

平成 16 年度入学試験問題

外国語（英 語） 601

（前期日程）

（注意事項）

1 問題・解答用紙は、係員の指示があるまで開かないこと。

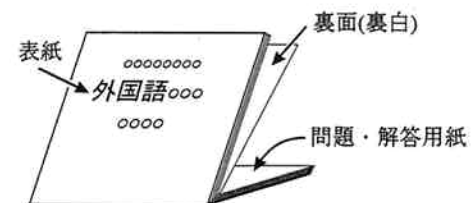
2 この表紙を除いて、問題・解答用紙は 2 枚である。

用紙の折り方は図のようになっているので注意すること。

3 解答は、問題・解答用紙の指定された解答箇所に書くこと。指定された解答箇所以外に書いたものは採点しない。また、裏面に解答したものも採点しない。

4 筆答開始後、各問題・解答用紙の「受験番号」欄に受験番号をはっきりと記入すること。

5 配布した用紙はすべて回収する。



外 国 語 （英 語） 601 その1

第1問 次の英文を読んで、下の問い（問1～2）に答えなさい。

People did not weep at the humiliating news that our genome has only about twice as many genes as a worm's. Nothing had been hung on the number 100,000, which was just a bad guess. But the human genome project and the decades of research that preceded (1)it did force a much more nuanced understanding of how genes work. In the early days, scientists detailed how genes encode the various proteins that make up the cells in our bodies. Their more sophisticated and ultimately more satisfying discovery that gene expression can be modified by experience has been gradually emerging since the 1980s. (2)Only now is it dawning on scientists what a big and general idea it implies: that learning itself consists of nothing more than switching genes on and off. The more we lift the lid on the genome, the more vulnerable to experience genes appear to be.

This is a new understanding of the fundamental building blocks of life based on the discovery that genes are not immutable things handed down from our parents like Moses' stone tablets but are active participants in our lives, designed to take their cues from everything that happens to us from the moment of our conception.

For the time being, this new awareness has taken its strongest hold among scientists, changing how they think about everything from the way bodies develop in the womb to how new species emerge. But eventually, as the general population becomes more attuned to this interdependent view, changes may well occur in areas as diverse as education, medicine, law and religion. As was true of Copernicus's observation 500 years ago that the earth orbits the sun, there is no telling how far the effects of this new scientific paradigm may extend. To appreciate what has happened, you will have to abandon cherished notions and open your mind. (3)You will have to enter a world in which your genes are not puppet masters pulling the strings of your behavior but puppets at the mercy of your behavior, in which instinct is not the opposite of learning, environmental influences are often less reversible than genetic (4)ones, and nature is designed for nurture.

注) vulnerable: easily harmed or hurt

immutable: never changing or impossible to change

attuned: be or become familiar with the way someone thinks or behaves

問1 下線部(2), (3)を、それぞれ適切な日本語に直しなさい。

(2) _____

(3) _____

問2 下線部(1), (4)が言及している具体的内容を示す語句を英語のままそれぞれ抜き出しなさい。

(1) _____ (4) _____

601 その2

第2問 次の英文を読んで、その内容を、句読点を含め100字以内の日本語で要約しなさい。

All too many of us regard education as identical with the formal school system. We are prone to think we are “educated” when we finish high school or college or professional school. That, in our society, is too restricted a definition.

Important as the school system is, we cannot, as individuals or as a society, carry on very far, or very well, in meeting the problems of adult life on the basis of our formal schooling alone. That has always been true, but never to quite the extent as in today's world. The pace of developments in science, agriculture, business, politics, international relations and every other field is so swift that we must continue our education every day of our lives or we will soon become inadequate in our work, in our human relationships and in our responsibilities as citizens.

The educational agencies that are not part of the formal school system are therefore more important today than they have ever been. And they share a professional responsibility for education that is not always recognized.

What are these non-school elements of the educational system? A half-century ago one could have said simply, the press. But the progress of science has made the press only one subdivision of what has come to be called—in a mouth-filling and rather clumsy phrase—the “media of communication.”

These media include not only the printed word—books, magazines and newspapers—but also radio, television and motion pictures. All of them share our great traditions of freedom of the press. They should also be aware of their responsibilities as educational agencies.

第3問 次の日本文(1)の会話部分と、(2)の下線部とを、それぞれ英語に直しなさい。

- (1) 高校生: 私がこの大学に来たいのなら, 来る前にどんな科目を勉強してきてほしいですか。

教 授: それはすばらしい質問ですね。私の個人的な体験からすると、英語と数学で良い訓練を受けている学生たちは、いつも抜群に成績がいいですね。

High school student:

Professor:

- (2) 人間は、一定のイメージを頭に思い浮かべ、それにもとづいて行動を起こすものである。描き出されるイメージはどうしても歪みをもってしまうものだが、行動的なタイプの人間はその歪みについて考えてみようとしてもしない。いったん疑いが生じると、イメージは急速にぼやけていき、行動のエネルギーを十分に引き出すことができなくなってしまうからだ。