

英 語

- 1 (A) 次の英文の内容を 40～50 字の日本語に要約せよ。句読点も字数に含める。

What makes us specifically human? The complexity of our language? Our problem-solving strategies? You may be shocked by my suggestion that, in some very deep sense, language and some aspects of human problem solving are no more or less complex than the behaviors of other species. Complexity as such is not the issue. Spiders weave complex webs, bees transmit complex information about sources and quality of nectar, ants interact in complex colonies, beavers build complex dams, chimpanzees have complex problem-solving strategies, just as humans use complex language. Nor are our problem-solving skills so remarkable: there are human beings who have perfectly normal human mental abilities, but who nevertheless are unable to solve certain problems that a chimpanzee can solve. There is, however, one extremely important difference between human and non-human intelligence, a difference which distinguishes us from all other species. Unlike the spider, which stops at web weaving, the human child—and, I maintain, only the human child—has the potential to take its own representations as objects of cognitive attention. Normally, human children not only become efficient users of language; they also have the capacity to become little grammarians. By contrast, spiders, ants, beavers, and probably even chimpanzees do not have the potential to analyze their own knowledge.

(B) 次の英文は第2, 第3, 第5, 第6, 第8段落が抜けている。それぞれの空所を埋めるのに最もふさわしいものを, ア〜カ(6〜7ページ)から1つ選んでその記号を記せ。6つの選択肢のうち5つ選ぶこと。

(1) Science and technology have improved our lives over the past 150 years. And there is every possibility, given the correct regulatory framework, that they will do the same over the next 150. The growth of scientific knowledge has allowed us to control some of the risks of life and eliminate some of its worst evils. In particular, advances in medical science have reduced the threat of a great variety of diseases.

(2)

(3)

(4) The benefits of science are thus enormous — and not only in the areas of life expectancy and health care. At present, one of the gravest problems we face is damage to the environment. The rush towards industrialisation has led to an unthinking approach to our natural resources. But, unless we want to go back to a pre-industrial world, we will not be able to protect the environment without the use of science.

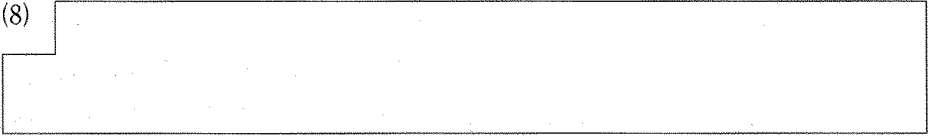
(5)

(6)

(7) To guard against such threats to human well-being, we must make

certain that we have effective systems of regulation in place to ensure that future scientific progress is safe, ethical and environmentally sound. Openness in explaining the meanings and possible consequences of scientific advances is absolutely essential, both in government departments and in the scientific community.

(8)



ア To take one simple example, it was the work of chemists in the USA and Germany that first showed that CFCs (chlorofluorocarbons, used in refrigerators and aerosols, for example) can cause the breakdown of ozone when they are released into the upper levels of the atmosphere. Then, in the 1980s, British scientists produced proof that the stratospheric ozone has partially disappeared over Antarctica. This observation and the known chemical mechanism were crucial pieces of evidence that together led in 1987 to the signing of the Montreal Protocol on reducing the use of CFCs. The replacement of CFCs has also relied on science to produce alternative methods of refrigeration.

イ In Britain now we tend to take our good health for granted, but we should remember how common death at an early age would have been in the pre-industrial era, and that the reason why that is no longer so is mostly due to advances in science. As the historian J. H. Plumb once commented: 'No one in his senses would choose to have been born in a previous age unless he could be certain that he would have been born into a prosperous family, that he would have enjoyed extremely good health, and that he would have accepted stoically the death of the majority of his children.'

