

鹿児島大学 医学部 歯学部

前期

英 語

注 意 事 項

- 1 「解答始め」の合図があるまでこの冊子は開かないこと。
- 2 この冊子は9ページである。
- 3 学部名と受験番号及び氏名を、必ず2枚の解答用紙のそれぞれに記入すること。
- 4 解答は、必ず解答用紙の指定された所に記入すること。

1 次の英文を読み、設問に答えなさい。

Not long ago, my wife, PJ, and I tried a new diet⁽¹⁾—not to lose a little weight but to answer a nagging question about climate change. Scientists have reported recently that the world is heating up even faster than predicted only a few years ago, and that the consequences⁽²⁾ could be severe if we don't keep reducing emissions of carbon dioxide and other greenhouse gases that are trapping heat in our atmosphere. But what can we do about it as individuals? And as emissions from China, India, and other developing nations skyrocket, will our efforts really make any difference?

We decided to try an experiment⁽³⁾. For one month we tracked our personal emissions of carbon dioxide (CO₂) as if we were counting calories. We wanted to see how much we could cut back, so we put ourselves on a strict diet. The average U.S. household produces about 150 pounds of CO₂ a day by doing commonplace things like turning on air-conditioning or driving cars. That's more than twice the European average and almost five times the global average, mostly because Americans drive more and have bigger houses. But how much should we try to reduce?⁽⁴⁾

For an answer, I checked with Tim Flannery, author of *The Weather Makers: How Man Is Changing the Climate and What It Means for Life on Earth*. In his book, he'd challenged readers to make deep cuts in personal emissions to keep the world from reaching critical tipping points, such as the melting of the ice sheets in Greenland or West Antarctica. "To stay below that threshold, we need to reduce CO₂ emissions by 80 percent," he said.

"That sounds like a lot," PJ said. "Can we really do that?"

It seemed unlikely to me, too. Still, the point was to answer a simple question: How close could we come to a lifestyle the planet could handle?⁽⁵⁾ If it turned out we couldn't do it, perhaps we could at least identify places where the diet pinched and figure out ways to adjust. So we agreed to shoot for 80

percent less than the U.S. average, which equated to a daily diet of (A) of CO₂. Then we set out to find a few neighbors to join us.

(Excerpted from *Climate Change: Human Perspectives and Global Implications*)

(注)

nagging : しつこい skyrocket : 急上昇する tipping point : 転換点

threshold : しきい値(その前後で事態の変化が生じる境目のレベルの値)

pinch : 難しくなる

設 問

- (1) 下線部(1)の内容を表す最も適切なものを、以下の選択肢から選んで記号で答えなさい。
 - (ア) to count calories
 - (イ) to enjoy a new lifestyle with neighbors
 - (ウ) to lose weight
 - (エ) to reduce emissions of carbon dioxide
- (2) 下線部(2)の最も具体的な例を、本文全体の中から探して文中の英語で書きなさい。
- (3) 下線部(3)の実験内容として実際になされたことはどのようなものか、日本語で説明しなさい。
- (4) 下線部(4)の問いに対する答えとして、地球規模での危機を回避するためには、個人レベルでどのくらいまで二酸化炭素を削減すべきだという結論に至りましたか。日本語で答えなさい。
- (5) 下線部(5)の問いに対する答えとして、当初の削減目標の達成が無理であれば、次に目指すべき削減目標はどの程度になるということになりましたか。簡潔に日本語で答えなさい。
- (6) 空欄(A)に入れるのに最も適切なものを、以下の選択肢から選んで記号で答えなさい。

(ア) only 30 pounds	(イ) only 80 pounds
(ウ) only 120 pounds	(エ) only 150 pounds

2 次の英文を読んで、後の設問に答えなさい。

Time is precious. It is something that we, in our arrogance, often believe is infinite. In fact, the end of time — at least this time as we are experiencing it — is the one thing in our lives of which we can be absolutely confident. So, why, then do we insist on spending that time consumed with how many followers we have on Twitter, or perusing the latest Google+ post from Mashable, rather than being actually engaged in our lives?

There is a teaching about a woman being chased by tigers. The faster the woman runs, it seems, the closer the tigers get. Finally, she rounds a bend and finds herself standing on the edge of a cliff. Seeing nowhere to go, she grabs the vines at the cliff's edge and swings herself over. As she begins to descend she looks down, only to find more tigers. She stops and, lifting her gaze, spies a small mouse gnawing at the vine to which she clings. Next to the mouse is a lush clump of strawberries growing from the cliff face. She reaches up, and taking one, sinks her teeth into the moment.

This morning I was paying more attention to the tigers than the strawberries. Rather than being fully engaged in the fleeting moments before me — moments that, for their own reasons, are even more precious than most — I had my face buried in a screen. A none too subtle redirection reminded me of a client I had some time ago whose primary reason for divorcing her husband was his unflagging attention to his Blackberry, and his increasingly flagging attention to her as a result. The moment prompted me to begin thinking about just how much distraction we volunteer for, and how much it impacts what we have come to consider meaningful in our lives.

Each moment is what it is, and it is what we make of it. (A) is the challenge of living a life fully engaged. This is much less a question of labeling something a “good fill” or a “bad fill” than it is of fully committing to the object of our attention. That commitment takes a bit of introspection to be

truly authentic.

The genesis of this introspection is a simple question we often fail to ask: “What’s important?” More, it’s a question of what’s important in that moment — tigers or strawberries. Surely, the tigers bear some attention, but they are inevitable in their own way. We may, on the other hand, only get one strawberry and, should we miss it, the moment is lost.

