

金沢大学 一般

平成 24 年度入学者選抜学力検査問題

(前期日程)

英

語

(注 意)

- 1 問題紙は指示のあるまで開かないこと。
- 2 問題紙は本文 8 ページであり，答案用紙は 3 枚である。
- 3 答えはすべて答案用紙の指定のところに記入すること。
- 4 問題紙と下書き用紙は持ち帰ること。

平成24年度金沢大学入学者選抜試験（前期日程） 一般

問 題 訂 正

科目名： 英語

6 ページ 問題Ⅲ 上から8行目

誤 a 10-minite walk

正 a 10-minute walk

平成24年度金沢大学入学者選抜試験（前期日程） 一般

補 足 説 明

科目名： 英語

問題Ⅱの問3は日本語で説明しなさい。

I 次の英文を読んで設問に答えなさい。

“*Nihongo ga jōzu desu ne?*” roughly translated means “Your Japanese is good.” I have been told this many, many times, though I have been living in Japan for close to 20 years. Still, because my face doesn’t fit, waiters and waitresses in shops and restaurants look to my Japanese wife for confirmation of what I have asked for. I have learned to live with such minor inconveniences, which, unless I am in a particularly bad mood, don’t worry me too much.

However, it irritates me a great deal when people say the same thing to my 4-year-old son. He was born in Japan and holds both British and Japanese passports. His Japanese is better than nearly every child in his age group, while he is also a gifted speaker of English and is well-advanced for his years. He has no complex about being a little different at the moment, but, I wonder, what thoughts go through his head when he is told by so-called responsible grown-ups that his Japanese ability is good? He is then asked what country he comes from and whether or not he likes Japanese food.

As my son is more Asian in appearance than Western, when he goes out with my wife nobody notices how good or bad his Japanese is. However, when with me, people obviously have a strong urge to comment on his language ability or inquire as to his food preference. Although these people mean well, they seem to me silly things to ask.

My son now mixes with other children from a vast array of countries. He has never, to the best of my knowledge, contemplated why some have different eye or skin colors. He already has a good grasp of different cultures, as we have been fortunate enough to be able to travel widely. However, he considers himself to be Japanese above all else, mainly because he speaks the language better than any other, he eats Japanese food at most meals, and he has learned Japanese children’s songs and participates in Japanese cultural events. Other children in his school accept him as Japanese, too. They don’t view him as being different and will accept him for what he is.

The adults in this country can have the same perspective as these children, if they start thinking about the damage that their well-meaning comments might⁽¹⁾ make. If they point out differences that don't really exist, then other children will begin to see them too. Please remember that children do not like to stand out, nor do they wish to be told that they speak Japanese well when they have studied it for the same length of time as any other child born in this country.

One commentator, George Hicks, writes that "Japan proclaims itself to be a uniform society of a unique and distinctive character," and "to be Japanese is almost a definition of racial purity."

The government must lead by example and initiate a program designed to inform and educate the public of the need to treat all Japanese children in their country, even though some don't look Japanese, as equals.

Britain introduced a program of separating foreigner immigrants from native U.K. citizens when they first came to the country in the 1960s. The plan was intended to allow foreigners to live with others who shared similar customs and cultures. Although well-intentioned, this led to discrimination and isolation, which, in turn, led to other, more serious problems. One hopes the same thing⁽²⁾ will never happen in other countries.

The media has the power to educate people and, in a country with an increasing number of non-native residents, one of the first steps might be to help Japanese people understand better that people born in Japan can eat Japanese food and like it, and they can speak Japanese!

(Gerry McLellan, "Japanese Adults Need an Education in Dealing with Difference," *The Japan Times* [May 24, 2011] より一部改変の上、引用。)

問 1 下線部(1)が指す内容を、本文中の具体例を用いて、85～100 字の日本語で説明しなさい。

問 2 下線部(2)が指す内容を、本文に即して、85～100 字の日本語で説明しなさい。

Ⅱ 次の英文を読んで設問に答えなさい。

The Cabbie¹ & the Hippocampus²

Next time you're in a London taxicab — one of the famous black cabs known all over the world — here's a little experiment you can try. Lean up to the partition and say, "Hey, that's a nice hippocampus you have." Then wait to see how the driver responds. You might get an alarmed stare in the rearview mirror. But you might well also get the London slang version of "Thanks — thanks very much!" The hippocampus is a specialized structure of the brain. According to Wikipedia, "humans and other mammals have two hippocampi³, one on each side." Early researchers thought the structure looked like twin sea horses⁴— hence the name *hippocampus*, which derives from the Greek word for sea horse.

