleep. However, half of high-school students were so tired that when given the opportunity to sleep at school in mid-morning, they dropped into REM sleep within a few minutes, not an hour and a half.

What is the cure? Well, teenagers should avoid drinks with caffeine, which disturb their natural rhythms. And they should not have a computer or TV in their bedroom, which encourages them to stay awake longer. However, the real cure may involve society adjusting to the altered sleep patterns of teenagers. Perhaps high-school classes should start at 11 a.m., so they can stay up later, get their needed sleep and then be wide awake in class.

- 問 1. 下線部(1) This の表す内容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) Rapid Eye Movements (REM) sleep に入るまでの所要時間について、筆者はどのように説明しているか、日本語で説明しなさい。
- 問 4. 10代の青少年の睡眠不足はどのような不具合につながると筆者は述べているか、5つ日本語で答えなさい。

[2] 次の英文を読み、設問に答えなさい。(55点)

Rachel stood by the tombstone. Her father had been a hard man to live with, awkward in his affection, never saying much. But he had raised a daughter, and Rachel thought he had done it as well as any man could have done alone. She had never lacked food and clothing. There were plenty of things he had not taught her, maybe could not teach her, but she had learned about crops, plants and animals, and also how to build and mend a fence or cabin. He had had her do these things herself while he watched.

She touched the tombstone and felt its firmness. It made her think of the cradle her father had built two weeks before he died. He had brought it in and set it by her bed, not speaking a single word acknowledging he had made it for a baby. But she could see his care in making it, and how he had built it out of hickory, the hardest and most lasting wood there was. Furthermore, he had made it not just to last but to look elegant, for he had smoothed and polished it with cow fat.

Rachel removed her hand from a stone she knew would last longer than her lifetime, and that meant it would last longer than her grief. I have gotten him buried in holy ground and I have burned the clothes he died in, Rachel told herself. I have signed the death certificate and now his gravestone is up. I have done all I can do. As she told herself this, Rachel felt the grief inside grow so wide and deep that it felt like some dark pool with no end which she would never emerge from. There was nothing left to do now, except endure it.

Think of something happy, she told herself, something he did for you. A small thing will do. For a few moments nothing came. Then something did — a memory of an early summer evening. After supper her father had gone to the barn while Rachel went to the garden. Her father called to her from the entrance of the barn. “It’s elegant, isn’t it?” he had asked as she entered the

barn. Her father pointed to a large silver moth. The barn's stripes of light grew dimmer, but the moth seemed to brighten, as if the slow opening and closing of its wings gathered up the evening's last light. Then the creature rose. As the moth flew out into the night, her father had lifted a large strong hand and settled it on her back for a moment, not turning to her as he did so. A moth at twilight and a touch of a hand on her back returned to her memory.

As she rode back home, she remembered the days after the funeral, how the house's silence was dominant and she could not endure a day without visiting her aunt to borrow or return something. Then one morning she had begun to feel her sorrow easing. That same day Rachel could not remember which side her father had parted his hair on, and she had realized that what⁽¹⁾ made losing someone you loved bearable was not remembering but forgetting. First, small things were forgotten, such as the smell of the soap her father had bathed with, and the color of the clothes he had worn to church. Then after a while, the sound of her father's voice and the color of his hair were also forgotten. It amazed Rachel how much you could forget, and everything you forgot made that person you loved less alive inside you until you could finally bear the loss. After more time passed, you could let the memories return, and even want them to return. But even then⁽²⁾ what you felt those first days could return and remind you that the grief was still inside.

問 1. 下線部(1)を日本語に訳しなさい。

問 2. 下線部(2) then はどのような状況を指すのか、その具体的な内容を日本語で述べなさい。

問 3. Rachel の父親についてあてはまる記述を 2 つ選び, その記号を書きなさい。

- a. He was so eloquent and logical that he convinced his daughter of his dignity.
- b. He was far from openhearted but too shy to show his love clearly.
- c. He was a craftsman, expert at working with wood, and was not engaged in any form of agriculture or farming.
- d. He was still alive when Rachel was doing all she could for her dead baby.
- e. He did not give detailed instructions about farming to Rachel; however, she was not unhappy about this.

