

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20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11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①は、エステル(Ester)とセザー(Cesar)の間で、塩に関して起こった出来事について述べています。英文②は、塩に対する世界の人々の考え方の違いを説明しています。①と②を読んで、塩に対する現代人の考えや習慣について、エステルとセザーの間に起こった出来事を交えて、日本語で220~250字にまとめなさい。数字、句読点、記号も1字に数えます。

① The sweethearts both come from Spanish-speaking cultures. Ester is from Guatemala, and Cesar from Cuba. One night they stop to eat at a fast-food restaurant and order some rice with their meal. The rice needs more seasoning, so Cesar brings over a number of small packets of salt from the counter.

When they finish eating, five packets of salt remain unopened. While chatting with Cesar, Ester begins playing with the salt. She pours some in her plate. Later she asks Cesar if he will throw her plate away. He agrees, but when he sees the spilled salt, he becomes furious.

He calls Ester “an evil creature from hell.” Ester is so startled that she begins to cry, but Cesar ignores her tears. He drives her home and drops her off without a word. When Ester tries phoning him, she discovers his line has been disconnected.

They never see each other again.

② Cesar’s reaction was tied to his belief that, when Ester deliberately spilled the salt, she was summoning the devil, who would harm him. He thought Ester was evil. She doomed his future. Cesar’s startling response is related to a popular belief that a person who throws salt away will receive bad luck in business, love, friendship, and family.

All over the world, people hold strong beliefs about salt. In the British Isles during the seventeenth century, if salt was spilled toward a person, it was considered an unlucky sign bringing tragedy to that person or his

family. There is a further connection with sadness. In colonial New England, some people threw salt on a stove to help tears dry more quickly, while in the past many Norwegians believed they must shed tears to dissolve spilled salt. Contemporary Americans believe there will be a fight among family members if salt is spilled.

But there are positive as well as negative beliefs about salt going back to ancient times. Salt is used to protect from the evil eye; people throw salt over the left shoulder into the eyes of the devil, a custom based on the old belief that good spirits lived on the right side and evil ones on the left. Salt is associated with purity among Asians. In Japan, for example, before a Sumo wrestling match, they sprinkle salt on the floor of the wrestling ring.

(Adapted from *Multicultural Manners*, 1996)

[II] 次の対話を読んで、下の問いに答えなさい。

Student: Excuse me, Mr. Jones. (A) talk to you for a minute?

Teacher: Sure, David. What's up?

Student: I was wondering if you could help me with something.

Teacher: Well, tell me about it and I'll see what I can do.

Student: It's about a play they're putting on at the local community center. I went for an audition and they want me to take a leading role. I need a permission slip from you in order to join the production.

Teacher: I'm not sure about this, David. You've been having problems with some of your academic studies this year. Next year you'll have university entrance examinations to consider. Do you think this is
(1) wise?

Student: Oh please, Mr. Jones. (B) mean a lot to me. I'm thinking of studying literature or drama at university, and you're always telling us that education should include more than the study of academic subjects alone. Besides, it should help me with my studies.

Teacher: Well, if you can really convince me of that, _____
(2) What's the play?

Student: It's *Cat on a Hot Tin Roof*. As you know, we're studying Tennessee Williams in our literature class. I really think this will help me get a better understanding of his work, even though it's not the play we're studying for a set text.

Teacher: When will the play finish?

Student: In three months' time, at the end of July.

Teacher: And do your parents know about this?

Student: Yes, they think it's a good idea.

Teacher: OK, please ask the play's director to send me an e-mail with details.
If everything is satisfactory, I'll give you the permission slip.
However, you have to promise me you'll keep up with your studies,
and I want to see an improvement in your final report.

Student: Thank you, Mr. Jones. (C) let you down.

問 1 空欄(A), (B), (C)を補うのもっともふさわしい語句を
下の(1), (2), (3)から選び, それぞれ番号で答えなさい。

- | | | |
|-----------------|-----------------|--------------|
| (A) (1) Did I | (2) May I | (3) Would I |
| (B) (1) It has | (2) It is | (3) It would |
| (C) (1) I'm not | (2) I ought not | (3) I won't |

問 2 下線部(1)と意味がもっとも近い英文を下のア～エから選び, 記号で答えな
さい。

- ア. Are university entrance examinations a test of intelligence?
イ. Is acting in the play a sensible thing to do?
ウ. Is performing in the play a way to reduce intelligence?
エ. Is talking to Mr. Jones a sensible thing to do?

問 3 下線部(2)にふさわしい内容の英語を 10 語以内で補いなさい。コンマやピ
リオドは語数に含めません。

問 4 この対話について, 下の(1), (2), (3)の問いに日本語で簡潔に答えなさい。

- (1) David は Mr. Jones に何を頼んでいますか。
(2) David はどのように Mr. Jones を説得していますか。
(3) Mr. Jones は何を心配していますか。

〔Ⅲ〕 次の英文[A]は日本文学の研究者・翻訳家であるアメリカ人の文章, [B]はヒトの視力について述べた文章です。[A]と[B]を読んで, それぞれの問いに答えなさい。

[A]

When I finished writing the last story in the series of articles about my life, I had a brief attack of depression that in my case is likely to follow the accomplishment of any major task. Although this series continued for a full year, it was not on the scale of my history of Japanese literature, which took me twenty-five years to write, and the depression was proportionately smaller.

