

2019 年度 入学 試験 問題

英 語

(試験時間 12:55~14:15 80分)

1. 解答用紙には、記述解答用紙とマーク解答用紙の2種類があります。
2. 解答は、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは無効となります。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷き 사용하지しないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. マーク解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないようにしてください。
7. 一度記入したマークを修正する場合、しっかりと消してください。消し残しがあると、マーク読み取り装置が反応して解答が無効となることがあります。

I 次の英文を読み、設問に答えなさい。(50点)

You probably do not need to be told that learning a foreign language is difficult. You will already have realized this from your years of studying English, unless you picked it up naturally as a young child. Children are unaware of the grammar rules of their own language and do not need to learn them. But when adults have to learn a foreign language, it is a different matter — they usually need to understand some grammar rules before they can communicate. However, when people are placed in a situation where they have to somehow communicate to survive, they tend not to be too concerned about grammar.

When slaves were taken from Africa to America, language chaos was created. Slave owners deliberately mixed slaves from different places so they were less likely to be able to work together to rebel against their masters. Slaves also, of course, did not speak English, which was the language of their owners. So that they could communicate, they developed “pidgins.” These are ways of communicating that are not true languages. In the case of the slaves, their pidgins used a small number of English words, copied from their owners, connected by minimal grammar. Different people spoke them differently, and it was impossible to express ideas of any complexity using them, but they enabled the slaves to have basic communication with each other and their owners. However, when the slaves’ children started to speak, they did not copy their parents’ way of talking. Rather they unconsciously introduced grammar rules, and turned the words they were using from a “pidgin” into a “creole” — a fully-developed new language.

A similar thing happened in Hawaii at the end of the nineteenth century. When workers arrived from China, Japan, Korea, Portugal, the Philippines and Puerto Rico to work on the sugar plantations^(註1) there, a pidgin quickly developed. It was just strings of words, but again, once their children started to use it, they developed a much more sophisticated language: Hawaiian creole, which is still widely spoken in Hawaii — there are around 600,000 native speakers of the

language.

Researchers have gained insights into how languages are created by studying how deaf people communicate, as they are often unable to learn the language spoken around them. What has been found is that when educators invent sign languages,^(註2) children find them almost unlearnable, and what little they do pick up from them, they convert into much better natural languages. Because it was essentially devised by children and not based on English, American Sign Language has ended up being nothing like that language and is no more like British Sign Language than Japanese or Chinese Sign Language.

In Nicaragua, there had been no sign languages at all because deaf people had been isolated from each other. At the end of the 1970s, the first deaf schools were created. Although the children learned speech and lip reading in classes, they developed their own sign system to communicate with each other — a pidgin. Each child used the signs differently and there was no regular grammar but they could understand each other. However, when younger children came in, while they based their communication on the signs of the older children, they developed a sign language that was far more efficient and had a systematic grammar. In this way a new language was born within the space of a few years.

The language expert, Steven Pinker, wrote that this showed “how it is that children — not adults — generate language.” It would seem that the grammar systems of all the world's languages were probably created by very young children and remarkably quickly. This may be why grammar systems are so easy for children to pick up and so difficult for adults!

(注1) plantation 農園

(注2) sign language 手話

問1 本文の内容と一致するように1～10の語句に続く最も適当なものを(A)～(D)から一つずつ選び、その記号をマークしなさい。

1. Children

- (A) find it hard to learn grammar rules.
- (B) are less likely than adults to learn a foreign language.
- (C) do not need to learn the grammar rules of their native language.
- (D) do not use grammar.

2. Slavery led to

- (A) a mixture of languages.
- (B) the mixing of different places.
- (C) slave owners speaking pidgins.
- (D) slaves learning English.

3. Slaves were separated from others who spoke their language to make them

- (A) unable to communicate in English.
- (B) easier for their owners to handle.
- (C) less likely to work together.
- (D) work harder.

