

英語問題紙

令和4年2月25日

自 9:00

至 10:20

答案作成上の注意

1. 英語の問題紙は1から14までの14ページである。
2. 解答用紙は①から②までの2枚である。
3. 解答はすべて解答用紙の指定された箇所に書くこと。
4. 問題紙は持ち帰ること。

1 以下の文章を読み、問いに答えなさい。

During the Great Depression, which I'm old enough to remember, it was bad — much worse objectively than today. But there was a sense that we'll get out of this somehow, an expectation that things were going to get better, “maybe we don't have jobs today, but they'll be coming back tomorrow, and we can work together to create a brighter future.” This was a time of a lot of political radicalism that would hopefully lead to a different future — one with more justice, equality, freedom, breaking down repressive class structures, and so on. There was just a general sense that “this will work out somehow.”

Most of my family, for instance, were unemployed working class. The rise of the union movement itself was a reflection of, and a source of, optimism and hopefulness. And that's missing today. Today, there's a general feeling that nothing's coming back — *it's over*.

The American Dream, like most dreams, has large elements of myth to it.¹⁾ Part of the nineteenth-century dream was the Horatio Alger story — “we're dirt-poor but we're going to work hard and we'll find a way out,” which was true to an extent. Take my father, he came in 1913 from a very poor village in eastern Europe. He was able to get a job in a sweatshop in Baltimore, and gradually work himself up to the point where he could go to college, get a degree, and finally even a Ph.D. He ended up living what's called a “middle-class” lifestyle. A lot of people could do that. It was possible for immigrants from Europe, in the early days, to achieve a level of wealth, privilege, freedom, and independence that wouldn't have been imaginable in their countries of origin.

By now we simply know that that's not true anymore. Social mobility, in fact, is lower here than it is in Europe. But the dream persists, fostered by propaganda. You hear it in every political speech, “vote for me, we'll get the dream back.” They all reiterate it in similar words — you even hear it from

people who are destroying the dream, whether they know it or not. But the “dream” has to be sustained, otherwise how are you going to get people in the richest, most powerful country in world history, with extraordinary advantages, to face the reality that they see around them?

Inequality is really unprecedented. If you look at total inequality today, it’s like the worst periods of American history. But if you refine it more closely, the inequality comes from the extreme wealth in a tiny sector of the population, a fraction of 1 percent.

This is the result of over thirty years of a shift in social and economic policy. If you check you find that over the course of these years the government policy has been modified completely against the will of the population to provide enormous benefits to the very rich. And for most of the population, the majority, real incomes have almost stagnated for over thirty years. The middle class in that sense, that unique American sense, is under severe attack.

A significant part of the American Dream is class mobility: You’re born poor, you work hard, you get rich. The idea that it is possible for everyone to get a decent job, buy a home, get a car, have their children go to school. . .

It’s all collapsed.

In the United States, there are professed values like democracy. In a democracy, public opinion is going to have some influence on policy, and then the government carries out actions determined by the population. That’s what democracy means. It’s important to understand that privileged and powerful sectors have never liked democracy and for very good reasons. Democracy puts power into the hands of the general population and takes it away from the privileged and the powerful. It’s a principle of concentration of wealth and power.

Concentration of wealth yields concentration of power, particularly so as the cost of elections skyrockets, which forces the political parties even more deeply into the pockets of major corporations. This political power quickly

translates into legislation that increases the concentration of wealth. So fiscal policy, like tax policy, deregulation, rules of corporate governance, and a whole variety of measures — political measures designed to increase the concentration of wealth and power — yields more political power to do the same thing. And that's what we've been seeing. So we have this kind of "vicious cycle" in progress.

