

平成 18 年 度

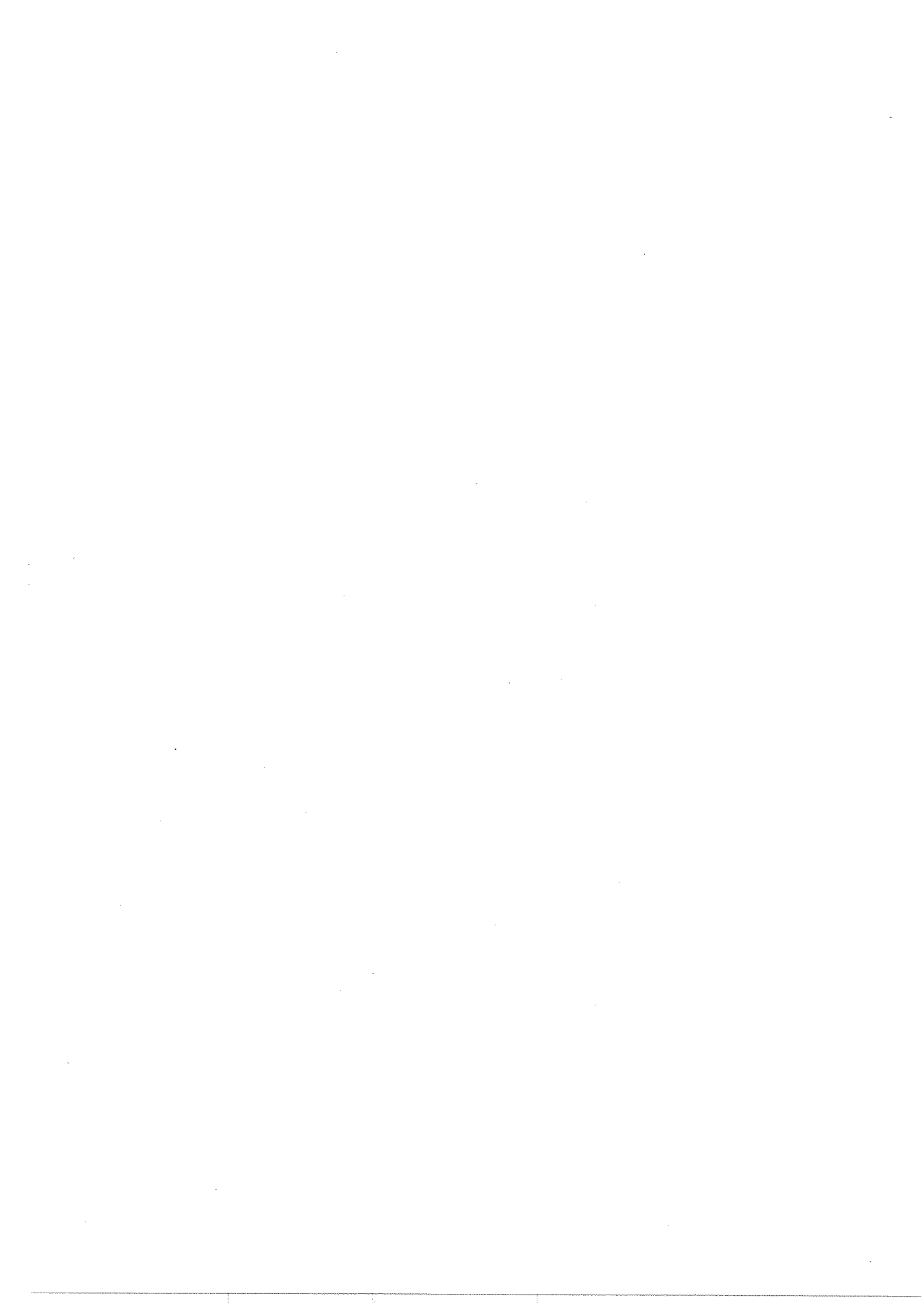
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# 英 語 問 題

[注 意]

