

英 語 ②

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(解答番号 ~)

[1] 次の文章を読み、下の設問に答えよ。

Language: Is It Always Spoken?

Most of us know a little about how babies learn to talk. From the time infants are born, they hear language because their parents talk to them all the time. Between the ages of seven and ten months, most infants begin to make sounds. They repeat the same sounds over and over again. For example, a baby may repeat the sound “dadada” or “bababa.” This activity is called babbling. When babies babble, they are practicing their language. Soon, the sound “dadada” may become “daddy,” and “bababa” may become “bottle.”

What happens, though, to children who cannot hear? How do *deaf* children learn to communicate? Recently, doctors have learned that deaf babies babble with their hands. Laura Ann Petitto, a psychologist at McGill University in Montreal, Canada, has studied how children learn language. She observed three hearing infants and two deaf infants. The three hearing infants had English-speaking parents. The two deaf infants had deaf mothers and fathers who used American Sign Language (ASL) to communicate with each other and with their babies. Dr. Petitto studied the babies three times: at 10, 12, and 14 months. During this time, children really begin to develop their language skills.

After watching and videotaping the children for several hundred hours, the psychologist and her assistants made many important observations. For example, they saw that the hearing children made many different, varied motions with their hands. However, there appeared to be no pattern to these motions. The deaf babies also made many different movements with their hands, but these movements were more consistent and deliberate. The deaf babies seemed to make the same hand movements over and over again. During the four-month period, the deaf babies' hand motions started to resemble some of the basic hand-shapes used in ASL. The children also seemed to prefer certain hand-shapes.

Hearing infants start first with simple syllable babbling (dadada), then put more syllables together to sound like real sentences and questions. Apparently, deaf babies follow this same pattern, too. First, they repeat simple hand-shapes. Next, they form some simple hand signs

(words) and use these movements together to resemble ASL sentences.

Linguists—people who study language—believe that our ability for language is *innate*. In other words, humans are born with the capacity for language. It does not matter if we are physically able to speak or not. Language can be expressed in many different ways—for instance, by speech or by sign. Dr. Petitto believes this theory and wants to prove it. She plans to study hearing children who have one deaf parent and one hearing parent. Dr. Petitto wants to see what happens when babies have the opportunity to learn both sign language and speech. Does the human brain prefer speech? Some of these studies of hearing babies who have one deaf parent and one hearing parent show that the babies babble equally with their hands and their voices. They also produce their first words, both spoken and signed, at about the same time.

The capacity for language is uniquely human. More studies in the future may prove that the sign system of the deaf is the physical equivalent of speech. If so, the old theory that only the spoken word is language will have to be changed. The whole concept of human communication will have a very new and different meaning.

(Lorraine C. Smith and Nancy Nici Mare, *Issues for Today*, third edition, Heinle, 2004, pp. 61-62)

[設問] 本文の内容と一致するように、次の空欄([1] ~ [10])に入れるのに最も適当なものを、それぞれ下の(ア)~(エ)のうちから一つずつ選べ。

Humans begin to babble [1].

- (ア) after they begin to sign
- (イ) after they begin to speak
- (ウ) before they are one year old
- (エ) between the ages of seven and ten years

Babbling is how babies [2].

- (ア) practice language
- (イ) become deaf
- (ウ) hear sounds
- (エ) are born

The word *deaf* in paragraph 2 is closest in meaning to [3].

- (ア) able to communicate
- (イ) able to hear
- (ウ) unable to communicate
- (エ) unable to hear

McGill University is located in .

- (ア) America (イ) Canada (ウ) Mexico (エ) Portugal

The babies were NOT studied when they were old.

- (ア) ten months (イ) one year
(ウ) fourteen months (エ) a year and a half

Both the deaf and the hearing children made movements with their hands, but .

- (ア) only the hearing children made different movements
(イ) they all made the same movements over and over again
(ウ) only the deaf children repeated the same hand motions
(エ) only the hearing children repeated the same hand motions

According to the passage, a person who studies language is known as .

- (ア) a linguist (イ) a psychologist (ウ) an infant (エ) an assistant

The word *innate* in paragraph 5 is closest in meaning to .

- (ア) incapacitated (イ) inborn (ウ) expressive (エ) physical

According to the passage, some research shows that hearing babies who have one deaf parent and one hearing parent generate their first words .

- (ア) through sign faster than deaf babies
(イ) through sign then through speech
(ウ) through speech then through sign
(エ) both through speech and sign, at about the same time

According to the passage, the ability for language is to humans.

- (ア) exclusive (イ) repressive (ウ) convenient (エ) undermining

[2] 次の空欄([11] ~ [20])に入れるのに最も適当なものを、それぞれ下の(ア)~(エ)のうちから一つずつ選べ。

I was watching a video [11] Bob came and asked me some questions.

