

B・M

平成 24 年度個別学力検査問題(医学部・医学科)

英 語

前 期 日 程

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 この問題冊子は、9 ページあります。解答用紙は 3 枚あります。問題は 3 題あります。3 題すべてに解答しなさい。
試験中に問題冊子の印刷不鮮明、ページの乱丁・落丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせなさい。
- 3 監督者の指示に従って、解答用紙に受験番号を記入しなさい。
- 4 解答は、解答用紙の該当欄に記入しなさい。
- 5 配付された解答用紙は持ち帰ってはいけません。
- 6 試験終了後、問題冊子は持ち帰りなさい。

I 次の新聞記事 “Time may not have the last word: Thousands of languages are dying out, but a new database offers hope” を読んで、設問に答えなさい。

You'll never again hear anyone speaking Laghu, and anyone yearning to communicate in Old Kentish Sign Language is out of luck: it, too, has gone the way of the dodo*¹. But there's still a chance to track down a conversation in Gamilaraay, or Southern Pomo—if you visit one of the few Native Americans still speaking it in California. Of the 6,500 living languages currently being used around the world, around half are expected to be extinct by the end of this century.

It was concern about the cultural and historical losses that result from a
(1) language disappearing that inspired the World Oral Literature Project, an online collection of some of the 3,500-plus “endangered languages” struggling for survival in the world.

The heart of the project, run by Cambridge University, is a large database listing thousands of languages. Those using the database can discover that Laghu was spoken in the Solomon Islands until it disappeared in 1984, Old Kentish Sign Language was a precursor*² to the modern-day version, and Gamilaraay is still used by the Kamilaroi tribe*³ of New South Wales.

The project is the brainchild*⁴ of Mark Turin, 37, a research associate at Cambridge University's Museum of Archaeology and Anthropology. He grew up in London speaking Dutch and English and had planned to study linguistics at university, but on a gap year*⁵ in Nepal realised he was interested in “what language unlocked”, and switched to anthropology.

“We know very little about most of the world's languages, and an incredible
(2) amount about the histories and changes of a handful of western European languages,” Turin explains. He has devoted his academic career to trying to open up little-known languages. “Most endangered languages are primarily oral, and are vehicles for the transmission of a great deal of oral culture,” he says.

“That’s at risk of being lost when speakers abandon their languages in favour of regional, national or international tongues.”

So the World Oral Literature Project aims to document vanishing languages — and everything about the culture and society they convey — before they disappear. Its database used three major sources to collate information about disappearing languages, including Unesco’s Atlas of the World’s Languages in Danger. About 150 of its listed languages are in an “extremely critical” condition, where the number of known living speakers has slipped to single figures, or even just one.⁽³⁾

“As soon as a scholar declares a language to be extinct, you get a phone call from someone furious who says, ‘my mother still speaks it,’” Turin says. “But in a way, these corrections are all part of the process of drawing attention to the cause and the sense of urgency involved in careful documentation and description of endangered speech forms the world over.”⁽⁴⁾

The project also provides funds for local fieldworkers in countries including Malawi, India, Mongolia and Colombia to collect data and recordings about little-spoken languages. In the past, Turin says, major collections of recordings were lost because they weren’t deemed important. “All manner of people have been getting in touch to give us their collections, including missionaries, retired scholars and community activists.” One early donor was Reverend John Whitehorn, a former missionary and Cambridge linguist who lived with an indigenous community in Taiwan in the 1950s. “When he came back to England,⁽⁵⁾ he walked into Cambridge’s Museum of Anthropology and said, ‘I’ve got books, textiles and tape recordings, are you interested?’ The museum took it all apart from the recordings because they didn’t know what to do with them,” Turin explains.⁽⁶⁾ “He went home and stored his collection in plastic carrier bags, where they stayed until he walked into my office with the bags under his arm, and asked, ‘Do you want them now?’ The tapes are brilliant, with songs and interviews and linguistic information that might otherwise have disappeared.”

Turin hopes that the database will ultimately become a Wikipedia-style*6 project “that people want to contribute to”. There are already lectures and workshops for linguists, librarians, academics and members of the public to discuss the best strategies for collecting and protecting languages.

(出典： *The Guardian Weekly*, May 13, 2011)

dodo*1=ハト目ドードー科の鳥の総称 precursor*2=先駆者

the Kamilaroi tribe*3=オーストラリアの先住民族の一つ

brainchild*4=独自の考え

a gap year*5=英国などで行われている、主に高校卒業から大学入学までの間にとることができる一年間の休学のこと。学生は、長期の休業期間でなければできない、海外での勉強やボランティア活動、アルバイトなどに励んで見聞を広める。

Wikipedia-style*6=様々な人々が編集に参加して作り上げられる、インターネット百科事典「ウィキペディア」と同じような方式

問 1 第 1 段落の四つの二重下線部はすべて言語の名前である。それらはどのような言語であるか、この段落の内容に即して 40 字以内の日本語で説明しなさい。

問 2 下線部(1)を日本語に訳しなさい。ただし、“the World Oral Literature Project” は訳さないでそのまま書くこと。

問 3 下線部(2)の内容にもっとも近いものを(a)~(d)のうちから一つ選び、その記号を書きなさい。

- (a) Although we possess an extensive knowledge of some western European languages, our knowledge of other languages in the world is poor.
- (b) Despite our rich knowledge of most of the European languages, our knowledge of languages in the rest of the world is quite limited.
- (c) We know a great deal of histories and changes in western European nations, but we know only a little about the languages there.
- (d) We must learn more about histories and changes of the world's languages, because it will help us understand a large number of western European languages.

