

平成27年度入学試験問題

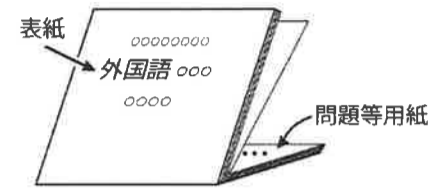
外国語（英語）601

（前期日程）

表紙も問題・解答用紙も全て
表面のみに印刷している。

（注意事項）

- 1 問題・解答用紙は、係員の指示があるまで開かないこと。
- 2 この表紙を除いて、**問題・解答用紙は3枚**である。
用紙の折り方は図のようになっているので注意すること。
- 3 解答は、**問題・解答用紙の指定された解答箇所に書くこと**。指定された解答箇所以外に書いたものは採点しない。また、**裏面に解答したものも採点しない**。
- 4 **解答開始後、各問題・解答用紙の「受験番号」欄に受験番号をはっきりと記入すること**。
- 5 表紙や問題・解答用紙の裏面を下書きのために用いてよい。
- 6 配布した用紙はすべて回収する。



外国語（英語） 601 その1

第1問 次の文章を読んで、下線部 (1), (2), (3), (4) をそれぞれ日本語に訳しなさい。

(1) The first-time traveler to any foreign country—no matter what the person’s place of origin is and no matter how well he or she has prepared for the trip—is always surprised at the differences between expectations and reality. The greater the differences, the greater the surprise, and it is this surprise that constitutes what is called “culture shock,” a potentially debilitating malady that can affect even the most enthusiastic visitor to the most paradisiacal locale.

It is not only the obvious differences that comprise the basis for culture shock, but the more subtle ones as well. (2) Concepts that are taken for granted at home may be turned upside down in a different culture, and previously simple tasks—mailing a postcard, ordering dinner, hailing a cab, crossing the street—suddenly turn complicated.

Even experienced travelers within Western cultures are often amazed at the disparity between the habits, attitudes, and customs of the West and those of the various countries of Asia, where there are few—if any—shared roots. It is not uncommon for such a traveler to be overwhelmed by a feeling of helplessness and frustration as personal confidence and independence seem to fade into a sea of oddities. The person who only yesterday was praised for an ability in several European languages today arrives in Japan and struggles to remember the phrase for “Good morning.” (3) The young man who prided himself on being able to remember people’s names and faces now complains that these homogeneous people “all look alike.”

Kipling’s statement that “East is East, and West is West, and never the twain shall meet” has been cited as a discouragement and a warning to those who might venture too close to the “inscrutable Orient” without advance self-fortification, and it is this attitude that can actually create a predisposition to culture shock for travelers to Japan or other Asian areas. The truth, however, is that it really takes only a modicum of preparation to dull the edge of culture shock; and if a person learns enough about what to expect of a country and its people, the visit is not only made more comfortable and enjoyable, but new and valuable insights and understanding can be brought home—souvenirs of more value than mementos from gift shops overseas.

(4) To avoid culture shock—or at least to minimize it—it is necessary to know as much as possible about the country in advance of the trip. Studying the language of the country is helpful but may be insufficient in itself. There are many facets of culture unassociated with verbal communication, and often a study of the culture can help to make up for deficiencies in language ability.

〈出典〉 Noriko Takada and Rita L. Lampkin, *The Japanese Way* (Passport Books, 1997). (一部改変)

- (1) _____

- (2) _____

- (3) _____

- (4) _____

外国語（英語） 601 その2

第2問 次の文章を読んで、以下の5つの問いに答えなさい。

Does handwriting matter? (1) Not very much, according to many educators. The Common Core standards, which have been adopted in most states, call for teaching legible writing, but only in kindergarten and first grade. After that, the emphasis quickly shifts to proficiency on the keyboard.

But psychologists and neuroscientists say it is far too soon to declare handwriting a relic of the past. New evidence suggests that the links between handwriting and broader educational development run deep. Children not only learn to read more quickly when they first learn to write by hand, but they also remain better able to generate ideas. In other words, (2) it's not just what we write that matters—but how.

“When we write, a unique neural circuit is automatically activated,” said Stanislas Dehaene, a psychologist at the Collège de France in Paris. “There is a core recognition of the gesture in the written word, a sort of recognition by mental simulation in your brain. And it seems that this circuit is contributing in unique ways we didn’t realize,” he continued. “Learning is made easier.”

A 2012 study led by Karin James, a psychologist at Indiana University, lent support to that view. Children who had not yet learned to read and write were presented with a letter or a shape on an index card and asked to reproduce it in one of three ways: trace the image on a page with a dotted outline, draw it on a blank white sheet, or type it on a computer. They were then placed in a brain scanner and shown (3) the image again.

The researchers found that the initial duplication process mattered a great deal. When children had drawn a letter freehand, they exhibited increased activity in three areas of the brain that are activated in adults when they read and write: the left fusiform gyrus, the inferior frontal gyrus and the posterior parietal cortex. By contrast, children who typed or traced the letter or shape showed no such effect. The activation was significantly weaker.

Dr. James attributes the differences to the messiness inherent in free-form handwriting: Not only must we first plan and execute the action in a way that is not required when we have a traceable outline, but we are also likely to produce (4) a result that is highly variable. That variability may itself be a learning tool. “When a kid produces a messy letter,” Dr. James said, “that might help him learn it.” Our brain must understand that each possible iteration of, say, an “a” is the same, no matter how we see it written. Being able to decipher the messiness of each “a” may be more helpful in establishing that eventual representation than seeing the same result repeatedly. “This is one of the first demonstrations of the brain being changed because of that practice,” Dr. James said.

(5) The effect goes well beyond letter recognition. In a study that followed children in grades two through five, Virginia Berninger, a psychologist at the University of Washington, demonstrated that printing, cursive writing, and typing on a keyboard are all associated with distinct and separate brain patterns — and each results in a distinct end product. When the children composed text by hand, they not only consistently produced more words more quickly than they did on a keyboard, but expressed more ideas.

〈出典〉 Maria Konnikova, “What’s Lost as Handwriting Fades,” *The New York Times*, Jun. 2, 2014. (一部改変)

問1 下線部(1)について、省略部分を補って、英語の文を書きなさい。

問2 下線部(2)を日本語に訳しなさい。

問3 下線部(3)が表すものを文中より英語のまま抜き出しなさい。

問4 下線部(4)が表すものを日本語で書きなさい。

(その3に続く)

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