

前

平成 16 年度 入 学 試 験 問 題

外 国 語

英 語

150 点 満 点

《配点は、学生募集要項に記載のとおり。》

(注 意)

1. 問題冊子および解答冊子は係員の指示があるまで開かないこと。
2. 問題冊子は表紙のほかに 5 ページ、解答冊子は表紙のほかに 12 ページある。
3. 問題は全部で 3 題ある(1～5 ページ)。ただし、問題Ⅱは A、B から成る。
4. 筆答開始後、解答冊子の表紙所定欄に学部名・受験番号・氏名をはっきり記入すること。表紙には、これら以外のことを書いてはならない。
5. 解答は、すべて解答冊子の指定された箇所に記入すること。
6. 解答に関係のないことを書いた答案は無効にすることがある。
7. 解答冊子は、どのページも切り離してはならない。
8. 問題冊子は持ち帰ってもよいが、解答冊子は持ち帰ってはならない。

I

次の文の下線をほどこした部分(1), (2), (3)を和訳しなさい。

(50点)

The public is interested in scientific work for a great variety of reasons. Science is powerful, expensive, elitist, inaccessible, yet also forward-looking, optimistic, full of promise, even, at times, spectacular. More than any other area of knowledge, science carries with it the sense of advancement, moving ahead, exploration, newness. Science visibly improves its own powers, adds to itself, and carries us all forward with it. ⁽¹⁾ There have long been moral and emotional reasons to be informed about the latest advances, and now there are political and social ones as well. Knowing some of the facts and issues surrounding the latest research developments allows one to be part, and feel part, of the decision-making process. Some of this knowledge — and related impressions — have come from media reporting itself, past and present. But this does not mean that scientists are required to adopt and repeat such images in every instance.

What does the public need to know about a particular branch of scientific work? There is no simple answer. Indeed, the question itself is often misinterpreted. Researchers, that is, can all too readily confuse public understanding of science with public appreciation. Understanding (for example, how nuclear energy is generated) can lead to queries, to criticism, and even to rejection. To know something of science is not necessarily to love it; the truly aware researcher must realize that and be prepared for it.

Interest in science is also deeply affected by the media. Consider that the great majority of media publications are meant to be skimmed, not studied; readers are able to retain very little specific information from a newspaper article, magazine story, or especially television or radio broadcast. This ⁽²⁾ problem is due both to the style of exposure (quick, one-time reading or listening) and to the fact that there are usually many such exposures on a wide range of subjects to be consumed at a single sitting. The popular media

is not something that provides people with opportunities for concentrated learning or continuing education. Reporters know that; they know they must write stories, not textbooks for beginners.

Public interest in science is complex, and difficult to define in any precise way. But one thing can be said for sure: in the popular media, this interest always comes back, sooner or later, to "news." By and large, news reveals only a part of the scientific pyramid — that part of science which is today in progress, being conducted in the here and now. This is the most debated, and, in a social sense, exciting part of science. But it is also the most difficult to write about in any definitive way. It is one thing to review for a public audience the basic principles of chemistry; it is quite another to discuss the merits, hotly debated, of a new hypothesis on the physical chemistry of superconducting materials.

II-A

次の文の下線をほどこした部分(1), (2)を和訳しなさい。

(25点)

With the rapid expansion of cameras and consumer photography today, it may be difficult to imagine a world without photographs. We have grown up with it, and the taking and viewing of photographs has become a part of everyday life. It is important to stress, however, that in the early days photography was something wonderful and new. Once the technology had been perfected, what was this thrilling new medium going to be used for? The technology, it seemed, preceded the purpose. For the early pioneers, it was enough to demonstrate that it worked, and that the natural world could be “frozen.” Their photographs didn't tell us much new about the world, other than that it could now be photographed. ⁽¹⁾ Once the novelty wore off, however, photography began to open up a visual world as never before.

Photography allowed people to see places they would not otherwise have been able to see. For example, few people were able to travel to Egypt themselves, but thanks to photography, they were now able to see such wonders of the world as the pyramids. In addition to places, people could now see people. Nowadays, we are entirely used to seeing photographic images of the politicians and the celebrities of the day. ⁽²⁾ Of course, this has been the case only recently. Until photography, most Americans had never seen a “true likeness” of their President.

II-B

次の文の下線をほどこした部分(1), (2)を和訳しなさい。

(25点)

In our hyper-mobile society, we will all be much more dispersed. Last year in Europe, there were 17 million new cars sold and Europe's car population increased by 3 million. That kind of growth can only be accommodated outside the old inner cities. They have been full for some time, so it can only occur in the suburbs and beyond.

Our future society will be a more polarized one. As these growth trends continue, a number of groups will get left behind. All of those too old or too young to drive, for instance — life for them will get harder. ⁽¹⁾ The more car-dependent we become, the more they will become dependent for their mobility on the withered remains of public transport and the goodwill of car owners.

It will also be a less child-friendly world. If you go back 30 years, and look at how children got to school, 80% of eight-year-olds got to school on their own. In our survey in 1990, that had dropped to 9%. Parents said that they ⁽²⁾ denied their children the freedom that they themselves had enjoyed, because of the fear of traffic, and also of strangers. It is clear that our social relations are already changing.

Ⅲ 次の文(1), (2)を英訳しなさい。()内は英訳する必要はない。 (50点)

(1) わたしは、家具や道具はなるべく木の素材を選んでいきます。木は命あるもの独特のやさしい雰囲気があるので、心地いいんです。人工的な素材は新しい時が最高の状態だけれど、木は新品の時が出発点です。年月に磨かれて、味わいも美しさも増していく。そこが一番の魅力です。

(「木の道具 木の器」, 『ハミングタイム』所収 一部改変)

(2) 「イタリアといえばトマト」という印象が一般にはあるが、トマトの原産地はイタリアではなく南米である。さらに、イタリアでトマトが食用とされるようになった歴史はたいへん浅い。せいぜいこの二百年あまりにすぎないのである。イタリア料理の原点が古代ローマ時代にさかのぼることを思えば、「昨日」からの付き合いのようなものなのである。

(内田洋子, シルヴィオ・ピエールサンティ, 『トマトとイタリア人』 一部改変)

問題は、このページで終わりである。