

平成22年度入学試験問題（前期日程）

英 語

注 意 事 項

1. 受験番号を解答用紙の所定の欄（2か所）に記入すること。
2. 解答はすべて解答用紙の所定の欄に記入すること。
3. 解答時間は、100分である。
4. リスニングテストは10時10分に開始する。

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次の英文を読んで以下の各問に答えなさい。(40点)

Is Personality Decided by Genes or Environment?

Research on the influence of genes and one's environment on human behavior has a relatively short history. In 1966, a scientist who was studying the relationship between environment and character creation began a study of twin sisters, Amy and Beth, who had been separated at birth. Neither the girls nor their adopting families knew that they were twins. The girls were (①) by families that were, in certain ways, quite similar. They were placed in Jewish homes in New York State. The mothers stayed at home, and in each family there was a son almost exactly seven years older than the twin.

In other ways, the environments were very different. Amy's family was lower class. Her mother was heavy and shy. She was not very interesting and had no confidence in herself, and she felt threatened by her daughter's attractiveness. She seemed to regard Amy as a problem, a stubborn outsider.

(②), Beth's family was wealthy. Her mother was pleasant, youthful, slim, confident, active, and cheerful. She treated her daughter as "the fun child."

The girls' fathers were very much like each other — confident and relaxed — but different in their treatment of the girls. Amy's father came to agree with his wife that Amy was a disappointment. In addition, Amy's brother was a handsome, academic star. The research team described Amy's family as a happy group of three — mother, father, and son — plus a lonely Amy. It was a family that placed a high value on academic success, simplicity, tradition, and emotional calm.

Beth's father was more friendly and helpful. Her family was open, full of energy, and tended to put more emphasis on money than on education. However, Beth's brother was a troubled child who got in trouble with the law. Clearly, Beth was more at the center of her home than Amy was in hers.

The scientist who directed the study was Professor Peter Neubauer from New York University. His aim was to observe these twins who were raised in different environments in order to prove his theory that "environment makes personality." One would expect identical children placed in separate environments to form different behavior and personalities because of different family environments. Generally speaking, the personality differences between the girls as they grew older would measure the correctness of the most basic belief of clinical psychology, which is that experience — in particular, our family background — shapes us into the people we become.

Studies of twins raised apart are one of the most powerful tools that scientists have to

examine how much genes and environment influence an individual's human nature. Identical twins are rare, however, and twins who have been separated and brought up in different families are particularly unusual. Here was an opportunity to look at twins from the moment they were separated and to trace them through childhood, observing at each stage of development the parallel or different courses of their lives. Because the sisters shared the same genetic makeup, one could evaluate the environmental effects on the twins' personalities, their behavior, their health, and their intelligence. Such a study might not settle the ancient quarrel over the relative importance of nature (genes) versus nurture (environment), but there were few other experiments one could imagine that would be more useful for understanding the human condition.

And how did these identical twins in such (③) environments turn out? As might be expected, Amy's problems began early. As an infant, she was tense and demanding. She sucked her thumb; she bit her nails; she cried when left alone. She wet her bed until she was four and continued to have "accidents" for several years more. She had bad dreams and was full of fears. By the age of ten, when the study ended, she was shy, had a serious learning disorder, and was childish, the typical picture of a rejected child. The scientist thought that if only Amy had had a mother and father like Beth's, then her life might have turned out (④) better. In theory, if Amy had been raised in Beth's family, the sources of her problems would have been erased, and she would have been another kind of person—a happier one.

In nearly every way, however, Beth's personality followed Amy's sad development exactly. Thumb sucking, nail biting, and wetting her bed occurred during her infancy and early childhood. Like Amy, she was afraid of the dark and of being left alone. She had similar problems in school and with her classmates. She appeared to have a far closer relationship with her mother, but she complained about a desire for more of her mother's love, just like Amy. Beth did seem to be more successful with her friends and less confused than Amy, but ^(A) she also showed less understanding of her own feelings.

The differences between the girls seemed to be only minor; (⑤) the differences in their environments, their problems were basically the same. Did their family lives mean so little? Did their genes direct them toward sadness and social problems? If psychologists had ^(B) not known that they were twins, wouldn't they have blamed the problems of each child on her family environment? In fact, to his disappointment, Professor Neubauer did conclude that it was quite likely that the environment in which a child grows up does not play a more important role than genes in forming personality. This led to a change in the assumptions of psychology.

