

(平 22 前)

外 国 語

英 語

(問題部分 1～10 ページ)

注意 解答はすべて答案用紙の指定のところに記入しなさい。

外国語 (英 語) 125 点

I 次の文章を読んで、問1～3に答えなさい。(配点35点)

Anybody who does much reading of today's fiction will know that quite a surprisingly high proportion of it is about children; and, as often as not, such unhappy children too. To be quite fair, they are not (as were the children in Victorian* novels) treated with any great brutality; they are not very often beaten by their parents, or shut up in coal cellars, or told that if they are naughty they will burn perpetually in hell-fire. The adults in the modern novel about children seem hardly robust* enough for this kind of cruelty. They make their children miserable because they are miserable themselves; they are busy quarreling with one another, or worrying about money, or politics, or they are being unhappy in one or other of the subtle ways that modern psychology has discovered for us. That is to say, their distress seems to make them unimaginative and intolerant of the demands that their children make upon them. As a result they fail to act as shock-absorbers between the big, bad world and the children in their care. The children see and hear far more than the Victorian novelists would have permitted, and they suffer accordingly. It is the old story of innocence arriving most painfully at experience—and never before in literature, surely, has innocence been so defenseless, the blows of fate so heavy, so incomprehensible.

This hasn't always been the case. When children first appeared in fiction, they were very well protected indeed. They were being educated. It was Rousseau*, of course, who reminded the modern world that children were rather special creatures. They were not adults in miniature. They had problems and qualities of their own. As it turned out, people who tried to bring up their children in accordance with Rousseau's theories of education frequently found that, in practice, they didn't work. Boys allowed to run wild and learn from the teachings of nature sometimes became so strong-willed when they grew up that they had to be whipped, or sent to the colonies, or to sea. But his influence was

all to the good. For the first time it became respectable to try and understand what the world looked like from the child's point of view. This, it was agreed, was a basic understanding necessary for all would-be educationalists.

I think I am right in saying that, so far as English literature is concerned, the first living and breathing child since Shakespeare made her appearance right at the end of the eighteenth century, in the didactic* tales of Maria Edgeworth*. Her name was Rosamond and we find her walking down the street with her mother and stopping in front of a toyshop. "O mother," she says, "how happy I should be if I had all those pretty things!" "What, all?" exclaims her mother. "Do you wish for them all, Rosamond?" "Yes, Mamma," says Rosamond. "All."

There is freshness about Rosamond. But she is something more than a mere child. She is a spiritual traveler, and we see her on her journey, visibly moving from innocence to experience, from ignorance to wisdom. Rosamond's mother soon finds means to show her that it is wrong to want everything in the toyshop window, that it is much more sensible to wish for something useful: a pair of shoes, for example. And Rosamond has to agree. "I am sure," she says. "No, not *quite* sure — I *hope* I shall be wiser another time."

She is not only a child but she is conscious of being a child; she realizes that childhood is only one stage in her development. And for that reason her sufferings do not seem quite so terrible.

注 Victorian (19世紀イギリスの)ヴィクトリア女王時代の；

robust たくましい； Rousseau ルソー(フランスの思想家)；

didactic 教訓的な；

Maria Edgeworth マライア・エッジワース(イギリスの小説家)

問 1 下線部(1)を, they が表す内容を明らかにしながら, 日本語に訳しなさい。

問 2 下線部(2)を日本語に訳しなさい。

問 3 次の(a)~(f)の文のそれぞれについて、本文の内容に合致するものには○、合致しないものには×を解答欄に記入しなさい。

- (a) Very few of today's novels are written about children.
- (b) In Victorian novels, children are rarely treated with brutality.
- (c) The adults in the modern novel about children are miserable because their children make a lot of intolerable demands on them.
- (d) According to Rousseau, children and adults basically share the same problems and qualities.
- (e) Rosamond in Maria Edgeworth's didactic tales is the first living and breathing child since Shakespeare in the history of English literature.
- (f) The author believes that Rosamond's sufferings are not permanent.

