

京都大学

平成 30 年 度 入 学 試 験 問 題

外 国 語

英 語

150 点 満 点

《配点は、一般入試学生募集要項に記載のとおり。》

(注 意)

1. 問題冊子および解答冊子は係員の指示があるまで開かないこと。
2. 問題冊子は表紙のほかに 6 ページ，解答冊子は表紙のほかに 8 ページある。
3. 問題は全部で 4 題ある(1～6 ページ)。
4. 試験開始後，解答冊子の表紙所定欄に学部名・受験番号・氏名をはっきり記入すること。表紙には，これら以外のことを書いてはならない。
5. 解答は，すべて解答冊子の指定された箇所に記入すること。
6. 解答に関係のないことを書いた答案は無効にすることがある。
7. 解答冊子は，どのページも切り離してはならない。
8. 問題冊子は持ち帰ってもよいが，解答冊子は持ち帰ってはならない。

I 次の文章を読み、下の設問(1)～(3)に答えなさい。

(50 点)

Luckily for all of us, many people are interested in helping others; some devote their careers and lives to it. Not everyone is so inclined, of course, and most people are self-interested at least some of the time. An evolutionary biologist or psychologist might say that we are *always* self-interested, and that our effort to help others is simply our attempt to feel good about ourselves. Regardless of our motivations, however, a remarkable number of us help out our colleagues, family, friends, and even strangers.

Although admirable, there is a risk in helping others, which is related to the possibility that helping can actually be selfish. That risk lies in falling prey to what some call “the savior complex.” This is just what it sounds like — an attitude or stance toward the world where you believe you are the expert who can suddenly appear to save others. It is an uneven approach to helping, in which the helper believes he or she has all of the answers, knows just what to do, and that the person or group in need has been waiting for a savior to come along.

While this is a genuine problem, we should not let the real pitfalls of the savior complex extinguish one of the most humane instincts there is — the instinct to lend a hand. The trick is to help others without believing yourself to be, or acting like you are, their savior.

All of which is to say that *how* you help matters just as much as that you ^(b) *do* help, which is why it is essential to begin by asking, “How can I help?” If you start with this question, you are asking, with humility, for direction. You are recognizing that others are experts in their own lives, and you are affording them the opportunity to remain in charge, even if you are providing some help.

I recently heard a great story on *The Moth*, which underscored the importance of asking *how* you can help. *The Moth* is a radio program and

podcast that features true stories, told live by people from around the world. The stories are fascinating, including a recent one from a woman in her eighties, who explained how she valued her independence. She loved the fact that she had always taken care of herself and that she could still do so into her eighth decade. And then she had a stroke.

While she was in the hospital, her neighbors in her New York City apartment building made some minor renovations to her apartment to make it easier for her to (ア) a walker, which she would need after her first stroke. To (イ), she was taken aback, as she was cordial but not good friends with her neighbors. But their gesture of goodwill inspired her to (ウ) that some dependence on others could actually enrich her life, especially if she returned the favor. So she hung a sign on her apartment door welcoming her neighbors to (エ) a chat. She then recounted how her neighbors often came by to talk and emphasized with gratitude that, when they offered to help, they always asked *how* they could help. By asking her how they could help, she explained, they were allowing her to (オ) her independence and dignity.

(1) 下線部(a)はどのようなものか。本文に即して日本語で説明しなさい。解答欄におさまる長さにすること。

(2) 下線部(b)を和訳しなさい。

(3) 空欄(ア)～(オ)に入る最も適切な語句を以下の中から選び、番号を記入しなさい。同じ語句は一度しか使用してはならない。

① begin with

② come in for

③ deny

④ live there with

⑤ recognize

⑥ retain

II

次の文章を読み、下の設問(1)~(3)に答えなさい。

(50 点)

Regardless of whether asteroids* and comets supplied Earth with the water currently held in its oceans, it is clear that they contain significant quantities of rather useful materials. In a future where the demands on Earth-bound resources could outweigh what is producible, asteroids and comets may prove essential.

