

平成 24 年度入学者選抜学力検査問題

英 語

注 意 事 項

- 1 この冊子は、監督者から解答を始めるよう合図があるまで開いてはいけません。
- 2 解答は解答用紙に書きなさい。解答用紙は 3 枚です。監督者から指示があったら、3 枚とも、解答用紙の上部の所定欄に受験番号と座席番号を、また、下部の所定欄には座席番号をそれぞれ必ず記入しなさい。
- 3 英語を選択科目として届け出た者のみが解答しなさい。それ以外の者が解答すると失格となります。
- 4 この冊子は全部で 9 頁からなります。落丁、乱丁または印刷の不備なものがあつたら申し出てください。
- 5 解答用紙は、記入の有無にかかわらず、持ち帰ってはいけません。
- 6 この冊子は持ち帰ってかまいません。

I

次の文章を読み、問1から問6の設問に日本語で答えなさい。

When Mike May was three years old, a chemical explosion rendered him completely blind. This did not stop him from becoming the best blind downhill speed skier in the world, as well as a businessman and family man. Then, ⁽¹⁾ forty-three years after the explosion robbed him of his vision, he heard about a new surgical development that might be able to restore it. Although he was successful in his life as a blind man, he decided to undergo the surgery.

After the operation, the bandages were removed from around his eyes. Accompanied by a photographer, Mike sat on a chair while his two children were brought in. This was a big moment. It would be the first time he would ever gaze into their faces with his newly cleared eyes. In the resulting photograph, Mike has a pleasant but awkward smile on his face as his children ⁽²⁾ smile at him

The scene was supposed to be touching, but it wasn't. There was a problem. Mike's eyes were now working perfectly, but he stared with utter puzzlement at the objects in front of him. His brain didn't know what to make of the overwhelming flow of information. He wasn't experiencing his sons' faces; he was experiencing only uninterpretable sensations of edges and colors and lights. Although his eyes were functioning, he didn't have vision.

And this is because the brain has to learn how to see. The strange electrical storms inside the pitch-black skull get turned into conscious summaries after a sustained effort of figuring out how objects in the world match up across the senses. Consider the experience of walking down a hallway. Mike knew from a lifetime of moving down corridors that walls remain parallel, at arm's length, the whole way down. So when his vision was restored, the concept of perspective lines meeting at a distant point was ⁽³⁾ beyond his capacity to understand. It made no sense to his brain.

Similarly, when I was a child I met a blind woman and was amazed at how

intimately she knew the layout of her rooms and furniture. I asked her if she would be able to draw the layouts with higher accuracy than most sighted people. Her response surprised me: she said she would not be able to draw the layouts at all, because she didn't understand how sighted people converted three dimensions (the room) into two dimensions (a flat piece of paper). The idea simply didn't make sense to her. (4)

Vision does not simply exist when a person confronts the world with clear eyes. Instead, an interpretation of the electro-chemical signals streaming from the eyes to the brain has to be trained up. Mike's brain didn't understand how his own movements affected the way he saw objects. For example, when he moves his head to the left, the scene shifts to the right. The brains of sighted people have come to expect such things and know how to ignore them. But Mike's brain was confused by these strange relationships. And this illustrates a key point: the conscious experience of vision occurs only when there is accurate prediction of sensory consequences. So although vision seems like a representation of something that's objectively out there, it doesn't come for free. It has to be learned. (5)

After moving around for several weeks, staring at things, kicking chairs, examining silverware, rubbing his wife's face, Mike came to have the experience of sight as we experience it. He now experiences vision the same way you do. He just appreciates it more. (6)

出典：David Eagleman, *Incognito The Secret Lives of the Brain*, Pantheon Books, 2011 抜粋の上、一部を変更している。

問 1 下線部(1)を和訳しなさい。

問 2 下線部(2)について、マイク的笑顔が awkward であった理由を説明しなさい。

問 3 下線部(3)について、その理由を説明しなさい。

問 4 下線部(4)について、その内容を説明しなさい。

問 5 下線部(5)の例を本文からあげなさい。

問 6 下線部(6)を、it の指すものと比較の対象とがわかるように、和訳しなさい。

II 次の文章を読み、問1から問5の設問に答えなさい。*が付いている語句には本文の後ろに注があります。

Soon after I started teaching at a new university, one student raised his hand and asked, about a text I had assigned, "Why did we have to buy this book?" I got the question in that form only once, but I heard it a number of times in the form of "Why did we have to read this book?" I could see that this was not only a perfectly *legitimate question; it was a very interesting question. The students were asking me to justify the return on investment in a college education. I just had never been called upon to think about this before. It wasn't part of my training. We took the value of the business we were in for granted. ⁽¹⁾

I could have said, "You are reading these books because you're in college, and these are the kinds of books that people in college read." If you hold a certain theory of education, that answer is not as circular as it sounds. Society needs a mechanism for sorting out its more intelligent members from its less intelligent ones, just as a track team needs a mechanism (such as a stopwatch) for sorting out the faster athletes from the slower ones. Society wants to identify intelligent people early on so that it can direct them into careers that maximize their talents. College is, essentially, a four-year intelligence test. Students have to demonstrate intellectual ability over time and across a range of subjects. At the end of the process, graduates get a score, the *G.P.A., that professional schools and employers can trust as a measure of intellectual capacity and productive potential. It's important, therefore, that everyone is taking more or less the same test.

I could have answered the question in a different way. I could have said, "You're reading these books because they teach you things about the world and yourself that, if you do not learn them in college, you are unlikely to learn anywhere else." This reflects a different theory of college, a theory that runs

like this: In a society that encourages its members to pursue the career paths that promise the greatest personal or financial rewards, people will, given a choice, learn only what they need to know for success. They will have no incentive to acquire the knowledge and skills important for life as a responsible citizen, or as a thinking and *culturally literate human being. College exposes future citizens to material that enlightens them, whatever careers they end up choosing.