1. 問題冊子及び解答用紙は、試験開始の合図があるまで開いてはいけない。
2. 受験番号は、解答用紙の受験番号欄(計2か所)に正確に記入すること。
3. 問題冊子のページ数は、表紙を除き7ページである。脱落している場合は直ちに申し出ること。
4. 解答用紙は1枚である。
5. 解答は、解答用紙の指定されたところに記入すること。枠からはみ出してはいけない。
6. 問題冊子中の余白は、適宜下書きに使用してよい。
7. 解答用紙は持ち帰ってはいけない。
8. 問題冊子は持ち帰ること。







I 次の英文(A)と(B)を読み, それぞれの下線部の意味を日本語で表しなさい。

(A) The dictionary tells us that luck is the favorable or unfavorable occurrence of a chance event that could not have been foreseen. Of course, we don't need a dictionary to define luck for us: it is one of the critical aspects of our lives, and it plays an important role in how we make sense of things that happen to us, and to others. You don't have to be a gambler or a fortune-teller to believe in luck. Even people who consider themselves completely rational and who immediately dismiss superstition will still say "good luck" every now and again; perhaps they assume that the other party believes in luck, even if they don't believe in it themselves. But believe in it or not, luck is unavoidable.

(B) Most living cells seldom last more than a month or so, but there are some notable exceptions. Liver cells can survive for years, though the components within them may be renewed every few days. Brain cells last as long as you do. You are given a hundred billion or so at birth and that is all you are ever going to get. It has been estimated that you lose five hundred brain cells an hour, so if you have any serious thinking to do there really isn't a moment to waste. The good news is that the individual components of your brain cells are constantly renewed so that no part of them is actually likely to be more than about a month old. Indeed, it has been suggested that there isn't a single bit of any of us that was part of us nine years ago. It may not feel like it, but at the cellular level we are all youngsters.

II 次の英文を読んで、以下の設問に答えなさい。

Work on bees illustrates beautifully the time sense of these insects and the application of such a time sense to their amazing ability of direction-finding. Man has long recognized the direction-finding ability of the bee, and, in fact, the term "beeline," meaning a straight line between two points on the earth's surface, was coined in recognition of the fact that a bee returns directly from the source <sup>①</sup> of the food to the hive. The bee's ability to tell time has not been of such common knowledge, although over sixty years ago a Swiss doctor ( ① ) the name of Forel made observations on this ability. His observations have been <sup>(A)</sup> amply confirmed and extended by recent research.

Bees can be trained not only to feed at a particular place at a particular time of day, but they can be trained to feed at two different places at two different times of day or even three different places at three different times of day. If the investigator places a circle of identical feeding trays some distance away from, but completely around a hive of bees, he may then perform the following experiment. Let us say he places food in the tray northwest of the hive at 10 o'clock each morning, in the tray east of the hive at 12 o'clock each day, and in the tray southwest of the hive at 4 o'clock each afternoon. After a few days, ( ② ) making observations without placing any food on any of the trays, he may demonstrate that the bees have been trained to go in the correct direction at the right time of day. The bees come to the experimental tray at the correct time of day, and in such numbers that there can be no question that they are <sup>(B)</sup> expecting food at the right place and time.

Furthermore, if during the night the entire hive is moved to a new location with new landmarks, the bees still search in the direction and at the time of day to which they had been trained. In addition, if, while the bees are feeding at a tray, one covers the entire tray with its bees and moves the tray to a new position and then uncovers the bees, they will leave the feeding tray and try to

find the hive in the direction that would have been expected from the old position. Under these circumstances, the only obvious landmark the bees have for finding direction is the sun. If one covers feeding bees with a black box in the morning and releases them in the afternoon, the bees head directly toward the hive even though the sun has changed position in the meantime. Their time sense has enabled them to allow for the change in position of the sun during the intervening <sup>②</sup> dark period. An interesting experiment was performed with a hive of honeybees in which the bees were trained in New York to feed in a given direction. The entire hive with its bees was then transported by jet plane to California. On being released the bees did not head in the same geographical direction because their internal clock was still operating on New York time. It took the bees several days to adjust to the new ( a ) time.

