

# 奈良県立医科大学 後期

平成 27 年 度

試 験 問 題

英 語

## 【注 意】

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ならない。
2. 監督者の指示に従って、すべての解答用紙の受験番号欄に受験番号を記入せよ。
3. 問題冊子は表紙のほか 9 ページ、解答用紙は 2 枚である。
4. 問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合には、手を挙げて監督者に知らせよ。
5. 解答はすべて解答用紙の対応する場所に記入せよ。
6. 解答用紙は切り離してはならない。
7. 解答用紙は持ち帰ってはならない。問題冊子は持ち帰ってよい。

I. 次の英文を読んで、設問に答えよ。(\*印の語には注がある。)

Until the appearance of *Homo*, all bipedal\* apes had small brains, large cheek teeth, and protruding jaws and pursued an apelike survival strategy. They ate mainly plant foods, and their social milieu\* probably resembled that of the modern savanna baboon\*. (1)These species – the australopithecines\* – were humanlike in the way that they walked but in nothing more. At some time prior to 2.5 million years ago – we still can't say exactly when – the first large-brained human species evolved. The teeth changed, too – probably (2)an adaptation produced by a shift in diet from one made up exclusively of plant foods to one that included meat.

These two aspects of the earliest *Homo* – the changes in brain size and tooth structure – have been apparent since the first fossils of *Homo habilis*\* were uncovered, three decades ago. Perhaps because we modern humans are dazzled by the importance of brain power, anthropologists\* have focused strongly on the jump in the size of the brain – from some 450 cubic centimeters to more than 600 cubic centimeters – that occurred with the evolution of *Homo habilis*. No doubt this was an important part of the evolutionary adaptation that took human prehistory\* in a new direction. But (3)it was only a part. The new research into the biology of our ancestors reveals that many other things changed, too, moving them away from being apelike to being more like humans.

One of the most significant aspects of human development is that infants are born virtually helpless and experience a prolonged childhood. Moreover, as every parent knows, children go through an adolescent growth spurt, during which they put on inches at an alarming rate. (4)Humans are unique in this respect: most mammalian species, including apes, progress almost directly from infancy to adulthood. A human adolescent about to embark on his or her growth spurt is likely to increase in size by about 25 percent; by contrast, the steady trajectory\* of growth in chimpanzees means that the adolescent adds only 14 percent to its stature by the time it reaches maturity.

Barry Bogin, a biologist at the University of Michigan, has an (5)innovative

interpretation of the difference in growth trajectories. The body's growth rate in human children is low compared with that in apes, even though the rate of brain growth is similar. As a result, human children are smaller than they would be if they followed the normal simian\* growth rate. The benefit, Bogin suggests, has to do with the high degree of learning that young humans must achieve if they are to absorb the rules of culture.

(6)Growing children learn better from adults if there is a significant difference in body size, because a student-teacher relationship can be established. If young children were the size they would be on an apelike growth trajectory, physical rivalry rather than a student-teacher relationship might develop. When the learning period is over, the body "catches up," by means of the adolescent growth spurt.

(7)Humans become human through intense learning not just of survival skills but of customs and social mores\*, kinship and social laws – that is, culture. The social milieu in which helpless infants are cared for and older children are educated is much more characteristic of humans than it is of apes. Culture can be said to be *the* human adaptation, and it is made possible by the unusual pattern of childhood and maturation.

注

bipedal\* 二足歩行の

social milieu\* 社会環境

baboon\* ヒヒ

australopithecines\* アウストラロピテクス ( アフリカ南部で発見された, 二足歩行の猿人の属名)

*Homo habilis*\* ホモ・ハビリス ( 初めて道具を作ったとされる直立猿人で, 最古のヒト属)

anthropologists\* 人類学者

prehistory\* 先史時代

trajectory\* 軌跡

simian\* ( 人類を含めた ) 類人猿の

social mores\* 社会規範

設問

- (1) 下線部 1 を和訳せよ。
- (2) 下線部 2 を和訳せよ。
- (3) 下線部 3 のいわんとすることを, 日本語でわかりやすく記せ。
- (4) 下線部 4 の “this respect” が何を指すのかを明らかにした上で, 下線部 4 の意味するところを具体的に日本語で記せ。
- (5) 下線部 5 の「革新的解釈」とはどのような点を指しているのか, 日本語で記せ。
- (6) 下線部 6 の要旨を日本語で記せ。
- (7) 下線部 7 のいわんとすることを, 日本語でわかりやすく記せ。

[下書き用紙]

II. 次の英文を読んで、設問に答えよ。(\*印の語には注がある。)

Good stories provide a simple and coherent\* account of people's actions and intentions. You are always ready to interpret behavior as a manifestation of general inclinations and personality traits – causes that you can readily match to effects. The (1)halo effect contributes to coherence, because it inclines us to match our view of all the qualities of a person to our judgment of one attribute that is particularly significant. If we think a baseball pitcher is handsome and athletic, for example, we are likely to rate him better at throwing the ball, too. Halos can also be negative: if we think a player is ugly, we will probably underrate his athletic ability. The halo effect helps keep explanatory narratives simple and coherent by exaggerating the consistency of evaluations: good people do only good things and bad people are all bad. The statement “Hitler loved dogs and little children” is shocking no matter how many times you hear it, because any trace of kindness in someone so evil violates the expectations set up by the halo effect. Inconsistencies reduce the ease of our thoughts and the clarity of our feelings.