Since the 1960s, additional studies involving thousands of pairs of twins have been

conducted. Using twin studies and data from adoption studies, scientists can now estimate what proportion of our intelligence, personality, and behavior might be caused by genes. Moreover, in recent years, the technical analysis of twin studies has become increasingly advanced, often including multiple environmental (⑥), non-twin relatives, and long-term observations. As a result of twin studies, along with powerful tools for analysis, the field of behavioral genetics has caused a revolution, changing the way our society views human nature. Twins have been used to prove a point, and the point is that we don't become. We are.

(Adapted from a *New York Times* Website article: <http://www.nytimes.com/books/first/w/wright-twins.html>, 2009/ 8 / 3)

問 1 本文中の①～⑥に入れるのに最も適切な語句を a～d より選び、その記号を記入しなさい。(12 点)

- | | | | | |
|---|------------------|--------------------|----------------------|-------------------|
| ① | a. rewarded | b. run | c. rejected | d. adopted |
| ② | a. In this sense | b. For this reason | c. On the other hand | d. In other words |
| ③ | a. wonderful | b. contrasting | c. engaging | d. similar |
| ④ | a. any | b. far | c. finally | d. bit |
| ⑤ | a. according to | b. because of | c. despite | d. whether |
| ⑥ | a. factors | b. weights | c. suspects | d. currents |

問 2 下線部(A), (B)を和訳しなさい。(16 点)

問 3 次の(1), (2), (3)の質問に対して日本語で答えなさい。(12 点)

- (1) Regarding the twin sisters, what did Professor Neubauer expect when he started the study?
- (2) Why are identical-twin studies particularly useful?
- (3) After his research, what conclusion did Professor Neubauer reach?

2 次の間に答えなさい。(30点)

2055年には、日本における現役世代(20歳～64歳)と高齢者(65歳以上)の人口比率は1.2:1になると推計されている。少子高齢化がこのまま進めば、あなたが将来退職する時には、十分な年金がもらえないかもしれないし、退職したくても出来ない状況にあるかもしれない。少子高齢化がもたらすこのような問題を解決し、日本の生産力を維持して年金を保証するためには、受け入れる移民の数を増やすべきだという意見もある。この意見にあなたは賛成か反対か。根拠を明示し、自分の将来と関連づけて、200語程度の英語で述べなさい。なお、内容を含め、文法やスペリングも採点の対象となります。

移民 immigrant 少子高齢化 declining birthrate and aging population

生産力 manufacturing power 年金 pension 退職する retire

3

リスニングテスト(30点)

(注意) このテストはAとBの2部に分かれていて、それぞれ録音によって行います。放送の間、メモを取ってもかまいません。

A. Aの部は2つの会話を聞いて、その内容について答える問題です。これから会話とそれに関する質問をそれぞれ2回放送します。会話の後で3つの質問とそれに対する答えの選択肢a～dを放送します。それぞれ正しい答えを1つ選び、その記号を記入下さい。(12点)

Conversation 1

Question 1

- a.
- b.
- c.
- d.

Question 2

- a.
- b.
- c.
- d.

Question 3

- a.
- b.
- c.
- d.

Conversation 2

Question 1

- a.
- b.
- c.
- d.

Question 2

- a.
- b.
- c.
- d.

Question 3

- a.
- b.
- c.
- d.

B. Bの部は英語による歴史の授業を聞いて、その内容に関する質問に答える問題です。質問に対する正しい答えを a～dの中から1つ選び、その記号を記入しなさい。放送は2回行われますが、質問と選択肢は放送されません。(18点)

1. Who was the 35th president of the United States?
 - a. John F. Kennedy
 - b. George Washington
 - c. Richard M. Nixon
 - d. Abraham Lincoln

2. What did the teacher talk about last week?
 - a. John F. Kennedy and Richard M. Nixon.
 - b. Richard M. Nixon and George Washington.
 - c. George Washington and Abraham Lincoln.
 - d. Abraham Lincoln and John F. Kennedy.

3. What was unique about President Kennedy?
 - a. He was the first president.
 - b. He was the first Catholic president.
 - c. He was the first president to resign from office.
 - d. He was the first president to die in office.

4. Which Kennedy family member was not an *elected* politician?
 - a. John F. Kennedy
 - b. Joseph Kennedy
 - c. Robert Kennedy
 - d. Edward Kennedy

5. What happened in May 1972?
 - a. The U.S. resolved international problems.
 - b. The U.S. and the Soviet Union discussed problems in China.
 - c. China disagreed with what Kennedy suggested.
 - d. The U.S. and the Soviet Union signed a treaty.

6. Which of the following did not happen in 1972?
- a. Nixon quit as president of the U.S.
 - b. Nixon became the first U.S. president to visit China.
 - c. Nixon signed an important treaty with the Soviet Union.
 - d. Nixon began lying about spying on his enemies.