

旭川医科大学

平成 23 年度

英 語 問 題 紙

見 本

答 案 作 成 上 の 注 意

1. 英語の問題紙のページ数は9ページである。
2. 解答用紙は、

解答用紙
5

、

解答用紙
6

、

解答用紙
7

、

解答用紙
8

 の4枚である。
3. 受験番号は、すべての解答用紙の指定された箇所に必ず記入しなさい。
4. 解答用紙のみを提出しなさい。解答用紙は4枚とも必ず提出しなさい。
5. 答案作成にあたっては、次の事項を守りなさい。
 - (1) 解答はすべて解答用紙の指定された欄に書くこと。
 - (2) 解答用紙には、受験番号及び解答以外のことを書かないこと。

問題 1 以下の英文を読み, 問いに日本語で答えなさい。

Several thought-provoking links connect the history of writing in the species to the development of reading in the child. The first is the fact that although it took our species roughly 2,000 years to make the cognitive breakthroughs necessary to learn to read with an alphabet, today our children have to reach those same insights about print in roughly 2,000 days. The second concerns the evolutionary and educational implications of having a “rearranged” brain for learning to read. If there are no genes specific only to reading, and if our brain has to connect older structures for vision and language to learn (1)this new skill, every child in every generation has to do a lot of work. As the cognitive scientist Steven Pinker eloquently remarked, “Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on.” To acquire this unnatural process, children need instructional environments that support all the circuit parts that need bolting for the brain to read. Such a perspective departs from current teaching methods that focus largely on only one or two major components of reading.

Understanding the period in development stretching from infancy to young adulthood necessitates an understanding of the full range of circuit parts in the reading brain and their development. It also involves a tale of two children, both of whom must acquire hundreds upon hundreds of words, thousands of concepts, and tens of thousands of auditory and visual perceptions. These are the raw materials for developing the major components of reading. (2)Owing largely to their environments, however, one child will acquire these essentials, and the other will not. Through no fault of their own, the needs of thousands of children go unmet every day.

Learning to read begins the first time an infant is held and read a story.

How often this happens, or fails to happen, in the first five years of childhood turns out to be one of the best predictors of later reading. (3)A little-discussed class system invisibly divides our society, with those families that provide their children environments rich in oral and written language opportunities gradually set apart from those who do not, or cannot. A prominent study found that by kindergarten, a gap of 32 million words already separates some children in linguistically *impoverished homes from their more stimulated peers. In other words, in some environments the average young middle-class child hears 32 million more spoken words than the young underprivileged child by age five.

(4)Children who begin kindergarten having heard and used thousands of words, whose meanings are already understood, classified, and stored away in their young brains, have the advantage on the playing field of education. Children who never have a story read to them, who never hear words that rhyme, who never imagine fighting with dragons or marrying a prince, have the odds overwhelmingly against them.

Knowledge about the *precursors of reading can help change that situation. Thanks to remarkable new technologies, we can now see what happens if all goes right in the acquisition of reading, as a child moves from decoding a word like “cat” to the fluent, seemingly effortless comprehension of “a *feline creature named Mephistopheles.” We find a series of predictable phases that a human passes through across the life span, illustrating just how different the circuits and requirements of a new reader’s brain are from those of an expert reader, who navigates the tangled worlds of *Moby-Dick*, *War and Peace*, and texts on economics. Our growing knowledge about how the brain

*impoverished: 貧弱な

*precursor: (器官が新たな機能を獲得するまでの) 前段階

*feline: ネコ科の

learns to read over time can help predict, *ameliorate, and prevent some forms of (5)unnecessary reading failure. Today, we possess sufficient knowledge about the components of reading to be able not only to diagnose almost every child in kindergarten at risk of a learning difficulty, but also to teach most children to read. This same knowledge underscores what we do not wish to lose in the achievement of the reading brain, just as the digital epoch begins to make new and different demands on that brain.

(From *PROUST AND THE SQUID* by Maryanne Wolf)

*ameliorate: (事態・問題などを) 悪化させない

問 1. 下線部(1)が指す内容を具体的に述べなさい。

問 2. 下線部(2)を和訳しなさい。

問 3. 下線部(3)の内容を本文に即して述べなさい。

問 4. 下線部(4)では, 2種類の children について言及されている。両者の相違を簡潔に述べなさい。

問 5. 下線部(5)の内容を本文に即して述べなさい。

問題 2 Read the following passage and answer the questions in English.

