

平成 19 年度前期日程入学試験学力検査問題

平成 19 年 2 月 25 日

外 国 語 (英語)

志望学部	試 験 科 目	試 験 時 間
工 学 部	英語	10 : 00 ~ 11 : 40 (100 分)
工学部以 外の学部	英語, ドイツ語, フ ランス語のうちから 1 科目選択	

- ・ドイツ語, フランス語の問題冊子は, 出願時に, それぞれの科目を希望した者に配付します。

注 意 事 項

1. 試験開始の合図があるまで, この問題冊子, 答案紙を開いてはいけない。
2. この問題冊子は, 14 ページである。問題冊子の白紙のページや問題の余白は草案のために使用してよい。なお, ページの脱落, 印刷不鮮明の箇所などがあった場合には申し出ること。
3. 解答は, 必ず黒鉛筆(シャープペンシルも可)で記入し, ボールペン・万年筆などを使用してはいけない。
4. 答案紙の受験記号番号欄(1 枚につき 2 か所)には, 忘れずに受験票と同じ受験記号番号をはっきりと判読できるように記入すること。
5. 解答は, 必ず答案紙の指定された箇所に記入すること。
6. 答案紙を持ち帰ってはいけない。
7. 試験終了後, この問題冊子を持ち帰ること。

英 語

I 次の英文を読み、下の問いに答えなさい。

One of the justifications for human cloning is to reproduce someone of
^(A)astonishing ability or talent — to give the world another Shakespeare, Mozart or
Einstein. But how about cloning a person who is far from being a genius, an
ordinary guy like me with a somewhat undistinguished academic record at
school? An (ア) who proves that scientists who do supposedly extraordinary
things are far from being extraordinary, let alone crazed Frankenstein figures?
After all, if you prick me, do I not bleed? If you tickle me, do I not laugh? Of
course I do.

In the years since my colleagues and I succeeded in cloning a cow, I have
been asked many times whether I would ever consider making a clone of myself.
There is, after all, a long and honorable history of medical scientists who have
tested their ideas on the most curious of experimental subjects — themselves.
Since the earliest days of medicine, researchers have swallowed bacteria, injected
vaccines, and even performed surgery on themselves. Usually, researchers
double as subjects to make their experiments both practical and ethical. But not
in the case of cloning. Whenever I have been asked whether I would experiment
^(B)on myself, I have had to explain how, even if the many technical obstacles could
be overcome, and a mini-me could be born without risk, the answer would be the
same. No. I have no intention of cloning myself. One me is quite enough.

If my clone were produced, living in my shadow would be very difficult for
^(C)him to stand. Imagine, when he would be a teenager, what he would make of
being told that he is a genetic copy of a parent. Imagine what it would be like to
know that you are the product of a scientific experiment. But more than this,
imagine living under the burden of feeling that, both medically and
psychologically, the future would no longer be open, that his life would follow the
same course as his father's. My little identical twin would be an (ア), a
person in his own right, but he would have to bear the heavy burden of growing

up to feel like my copy. He would watch each serious illness that struck me with fear, wondering whether it was his destiny to suffer in the same way.

The psychological and social impacts of cloning have been explored by Stephen Levick, a psychiatrist. Cloned children would have confusing and unusual relationships to their relatives. The clone would be the identical twin of the donor, who could also be his parent. Levick says that any parent motivated to clone himself or herself is bound to feel let down by the results. The narcissist is always disappointed in his or her children and their failure ^① to live up to perfection. They would surely feel entitled to expect a clone to be just like them, or their ideal. Many people have already had to struggle under the burden of unrealistic parental expectations. For a cloned child the pressure could be extreme, even though parents know from their own experience that ^② nurture is as important as nature.

There are also good scientific reasons why clones will never be copies. Genes are not as powerful as many people think. A clone may have identical genes to those of a donor, but that is not enough to ensure that he develops the same way. The influence of genes is modified significantly by that of the environment. Genes are in constant dialogue with their surroundings. They are in dialogue with the rest of the cell in which they reside, which is in dialogue with other cells in the body, which in turn is in dialogue with the world at large, through education and experience. ^③ This nested dialogue shapes the development of a fertilized egg into brains or muscles. Just as one can never really live a moment again, this dialogue can never be exactly reproduced. The personality of a clone will be (ア).