4. The pidgins used by slaves

- (A) had small vocabularies.
- (B) were sophisticated languages.
- (C) were learned from slave owners.
- (D) had complicated grammar systems.

5. The slaves' children spoke

- (A) pidgins like their parents.
- (B) entirely different languages from their parents.
- (C) a combination of pidgins and creoles.
- (D) languages developed from their parents' pidgins.

6. Hawaiian creole

- (A) developed from the pidgin used by plantation workers.
- (B) was created by plantation workers.
- (C) is a particularly sophisticated language compared to other creoles.
- (D) is the most spoken language in Hawaii.

7. American Sign Language

- (A) is based on English.
- (B) was virtually unlearnable for children.
- (C) was basically created by children.
- (D) is similar to the Japanese and Chinese Sign Languages.

8. In Nicaragua, deaf children

- (A) could not communicate with each other in the 1980s.
- (B) did not use the communication method they were taught, outside their classes.
- (C) quickly learned the pidgin.
- (D) could not communicate with their teachers.

9. In Nicaragua, the younger children

- (A) used the pidgin better than the older ones.
- (B) refused to use the pidgin.
- (C) immensely improved sign language communication there.
- (D) invented a completely new language.

10. At the end, the writer is saying that children
- (A) are better at speaking languages than adults.
 - (B) use language more grammatically than adults.
 - (C) learn languages slowly.
 - (D) are the inventors of grammar.

問2 本文中の下線部を日本語に訳しなさい。解答は記述解答用紙に書きなさい。

Ⅱ 次の英文を読み、本文の内容と一致するように1～10の語句に続く最も適当なものを(A)～(D)から一つずつ選び、その記号をマークしなさい。(40点)

The human brain is a very complex and mysterious organ of the body. For many years, scientists have tried to understand the brain, and how each part works. Each part of the brain is important and plays a particular role.

The first part of the brain is the brain stem,^(註1) which is at the top of the spine, or backbone. The brain stem controls a person's breath, heartbeat, and involuntary^(註2) physical movement. The second part of the brain is called the cerebellum,^(註3) and it is located at the back of a person's head. Scientists have learned that the cerebellum controls physical movements and is also connected to emotions as well. The third part of the brain is the diencephalon.^(註4) It is in the middle of the brain and controls the timing for being asleep and awake, as well as actions related to digesting food. Another part of the brain is the cerebrum.^(註5) This section is well known to most people. It has a left side and a right side. The left side is connected to understanding and using language, while the right side is related to emotions and the ability to put information together in a meaningful way. The last section is the cerebral cortex.^(註6) It is the pink and wrinkled outside layer of the brain, and it controls the ability to think logically, be creative, and use language. Most people agree that these are the abilities that make humans different from other animals. The cerebral cortex is the heaviest section of the human brain, and most of the activity in the brain takes place in this section.

These parts of the brain are active and communicate with other parts, even when people are sleeping. When parts of the brain are active, they create brain waves, which are electrical impulses that have a particular rhythm. There are different kinds of brain waves; they are named alpha, beta, delta, theta, and gamma waves. Each type of wave is connected to different actions and states. For example, alpha brain waves happen when people feel calm and in control of their lives, beta waves occur when people are solving problems or making decisions, and

delta waves happen during deep sleep when people are not dreaming.

Researchers have studied sleep for a long time, but they still know very little about why humans and other animals must sleep and how the brain controls sleep. Humans sleep in five stages; they experience the five stages in order, and then repeat the stages again throughout the night. The first stage of sleep is light, but in the second, the brain wave activity becomes less, and the sleeper's eyes do not move. In the third and fourth stages, the sleep is very deep. In the fifth stage, our eyes move quickly, and we dream actively. This last stage is called REM sleep, or rapid eye movement sleep.