- (ア) that (イ) where (ウ) how (エ) when

It is very kind of you [12] me.

- (ア) to help (イ) to helping (ウ) for to help (エ) helping

It makes no [13] to me whether Linn will attend or not.

- (ア) different (イ) difference (ウ) problem (エ) problems

You have never been to Sydney, [14]?

- (ア) haven't it (イ) haven't you (ウ) have you (エ) have we

I bought that book because the price was [15].

- (ア) mild (イ) low (ウ) discount (エ) sale

This picture always [16] me of your grandfather.

- (ア) retains (イ) remembers (ウ) recalls (エ) reminds

Though Aiko is very sophisticated, she is [17] in her teens.

- (ア) still (イ) yet (ウ) most (エ) more

Paris is famous [18] its art, fashion and food.

- (ア) by (イ) to (ウ) with (エ) for

A: Could you please give this report to Dr. Anderson?

B: [19]. I'll give it to him the day after tomorrow.

- (ア) You are welcome (イ) Not at all
(ウ) Certainly (エ) I'm not sure

A: David, I didn't see you last week. Where were you?

B: I went on a vacation. It felt so good to [20].

- (ア) take a break (イ) take on (ウ) leave a break (エ) leave off

[3] 次の対話が成り立つように、空欄([21] ~ [30])に入れるのに最も適当なものを、それぞれ下の(ア)~(ク)のうちから一つずつ選べ。(同じ選択肢を2回以上使うことはない。選択肢は文頭にくる場合でも大文字で始まっているとは限らない。)

Liz and Naomi are roommates in college.

Liz : Do you want to go swimming? I'm thinking about [21].

Naomi : Sorry, I have to finish my math homework.

Liz : But your class isn't [22].

Naomi : I know, but I made up my mind [23] as early as possible.

Liz : You always do your homework late. Why the sudden change?

Naomi : I always regret [24] because I don't get good grades, so I decided to do my homework early this semester.

Liz : What a nice idea! I'll also stay in and [25] for my history class. I can go swimming another time.

- (ア) waiting until the last minute
- (イ) finish writing the report
- (ウ) wait until the last minute
- (エ) to have finished writing the report
- (オ) to get all my homework done
- (カ) leaving in half an hour
- (キ) by Friday
- (ク) until Friday

Barnard is at a flower shop.

Shopkeeper : Good afternoon. [26]?

Barnard : Yes, my friend's birthday is today, and I'd like to buy her some flowers. [27]?

Shopkeeper : I'm afraid most of the good ones have already been sold out. [28]. It lasts longer. It's easy to care for as well.

Barnard : OK. I'll go for a plant. [29]?

Shopkeeper : Sure. This one grows quickly. It doesn't need a lot of water. [30] twice a week.

Barnard : This is an excellent present. I'll take it.

- (ア) can you recommend something
- (イ) may I help you
- (ウ) you should give it only a little water
- (エ) I'd recommend a plant
- (オ) may you recommend something
- (カ) you should give it a lot of water
- (キ) may I see the ones in small pots
- (ク) this shouldn't be

〔 4 〕 次の文章を読み、下線部 (31 ~ 35) の意味に最も近いものを、それぞれ下の(ア)~(エ)のうちから一つずつ選べ。

STONEHENGE AROSE from a rich tradition of equally enigmatic structures. Henges—circular banks of earth paralleled by an internal ditch—earth barrow and mounds, circular timber structures, monoliths, and circles and horseshoes of stone were all common throughout Neolithic Britain and parts of continental Europe. (31 Strictly speaking, Stonehenge is not, as its name implies, a henge, because the position of its bank and ditch are reversed.) 32 At different stages of its evolution Stonehenge reflected many of these traditions. The first certain structural stones of Stonehenge, the bluestones, which were floated, dragged, and hauled from Wales, most likely arrived sometime before 2500 B.C. The giant sarsens followed, filling out the monument, which was at some point linked by an avenue to the River Avon. Stonehenge, then, is the culmination of a dynamic evolution; 33 the pre-stone earthworks thrown up in grassland probably embodied different beliefs than the later monument of stone that was resolutely connected to water.

34 Standing within the collapsed circles, it is not easy to make out the monument's original blueprint. Easier to imagine are the actions that lie behind it: the planning and engineering; the diplomacy required to negotiate transportation of stones through different territories; the logistical maneuvering to supply and equip a labor force; the ability to cajole, inspire, or compel able-bodied men to leave their animals, field, and hunting grounds—in short, the many necessary human acts that we still recognize, although 35 we know little about who these early Britons were, how they were organized, or what language they spoke.