If you like the first theory, then it doesn't matter which courses students take, or even what is taught in them, as long as they're rigorous enough for the sorting mechanism to do its work. All that matters is the grades. If you prefer the second theory, then you might consider grades a useful instrument of positive or negative *reinforcement, but the only thing that matters is what students actually learn. There is stuff that every adult ought to know, and college is the best delivery system for getting that stuff into people's heads.

Since 1945 American higher education has been committed to both theories. The system is designed to be both meritocratic (rewarding individual ability) and democratic (granting equal opportunity). Professional schools and employers depend on colleges to sort out each group of students as it passes into the workforce, and politicians talk about the importance of college for everyone. We want higher education to be available to all Americans, but we
(2)
also want people to deserve the grades they receive.

It wasn't always like this. Before 1945, elite private colleges like *Harvard and *Yale were largely in the business of reproducing a privileged social class. Between 1906 and 1932, four hundred and five boys from *Groton applied to Harvard. Four hundred and two were accepted. In 1932, Yale received thirteen hundred and thirty applications, and it admitted nine hundred and fifty-nine — an acceptance rate of seventy-two per cent. Almost a third of those who enrolled were sons of Yale graduates.

In 1948, through the efforts of people like James Bryant Conant (the president of Harvard), the Educational Testing Service went into business, and standardized testing soon became the virtually universal method for picking out the most intelligent students in the high-school population, regardless of their family background, and getting them into the higher-education system. Conant regarded higher education as a limited social resource, and he wanted to make the gate narrower. Testing insured that only people who deserved to go to college did. The fact that Daddy went was no longer sufficient. In 1940, the acceptance rate at Harvard was eighty-five per cent. By 1970, it was twenty per cent. Last year, thirty-five thousand students applied to Harvard, and the acceptance rate was six per cent.

出典：Louis Menand, "Live and Learn," *The New Yorker*, June 6, 2011.

抜粋の上、一部を変更している。

(注)

legitimate: 理にかなった

G.P.A.: Grade Point Average. 米国の大学や高校における成績評価平均値

culturally literate: 文化を理解する能力がある

reinforcement: (賞罰などの条件づけによる)反応の強化

Harvard: ハーヴァード大学。米国マサチューセッツ州にある私立大学。米国最古の大学で、1636年創立

Yale: イェール大学。米国コネチカット州にある私立大学。1701年創立

Groton: グロートン校。米国マサチューセッツ州北東部にあるプレップスクール(大学進学準備のエリート私立高等学校)

問 1 下線部(1)が具体的に何を指すか日本語で答えなさい。

問 2 下線部(2)を和訳しなさい。

問 3 下線部(3)について、その実現のために行われたことを日本語で答えなさい。

問 4 下線部(4)の意味を、文脈から判断して日本語でわかりやすく説明しなさい。

問 5 次の文章は本文の前半を要約したものです。空欄①～⑧に入る語を、本文の第2段落から第4段落までの中からそれぞれ適切な1語を抜き出して書きなさい。

There are two theories of education. In one theory, society needs to (①) intelligent people, and college functions as a (②) for sorting out (③) intelligent people just as a (④) does for sorting out faster athletes. In the other theory, college exposes students to material that is important for (⑤) citizenship. In the first theory, rather than (⑥) or skills, (⑦) are most important. On the other hand, in the second theory, what students learn (⑧) most.

III

AとBの設問に英語で答えなさい。

A. Read the passage, and then follow the instruction below.

Passage

A research survey was conducted on how much people contributed to blogs. The survey was sent to exactly 1,000 people, and 500 men and 500 women responded. The researchers were interested in finding out if there was a difference between men and women concerning why they did not write on blogs.

Some of the findings were:

- 42 % of women said they were too busy with family responsibilities
- 68 % of women said they were not interested in the topics of discussion
- 24 % of women said they did not like the angry tone used on blogs

They also found that:

- 58 % of men said they were too busy with family responsibilities
- 34 % of men said they were not interested in the topics of discussion
- 24 % of men said they did not like the angry tone used on blogs

Instruction

Now write three sentences that express relationships between the findings about women and men, using the expressions below

- (1) more ... than
- (2) the same number of ... as
- (3) twice as many ... as

B. Complete this story by filling in the blank spaces.

Paul and Rashid were driving to the movie theater. Paul said he would go buy the tickets while Rashid parked the car. Rashid said rather than that, it would be easier _____, and then went together to buy tickets. Paul said that it would take less time if he bought the tickets while Rashid was parking the car. Rashid said that he might have to park the car far away and might not be able to get to the movie theater on time. "In that case," replied Paul, "I can wait for you outside the movie theater."

"Hold on!" said Rashid. "We haven't decided what movie to see. You want to watch *Planet of the Apes*, and I want to watch *Romeo and Juliet*."

"No problem," said Paul. "If you can't make it to the movie theater on time, I'll go watch *Planet of the Apes* and you can go see *Romeo and Juliet*."

Rashid didn't like that idea. He didn't like the idea of going together to the movie theater and then _____. "Then what's the point of us going together to see a movie?" he asked Paul.

"We can watch different films and then compare them," said Paul. "You can tell me about *Romeo and Juliet*, and I can tell you about *Planet of the Apes*."

Rashid still didn't think this was a good idea. "I can already tell you about *Planet of the Apes*," he said.

"What do you mean?" replied Paul.

"Well, if you'll remember correctly, _____," answered Rashid.

"Last year! You and me? Together? Oh, well ... did I like it?" said Paul.

"No, _____," said Rashid.