

I

〔全学部受験者用〕 次の英文を読んで、下の問いに日本語で答えなさい。（本文中の‘becos’を解答に使用する場合には、「ベコス」と表記すること。）

Human beings have sometimes been called the ‘speaking animal’. And ^(a) because language is so important to them, it plays a large part in the myths, legends, and religious beliefs of people all over the world. Most cultures have stories of how language began.

Usually it’s a god or gods who taught humans to speak or write. In one legend of the Chinese people, a water-turtle comes down from heaven with marks on its back, and these show people how to write. The people of Ancient Egypt believed that one of their gods, Thoth, was the scribe for the other gods, writing down their laws, and it was he who taught the skill of writing to the Egyptians. In the Bible, one of the first things Adam has to do, after being created, is name all the animals.

Some people have been so curious about how language began that they’ve actually carried out an experiment using babies. One famous story dates from the seventh century BC, and is about an Egyptian king, Psamtik I. This king ^(b) wanted to find out which of the peoples of the world was the most ancient, and he thought that if he could discover the world’s first language, this would be the evidence he needed.

He knew that babies learn the speech of those around them. So, he figured, if two newborn babies were brought up in a situation where they heard no speech at all, when the time came for them to want to talk to each other, out would pop the world’s original language from deep within their brains.

So he put two newborns into the care of a shepherd. He was to feed them goat’s milk and generally look after them, but on no account was he ever to say anything within their hearing. Nor were they ever to hear anyone else talking. When they came out with their first words, he was to tell Psamtik immediately what they were.

The story goes that one day, when the children were about two, the shepherd went into the room where the children were, and they rushed to him

holding out their hands and calling ‘becos, becos’. He told the king, who then asked his advisers what language it was. ‘It’s the word for “bread” in the Phrygian language,’ they said. This disappointed Psamtik, who had hoped that the children would come out with an Egyptian word. But he had to accept the result of the experiment.

Of course — if it ever really happened — the whole thing was crazy. If children don’t hear any language, they won’t learn to talk. And the Phrygian language certainly wasn’t any older than other languages spoken at the time. (It’s a dead language now, but in Psamtik’s day it was spoken in a part of the country we now call Turkey.)

So why did the children say ‘becos’? Probably what the shepherd heard was the way the children had come to string together some of their sounds they babbled to each other. Maybe they’d come to associate these sounds with the idea of ‘food’. Or maybe, quite simply, they were imitating the sound of the sheep or the goats!

(Adapted from David Crystal, *A Little Book of Language*, 2010)

[注] Thoth トト(古代エジプトの神) scribe 書記
Psamtik I プサンメティコス1世(古代エジプト第26王朝の初代の王)
shepherd 羊飼いい Phrygian (小アジアの古代国家)フリギアの
babble (意味のない音)を発する

- 問 1. 下線部(a)を和訳しなさい。
問 2. 下線部(b)を和訳しなさい。
問 3. プサンメティコス1世が羊飼いに命じて行った実験内容を、句読点を含め、100字以内で述べなさい。
問 4. プサンメティコス1世は実験結果をどのように受け止めたかを、その理由とともに、句読点を含め、40字以内で述べなさい。
問 5. 子供たちが「ベコス」と発した理由について、筆者はどのように推測しているかを、句読点を含め、120字以内で述べなさい。

II

〔全学部受験者用〕 以下は進化上の圧力 (evolutionary pressure) と生存について書かれた英文である。全文を読んで、下の問いに日本語で答えなさい。

Why is our nervous system so insensitive to the left-right inversion? Probably because we evolved in an environment where this distinction is largely irrelevant. Although the world is three-dimensional, only two of its axes exerted a strong influence on our evolution. The first, which is vertical, is defined by the force of gravity. The second, which only applies to mobile species, goes from front to back. It defines a privileged side of the body, the front, where our sensory organs and feeding apparatus are very logically located. Together, these two axes determine the position of the body. Ultimately, they also influence our perception of space. Discriminating vertical from horizontal, far from close, or the front and back of an animal are operations essential to survival. Across millions of years, strong pressures led to the brain's ultimate adoption of these geometrical constraints. Our visual system includes complex mechanisms for computing distances, distinguishing approaching danger from above or below (an eagle or a snake), and for discriminating faces and their expressions of emotion — our sensitivity to back parts is less acute!

