

学 力 検 査 問 題

外 国 語 (英語)

リーディング・ライティング

(4 問)

平成 22 年 2 月 25 日

自 15 時 20 分

至 17 時 20 分

答案作成上の注意

- 1 この問題冊子には、リーディング・ライティングの問題があります。総ページは 12 ページです。
- 2 解答用紙は 1 枚（表裏の 2 ページ）です。解答はすべてその解答用紙に記入しなさい。
- 3 受験番号は、解答用紙の所定の箇所に、必ず記入しなさい。
- 4 配付した解答用紙は、持ち出してはいけません。

〔Ⅰ〕 次の英文は、インターネットの百科事典 Wikipedia の設立者の一人が書いた文章です。これを読んで、筆者が指摘するインターネット上の情報の問題点と、その指摘に対し予想される反論、およびその反論に対する筆者の主張を日本語で 180～200 字にまとめなさい。句読点や記号も 1 字に数えます。

The Internet is profoundly shifting how we get information. Whether it's through Web 2.0 services like social-networking sites, or through blogs, discussion groups and the more old-fashioned hobbyist websites, it is increasingly the resource of choice. And one of its key features is that it is unedited and devoted to open contribution.

So the Internet has become the main way we interact with the world when we're not face-to-face with it. But if it's so unedited and wide-open, surely it must output vast amounts of garbage? Well, it does.

This problem matters. It cannot be waved aside by saying, as so many do, that we should just become our own editors and think more critically. Our decisions are only as good as the information behind them, and no amount of caution will defeat misinformation if we end up acting on it, or use it to justify our deepest beliefs. Nor can it be dismissed by saying that perhaps a little misinformation is the price we pay for introducing democracy to the distribution of knowledge. According to this attitude, when the experts, professional journalists and encyclopedia makers are removed from their elite positions, their power is given to ordinary people. Perhaps.

Neither of these replies helps us deal with the problem. When confronted with the fact that we are taking in more and more mental junk food, the reply appears to be: but the Internet is fantastic! I agree, it is wonderful. If I did not think so, I would not have spent so much time helping to create Wikipedia.

But, in our admiration of this shiny new technology, should we minimize the value we place on such things as deep personal reflection, careful research,

rational inquiry, and quite simply the earnest concern for the truth? I certainly hope not, because those are intellectual values on which our civilisation is built.

(Adapted from *BBC Focus Magazine*, June 2009)

〔Ⅱ〕 次の対話を読んで、それぞれの問いに答えなさい。

Mother: Look. I need to talk to you about Barbara-Jean watching Elizabeth.

Daughter: Mom, we're not going to change our minds.

Mother: Oh, I think you might when you hear a story I call "BJ^(注) lost Henry at the Mall."

Daughter: Mom, we already know about that. And she was so great. She found him in, like, seven minutes.

Mother: No, she was not great! She lost him for seven minutes! I'm sorry, but I think Elizabeth is better off with me.

Daughter: Mom, nobody is perfect, (A).

Mother: I never said I was perfect. It's just that certain people make me look that way by comparison.

Daughter: Well, we think you're perfect when you're awake.

Mother: What does that mean?

Daughter: The other day when we got home when you were watching her, you were asleep on the couch.

Mother: Elizabeth was sleeping, too. I had a big turkey sandwich. I was watching golf. Shoot! I'm surprised I'm awake now!

Daughter: Mom, we totally trust you, and we trust BJ. All things being equal, we trust her for this weekend. We thought it'd be fun for Elizabeth to spend the weekend with Henry. She should spend more time with kids her age.

Mother: (B) She should spend time with Henry. Have BJ drop him off here.

Daughter: You're forgetting that I was here when you raised us.

Mother: What's that supposed to mean?

Daughter: Gee. Remember when I shoved a bean up my nose? Or how about Kyra getting her head stuck in the fence? Or Jake swallowing his

lunch money?

Mother: Okay, maybe I'm not perfect. Fine.

Daughter: (C), no one's a perfect parent, mom. Besides, we already told BJ that she could take care of her. Please don't be mad at us.

Mother: Oh, I am too mad... until you get into the car, because I want you to be safe. So call me when you get there so I know when to be mad again.

