

平成 31 年度 入学試験問題

# 外 国 語

英 語

2 月 25 日(月) 10 : 00—11 : 45

(全学部共通)

## 注 意 事 項

1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、18 ページである。
3. 問題冊子とは別に答案紙が 6 枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の 2 箇所に受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了後、退室の許可があるまでは、退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。

I 次の英文を読み、下記の設問に答えなさい。

(\*の付いた単語は注を参照すること)

The story of modern research into ape communication begins in 1931, when Winthrop and Luella Kellogg, a husband-wife psychologist team, decided to raise a chimp named Gua alongside their biological son, Donald. The goal was to see if Gua would pick up language, just as a human child would. The landmark experiment inspired many similar efforts — but research with Gua herself lasted less than a year. She was failing to pick up language. (Donald, on the other hand, was reportedly making chimpanzee sounds.) So the Kelloggs called it quits and gave her to a primate center. She died less than a year later.

Similar sorts of real-life *Curious George* projects continued in the 1940s and 1950s, when another husband-wife team, Keith and Catherine Hayes, tried to teach a chimp named Viki spoken human language. After several years, Viki could only use four words: *mama*, *papa*, *cup*, and *up*. The experiment was cut short when Viki died at the age of seven, but many interpreted her lack of progress to mean that apes were not capable of sophisticated communication.

Shortly after the Viki experiment ended, however, Jane Goodall's groundbreaking research on chimpanzees began to hit the news. Goodall showed that chimps are highly intelligent, emotional beings with individual personalities and capable of constructing tools — discoveries that challenged assumptions about their limited abilities.

In 1967 — the year before *Planet of the Apes* was released — yet another husband-wife team, Allen and Beatrix Gardner, decided to give communication experiments another try. But they went with a different approach: rather than spoken language, they would teach a chimpanzee named Washoe American sign language\*. Washoe — who wore clothes, sat at the dinner table, brushed her teeth and played games — quickly began to learn and seemed to understand the meaning of the signs. A few years into the project, the Gardners moved on to

other work and gave their adopted chimp daughter to a primate center. But scientists there continued to work with Washoe, and by the end of her life, she had learned around 250 signs and had even taught her son to sign.

Sign language, researchers agreed, seemed the way to go. Nim Chimpsky, another chimp raised by a human family in the 1970s and taught to sign, showed similar progress — as did Koko, the gorilla who understood more than 1,000 signs of “Gorilla Sign Language” (GSL) and was exposed to English at an early age. But the work on Nim was cut short when Nim’s adopted father and experimenter, Herbert Terrace, became convinced that Nim had not learned sign language at all, but had rather been imitating the trainers. Terrace abandoned Nim — who continued to try to sign for the rest of his days — to a life of animal testing, cages, and solitude.

Nim’s sad end also cast doubt on whether Washoe had in fact learned to sign. “Debate went back and forth about Nim Chimpsky and others, and the whole field began to implode,” Catherine Hobaiter, a primatologist at the University of St. Andrews in Scotland, says. “But that also coincided very much with the animal rights movement, and the idea of growing awareness that apes are extraordinary individuals.”

①[A. Indeed / B. Moreover / C. On the contrary], some researchers were not ready to give up, and they decided to try yet another approach. In the mid-1970s, Emory University scientists created a symbol board — essentially, a primitive computer — and taught a chimp named Lana to string together different keys to mean different things. Spinning off from there, primatologists discovered what is likely the most talented ape of them all, a bonobo named Kanzi.

Kanzi, who currently lives at the Ape Cognition and Conservation Initiative in Iowa, learned to communicate by observing scientists trying to teach his mother. “Kanzi basically surprised everyone when he started using the symbols on the board,” says Jared Taghialatela, the director of research at the Ape

Cognition and Conservation Initiative. “Not only that, he seemed to be showing proficiency for understanding spoken language that researchers were just using around the apes while trying to train them.”

By 1993, Kanzi could pass rigorous language comprehension tests, performing at about the level of a 3.5-year-old human child. In controlled tests, he showed proficiency in about 90 symbols, and his keepers said he could use around 250 symbols in more natural environments. He also seemed to understand complex sentences: In one experiment, he correctly responded to three-quarters of 660 spoken instructions.

Kanzi is ②[A. not only / B. no doubt / C. no longer] an exceptionally intelligent individual. But researchers continued to wonder whether his knack for communication was a result of his time with humans, or represented a deeper ability, something that scientists, until now, have overlooked. In trying to force apes to learn our language, we may have blinded ourselves to theirs.

Researchers continue to work with captive apes to try to answer questions about how they communicate with one another and how that relates to the complexity of their social and emotional lives. But focus is also increasingly turning to directly observing apes in their natural environment. As Hobaiter<sup>(1)</sup> says, “If we want to know if humans are unique in our language use, we must look at what apes are doing naturally.”

【出典：Nuwer, R. (2018, April 25). To communicate with apes, we must do it on their terms. *NOVA Next*. 出題の都合上、原文の一部に変更を加えている。】

注

sign language 手話

設 問

1. ①および②に入るもっとも適切な語句をそれぞれひとつ選び、記号で答えなさい。
2. Washoe の学習の成果はどのようなものだったか、20～35 字の日本語で答えなさい。数字や記号を記入する場合は、ひとつにつき 1 マスを使用すること。
3. Koko の学習の成果はどのようなものだったか、15～25 字の日本語で答えなさい。数字や記号を記入する場合は、ひとつにつき 1 マスを使用すること。
4. Herbert Terrace は Nim の学習についてどのように結論づけたか、30～35 字の日本語で答えなさい。数字や記号を記入する場合は、ひとつにつき 1 マスを使用すること。
5. Kanzi の学習の成果はどのようなものだったか、70～90 字の日本語で答えなさい。数字や記号を記入する場合は、ひとつにつき 1 マスを使用すること。
6. 本文に照らして、以下からもっとも正しい文をひとつ選び、記号で答えなさい。
  - A. All past ape studies lasted longer than a year.
  - B. Four past ape studies were conducted by husband-wife teams.
  - C. It was fully concluded that chimpanzees can acquire only four words.
  - D. It was reported that a human child could communicate with a baby chimpanzee.
  - E. Not all past ape studies found evidence suggesting language acquisition.
  - F. No researcher has ever raised a human child and a chimpanzee together.

