

平成 19 年度 入学試験問題

# 外 国 語

英 語

2 月 25 日(日) 9 : 00—10 : 30

(全学部共通)

## 注 意 事 項

1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、8 ページである。
3. 問題冊子とは別に答案紙が 4 枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の 2 箇所受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了時刻まで退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。

I 次の英文を読み、設問に答えなさい。

(\*の付いた単語は注を参照のこと)

What explains the complex bit of art that is the human personality? We may not be born as *tabulae rasae*.\* Any parent knows that each child comes from the womb with an individual personality that seems pre-installed at the factory. But from the moment of birth, a lot of things set to work on that temperament — moderating it, challenging it, wounding it. What we're left with after 10 or 20 or 50 years is quite different from what we started out with.

For a long time, researchers have tried to determine how our personality is shaped. And over the years, they've had a lot of *eureka*\* moments. First it was our parents, particularly our mothers. Then it was our genes. Next it was our peers, who show up last but hold great sway.\* And all those ideas were good ones — but only as far as they went.

The fact is when investigators had studied all the data from those theories, they were still left with as many questions as answers. Somewhere, there was a sort of invisible factor. More and more, scientists are concluding that this unexplained force is our siblings.

From the time they are born, our brothers and sisters are our collaborators and co-conspirators,\* our role models and cautionary tales. They are our scolds, protectors, goads,\* tormentors, playmates, counselors, sources of envy, objects of pride. They teach us how to resolve conflicts and how not to; how to conduct friendships and when to end them. Sisters teach brothers about the mysteries of girls; brothers teach sisters about the puzzle of boys. Our spouses arrive comparatively late in our lives; our parents eventually leave us. Our siblings may be the only people we'll ever know who truly qualify as partners for life. "Siblings," says family sociologist Katherine Conger of the University of California, Davis, "are with us for the whole journey."

Within the scientific community, siblings have not been wholly ignored, but research has been limited mostly to discussions of birth order: older children

were said to be ambitious; younger ones rebellious; middle kids confused. The stereotypes were broad, if not entirely untrue, and there the discussion mostly ended. <sup>(4)</sup>

But all that's changing. At research centers in the U.S., Canada, Europe and elsewhere, investigators are launching a wealth of new studies into the sibling dynamic, looking at ways brothers and sisters steer one another into — or away ( ア ) — risky behavior; how they form a protective buffer\* against family upheaval; how they educate one another about the opposite sex; how all siblings compete ( イ ) family recognition and come to terms — or blows — over such impossibly charged\* issues as parental favoritism.

From that research, scientists are gaining intriguing\* insights ( ウ ) the people we become as adults. Does the manager who runs a congenial\* office call on the peacemaking skills learned in the family playroom? Does the student struggling with a professor who plays favorites draw upon the coping skills acquired from dealing ( エ ) a sister who was Daddy's girl? Do husbands and wives benefit from the inter-gender negotiations they experienced when their most important partners were their sisters and brothers? <sup>(5)</sup> All that is ( オ ) investigation. "Siblings have just been off the radar screen until now," says Conger. But today serious work is revealing exactly how our brothers and sisters influence us.

(出典：Time 2006年7月10日号より。出題の都合上、原文の一部に変更を加えている。)

#### 注

<i>tabulae rasae</i>	(心の)白紙状態	<i>eureka</i>	発見したときの叫び声
hold great sway	重大な影響を有する	co-conspirator	共謀者
goad	行動に駆り立てる人	buffer	緩衝
charged	(非常に)感情的な	intriguing	好奇心、興味等をそそる
congenial	協調的な		

設 問

- 1 下線部(1), (5)を日本語に訳しなさい。
- 2 下線部(2)は何を説明するためのものか, 本文に即して簡潔な日本語で答えなさい。
- 3 下線部(3)の内容を表すもっとも適切な連続した3語を本文中から抜き出して答えなさい。
- 4 下線部(4)の具体的内容を, 本文に即して日本語で説明しなさい。
- 5 空所(ア)~(オ)に入るもっとも適切な前置詞をそれぞれ答えなさい。

II 次の英文を読み、設問に答えなさい。

(\*の付いた単語は注を参照のこと)

The last place my increasingly forgetful 85-year-old father wanted to be was sitting beside me in the office of a geriatric\* specialist. The doctor leaned forward at her desk and locked eyes with my father. “Has it been difficult for you to remember things recently, Mr. Cooper?”

“I’m fine,” he said.

“I’m sure you are,” she said. “But if we test you today, we’ll have a base line to compare against future tests.”

“Future tests?” (ア)【as if, he, he’d, looked, something, sour, tasted】.

“I’m going to ask you several questions,” she continued, “and I’d like you to answer them one at a time.”

“How else would I?”

“How else would you what?”

“Answer them, for Christ’s sake!”

The doctor jotted\* a note. “We’ll be working from what’s called the Mini-Mental State Examination,” she explained, “and I’ll score your answers as we go along.”

Dad adjusted his Miracle-Ear.\* “So test me, already.”

