

平成19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5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 試験終了後，問題冊子は必ず持ち帰りなさい。

1

次の英文を読んで、下線部に対する答えを10行程度の日本語でまとめなさい。

The decline in Japan's youth population looks likely to continue as the total fertility rate (TFR)—the average number of children a woman will have in her lifetime—reached a new record low of 1.25 in 2005. The new TFR announced by the Health, Labor and Welfare Ministry on June 1 was lower than the 1.29 announced in 2003 and 2004, which made headlines as a historic low. As Tokyo's figure, seen as the advance indicator for the nation, fell to 0.98, it seems likely the national TFR will drop to below 1.0 someday, unless circumstances surrounding marriage, giving birth and child rearing change dramatically. Eleven years have passed since the government began measures, including projects called angel plans, to stop the trend. But why can't the nation stop the decline in the youth population?

I was in charge of a series of newspaper articles in March and May about the latest situation surrounding having and raising children. What I learned from the work was that the nation's social circumstances, which are said to be an obstacle to having and raising children, have worsened in the past decade. As the government has taken measures to stop the declining trend, the total capacity of authorized day-care centers for children increased from 1.91 million in 1998 to 1.99 million in 2003. There also are now more public places where parents and their children can spend time together.

But such measures to help raise children are still small in scale compared with the total needs. In addition, the worsened employment situation since the burst of the economic bubble has directly hit the generation that should be currently raising children. For example, though there are an increasing number of working women, many companies expect employees to sacrifice private life for work, as has been done by male

workers who work long hours. Many working women in such workplaces are worried by the choice of giving up jobs or giving up having children. Women working as part-timers and as temporary staff are in a more difficult situation, as they cannot take maternity or child-care leave, and may lose their jobs upon having children. Many women give up hope of having children.

An increasing number of men have also shared the worry that they cannot balance work and parental care. Along with company restructuring and streamlining, working hours for men in their 30s, which are the longest for any age group, have further been lengthened. The percentage of workers who work for more than 60 hours a week increased from 19 percent in 1994 to 23 percent in 2004.

An increasing number of younger men want to jointly raise children with their wives and put importance on spending time together with their children, a trend against the way of life of middle-aged and elderly workers who have placed priority on work at the expense of family life. But the gap between reality and the hopes of younger workers has created a lot of distress.

(注) day-care center for children 託児所

maternity leave 出産休暇

child-care leave 育児休暇

streamlining 合理化

Why is it so difficult to learn and remember new information and to remember it accurately? One reason is that our brains were not built to remember the kinds of things we must learn in a modern world. ① My own favorite metaphor to explain this truth comes from my experience of cutting the grass in the fields at my hilly home in Sharon, Vermont. Every year I get out the tractor and go to work, driving over the knee-high grass, up and down the fields. Now, there is danger lurking under the grass, some deep, hidden holes that put the tractor and me at risk. Yet, after the first exploratory effort some eight years ago, I learned where every one of these holes is, and eight years later, I stop at each and slowly navigate around the danger. The point is, the brain is built to remember where real harm can come to you in real physical space. If someone had stopped me at each of those holes during the first year and said, “We now want you to remember this phone number,” I would never have retained that information unless I practiced and practiced it. Our brains don’t like learning modern-day information. No wonder they make mistakes—and lots of them.

Sir Frederic Bartlett, perhaps the most well-known British psychologist of the last century, was one of the first to believe that memory is a social or cultural phenomenon and not an exact event burned into the brain with perfect accuracy. This view, which has much support, does not mean that human memory is completely faulty and without meaning. Modern research guides us nearer to the idea that we have good memories for the gist of an experience and poor memories for details.

Yet even these “gist memories” can sometimes get us into trouble. We all have countless “false” memories that we don’t even know about. How many times have you had someone recall an interaction, a conversation, even a party, that you have no recollection of? Even more puzzling, have you ever been

utterly convinced of one version of events and had someone insist on a completely different version? We usually have great confidence in our memories—even in our memories of false events. ②Still, less than perfect recall of most episodes in our lives rarely has serious consequences. The fact that you might remember your eighth birthday party as having taken place at your house on a sunny day instead of at your grandmother's house on a rainy day does not matter significantly.

