

英 語

注 意

1. 問題は全部で13ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。**HB**の黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答がイのとき)



4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読んで、設問に答えなさい。

As supermarket customers from Aberdeen to Adelaide, Washington to Wellington, facing 15,000 or more items in a store, we may find it difficult to relate the food on the shelves in the packets, tins, and jars to the struggle to produce the basic foodstuffs on the farm. But to understand the food system, we must. The modern food system is not inevitable but has deep historical roots which are bound up with humankind's various attempts to control the biological, socio-economic and cultural aspects of food. The interplay of these forces has shaped the food system, producing food shortages and surpluses, hunger and overeating, technological brilliance and junk foods in the same world.

Today's food world is a mixed up world. We may associate coffee with Brazil, cocoa with Ghana and potatoes with Ireland, but that is because these crops have been shifted around the world from their native habitat. The story of food is the history of how different people have wandered the world, conquered it, mixed it up and controlled it for their own benefit. How has the relationship which humans have had with food changed over the hundreds of thousands of years of their existence?

For most of human history, people lived off nature — hunting animals and gathering fruits, nuts, berries and insects. They lived in small groups and moved around, following animals and seasonal changes in vegetation. In these hunter-gatherer societies, a sexual division of labour probably existed, with the younger males hunting large animals, while the elders, women and children gathered plants and small animals. Their diet depended on their location and the season. Life was short: half of the population died by the age of 20 and 90 per cent by the age of 40.

Probably over 100,000 years ago, early humans discovered the use of fire to cook some of what they ate — at first they probably roasted meat, then

perhaps they cooked roots. People may have also discovered ways to preserve meat by drying it and covering it with salt. Around 12,000 years ago, as the ice sheets retreated from much of the northern hemisphere and the climate warmed, people started to tame and raise animals and to grow plants for food. With this major climatic change, the first agricultural revolution began. It changed how food was obtained and led humankind to control its environment. Starting probably in West Asia, people settled around the rich wild grain areas and then progressed from simply collecting grain to planting it. This paved the way for the development of a variety of civilizations.

New technologies were developed that helped to increase productivity and supported growing populations. Exotic foodstuffs and flavourings were highly prized by the rich and powerful and much effort was spent on securing them. Over perhaps 2,000 years, humans developed methods and tools to help them cultivate what they planted. Thus, agriculture has shaped today's environment, for by and large we see a farmed landscape whether in the American Great Plains, European or Indian valleys, or the steppes of central Asia.

Some regions around the world had particularly wide varieties of different kinds of plants and animals. Between 7,000 and 5,000 BC in the Tamaulipas mountains of Mexico, for example, people grew chilli peppers, while corn was cultivated in the Tehuacan valley. Mexico was also home to the turkey and dogs were bred there for the table. Beans were grown in South America by 5,500 BC and potatoes by 3,000 BC. Rice was cultivated in northern Thailand by 3,500 BC and in India a jungle bird was domesticated to become the chicken.

Farming animals and plants brought major advantages. Greater quantities and more regular and secure food supplies were possible. Keeping animals was a more attractive and assured source of meat than hunting them and over several thousand years a number of species were domesticated. The first

domesticated animals were not eaten, but were probably helpmates — such as the wild “dog” known as the “dingo” for Australian aborigines. Some time after that, domesticated cattle provided meat, milk and a way of pulling heavy ploughs, which helped produce more crops.

When people learned how to replace human energy by using oxen to pull the plough between 2,000 and 3,000 BC, they could use heavier ploughs and make deeper cuts, exposing more soil and thus providing more nutrients for the crops. However, cultivation caused some harm to the environment.

The early farmers practised “slash-and-burn” cultivation, which means that they cut down trees and shrubs, burned them, and prepared the land for growing crops. They knew that after a few years this land would become a desert and would have to be left unused for decades to recover. In Classical Greece, the hillsides were cleared of trees to provide houses, ships’ timbers and charcoal for metal working. Rains washed away the thin soils when the valleys flooded. Therefore, throughout history, the environment has been damaged by farming and other human activities.

