

## 外国語問題

## [英語]

(平成 24 年度)

## 【注意事項】

1. この問題冊子は「05 英語」である。
2. 試験時間は 90 分である。
3. 試験開始の合図まで、この問題冊子を開いてはいけない。ただし、表紙はあらかじめよく読んでおくこと。
4. 試験開始後、以下の 5 および 6 に記載されていることを確認すること。
5. この問題冊子の印刷は 1 ページから 9 ページまでである。
6. 解答用紙は問題冊子中央に 3 枚はさみこんである。問題番号に対応した解答用紙に解答していない場合は採点されない場合もあるので注意すること。
7. 3 枚ある解答用紙に、受験番号と氏名を所定の欄に試験開始後、記入すること（1 枚につき受験番号は 2 箇所、氏名は 1 箇所）。
8. 問題冊子に落丁、乱丁、印刷不鮮明な箇所等があった場合および解答用紙が不足している場合は、手をあげて監督者に申し出ること。
9. 解答は必ず解答用紙の指定された箇所に記入すること。
10. 問題冊子の中の白紙部分については下書き等に使用してよい。
11. 解答用紙を切り離したり、持ち帰ってはいけない。
12. 試験終了まで退室を認めない。試験中の気分不快や用便等、やむを得ない場合には、手をあげて監督者を呼び指示に従うこと。
13. 試験終了後は問題冊子を持ち帰ること。

[ I ] 次の文章を読んで、下の問いに解答欄の範囲内で答えなさい。

British birds including sparrows, chaffinches and nightingales are dying from malaria in a wave of infection that is believed to be caused by climate change.

At least 30 common types of bird are now infected. In some species the disease was unknown as recently as the mid-1990s but is now being regularly diagnosed by monitoring projects. Only 20 years ago less than 10% of house sparrows in Britain were infected. That figure has now reached 30% and is rising rapidly.

The screening of birds such as blue tits, great tits and owls has shown even greater proportionate increases since the mid-1990s, when almost none were infected.

The bird form of malaria cannot be transmitted to humans but, just like human malaria, it kills by destroying oxygen-carrying red blood cells and is transmitted by mosquito bites. The rapid growth in mosquito populations is being attributed to a rise of about 1°C in global average temperature.

The study that identified this new epidemic was carried out by Laszlo Garamszegi, a world expert on avian malaria who is attached to the Spanish government's Doñana biological station near Seville.

In the largest analysis carried out so far, Garamszegi compared malaria infection data from more than 3,000 species around the world, dating back to 1944. The results have just been published in the journal *Global Change Biology*.

The findings follow disturbing studies from the Royal Society for the Protection of Birds that reveal a fall of up to 68% in the British house sparrow population since the mid-1990s. A survey of nightingales by the British Trust for Ornithology found a 90% decline in the past 40 years. The studies have raised concern that the birds face extinction.

It is not possible to establish any link between bird malaria and the dramatic decline in numbers. "We don't know how many of the heavily infected birds die before they can pass on the infection," Garamszegi said, "but it does show trends we ought to be worried about."

Ben Sheldon, professor of ornithology at Oxford University, is also concerned. "There is very convincing evidence that a wide range of biological processes are altering in response to changing climate," he said. "Malaria is a significant cause of mortality, but how it is transmitted is not straightforward. It is quite hard to predict."

Garamszegi believes the findings should be seen as a warning of the return of human malaria to northern Europe.

Experts here acknowledge that Britain has mosquito populations capable of causing the disease in humans. Although it is not generally warm enough for the insect to incubate the

lethal human form of the malaria parasite, research by the Health Protection Agency (HPA) has shown that the trend towards warmer weather can allow the Asian Tiger mosquito, a tropical disease-carrying species, to breed here.

The HPA has set up Mosquito Watch, a joint monitoring service with the Chartered Institute of Environmental Health, to provide warning of the arrival of new biting breeds.

Four different types of malaria can infect humans and 20 more can affect primates and other animals. Although there have been reports of people being infected by animal malaria, the avian type has never moved into humans.