The bees' known and fascinating ability to communicate with one another also ( b ) the biological clock. When a scout bee locates a group of nectar-laden flowers, it is of obvious advantage to the hive to know about this. Upon returning to the hive the scout goes into a "tail-wagging" dance during which she informs the other bees of the direction and distance of the flowers from the hive. Through observation ports in the hive it has been possible to study and interpret this dance. During the dance the bee indicates the location of the sun in relation to the source of nectar and, even after several days spent without being able to see the sun, the bee will still correctly plot <sup>③</sup> the sun's position in its communication of the direction of the last known source of food. While it is clear that bees have an accurate sense of time and navigate to a rich food source using the sun as ( c ), it is also true that they may use a prominent landmark to supplement their direction-finding.

設問(1) 本文中の下線部①～③を他の語句で置き換えるとすれば、どれが最も適切か。それぞれ(イ)～(ニ)からひとつ選び、記号で答えなさい。

- ① (イ) changed (ロ) created  
(ハ) enriched (ニ) paid

- ② (イ) head for (ロ) lose track of  
(ハ) permit themselves (ニ) take into account

- ③ (イ) avoid (ロ) calculate  
(ハ) occupy (ニ) search

設問(2) 本文中の空所( ① )と( ② )を埋めるのに、最も適切な共通の前置詞を答えなさい。

設問(3) 本文中の下線部(A) this ability の意味内容を日本語で簡潔に説明しなさい。

設問(4) 本文中の下線部(B)の意味を日本語で表しなさい。

設問(5) 本文中の空所( a )～( c )を埋めるのに最も適切なものを、それぞれ(イ)～(ニ)からひとつ選び、記号で答えなさい。

- ① (イ) biological (ロ) Eastern  
(ハ) Greenwich (ニ) local

- ② (イ) employs (ロ) enables  
(ハ) ignores (ニ) influences

- ③ (イ) a calendar (ロ) a compass  
(ハ) energy (ニ) light

設問(6) 本文の内容に合っているものを(イ)～(ホ)からひとつ選んで、記号で答えなさい。

- (イ) ハチの巣をニューヨークからカリフォルニアに移動させたところ、ハチは地理的な目印を失って方向感覚を失った。
- (ロ) ハチの巣を夜のあいだに移動させても、ハチは太陽の位置を手がかりに、間違いなくエサがある場所にたどり着くことができる。
- (ハ) ハチの体内時計はおもに太陽の位置によって設定されているため、しばらく暗闇のなかに置いておくと狂いを生じる。
- (ニ) エサを一定の時間と方向に置いておくと、数日後ハチは、エサの有無にかかわらず、同じ時間に同じ方向に飛んでいくようになる。
- (ホ) ハチが時間を正確に把握していることは、ハチが方位を正確に把握していることと同様、昔から一般によく知られていた。

Ⅲ あなたがこれまで誰かからもらったもので、心に残っているものにどんなものがありますか。ひとつ挙げて、その理由とともに70語程度の英語で述べなさい。

IV 次の日本語(A)と(B)の下線部の意味を英語で表しなさい。ただし、(B)では、**文学部の志願者はイ**を、**文学部以外の学部の志願者はロ**を選んで解答しなさい。

(A) (すべての学部の志願者)

私たちがことばで何かを表現しようとする場合、基本的には話すか書くかのどちらかになるが、話すときには相手の存在が直接意識されているのに対して、文章を書くのは一人きりの営みというイメージが強い。しかし、レポートであれ手紙であれ、私たちが何かを書くときには、意外に複雑な会話が行われている。なぜなら、文章を書くという行為には、誰かとの会話だけでなく、自己との対話がかならず含まれているからである。

(B)

イ (文学部の志願者のみ)

日本人は、外国人たちが自分のことをどう見ているかについては、おおむね無知なまま過ごしてきた。その理由は簡単で、日本人が、外国語で書かれた日本についての書物を、なかなか読んでみようとはしないからである。日本のことについてなら、日本語で読めばよい。どうしてわざわざ英語で、あるいはフランス語で、辞書を片手に手間ひまかけて読む必要があるだろうか、というわけである。

ロ (文学部以外の学部の志願者)

あなたは右手あるいは左手のどちらかの手で字を書いているという単純な理由で、右利きだとか左利きだとか思いこんでいないでしょうか。しかし、たいていの人は、右利きと左利きの中間にいます。これまでずっと右手で物を書いてきた人が、本当は、左手で用事を済ませていることの方が多いのに、それに気づいていないだけということも大いに考えられるのです。