The expansion of the European powers led to huge changes in food production and consumption and helped to produce a trading system that linked many different parts of the world. With industrialization, the need to control food supplies and produce foodstuffs for the growing number of workers in towns and cities led to farm produce being seen increasingly as raw material for an industry that processed it into foods. Industrial processors needed the right ingredients at the right time and place to enable their factories to run smoothly and a distribution system to deliver their products to their buyers. New technologies for processing and transporting foodstuffs allowed mass production and marketing. Thus, an increasingly complex, interlinked system developed, for food production, processing, marketing, distribution and consumption, in which change in one area causes change in many others.

設問 本文の内容から考えて最も適切なものを a, b, c, d の中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その1)使用。

1. In the first paragraph, the author implies that the modern food system is _____.
 - a. both good and bad
 - b. a total disaster
 - c. free of problems
 - d. impossible to understand

2. The countries with which we associate particular food crops _____.
 - a. are in South America and Africa
 - b. have no connection with the food crops at all
 - c. inevitably reflect their place of origin
 - d. may not be their actual place of origin

3. In hunter-gatherer societies _____.
 - a. children helped the young men on hunting expeditions
 - b. life expectancy was greater than in Japan today
 - c. women and children did not gather any animals
 - d. young men were responsible for hunting large animals

4. Humans probably first used fire _____.
 - a. for killing germs in the food they ate
 - b. for slash-and-burn cultivation
 - c. to bake bread in outdoor ovens
 - d. to cook meat and roots

5. The warming of the climate happened.
- a. happened only in West Asia
 - b. led to many deaths
 - c. made it difficult to tame and raise animals
 - d. brought in the agricultural revolution
6. Landscapes that show the influence of agriculture can be found.
- a. are confined to the Americas
 - b. can be found in America, Europe and India
 - c. can hardly be seen at all in today's world due to urbanization
 - d. no longer produce exotic foodstuffs and flavorings
7. Between 7,000 BC and 3,000 BC many crops and animals were domesticated.
- a. chilli peppers, potatoes and rice were grown in various parts of the world
 - b. dogs, chickens and turkeys were avoided as food for religious reasons
 - c. potatoes, beans and corn were cultivated in India and Thailand
 - d. rice, a jungle bird, corn and turkeys were raised in Mexico
8. The first animals to be domesticated were probably sheep.
- a. cattle, which provided both milk and a way of pulling ploughs
 - b. looked after by Australian dingos
 - c. not eaten by humans, but rather used by them as helpers
 - d. tastier than wild animals

9. The author states that early farmers used the slash-and-burn cultivation method _____.

- a. despite being aware of its harm to the environment
- b. to create deserts that could be used for decades
- c. to provide timbers for ships and materials to make houses
- d. without knowing that it would harm the environment

10. Farm produce came to be seen as a raw material for industry, which _____.

- a. delivered processed food to the factories
- b. distributed new technologies that were marketed to consumers
- c. processed food into raw materials for added smoothness
- d. needed the appropriate ingredients at the right time and place

問題Ⅱ 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)使用。

Adults in America tend to hide reading difficulties if they have them. They are embarrassed by the fact that they have not mastered basic literacy skills, and many are good at keeping this fact concealed from employers, employees, and their relatives; others are not capable of maintaining such a false face. This problem is deeply personal to me because I recently discovered that some of my oldest and dearest relations had difficulty reading. They had managed to keep this hidden from me for most of my life. It was my (1) personal experience that loving adults would pretend to read stories to me as a child, which is why I thought they could read. These older relatives would present a flowing story to me as if they were actually fluent readers. Since I was too young to know the difference, I simply assumed that they could read, which was the objective of their loving pretence. The essential point is simple though, and worth repeating. If parents cannot read, they will not be able to teach their children to read, or to monitor the development of their children's literacy. Some poor parents have developed unique strategies to cope with this dilemma; they locate tutors for their children and follow the suggestions offered by those tutors.