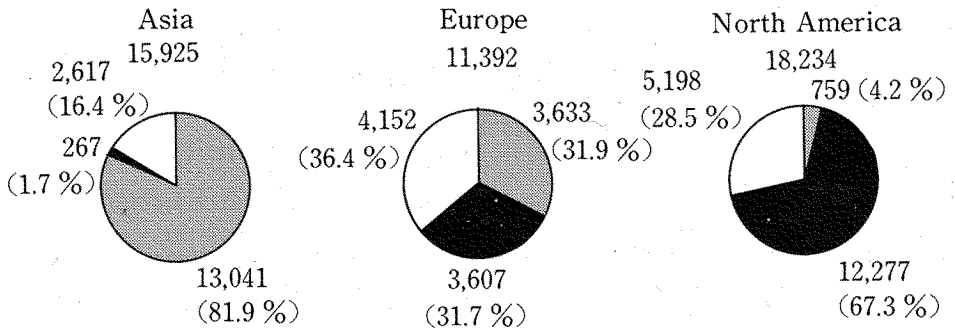
ウ Information technology has already had an enormous effect on the availability and speed of transfer of information. It has literally shrunk the world — or at least the developed world. However, as the technology develops, and computers become cheaper, and thus affordable by more and more people in all parts of the world, this new global access to information will have profound and, in some cases, regrettable consequences.

エ I am not arguing for the mindless pursuit of scientific change; I am arguing against a mindless opposition to it. Our lives in the coming century will inevitably be changed by the revolutions taking place in almost all scientific fields. However, it is only the existence of a properly regulated scientific framework that will ensure that these developments are put to use for our collective good. We cannot turn away from progress, but we can encourage it and guide it in such a way that people in all countries may enjoy its advantages.

オ Thus, in the fields of both health care and the environment — as well as in other areas, such as transport, media, information technology and food — scientific progress is improving the quality of our lives. But we must never be arrogant about the advance of science: terrible medical tragedies, such as Thalidomide, and the development of weapons of mass destruction, have to be set against progress.

カ The result has been an incredible increase in the quality and length of our lives over the past fifty years. If we take the world as a whole, life expectancy at birth rose from 46.4 years in 1950–55 to 64.4 years in 1990–95. And, equally significant, the gap in life expectancy between the more developed regions and the less developed ones fell from 26 years in 1950–55 to 12 years in 1990–95.

2 (A) 下のグラフは、海外における日本人の学齢期の子供の就学状況を、地域別に示したものである。これを参考にしながら、一貫した内容の会話となるように、(1)～(7)の下線部を埋めよ。(1), (3), (5)にはそれぞれ地域名を入れよ。(2), (4)は15語以内, (6)は10語以内, (7)は15～25語の英文を書け。



- ① Japanese children enrolled in full-time Japanese schools only.
- ② Japanese children enrolled in local schools or international schools, while also attending a part-time Japanese school.
- ③ Japanese children enrolled only in local schools or international schools.

(注)

Full-time Japanese schools : 日本人学校。日本国内と同等の教育を日本語で行う。

Local schools : 現地校。現地の公立学校など。その国の言語で授業が行われる。

Part-time Japanese schools : 日本語による補習授業校。

This is a social studies class in a junior high school in Japan. The teacher is showing the graphs on the preceding page to the students.

Teacher : For the two graphs which are most different, how do the situations in those areas differ ?

Miyako : In (1) _____, (2) _____. On the other hand, in (3) _____, (4) _____.

Teacher : Imagine you are eight years old. If you lived in one of the areas shown in the graphs, what type of school would you prefer to go to, and why ?

Kazuyuki : If I lived in (5) _____, I'd want to (6) _____, because (7) _____.

(B) 次の手紙は、「クローン技術」を特集した雑誌の読者が編集者にあてた投書である。(1)のア、イのうちいずれかを選び、その記号を解答欄に記した上で、一貫した内容になるよう、(2)、(3)の下線部にそれぞれ5～10語の英文を書け。

To the Editor :

I read the article “Cloning : It Isn’t Just for Sheep Anymore” with great interest. I think the government (1) [ア should イ should not] support research on cloning people because (2) _____ .
Furthermore, (3) _____ .

