

平成 29 年 度 入 試
個別学力試験問題(前期日程)

英 語

学 部	問 題
法文学部, 教育学部, 総合理工学部, 生物資源科学部, 人間科学部	1, 2, 4, 5-A
医学部医学科	1, 2, 3, 4, 5-B

注 意

1. 問題紙は指示があるまで開いてはいけません。
2. 問題紙は 10 ページ, 解答用紙は法文学部, 教育学部, 総合理工学部, 生物資源科学部, 人間科学部受験生は 1 枚, 医学部医学科受験生は 2 枚です。指示があってから確認し, 解答用紙の所定の欄に受験番号を記入してください。
3. 法文学部, 教育学部, 総合理工学部, 生物資源科学部, 人間科学部受験生は 1, 2, 4, 5-A の問題を, 医学部医学科受験生は 1, 2, 3, 4, 5-B の問題を解答してください。
4. 答えはすべて解答用紙の所定のところに記入してください。
5. 解答用紙は持ち帰ってはいけません。
6. 試験終了後, 問題紙は持ち帰ってください。

1

次の英文を読んで問いに答えなさい。(共通問題)

My dad's passion is his backyard. Most summer days, you'll find him carefully tending it — weeding the garden, sweeping the patio and feeding the squirrels. The problem is, he's not trying to feed the squirrels. The object next to the flowerbed is called a bird feeder, but in our experience, no bird has ever been fed there. For all intents and purposes, it's a squirrel cafeteria. The only thing missing is a sign saying, "No fur, no bushy tail, no service."

Every morning, my dad wakes up to see the bird feeder rocking back and forth, with most of the seed on the ground and some furry animal sitting on top. The squirrel might have finished eating a while ago, but it wanted to be up there when my father looked out the window.

Wars have been started by smaller gestures. My father is not one to back down from a challenge, especially one from squirrels. It has become his quest to build a squirrel-free feeder with whatever material he can find in the garage, where, fortunately, there are enough tools and spare parts to easily construct a functioning bird feeder. So far, the project has produced several creative experiments and a backyard full of well-fed squirrels.

VERSION 1.0: The feeder was hung from a tree branch, accessible to even the most unskillful furry animal. For the backyard's squirrel population, this was their training feeder.

VERSION 1.1: The same feeder, but with a plastic, umbrella-like top. Supposedly, this was to cause squirrels to slide off when they jumped on it. In actual use, it allowed them to eat their food in the shade.

VERSION 2.0: My dad hung the bird feeder from two distant trees, hammock-style. In theory, there were only two ways a squirrel could have reached it — by tightrope-walking over the cables or by helicopter airlift. So how did the squirrel get up there? We don't know, but we're going with the airlift explanation. At least that meant it had to go through the trouble and expense of chartering a helicopter.

VERSION 3.0: “Come to the back,” my dad said proudly. “There’s something I want to show you.” In the backyard was a piece of modern art disguised as a bird feeder. The bird feeder and a weighted object were hung over a branch, supported by a series of cables and pulleys. When a squirrel landed on the feeder, its weight would cause the opposite side to rise and the scared animal would leap off in search of more solid footing. We spent much of the day spying on the strange device and never saw a squirrel dare to land on it. Unfortunately, no bird tried to land there, either. The next morning, Version 3.0 was on the ground, leading us to believe the squirrels and birds got together and paid a deer to perform a “hit” on it.

For Father’s Day, the family considered buying Dad a professionally made, guaranteed-squirrel-proof bird feeder, but we quickly came to our senses. We know that fathers are experts at turning their ideas into wonderful things — whether it’s turning pieces of wood into a playhouse, old socks into puppets or bedtime stories into treasured memories. And only a really crazy squirrel would deny them that chance. Happy Father’s Day, Dad. We’ll see you in the backyard Sunday. Can’t wait to check out Version 4.0.

(Craig A. Marks, “Squirrel vs. Father Power” より 一部改変)

[注] squirrel	リス	bird feeder	鳥のえさ箱
bushy	(毛が)ふさふさした	tightrope-walking	綱渡り
airlift	空輸	pulley	滑車
puppet	指人形		

1. 下線部(1)の具体的内容を、本文にそって日本語で説明しなさい。
2. 下線部(2)を日本語に直しなさい。
3. 下線部(3)の bird feeder の仕様を具体的に説明し、実際にはそれがどのように機能したかを、本文にそって日本語で説明しなさい。
4. 下線部(4)を日本語に直しなさい。
5. 下線部(5)の具体的内容を、本文にそって日本語で説明しなさい。

2 次の英文を読んで問いに答えなさい。(共通問題)

What is it about Japan that has captured the interest of people around the globe—in particular, the citizens of the English-speaking world—over the years? On the contrary, what kind of influence has Japan had internationally? The use of Japanese loanwords in the English language could offer some answers to these questions; by tracing the history of such word use, it is possible to track changes in perceptions of Japan and its standing in the world at large.⁽¹⁾

In April, U.S.-based firm, Global Language Monitor, which tracks and analyzes social trends in English-language usage, published a temporary ranking list for popular words and phrases of 2014. Topping the table was *emoji*—yes, the same *emoji* used in cell phone mails. Nowadays, such Japanese terms not only occur in English, but can actually become trend words. In December 2013, *emoji* was included in the Oxford English Dictionary (OED), which is generally held to be the authority on the English language. For example, the OED first included *keitai* four years ago.