These parents clearly want their children to receive a good education even though they do not have the personal literacy skills to lend direct assistance. By banding together with other parents who share similar concerns and then hiring legal advisors to help them and their children, some parents have adopted very creative strategies to improve educational prospects for their children. Whenever their children bring home memoranda from school, (2) parents contact their legal advisors, who then read the documents and offer their best advice on how the parents should proceed. This situation is not typical; few inner-city parents, either alone or as a group, have the financial resources to hire legal advisors. Nevertheless, many minority parents have gone to extraordinary lengths to secure educational support for their children even though they themselves have not yet mastered literacy.

問題Ⅲ 次の設問に答えなさい。解答用紙(その3)使用。

英語の基礎知識や語彙・文法・読解力、リスニング能力を測定する。

(1) 次の文を英語に訳しなさい。

英語のイギリスの歌手たちは、例えば赤十字社などのような立派な慈善団体に寄付を
くわすすることで、大きな社会的責任をしばしば果たしてきた。

(2) ()内の語の順序を入れ替えて、それぞれ最も適切な英文を作りなさい。
ただし不要な語一語を除いて、すべて一度ずつ使うこと。

1. English spelling is known (language / to / confusing / to / learners /
be / and).

2. Either you (nor / I / or / am / wrong).

3. When (considerable / seen / a / distance / from / by), the castle looks
like a small hill.

4. This is the restaurant (made / my / used / lunch / uncle / to / where /
enjoy).

問題Ⅳ 次の設問について、50語程度の英文を書きなさい。解答用紙(その4)使
用。

If you could build your ideal house, where would you build it and what
would it look like?

次の **問題 V** は英米文学科 A 方式志願者のみ解答のこと。(フランス文学科 A 方式・日本文学科 B 方式・比較芸術学科・教育学科・心理学科受験者は 12 ページの **問題 V** に解答のこと。)

問題 V リスニング問題。聞き取った内容から考えて下線部の空欄を埋めるのに最も適切なものを a, b, c, d の中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その 1)を使用。

1. Beatrice Gardner taught Washoe how to use sign language in the _____.

- a. 1950s
- b. 1960s
- c. 1970s
- d. 1990s

2. When Washoe saw a swan he made the signs for _____.

- a. hug me
- b. old chimpanzee
- c. pretty goose
- d. water bird

3. The chimpanzee Sarah described objects by using _____.

- a. manual signs
- b. plastic shapes
- c. spoken sounds
- d. written words

4. Duane Rumbaugh and Sue Rumbaugh showed that chimpanzees could _____.
- a. distinguish fruits from tools
 - b. learn a series of tricks
 - c. speak like humans
 - d. turn on a computer
5. By the age of six years, Kanzi could understand the meaning of _____.
- a. 55 symbols
 - b. 100 symbols
 - c. 150 symbols
 - d. 200 symbols
6. When he was eight years old, Kanzi's and a two-year-old girl's language ability were _____.
- a. exactly the same
 - b. incomparable
 - c. very different
 - d. very similar
7. A rule of English grammar that Kanzi learned was to put _____.
- a. action words before object words
 - b. 'ball' before 'bite'
 - c. object words before action words
 - d. 'peanut' before 'hide'

8. Kanzi's sentences are _____.
- like a three-year-old child's
 - like William Shakespeare's
 - not recognizable
 - not very good
9. A six-year-old child knows _____.
- 3,000 words
 - 13,000 words
 - 30,000 words
 - 300,000 words
10. Kanzi's use of language is largely restricted to _____.
- asking for things
 - describing what he sees
 - giving opinions
 - making comments on the world

次の **問題 V** はフランス文学科 A 方式・日本文学科 B 方式・比較芸術学科・
教育学科・心理学科の受験者のみ解答のこと。

問題 V 各文の下線部に入る最も適切な語または語句を、a, b, c, d の中から
一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その1)を使用。

1. According _____ a survey, the American economy will pick up next year.

- a. of b. in c. from d. to

2. We waited for him for an hour, but he didn't turn _____.

- a. up b. down c. in d. out

3. I'm afraid I left my pen in my office. Do you have something to write
_____?

- a. by b. to c. with d. for

4. _____ her excellent advice, it would have taken me much longer.