Sincerely,

Taro Yamashita

3 放送を聞いて問題(A), (B)に答えよ。

注 意

- ・聞き取り問題は試験開始後 45 分経過した頃から約 30 分間放送される。
- ・放送を聞きながらメモを取ってもよいが、解答は解答用紙の所定欄に記入せよ。
- ・放送が終わったあとも、この問題の解答を続けてよい。

(A) これから放送するのは、Alice の留守番電話に残された 4 つのメッセージである。それを聞いて、以下の設問に答えよ。(1), (3)~(7)はア~エの中から 1 つ選び、その記号を記せ。(2)は数字を記せ。メッセージは同じものが 3 回続けて放送されたあと、次のメッセージに移る。

Message 1

- (1) What is Alice asked to do?
- ア Recommend a Japanese teacher.
 - イ Recommend an English teacher.
 - ウ Recommend a high school in London.
 - エ Recommend a private teacher in Tokyo.
- (2) What is Susan Baker's telephone number?

Message 2

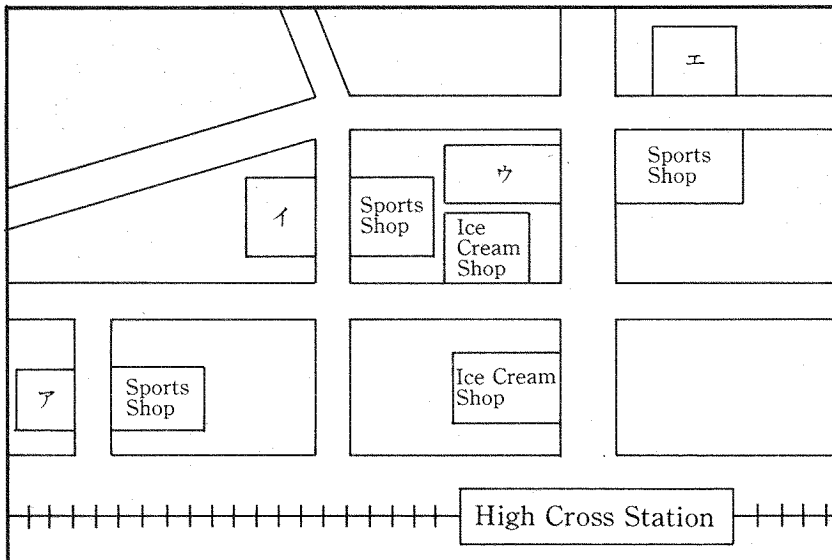
- (3) What is Mr. Gray's suggestion to Alice?
- ア To come to the store next week.
 - イ To order the telephone this week.
 - ウ To call him to order the telephone.
 - エ To buy the telephone on Wednesday.

(4) Why does he make this suggestion to Alice?

- ア Because he needs more information.
- イ Because he will be in the store on Wednesday.
- ウ Because he is interested in portable telephones.
- エ Because many people want to buy that kind of telephone.

Message 3

(5) Look at the map and choose the letter which corresponds to the location of the restaurant.



Message 4

(6) Why does Stephen call Alice a second time?

- ア To talk about Stephen's book.
- イ To talk about dinner on Friday.
- ウ To talk about Alice's summer vacation.
- エ To talk about Stephen's vacation plans.

(7) Stephen wants Alice to

ア call him at home tonight.

イ borrow his book on Friday.

ウ meet him at the restaurant tonight.

エ go to Paris with him in the summer.

(B) これから放送する講義を聞き、以下の設問に答えよ。講義は3回放送される。
(1), (2), (4)は空所にそれぞれ1語の英語を記入せよ。(3), (5), (6)は正しいものを
1つ選び、その記号を記せ。

(1) According to the lecture, the treatment of diseases in the distant past was characterized by a lot of _____.

(2) In the past, it was thought that all diseases must be _____ with something. Eventually, it was realized that very often patients with serious diseases could _____ on their own.