There are many other instances of Japanese words passing into English. If you search the OED, you will find over 500 words of Japanese origin. According to research indicating when the words first appeared in English-language books, newspapers and other publications, *kuge* was the first Japanese word to find its way into English. It initially appeared in 1577 during the era when Oda Nobunaga was attempting to rule Japan.

During the Edo period that followed, words such as *shogun*, *miso* and *samurai* began appearing in English. The majority of these terms were rooted in traditions and culture, and this tendency continued unchanged, from the Meiji era through to the middle of the Showa era.

In the latter half of the 20th century, however, Japanese loanwords came to express a wider variety of ideas. Three main influences can be cited in this

point. First, the use of words that reflected the vigor of the Japanese economy, such as *shosha*, in addition to terms derived from Toyota's production methods, such as *kanban* and *kaizen*. Second, the straight assimilation into English of words that sprung from popular youth culture, including *manga* and *anime*. Third, as Japanese food became internationally popular, words such as *ramen* and *yakitori* — so-called B-level dishes — have gradually found a place in the OED.

Recently, interest in traditional Japanese food has grown even stronger. Terms associated with foodstuffs — such as *edamame* and *umami* — are especially distinct. Of particular note is that words that first appeared in English-language publications in the Meiji era — such as *mitsuba* and *natto* — have recently shown up in the OED.

As touched upon earlier with *emoji*, interest in aspects of youth culture has been gaining strength, too. And also worthy of note are cases in which Japanese loanwords based originally on *waseieigo* have become officially approved when used once again in English. *Cosplay* is an example of this⁽²⁾ phenomenon. The term is a portmanteau of Japanese origin derived from the English words *costume* and *play*, and was recognized as an official English word by the OED in 2008. *Anime* — a shortened word for *animation* — is another English term invented in Japan, although its pronunciation may vary.

Meanwhile, since the nation's economic bubble burst, financial terminology lost much of its vigor. The OED also contains many terms relating to politicians and political policies, including *Reaganomics* after the economic measures pursued by the 40th president of the United States, Ronald Reagan. However, Japanese loanwords include few such expressions so far.

In light of this, one wonders what will become of *Abenomics*. Are there any prospects for this term to pass into both the OED and world history? “If there's a lasting influence [for *Abenomics*] and the word enjoys extensive and continued use, then I think there's a real possibility it could be included,” said

Tokyo University Professor Jun Terasawa, a specialist in the history of the English language.

(*The Japan News* より 一部改変)

[注] loanword 外来語, 借用語 assimilation 同化, 融合
portmanteau 二つの言葉を組み合わせた新しい言葉
terminology 専門用語 Abenomics アベノミクス

1. 下線部(1)の具体的内容を, 本文にそって日本語で説明しなさい。
2. 江戸時代から昭和中期にかけての日本語の loanword の傾向を, 本文にそって日本語で説明しなさい。
3. 20 世紀後半以降, 日本語の loanword の多様化に及ぼした 3 つの影響を, その具体例をあげながら日本語で説明しなさい。
4. 下線部(2)の具体的内容を, 本文にそって日本語で説明しなさい。
5. 最近の傾向として, OED に日本語の loanword がほとんど含まれていないのはどのような分野で, その理由と思われることは何か, 本文にそって日本語で説明しなさい。

3

次の英文を読んで問いに答えなさい。(医学部医学科問題)

Friday night in the emergency department is about what you'd think.

It starts off slow: a middle-aged man with pneumonia and an older nursing home resident with a urinary tract infection that is making her mentally confused. Then come two heart attacks at the same time, (drunken / and half / a / rib cage / followed / a head bleed / with / driver / his / by)⁽¹⁾ fractured. At midnight, in roll the drunken members of a party that has not gone, one assumes, according to plan.

Amid the chaos, I break off to greet a thin, older man, quietly bundled up on a hallway stretcher. I look over his chart and prior scans. His prostate cancer has grown through several chemical therapy treatments. His spine is full of tumor and he's been vomiting everything he eats or drinks for weeks. He can't move the left side of his body after a recent stroke.

He smiles a charming, twisted smile. "It hasn't been the best month of my life."

"I'm sorry to hear that."

I ask him about his symptoms, when they started, how bad they've gotten. He asks me where I went to medical school and if I have a girlfriend. I ask him if he's dizzy and whether there's blood in his stool. He tells me he moved from Greece 50 years ago, almost to the day. He won a scholarship to Massachusetts Institute of Technology and studied electrical engineering. There he met his wife — "a fantastic cook" — and started his first company.

Now, decades later, he's alone — in a crowded emergency room, on a Friday night, his wife dead, his two sons overseas, a nurse visiting him once a week at home to help him with some medicines and make sure the various tubes coming out of his body aren't infected.

I ask him when he last used the toilet.