2)

I mean, the wealthy always did have an inordinate amount of control over policy. Actually, that goes back centuries. It is so traditional that it was described by Adam Smith in 1776. You read the famous *Wealth of Nations*. He says, in England, "the principal architects of policy" are the people who own the society — in his day, "merchants and manufacturers." And they make sure that their own interests are very well cared for, however ³⁾ "grievous" the impact on the people of England, or others. Now it's not merchants and manufacturers, it's financial institutions and multinational corporations. The people whom Adam Smith called the "masters of mankind"—and they're following "the vile maxim," "All for ourselves and nothing for anyone else." They're just going to pursue policies that benefit them and harm everyone else.

Well, that's a pretty general maxim of politics that's been studied closely ⁴⁾ in the United States. Those are the policies that have increasingly been followed, and in the absence of a general popular reaction, that's pretty much what you'd expect.

Noam Chomsky. 2017. *Requiem for the American Dream*.

Seven Stories Press: New York. (一部改変)

NOTES

the Great Depression: the worst economic downturn in the history of the industrialized world, starting from 1929

radicalism: belief in new, different ideas and principles

repressive: controlling people by forces and restricting their freedom
optimism: a feeling that good things will happen and that something will be successful
sweatshop: a place where people work for low wages in poor conditions
reiterate: to repeat something that you have already said, especially to emphasize it
unprecedented: new
stagnate: to stop developing or making progress
professed: claimed openly but often falsely
deregulation: the action of removing national or local government controls or rules from a business or other activity
grievous: having very serious effects or causing great pain
vile: extremely unpleasant or bad
maxim: a well-known phrase that expresses something that is usually true

- 問 1. 下線部 1) の myth について、本文の内容に即して具体的に 20 字以上 30 字以内の日本語で説明しなさい。
- 問 2. 下線部 2) の “vicious cycle” in progress とは具体的にどのような状況を指すか、本文の内容に即して 70 字以上 100 字以内の日本語で説明しなさい。
- 問 3. Who are “the principal architects of policy” TODAY according to the author? Answer in English.
- 問 4. 下線部 3) を they が何を指すかを明らかにして、分かりやすい日本語にしなさい。
- 問 5. 下線部 4) について、ほぼ同じ内容を述べている箇所を本文中から 10 語以内の英語で抜き書きしなさい。

問 6. What is the best summary of the entire passage?

- A. Anyone may be able to succeed in the USA through hard work.
- B. Society has not valued hardworking through the democratic decision-making in the USA.
- C. The American dream persisted so well that equality in the USA has been sustained.
- D. The public opinion is highly valued by the American democracy.
- E. Those “running” the democracy in the USA are ruining the democracy of the USA.

2 以下の文章を読み、問いに答えなさい。

Since at least the 1980s researchers in psychology, computer engineering, and library and information science have published more than 100 studies exploring differences in how people read on paper and on screens. Before 1992 most experiments concluded that people read stories and articles on screens more slowly and remember less about them. As the resolution of screens on all kinds of devices sharpened, however, a more mixed set of findings began to emerge. Recent surveys suggest that although most people still prefer paper — especially when they need to concentrate for a long time — attitudes are changing as tablets and e-reading technology improve and as reading digital texts for facts and fun becomes more common. In the U.S., e-books currently make up more than 20 percent of all books sold to the general public.

Despite all the increasingly user-friendly and popular technology, most studies published since the early 1990s confirm earlier conclusions: paper still has advantages over screens as a reading medium. Together, laboratory experiments, polls, and consumer reports indicate that digital devices prevent people from efficiently navigating long texts, which may subtly inhibit reading comprehension. Compared with paper, screens may also drain more of our mental resources while we are reading and make it a little harder to remember what we read when we are done. Whether they realize it or not, people often approach computers and tablets with a state of mind less conducive to learning than the one they bring to paper. And e-readers fail to re-create certain tactile experiences of reading on paper, the absence of which some find unsettling.

