

工 学 部

入 学 試 験 問 題

B日程2月19日

英 語

注 意 事 項

1. 試験監督者の指示があるまで、問題冊子を開かないこと。
2. 問題冊子に落丁、乱丁があった場合は、試験監督者に申し出ること。
3. 試験監督者の指示に従って、解答用紙の受験番号欄に受験番号を記入し、その下のマーク欄にもマークすること。
4. 受験番号が正しくマークされていない場合は、採点できないことがある。
5. マーク方式の解答方法は、下の『解答上の注意』をよく読むこと。
6. 試験終了後、問題冊子は持ち帰ること。

解 答 上 の 注 意

マーク方式での解答例

〔英語〕 解答群より、③をマークするときは、次の〔例〕のように解答欄の③にマークする。

〔例〕

1	①	②	●	④	⑤	⑥	⑦	⑧	⑨	⑩
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英 語

- I. 以下の英文は、ある人類学者の著書の冒頭部分である。これを読み、問A・問Bに答えよ（なお、*印を付した語句には注がある）。

A number of years ago I was giving a brief talk about the evolution of the brain when someone asked a question I couldn't answer. It was not a complicated question. It didn't come from a colleague who had found a weakness in my theory or a graduate student* who had read about a new experiment that contradicted my data. It came from a child in my son's elementary school class. I had given school talks on a scientist before, and I thought I knew what to expect. I never expected an eight-year old to stump* me.

I was talking about brains and how they work, and how human brains are different, and how this difference is reflected in our unique and complex mode of communication: language. But when I explained that only humans communicate with language, I struck a dissonant chord*.

“But don't other animals have their own languages?” one child asked.

This gave me the opportunity to outline some of the ways that language is : how speech is far more rapid and precise than any other communication behavior, how the underlying rules for constructing sentences are so complicated and curious that it's hard to explain how they could ever be learned, and how no other form of animal communication has the logical structure and open-ended possibilities that all languages have. But this wasn't enough to satisfy a mind raised on Walt Disney animal stories.

“Do animals just have SIMPLE languages?” my questioner continued.

“No, apparently not,” I explained. “Although other animals communicate with one another, at least within the same species, this communication resembles language only in a very superficial way — , using sounds — but none that I know of has the equivalents of* such things as words, much less nouns, verbs, and sentences. Not even simple ones.”

“Why not?” asked another child.

At this I hesitated. And the more I thought about it, the more I recognized that I didn't really have an answer. As as I could tell, no other scientists had seriously considered the question in this form. Why are there no simple languages, with simple forms of nouns, verbs, and sentences? It is indeed a counterintuitive* fact. Myths, fables*, fairy tales, animated cartoons*, and Disney movies portray what common sense suggests ought to be the case: that other animals with their simpler minds communicate and reason using simpler languages than ours. Why isn't it so?

I'm not sure why I hadn't noticed this paradox before, or why other scientists hadn't. Most mammals aren't . Many are capable of quite remarkable learning. Yet they don't communicate with simple languages, nor do they show much of a capacity to learn them — if our pets are any indication. Perhaps we have been too preoccupied with trying to explain our big brains, or too complacent* with the metaphoric* use of the term *animal language*, to notice this contradictory little fact. But the question may also have been unconsciously avoided because of the intellectual costs of considering it seriously. Indeed, the more deeply I have pursued this question, the more it seems like a Pandora's box that unleashes* troubling doubts about many other questions that once seemed all but settled. This isn't the question we had been asking, but maybe it should have been.

