

山形大学

平成 25 年度入学者選抜試験問題
人文学部法経政策学科
地域教育文化学部地域教育文化学科食環境デザインコース
医学部

外 国 語

(英 語)

前 期 日 程

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 この問題冊子の本文は1 ページから8 ページまでです。
- 3 試験中に問題冊子の印刷不鮮明・落丁・乱丁、解答用紙の汚れなどに気が付いた場合は、手を挙げて監督者に知らせてください。
- 4 監督者の指示にしたがって、解答用紙に学部名と大学受験番号を正しく記入してください。
大学受験番号が正しく記入されていない場合は、採点されないことがあります。
- 5 問題冊子のほかに、解答用紙2 枚、下書き用紙1 枚を配付してあります。
- 6 試験終了後、問題冊子と下書き用紙は持ち帰ってください。

問題Ⅰ 次の文章を読み設問に答えなさい。

Five years ago, South Korea mapped out a plan to ①transform its education system into the world's most cutting-edge. The country would turn itself into a 'knowledge powerhouse,'* one government report declared, breeding students ②'equipped for the future.' These students would have little use for the thick textbooks familiar to their parents. Their textbooks would be digital, accessible on any screen of their choosing. Their backpacks would be much lighter. By ③setting out to change traditional textbooks for digital ones, the chief element of its plan for transformation, South Korea tried to ④anticipate the future — and its vision has largely taken shape with the global rise in tablets, smartphones and e-book readers.

But South Korea, among the world's most wired* nations, has also seen its plan to digitize elementary, middle and high school classrooms by 2015 conflict with a trend it didn't anticipate: education leaders here worry that digital devices are too pervasive* and that this young generation of tablet-carrying, smartphone-loving students might benefit from less exposure to ⑤them, not more. Those concerns have caused South Korea to ⑥cut back the ambition of the project, which is in a trial stage at about 50 schools. Now, the full launch won't be a revolution: classes will use digital textbooks alongside paper textbooks, not instead of them. First- and second-graders, government officials say, probably won't use digital textbooks at all.

The newest thinking, in the eyes of some education experts here, calls into question South Korea's long-held principle that ⑦technology automatically brings progress. One of Seoul's major daily newspapers warned in an editorial about the country's 'excessive trust' in digital education and the mistaken assumption that wireless education means better quality.

Other countries are watching closely, because no other nation, according (ア) government officials here, has a similarly ambitious digital plan. The nearest comparison might be in Florida, where officials last year proposed gradually withdrawing traditional textbooks by 2015. But South Korea's education system has long been known for pushing the limits. It is among the world's most demanding. Most students meet (イ) private tutors or attend cram schools.* Parents worry (ウ) their kids' achievement. South Korea has among the world's highest literacy* levels and highest private education spending.

'The concern about the digital textbook,' said Kwon Cha-mi, who runs the digital program at one of the trial elementary schools in Seoul, 'is that young students won't have as much time to experience real life and real things. They'll just see the whole world through a computer screen.'

At first glance, some of the anxiety sounds like the typical concerns of an older generation that doesn't understand the new. But South Korean students are showing ⑧the negative side of

over-stimulation. A government survey reports that about one in 12 students between ages 5 and 9 is addicted to* the internet, meaning they become anxious or depressed if they go without access. Some (あ) experts suggest a similar problem in the United States, where between 8% and 12% of children show signs of internet addiction.

⑨ Education officials here fear that if tablets and laptops become compulsory in the classroom, students could become even more device-dependent. They might also suffer from vision problems. Some parents, officials say, have (い) expressed the concern that their kids will struggle to keep their focus on studying when using an internet-connected (う) device. Before making a complete transition to digital books, the government should study the 'health (え) effects' on students, said Jeong Kwang-hoon, chief of the online learning division at the Korea Education and Research Information Service.