注 Frankenstein メアリー・シェリーの小説『フランケンシュタイン』(1818)の
主人公, 人造人間を生み出した科学者
a vaccine ワクチン
an experimental subject 実験観察の対象者

a psychiatrist 精神科医

a narcissist 自己陶醉する人, ナルシスト

a fertilized egg 受精卵

問 1 下線部(A), (B)を日本語に訳しなさい。

問 2 著者が下線部(C)のように述べている理由を, 日本語で説明しなさい。

問 3 下線部①, ②, ③の意味内容に最も近いものを, それぞれ次の(1)~(4)からひとつずつ選び, 番号で答えなさい。

- ① (1) to fulfill parental expectations perfectly
(2) to grow up to have a perfect understanding
(3) to live in perfect harmony with others
(4) to reach an ideal state of living in high society

- ② (1) how one is brought up is equally important as one's natural gifts
(2) it is not so essential to learn the nature of sciences as to nurse them
(3) nature has as much to do with one's genetic makeup as education
(4) there can be nothing as important for one's personality as to be raised in nature

- ③ (1) this communication forming a kind of network inside a cell
(2) this exchange with life forms both outside and inside a cell
(3) this interchange in the shape of a nest consisting of genes
(4) this interaction repeated on a number of scales

問 4 空欄(ア)には同じひとつの単語が入る。最も適切な語を入れなさい。

問題Ⅱは8ページ以降にあります。

II 次の英文を読んで、下の問いに答えなさい。

On the evening of the 15th of October 1987 the well-known and popular television weatherman Michael Fish warned the people of Britain to expect strong winds during the night. An area of low atmospheric pressure had developed (①) the four or five previous days in the Bay of Biscay (an area of ocean off the western coast of France) and was moving north-east. While informing viewers that as a result England would be experiencing windy weather, Fish ended his report by reassuring his viewers that this would be nothing very much out of the ordinary. “Earlier on today apparently a lady rang the BBC and said she heard that there was a hurricane (②) the way,” Fish said with a smile. “Well don’t worry if you’re watching — there isn’t.”

None of the other major television channels or radio stations issued warnings of unusual weather, and so most people in Britain went to bed that night with no idea of what was about to occur. While the Meteorological Office, the government agency in (③) of predicting and recording the weather, expected the area of low pressure to pass along the English Channel, instead it traveled directly across England, first reaching land in Cornwall in the south-west, and then traveling across Devon and the Midlands. The result was the worst storm seen in England since 1703. It has (④) become known as “The Great Storm of 1987,” or sometimes the “British Hurricane.”

The areas of Britain that suffered the worst damage were along the south coast. A witness who was in one of the worst-affected areas described the noise as follows: “It came without a warning, a sort of low ‘growl’ outside the house, in the middle of the night, and rose to a deafening roar like a jet engine.” In a single night fifteen million trees were knocked down by the wind. In Sevenoaks, Kent, six of the seven famous and ancient oak trees (⑤) which the town was named were destroyed. Across England, roads and railways were blocked. As a result of damage to power-lines, several hundred thousand people were left

without electricity, some for as long as two weeks. Representatives of the electricity companies said that as many power-cables were lost or damaged in that single night as had been in the previous ten years. The storm caused nineteen deaths in Britain, and four in France. At sea, a ship was capsized off Dover, while a ferry was driven ashore at Folkstone. In (⑥), the storm caused 1.2 billion pounds of damage.

The storm was not strictly speaking a hurricane. The term “hurricane” properly refers to storms that originate in the Tropics, and which involve winds of over 73 miles per hour lasting for over ten minutes. While such hurricane force winds were recorded in scattered places in Britain, most of the country did not suffer such extreme conditions.

However, the storm of 1987 was a very unusual event, and there was widespread anger that the public had not been given (⑦) warning. As a result the Meteorological Office instituted a number of changes for the future. These included issuing an increased number of weather warnings, the improvement of systems of tracking weather, and more sophisticated computer mapping and prediction systems.

In the aftermath of the storm, Michael Fish was widely criticized and mocked for failing to predict the storm. The footage of his comments was repeated frequently on television, often followed by images of destruction from around the country. There were even calls for him to resign his job. In his (⑧), Fish insisted that his comments had been misinterpreted. He pointed out that in fact his comments had been in (⑨) to the possibility of a hurricane conditions on the night of October the 15th in the Caribbean, rather than in Britain. While he admitted that his weather report had not anticipated the strength of the storm, he had warned viewers to expect strong winds.