People have long tried to understand and explain dreams, but scientists still have much to learn about them. Though some think that dreams might come from random electrical impulses in the brain, others think that dreams allow people to review bits and pieces from daily life. One researcher tested this idea in 1978 by asking people to wear glasses with red lenses for a few days. Those who wore the red lenses began to have dreams with more and more red objects. Other researchers have found that, in dreaming about daily life, people also tend to bring negative feelings into their dreams more than positive ones. One negative feeling that many people experience in dreams is anxiety, and about 80% of people dream about being chased.

Why do people sleep? Scientists think that the brain is able to deepen learning during sleep, and one researcher found evidence of this in experiments with mice that were learning a new skill. The mice that were given the chance to sleep after their skill practice were able to create new connections in their brains related to the skill, but the mice that were not allowed to sleep had many fewer connections in their brains. This finding suggests that humans also need sleep in order to learn new skills more deeply.

- (注1) brain stem 脳幹
(注2) involuntary 不随意の, 意思に基づかない
(注3) cerebellum 小脳
(注4) diencephalon 間脳
(注5) cerebrum 大脳
(注6) cerebral cortex 大脳皮質

1. Based on the reading, a person's ability to kick a ball is controlled by the
- (A) brain stem.
 - (B) cerebellum.
 - (C) diencephalon.
 - (D) cerebrum.
2. The part of the brain that has a left and right side is the
- (A) cerebellum.
 - (B) diencephalon.
 - (C) cerebrum.
 - (D) cerebral cortex.
3. According to this passage, the ability that is NOT possessed only by humans is the ability to
- (A) be creative.
 - (B) have emotions.
 - (C) think in logical ways.
 - (D) use language.

4. The part of your brain that is probably most connected to your ability to pass a university entrance examination is the

- (A) brain stem.
- (B) cerebellum.
- (C) diencephalon.
- (D) cerebral cortex.

5. If people are resting and enjoying comic books, they would probably produce

- (A) alpha waves.
- (B) beta waves.
- (C) delta waves.
- (D) theta or gamma waves.

6. According to the reading, people

- (A) go through five stages of sleep when they sleep, and each stage is about 1/5 of eight hours of sleep.
- (B) have rapid eye movement in the second stage of sleep.
- (C) move their eyes quickly when they are dreaming.
- (D) dream in the third and fifth stages.

7. The most important finding of the 1978 experiment was that

- (A) people bring negative feelings into their dreams.
- (B) dreams are random impulses in the brain.
- (C) dreaming in color is possible.
- (D) people bring pieces of daily life into their dreams.

8. It is true that

- (A) people tend to bring negative emotions into dreams more than positive emotions.
- (B) scientists are in agreement about why and how people dream.
- (C) a minority of people dream about being chased.
- (D) scientists agree that dreams are caused by random electrical impulses in the brain.

9. In the experiment with mice, the researcher learned that

- (A) mice could not easily learn a new skill.
- (B) the mice that did not sleep did not learn as well as the mice that slept after the practice.
- (C) sleep played no part in learning.
- (D) the mice that slept after practice could connect the researcher to the skill practice.

10. The best title for this article would be

- (A) "Comparison of Animal and Human Brains."
- (B) "Sleep and Mental Health."
- (C) "The Mysteries of the Brain."
- (D) "Great Advances in Brain Science."

Ⅲ 次の対話を読み、空所 (1) ~ (10) に入る最も適切な語句をそれぞれ(A)~(D) から一つずつ選び、その記号をマークしなさい。(20点)

Patience: How you dey?

Kathy: I have no idea what you're (1).

Patience: How you dey? How are you doing? Just reply with "I dey fine" — I'm doing fine. Wetin dey happen?

Kathy: Does that (2) "What's happening?"

Patience: Yes — you're getting good at this. So wetin dey happen?

Kathy: Nothing much. Why do you speak in pidgin?

Patience: I no sabi.

Kathy: I can't understand that (3).