First (イ)【asked, date, father, her, my, she, tell, the, to】. I silently answered along. He got it . I was off by a couple of days. I scooted\* my chair closer. Now I had something to prove. I felt as if my father and I were  
(1) opponents on a quiz show.

“What state are we in?” “City?” “Hospital?” “Floor?”

Not until she whispered “Bernard” did I realize that I’d been muttering  
(2) answers under my breath. But I was sure my father hadn’t heard me. And anyway, I got them . Dad, on the other hand, didn’t know what floor we were on. But he probably would have known it was the third if he had been the one to push the elevator button instead of me. The mechanics of recall are delicate, so iffy and contingent.\*

My father lowered his head and laced his fingers together in his lap. He had the shamed, inward look of a man who knows he had blundered,\* but doesn't know how.

“Mr. Cooper?” she asked. “(ウ)【 are, continue, ready, to, you 】?”

My father nodded. His head seemed heavy, as if with answers that would soon elude him.

“Spell ‘world’ backward,” the doctor said.

“Why ‘world’?” Dad asked, peering over his glasses.

Because the world *is* backward, I said to myself. Laws are repealed.\* Iron rusts. Logic unravels.\*

“I suggest you don't overthink the questions, Mr. Cooper. Just try to relax and let the answers come.”

Dad deliberated on every letter. “D . . . L . . . O . . . R . . . W?”

She recorded his score. “Now, please repeat the following list of items in the same order: Apple, penny, table.”

My father cocked his head. “Did I get it ?”

“You haven't repeated the items yet.”

“Not those,” he said. “‘World.’ Did I get it backward?”

“(エ)<sup>(3)</sup>【 ask, at, end, me, of, test, the, the 】.”

“Suppose I forget?”

“We should move on to the next question,” the doctor insisted. “Now, kindly repeat after me: Apple, penny, table.”

“Why can't you tell me now?”

“Apple, penny, table,” she persisted.

“Apple,” he said at last. “The rest I forget.” He dismissed his insufficient recall with a wave of his hand, but he looked at me to gauge how he was doing. I smiled noncommittally back.

(出典： *The New York Times Magazine* 2006年1月8日号より。出題の都合上、原文の一部に変更を加えている。)

注

geriatric 老人病学の

jot 書き留める

Miracle-Ear 補聴器のこと

scoot ちょっと移動する

iffy and contingent あやふやで不確かな

blunder 失敗する

repeal 廃止する

unravel 破綻する

設 問

- 1 (ア), (イ), (ウ), (エ)の括弧【       】内のそれぞれの単語を意味が通るように文脈に即して並べ替え、もっとも適切な英語の文にきなさい。
- 2 本文中の空欄  には共通の単語が入る。もっとも適切な英語を5文字以内の1語で答えなさい。
- 3 下線部(1)と(2)を日本語に訳しなさい。
- 4 この医師の診察室は何階にあるか、英語で答えなさい。
- 5 下線部(3)の those は具体的に何を指すか、本文中の英語で答えなさい。

Ⅲ 次の文を読み、下の単語リストを参考にして、下線部(A)～(E)を英語に訳しなさい。

日本では、納豆は醤油とともにかき混ぜ、それからご飯にのせて食べるのが一般的である。<sup>(A)</sup>納豆巻も人気があり、たいていのコンビニで買うことができる。納豆は<sup>(B)</sup>日本の典型的な食品と考えられている。大豆が自然に発酵して納豆が生まれたらしい。しかし、奈良時代に中国から仏教僧によって持ち込まれたという説もある。<sup>(C)</sup>納豆は極めて栄養に富み、健康に良い。近年、外国でも納豆が販売され、食され<sup>(D)</sup>ている。納豆は豆腐と同様に、今後ますます海外で人気を博することであろう。<sup>(E)</sup>

納豆 natto

醤油 soy sauce

仏教僧 Buddhist monk

栄養 nutrition

豆腐 tofu

Ⅳ 次の記事は、雑誌記者Aと映画女優Bの架空のインタビューです。文脈に即して、下線部(1)~(5)を英語に訳しなさい。

A どうして女優になろうと決めたのですか？

B そうですね。10代のとき、ヘップバーンの『ローマの休日』という映画をみて、とても影響をうけました。それがきっかけで将来のことを考えはじめました。<sup>(1)</sup>ご存知のように、あの映画はロマンティック・コメディですが、それをみて、私も、女優を一生の仕事にできたらいいなと思うようになりました。

A それで、その後はどうでしたか？

B 18歳のとき、たくさんオーディションをうけましたが、全部落ちました。それでも、もう一回だけやってみようと思いました。<sup>(2)</sup>それでだめなら、あきらめることにしました。

A それがうまくいったんですね？

B ラッキーだったことに、有名な監督の作品に出させてもらったんです。ほんの端役だったんですが、とにかくそれで経験を積むことができました。そのおかげで、もっと大きな役をもらったんです。<sup>(3)</sup>

A ところで最近、離婚なさって、たいへんでしたね。<sup>(4)</sup>マスコミにも騒がれて。

B ほんとに！ もう、2度とあんな目にあいたくないわ。<sup>(5)</sup>両親と友達がいなかったら、どうなっていたかわかりません。