Crucially, the third parameter of space, the left-right axis, was given less attention by evolution. A tiger's left and right profiles are equally threatening . . . but the beast is less of a threat upside down than right side up! Inversion along the left-right axis is of little consequence because it leaves the world essentially unchanged. When we examine a picture of a natural scene, we cannot tell when left and right have been reversed — unless the photograph contains words, cars, street signs, or other man-made objects.

Not only was there no strong evolutionary pressure for distinguishing left from right, but the pressure probably favored confusing them. It can be useful to confuse mirror images if the goal is to generalize rapidly from past

knowledge. Imagine, for the sake of argument, that one of our ancestors survived a close encounter with a tiger that had attacked him on the right, and was subsequently approached by the same tiger coming from the left — it would certainly have been helpful for him to immediately recognize the animal.

Across generations, evolution granted us a visual system that could generalize across left and right views. The unfortunate result is that our nervous system runs the risk of confusing objects that are not identical when seen in a mirror, for instance shoes or gloves. The risk, however, is not great. In a natural environment, most animals and plants possess an axis of symmetry or quasi-symmetry, at least superficially — internal organs need not be symmetrical, but external body shape often is. Evolution seems to have
(d) calculated that there was more to gain from neglecting left and right if this
allowed us to react with greater speed in critical situations.

(Adapted from Stanislas Dehaene, *Reading in the Brain*, 2009)

〔注〕 the left-right inversion 左右が逆になること
quasi-symmetry 準対称

- 問 1. 下線部(a)を和訳しなさい。
問 2. 下線部(b)を和訳しなさい。
問 3. 下線部(c)の内容について、筆者はどのような具体例を挙げているかを、句読点を含め、80字以内で述べなさい。
問 4. 下線部(d)を和訳しなさい。

Ⅲ

〔全学部受験者用〕 次の問題A, Bに答えなさい。

問題A. 下線部(a), (b)を英訳しなさい。

ここ数年来暖冬といわれている。近年、東京に大雪というのはほとんどない。雪国でさえ、雪が少なくなっているという。しかし、子どもたちは雪を待っている。雪は一夜にして、町を村を子どものあそび場(a)に変えてしまう。建物も木も自動車も雪でおおわれて、形がなくなり、都市がなくなり、白い白い大きな大きなあそび場が現れる。

一夜で世界が変わる。グレーの世界から、白い世界。働きの世界からあそびの世界へ。子どもたちは朝起きて、雪が降っていると本当にうれしくなるもの(b)だ。

〔出典〕 仙田満『子どもとあそび』岩波新書

問題B. 次の書出しに続けて、100語程度の英文でストーリーを自由に作りなさい。解答欄末尾の所定の箇所に語数を「(100 words)」のように記すこと。ただし、印刷されている書出しの部分およびピリオドやコンマなどの句読点は語数に含めません。

I was studying in my room. I looked at my watch and it was exactly midnight. Suddenly, there was a knock at my window.

IV

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リスニングテスト

注意事項

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子などを動かしたり、物音を立てたりしないようにしてください。
- ・風邪をひいている人は、咳をするのをなるべく我慢してください。
- ・問題は、AとBの2題あります。
- ・問題Aも問題Bも2回読まれます。問題Aについては1から5の設問ごとに2回読まれます。
- ・問題Aと問題Bの間に20秒程度の空白があります。
- ・音声を聴きながら、問題冊子の空欄にメモをとってもかまいません。

問題A. Listen to the dialogues and fill in the blanks with the words you hear.

1. [P: Pet store owner, C: Customer]

P: Are you thinking about buying a dog?

C: Yes, I'd love a toy poodle.

P: This one is really cute.

C: ()

2. [M: Mother, S: Son]

M: Have you finished your homework for tomorrow?

S: Almost. I just have a little more to do.

M: ()

S: About 30 minutes.

3. [W: Woman, M: Man]

W: Did you turn down the temperature on the air-conditioner?