The human brain is built in a way that ensures our past memories are faulty. We are a self-concerned interpreter of all incoming information. ③At any given moment, we may note only one aspect of a current flow of information, depending on our view of ourselves, our attention, and our emotional state in a specific situation. Later, we may note still other aspects of a similar flow of information. Then, when an attempt to recall the second moment is confused with the memory of the original moment, our brain starts to create a tale to take in different aspects of both the original situation and the second moment. We suddenly confuse the two episodes, as we begin to put the two sets of events into some kind of ④memory hybrid. Alas, accurate memories are an idea, not a reality of the human condition.

(注) metaphor 比喩 gist 要点

- (1) 下線部①で、著者はどんな例を挙げて自分の見解を説明していますか。解答欄（4行）におさまる程度の日本語で説明しなさい。
- (2) 下線部②を日本語に訳しなさい。
- (3) 下線部③を日本語に訳しなさい。
- (4) 下線部④の内容を解答欄（3行）におさまる程度の日本語で説明しなさい。

3 下記の電子メールを読んで、下線部 (1) から (3) を適切な英語になおしなさい。

Subject: Speech contest check

Dear Professor Taylor,

Thank you for encouraging me to take part in the English speech contest and for offering to check my speech. (1) 「私が最も尊敬する人物」についての最初の原稿を今書き終えたところです。 (2) 間違いを直していただき、より良いものにするお手伝いをいただければ大変ありがたく思います。 You said you might be free in early September, so how about Monday the 3rd or Tuesday the 4th at 11:00 a.m. in your office? (3) 30分ほどお時間をいただければ嬉しいです。確認のため、電話か電子メールをいただけますでしょうか。

Your student,

Kayo

4

次の文章は、建築家安藤忠雄さんへのインタビューの抜粋です。下線部の日本文(1)から(4)を英語にしてください。

Why did you decide to set out on this journey in 1965 when you were twenty-four years old?

It all started from my desire to see European architecture, which seemed so different from the buildings of the world I lived in. And more than anything else, I greatly admired the works of Le Corbusier. Just at that time, the restrictions on traveling to different parts of the world had finally been lifted. Also, since I had no other choice but to study architecture on my own in Japan, I could only get a hold of a very limited amount of information. So you can say I took this trip because I wanted to learn much more about architecture. (1) そんな折に、私は大阪の古本屋で、この建築家の全集の一卷にめぐり合う幸運に恵まれたのです。 I would find the time to look through this book again and again and to trace over the careful use of space in his blueprints and drawings. At the same time, I became very interested in Le Corbusier as a person, and I was truly impressed by the fact that he taught himself ways to create a new world. As I became able to copy every drawing in the Le Corbusier book by heart, (2) 「自分の目で作品を見てみたい。直接彼に会いたい。」と思わないではいられませんでした。 So then, I set off on my grand tour.

What did you see during your one-year journey?

First, I stood on the deck of the boat I took from Yokohama to Nakhodka, Russia and looked out at the horizon of the Pacific Ocean, and then, while traveling to Moscow on the Siberian Railway, I looked out the train window at the flat plains that seemed to stretch endlessly into the distance. These sights had a great impact on me. (3) そのおかげで、私は、世界がいかに広大であるか、自分という存在がいかにちっぽけなものかを実

感しました。 In this respect, I must say (4) 近頃、旅が大変便利になって、飛行機に乗りさえすれば、半日で都市から都市へと移動できるようになりましたが、これはちょっと残念な気がします。 I began my walking tours of European architecture in Scandinavia. In Finland, I saw the works of Alvar Aalto. In France, I looked at the works of Le Corbusier, and in Spain, I saw the architecture of Antonio Gaudi.

(注) Le Corbusier ル・コルビュジエ(1887-1965)、フランスで活躍した建築家で、現代建築に大きな影響を及ぼした。

5

次の英文を読んで、物語からどのようなことを学ぶことができるか、解答欄に10行程度の英語で答えなさい。

A dog stole a big slice of meat and was running home with the piece in her mouth when she came to a footbridge across a river. It was there that she happened to look down and see her own reflection in the water. Thinking it was another dog carrying what looked like an even larger piece of meat, she decided she must have that piece, too. But when she opened her mouth to snatch it away, she dropped her own slice of meat in the river and ended up with nothing at all.