- (注) knowledge powerhouse 知識大国
wired インターネットの普及した
pervasive 普及している, 浸透している
cram schools 塾, 予備校
literacy 読み書きの能力
is addicted to ～にやみつきになる

(出典) この文章は, *The Washington Post* (2012 年 3 月 25 日) からの抜粋です (一部変更しています)。

[問 1] 下線部①～④の語句にもっとも意味が近いものを, 次の選択肢(a)～(d)からそれぞれ一つ選び, 記号で答えなさい。

- ① (a) recover
(b) register
(c) research
(d) reshape

- ② (a) aware of
(b) building on
(c) prepared for
(d) related to

- ③ (a) aiming
(b) claiming
(c) going
(d) refusing

- ④ (a) construct
(b) improve
(c) predict
(d) repair

〔問 2〕 下線部⑤が指すものを英語で抜き出さない。

〔問 3〕 下線部⑥の結果、学校での教科書の使用はどのようになるのか、低学年とそれ以外の場合に分けて日本語で答えなさい。

〔問 4〕 下線部⑦の説明としてもっとも適切なものを、次の選択肢(a)～(d)から一つ選び、記号で答えなさい。

- (a) technology equals automation
(b) technology equals progress
(c) technology is always automatic
(d) technology is led by automated progress

〔問 5〕 空欄(ア)～(ウ)に入る語としてもっとも適切なものを、次の選択肢(a)～(h)からそれぞれ一つ選び、記号で答えなさい。ただし、選択肢の使用はそれぞれ一回のみとする。

- (a) across
(b) among
(c) by
(d) over
(e) to
(f) under
(g) upon
(h) with

〔問 6〕 下線部⑧の内容として、本文で述べられている具体例を、次の選択肢(a)～(d)から一つ選び、記号で答えなさい。

- (a) an older generation not understanding the new
- (b) becoming anxious or depressed
- (c) being under-stimulated
- (d) going without internet access

〔問 7〕 次の表は二重下線部(あ)～(え)の単語の発音の強弱を示し、●が強く発音される部分、○が弱く発音される部分を表している。選択肢 A～H から、強弱の正しい組み合わせを一つ選び、記号で答えなさい。

		A	B	C	D	E	F	G	H
(あ)	experts	●○	○○●	●○○	○○●	○○●	●○○	●○○	●○○
(い)	expressed	○○●	●○○	●○○	●○○	○○●	●○○	○○●	○○●
(う)	device	●○○	○○●	○○●	○○●	●○○	●○○	○○●	●○○
(え)	effects	●○○	○○●	●○○	●○○	●○○	○○●	○○●	○○●

〔問 8〕 下線部⑨を日本語に訳しなさい。

問題 II 次の文章を読み設問に答えなさい。

In many countries around the world, it is common for the state to ask its citizens if they will volunteer to be organ donors. Now, organ donation is one of those issues that cause strong feelings in many people. On the one hand, it's an opportunity to turn one person's (ア) into another person's (イ). But on the other hand, it's more than a little disturbing to be making plans for your organs that don't involve you. It's not surprising, therefore, that different people make different decisions, nor is it surprising that rates of organ donation vary considerably from country to country. It might surprise you to learn, however, ①{ global / how / is / much / there / variation }. In a study conducted a few years ago, two psychologists found that rates at which citizens consented to donate their organs varied across different European countries, from as low as 4.25% to as high as 99.9%. What was even more curious about these differences is that ②they weren't scattered, but rather formed two distinct groups — one group that had organ-donation rates in the single digits* and teens,* and one group that had rates in the high nineties — with almost nothing in between.

What could explain such a huge difference? That's the question I put to a classroom of bright Columbia University students not long after the study was published. Actually, what I asked them to consider was two anonymous countries, A and B. In country A, 12% of citizens agree to be organ donors, while in country B 99.9% do. So what did they think was different about these two countries that could ③account for the choices of their citizens? Being ④smart and creative students, they came up with lots of possibilities. Perhaps one country was secular* while the other was highly religious. Perhaps one had more ⑤advanced medical care, and better success rates at organ transplants, than the other. Perhaps the rate of accidental death was higher in one than another, resulting in more available organs. Or perhaps one had a highly socialist culture, ⑥emphasizing the importance of community, while the other prized the rights of individuals.