(Caroline Alexander, “If the Stones Could Speak,” *National Geographic*, June 2008, pp. 36-37)

- 31 (ア) 簡単に言えば、ストーンヘンジは、その名前の通り、「ヘンジ」ではない。というのも、土塁と溝を入れ替えることができるからだ。
- (イ) 厳密に言えば、ストーンヘンジは、その名前の通り、「ヘンジ」にふさわしい。というのも、土塁と溝の位置が保存されているからだ。
- (ウ) 厳密に言えば、ストーンヘンジは、その名前とは異なり、「ヘンジ」ではない。というのも、土塁と溝の位置が逆になっているからだ。
- (エ) 簡単に言えば、ストーンヘンジは、その名前とは異なり、「ヘンジ」にふさわしい。というのも、土塁と溝の位置が逆になっているからだ。
- 32 (ア) ストーンヘンジは、その成立過程の様々な段階において、こうした伝統の多くを反映している。
- (イ) 進化しているストーンヘンジは、様々な段階において、こうした伝統の多くを反映している。
- (ウ) ストーンヘンジは、様々な段階において、こうした伝統の多くを反映させるように進化している。
- (エ) ストーンヘンジは、様々な革命の段階において、こうした伝統の多くを反映している。
- 33 (ア) 草原に造られた前石器時代の土塁は、おそらく、水と大いに関係のあった後の巨石モニュメントと同じ信仰を示していたのだろう。
- (イ) 草原に造られた前石器時代の土塁は、おそらく、水と大いに関係のあった後の巨石モニュメントとは異なる信仰を示していたのだろう。
- (ウ) 前石器時代の土塁が草原に造られたのは、おそらく、水と大いに関係のあった後の巨石モニュメントに対する信仰によるものだろう。
- (エ) 前石器時代の土塁が草原に造られたのは、おそらく、水とは関係のなかった後の巨石モニュメントの信仰を示していたのだろう。

- 34 (ア) 崩壊した環状列石の内側に建設されたモニュメントの本来の意図を理解するのは容易ではない。
- (イ) 崩壊した環状列石の内側に建設されたモニュメントの本来の青色を理解するのは容易ではない。
- (ウ) 崩壊した環状列石の円内に立ってみても、モニュメント建設の本来の青色を理解するのは容易ではない。
- (エ) 崩壊した環状列石の円内に立ってみても、モニュメント建設の本来の意図を理解することは容易ではない。
- 35 (ア) 古代ブリトン人がどのような民族で、どのような社会を形成し、どのような言語を用いていたかについてはほとんど分かっていない。
- (イ) 若いブリトン人がどのような人で、どのように社会を形成し、どのような言語を用いていたかについてはほとんど分かっていない。
- (ウ) 古代ブリトン人がどのような民族で、どのような社会を形成し、どのような言語を使っていたかについて、知らないものはいない。
- (エ) 若いブリトン人がどのような人で、どのような社会を形成し、どのような言語を使っていたかについて、知らないものはいない。

[5] 次の日本語 (36 ~ 40) の英訳として最も適当なものを、それぞれ下の(ア)~(エ)のうちから一つずつ選べ。

36 もしアンが式に参加してくれていたなら、もっと嬉しいのですが。

- (ア) If Anne attends the ceremony, we will be very happier.
- (イ) If Anne will attend the ceremony, we will be much happier.
- (ウ) If Anne attended the ceremony, we would be much happier.
- (エ) If Anne would attend the ceremony, we would be very happier.

37 君は宿題をするのを忘れなかったよね。

- (ア) You didn't forget doing your homework, didn't you?
- (イ) You didn't forget doing your homework, did you?
- (ウ) You didn't forget to do your homework, didn't you?
- (エ) You didn't forget to do your homework, did you?

38 生活水準が上がるにつれ、エネルギーの需要も上がるでしょう。

- (ア) As the standard of living goes up, so will the demand for energy.
- (イ) As the standard of living goes up, the demand for energy will so.
- (ウ) Therefore the standard of living goes up, so will the demand for energy.
- (エ) Therefore the standard of living goes up, the demand for energy will so.

39 この国にいくつの方言があるか正確に知っている人はほとんどいません。

- (ア) A few people know exactly how many dialects are there in this country.
- (イ) A few people know exactly how many dialects there are in this country.
- (ウ) Few people know exactly how many dialects are there in this country.
- (エ) Few people know exactly how many dialects there are in this country.

40 地球が将来支えることができる人口は多くの要因に左右されます。

- (ア) The number of people that the Earth can support in the future depend on many factors.
- (イ) The number of people that the Earth can support in the future depends on many factors.
- (ウ) A number of people that the Earth can support in the future depend on many factors.
- (エ) A number of people that the Earth can support in the future depends on many factors.