Nevertheless, for many people in Britain the name Michael Fish will always be associated with one weather report on October 15th, 1987. When Fish retired from television in 2004, after thirty years of respected weather reporting,

interviewers repeatedly asked him about the events of that one single night in his long career. It seems that (⑩) time Fish has come to accept the situation. Asked if he still had any regrets about his comments, he joked: “I wish I had a penny for each time that clip had been broadcast. I’d be a millionaire!”

注 the BBC 英国放送協会 the British Broadcasting Corporation
the Meteorological Office 英国気象庁
the English Channel イギリス海峡, 英仏海峡
to capsize 転覆する
the Tropics 熱帯地方

問 1 下線部(A), (B)を日本語に訳しなさい。

問 2 下線部(C)の冗談の内容を日本語で説明しなさい。

問 3 空欄①～⑩に入れるのに最も適切な語を次の(ア)～(シ)から選んで、記号で答えなさい。同じ単語が2箇所に入る場合がある。

- (ア) after
- (イ) all
- (ウ) already
- (エ) before
- (オ) better
- (カ) charge
- (キ) defence
- (ク) on
- (ケ) over
- (コ) reference
- (サ) since
- (シ) worse

問題Ⅲは 12 ページ以降にあります。

Ⅲ 次の英文の空欄(a)～(j)に入れるのに最も適切な文を(1)～(10)から選び、番号で答えなさい。同じものを重複して選んではならない。

A boy and a girl are standing outside a cinema.

GIRL: Wow, I really enjoyed that film. (a) I could go back and watch it all over again right now.

BOY: You're kidding, aren't you? That was the worst film I've ever seen. (b) You'd have to pay me to go and see it again.

GIRL: What a shame! What didn't you like about it?

BOY: What didn't I like about it? (c) The acting was wooden, the plot was full of holes, and the special effects were rubbish. Even the music was terrible. I can't imagine a worse way of spending two hours.

GIRL: (d)

BOY: Yes, because I read the book it was based on and really enjoyed it. I was so disappointed. I think they messed it up when they were adapting it. (e)

GIRL: I hadn't read the book, so I didn't have any expectations about the film. Maybe that's why I enjoyed it more.

BOY: None of the characters looked the way I had pictured them. (f) They even got rid of some of the characters.

GIRL: I know how you feel, but I suppose that's always going to happen when you turn a book into a film. (g) After all, if they took every little detail from the book and put it up on screen, the movie would end up going on for hours and hours.

BOY: (h)

GIRL: I know what you mean. (i)

BOY: That's right, and no matter how much they spend on special effects, they can't compete with the way you imagined things in your head when you were reading the book.

GIRL: (j)

BOY: OK, I'll lend it to you. Hey, listen. Do you want to go and see another film with me next week?

GIRL: Sure, I'd like that. But this time let's try to find a film we can both enjoy!

- (1) Even worse, they left out lots of the story.
- (2) I almost fell asleep.
- (3) I suppose I shall have to read the book now, so I can compare it to the film.
- (4) I think when you go to see a movie based on a book you have really enjoyed it will always be a let-down, because you have such a strong idea of what the characters are like already.
- (5) I was on the edge of my seat all the way through.
- (6) It must be hard for them to fit everything in.
- (7) Nothing in the film looked like what I imagined when I was reading the book.
- (8) Well, it was your idea to go and see that film in the first place.
- (9) Well, they say it's much easier to turn a bad book into a good film than it is to make a good book into a good film.
- (10) You should be asking what I liked about it!

IV 次の文章の下線部①、②を英語に訳しなさい。

訪れた異国の印象を語ろうとすると、私がまず思い浮べるのは、食物でも建物
①でもなく、私と言葉をかわした人の顔であり、考え方である。そこになにがあった
かより、そこにだれがいたかをまず考える。出会った人間との付き合いが深いほ
ど、その国に親しみを覚える。極端に言えば、友人ができればその国が好きにな
り、友人を通してその国を見ようとする。一つの偏見をもつことになろうが、逆に
友人ももてずに一国を理解しがたい、^②との思いがある。日本を嫌いぬいて日本から
帰った外交官やビジネスマンには、不思議と日本人の友人がいない、という。

(黒岩徹『豊かなイギリス人』)