Understanding how reading on paper differs from reading on screens requires some explanation of how the human brain interprets written language. Although letters and words are symbols representing sounds and ideas, the brain also regards them as physical objects. As Maryanne Wolf of Tufts University explains in her 2007 book *Proust and the Squid*, we are not born with

brain circuits dedicated to reading, because we did not invent writing until relatively recently in our evolutionary history, around the fourth millennium B.C. So in childhood あ by weaving together various ribbons of neural tissue devoted to other abilities, such as speaking, motor coordination, and vision.

Some of these repurposed brain regions specialize in object recognition: they help us instantly distinguish an apple from an orange, for example, based on their distinct features, yet classify both as fruit. Similarly, when we learn to read and write, we begin to recognize letters by their particular arrangements of lines, curves, and hollow spaces — a tactile learning process that requires both our eyes and hands. In recent research by Karin James of Indiana University Bloomington, the reading circuits of five-year-old children crackled with activity when they practiced writing letters by hand but not when they typed letters on a keyboard. And when people read cursive writing or intricate characters such as Japanese *kanji*, い.

Beyond treating individual letters as physical objects, the human brain may also perceive a text in its entirety as a kind of physical landscape. When we read, we construct a mental representation of the text. The exact nature of such representations remains unclear, but some researchers think they are similar to the mental maps we create of terrain — such as mountains and trails — and of indoor physical spaces, such as apartments and offices. Both anecdotally and in published studies, people report that when trying to locate a particular passage in a book, they often remember where in the text it appeared. Much as う, we remember that we read about Mr. Darcy rebuffing Elizabeth Bennett at a dance on the bottom left corner of the left-hand page in one of the earlier chapters of Jane Austen's *Pride and Prejudice*.

In most cases, paper books have more obvious topography than on-screen text. An open paper book presents a reader with two clearly defined

domains — the left- and right-hand pages — and a total of eight corners with which to orient oneself. You can focus on a single page of a paper book without losing awareness of the whole text. You can even feel the thickness of the pages you have read in one hand and the pages you have yet to read in the other. Turning the pages of a paper book is like leaving one footprint after another on a trail — there is a rhythm to it and a visible record of how far one has traveled. All these features not only make the text in a paper book easily navigable, え.

(A), most digital devices interfere with intuitive navigation of a text and inhibit people from mapping the journey in their mind. A reader of digital text might scroll through a seamless stream of words, tap forward one page at a time, or use the search function to immediately locate a particular phrase — but it is difficult to see any one passage in the context of the entire text. As an analogy, imagine if お, as well as to teleport to any specific address, but prevented them from zooming out to see a neighborhood, state, or country. Likewise, glancing at a progress bar gives a far more vague sense of place than feeling the weight of read and unread pages. And although e-readers and tablets replicate pagination, the displayed pages are ephemeral. Once read, those pages vanish. Instead of hiking the trail yourself, you watch the trees, rocks, and moss pass by in flashes, with no tangible trace of what came before and no easy way to see what lies ahead.

Ferris Jabr. 2013. “Why the Brain Prefers Paper.” *Scientific American* Volume 309, No. 5, pp. 48-53. (一部改変)

NOTES

subtly: slightly

conducive: helpful

tactile: perceptible by touch

motor coordination: a measure of his or her ability to use the muscles, joints, nerves and other parts of the body together to perform a particular task
cursive writing: written with rounded letters that are joined together
anecdotally: according to or by means of personal accounts rather than facts or research
rebuff: to refuse to accept a helpful suggestion or offer from someone
topography: the physical appearance of the natural features of an area of land, especially the shape of its surface
orient oneself: to confirm where he or she is
seamless: with no spaces or pauses between one part and the next
progress bar: a graphical line on the screen showing how far you have read used to visualize the progression of an extended computer operation
pagination: the act or process of putting numbers on the pages of a book, document, etc
ephemeral: lasting for only a short time
tangible: real and not imaginary; able to be shown, touched, or experienced

