

平成 20 年度入学者選抜学力検査問題

外 国 語

英 語

(医 学 部)

注 意 事 項

- 1 試験開始の合図があるまでこの冊子を開いてはいけない。
- 2 問題はⅠからⅣまでである。
試験開始の合図のあとで問題冊子の頁数(1～9頁)を確認すること。
- 3 解答は必ず解答用紙の所定の欄に記入すること。
所定の欄以外に記入したものは無効である。
- 4 解答用紙は持ち帰ってはいけない。
- 5 問題冊子は持ち帰ってよい。

(この頁は空白)

I 次の英文を読み、空所(1)から(4)に適切な1語を補いなさい。空所に補う語は下の語群から選び、それぞれの語の使用は1回限りとする。

Knowing that Mrs. Mallard was afflicted* with a heart trouble, great care was taken to break* to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the (1) of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall* any less careful, less tender friend in bearing the (2) message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of (3) had spent itself, she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her (4) and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all shaking with the new spring life. The delicious breath of rain was in the air. In the street below a peddler* was crying his wares*. The notes of a (5) song which someone was singing reached her faintly, and countless sparrows were twittering* in the eaves*.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to (6) continues to sob in its dreams.

She was young, with a fair, calm face, whose lines showed repression and even a certain strength. But now there was a dull stare in her eyes, whose (7) was fixed away on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too (8) and elusive* to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom* rose and fell tumultuously*. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her (9)— as powerless as her two white slender hands would have been.

When she abandoned herself, a little whispered word escaped her slightly parted (10). She said it over and over under her breath: “free, free, free!” The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her (11) beat fast, and the racing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous* (12) that held her. A clear and exalted* perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked except with love upon her, fixed and gray and (13). But she saw beyond that bitter moment a long procession of (14) to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

— From Kate Chopin, *The Story of an Hour* (1894), 一部改変.

Notes: afflict 苦しめる break 知らせる forestall 未然に防ぐ
 peddler 行商人 wares 商品 twitter さえずる
 eaves 軒, ひさし elusive とらえどころがない
 bosom 胸 tumultuously ひどく乱れて
 monstrous 不道德な, 倫理に反する exalted 喜びに満ちた

語 群						
body	dead	distant	gaze	grief	joy	lips
list	pulses	sad	sleep	subtle	will	years

II

次の英文を読んで下の質問に答えなさい。問3以外はすべて日本語で解答すること。

The mailman was making his delivery just two houses away. When he got to my house, he would hand me a letter which would decide the rest of my life. I had been waiting for him since eight o'clock; the mail was usually delivered at one.

Sitting on the front porch of my old wooden cottage, I played with my three-and-a-half-year-old son Simon, teased our two cats, and swept the leaves from the steps. Our little house was next to a small river in the middle of the town, and it was a little away from the main street.

I noticed then that the mailman was now at the house next door and was chatting with my neighbor. What on earth were they talking about for such a long time? I got more and more impatient. Usually they didn't chat. Why did they choose today?

Suddenly I was struck by the thought that the envelope I was so willing to get might not be in the day's mail. No, I knew that wasn't true because two days ago I personally had helped the nursing department secretary put the 354 envelopes in the mailbag. When I put on the little stick-on labels very neatly in the center of the envelopes, I knew very well that only sixty of them would hold acceptance letters. The other 294 would hold letters that had words like "regretfully," "too bad," "tough luck," and "try again next year."

I knew a few of the names on the labels, and my stomach ached for those people. After three years in a row they might still be turned down. I didn't have three years to wait. I had very little money, so I had to get in on my first try. If I failed, I would have to go back to being a legal secretary. I could get a generous nursing student loan, but that was possible only if I became a nursing student. Speaking of my future budget, there could also be help from the CETA* program, and my ex-husband Patrick had promised to help out when he could. If I was a little more careful about money, I could manage to go through college, but first of all I had to. . . .

The 107th label was mine. Holding it in my hand, I stared at it proudly, but then, I remembered all the horror stories I'd heard about first-time applicants and completely lost my confidence. "Only one-in-a-million chance," the rumor said, "of getting in on your first try, and, in fact, wasn't there one girl from Southern California who had applied seven times and was still waiting?" I stuck my label on the envelope with crossed fingers and made the sign of the cross.

Suddenly the mailman's footsteps brought me back to the painful realities of my present worries. Oh God, he was walking down the driveway right toward me, smiling. How could the man be smiling? Did he know something I didn't?

He calmly handed me not one but two envelopes. My mouth was so dry I couldn't even say thank you; I just managed to breathe deeper and faster. He looked back over his shoulder twice, still smiling.

Both envelopes were from Buchanan College. My God, I thought, had they sent out an acceptance letter, then changed their minds? Did it have anything to do with the way I had put on the labels?⁽⁵⁾

I sat down at my desk, played with the letter opener, and found I just didn't have the courage to open the envelopes. I left them on my desk and put Simon down for his nap.

— From Echo Heron, *Intensive Care* (1987), 一部改変.