(3) The discovery that certain diseases had a so-called “natural history” was [ア a very important イ a somewhat important ウ an unimportant] development that had [ア a major イ a limited ウ no] influence on how patients were treated.

(4) What was one of the major benefits of the “art of medicine”? Patients had a better idea of how their diseases would _____.

(5) “Doctors are useful to medical progress even though they are not very good at curing diseases.” According to the lecture, in which period would this sentence be true?

ア Before the nineteenth century.

イ In the late nineteenth century.

ウ Since the 1930s.

エ None of these.

(6) Judging from the context, what does the word “diagnosis” mean?

- ア Leaving a patient’s disease untreated.
- イ Determining which disease a patient has.
- ウ Treating a patient’s disease with medicine.
- エ Talking to a patient about his or her disease.

スクリプト

Message 1

Hello. My name is Susan Baker. I'm an acquaintance of your colleague, Peter Smith, who suggested that you might be able to help me. I have a Japanese friend in Tokyo whose daughter will be in London during the summer and is looking for an English teacher to give her private lessons while she's here. Since you've been working here with international language programs, Peter said you might know someone who could teach her. I would appreciate it if you would call me to discuss this. My telephone number is 638-9241. I'm sorry, I made a mistake. My number is 638-9281. The best time to call me is in the evening. Thank you very much.

Message 2

This is Mr. Gray from Office Supplies Unlimited. I'm returning your call about the portable telephone you called about earlier. We do sell the Quick Speaker brand of telephone, but right now we don't have any in the store. We expect to get some in next week, probably by Wednesday. This brand is very popular right now, so if you want to purchase one, it would be safest if you could come into our store sometime this week and place an order. Please call again if you need more information. Thank you.

Message 3

Hello Alice. Stephen here. I'm just calling to tell you how to get to the Red Bird restaurant -- that's the place we're having dinner on Friday night. It's pretty easy to find. OK, you take the train to High Cross Station. When you come out of the station, you'll see a street leading away from the station with an ice cream shop on the left. Go down that street two blocks -- that's the street with the ice cream shop on it -- then turn right. The restaurant's on the left side of the street. There's a sports shop opposite. OK, I hope those directions are clear, but if they aren't, just give me a call. OK, see you there around 7:00 on Friday. Bye.

Message 4

Hi Alice, it's Stephen again. I just remembered something else. You remember the book I lent you a couple of months ago? The one about Paris? Well, if you've finished with it, do you think I could have it back? I'm planning to go there for my summer vacation, and that book's got a lot of information that'd really help me plan my trip. So, if it's convenient for you, could I come by your house tomorrow and pick it up? If not, of course, you could bring it with you to the restaurant when we meet on Friday. In any case, please call me tonight and let me know what you'd like to do. OK, thanks. See you soon. Bye.

The history of medicine has never been an attractive subject in medical education. One reason for this is that it is such a dreadful story. For century after century, medicine got along by sheer guesswork. Almost anything that could be thought up for the treatment of disease was tried out at one time or another. Once a treatment was tried, it lasted for decades or even centuries before being given up. It was the most irresponsible kind of human experimentation, based on nothing but trial and error and people's imaginings about the causes of disease. As a consequence, treatment was just as likely to make patients sicker as it was to cure them.

Then, sometime near the middle of the nineteenth century, people began to realise that almost all the complicated treatments available at the time did not really work. In fact, they found that most of them actually did more harm than good. At the same time, a surprising discovery was made that certain diseases got better by themselves, that they had, so to speak, a "natural history". It was found that patients suffering from many serious diseases could recover without medical help. What's more, they often did better with no treatment than with the strange medicines that were popular at that time.

It is hard for us now to imagine how important this discovery was -- and how great its effect was on the practice of medicine. The long tradition of treating everything with something was coming to an end. And over the following decades, what came to be called the "art of medicine" began to take its place.

