

# 平成 17 年度入学試験問題

## 英 語

### 注 意

- 1 問題冊子は 1 冊，解答用紙は 6 枚です。
- 2 すべての解答用紙に受験番号を記入しなさい。
- 3 解答は，すべて解答用紙の指定されたところに書きなさい。
- 4 問題⑤，⑥は「聞き取りテスト」です。試験開始後 40 分程度たってから始めます。
- 5 試験終了後，問題冊子は必ず持ち帰りなさい。

1

元アメリカ大統領 Jimmy Carter 氏によって書かれた“A Tale of Two Worlds”からの抜粋を読んで、下記の問いに日本語で答えなさい。

OURS IS AN AGE OF COMPLEXITY, CONTRADICTION, AND  
① CHALLENGE. As we enter the 21st century, we have wealth and technology unmatched in human experience, and the fortunate few who live in the world’s developed nations are almost inevitably propelled toward a future enriched by advances in computers, communication, and life sciences.

But for most of the world’s people, the glittering opportunities of the new century are beyond reach. There are more than six billion of us on Earth, and by 2100 we may number ten billion. Most of us will live in urban centers, and many are likely to live short and impoverished lives. Lacking both the wealth and awareness to address problems of life in crowded cities, they will suffer from disease and inadequate food and water.

We face tremendous challenges as populations soar, mostly in the poorer nations, and consumption increases in the industrialized world. We must find ways to lessen the burden on Earth’s resources, and we must encourage better stewardship of the planet so that all of us live in a clean and productive environment. The decisions we make in the decades to come will affect not only all of human civilization but also the fate of thousands of species, representing millions of years of evolution.

All too often our fondest expectations are frustrated. Louis Pasteur, father of the science of microbiology and a key figure in the development of vaccines in the 1880s, suggested that humans had the power “to make parasitic maladies disappear from the face of the globe.” Yet, since then hundreds of millions of people have died of infectious diseases — tuberculosis, malaria, AIDS, dengue fever, smallpox, cholera, plague, influenza, and scores of others. And after 30 years of discoveries in molecular biology — including DNA cloning, the sequencing of the human genome, and stunning new developments

in techniques for human stem cell research — we still face the daily tragedy of preventable human illnesses, some ancient and others new, unpredicted, and even more virulent.

How can we heal our planet and achieve an Earth that nurtures humanity and nature in all their diversity? ③ As individuals, we can act to reduce our risk of exposure to disease and extend care to others. As communities and as nations, we can educate our citizens, legislate ethically and wisely, and support organizations that conduct research and help those who are ill.

Perhaps the most important challenge for the new century is to share wealth, opportunities, and responsibilities between the rich and the poor — for a world where the chasm between rich and poor grows wider will be neither stable nor secure. ④ So far, we have not made enough of a commitment to this goal. Nearly a billion people are illiterate. More than half the world's people have little or no health care and less than two dollars a day for food, clothing, and shelter; some 1.3 billion live on less than *one* dollar a day. At the same time, the average household income of an American family is more than \$55,000 a year, with much of the industrialized world enjoying the same, and in some cases an even higher, standard of material blessings.

(注) stewardship	管理・経営	stem cell	幹細胞
microbiology	細菌学	virulent	悪性の
parasitic maladies	寄生性の病気	nurture	養育する
tuberculosis	結核	illiterate	読み書きができない
dengue fever	デング熱		
smallpox	天然痘		
the sequencing of the human genome	ヒトゲノムの配列(を決めること)		

- (1) 下線部①の AN AGE OF COMPLEXITY, CONTRADICTION とは、どのようなことを述べているのか、解答欄 6 行におさまる程度で説明しなさい。
- (2) 下線部②は、どのようなことを述べているのか、解答欄 6 行におさまる程度で説明しなさい。
- (3) 下線部③に関して、個人として、また共同体としてどのようなことができるのか、解答欄 4 行におさまる程度で述べなさい。
- (4) 下線部④の chasm (溝) とは、どのような状況を述べているのか、解答欄 4 行におさまる程度で説明しなさい。

2

以下の記事は、2001年4月号の雑誌に掲載されたものである。それを読んで、下記の問いに日本語で答えなさい。

A few months ago I went to Princeton University to see what the young people who are going to be running our country in a few decades are like. Faculty members gave me the names of a few dozen students, and I sent them e-mails, inviting them out to lunch or dinner in small groups. I would go to sleep in my hotel room at around midnight each night, and when I awoke, my mailbox would be full of replies — sent at 1:15 A.M., 2:59 A.M., 3:23 A.M.

In our conversations I would ask the students when they got around to sleeping. One senior told me that she went to bed around two and woke up each morning at seven; she could afford that much rest because she had learned to supplement her full day of work by studying in her sleep. As she was falling asleep she would recite a math problem or a paper topic to herself; she would then sometimes dream about it, and when she woke up, the problem might be solved. I asked several students to describe their daily schedules, and their replies sounded like a session of Future Workaholics of America: crew practice at dawn, classes in the morning, lunch, study groups, classes in the afternoon, tutoring disadvantaged kids in Trenton, a cappella practice, dinner, study, science lab, prayer session, study a few hours more. One young man told me that he had to schedule appointment times for chatting with his friends. I mentioned this to other groups, and usually one or two people would volunteer that they did the same thing. “I just had an appointment with my best friend at seven this morning,” one woman said. “Or else you lose touch.”