問 1. 下線部 1) の意味について文脈上最も適切なものを以下から 1 つ選び、記号で答えなさい。

- A. account for
- B. compensate
- C. complement
- D. compile
- E. deal with

問 2. 下線部 2) について、どういうことか、本文の内容に即してわかりやすい日本語で説明しなさい。

問 3. ~ に入れるのに最も適切なものを以下からそれぞれ 1 つ選び、記号で答えなさい。

- A. Google Maps allowed people to navigate street by individual street
- B. the brain creates a brand-new circuit for reading
- C. the brain literally goes through the motions of writing, even if the hands are empty
- D. they also make it easier to form a coherent mental map of that text
- E. we might recall that we passed the red farmhouse near the start of a hiking trail before we started climbing uphill through the forest

問 4. (A) に入れるのに文脈から考えて最も適切なものを 1 つ選び、記号で答えなさい。

- A. Concretely
- B. Consequently
- C. In a similar way
- D. In addition
- E. In contrast

問 5. 本文の内容に当てはまる文を下の A ~ D から 2 つ選び、記号で答えなさい。

- A. There are more than one hundred pieces of research on why people read on screens more slowly.
- B. Reading an e-book consumes our mental resources so much more than reading a book that we can remember its content less.
- C. Writing letters by hand activates more the reading brain circuits of a five-year-old child than typing letters on a keyboard.
- D. There is a rhythm to turning the pages when we read an e-book.

問 6. 本文の内容に沿った対話になるように、下線部 1)～7)に最も適切なものをそれぞれ1つ選び、記号で答えなさい。

Shad: Hello Marica, how are you doing?

Marica: Fine, Shad, fine. Yourself?

Shad: Just fine. You know, I was just thinking. I'm reading a book now using an iPad. It is so much different from reading a book.

Marica: Yes, I know. I began to like reading from an iPad recently.

Shad: Why is that?

Marica: Well, for one, I can get a book very easily now. I just order it through the Internet.

Shad: Yes, but how do you find reading on screen in comparison with reading on paper?

Marica: I 1) _____ getting the book on the Internet, but I have to say, I did find it more 2) _____ with reading on paper.

Shad: In what way?

Marica: Suppose if I read *Pride and Prejudice* on paper, I can remember the 3) _____ of the book where it describes how Mr. Darcy declined to dance with Miss Elizabeth Bennet, but that is hard to do on the screen.

Shad: Well, it's like the writer of the article says, we are able to make of what he or she says a 4) _____ of going through.

Marica: That's true, but I still do like e-book reading.

Shad: Oh, I would rather look through a dusty used bookstore. The feel of a book is important for me.

Marica: So you like reading paper more than an iPad. Why is that?

Shad: Strange to say, it's similar to what you've said now, Marica. I 5) _____ that paper books make it easier to form a coherent mental map of the text compared to a digital text. Also, I can go through the book to see what's ahead and go to certain places in the book.

Marica: Yes, but with the iPad, I just tap the bar to see what the next chapter is. Well, you might like heavy books, but I like to read Shakespeare. I can have his plays and poems all on one small iPad.

Shad: Well, I guess we'll have to agree to disagree. iPads can be convenient for you. Talking about mental mapping, do you know your brain recognized letters and words as _____?

Marica: No. But if it's true, how do we learn letters and words?

Shad: When we learn to read and write, we use both our eyes and hands. This process must be _____.

Marica: I see.

- | | |
|----------------------|--------------------|
| (1) A) avoid | B) hate |
| C) prefer | D) remember |
| (2) A) boring | B) environmental |
| C) difficult | D) natural |
| (3) A) part | B) picture |
| C) smell | D) whole |
| (4) A) brain circuit | B) defined domain |
| C) mental map | D) physical object |
| (5) A) disagree | B) doubt |
| C) swear | D) think |
| (6) A) features | B) objects |
| C) processes | D) resources |
| (7) A) acquired | B) required |
| C) sought | D) taught |

問 7. 以下の問いに英語で答えなさい。

Some people prefer to read on paper. Others prefer to read on screens.
Which would you personally prefer and why? Use your personal
experience ONLY.