Looking back on this now, we can see that this "art" was really the beginning of the science of medicine. It was based on careful, objective, even cool-observations of sick people. From this we learned the details of the natural history of illness, so that in some cases diseases that were long thought of as similar were discovered to be two entirely separate, unrelated diseases. Typhus and typhoid are classic examples of such diseases. Accurate diagnosis now became the central purpose of medicine. As the methods for diagnosis improved, patients and their families could be accurately told not only the name of the illness but also how it was most likely to turn out. By the beginning of the twentieth century, these were becoming gradually accepted as the main responsibilities of the doctor.

This new willingness to pay cool, careful attention to illness laid the basis for the careful, objective medical research of the early twentieth century. The fruits of this research began to appear in the mid-1930s with the discovery of antibiotics. Then, for the first time in history, doctors had methods of treatment that really did cure their patients.

4 (A) 次の各文が意味の通った英文となるようにア～オを並べ換え、その2番目と4番目にくる語の記号を記せ。

(1) I know how you feel about the mistake, but it is (ア a イ much
ウ not エ of オ problem).

(2) John will be late for the first game, so we'll just (ア do イ have
ウ make エ to オ with) ten players.

(3) His official position hasn't changed, but actually he isn't (ア as
イ as ウ before エ in オ involved) our decision-making
processes.

(4) She can't come to the phone. She is (ア in イ middle ウ of
エ right オ the) her work.

(5) You're not making any sense — (ア is イ it ウ that エ what
オ you) want?

(B) 次の英文の下線部を和訳せよ。ただし，“it”の内容を明らかにすること。

Chance had been our ally too often. We had grown complacent, over-confident of its loyalty. And so the moment when it first chose to betray us was also the moment when we were least likely to suspect that it might.

5 次の英文を読み、以下の設問に答えよ。

I came home from school one day to find a strange man in the kitchen. He was making something on the stove, peering intently into a saucepan.

‘Who are you? What are you doing here?’ I asked him. It was a week since my father died.

The man said, ‘Shh. Not now. Just a minute.’ He had a strong foreign accent.

I recognised that he was concentrating and said, ‘What’s that you’re making?’

This time he glanced at me. ‘Polenta,’ he said.

I went over to the stove and looked inside the saucepan. The stuff was yellowy, sticky, a thick semolina. ‘That looks disgusting,’ I told him, and then went in search of my mother.

I found her in the garden. ‘Mum, there’s a man in the kitchen. He’s cooking. He says he’s making polenta.’

‘Yes, darling? Polenta?’ said my mother. I began to suspect she might not be much help. ⁽¹⁾ I wished my father were here. ‘I’m not exactly sure what that is,’ my mother said vaguely.

‘Mum, I don’t care about the polenta. Who is he? What’s he doing in our kitchen?’

‘Ah!’ exclaimed my mother. She was wearing a thin flowery summer dress, and I noticed suddenly how thin she was. *My mother*, I thought. Everything seemed to pile on top of me and I found myself unexpectedly ⁽²⁾ crying. ‘Don’t cry, love,’ said my mother. ‘It’s all right. He’s our new lodger.’ She hugged me.

I wiped my eyes, sniffing. ‘Lodger?’

‘With your father gone,’ my mother explained, ‘I’m afraid I’m having to (3) one of the spare rooms.’ She turned and began to walk back

towards the house. We could see the lodger in the kitchen, moving about. I put my hand on my mother's arm to stop her going inside.

'Is he living here then?' I asked. 'With us? I mean, will he eat with us and (4)?'

'This is his home now,' said my mother. 'We must make him feel at home.' She added, as if it were an afterthought, 'His name's Konstantin. He's Russian.' Then she went inside.

I paused to take (5) this information. A Russian. This sounded exotic and interesting and made me inclined to forgive his rudeness. I watched my mother enter the kitchen. Konstantin the Russian looked up and a smile lighted up his face. 'Maria!' He opened his arms and she went up to him. They kissed on both cheeks. My mother looked around and beckoned to me.

'This is my daughter,' she said. There was a note in her voice that I couldn't identify. (6) She stretched out her hand to me.

'Ah! You must be Anna,' the Russian said.