<sup>(+)</sup> About 3,000 Britons a year are infected with malaria, most while they are abroad or from mosquitoes in their luggage. Rates of the human disease elsewhere in Europe are rising.

Experts acknowledge there is huge controversy in predicting future malaria trends. Simon Hay, reader of infectious disease epidemiology at Oxford University, has been in charge of the international Malaria Atlas Project (Map) since 2005.

Map results published in the journal *Nature* last year suggested that—despite climate change—malaria was being effectively controlled by the use of mosquito nets, drug treatment and draining of wetlands.

“What we are seeing reflects that, <sup>(+)</sup>while humans have doctors, birds don’t,” Hay said.

(出典 *The Sunday Times* より, 一部改変)

## Notes

avian: relating to birds.

ornithology: 鳥(類)学.

incubate: to keep (something) in the proper conditions for development.

primate: 霊長類.

epidemiology: 疫学, 流行病学.

- (1) 下線部 (ア) の関連でこの記事に付された次の統計をもとにして、以下の値を算出しなさい。

「1970 年の感染率が 1960 年と同じだと仮定すると、1970 年にマラリアに感染していたスズメは何羽いたことになるか」

ただし、百以下を四捨五入して千の単位まで出すこと。

**統計**

House sparrow
Population: 13.4 million
Percentage infected with malaria: 31%
Rate in 1960: 9.4%
Decline in population since 1970: 67%

- (2) ヒトが感染するマラリアと鳥が感染するマラリアの共通点を本文に即して日本語で述べなさい。
- (3) 下線部 (イ) の具体例として本文で述べられていることを日本語で挙げなさい。
- (4) 下線部 (ウ) の状況に対して下線部 (エ) の状況が起きている。その理由を日本語で説明しなさい。
- (5) 下線部 (オ) が何を意味するかを、具体的に日本語で説明しなさい。

〔Ⅱ〕 次の文章を読んで、下の問いに解答欄の範囲内で答えなさい。

A number of idiomatic expressions have a meaning that is more or less the opposite of their literal meaning. Consider, for instance, 'You don't say so!' and 'You can say that again'. Idioms apart, there are common strategies for interaction that involve saying exactly the opposite of what we mean. Suppose you ask me to nominate who will win Wimbledon and my selection is eliminated in the first round. You might say to me, 'What a great judge you turned out to be!' Obviously you are criticizing my poor judgement in this instance and the context makes that clear. This is an example of **sarcasm**—saying the opposite of what you mean in an attempt to mock. To appreciate how this works consider the possibility of making a direct statement such as 'Your favourite didn't do very well'. This is to state the obvious. You can't do that without appearing naïve, but you can quite reasonably use sarcasm. It is conventional to do so and therefore not particularly offensive.

Examples of what I am calling sarcasm are often referred to as irony. **Irony** is used in a number of senses. Some would say it is ironical if the inventor of the guillotine is the first person to be executed by it. In fictional contexts irony involves a character being unaware of something that is obvious to another character in a story or to the audience. This is sometimes called dramatic irony. The story of King Oedipus provides a classic example. Oedipus hears a prophecy that he is destined to kill his father and marry his mother, so he leaves the people he believes to be his parents and goes to another kingdom. However, he does not realize that he has been reared apart from his real parents and, in an attempt to avoid his fate, enters his parents' kingdom and fulfils the prophecy.

The contrast between ignorance and knowledge is the essential feature of irony. If we apply the notion to verbal irony, then irony is accidental, whereas sarcasm is deliberate. An example I remember from my student days is of a man who was criticized for his accent, particularly for pronouncing *fine* as 'foine'. He replied indignantly, 'Oi never say *foine*'. But he repeated the alleged error in his pronunciation of 'I', thus giving the lie to his protestation of innocence. There is also the story of a bishop who told his flock, 'In the eyes of God we are all equal from me right down to the lowest of you'. Many malapropisms involve irony in that the speaker says something he or she didn't intend. In a Miss World contest the competitors had to say one line about their home country. The US contestant described her country as the land of 'opportunism'.