(出典：Terrence W. Deacon, *The Symbolic Species: The Co-evolution of Language and the Brain*, pp.11-12, adapted 一部改変)

注：graduate student 大学院生 stump (質問で) 困らせる
dissonant chord 不協和音 equivalent of ~に等しいもの
counterintuitive 直観に反する fable 寓話
animated cartoon アニメーション complacent 自己満足した
metaphoric 比喩的な unleash ~を解き放つ

問A. 文中の ~ に入れるのもっとも適当なものを, ①~④の中から選び, 解答欄にマークせよ。

- | | | | | |
|--------------------------------|--------------|---------------|----------------|----------------|
| <input type="text" value="1"/> | ① to be | ② being | ③ been | ④ to have been |
| <input type="text" value="2"/> | ① special | ② responsible | ③ normal | ④ heavy |
| <input type="text" value="3"/> | ① by the way | ② after all | ③ first of all | ④ for example |
| <input type="text" value="4"/> | ① long | ② tall | ③ far | ④ deep |
| <input type="text" value="5"/> | ① clever | ② necessary | ③ surprising | ④ stupid |

問B. 6.~15. の各文が本文の内容に合っていれば解答欄の①にマークし, 合っていなければ解答欄の②にマークせよ。

6. The author couldn't answer a simple question from a child.
7. The author suggests that his colleagues and graduate students don't ask him questions.
8. The author's first school talk was on the evolution of the brain.
9. In the elementary school class, the author said that human brains are different from each other.
10. According to the author, it is hard to explain how the underlying rules for constructing sentences could be learned.
11. Not all languages have a logical structure and open-ended possibilities.
12. There was a child in the class who was not satisfied with the author's explanation that only humans communicate with language.
13. It is a counterintuitive fact that there are no simple languages.
14. In myths, other animals communicate using simple languages.
15. The author suggests that our pets show great capacity to learn a simple language.

II. 次の1.～5.の日本語の意味の英文を、書き出しの語句に続けて下にある語句を並べかえて作るとした場合、に入れるべきものはどれか。解答欄にマークせよ。

1. 以前から気になっていたお店に入ってみた。

I _____ 16 _____ 17 _____ some time.
① a shop ② entered ③ had interested ④ me ⑤ that ⑥ for

2. 私は夫が子供の弁当を作るのを手伝った。

I _____ 18 _____ 19 _____ .
① the children's ② helped ③ husband ④ make ⑤ my ⑥ lunches

3. 風があまりに強かったので、私はそれ以上進めなかった。

The wind was _____ 20 _____ 21 _____ any further.
① for ② go ③ strong ④ too ⑤ me ⑥ to

4. 並びの席が空いていなかったので、そのカップルは別々に座った。

The couple sat separately, _____ 22 _____ 23 _____ by side.
① there ② no seats ③ for ④ were ⑤ available ⑥ side

5. 早朝まで眠れなかった。

I couldn't _____ 24 _____ 25 _____ .
① early ② get to ③ the morning ④ in ⑤ sleep ⑥ until

III. 次の1.～5.の英文の意味が通じるためには、の中にどのような語を入れたらよいか。下の語群から選んでマークせよ。

1. Winter is the coldest season 26 the year.

2. I stayed up late last night to prepare 27 the exam.

3. Please say hello 28 all your family members.

4. She shares the house 29 several people.

5. He put several coins 30 the counter to pay for the coffee.

[語群 : ① on ② for ③ of ④ at ⑤ to ⑥ with]

IV. 1. ~ 5. の英文の説明に該当する英単語を下の語群〔①~⑩〕から選び、解答欄にマークせよ。

1. a person who gives something he has to a group for free

=

2. a written document showing that someone has paid for something

=

3. an area of land overgrown with forests and plants

=

4. a thing which is so old and rare that it is highly valued

=

5. a name for a group of movable things in a room, such as chairs or tables

=

[語群 : ① furniture ② jungle ③ bill ④ yard
 ⑤ antique ⑥ crowd ⑦ donor ⑧ stationery
 ⑨ possession ⑩ receipt]

V. 36. ~ 40. の英単語のいちばん強く発音する個所はどこか。解答欄にマークせよ。

36. cat · a · log
 ① ② ③

37. ac · knowl · edge
 ① ② ③

38. rep · e · ti · tion
 ① ② ③ ④

39. vol · un · tar · y
 ① ② ③ ④

40. met · ro · pol · i · tan
 ① ② ③ ④ ⑤