The reason your London cabbie might know what you're talking about is because of a famous study done some years ago. Scientists at University College London conducted brain scans on a group of taxi drivers to test a theory, and the theory turned out to be correct. The average cabbie had a larger hippocampus than most people.

The reason has to do with the nature of the job. London is an ancient city with a vast and dizzying network of streets. It takes years of study to build a complete "mental map" of the city. Meanwhile, the hippocampus plays a key role in areas like memory and spatial navigation — two things the cabbies rely on day in and day out.

The study confirmed something else interesting. Over time, the hippocampus continues to grow as the "mental map" adds complexity. The head researcher said, "There seems to be a definite relationship between the navigating they do as a taxi driver and the nature of the brain changes. In addition, the hippocampus has changed its structure to accommodate their huge amount of navigating experience." London taxi drivers, who have to know their way around thousands of winding streets, have the most refined and powerful internal road map, strengthened over years of experience.

It may be different now in the days of high-tech GPS⁵. But in the days before that, London cabbies had to pass an exhausting test. They had to acquire something called “The Knowledge.” That was how they referred to it; if you had the knowledge, you were fit to drive a black cab. If you didn’t, then you have no chance. The only way you could get the knowledge was to build a detailed mental map of all the streets within the heart of London.

Acquiring the knowledge could take “up to three years of hard training,” the manager of a London taxi school told the BBC. “There are 400 prescribed routes which you can be examined on but in reality, you can be asked to join any two points.”

When I first heard about this study, the thing that fascinated me most was the idea of a physical knowledge structure within the brain. We are used to (3) thinking about knowledge and experience as wholly abstract things. You can’t really put your hands around the idea of knowing something; you just “know” it. But the London study shows that, in the process of building out the “mental map” of a city, one is also enhancing the physical structures of the brain as a consequence of that mental activity. That’s why the hippocampus continues to grow as “the knowledge” deepens. This idea also shows why it’s hard to store up wisdom and experience in a short period of time. Cramming doesn’t do the trick. That’s a short-term memory thing at best. There’s no easy way to transfer a complex network of ideas directly into your head. Maybe one day we’ll be able to plug our heads into a computer and download software like they did in a science-fiction movie, but I’m not holding my breath.

(Justice Little, “Do You Have ‘The Knowledge?’” Taipan Publishing Group ホームページ [Jan. 23, 2009] より一部改変の上、引用。)

(注)

¹タクシー運転手

²「海馬」と呼ばれる、脳の一部で、大脳皮質側頭葉の奥深くにある部位

³hippocampus の複数形

⁴タツノオトシゴ

⁵Global Positioning System の略。人工衛星などからの電波によって自分の位置を確かめることができる。

問 1 下線部(1) “a nice hippocampus” を持つことは、ロンドンのタクシー運転手に必要な二つの能力と密接に関係しているが、それらの能力とは何か。本文に即して、日本語で簡潔に述べなさい。

問 2 下線部(2)を日本語に訳しなさい。

問 3 下線部(3) “the idea of a physical knowledge structure within the brain” とは何か。本文に即して簡潔に説明しなさい。

Ⅲ 日本人留学生 Kei と友人の James の会話文を読んで設問に答えなさい。

At a Café in Sydney on Sunday Morning

Kei: Hi James, it's been a long time. How are you? This is a nice place to catch up, isn't it?

James: I'm well. How are you? Yes, this is a good place to come.
(①)?

Kei: No, I haven't. I usually go to the student cafeteria on campus.

James: OK, but this is just a 10-minute walk from university. You can have a nice Australian breakfast in the morning, sandwiches or pizzas at lunch, coffee and muffins anytime. Why don't you come here sometimes?