All the same, now that it was over, I had a feeling of regret. I failed to mention some experiences that might have been of particular interest to readers. I regretted even more that I had not mentioned many people who have played an important part in my life and should have appeared in my articles. In my defence, I can only answer that, once I began writing the series, I became aware that I was describing something like a chain of linking experiences, and some friends, no matter how close, belonged to a different chain.

The most important of the “chains” in my life has been the one that binds me to Japan. For some years, especially when anti-Americanism was at its height, I worried that something might break the chain, that I would not be able to return. Fortunately, this did not happen. On the contrary, regardless of the extent of anti-American writings, I have always been treated with great kindness in Japan.

I often tell myself that I have basically not changed over the years, but the world has certainly changed, whether in small matters, or in the way of life of a whole nation. Could I have guessed, when I was a child, that a day would come when steam trains would be objects of nostalgia to people for whom airplanes had become the normal means of travel?

Some things remain the same. We feel this, for example, in reading *The Tale of Genji*. Love, hatred, loneliness, jealousy, and the other emotions remain constant, regardless of changes in the mode of living. One of the great pleasures in reading the literature of the past, whether *The Tale of Genji* or Shakespeare, is to discover a continuity of emotions across time and space.

I have often regretted that I haven't kept a diary. A diary would surely help me to recapture much of the past. But perhaps it is just as well to have forgotten so much. If I remembered everything, I would recall things that frightened me when I was a small child, teachers I disliked at school, friends who I thought had betrayed me, people I loved who did not love me. No, it is probably better not to try to remember. I hope that this series of articles, for all its weaknesses, has at least suggested how one human being spent an ⁽²⁾ essential happy life.

(Adapted from *The Daily Yomiuri Online*, Dec. 23, 2006)

- 問 1 下線部(1)の語を使った筆者の気持ちを日本語で80字以内にまとめなさい。数字、句読点、記号も1字に数えます。
- 問 2 下線部(2)について本文から具体的に3点をあげ、日本語で書きなさい。
- 問 3 筆者は昔の文学作品を読む楽しみについてどのように述べていますか。日本語で80字以内にまとめなさい。数字、句読点、記号も1字に数えます。

[B]

People often find that their horizontal vision is as far as their arms can stretch. Their vertical vision is slightly shorter but only because of the eyebrow bone.

How is this possible?

The answer lies in the way the human eye is designed. Each of your eyes has 130 million light-receivers in its retina^(注), (A) means that you have 260 million light-receivers in total.

What percentage of your eyes do you think is devoted to your 'clear' or 'central' focus and what percentage is devoted to your 'side' or 'peripheral' focus? In fact, your clear focus has only 20 percent of the eye/brain system devoted to it, while your peripheral focus has an amazing 80 percent! (B) means that, of the 260 million light-receivers you have working for you, over 208 million are devoted to your peripheral vision.

Why is such a large percentage devoted to this? The reason is that most of the events in the universe are happening around your central focus, and it is essential for your survival that your brain be aware of every change in your environment (C) order to direct you towards what you need, and away from danger.

In traditional methods of teaching reading we have concentrated only on the (ㄟ) focus vision, thus using less than 20 percent of the visual capacity available to us, and using even that small percentage in an utterly inappropriate way.

Readers like the librarian Antonio Magliabechi (1633-1714), the philosopher John Stuart Mill (1806-1873), and President John F. Kennedy (1917-1963) all trained themselves to use the vast potential of their (ㄨ) vision. You can do the same by disconnecting your brain from your clear focus and seeing with your 'Mind's Eye.' Whereas most people spend their lives chained to the 'tunnel vision' of central focus, the better readers, thinkers, and

survivors use the full range of their brains' visual skills.

(Adapted from *The Speed Reading Book*, 2000)

(注) retina (目の網膜)

問 1 空欄(A), (B), (C)を補うのもっともふさわしい語を下の(1), (2), (3)から選び, それぞれ番号で答えなさい。

- | | | |
|---------------|-----------|----------|
| (A) (1) where | (2) which | (3) whom |
| (B) (1) Both | (2) Each | (3) This |
| (C) (1) an | (2) but | (3) in |

