

1

次の英文中の (1) ~ (10) に適当な英語を 1 語入れなさい。

Modern alpinists try to climb mountains by a route which will give them good sport, and the more difficult it is, the (1) highly it is regarded. In the pioneering days, however, this was not the case at all. The early climbers were looking (2) the easiest way to the top because the summit was the prize they sought, especially if it had never been attained before. It is true that during their explorations they often faced difficulties and dangers of the most perilous nature, equipped in a manner which would make a modern climber shudder at the thought, but they did not go out of their way to court such excitement. They (3) a single aim, a solitary goal — the top!

It is hard for us to realize nowadays (4) difficult it was for the pioneers. Except (5) one or two places such as Zermatt and Chamonix, which had rapidly become popular, Alpine villages tended to be impoverished settlements cut off (6) civilization by the high mountains. Such inns as there were were generally dirty and flea-ridden. The food was simply local cheese accompanied (7) bread often twelve months old, all washed down with coarse wine. Often a valley boasted no inn at all, and climbers found shelter wherever they (8) — sometimes with the local priest (who was usually as poor as his parishioners), sometimes with shepherds or cheese-makers. Invariably the background was the same: dirt and poverty, and very uncomfortable. For men accustomed to eating seven-course dinners and sleeping between fine linen sheets (9) home, the change to the Alps must have (10) very hard indeed.

(Adapted from Walter Unsworth, *Matterhorn Man*)

- | | |
|---------------------|-------------------|
| (注) attain 到達する | perilous 危険な |
| shudder 震える, ぞっとする | court 求める |
| impoverished 貧しい | flea-ridden 蚤だらけの |
| parishioner 教会に通う村人 | |

2

次の英文を読んで、設問に答えなさい。

I stopped to let the car cool off and to study the map. I had expected to be near my objective by now, but everything still seemed alien to me. I was only five when my father had taken me abroad, and that was eighteen years ago. When my mother had died after a tragic accident, he did not quickly recover from the shock and loneliness. Everything around him was full of her presence, continually reopening the wound. So he decided to emigrate. In the new country he became absorbed in making a new life for the two of us, so that he gradually ceased to grieve. He did not marry again and I was brought up without a woman's care; but I lacked for nothing, for he was both father and mother to me. He always meant to go back one day, but not to stay. His roots and mine had become too firmly embedded in the new land. But we wanted to see the old folk again and to visit my mother's grave. He became mortally ill a few months before we had planned to go and, when he knew that he was dying, he made me promise to go on my own.

I hired a car the day after landing and bought a comprehensive book of maps, which I found most helpful on the cross country journey, but which I did not think I should need on the last stage. It was not that I actually remembered anything at all. But my father had described over and over again what we should see at every milestone, after leaving the nearest town, so that I was positive I should recognize it as familiar territory. Well, I had been wrong, for I was now lost.

I looked at the map and then at the milometer. I had come ten miles since leaving the town, and at this point, according to my father, I should be looking at farms and cottages in a valley, with the spire of the church of our village showing in the far distance. I could see no valley, no farms, no cottages and no church spire — only a lake. I decided that I must have taken a wrong turning somewhere. So I drove back to the town and began to

retrace the route, taking frequent glances at the map. I landed up at the same corner. The curious thing was that the lake was not marked on the map. I felt as if I had stumbled into a nightmare country, as you sometimes do
 (7) in dreams. And, as in a nightmare, there was nobody in sight to help me. Fortunately for me, as I was wondering what to do next, there appeared on the horizon a man on horseback, riding in my direction. I waited till he came near, then I asked him the way to our old village. He said that there was now no village. I thought he must have misunderstood me, so I repeated its name. This time he pointed to the lake. The village no longer existed because it had been submerged, and all the valley too. The lake was not a natural one, but a man made reservoir.
 (8)

(From L. G. Alexander, *Developing Skills*)

(注) absorbed (...に) 熱中して

embedded 埋め込まれて (→根をおろして)

comprehensive 総合的な milestone マイル標石, 一里塚

milometer マイル走行計 spire 尖塔

retrace もう一度たどる submerged 水中に沈んだ

- 設問1 下線部(1)の 'my objective' とは具体的に何のことか、本文の内容を基に日本語で説明しなさい。
- 設問2 下線部(2)で 'So he decided to emigrate.' とあるが、なぜ彼は移り住むことにしたのか、日本語で説明しなさい。
- 設問3 下線部(3)を日本語に訳しなさい。
- 設問4 下線部(4)で 'but not to stay' とあるが、なぜ彼はそうしたいとまでは思わなかったのか、日本語で説明しなさい。
- 設問5 下線部(5)で 'which I did not think I should need on the last stage' とあるが、なぜそれが不必要と思ったのか、日本語で説明しなさい。

- 設問 6 下線部(6)で 'I could see no valley, no farms, no cottages and no church spire' とあるが、なぜそれらを見つけることができなかったのか、日本語で説明しなさい。
- 設問 7 下線部(7)を日本語に訳しなさい。
- 設問 8 下線部(8) 'all the valley too' は、いくつかの単語が省略された文です。省略されていると思われる単語を補って普通の英文にしなさい。

3

次の英文の空欄 (1) ~ (6) に当てはまると思われる文を下記の日本語 (a) ~ (f) の中から選び、それを英文に直しなさい。

Alexander Jones and Joe Schmidt are seniors in an American high school. They will be graduating in three weeks, and will both be going to college after the end of summer vacation. Tonight, (1). The telephone rings. His mother answers it.