II 次の文章を読んで、問1～3に答えなさい。(配点35点)

For many years, people believed that the brain, like the body, rested during sleep. After all, we are rendered unconscious by sleep. Perhaps, it was thought, the brain just needs to stop thinking for a few hours every day. Wrong. During sleep, our brain — the organ that directs us to sleep — is itself extraordinarily active. And much of that activity helps the brain to learn, to remember and to make connections.

It wasn't so long ago that the sad joke in research circles was that everyone knew sleep had something to do with memory — except for the people who study sleep and the people who study memory. Then, in 1994, Israeli researchers reported that the average performance for a group of people on a memory test improved when the test was repeated after a break of many hours — during which some subjects slept and others did not. In 2000, a Harvard team demonstrated that this improvement occurred only during sleep.

There are several different types of memory and researchers have designed ways to test each of them. In almost every case, whether the test involves remembering pairs of words or tapping numbered keys in a certain order, “sleeping on it” after first learning the task improves performance. It's as if our brains find some extra practice time while we're asleep.

This isn't to say that we can't form memories when we're awake. If
(1) someone tells you his name, you don't need to fall asleep to remember it. But sleep will make it more likely that you do. Sleep-deprivation experiments have shown that a tired brain has a difficult time capturing memories of all sorts. Interestingly, sleep deprivation is more likely to cause us to forget information
(2) associated with positive emotion than information linked to negative emotion. This could explain, at least in part, why sleep deprivation can trigger depression in some people: memories tainted with negative emotions are more likely than positive ones to “stick” in the sleep-deprived brain.

Sleep also seems to be the time when the brain's two memory systems — the hippocampus* and the neocortex* — “talk” with one other. Experiences that become memories are laid down first in the hippocampus, obliterating whatever is underneath. If a memory is to be retained, it must be shipped from the hippocampus to a place where it will (A) — the neocortex, the wrinkled outer layer of the brain where higher thinking takes place. Unlike the hippocampus, the neocortex is a master at weaving the old with the new. And partly because it rejects incoming information, sleep is the best time for the hippocampus to shuttle memories to the neocortex, and for the neocortex to (B) them to related memories.

How sleep helps us consolidate memories is still largely a mystery. A recent study from the University of Lübeck, in Germany, offers one clue. Subjects were given a list of 46 word pairs to (C), just before sleep. Shortly after they fell asleep, as they reached the deepest stage of sleep, electrical currents were sent through electrodes* on their heads to induce very slow brainwaves. Such slow waves were induced at random in the brains of one group of subjects, but not another. The next morning, the slow-wave group had better recall of the words. Other types of memory were not improved, and inducing the slow waves later in the night did not have the same effect. Why and how the slow waves improved memory is not yet (D), but they are thought to alter the strengths of chemical connections, or synapses*, between specific pairs of nerve cells in the brain. Memories are “stored” in these synapses: changing the strength of the synapses (E) the strength of the memories they store.

注 hippocampus 海馬(大脳の一部)； neocortex (大脳)新皮質；
electrode(s) 電極； synapse(s) シナプス(神経細胞接合部)

問 1 第2パラグラフの内容に基づき、イスラエルとハーヴァードの両研究チームの実験が明らかにしたことを、それぞれ35字以内で書きなさい。ただし、句読点も1字に数えます。

問 2 下線部(1), (2)を日本語に訳しなさい。

問 3 空所(A)～(E)に入る最も適切な動詞を下から選び、必要があれば適切な形にして記入しなさい。ただし、それぞれの語は一度しか使えません。

endure increase link memorize understand

Ⅲ 次の文章を読んで、問1～3に答えなさい。(配点30点)

They stopped at a grocery store designed to look like a log cabin. Nancy pulled out a shopping cart.

“Do we need a cart?” Mary said.

“(A),” Nancy said. “The wine alone would break your arm.”

In the far corner of the cart, Mary saw something brown. Square. A wallet. She gave it to Nancy, who quickly examined it. “Henry Sam Stewart,” she read. “Blue eyes, overweight. Lives on the Nevada side of Lake Tahoe*.” She looked at Mary. “You know what that means?”