M: Yes, I set it at 24 degrees.

W: ()

M: OK. I'll set it at 28 degrees.

4. [T: Train conductor, P: Passenger]

T: Can I see your ticket, please?

P: Of course, here you are.

T: I'm afraid you are in the wrong seat.

P: Oh, I'm sorry. () and I'll
move.

5. [B: Brother, S: Sister]

B: Did you take out the trash this morning?

S: No, I forgot. Sorry.

B: ()

S: I know. Mother will be annoyed with me.

問題B. Listen to Miss Watson talk about her first visit to Japan and answer the questions in Japanese.

IV Recording scripts of the Listening Test

リスニングテスト中は、質問をすることはできません。机、椅子などを動かしたり、物音を立てたりしないようにしてください。風邪をひいている人は、咳をするのをなるべく我慢してください。問題は、AとBの2題あります。問題Aも問題Bも2回読まれます。問題Aについては1から5の設問ごとに2回読まれます。問題Aと問題Bの間に20秒程度の空白があります。音声を聴きながら、問題冊子の空欄にメモをとってもかまいません。

問題A

Listen to the dialogues and fill in the blanks with the words you hear.

1. [P: Pet store owner, C: Customer]
P: Are you thinking about buying a dog?
C: Yes, I'd love a toy poodle.
P: This one is really cute.
C: (But it's rather expensive, isn't it?)

2. [M: Mother, S: Son]
M: Have you finished your homework for tomorrow?
S: Almost. I just have a little more to do.
M: (How much longer do you need?)
S: About 30 minutes.

3. [W: Woman, M: Man]
W: Did you turn down the temperature on the air-conditioner?
M: Yes, I set it at 24 degrees.
W: (Aren't we supposed to be saving energy?)
M: OK. I'll set it at 28 degrees.

4. [T: Train conductor, P: Passenger]
T: Can I see your ticket, please?
P: Of course, here you are.
T: I'm afraid you are in the wrong seat.
P: Oh, I'm sorry. (Let me just get my belongings) and I'll move.

5. [B: Brother, S: Sister]
- B: Did you take out the trash this morning?
- S: No, I forgot. Sorry.
- B: (That's the third time this week.)
- S: I know. Mother will be annoyed with me.

問題 B

Listen to Miss Watson talk about her first visit to Japan and answer the questions in Japanese.

My first visit to Japan was in 1991. I had just completed high school in the United Kingdom and I was going to stay with a Japanese family for three weeks during my summer vacation.

One of the things I was really looking forward to was trying many new kinds of food. I knew from a high school textbook that Japanese people liked rice and raw fish but I had never tried sushi before. The textbook also had a lot of photographs of popular Japanese foods. Everything looked exotic and very different to the dishes I usually ate at home.

So, I decided that I would make a "food policy". My basic rule was to taste every food that was served to me. I was not allowed to refuse any food, even if I thought it looked or smelled strange. If I really didn't like the food after trying it then I would stop eating it. However, I also knew from reading about Japanese culture that it was polite to eat everything and clear your plate.

Finally, the day came for me to fly to Japan. I boarded the plane and sat down. I was travelling alone for the first time, so I was a little nervous. The plane took off and after about an hour the flight attendants began to serve the meals to the passengers. When my turn came, the attendant asked if I wanted a Western meal or a Japanese meal. I answered, "A Japanese meal, please!"

The attendant brought the food, and everything looked and smelled delicious. There were lots of foods I didn't recognize but remembering my "food policy" I did taste

everything. Unfortunately, I even tried to eat something that wasn't food. On the plate I saw what looked like a green, grassy type of vegetable. I put it in my mouth but quickly realized that it was made of plastic. The Japanese man sitting beside me laughed and said, "That's a leaf just for decoration. You shouldn't eat that!"

Maybe my "food policy" wasn't such a good idea after all!

- Q1. How long was Miss Watson going to stay in Japan?
- Q2. What was Miss Watson looking forward to before her visit to Japan?
- Q3. What was Miss Watson's "food policy"?
- Q4. Why did the man sitting next to Miss Watson laugh at her?

これでリスニングテストを終了します。解答を続けてください。