All were good explanations. But then came ⑦the curveball. Country A was in fact Germany, and country B was ... Austria. My poor students were at a loss — *what on earth could be so different about Germany and next door Austria?* But they weren't giving up yet. Maybe there was some difference in the legal or education systems that they didn't know about? Or perhaps there had been some important event or media campaign in Austria that had galvanized* support for organ donation. Was it something to do with World War II? Or maybe Austrians and Germans are more different than they seem. My students didn't know what the reason for the difference was, but they were sure it was *something* big — ⑧you don't see extreme differences like that by accident. Well, no — but you can get differences like that for reasons that you'd never expect. And for all their creativity, my students never figured out the real reason, which is actually extremely simple: *in Austria, the default choice is to be an organ donor, whereas in Germany the default is not to be.* The difference in policies seems minor

— it's just the difference between having to mail in a simple form and not having to — but it's enough to push the donor rate from 12% to 99.9%. And what was true for Austria and Germany was true across all of Europe — all the countries with very high rates of organ donation had opt-out policies, while the countries with low rates were all opt-in.

- (注) single digits 0 から 9 までの数字
teens 10 から 19 までの数字
secular 世俗的, 非宗教的
galvanized 活性化した

(出典) この文章は, Duncan J. Watts 著, *Everything Is Obvious* (Atlantic Books, 2011 年) からの抜粋です (一部変更しています)。

[問 1] 空欄(ア)と(イ)に入る語の組み合わせとして, この文脈でもっとも適切なものを, 次の選択肢(a)~(e)から一つ選び, 記号で答えなさい。

- | | | |
|-----|---------------|---------------|
| (a) | (ア) honor | (イ) loss |
| (b) | (ア) honor | (イ) shame |
| (c) | (ア) loss | (イ) salvation |
| (d) | (ア) loss | (イ) shame |
| (e) | (ア) salvation | (イ) shame |

[問 2] 下線部①の{ }内の語を並べ替えて, 「国による違いがどのくらいあるか」という意味の英文を完成させなさい。ただし, 最後の語は is にすること。

[問 3] 下線部②からわかる状況の説明としてもっとも適切なものを, 次の選択肢(a)~(e)から一つ選び, 記号で答えなさい。

- (a) 同意率は国ごとにばらばらで特定の傾向は見られない。
- (b) 大半の国が 90%を越える同意率である。
- (c) 同意率は極端に高い数値と低い数値の国に分かれる。
- (d) どの国の同意率も数値的にほとんど差はない。
- (e) 二つの国を除いて同意率は 50%前後に集中している。

〔問4〕 下線部(あ)～(え)の語句にもっとも意味が近いものを、次の選択肢(a)～(e)からそれぞれ一つ選び、記号で答えなさい。

- (あ) (a) calculate
(b) criticize
(c) evaluate
(d) explain
(e) solve

- (い) (a) clever
(b) delicate
(c) healthy
(d) regular
(e) slim

- (う) (a) expensive
(b) physical
(c) reasonable
(d) sophisticated
(e) traditional

- (え) (a) calculating
(b) embarrassing
(c) opening
(d) stressing
(e) viewing

〔問5〕 下線部③のこの文脈における意味としてもっとも適切なものを、次の選択肢(a)～(e)から一つ選び、記号で答えなさい。

- (a) 奇妙な提案
(b) 興味深い計画
(c) 巧妙な解決策
(d) 複雑な予想
(e) 予想外の事実

〔問 6〕 下線部④を日本語に訳しなさい。

〔問 7〕 下の表は、本文における A と B の二つの国の臓器提供の状況についてまとめたものである。

- (1) 空欄(あ)～(え)を埋めて表を完成させなさい。ただし、(あ)と(い)は日本語で、(う)と(え)は数字で答えなさい。
- (2) 本文の内容を参考にして、opt-out の一般的な意味を日本語で説明しなさい。ただし、「全員参加」と「意思表示」の二つの語を用いること。

	国名	制度の基本方針	臓器提供のための登録方法	臓器提供の同意率 (%)
A	(あ)	opt-in	必要な書類に記入し、 郵便で提出する	(う)
B	(い)	opt-out	何もする必要はない	(え)