“He’s a gambler.”

“No,” Nancy said. “It means you’ll get a big reward.”

“Because he’s a gambler.”

“(B). Because, Mary, he lives far away. He’ll be really grateful if we made the effort.”

(1)
Nancy bought a map along with the groceries, and they climbed back into the van and set out to find Henry Sam Stewart. The wallet sat between them in the cup-holder.

“How much do you think we’ll get?”

“You’ll get it. You found the wallet,” Nancy said. “And I would say fifty dollars would be a fair reward.”

“Fifty!” Mary didn’t know what she’d spend it on. Maybe a present for Nancy.

It took over an hour to get to the house of Henry Sam Stewart.

“(C),” Nancy said as they turned off onto his street. “Hand me my lipstick.”

Nancy could apply lipstick to her wide, thin lips without looking. Mary tucked her hair behind her ears.

“Hmm,” Nancy said, as they pulled up to the house.

"What?" said Mary, but she saw what Nancy was seeing. The house was falling apart. They got out of the car. The wooden stairs leading up to the front door creaked* like they might collapse beneath their feet.

Henry Sam Stewart answered the door. He looked remarkably like the picture on his driver's license. He was wearing shiny blue jogging shorts and a white turtleneck. "What can I do for you?" he said.

"Hi," Nancy said. "We have found out your wallet."

She held out her hand toward Mary. Mary placed the wallet in Nancy's hand, and she put it in Henry's.

"Jeez. Where'd you find this?" he said. "(D)."

"At the grocery store," Nancy said.

"On the other side of the lake," Mary added.

"Well, thank you, ladies," he said. He tipped* an imaginary hat toward them.

"(E)?" Nancy said.

"You want to come in?" he said.

"No, thank you. I'm just wondering where this young woman's reward money is."

"Reward?"

"Yes, that's customary when someone returns a wallet."

"I don't like beggars," Henry Sam Stewart said. "(F)."

"The reward's not for me. It's for Mary here. An eleven-year-old girl who's too honest to take the money from your cheap wallet."

"Well, thank you, Mary," he said to Mary. "Sometimes kindness is its own reward. Maybe your mother hasn't learned that yet?"

Mary looked at Nancy.

"Do you know what kind of lesson you're teaching this child?" Nancy said.

"I can't stand people who think they don't owe people anything. What kind of world is that? I'm going to write down our address here and when you become a

decent person, I want you to send her the reward money.”

Nancy took a piece of paper from her purse.

Henry Sam Stewart shut the door on them.

Nancy clenched her fists, tilted her head to the sky and mimed screaming. Then, composing herself, she wrote down her address and pushed the paper under the door.

“Stupid!” she yelled.

注 Lake Tahoe タホ湖(ネバダ州とカリフォルニア州の境にある湖)；

creak(ed) きしむ；

tip(ped) (敬意を表すために帽子を軽く上げて)あいさつする

問 1 空所(A)～(F)に入る最も適切な表現を下から選び、記号で答えなさい。ただし、それぞれの表現は一度しか使えません。

- (ア) I didn't know it was gone
- (イ) I might have given you a reward if you hadn't been so pushy
- (ウ) No, stop with that
- (エ) That's it
- (オ) We're buying for the whole weekend
- (カ) We're getting close

問 2 下線部(1)の the effort の内容を 20 字以内の日本語で説明しなさい。ただし、句読点も 1 字に数えます。

問 3 下線部(2)を日本語に訳しなさい。

IV 次の文章の下線部(1), (2)を英語に訳しなさい。(配点 25 点)

最近、プリペイドカードの普及が進んでおり、私たちの暮らしは飛躍的に便利になった。このごろでは、たとえ現金を持っていなくても、⁽¹⁾ 乗り物に乗り、食事をして、ちょっとした買い物をすることすらできてしまう。大学でも、食堂でプリペイドカードを使う学生の姿をしばしば見かけるようになった。このような変化は時代のニーズに即したものである反面、⁽²⁾ 「お金を使う」という意識が薄れてしまう危険性を指摘する人もいる。