

I 次の英文を読み、設問に答えなさい。

Adele Faber and Elaine Mazlish, co-authors of the helpful handbook *Siblings Without Rivalry*, began to explore sibling conflict while their children were growing up and fighting. They emphasize that parents shouldn't compare a kid with a sibling—even favorably. Most parents know better than to ask, “Why can't you be more like your brother?”⁽¹⁾ Comparison puts one child against another, and it subtly damages their relationship when a parent says, “You're much better organized than your sister.” Each child should be appreciated individually—though not necessarily equally—and should be praised as if he were an only child.⁽²⁾

Parents can't intervene in every kid's quarrel, but neither can they avoid their responsibilities. They should establish a “no-hitting, no-hurting” rule, so kids will know they are expected to work out their problems peacefully, sometimes with assistance. A parent can be helpful by listening to each side and then explaining the problem aloud: “So, I see that you're really mad because...” Depending on the severity of the problem, a parent might then express confidence that the kids can solve it and then leave the room.⁽³⁾

Parents should intervene directly, however, whenever an argument turns violent. Most kids hate fighting—even when they're winning. They do it because they don't have other tools for dealing with their⁽⁴⁾ frustrations. Fighters should be separated to cool off, and a parent should later listen to both parties, asking the kids to help come up with a solution. The parent shouldn't cast one child as a bully and the other as the victim; fights among siblings are seldom this simple.⁽⁵⁾

Parents also may need to intervene, even before things turn violent, if persistent verbal abuse between siblings is leaving one or both constantly angry or with weakened confidence.

Imagine a life without siblings: there would be no quarreling or living-room wrestling matches or hair-pulling. Forty-one percent of American families get to run single-child households. But for the rest, and for the increasing number of families that are blending stepchildren together, relationships among brothers and sisters are of primary concern—⁽⁶⁾as they should be. As one of four children—the one who was once caught fighting with a sister over some small things—I can say with authority that positive sibling relationships can be a source of strength for life, whereas unresolved early conflicts can create wounds that never quite heal.

注

sibling : 兄弟姉妹

設問

- (1) 下線部(1)を日本語に訳しなさい。
- (2) 下線部(2)を日本語に訳しなさい。
- (3) 下線部(3)を日本語に訳しなさい。
- (4) 下線部(4)の内容を具体的に日本語で書きなさい。
- (5) 下線部(5)の内容を具体的に日本語で書きなさい。
- (6) 下線部(6)を日本語に訳しなさい。

II 次の英文は、国際パラリンピック委員会の創設者ロバート・ステッドワードへのインタビューである。下記の設問に答えなさい。

Interviewer: How did you first get involved in athletics for the disabled?

Steadward: At the University of Alberta, 36 years ago, I had the opportunity to work with a small group of youngsters in an ice hockey program who were in a special school for hearing-impaired students. After (A) establish a couple of provincial and national programs, I got involved at the national level both in coaching and administration. Then in the late 1970s the world movement of disability sports started to expand and include more than just wheelchair athletes with spinal injuries. Other organizations grew out of that, and by the 1980s I was (B) about the fragmentation that I saw in the area of disability sports. In addition, our groups were being organized according to a medical model as opposed to a sports model.

Interviewer: What did you do to change the direction of the movement?

Steadward: I wrote a number of papers and proposals and started to send them to anyone who would listen. Also, I think because of the tremendous performance of some of our athletes, the public became more aware and more interested, which created more interest from the media. As a result, our athletes have been recognized for their abilities as athletes, not just as disabled people who achieved something. Particularly over the past 12 to 15 years there has been a greater awareness around the world and a higher profile for disabled athletes because of their achievements.

Interviewer: What has sparked that?

Steadward: The world is changing a lot. In our early days the Paralympic movement was very small. We've (C) for respect and acceptance in equating ourselves with the so-called 'normal' realm of

sport. And we moved from a rehabilitation model to (X).
Because we've been able to convince the International Olympic
Committee [IOC] and other sporting organizations to include our
athletes in their world championships, this kind of exposure has
(D) the Paralympics the kind of recognition it rightly deserves.

Interviewer: What stimulated you to help bring that about?

Steadward: (①)

Interviewer: Are the Paralympics trying to achieve the same lofty goals
as the Olympics?