Why Spices were Special

The English word *spice* comes from the Latin *species*, which is also the root of words such as *special*, *especially*, and so on. The literal meaning of *species* is “type” or “kind” — the word is still used in this sense in biology — but it came to denote valuable items because it was used to refer to the types or kinds of things on which duty was payable. The Alexandria Tariff, a Roman document from the fifth century A.D., is a list of fifty-four such things, under the heading *species pertinentes ad vectigal*, which literally means “the kinds (of things) subject to duty.” The list includes cinnamon, cassia, ginger, white pepper, long pepper, cardamom, aloewood, and myrrh, all of which were luxury items that were liable to 25 percent import duty at the Egyptian port of Alexandria, through which spices from the East flowed into the Mediterranean and then on to European customers.

Today we would recognize these kinds of things, or “species,” as spices. But the Alexandria Tariff also lists a number of exotic items — lions, leopards, panthers, silk, ivory, tortoiseshell, and Indian eunuchs — that were technically spices, too. Since only rare and expensive luxury items that were subject to extra duty qualified as spices, if the supply of a particular item increased and its price fell, it could be taken off the list. This probably explains why black pepper, the Romans’ most heavily used spice, does not appear on the Alexandria Tariff: It had become commonplace by the fifth century as a result of booming imports from India. Today the word *spice* is used in a narrower, more food-specific way. Black pepper is a spice, even though it does not appear on the Tariff, and tigers are not, even though they do.

So spices were, by definition, expensive imported goods. This was a further component of their appeal. The conspicuous consumption of spices was a way to demonstrate one's wealth, power, and generosity. Spices were presented as gifts, *bequeathed in wills along with other valuable items, and even used as currency in some cases. In Europe the Greeks seem to have pioneered the *culinary use of spices, which were originally used in incense and perfume, and (as with so many other things) the Romans borrowed, extended, and popularized this Greek idea. The cookbook of Apicius, a compilation of 478 Roman recipes, called for generous quantities of foreign spices, including pepper, ginger, putchuk (costus), malabathrum, spikenard, and turmeric, in such recipes as spiced ostrich. By the Middle Ages food was being liberally smothered in spices. In medieval cookbooks spices appear in at least half of all recipes, sometimes three quarters. Meat and fish were served with richly spiced sauces including various combinations of cloves, nutmeg, cinnamon, pepper, and mace. With their richly spiced food, the wealthy literally had expensive tastes.

This enthusiasm for spices is sometimes attributed to their use in masking the taste of rotten meat, given the supposed difficulty of preserving meat for long periods. But using spices in this way would have been a very odd thing to do, given their expense. Anyone who could afford spices could certainly have afforded good meat; the spices were the more expensive ingredient by far. And there are many recorded medieval examples of merchants who were punished for selling bad meat, which rather undermines the notion that meat was invariably *putrid and rotten, and suggests that spoiled meat was the exception rather than the rule. The origin of the surprisingly persistent myth

*bequeath: (遺言で) 譲る

*culinary: 料理用の

*putrid: 腐って悪臭のする

about spices and bad meat may lie in the use of spices to conceal the saltiness of meat that had been preserved by the widespread practice of salting.

(From *AN EDIBLE HISTORY OF HUMANITY* by Tom Standage)

Question 1. What is the name of the seaport in Egypt through which luxury items flowed into Europe from the East?

Question 2. Why did the Romans consider panthers and silk to be spices?

Question 3. In the Middle Ages, how was meat prevented from becoming rotten?

Question 4. Read the following statements, and mark T for true or F for false according to the text.

- A. The word *species* no longer means type or kind, but valuable things.
- B. The Alexandria Tariff is considered to be a group of politicians running a trade business.
- C. The items in the *species pertinentes ad vectigal* sometimes changed.
- D. The Romans thought black pepper was too heavy for everyday use.
- E. The Romans adapted various ideas from the Greeks.
- F. The use of spices became more widespread in the Middle Ages.

問題 3 Suppose your name is Michiru Asahikawa. Write a letter in English to the Minister of Education, Culture, Sports, Science and Technology containing your opinion(s) about how to improve English education in Japan.