There are a lot of things these future leaders no longer have time for. I was on campus at the height of the election season, and I saw not even one Bush or Gore poster. I asked around about this and was told that most students have no time to read newspapers, follow national politics, or get involved in crusades. One senior told me she had subscribed to *The New York Times* once, but the papers had just piled up unread in her dorm room. “It’s a basic question of hours in the day,” a student journalist told me. “People are too busy to get involved in larger issues. When I think of all that I have to

keep up with, I'm relieved there are no bigger compelling causes." Even the biological necessities get squeezed out. I was amazed to learn how little dating goes on. Students go out in groups, and there is certainly a fair bit of partying on campus, but as one told me, "People don't have time or energy to put into real relationships." Sometimes they'll have close friendships, but often they don't get serious until they are a few years out of college and meet again at a reunion — after their careers are on track and they can begin to spare the time.

I went to lunch with one young man in a student dining room that by 1:10 had emptied out, as students hustled back to the library and their classes. I mentioned that when I went to college, in the late 1970s and early 1980s, we often spent two or three hours around the table, shooting the breeze and arguing about things. He admitted that there was little discussion about intellectual matters outside class. "Most students don't like that that's the case," he told me, "but it is the case." So he and a bunch of his friends had formed a discussion group called Paidea, which meets regularly with a faculty guest to talk about such topics as millennialism, postmodernism, and Byzantine music. If discussion can be scheduled, it can be done.

- (注) workaholic 仕事中毒の人  
a cappella 伴奏なしでの  
crusade 改革運動  
shoot the breeze おしゃべりをする

- (1) 下線部①を訳しなさい。
- (2) 下線部②は、どのようなことを述べているのか、解答欄 3 行におさまる程度で具体的に説明しなさい。
- (3) 下線部③は、どのようなことを述べているのか、解答欄 2 行におさまる程度で説明しなさい。
- (4) 下線部④は、どのようなことを述べているのか、解答欄 2 行におさまる程度で説明しなさい。

3

次の会話の中の日本語(1)～(4)を英語にしてください。

Mary: Who is your best friend, Steve?

Steve: Well, that's a difficult question to answer, Mary. I have a lot of friends, both male and female. I don't know who I would call "best." What about you?

Mary: I have a lot of friends, too, but my best friend is Susie. 子供の時からずっとお友達なの。<sup>(1)</sup>

Steve: That's really nice. だけど信頼できて誠実な人かどうかわかるのには、随分時間がかかるよ。<sup>(2)</sup> People you think are your friends for years sure can disappoint you.

Mary: I know. But Susie is kind and she's so supportive. I try to be that way for her, too.

Steve: I've met some really nice people, but when you need them, they often turn out to be insensitive and self-centered, and worst of all, two-faced.

Mary: What does two-faced mean, Steve?

Steve: 文字通りの意味だよ。<sup>(3)</sup> It's the kind of person who has a face for me, and a different face for you, depending on what they want. That person smiles to your face and says bad things about you behind your back.

Mary: Wow! I know some people like that — that's so selfish. できるものなら、避けたい類の人よね。<sup>(4)</sup>

4 次の場面を想定して、英文の手紙を作成しなさい。

日本で留学している John は、岡山に住む Akira がアメリカにいた頃の友達です。東京に住んで2ヶ月が経ち、John は、京都に旅行をすることになったという内容の手紙を Akira に出しました。Akira は John に返事を出そうと思っています。手紙が、John の東京での生活の様子を尋ねる文章から始まり、さらに下の4つの項目をすべて含むように、解答欄15行におさまる程度で書きなさい。

- ・ Akira は京都に中学の修学旅行で行ったことがあること。
- ・ 歴史的な建物があること。
- ・ きれいな自然も楽しめること。
- ・ 事前にインターネットで情報を得ておくことよいということ。

**5** You will hear a conversation between David (a freshman at Coleridge University) and Prof. Jones (David's academic advisor). The conversation will be played twice. After the conversation, you will hear four choices of the answer for each of the following questions. Select the best answer by writing a, b, c, or d.

- (1) Why does David go to see Prof. Jones?
- (2) What has David noticed about the way most students prepare their assignments?
- (3) What does Prof. Jones advise David about preparing his assignments?
- (4) Why does David want to know the history of Coleridge University?
- (5) How is Coleridge University supported?

**6** テープの指示に従って、2004年のアテネ五輪に関する英文を2回聞き、下記の問いに日本語で答えなさい。

- (1) 今回のアテネ五輪で日本の金、銀、銅メダルの獲得総数は何個だったか。またメダル獲得数は参加国中で何位であったか。
- (2) 今回のアテネ五輪以外で、日本が一番最近金メダルの獲得数が2ケタになったのは、何年のどの大会であったか。
- (3) メダル獲得に貢献したと思われる要因の1番目にあげられているのは何か。
- (4) 優秀な選手へ助言を与える際に、指導者側に必要とされるものを2つあげなさい。