

III 次の英文を読んで、下線部 (1)、(2) 及び (3) をそれぞれ日本語に訳しなさい。

Imagine your brain as a house filled with lights. Now imagine someone turning off the lights one by one. That's what Alzheimer's disease does. It turns off the lights so that the flow of ideas, emotions and memories from one room to the next slows and eventually ceases. ⁽¹⁾ And sadly—as anyone who has ever watched a parent, a sibling, or a spouse succumb to the spreading darkness knows—there is no way to stop the lights from turning off, no way to switch them back on once they've grown dim.

For nearly a century, scientists have wondered which of the brain lesions associated with Alzheimer's is more important—the plaques that litter the empty spaces between nerve cells or the stringy tangles that erupt from within. ⁽²⁾ The problem arose the moment a German neuropathologist named Alois Alzheimer stared through a microscope at a slice of brain tissue and beheld these twin markers of the disease he was first to diagnose. The year was 1906. The patient's name was Auguste D. She was 55 when she died, and she had spent the last years of her life as a patient in a mental institution.

Alzheimer's discovery generated great interest at the time, but the disease that carried his name soon came to be regarded as a medical oddity. Why? For many years, the diagnosis appeared to apply only to a very small group of patients under the age of 60. That soon changed, thanks in part to the widespread use of vaccines and antibiotics, which extended the life-span. ⁽³⁾ By the 1960s, the number of cases of so-called senile dementia had increased to the point that neurologists finally made the connection: in most cases, Alzheimer's disease and senile dementia were one and the same.

(注) senile dementia 老人性痴呆

(1)

(2)

(3)

IV 次の文章(1)、(2)の下線部をそれぞれ英語に訳しなさい。

(1) 「日本のものが好きでも、日本のことを認めることにはならない。」韓国の若者世代である彼らが持つ、二つの日本。
私はソウルと日本を行ったり来たりしながら、彼らの複雑に絡み合った感情をほどく糸口をずっと探していた。

(2) 日本の生徒は教室で堂々と発言できないから駄目だ、といった英語教師の苦勞話をよく耳にする。だが、日本人としての僕の感性からすれば、米国流のディベートのように、心情を抜きにして賛否いずれの立場からでも理路整然と議論が出来るなどというほうがよっぽどインチキである。以前から僕は、そういう技術や言語使用の理念までも押し付ける英語教育に対して疑問を投げかけてきた。それは日本の欧米化を促しはするだろうが、日本人の真の国際化の助けにはなるまい。
