新潟大学　　医学部 歯学部

令和２年度入学試験問題

外　国　語　（英　語）

注　意　事　項

1　この問題冊子は，試験開始の合図があるまで開いてはならない。

2　問題冊子は，全部で 10 ページある。（落丁，乱丁，印刷不鮮明の箇所などがあった場合は申し出ること。）

3　**解答は，すべて解答用紙の指定された箇所に記入すること。**

4　受験番号は，各解答用紙の指定された２箇所に必ず記入すること。

5　解答時間は，教育学部学校教員養成課程教科教育コース英語教育専修が 100 分，教育学部（学校教員養成課程教科教育コース英語教育専修を除く）およびその他の学部は 90 分である。解答すべき問題（○印）および解答用紙の枚数は，下表のとおりである。

受　験　者	解答すべき問題（○印）				解答用紙の枚数
	Ⅰ	Ⅱ	Ⅲ	Ⅳ	
人　文　学　部	○	○	○		3
教育学部（学校教員養成課程教科教育コース英語教育専修を除く）	○	○	○		3
教育学部（学校教員養成課程教科教育コース英語教育専修）	○	○	○	○	4
法　学　部	○	○	○		3
経 済 科 学 部	○	○	○		3
理　学　部	○	○	○		3
医　学　部	○	○	○		3
歯　学　部	○	○	○		3
工　学　部	○	○	○		3
農　学　部	○	○	○		3
創　生　学　部	○	○	○		3

教育学部学校教員養成課程教科教育コース英語教育専修のリスニングテストは，試験開始 70 分後に約 15 分間実施する。

6　下書きは，問題冊子の余白を使用すること。

7　問題冊子は，持ち帰ること。

I 〔全学部受験者用〕次の英文を読んで，下の問いに答えなさい。

The English language is currently the world's most common language, but language expert Gaston Dorren believes its reign may come to an end.

But it isn't because another common language, like Mandarin, is primed to take its place. Rather, Dorren believes that innovations in translating software and technology may dispel the need for learning multiple languages altogether.

(a) The hope is that translation software will inevitably translate a person's language in real time. Known as the "Babel Chip," named after the translating Babel fish from popular sci-fi novel *The Hitchhiker's Guide To The Galaxy*, this device would not only shirk the need for learning another language, but it would abandon the need for translators as a whole.

And we've already come close to various iterations of this idea. Google recently unveiled its new "Interpreter Mode" for the Google Assistant app which can translate more than 27 languages in real time.

"Learning languages will still be valuable for all sorts of cultural and psychological reasons, but the majority won't bother," claims Dorren in an interview with news.com.au.

This could benefit a wide range of industries, particularly travel and customer service. Though children naturally have a host of language skills before the age of eight, children between eight and 12 begin to lose the ability to reproduce foreign languages. (b) Though foreign language acquisition is still achievable after 12, it becomes much more difficult.

This could also be beneficial for languages at-risk of dying out. The *Wikitongues* project hopes to record and document every language in the world to prevent this kind of event from occurring.

"Every language in the world considered, when we have the opportunity to document a critically endangered or under-documented language, we make that a priority," says Daniel Bogre, one of the founders for *Wikitongues*.

"If we had more resources, I would want to prioritize under-documented languages whose last remaining speakers are elderly, so that we could guarantee their descendants have the tools they need to revive these languages in the future if they so choose."

Unfortunately, the Babel chip likely won't be ready anytime soon. On top of that, worldwide adoption would likely take even longer once the chip is developed. Though this tool could be used to connect literally billions of people across the globe, there are countless reasons to learn a language (c) in the meantime.

After all, it's thanks to this cultural diffusion and intermingling that cultures have grown and developed. Tex-Mex became commonplace in America through the cultural diffusion of Mexican food and American cooking styles. Cajun food developed as a result of Acadian immigration to the United States from Canada in the 18th century.

And learning a second language is good for the brains of children. It helps create neural pathways that improve cognitive function, including memory, reasoning, learning, and multitasking. It also aids them with communication skills and gives them a leg-up in their future workplaces. Unfortunately, it's estimated that only one in five Americans can speak a language other than English.

Language has been used as a way to connect cultures and bridge divides between people for centuries. Whether you love to travel, love to learn, or just hope to connect with different (d) cultures around you, learning a second language is still essential in the time of technological advancement.