I was startled, not expecting him to have my name so readily on his lips. I looked at my mother. She was giving nothing away. (7) The Russian held out his hands and said, 'Konstantin. I am very pleased to meet you. I have heard so much about you.'

We shook hands. I wanted to know how he had heard so much about me, but couldn't think of a way of asking, at least not with my mother there. (8)

The Russian turned back to his cooking. He seemed familiar with our kitchen. He sprinkled salt and pepper over the top of the mass of semolina-like substance, and then carried it through to the living room. For some reason, my mother and I followed him. We all sat in armchairs and looked at one another. I thought I was the only one who felt any sense of (9).

When I got home late next evening, Konstantin and my mother were deep

in conversation over dinner. There were candles on the table.

‘What’s going on?’ I asked.

‘Are you hungry, darling?’ said my mother. ‘We’ve left you some. It’s in the kitchen.’

I was starving. ‘No thanks,’ I said sullenly, ‘I’m fine.’

Though it was early, I went upstairs to bed.

Later I heard my mother’s footsteps on the stairs. She came into my room and leant over me. I kept my eyes closed and breathed deeply. ‘Anna?’ she said, ‘Anna, are you awake?’

I remained silent.

‘I know you’re awake,’ she said.

There was a pause. I was on the point of giving in when she spoke again.
(10)
She said, ‘Your father never loved me. You should not have had to know this. He did not love me.’ She spoke each word with a terrible clarity, as if trying to burn it into my brain. I squeezed my eyes tight. Rigid in my bed, I waited for my mother to leave the room, wondering if I would get
(11) all this with time.

(1) 下線部(1)の説明として最も適当なものはどれか。次のうちから1つ選び、その記号を記せ。

- ア 母親は料理の知識が不足しているという落胆を表している。
- イ 母親は驚いていないのではないかと懸念を表している。
- ウ 母親は自分の質問を理解できないという失望を表している。
- エ 母親だけでは家の管理ができないという不安を表している。

(2) 下線部(2)に示される語り手の気持ちの説明として最も適当なものはどれか。

次のうちから1つ選び、その記号を記せ。

ア I was still in the depths of depression.

イ I suddenly realised how defenceless she was.

ウ My mother's arms felt heavy on my shoulders.

エ I suddenly felt that things were too much to bear.

(3) 空所(3)に入れるのに最も適当な語はどれか。次のうちから1つ選び、その記号を記せ。

ア close イ decorate ウ keep エ let

(4) 空所(4)に入れるのに最も適当な語はどれか。次のうちから1つ選び、その記号を記せ。

ア anything イ everything ウ nothing エ something

(5) 空所(5)に入れるのに最も適当な語はどれか。次のうちから1つ選び、その記号を記せ。

ア down イ in ウ out エ over

(6) 下線部(6)の意味に最も近いものはどれか。次のうちから1つ選び、その記号を記せ。

ア I didn't know why she spoke so softly.

イ I couldn't tell how she had changed her voice.

ウ The melody of her voice made it difficult to understand.

エ There was something unfamiliar about the way she spoke.

(7) 下線部(7)の意味に最も近いものはどれか。次のうちから1つ選び、その記号を記せ。

- ア She wasn't holding out her hands.
- イ Nothing was missing from the house.
- ウ I couldn't tell anything from her face.
- エ The situation was completely under her control.

(8) 下線部(8)を和訳せよ。

(9) 空所(9)に入れるのに最も適当な語はどれか。次のうちから1つ選び、その記号を記せ。

- ア direction イ humour ウ purpose エ unease

(10) 下線部(10)の解釈として最もふさわしくないものはどれか。次のうちから1つ選び、その記号を記せ。

- ア I was about to cry.
- イ I was about to speak to her.
- ウ I was about to open my eyes.
- エ I was about to admit that I was awake.

(11) 空所(11)に入れるのに最も適当な語はどれか。次のうちから1つ選び、その記号を記せ。

- ア at イ in ウ on エ over