Note: CETA カリフォルニア州教育訓練援助資金

問 1 下線部(1) that が指している内容を記しなさい。

問 2 下線部(2)で、筆者がこのような状態になった理由を説明しなさい。

問 3 下線部(3) I had to の後に省略されていると考えられる 2 語を本文中より抜き出しなさい。

問 4 下線部(4)を和訳しなさい。

問 5 下線部(5) it が指している内容を記しなさい。

III

次の英文を読んで下の質問に答えなさい。

Language anxiety is a feeling of insecurity, tension and nervousness experienced by students in foreign language classes. Teachers and students generally feel strongly that anxiety is a big obstacle to be overcome in learning a foreign language. For many students, language courses are the most anxiety-provoking courses they take. Researchers have estimated that up to half of all language students experience high levels of language anxiety. When people are confronted with a situation they think will make them anxious, the most expected response is to avoid the situation and thus avoid the discomfort. However, in most language classrooms, avoidance is not possible; learners are expected to find some way to cope with the anxiety.

With this in mind, we decided to look at the strategies that students use to cope with the anxiety they experience in English language classrooms in Japan. We presented 209 students at two Japanese universities with an open-ended questionnaire* and asked them to describe specific tactics that they had used to cope with their anxiety associated with English courses. Based on their responses, we identified five types of strategy.

Preparation refers to attempts to control the potential threat by improving learning and study strategies (e.g., studying hard, trying to obtain good summaries of lecture notes). (1)

Relaxation involves tactics that aim at reducing anxiety symptoms. (2)

Positive Thinking is characterized by suppressing disturbing cognitive* processes associated with students' anxiety (e.g., imagining oneself giving a great performance, trying to enjoy the tension). (3)

Peer Seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class or controlling their anxiety. (4)

Resignation is characterized by students' reluctance to do anything to reduce their language anxiety (e.g., giving up, sleeping in class). (5)

Preparation was by far the most common strategy type used, with 60.4 % of respondents* reporting at least one tactic in this area. This was followed by Resignation (28.2 %), Positive Thinking (26.2 %), Relaxation (11.9 %), and Peer Seeking (11.4 %).

An interesting feature of these five strategy types is that, except for Resignation, they can be categorized under three basic methods of reducing anxiety that are commonly reported in clinical studies — cognitive, affective*, and behavioral. Positive Thinking and Peer Seeking are attempts to suppress or alter disturbing thought processes related to language learning, and thus can be categorized under cognitive treatments. Relaxation and affective treatments

share the objective of reducing bodily tension associated with emotional arousal*, and Preparation can be considered a behavioral treatment because it focuses on behavioral components of language learning that are related to effective performance in class. Resignation is clearly different from the other strategy types since it refers to withdrawal from any attempt to reduce anxiety.

On the surface, the finding that Preparation is used much more frequently than any other strategy seems to contradict much of the existing research. This emphasizes the fact that anxious people experience relatively high levels of task-irrelevant thoughts in evaluational settings, whereas Preparation is obviously task-oriented.

However, the use of Preparation by anxious students does not necessarily mean the absence of task-irrelevant thoughts. It is more likely that they had to use these task-oriented behaviors as strategies to suppress thoughts about such irrelevant matters as worry about performance and loss of status.

Research evidence suggests that active coping, or problem-focused coping, is generally more effective than either emotion-focused or avoidance-oriented coping in stress reduction, and is preferred by most people. Similarities between active coping and Preparation are obvious; both provide a sense of control over the source of the stress, divert attention from the problem, and release excessive tension.

We are at an early stage in understanding how strategies for reducing anxiety may influence language learning and language performance. But this is a vital area for all of us who believe in a learner-centered approach to teaching and learning.

— From David Kondo and Yang Ying-Ling, “Working Out the Right Way to Worry,” *The Guardian Weekly*, September 17–23 (2004), 一部改変.

Notes: questionnaire 質問票 cognitive 認知の respondent 回答者
affective 感情の arousal 喚起

問 1 下の a から e の英文を本文中の空所(1)から(5)に補いなさい。

- a. For the anxious student, the realization that others are having the same problem may serve as a source of emotional comfort.
- b. Students reporting these tactics seem intent on minimizing the impact of anxiety by refusing to face the problem.
- c. These tactics are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student.
- d. Typical responses were “I take a deep breath” and “I try to calm down.”
- e. Use of these tactics would be expected to increase students’ knowledge of the subject matter, and hence reduce the anxiety associated with the language class.

問 2 不安軽減のために臨床的に用いられている手法を 3 つ英語で記しなさい。また、それぞれの手法の後に、その手法に分類することができる strategy type の名称を英語で記しなさい。

問 3 今回の調査結果は既存の研究結果と一見矛盾するように見えるが、それはどのような点か。日本語で説明しなさい。

問 4 Active coping がストレスの軽減に有効であるとされる点を 3 つ日本語で記しなさい。

IV あなたが現在の日本の法律を1つ変えることができると仮定します。その場合、あなたはどの法律をどのように変えたいと考えますか。また、その理由は何ですか。あなたの見解を90語程度の英文で述べなさい。なお、文末に使用した語数を記すこと。