By rendezvousing and landing on comets and asteroids (things that we've already done), we can do several major things. First, we'll be able to alter ^(a) their orbits. Should we find one on a collision course with Earth, we could subtly push it a little in order to make sure it misses. Caught early enough, the changes in the orbit needed for it to miss Earth are relatively minor. Alternatively, should we find one with enough interesting materials to make it worth exploiting, we could alter its orbit so it moves into a new, stable orbit around Earth or the moon. This would cut down on the amount of commuting necessary to bring the collected resources back to Earth. Second, whether the object is left on its original orbit or put into orbit around Earth or the moon, we'll still be able to process the materials in their usual places to produce fuel in space and, perhaps, supply other demands back on Earth. An asteroid or comet could become the first space-based service station and provide water, fuel, and building materials.

Both orbital modification of asteroids and comets, and the mining of materials from them, are achievable goals. However, how do we find them, how do we know we've found them all, how do we calculate their orbits, how do we know if they pose an impact threat, and how do we know what they are made of?

The ones that we are very interested in are the so-called Near-Earth Objects (NEOs). Finding them takes either patience or luck. Asteroids are mainly contained to within a few degrees of the plane of the solar system, ^(b)

much like the planets, but comets could come from any direction. They could also be moving really quickly. This makes it challenging to rendezvous with one and perhaps modify its trajectory enough to somehow make it safe.

Regardless of the challenge, the only way we are going to find them is if we monitor the whole sky for their signatures: faint pinpoints of light moving against the background stars. Somewhat like the planets themselves, NEOs look like faint wandering stars.

The surfaces of both asteroids and comets can be quite dark, so they typically don't reflect much light. This makes them very faint and means that, unless we are using a really big telescope that collects a lot of light, we simply may not spot them all. However, there are NEO search programs funded by
(c) NASA that network underutilized small telescopes. These telescopes generally have large fields of view for maximizing the areas of sky that can be monitored, but they still struggle to detect the really faint objects that have diameters below one hundred meters. On top of all that, these telescopes are only used for NEO hunting a fraction of the available time when perhaps they should be entirely dedicated to it.

*asteroid: one of the many small planets that move around the Sun, especially between Mars and Jupiter

(1) 下線部(a)の内容を本文に即して日本語で説明しなさい。解答欄におさまる長さにする。

(2) 下線部(b)を和訳しなさい。

(3) 下線部(c)を和訳しなさい。

- Ⅲ 次の文章を英訳しなさい。途中の下線部には、ふさわしい内容を自分で考えて補い、全体としてまとまりのある英文に仕上げなさい。下線部の前後の文章もすべて英訳し、解答欄におさまる長さにすること。(25 点)

海外からの観光客に和食が人気だという話になったときに、文化が違うのだから味がわかるのか疑問だと言った人がいたが、はたしてそうだろうか。_____

_____。さらに言うならば、日本人であつても育った環境はさまざまなので、日本人ならわかるということでもない。

- Ⅳ 次の会話を読んで、下線部(1)～(4)に入る適当な発言を、解答欄におさまるよう
に英語で書きなさい。(25 点)

[In the Teacher's Office]

TEACHER: Please sit down.

STUDENT: Thank you for seeing me.

TEACHER: I'm sorry you missed yesterday's lesson. You probably have some questions about the homework. Basically, you have to type a short report and submit it to me next Thursday. Do you have a computer to type the report?

STUDENT: Yes, I have a new laptop. Could you explain the topic again please?

TEACHER: You have to describe similarities and differences of London and New York. Begin with similarities; followed by differences. For your research, first read the essay by Glendon. You can find it on the course website.

STUDENT: (1) _____

TEACHER: Glendon? It's G-l-e-n-d-o-n. Her first name is Sarah — S-a-r-a-h.

STUDENT: Thank you. I'll look at the website. I'm not sure I understand all of the details regarding the report format.

(2) _____

TEACHER: Okay. The first detail is you have to type and print out the report. Also, type your name and the date at the top-left of the report. Next, be sure to write a clear title. For this report, it's important to write in paragraphs. Again, start with up to four similarities and then describe what you believe are the three main differences. You must support your main points with information from your reading research. An example of the format is also on the course website. Tell me about your experience writing essays or reports in English, Japanese, or other languages.

STUDENT: (3) _____

TEACHER: I understand. Oh, and don't forget in two weeks we have our final examination. Please study for it.

STUDENT: (4) _____

TEACHER: That's a good question. My advice is to study chapters 1 to 4 in the textbook.

問題は、このページで終わりである。