Joe : Hello. Is Alex there?

Mrs. Jones : Yes, he is. Just a second. (to Alex) Alex! Telephone!

Alex : Who is it?

Mrs. Jones : Joe.

Alex : (2). I want to watch the end of this program.

Mrs. Jones : OK. (to Joe) Alex said he'd call you back in a few minutes. Are you at home?

Joe : No, but he can reach me on my cell phone.

Mrs. Jones : OK. I'll tell him.

(10 minutes later Alex is talking to Joe.)

Alex : What's up?

Joe : Not much. I just wanted to know what you were planning to do this summer?

Alex : (3). I'll probably get a job. Why?

Joe : My parents suddenly came up with the idea that I go to France this summer and enroll in an intensive French program.

(4).

Alex : Hmm. Going to France sounds like a good idea, (5). A summer in France would be a good way to improve our communication skills. And, since I got a scholarship for the

next four years that covers all my college expenses, I don't really need to work this summer. (6).

- (a) 親と相談してみるよ。
- (b) 君と一緒にいったらどうかと言っているんだ。
- (c) 僕たちは三年間フランス語を勉強してきたんだから。
- (d) 折り返し電話するって言って。
- (e) アレックスは家でテレビを見ている。
- (f) まだ考えてない。

4

次の英文を読んで、設問に答えなさい。

Human language is extraordinarily diverse, and it is necessary to
(1) examine phenomena from a large number of different languages in order to
appreciate this diversity. In the last decade of the twentieth century, it is
estimated that over 6,000 languages are spoken in the world.

Like the more publicized areas of diversity in the world today such as
animals and plants, this diversity of languages is threatened, and it is almost
certain that in the not-too-distant future neither professional linguists nor
interested lay people will have access to speakers of the range of different
languages that are available today. A moribund language will normally die
out within one or two generations, except in truly extraordinary
(2) circumstances— for example, children whose parents did not acquire the
language learning it from their grandparents. In an article that appeared in
the leading American linguistic journal *Language* in 1992, Michael Krauss of
the Alaska Native Language Center estimates that of the languages spoken
in the world today, 90 percent will be either dead or moribund a hundred
years from now. This represents a far higher rate of endangerment than for
animal or plant species. Language death is taking place across the world.

The issues involved in this situation are not purely linguistic, but of a
(3) more general social and political nature. Certainly, preventing people from
gaining access to a language of wider currency, at least as a second language
for wider communication alongside the native language used within the
community, cannot be justified. If an individual or community has decided to
abandon its ancestral language, there is little anyone can (or, perhaps,
should) do to stop them. In some cases, however, communities have a strong
desire to preserve their language, alongside other aspects of their culture,
even while acknowledging that they must also be fluent in a language of
wider currency. In such cases linguists can provide an invaluable service to
(4)

the community by assisting in the preservation of the language, for instance by devising a writing system for the language so that it can be used in a wider range of functions.

But even with the best will in the world on the part of speakers and those with whom they interact, we must accept that a good proportion of the languages currently spoken will no longer be spoken one to four generations from now. Given this situation, it is imperative to salvage as much knowledge of these languages as possible, so that posterity will not lose completely the richness of this aspect of human diversity.

(Adapted from Bernard Comrie, et al., *The Atlas of Languages*)

(注) diverse	多様な	publicized	広く知られた
linguist	言語学者	lay	専門家でない
moribund	絶滅寸前の	invaluable	非常に貴重な
imperative	急務の	salvage	救い出す (→収集する)

設問1 下線部(1)を日本語に訳しなさい。

設問2 下線部(2)の例として、どのような状況があり得ると言っているか、日本語で説明しなさい。

設問3 本文中で、世界の言語が今後どのような状況になるという予測が述べられているか、日本語で説明しなさい。

設問4 下線部(3)を日本語に訳しなさい。

設問5 下線部(4)はどのような場合を指すのか、日本語で説明しなさい。

設問6 下線部(5)はどのような状況を指すのか、日本語で説明しなさい。

設問7 本文で述べられているような世界諸言語の現況に対して、特に言語学者はどのような貢献ができると考えられるか、第3および第4段落の内容を基に、日本語で答えなさい。