問 4. 悲しみに負けないようにするために, Rachel が意識的に思い出すことができた父親との楽しい思い出とは, どのような出来事だったか, 130 字以内の日本語で述べなさい。ただし, 句読点は字数に含む。

[3] 次の英文を読み、設問に答えなさい。(50点)

Language and logic are strongly connected with each other. How that is so becomes clear when we recall the relationship between the idea and the word. Although it is a disputed point among language experts, it seems possible that we can hold an idea in our mind without having a precise word for it. In any event, if we are going to attempt to communicate an idea to others, it is necessary that we express it by a word. Therefore, the better a word and an idea fit together, the clearer and more effective the communication of the idea will be.⁽¹⁾

Matching words to ideas is the first and most basic step in communication. The next step is putting ideas together to form clear statements. If I said to you “dog” or “cat,” your response would be to wait to hear more. You would wonder: What about “dogs” or “cats”? Through the words I am speaking, you know the ideas I am dealing with, but you don’t know what I intend to do with those ideas. I am simply “saying” the ideas; I am not saying anything about them. We say something about ideas when we put them together to form statements that can be responded to positively or negatively.⁽²⁾ Notice that if someone simply said “dog,” there would not be much sense in responding with “That is true” or “That is false.” However, if someone said something about a dog — “The dog is in the garage” — then such a response⁽³⁾ would be suitable. The word “statement” has a special meaning in logic. It is a verbal expression to which the response of either “true” or “false” makes sense.

Words have been called the building blocks of language, but it is the statement that logic starts with, for it is only at the level of the statement that the question of truth or falsity is introduced. Indeed, logic is all about establishing what is true and distinguishing it from what is false. It can sometimes be difficult to determine whether a statement is true or false even

when that statement is clearly understood. However, if we have difficulty understanding what a statement is attempting to say, then we will have to figure out the meaning of the statement before we can determine whether it is true or false. Thus, communication should be clear and effective.
(4)

- 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) such a response の表す内容を日本語で説明しなさい。
- 問 4. 下線部(4)のように筆者が言う理由を日本語で述べなさい。

- [4] 次の英文を読み、100語程度の英文に要約しなさい。ただし、人称代名詞はすべて三人称(he, she, it, theyなど)を用い、一人称(I, weなど)は用いないこと。引用符(“.....”)も用いないこと。なお、句読点は語数に含まない。(30点)

One woman who knows too well the shocking impact of smoking is 63-year-old Audrey Jones. Having lost her husband due to lung cancer in 2000, she couldn't believe her misfortune when she was also diagnosed with this disease in March this year.

“I had been experiencing back pain for many months, so I eventually went to the doctor in February this year to see what the problem was,” Audrey said. “I just thought it was due to spending years sitting in front of a computer. Had I known what it was, I would have seen the doctor immediately. Lung cancer was the last thing I thought of,” she continued. “My first reaction when I heard the diagnosis was how to tell my three adult children and bring this sorrow upon them again.”

Having been a long-term heavy smoker, Audrey quit her habit just before her husband passed away at the age of 55, but eventually began smoking again. She admitted, “Look, it's my fault. I blame no one but myself. With the warnings and all the information about the dangers of smoking out there, I feel guilty every time I have a cigarette, but unfortunately it hasn't stopped me.”

As with many cancers, the cause of lung cancer is not fully known, but it is clear cigarette smoking is the major cause and is responsible for up to 90% of all cases. Likewise, as with other types of cancers, the results of treatment are best when the cancer is found and treated early.

Sadly for Audrey her cancer was detected too late and there is no cure. “I just go from day to day and really appreciate every moment that I have with my beautiful children and grandchildren,” she said.

〔5〕 次の文の下線部を英語に訳しなさい。(20点)

では、平等とはなにか。平等とは、人々が体力、知力、容姿、財産、社会的地位において等しい⁽¹⁾という意味ではない。そんなことはありえない。そうではなくて、平等とは、人が自由であることにおいて等しい、という意味である。すなわち、自由であるとは、各人が自分自身の善の観念をもち、それを実現しようとする意志をもち、さらに、公共的理性の所有によって自分の生きる社会の在り方に責任をもつ、ということであるが、このことをすべての人に確保することが、平等の実現⁽²⁾ということなのである。