(Adapted from "Regarding Henry," *Reba*, Season 3)

(注) BJ Barbara-Jean の愛称

問 1 次の登場人物の人間関係を下の選択肢から選ぶとすると、もっとも適切な記号はどれですか。解答欄にその記号を書き入れなさい。

1. Barbara-Jean 2. Elizabeth 3. Jake

- | | | |
|-----------------------|-----------------|----------------|
| a. Mother の孫 | b. Mother の姉妹 | c. Mother の兄弟 |
| d. Daughter の姉妹 | e. Daughter の兄弟 | f. Daughter の甥 |
| g. Daughter が子守を依頼した人 | | |

問 2 下線部 might の後にどのような語句が省略されていますか。それを 3 語で補いなさい。

問 3 空欄(A)～(C)を補うのにもっともふさわしい語句を下の(1)～(4)の中から選び、それぞれ番号で答えなさい。

- (A) (1) especially BJ (2) especially you
(3) except for you (4) not even you
- (B) (1) What do you think? (2) You know what?
(3) You're right. (4) You're wrong.
- (C) (1) A point is (2) The point is
(3) Their point is (4) Your point is

問 4 次の(1), (2)の問いに日本語で簡潔に答えなさい。

- (1) Mother は、どのような理由で Barbara-Jean が Elizabeth の子守をするのにふさわしくないと言っていますか。
- (2) Daughter は、Mother が自分を育てていた頃にどのように子守をしたと言いたいのですか。

このページは白紙です。

〔Ⅲ〕 次の[A]と[B]を読んで、それぞれの問いに答えなさい。

[A]

Police say a 6-year-old girl grabbed the wheel of their family pickup truck after her dad passed out from low blood sugar^(注1) and kept them from crashing until a North Platte police officer could bring it to a halt.

Nancy Mains was in the back seat with her 3-year-old brother when she noticed her dad, Phillip Mains, slumped down on Sunday evening while they were driving home from a restaurant. “I remember getting up to about the mall—that was about 6:45,” Phillip Mains told *The North Platte Telegraph*. “The next thing I remember was waking up to the officer and emergency medical technicians, and it was 8:15.”

Nancy hopped up from the back seat to her father’s lap so she could steer and see out the windshield^(注2). Her dad’s foot had slipped off the accelerator, but even at idle the pickup was going an estimated 15-25 kilometers per hour. Other drivers noticed the girl driving the truck. Some moved their vehicles in front or behind the pickup and turned on their emergency blinkers. Nancy remained at the wheel for several blocks, even turning around when she got into a neighborhood she didn’t recognize.

She was then noticed by North Platte officer Roger Freeze. Freeze drove his car near enough that he could stop, get out and run up to the pickup. The driver’s side window was down, so Freeze reached in, grabbed the gearshift and pushed it into park.

North Platte Police Chief Martin Smith praised his officer and young Nancy. “I will be issuing him an honor for his quick, professional action on this case. Nancy was also able to take quick action when her dad was incapacitated, and we are very proud of her, too,” Smith said.

Nancy’s dad was grateful to Freeze as well. “To chase down a moving vehicle and get it stopped the way he did took a lot of nerve, and if it weren’t for him, things could have turned out much worse.” For a kindergartner, Nancy did a pretty good job of driving. The pickup sustained only a minor

damage when it scraped a bridge as Nancy turned to head back into town.

When she saw her dad “fall asleep,” Nancy said, she got scared, then got another fright when officer Freeze appeared at the driver’s window. But when Freeze brought the pickup to an abrupt halt? “I was just happy,” Nancy said.

(Adapted from <http://www.msnbc.com/id/30877657/>)

(注 1) low blood sugar 低血糖 (注 2) windshield フロントガラス

問 1 本文の内容と一致するものを下の(a)~(h)の中から 3 つ選び、記号で答えなさい。

- (a) Nancy’s father died of low blood sugar while he was driving a pickup.
- (b) Nancy grabbed the wheel from the back seat.
- (c) When Nancy’s father recovered consciousness, he was in the mall.
- (d) Despite Nancy’s father having released the accelerator, the truck was moving too fast to be safely chased on foot.
- (e) Roger Freeze found the truck before other drivers turned on their emergency blinkers.
- (f) Freeze did not stop the pickup by stepping on the brakes but by shifting gears into park.
- (g) Nancy did such a good job of driving that there was only one scratch on the truck.
- (h) Though Nancy was scared when her father fainted, she felt happy when Freeze appeared at the driver’s window.

問 2 下線部(1)の内容を日本語で 60 字以内に要約しなさい。句読点も 1 字に数えます。

問 3 下線部(2)には省略された部分があります。それを補いなさい。

But when Freeze brought the pickup to an abrupt halt, _____?

[B]

“Chess is a game of failure,” says Bruce Pandolfini, an American chess master known for his work teaching young chess players. “At the beginning, you lose — a lot. The kids who are going to succeed are the ones who learn to stand it. A lot of young players find losing so painful they never adapt, never⁽¹⁾learn to handle failures. But good players lose and then put the game behind them emotionally.”

Pandolfini teaches his students this calming sense of perspective. The present moment is laid out against the past. What you see is compared to your memories of what you’ve seen — and mastered — before. What you have in the end is a kind of continuing⁽²⁾ story. He calls it chess instruction, but really, it works with anything. (A), it’s not so different from the way writing down your feelings in a journal helps you process failure and move on.