問 4 下線部(3)~(6)のそれぞれの語または句について、本文中で用いられている意味に最も近いものを(a)~(d)のうちから一つ選び、その記号を書きなさい。

(3) critical

- (a) disapproving (b) literary (c) serious (d) verbal

(4) urgency

- (a) fear (b) humor (c) justice (d) necessity

(5) indigenous

- (a) innocent (b) intelligent (c) native (d) unsophisticated

(6) apart from

- (a) along with (b) breaking up (c) except (d) including

問 5 本文の内容をまとめた以下の英文の空欄に入る最も適切な単語を、以下の語群からそれぞれ一つずつ選び、その語を書きなさい。ただし、どの語も一度しか使えない。

The World Oral Literature Project is a large online collection of some of the thousands of endangered languages. It was initiated by Mark Turin, once an (1) major, who warns us that most of the endangered languages are important means to transmit barely surviving (2) culture: so his motivation to launch the project is cultural as well as (3). He felt a pressing need to (4) vanishing languages and decided to devote his academic career to collecting and (5) these disappearing languages. Those using the database of the project can discover sufficient information on the world's little-known languages. Moreover, this project (6) supports local fieldworkers in far-off countries, such as Malawi, India, Mongolia and Colombia so that they can collect data and recordings about little-spoken languages.

語群 abandon / anthropology / archaeology / documenting / financially /
linguistic / oral / protect / speaking / surviving / ultimately

II 次の英文を読み、設問に答えなさい。

Neuroscientists believe that the brain can remain relatively healthy and fully functioning (a) it ages and that diseases cause the most severe decline in memory, intelligence, verbal fluency, and other tasks. Researchers are investigating both the abnormal and normal changes that occur (b) time and their effect on reasoning and other intellectual activities.

The effects of age on brain function are subtle and very selective. Almost everyone gets a bit forgetful in old age, particularly in forming memories of recent events. For example, once you reach your 70s, you may start to forget names, phone numbers, or where you parked your car, or you might respond more slowly to conflicting information. This is not disease. Some individuals, however, develop *senile dementia*, the progressive and severe impairment*¹ in mental function that interferes with daily living. The senile dementias include Alzheimer's and cerebrovascular*² diseases and affect about 1 percent of people younger than age 65, with the incidence possibly increasing to nearly 50 percent in those older than 85. In a small, third group, mental functioning seems ⁽¹⁾ relatively unaffected by age. Many people do well throughout life and continue to do well even when old, at least until shortly before death. The wisdom and experience of older people often make up for deficits in performance. The oldest human, Jeanne Calment, kept her wits throughout her 122-year life span.

The belief that pronounced and progressive mental decline is inevitable was and still is popular for several reasons. For one, until the 20th century, few people lived past 65. (A) In 1900, when average life expectancy was about 47 years, 3 million people, or 4 percent of the population, were older than age 65 and typically were ill. In 2003, when life expectancy was more than 77 years, nearly 36 million people, or more than 12 percent of the population, were older than age 65. (B) A generation ago, frailty was seen among people in their 60s; today it is more typical among those in their 80s. (C) Today's understanding of how the

normal brain ages comes from studies of the nervous system that began decades ago and are just now bearing results. (D) Modern technologies now make it possible to explore the structure and function of the brain in more depth than ever (c) and to ask questions about what actually happens in its aging cells.

Thus, neuroscientists are increasingly able to distinguish (d) the processes of normal aging and disease. Although some changes do occur in normal aging, they are not as severe as scientists once thought and certainly do not include widespread cell loss.

All human behavior (X). Often a failure in the cascade*³ of one of these systems results (e) a disturbance of normal function. Such a failure may be caused by an abnormal biochemical process or a loss of connections between neurons.

The cause of normal brain aging remains a mystery. Dozens of theories⁽²⁾ abound. One says that specific “aging genes” are switched on at a certain time of life. Another points to genetic mutations or deletions. Other theories implicate hormonal influences, an immune system gone awry, and the accumulation of damage caused by free radicals, cell byproducts that destroy fats and proteins vital to normal cell function.

(出典：Society for Neuroscience, *Brain Facts* (2008))

impairment*¹=a condition in which a part of a person's mind or body doesn't work well

cerebrovascular*²=relating to a blood vessel of a person's brain

cascade*³=生体情報の信号を増幅していく過程

問 1 本文中の空欄(a)～(e)に入る最も適切な語を、以下の語群からそれぞれ一つずつ選び、その語を書きなさい。ただし、どの語も一度しか使えない。

語群 as / before / between / from / in / on / over

問 2 第 2 段落には、下線部(1)に該当するものを含めて、それぞれタイプの異なるグループが全部で三つ取り上げられている。各グループはどのようなタイプの人たちを含んでいるのか、それぞれ 40 字以内の日本語で説明しなさい。

問 3 第 3 段落には以下の文が省略されているが、文脈上どの位置に挿入するのが最も適切か。(A)～(D)のうちから一つ選び、その記号を書きなさい。

Moreover, few people challenged the notion that aging meant inevitable brain decline because scientists knew little about the brain or the aging process.

問 4 空欄(X)には、以下の語句を並べ替えたものが入る。内容的に適切な文になるように、これらの語句を並べ替えなさい。

by / communication / determined / how / is / systems / the brain's / well / work

問 5 下線部(2)に該当する仮説の具体例として、第 6 段落で説明されているものをすべてとりあげ、日本語で説明しなさい。

Ⅲ 現在では、さまざまな国や地域の人々が、その国籍や国境を越え、文化・芸術・スポーツ・科学技術などの多種多様な分野で、国際的な活躍をしています。そのような世界を舞台とした競争において、成功を収めるには何が必要ですか。その具体的な条件を二つ入れて、あなた自身の考えを 80～100 語程度の英語で書きなさい。