(Adapted from "Will English Continue to Reign as the World's Most Common Language?" *Qrius*, February 8, 2019)

〔注〕 dispel 一掃する　　iterations 繰り返し
neural pathways 神経経路　　give . . . a leg-up ～の役に立つ

問 1. 下線部(a)の内容を，句読点を含めて 40 字以内の日本語で述べなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 下線部(c)について，子供の場合として筆者が挙げていることを，句読点を含めて 100 字以内の日本語で述べなさい。

問 4. 下線部(d)を和訳しなさい。

II 〔全学部受験者用〕次の英文を読んで，下の問いに答えなさい。

The shift to a cooked-food diet was a decisive point in human history. The main topic of debate is when, exactly, this change occurred.

(a) All known human societies eat cooked foods, and biologists generally agree cooking could have had major effects on how the human body evolved. For example, cooked foods tend to be softer than raw ones, so humans can eat them with smaller teeth and weaker jaws. Cooking also increases the energy they can get from the food they eat. Starchy potatoes and other tubers, eaten by people across the world, are barely digestible when raw. Moreover, when humans try to eat more like chimpanzees and other primates, we cannot extract enough calories to live healthily.

Such evidence suggests modern humans are biologically dependent on cooking. But at what point in our evolutionary history was this strange new practice adopted? Some researchers think cooking is a relatively recent innovation — at most 500,000 years old. Cooking requires control of fire, and there is not much archaeological evidence for hearths and purposefully built fires before this time.

(b) The archaeological record becomes increasingly fragile farther back in time, however, so others think fire may have been controlled much earlier. Anthropologist Richard Wrangham has proposed cooking arose before 1.8 million years ago, an invention of our evolutionary ancestors. If the custom emerged this early, it could explain a defining feature of our species: the increase in brain size that occurred around this time.

(c) What is the connection between cooking and brains? Understanding how and why our brains got so big has been a major puzzle because such a brain is metabolically expensive. In fact, the brain needs more energy for its size than any other organ. Although it might seem being smarter is always better, having a big brain exerts a high toll. Ancestral humans may have

compensated for this energy cost by cooking food.

Like all ideas about human evolution, the cooking hypothesis can only be tested indirectly — without a time machine we cannot know exactly what happened in our evolutionary history. But there are several converging pieces (d) of evidence that support Wrangham's cooking hypothesis.

Fossils show the teeth and digestive tract of *Homo erectus* decreased in size around the same time brain size increased. This evidence likely means our ancestors started eating softer, higher-quality foods (although not necessarily cooked). New archaeological research has also continued to push back the earliest known date for the control of fire. For example, traces of purposeful fire at Wonderwerk Cave in South Africa have been dated at more than a million years old. Recent studies further suggest humans have genetic adaptions for eating cooked foods — some of which are old, at least predating our split from Neandertals. Finally, some of my own work, with psychologist Felix Warneken, has shown chimpanzees possess many of the foundational cognitive capacities needed to start cooking — such as a preference for cooked food, patience to wait for foods to be cooked and the capacity to plan for and transport foods to a cooking site. These data mean ancestral humans likely shared the same abilities, and could have started cooking rapidly after gaining the ability to control fire.

(Adapted from Alexandra Rosati, "Food for Thought: Was Cooking a Pivotal Step in Human Evolution?" *Scientific American*, February 26, 2018)

〔注〕 tubers 塊茎の作物　　archaeological 考古学的な
metabolically 代謝的に　　exert a high toll 負担になる
digestive tract 消化管

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 下線部(c)を，本文に即して 70 字以内の日本語で説明しなさい。

問 4. 下線部(d)について，筆者が 2 番目に挙げている証拠を，50 字以内の日本語で述べなさい。

Ⅲ 〔全学部受験者用〕次の問題Ａ，Ｂに答えなさい。

問題Ａ．下線部(a)，(b)を英訳しなさい。

私たちは，生活している中で知らずしらずたくさんの道具を使っています。(a)それは元気に活動している証しでもありますが，それらを使った後始末を怠るとあっという間に部屋は乱雑になっていきます。子育てをしている間は，赤ちゃんに片づけ能力がないのでなおさらですね。子どもを寝かしつけた後，とっ散らかった部屋を見たくなくて超高速で片づけ(b)ていた頃を思い出します。

〔出典〕井田典子『心と住まいが整う「家事時間」』(マガジンハウス，2019 年)

問題Ｂ．次の質問に 100 語(100 words)程度の英文で答えなさい。解答欄末尾の所定の箇所に，解答に用いた語の数を「(102 words)」のように必ず記すこと。ただし，ピリオドやコンマなどの句読点は語数に含めません。

These days being famous on YouTube is something young people want to do. Do you think becoming a YouTuber is a good career choice? Provide reasons and examples to support your opinion.