We are distracted from examining our values and motives by choice. (B), but that scrambled priority keeps us from actually tasting our coffee, or having a conversation with our partner, or taking the dog out and enjoying the sun rising over the eastern ridge. That is why you bought the house in the first place, isn’t it — the view that you no longer notice?

And that’s the point — it’s not a value judgment, but a judgment of value. The tigers will always be there — probably long after we are gone. Strawberries left unattended, (C), wither on the vine.

(*Psychology Today*, “Media, Mindfulness, and Personal Meaning” published on May 30, 2013 by Michael J. Formica; <http://www.psychologytoday.com/blog/enlightened-living/201305/media-mindfulness-and-personal-meaning>)

(注)

perusing : じっくり読む Mashable : ニュースウェブサイトのひとつ

cliff : がけ vines : 植物のつる gnawing : ~をかじる

lush clump : 繁った一群 sinks her teeth into : ~にかぶりつく

none too subtle : あからさまな unflagging : うすれない

Blackberry : スマートフォンの機種 distraction : 注意をそらすこと

introspection : 内省 authentic : 信頼できる genesis : 発生, 起源

wither : しぼむ

設 問

- (1) 下線部(1)*this time*とはどういう時間のことか。日本語で簡潔に説明しなさい。
- (2) 下線部(2)を和訳しなさい。
- (3) 下線部(3)の事例から著者はどういうことに気づきましたか。80字程度の日本語で説明しなさい。
- (4) 前後の文脈から判断して、空欄(A)に入る最も適切な語句を、以下の選択肢から選んで記号で答えなさい。
- (ア) Considering only a “good fill” for us
 - (イ) Deciding what to fill that moment with
 - (ウ) Excluding things we absolutely need
 - (エ) Fixing our attention on the Internet
- (5) 前後の文脈から判断して、空欄(B)に入る最も適切なものを、以下の選択肢から選んで記号で答えなさい。
- (ア) Having a quiet breakfast is the most important for your mental health
 - (イ) It is comfortable to be connected with family members through the Internet
 - (ウ) No one told us to read our email first thing in the morning
 - (エ) We are often advised to check emails for useful information
- (6) 前後の文脈から判断して、空欄(C)に入る最も適切な語句を、以下の選択肢から選んで記号で答えなさい。
- (ア) above all
 - (イ) in particular
 - (ウ) in the end
 - (エ) on the other hand

試験問題は次に続く。

3

For each question, choose the most appropriate answer from the four choices below. Then write the number.

(1) A: Oh, you look so different today!

B: I just () my hair cut yesterday, that's all.

- | | |
|---------|--------|
| 1. had | 2. let |
| 3. made | 4. was |

(2) This is a very expensive ring, but it is a just () for your efforts.

- | | |
|------------|-------------|
| 1. deserve | 2. deserved |
| 3. reward | 4. rewarded |

(3) I'd rather you () me. Just send an email, please.

- | | |
|-----------------|--------------------|
| 1. didn't call | 2. have not called |
| 3. were calling | 4. won't call |

(4) A: What does TPP stand ()?

B: It's Trans-Pacific Partnership.

- | | |
|-------|--------|
| 1. by | 2. for |
| 3. in | 4. on |

(5) "Why don't you come with me to my mother's house?" he asked his wife. "I just don't () your mother," she replied.

- | | |
|-------------------|------------------|
| 1. get alone with | 2. get along for |
| 3. get along with | 4. get long with |

(6) "To sell this product, you need to call () you can," said the manager.

- | | |
|-------------------|----------------------|
| 1. as many people | 2. as many people as |
| 3. as more people | 4. as more people as |

(7) I have to submit this paper to the journal next week, so could you check the grammar () more detail?

- | | |
|-------|-------|
| 1. at | 2. in |
| 3. of | 4. on |

- (8) When our team won the soccer game, I was ()!
- | | |
|------------------|----------------|
| 1. more exciting | 2. so excite |
| 3. so excited | 4. so exciting |
- (9) A: I have some questions on the lecture you gave yesterday.
B: Visit me tomorrow afternoon if () convenient for you.
- | | |
|-------------|---------------|
| 1. it isn't | 2. it may be |
| 3. it's | 4. it will be |
- (10) "There's a black cat in the kitchen!" my roommate cried in the middle of the night, () surprised me.
- | | |
|----------|----------|
| 1. that | 2. when |
| 3. where | 4. which |

4 Read the following dialogue between persons A and B. Then put the underlined parts into English.

A: Now our freshman year has just started! 覚えることが沢山あって緊張するなあ。⁽¹⁾ We are required to take so many courses as well. Here is my weekly schedule.

B: Let me see. Oh, it seems that you have registered for too many courses. 例えばこの講義は、今年は必ずしも取らなくても良いんだよ。⁽²⁾

A: Is that so? That's a relief to hear. I heard that Professor Ando's course is very hard.

B: Well, we are going to have a really tight schedule anyway. サークル活動やアルバイトが出来る時間があるかなあ。⁽³⁾ でもとにかく大学生活をめいっぱい楽しまなきゃね!⁽⁴⁾

5 Write your answer in English to the following question in 80 to 100 words.

Japanese pop culture, such as manga, anime and pop music, is popular among young people in foreign countries. What two aspects of Japanese pop culture do you think have made it so popular outside of Japan? Give reasons to support your answer.