Steadward: (②)

Interviewer: How far does the disabled sports movement have left to go?

Steadward: (③)

Interviewer: What do you tell people who wonder if they can make a
difference?

Steadward: (④)

注 Alberta : カナダ西部の州名 spinal : 背骨の

設 問

(1) 空所(A)～(D)に、下記の語群の中からもっとも適切な一語を選
び、適当な形に直して書きなさい。

concern gain help struggle

(2) 上の①～④に当てはまる返事としてもっとも適切なものを、(ア)～(エ)からひと
つずつ選びなさい。

(ア) I think we have far exceeded many of the hopes and aspirations
that we had years ago. But I won't be satisfied until we've created
an attitude of complete acceptance for people with disabilities as
equal partners in their societies and in their communities. Not just
in sport, but in all aspects of life.

(イ) A really good friend of mine keeps reminding me that it's amazing what can be achieved when no one cares who gets the credit.

(ウ) Yes and no. Our primary mission is to provide the very best opportunities for athletes with disabilities to reach their personal and sporting goals and to provide them with a competitive sporting environment in which to reach those goals. When you read the Olympic ideals that were created by Pierre de Coubertin more than 100 years ago, those ideals can be very much applied to the Paralympics and the Paralympic athlete.

(エ) The athletes themselves inspired me. Despite the tremendous lack of opportunities in years gone by, they demonstrated that so many changes could take place. Athletes with disabilities are tremendous role models for other young, disabled people. People with disabilities have physical challenges that their able-bodied sports counterparts don't have. So the benefits of sport are even greater for disabled people.

(3) 空欄(X)に、本文中からもっとも適切な連続する三語(英語)を選んで書きなさい。

(4) 下線部(b)について、その具体的内容を簡潔に日本語で説明しなさい。

(5) 下線部(a)と(c)を日本語に訳しなさい。

Ⅲ 次の日本語(A), (B)を読んで、下線部(1), (2), (3), (4)を英語に訳しなさい。

(A)

沖繩には花火大会はない、と何かで読んだことがある。打ち上げる音を聞くと
(1) 沖繩戦での艦砲射撃の音がよみがえる人がおり、それに配慮して催さないのだ、
と説明されていた。しかし(2) いままでは、沖繩でも祭や行事で花火がしばしば打ち上
げられる。

(B)

「21世紀は国際化の時代だから、日本人はもっと国際感覚を養うべきだ。」こ
(3) んな文章、あるいはお題目に接したとき、皆さんはどのような反応を示します
か。こういう発言に対して、「いまだにそんな発言をする人は、時代遅れであ
る。」と批判をする者もいます。(4)

IV

(A) 次の(1)~(5)の各組の会話を、与えられた文字で始まるもっとも適切な一語を入れて完成しなさい。

(1) A: (P) me, sir.

B: Yes.

A: Can you tell me the way to the museum, please?

(2) A: I want to thank you very much for all your help.

B: Never (m). Happy to do it.

(3) A: Everyone thinks your attitude lacks sincerity.

B: (S) what?

(4) A: I'm sorry to have punished you in this fashion, but you
(a) for it.

B: Maybe so, but I don't think I deserved such a severe
punishment.

(5) A: Will you take my history test for me?

B: No (w)!

(B) 次の(1)~(5)の文中の誤った一語を書き、その語に代わる正しい一語で置き換えなさい。

例

Shakespeare is thought to has been a schoolmaster early in his career.

誤 正

has → have

- (1) It has been so a long time since I saw him that I'm not sure I can recognize him.
- (2) They kept on good condition by eating right and not smoking.
- (3) Everybody knows that coffee has smaller calories than ice cream does.
- (4) Tom will have to work very hard to have ends meet.
- (5) He apologized for scraping my car and offered to get one repaired.

(C) 次の(1)~(5)の各組の英文が、同じ意味になるように書き換えなさい。ただし、解答は、与えられた書き出しで始め、一文でなければならない。

(1) The police wondered, "Will there be a new crime wave in the city?"
The police didn't know _____.

(2) She was going to live alone. She was nervous about that.
She was nervous _____.

(3) He had not paid his taxes for ten years. He was arrested.
He was arrested for _____.

(4) Perhaps he was an enemy spy. It appears so.
He appears _____.

(5) The President was dead. The nation was shocked.
It shocked _____.