

前

平成 18 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 7 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、医学部(医学科)志願者は、このほかに聞き取りテストを行うので指示に従うこと。
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)

In the Greek peninsula early in the fifth century B.C., there emerged a group of individuals, many of them with beards, who were singularly free of the anxieties about status that tormented their contemporaries. These philosophers were untroubled by either the psychological or the material consequences of a humble position in society; they remained calm in the face of insult, disapproval and poverty. When Socrates saw a pile of gold and jewellery being borne in procession through the streets of Athens, he exclaimed, "Look how many things there are which I don't want." When Alexander the Great passed through Corinth, he visited the philosopher Diogenes and found him sitting under a tree, dressed in rags, with no money to his name. Alexander, the most powerful man in the world, asked if he could do anything to help him. "Yes," replied the philosopher, "if you could step out of the way. You are blocking the sun." Alexander's soldiers were horrified, expecting an outburst of their commander's famous anger. But Alexander only laughed and remarked that if he were not Alexander, he would certainly like to be Diogenes. Antisthenes was told that a great many people in Athens had started to praise him. "Why," he answered, "what have I done wrong?" Empedocles had a similar regard for the intelligence of others. He once lit a lamp in broad daylight and said, as he went around, "I am looking for someone with a mind." Having watched Socrates being insulted in the market place, a
⁽¹⁾passer-by asked him, "Don't you worry about being called names?" "Why? Do
you think I should resent it if a stupid horse kicked me?" replied Socrates.

It was not that these philosophers had ceased to pay any attention to a distinction between kindness and ridicule, success and failure. They had merely settled on a way of responding to the darker half of the equation that owed nothing to the traditional honour code, and its suggestion that what others think of us must determine what we can think of ourselves, and that

every insult, whether accurate or not, must shame us.

Philosophy introduced a new element to the relationship with external opinion, what one might visualize as a box into which all public perceptions, whether positive or negative, would first have to be directed in order to be assessed, and then sent on to the self with renewed force if they were true, or ejected harmlessly into the atmosphere to be dispensed with a laugh or a shrug of the shoulders if they were false. The philosophers termed the box "reason." *And,*

According to the rules of reason, a given conclusion is to be deemed true if, and only if, it flows from a logical sequence of thoughts founded on sound initial premises. Considering mathematics to be the model of good thinking, philosophers began to search for an approximation of its objective certainties in ethical life too. Thanks to reason, our status could — philosophers proposed — be settled according to an intellectual conscience, rather than being abandoned to the whims and emotions of the market square. And if rational examination revealed that we had been unfairly treated by the community, philosophers recommended that we be no more bothered by the judgement than we would be if we had been approached by a confused person bent on proving that two and two amounted to five.

II

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)

(Between 1665 and 1666) with the plague in its prime, Newton escaped from his study in Cambridge to the isolated safety of his home in Lincolnshire. At the age of only twenty-two, and in addition to laying the scientific foundations of maths and astronomy, he began experimenting with prisms. Not one prism, as others had played with before, but two. And it was the second prism that revealed the true secret of sunlight, or white. It was already known that sunlight could be split into the colours of a rainbow by passing it through a prism. But earlier investigators believed that the prism itself altered the sunlight in some way as it passed through the glass, so the character of sunlight was changed. Newton arranged his sparse, dark room with a table in the middle. On the table he aligned, from right to left, a magnifying glass (a lens) and a prism. To the left of the table a white board was set up, reaching almost to the ceiling, with a series of small holes lining up vertically. To the left of this lay the second prism, mounted directly behind the lowest hole in the board. Nothing else lay between the second and the white wall of the room behind it. Newton waited.