In practice irony is used in a way that overlaps with sarcasm, and this is understandable when one considers that there is a continuum from straight sneering to a kind of conventional use of opposites not directed at anyone in particular. If someone clumsily drops the dinner

plates and they smash, you might say, 'Congratulations!' If you hear that the airline staff have walked off the job just when you are about to fly off for a holiday in the Bahamas, you might exclaim, 'Lovely!' The former is directed against the perpetrator and probably qualifies as sarcasm; the latter is an expression of dismay not aimed directly at the perpetrators. It is not obviously sarcasm and falls into the category of irony in the wider sense.

The English lexicon contains certain established sarcastic or ironic formulas. たとえば、<sup>(x)</sup> わずかばかりの金を人にあげるときに使う標準的な表現がある, namely, 'Don't spend it all at once'. If somebody seems to be in an unnecessary hurry, you say, 'Where's the fire?' Obviously there is no fire. You are chiding the over-anxious person and trying to get them to proceed more slowly.

An addressee is supposed to pick up on sarcasm or irony from the discrepancy between an event and a comment, but sometimes this misfires. Suppose a woman from a group of acquaintances gets up and sings 'Amazing Grace'. A member of the group who is critical of the performance remarks to another, 'What a fantastic singer she is!' The addressee might be <sup>(オ)</sup> uncertain about the quality of the singing and in doubt as to whether to take the statement at face value. Recently it has become popular among younger speakers to say the opposite of what is meant and then after a pause add, 'Not'. So someone with a poor opinion of the singer might say, 'What a fantastic singer she is!...Not!'

(出典 *Secret Language* より, 一部改変)

## Notes

protestation (*n.*) < protest (*v.*)

malapropism: the mistaken use of a word in place of a similar-sounding one, often with an amusing effect.

opportunism: using every opportunity to gain power, money, or unfair advantages.

continuum: continuous steps or degrees.

perpetrator: the person who commits a crime or any other harmful act.

lexicon: the vocabulary of the language.

chide: to scold.

addressee: the person spoken to.

misfire: to fail to produce the intended result.

- (1) この状況で下線部 (ア) のような発言をするのはなぜか、本文に即して日本語で説明しなさい。
- (2) 下線部 (イ) にあるように、King Oedipus(オイディプス王)の物語がアイロニーの典型例であるとなぜ言えるのか。本文に即して日本語で説明しなさい。
- (3) 下線部 (ウ) を和訳しなさい。ただし this が何を指しているのかを明確にすること。
- (4) 下線部 (エ) を英訳しなさい。
- (5) 下線部 (オ) を和訳しなさい。

〔Ⅲ〕 次の文章を読んで、下の問いに解答欄の範囲内で答えなさい。

Most of the first year students, in anticipation of their first class at Harvard Law School, were already seated as Professor Kingsfield, at exactly five minutes past nine, walked purposefully through the little door behind the lecture platform. He put his books and notes down on the wooden lectern and pulled out the seating chart. One hundred and fifty names and numbers: the guide to the assigned classroom seats. He put the chart on the lectern, unbuttoned his coat, exposing the gold chain across his vest, and gripped the smooth sides of the stand, feeling for the indentations he had worn into the wood. He did not allow his eyes to meet those of any student—his face had a distant look similar to the ones in the thirty or so large gilt-framed portraits of judges and lawyers that hung around the room.

At exactly ten past nine, Professor Kingsfield picked a name from the seating chart. The name came from the left side of the classroom. Professor Kingsfield looked off to the right, his eyes following one of the curving benches to where it ended by the window.

Without turning, he said crisply, "Mr. Hart, will you recite the facts of *Hawkins* versus *McGee*?"

When Hart, seat 259, heard his name, he froze. Caught unprepared, he simply stopped functioning. Then 彼は記憶にある限りこれまでに無いほど、自分の心臓がときどきと速く打って  
いて、手のひらと腕が汗ばんでいるのを感じた。

Professor Kingsfield rotated slowly until he was staring down at Hart. The rest of the class followed Kingsfield's eyes.