- a. Thanks to b. In contrast to
c. Compared with d. But for

5. It is about time you _____ to prepare for the exam.

- a. started b. are starting c. will start d. starts

6. Unfortunately, I remembered nothing of what he _____ me in our first
meeting.

- a. tells b. telling c. would tell d. had told

7. The introduction of the new library system made _____ for students to find books more easily.

- a. possible b. possibly c. it possible d. that possible

8. Words of _____ from his parents made him more enthusiastic about studying abroad.

- a. effect b. anxiety
c. advantage d. encouragement

9. Please accept our sincere _____ for any inconvenience caused by this change of plan.

- a. appreciation b. acknowledgement
c. apology d. account

10. I wonder if he has any _____ of succeeding in the business he recently started.

- a. product b. prosperity c. process d. prospect

Chatting with Chimps

Can chimpanzees learn and use language? In the 1960s Beatrice Gardner and her husband trained a chimpanzee called Washoe to use sign language. Washoe lived in a caravan next to their house and whenever in his presence they signed to him and to each other. Washoe learned to sign back. Within three years he had acquired at least eight signs and could hold a 'conversation' with humans and make requests. 'Give me a hug' is not the most meaningful request ever made, although it may have been one of the most sincere. Washoe's most famous statement occurred when he saw a swan and signed water and then bird in quick succession. A swan is indeed a water bird.

During the same decade David Premack embarked on a series of language experiments with a chimpanzee called Sarah. Premack used plastic chips of different colours and shapes, each of which was represented by a different object. Using these he argued that Sarah could abstract concepts such as 'same', 'different', 'colour of' and 'name of'.

In the early 1970s a long-term research programme was begun by Duane Rumbaugh and his wife Sue Rumbaugh. They used symbols on a computer keyboard to represent words. They claimed to demonstrate that chimpanzees were able to classify objects in categories, such as 'fruit' or 'tool'. The use of symbols by chimpanzees, they argued, is not simply a series of tricks, but involves an understanding like that of humans.

Can an ape create a sentence? In a series of academic papers during the early 1990s Sue Rumbaugh and her colleagues answered 'yes'. Or at least a chimpanzee called Kanzi can. Kanzi was not formally taught to use symbols. He was simply encouraged to use them by being placed in a natural learning environment. Consequently Kanzi was raised in a 55-acre forest, not in a zoo.

Kanzi's learning process involved understanding a spoken word and its referent, and then learning the symbol for it on a computer keyboard. By the age of six Kanzi could identify 150 different symbols. He could also understand the meanings of sentences when different words were strung together to make novel requests. When he was eight, Kanzi's linguistic abilities were formally compared with those of a two-year-old girl. Their abilities appeared to be extremely similar.

Sue Rumbaugh and her colleagues have emphasized what appears to be Kanzi's ability to use rules of grammar. He appeared to adopt some of the grammatical rules used by his keepers. For instance, there seemed to be an ordering of words in two-word phrases like that used in English, in which an action word goes before an object word. So Kanzi became more likely to say 'bite ball' and 'hide peanut', than 'ball bite' and 'peanut hide'.

Kanzi creates sentences, but they are not very good sentences. In fact they are awful, when compared with those of William Shakespeare or any three-year-old child. Sue Rumbaugh and her colleagues acknowledge that Kanzi's vocabulary and use of grammatical rules is not as advanced as that of a three-year-old. By the age of three a child frequently strings ten words

together by the use of complex grammatical rules. By the age of six a child will have a vocabulary of about 13,000 words. Young children are constant commentators on the world around them and on what others say. Almost the entire sample of Kanzi's utterances are requests for things; his comments on the world are extremely rare. The whole pattern of acquiring language is very different between apes and humans.