"Son, I'm dying. I'm alone. One day you'll learn there's more to a good

death than how often I use the toilet.”

I pause.

I am better at many things than I was when I started my journey to become a physician more than a decade ago. But I am not sure that (2) understanding patients as people — and placing them in the context of their long, messy, beautiful lives — is one of them.

Doctors are trained first to diagnose, treat and fix — and second, to comfort and soothe. The result is a slow loss of vision, an inability to see who and what people are outside the patient we see in the hospital.

As we acquire new and more technical skills, we begin to devalue what we had before we started: understanding, empathy and imagination. We see patients dressed in hospital gowns — not jeans and baseball caps — and train our eyes to see basic symptoms, rashes and blood vessels, while un-training them to see insecurities, joys and frustrations. As big data, consensus (3) statements and treatment algorithms become common in medicine, small voluntary gestures of kindness — the caregiving equivalents of holding open doors and pulling out chairs — fade away.

But all care is ultimately delivered at the level of an individual. And while we might learn more about a particular patient’s preferences or tolerance for risk while explaining the merits and demerits of a specific procedure or test, a more comprehensive understanding requires a deeper appreciation of “Who is this person I’m speaking with?”

In Britain, a small but growing body of research has found that allowing patients to tell their life stories has benefits (4) for both patients and caregivers. Research — focused mostly on older patients and other residents of long-term care facilities — suggests that providing a biographical account of one’s past can help patients gain insight into their current needs and priorities, and allow doctors to develop closer relationships with patients by more clearly seeing “the person behind the patient.”

In the United States, Medicare recently began paying doctors to talk with their patients about end-of-life planning. These conversations allow patients to discuss and explore their preferences about a lot of complex medical interventions, including clinical trials, transfers to the intensive care unit, use of feeding tubes, and the desire to die at home or in the hospital. These discussions, too, may benefit from a biographical approach, in which patients are able to elaborate on what is and has been most important in their lives. To (5) better serve patients, we need to see not only who they are, but also who they were, and ultimately, who they hope to become even at the end of life.

How much more effective would we be as diagnosticians and healers if we had a more long-term understanding of the patient in front of us? If we saw not just the elderly Greek man on the emergency room stretcher in front of us, but also the proud teenager flying across the Atlantic to start a new life half a century ago? (6)

The emergency room is, by its nature, an arena designed for quick thinking and swift action. There are certainly other places, times and circumstances more conducive to probing goals-of-care discussions and lengthy conversations about the internal lives of patients.

Still, there is always some moment of grace and meaning we can help patients find in the time they have left, a moment that recalls a time when they felt most alive—even if it's just a short conversation about Greek food and electrical circuits in a busy emergency room, late on a Friday night.

(*The New York Times* より 一部改変)

[注] pneumonia 肺炎 urinary tract 尿路
rib cage 胸郭 prostate 前立腺
Medicare アメリカの公的医療保険制度

1. 下線部(1)の()内の語を、意味が通じるように並べ替えなさい。
2. 下線部(2)を、二つの them が指すものを明らかにして、日本語に直しなさい。
3. 下線部(3)を日本語に直しなさい。
4. 下線部(4)の具体的内容を、本文にそって日本語で説明しなさい。
5. 下線部(5)を日本語に直しなさい。
6. 下線部(6)の具体的内容を、本文にそって日本語で説明しなさい。

- 4 次の英語の指示に従って、60語程度の英語で答えなさい。なお、解答用紙の指定した()欄に、使用した語数を記入すること。ただし、コンマやピリオドなどの記号は語数には入れない。(共通問題)

Suppose your name is Hanako, and you have a foreign friend named Peter. Write an e-mail to Peter, inviting him to a local festival in Japan. Your e-mail should include the name of the festival, when it is being held, and why you want to invite Peter.

- 5 法文学部、教育学部、総合理工学部、生物資源科学部、人間科学部受験生はAの問題に、医学部医学科受験生はBの問題に答えなさい。

A. 次の日本語の下線部(1)、(2)を英語に直しなさい。

現在、世界の多くの言語が失われたり、大幅に変わってしまったりしている⁽¹⁾
という報告があります。言語の消滅はきわめて現代的なトピックでもあります。同時に、言語が失われると、言語にまつわる記憶、言語が貯蔵していた文化の記憶もなくなっていくから、それは文化の消滅を意味します。文化の⁽²⁾
多様性をいかに守るかは、人間の義務とってよいかと思います。

(青木保『多文化世界』より 一部改変)

B. 次の日本語の下線部(1)、(2)を英語に直しなさい。

科学者たちは、これまで宇宙で目撃された中で最も遠い場所で起こった爆発⁽¹⁾
を探知しました。それは非常に強力な閃光^{せん}だったため、宇宙のほぼ端からだったにもかかわらず、かすかに光が届くのを観察することができました。この爆発の発見は科学の最先端に新たな視点を切り開きました。

天文学では距離は時間を意味します。遠くにあるものほど、その光がこちら⁽²⁾
にたどり着くまでに長い時間がかかります。つまり、この星の爆発は同時に観測史上最古でもあるのです。

(『VOA 科学ニュースの英語』より 一部改変)