A compelling narrative fosters an illusion of inevitability. Consider the story of how Google turned into a giant of the technology industry. Two creative graduate students in the computer science department at Stanford University come up with a superior way of searching information on the Internet. They seek and obtain funding to start a company and make a series of decisions that work out well. Within a few years, the company they started is one of the most valuable stocks in America, and the two former graduate students are among the richest people on the planet. (2)On one memorable occasion, they were lucky, which makes the story even more compelling: a year after founding Google, they were willing to sell their company for less than \$1 million, but the buyer said the price was too high. (3)Mentioning the single lucky incident actually makes it easier to discount the multitude of ways in which luck affected the outcome.

A detailed history would specify the decisions of Google's founders, but for our

purposes it is enough to say that almost every choice they made had a good outcome. A more complete narrative would describe the actions of the firms that Google defeated. The unlucky competitors would appear to be blind, slow, and altogether inadequate in dealing with the threat that eventually overwhelmed them.

I intentionally told this tale very simply, but you get the idea: there is a very good story here. Explained in more detail, the story could give you the sense that you understand what made Google succeed; (4)it would also make you feel that you have learned a valuable general lesson about what makes businesses succeed. Unfortunately, there is good reason to believe that your sense of understanding and learning from the Google story is largely illusory. The ultimate test of an explanation is whether it would have made the event predictable in advance. No story of Google's unlikely success will meet that test, because no story can include the innumerable events that would have caused a different outcome. The human mind does not deal well with nonevents. The fact that many of the important events that did occur involve choices further tempts you to exaggerate the role of skill and underestimate the part that luck played in the outcome. Because every critical decision turned out well, the record suggests almost perfect prescience\* – but bad luck could have disrupted any one of the successful steps. The halo effect adds the final touches, lending an aura of invincibility\* to the heroes of the story.

Like watching a skilled rafter\* avoiding one potential calamity after another as he goes down the rapids, the unfolding of the Google story is thrilling because of the constant risk of disaster. However, there is (5)a difference between the two cases. The skilled rafter has gone down rapids hundreds of times. He has learned to read the roiling\* water in front of him and to anticipate obstacles. He has learned to make the tiny adjustments of posture that keep him upright. There are fewer opportunities for young men to learn how to create a giant company, and fewer chances to avoid hidden rocks – such as a brilliant innovation by a competing firm. Of course there was a great deal of skill in the Google story, but luck played a more important role in the actual event than it does in the telling of it. And the more luck was involved, the less there is

to be learned.

At work here is that powerful WYSIATI\* rule. You cannot help dealing with the limited information you have as if it were all there is to know. You build the best possible story from the information available to you, and if it is a good story, you believe it. Paradoxically, it is easier to construct a coherent story when you know little, when there are fewer pieces to fit into the puzzle. Our comforting conviction that the world makes sense rests on a secure foundation: (6)our almost unlimited ability to ignore our ignorance.

注

coherent\* 筋の通った

prescience\* 先見, 洞察

invincibility\* 無敵

rafter\* いかだ師

roiling\* 逆巻く

WYSIATI\* =What You See Is All There Is. 他の知るべき事実を目を向けず, 自分にとって既知のことのみが世の中で起きているすべてと誤解する, 自己過信的な態度を指す。

設問

1. 下線部 (1) の “halo effect” とはどのようなことを指すか, 日本語で述べよ。
2. 下線部 (2) の指す内容を日本語で具体的に記せ。
3. 下線部 (3) を和訳せよ。
4. 下線部 (4) で記された事態を著者はどのようにみているか, “it” が指すものを明らかにして日本語で述べよ。
5. 下線部 (5) の指す内容を具体的に, かつ簡潔に, 日本語で記せ。
6. 下線部 (6) のいわんとすることを日本語でわかりやすく述べよ。



[下書き用紙]

III. 次の日本文の下線部(1), (2)を英訳せよ。

国民すべて「半健康人」との見方もできるようです。人類は、すでに月世界に足あとを残し、スペースシャトルで宇宙開発にも乗り出しました。(1)高度な科学技術の発展や文明の開発は、人間の生活様式を変え、また、身近な生活環境をも人工的に変革させるに至りました。(2)人間は、その英知により、生活・労働の合理化、省力化、便利さを追求するあまり、人間本来の身体運動や複雑な思考、判断などがしにくくなりつつあるのではないでしょうか。