問 2 下線部を日本語に直しなさい。

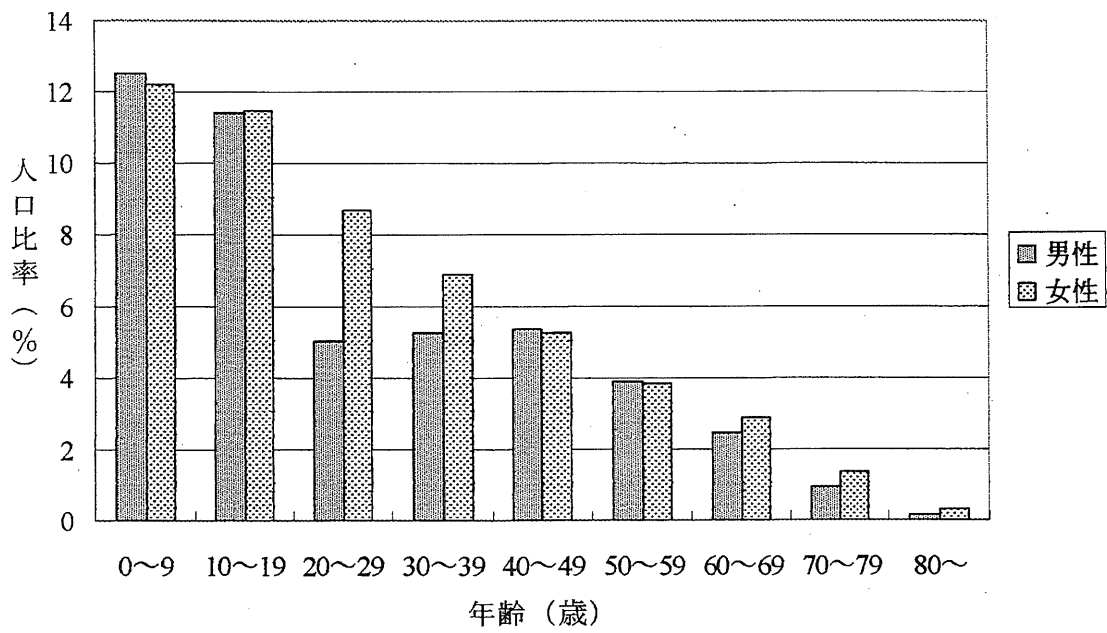
問 3 空欄(ア)と(イ)を補うのもっともふさわしい語を, それぞれ本文中から抜き出しなさい。

問 4 この文章で筆者が言いたいことは何か。日本語で80字以内にまとめなさい。数字, 句読点, 記号も1字に数えます。

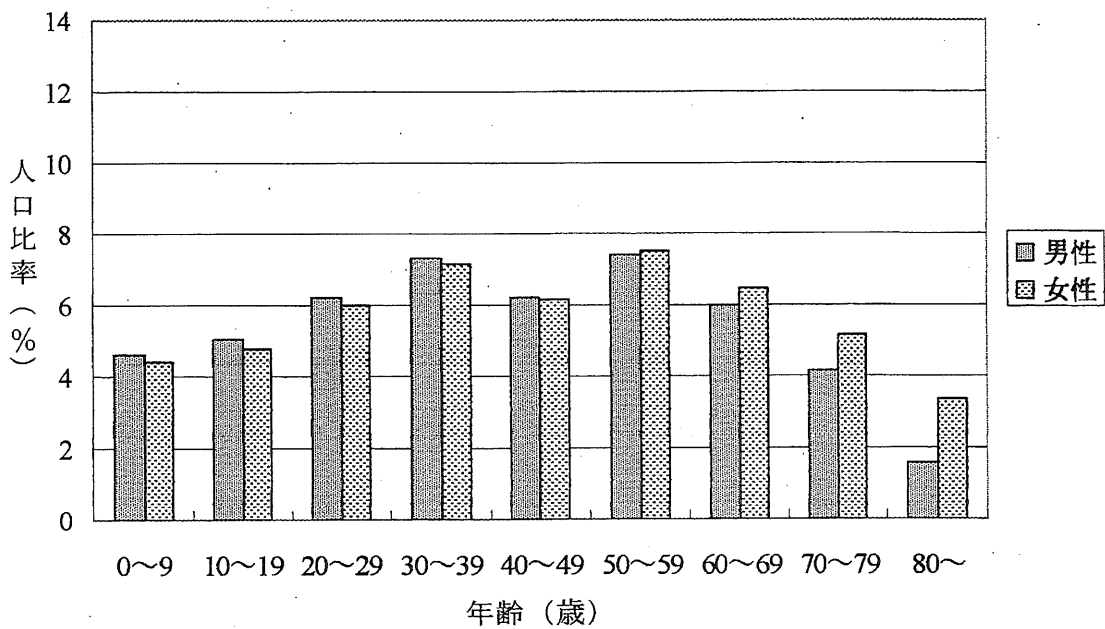
[IV] 次の[A], [B]の問いに答えなさい。

[A] 次の二つのグラフは、1945年と2005年の日本における年齢別の人口比率を示しています。二つを比較して、顕著な変化を三つあげ、その変化の原因と考えられることを、合計で100語程度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。

[B] あなたの将来像を具体的に二つあげ、それぞれが日本社会の人口変動によってどのように影響されるかについて、合計で80語程度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。



1945年



2005年

(資料) 総務省国勢調査