Teachers can foster strength in students, creating students who are not afraid of failure but actually welcome it as a learning opportunity. People have one of two belief systems about how intelligence works. We think intelligence is either “fixed” or “adaptable.” (B), we’re pretty much as smart and good and competent as we’re going to get, or else we’re a work in progress, and there’s still room for improvement.

People who believe intelligence is fixed are less flexible. If you don’t believe you can learn anything from your mistakes, you won’t welcome failure with open arms. (C) students who are taught that the brain is plastic⁽³⁾ and that they can become smarter and more competent — that the brain grows, like a muscle, when you work it hard — show a marked increase in grades and enjoy school more. Because they’re less afraid to fail, they succeed more.

How much failure is too much? Bubble-wrapping^(註) kids to shield them from failing does them no favors. Without that trial-and-error learning from gradual exposure to risk, kids become overly sensitive to anxiety disorders.

But at the other extreme, exposure to repeated and continuous failure can crush the spirit of even the strongest kid. Parents' job, then, is (ア).

(Adapted from *Psychology Today for a Healthier Life*, May/June 2009, Volume 42, No. 3)

(注) bubble-wrap 輸送用緩衝シートでくるむ

問 1 下線部(1)を日本語に訳しなさい。

問 2 空欄(A)～(C)を補うのにもっともふさわしい語句を下の(1)～(3)の中から選び、それぞれ番号で答えなさい。

- | | | | |
|-------|-----------------|--------------------|--------------|
| (A) | (1) In fact | (2) However | (3) Still |
| (B) | (1) For example | (2) In other words | (3) Yet |
| (C) | (1) But | (2) Despite | (3) Moreover |

問 3 下線部(2)の continuing とはどういうことか、本文に即して説明しなさい。

問 4 下線部(3)と同じ意味を持つ文を下の(1)～(4)の中から選び、番号で答えなさい。

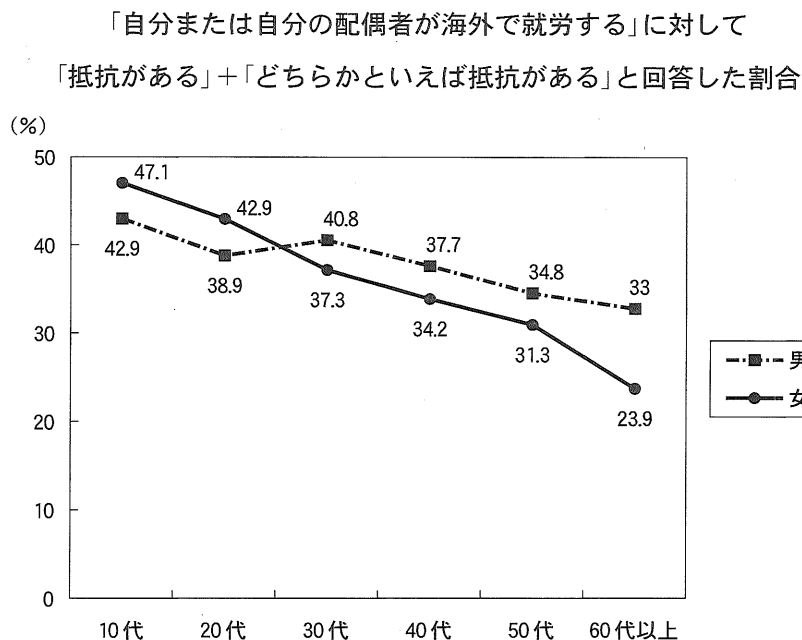
- (1) Plastic has replaced a part of the skull.
- (2) Intelligence can be developed.
- (3) The idea is not sincere.
- (4) The person has a hard head.

問 5 空欄(ア)を補うのにもっともふさわしい語句を下の(1)～(4)の中から選び、番号で答えなさい。

- (1) to make their kids oversensitive to anxiety disorders
- (2) to control their kids' exposure to failure
- (3) to keep their kids from the possibilities of failure
- (4) to teach their kids not to lose

〔Ⅳ〕 次の〔A〕, 〔B〕の問いに答えなさい。

〔A〕 次のグラフは、野村総合研究所が2007年に5,000人の日本人を対象に、海外での就労に対する意識を調査したものです。このグラフからわかる、性別や世代による違いを、70語以内の英語で書きなさい。コンマやピリオドは語数に含めません。解答欄の最初の()に語数を記入しなさい。



(資料) NRI「プロジェクト 2015 生活者 5,000 人 Web アンケート」

(2007 年 8 月)

〔B〕 あなたは、自分または自分の配偶者が海外で就労することに賛成ですか。あなたの考えと、そう考える理由を、80語以内の英語で書きなさい。コンマやピリオドは語数に含めません。解答欄の最初の()に語数を記入しなさい。