"I have got your name right?" Kingsfield asked. "You are Mr. Hart?" He spoke evenly, filling every inch of the hall.

A barely audible voice floated back: "Yes, my name is Hart."

"Mr. Hart, you're not speaking loud enough. Will you speak up?"

Hart repeated the sentence, no louder than before. He tried to speak loudly, tried to force the air out of his lungs with a deep push, tried to make his words come out with conviction. He could feel his face whitening, his lower lip beat against his upper. He couldn't speak louder.

"Mr. Hart, will you stand?"

After some difficulty, Hart found, to his amazement, he was on his feet.

"Now, Mr. Hart, will you give us the case?"

Hart had his book open to the case: he had been informed by the student next to him that a notice on the bulletin board listed *Hawkins v. McGee* as part of the first day's assignment in contracts. But Hart had not known about the bulletin board. Like most of the students, he had assumed that the first lecture would be an introduction.



His voice floated across the classroom: "I ... I haven't read the case. I only found out about it just now."<sup>(7)</sup>

Kingsfield walked to the edge of the platform.

"Mr. Hart, I will myself give you the facts of the case. *Hawkins* versus *McGee* is a case in contract law, the subject of our study. A boy burned his hand by touching an electric wire. A doctor who wanted to experiment in skin grafting asked to operate on the hand, guaranteeing that he would restore the hand 'one hundred percent.' Unfortunately, the operation failed to produce a healthy hand. Instead, it produced a hairy hand. A hand not only burned, but covered with dense matted hair.

"Now, Mr. Hart, what sort of damages do you think the doctor should pay?"

Hart reached into his memory for any recollections of doctors. There were squeaks from the seats as members of the class adjusted their positions. Hart tried to remember the summation he had just heard, tried to think about it in a logical sequence. But all his mental energy had been expended in pushing back shock waves from the realization that, though Kingsfield had appeared to be staring at a boy on the other side of the room, he had in fact called out the name Hart. And there was the constant strain of trying to maintain his balance because the lecture hall sloped toward the podium at the center, making him afraid that if he fainted he would fall on the student in front of him.

Hart said nothing.

"As you remember, Mr. Hart, this was a case involving a doctor who promised to restore an injured hand."

That brought it back. Hart found that if he focused on Kingsfield's face, he could imagine there was no one else in the room. A soft haze formed around the face. Hart's eyes were watering, but he could speak.

"There was a promise to fix the hand back the way it was before," Hart said.

Kingsfield interrupted: "And what in fact was the result of the operation?"

"The hand was much worse than when it was just burned..."

"So the man got less than he was promised, even less than he had when the operation started?"

Kingsfield wasn't looking at Hart now. He had his hands folded across his chest. He faced out, catching as many of the class's glances as he could.

"Now, Mr. Hart," Kingsfield said, "how should the court measure the damages?"

"The difference between what he was promised and what he got, a worse hand?" Hart asked.

Kingsfield stared off to the right, picked a name from the seating chart.<sup>(8)</sup>

(出典 *The Paper Chase* より, 一部改変)

## Notes

lectern: a reading-desk in a church, university, etc., from which lessons are given.

indentation: a cut or notch in the margin of a thing.

skin grafting: transplanting skin; an operation in which healthy skin is applied to damaged skin.

matted: covered with dense growth.

summation: summary.

podium: raised platform.

- (1) 下線部 (ア) を英訳しなさい。
- (2) なぜ下線部 (イ) のような発言があったのかを，本文に即して日本語で簡潔に説明しなさい。
- (3) なぜ下線部 (ウ) で言っているような状況になってしまったのかを，本文に即して日本語で簡潔に説明しなさい。
- (4) 下線部 (エ) のような前置きの後で説明された訴訟 (*Hawkins versus McGee*) の内容を，日本語で簡潔にまとめなさい。
- (5) なぜ下線部 (オ) のようなことをしたのかを，本文に即して日本語で簡潔に説明しなさい。