The sun came round the corner of the house and eventually streamed in through the window at the right-hand side of the room. The sunlight was visible as a beam from Newton's view, side-on to his apparatus, as it illuminated the dust in the air. In order of events, the beam collided with the lens (at a shallow angle) and became redirected and focused towards the first prism. It then passed through the prism where it divided up into a spectrum, and struck the large board over a range of angles — red beams lit the board lower down, violet beams higher up, with a complete rainbow in between. Red light struck the board at precisely the position of the lowest hole, and so passed through it. On reaching the second prism, this red beam was further bent at precisely the same angle the first prism had bent it. But, against all

understanding of the time, after transiting the second prism the red beam became . . . a red beam. Remarkable! The second prism had not altered the red beam. So prisms *do not* alter the nature of light! Newton rethought the mechanics of a prism. White light from the sun became a series of colours, but the colours could not be divided further. Sunlight, therefore, is actually a mixture of all the colours in the spectrum, Newton deduced. And of course, he was right. Simultaneously he had also promoted the spectrum to a new level of importance — it was a general property of white light and not an artefact of a prism. Now this continuum of merging colours, sprawling from violet to deep red, required some sort of classification.

Different accounts exist of why Newton gave the rainbow, or white light
⁽²⁾spectrum, seven colours — violet, indigo, blue, green, yellow, orange and red.
One account involves his interest in musical harmonies, where there are seven
distinct notes in the scale. Newton, the story goes, proceeded to divide up the spectrum into spectral bands with 'width' (ranges of wavelengths for each colour) corresponding to the ratios of the small whole numbers in the scale. Another account involves the culture of the time; in which the number seven had magical or biblical significance. Either way, Newton's seven colours are not the best choice. If we are to divide up the spectrum into the colours we
⁽³⁾perceive, although strictly the colours do merge to form an infinite sequence,
then today we prefer to omit indigo from Newton's categorization. Indigo is not really seen as a separate colour. This leaves the modern spectrum with the order: violet, blue, green, yellow, orange, red. Six colours.

Ⅲ 次の文(1), (2)を英訳しなさい。

(50点)

(1) ものの見方や好みは人さまざまである。たとえば、駅前のハンバーガー店は、人々にとってどのような意味を持つだろうか。多くの人にとっては、ハンバーガーを味わう場であろう。しかし、肉が苦手な私にとっては、ハンバーガーを楽しむというよりは、仕事帰りにちょっと立ち寄り、コーヒー一杯で一日の疲れをいやす、くつろぎの場である。本を持ち込み、書齋代わりに使うことも少なくない。

(2) 子供の頃にわたしが毎週欠かさず観たあるテレビ番組があった。その主役はどこにでもいそうな犬で、そいつがある町にふらりとやってきては、そこで起こった事件の解決に協力し、人間からほめられる前に姿を消して、また次の町に向かって旅をつづけるのだ。わたしをとりこにしたのは、一つの場所に安住せず、たえず動きつづける、その姿だったに違いない。

医学部(医学科)志願者以外の問題は、このページで終わりである。

以下は、医学部(医学科)志願者のみの問題である。

IV 聞き取り問題は二部に分かれていて、最初は、News report, 次はその Editorial である。テープを聞いてセクション1, 2の問題に答えなさい。

(50点)

セクション1

News report の内容から判断して、各質問の選択肢の中から最も適切なものをひとつ選んで a, b, c, d で答えなさい。

- (1) To examine the blood vessel wall, the new device uses _____.
- (2) The technological advance that enabled this device was:
- (3) The goal for this research is:
- (4) This device was developed at:
- (5) This device has been in development for:

セクション2

Editorial の内容から判断して、各質問に対して適当と思われる文章(英語)で答えなさい。

- (1) What is the main controversy pointed out in this editorial?
- (2) Name two of the academic areas that are combined to create a biotechnology program.
- (3) The author notices a potential problem with biotechnology programs which combine multiple areas of study. What is the state that makes such programs ineffective?
- (4) Why are universities eager to start biotechnology programs?
- (5) Why does biotechnology research require a “new type of scientist”?

問題は、このページで終わりである。