Kei: But every morning and afternoon on weekdays, (②).

James: Poor you, Kei.

Kei: Is this open in the evening or at night?

James: Yes, it's open from 6:00 am to 10:00 pm. Drinks and snacks are available in the evening and they also have a live band you can listen to while having dinner.

Kei: Sounds great. Maybe, I can come over after class. Do they have Internet access here? I want to use mixi to contact my friends in Japan.

James: Yes, WiFi¹ is available in this café. What's mixi, by the way?

Kei: It's a social networking website² where you can share your blog with your friends.

James: It's like Facebook, isn't it?

Kei: Yes, maybe. (③).

James: Haven't you? Why not?

Kei: Because mixi is more popular in Japan. My friends and I usually use mixi to expand our online social networks. Speaking of the Internet, you don't check your email account often, do you? Whenever I email you,
(④).

James: Sorry for my late replies. No, I don't check my email account every day. I've mainly been catching up with friends through Facebook. Hey, I've got a laptop now. Do you want to try and sign up for Facebook now?

Kei: That's OK, I'll do that at home. Oh, can I use the Internet to briefly search for the cheapest bus to Melbourne? I'm going to Melbourne this coming summer holidays. Do you have any suggestions?

James: Maybe, Greyhound is the most reasonable coach service.

Kei: Greyhound? Coach? Who is it?

James: Oh, you don't know it. Greyhound is the name of a coach company.

Kei: OK, I've got it. But (⑤). What's coach?

James: Actually, a "coach" can mean a "long-distance bus".

Kei: Oh my god, I misunderstood. I thought ⑥
Now I know what you mean.

James: Don't worry, mate! It's always tricky to understand a word which has a double meaning. Do you want to have a look at the homepage of Greyhound now?

Kei: Yes, I'd love to.

(注) ¹Wireless Fidelity の略。インターネットに無線で接続する方式

²インターネット上での様々なコミュニケーションを促進するサイト

問 1 本文中の(①)から(⑤)には会話文が1文ずつ入ります。会話の流れに沿った適切な英語を、それぞれ主語と述語を備えた3語以上の文で書き入れなさい。

問 2 ⑥には I thought に続く会話文が入ります。会話の流れに沿った適切な英語を、10～15語で書き入れなさい。

Ⅳ あなたは今、「省エネ」というトピックで英語の文章を書こうとしています。下の指示に従って文章を完成させなさい。

Saving Energy

I recommend that you try the two things below when you want to save energy. First of all, you should use electric devices properly. For example, (1)

Second, (2)

In short, if you try these things, it will become easier for you to save energy and have an eco-friendly life.

問 1 (1)には「電気やテレビは、部屋を離れる際には、つけたままにしておくのではなく、直ちに消す必要がある」という日本語に相当する英文が入ります。その英文を解答欄に書きなさい。

問 2 (2)には別の省エネ方法が入ります。具体的に 35～45 語の英文で解答欄に書きなさい。ただし、コンマやピリオドなどの記号は語数には含めません。解答欄にある文末の()に語数を記入しなさい。

金沢大学 一般

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受験者記入欄 ①									
志望学域	志望学類	受験番号							
学域	学類								

受験者記入欄②
受験番号

※ 受験者は上記の①②のいずれの欄も記入すること。

平成 24 年度入学者選抜学力検査答案用紙 (英語) (3 枚のうち, 1)

42

I

問 1

85 字

100 字

得点

問 2

85 字

100 字

得点

II

問 1

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得点

問 2

得点

問 3

得点

42

43

受験者記入欄①									
志望学域	志望学類	受験番号							
学域	学類								

受験者記入欄②
受験番号

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平成 24 年度入学者選抜学力検査答案用紙 (英語) (3 枚のうち, 2)

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Ⅲ

問 1

①

得点

②

得点

③

得点

④

得点

⑤

得点

問 2

⑥

得点

43

受験者記入欄①		
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平成 24 年度入学者選抜学力検査答案用紙 (英語) (3 枚のうち, 3)

IV

問 1

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問 2

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得
点