Patience: That's because our pidgin doesn't all come from English, (4) from local languages, for that (5). There were slave traders from Portugal in Nigeria and we got some of our words from them. "Sabi" is from Portuguese and means "know," so "I no sabi" means "I don't know."

Kathy: I'm sure you do know why people here use pidgin.

Patience: Yes, I do. Nigeria has about five hundred languages so we can't communicate with people from outside our area in our own language. We speak in English and that's fine, but (6) it doesn't feel completely like our own language. It's a language from overseas (7) pidgin feels completely Nigerian and belongs to us. It is also more friendly and (8). When we're at work or school, we're speaking in English, but when we are (9) to our friends and relaxing, we usually speak in pidgin. Our music and our humor are mostly in pidgin. It helps to (10) our country. We're proud of it.

1. (A) saying (B) talking (C) telling (D) giving
2. (A) say (B) tell (C) mean (D) define
3. (A) too (B) anything (C) at all (D) nothing
4. (A) or (B) and (C) but (D) though
5. (A) situation (B) item (C) problem (D) matter
6. (A) anyhow (B) somehow (C) vaguely (D) specifically
7. (A) moreover (B) for (C) so (D) while
8. (A) casual (B) formal (C) polite (D) educated
9. (A) playing (B) partying (C) talking (D) going out
10. (A) divide (B) unite (C) create (D) destroy

Ⅳ 次の英文1～6の()に入る最も適切な語句を(A)～(D)から一つずつ選び、その記号をマークしなさい。(12点)

1. We would like to offer great sponsorship that will () rugby will be watched and talked about around the world.

- (A) certify (B) help (C) promote (D) ensure

2. Hugo loves the attention to detail given to the new food mixer, () its sensors that adjust the power accordingly.

- (A) include (B) including (C) included (D) to include

3. When Lisa moved to Tokyo, she () how people would seek out the thinnest shadow in summer.

- (A) ignored to see (B) started to go
(C) came to notice (D) occurred to miss

4. Economists do not like gifts. Or, to be more (), they have a hard time making sense of gift-giving as a rational social practice.

- (A) precise (B) certain (C) sincere (D) extent

5. Sadly, the historical building () in 2010, but the remaining garden is still worth visiting.

- (A) burned down (B) had burned down
(C) has been burned down (D) has burned down

6. It will come () to hear that global business travel spending hit a record high of one trillion dollars last year.

- (A) by no surprise (B) for no surprise
(C) as no surprise (D) with no surprise

V 次の1～6の日本語に合うように、それぞれ下にある(A)～(F)の語句を並べ替えて、空所を補い、英文を完成させなさい。ただし、解答は(1)～(12)に入るべき語の記号のみをマークしなさい。なお、文頭の語も小文字で記してある。(18点)

1. 私の両親は私を子ども扱いする。

My parents _____ (1) _____
_____ (2) _____ a child.

(A) if (B) me (C) were (D) treat (E) as (F) I

2. 彼は返事に困った。

He _____ (3) _____ (4) _____
answer.

(A) an (B) loss (C) for (D) at (E) a (F) was

3. 私は窓を全て閉めたままで寝た。

I _____ (5) _____ _____ (6) _____.

(A) went (B) closed (C) all the windows (D) to (E) with (F) bed

4. タクシーに乗るくらいなら歩いた方がました。

You might as _____ (7) _____ (8) _____
_____.

(A) well (B) take (C) taxi (D) as (E) a (F) walk

5. 努力家は成功する。

_____ (9) _____ (10) _____.

(A) those (B) comes (C) give their all (D) success (E) who (F) to

6. 自分が1位になろうとは、ケイトは全く予想していなかった。

Little _____ (11) _____ (12) _____
first place.

(A) expect (B) would (C) did (D) win (E) Kate (F) she

VI 外国の人があなたの出身地を訪れているとしたら、あなたはその人にあなたの出身地やその周辺で何をどのように勧めますか。80 語以上の英語で書きなさい。解答は記述解答用紙に書きなさい。(10 点)