7. 下線部(1)に関して, Catherine Hobaiter はどのような研究方法を用いたと考えられるか, 以下からもっとも適切なものをひとつ選び, 記号で答えなさい。

- A. She observed chimpanzees' urination behavior in their habitat.
- B. She recorded a chimpanzee's spontaneous speech in an echo chamber.
- C. She studied a group of chimpanzees in a very unobtrusive way.
- D. She taught Gorilla Sign Language (GSL) to a group of gorillas in their natural environment.

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## Ⅱ 次の英文を読み、下記の設問に答えなさい。

Ontario Superior Court Justice Lucille Shaw released her long overdue decision this week in the case of a young woman pronounced dead in September, 2017, six months after closing arguments ended. Shaw concluded that the woman, 27, is in fact dead, rejecting arguments presented by her family that she was alive and had the right to continuing mechanical life support.<sup>(1)</sup>

Justice Shaw determined that this woman died last September when doctors determined her brain had irreversibly ceased to function. While the wait was painful for everyone, Justice Shaw's decision was clear: People need and deserve to know with simplicity, clarity and consistency when their family member is dead. At the heart of this ruling is the principle that identifying death has to be carried out in the same manner for all people in society, even if people choose to understand life in different ways.<sup>(2)</sup>

Why do we need a common definition of death, if we might have different ideas about the nature of life? <sup>(a)</sup>\_\_\_\_\_ cultures believe that the essence of life is in the air moving in and out of our lungs; others believe that our soul resides in our heart; and still others believe that we exist by <sup>(v)</sup>\_\_\_\_\_ of our brain's ability to interact with the world.

If individuals can choose their own understanding of life, then why must they accept a common understanding of death? Justice Shaw answered this question clearly: With modern critical care, a line must be drawn <sup>(5)</sup>\_\_\_\_\_ death is objectively determined.

(3)

- A. Almost all of our bodily functions can at some point be supported, and even replaced by medicines and technology.
- B. Critical care has achieved increasing success in its mission to keep people alive.



- C. For example, dialysis machines replace the key functions of our kidneys, while potent medications can keep fledgling hearts beating.
- D. In fact, many people are living having received transplantation of these organs.
- E. The nurses, doctors and caregivers who work in critical care units cherish life.
- F. Whether by machine or transplantation, when these organs are replaced, bodily functions can continue indefinitely.

But at the core of this intensive support is the preservation of the brain. When brain death occurs, there is no blood and oxygen going to it. The brain ceases all function. There are no functions left to be lost. This means there is the irreversible loss of any ability to have thoughts or feelings or memories. There is the irreversible loss of brain-stem functions such as blinking, coughing, and breathing. In this situation, <sup>(4)</sup> to support or replace the functions of other vital organs, such as the lungs, would lead to a never-ending loop of biochemical reactions without purpose, and the pursuit of organ replacement activities only because they are possible to do.

The tragedy is that the person, their identity and their agency will never return; but <sup>(x)</sup> \_\_\_\_\_ a clear and uniform definition of death, we would be unable to ever say that they have died. It is the permanent loss of the person through the irreversible loss of all brain function that we collectively define as death, and <sup>(5)</sup> determining this is well established in science.

We know that we can donate organs after death, and the function of these organs persists in others' bodies. We know we can keep blood cells alive and other tissues functioning, well after a person has died. While we can say that a person's legacy or tissues "live on," this <sup>(6)</sup> is not to be confused with the recognition that the person has died.

None of us, family or caregivers, wants people to die. But all of us want to know when death has occurred. With the availability of modern critical care,

brain death has become the ultimate definition of death (allows, families, focus, <sup>(7)</sup>grieving, that, their, to, to, turn). Many are more accepting of a stopped heart signifying death; this is congruent with this definition, as brain death will quickly follow cardiac death from a lack of circulating oxygenated blood.

The critical-care community is thankful for Justice Shaw's decision, because people deserve to know when death occurs. Death ア is イ certainty, and to remove ウ certainty of when エ occurs is simply オ perpetuate the avoidance of カ reality. Critical care advances have saved many lives, but we cannot tolerate the existence of technological care to prevent us <sup>(オ)</sup> knowing when someone has died. Modern medicine requires that we understand its limits together.

【出典：Dhanani, S. (2018, July 6). Why we need a clear definition of when death occurs. *The Globe and Mail*. 出題の都合上、原文の一部に変更を加えている。】

#### 設 問

1. 下線部(1)の内容を 40～50 字の日本語で分かりやすくまとめなさい。
2. 下線部(2)を日本語に訳しなさい。
3. (3) の段落を構成する A～F の文を文脈にもっとも適した順に並べ替えなさい。解答は、選択肢(イ)～(ヘ)から選びなさい。

#### 選択肢

- (イ) A⇒B⇒C⇒F⇒D⇒E
- (ロ) A⇒D⇒C⇒F⇒E⇒B
- (ハ) B⇒C⇒D⇒E⇒A⇒F
- (ニ) B⇒E⇒A⇒C⇒D⇒F
- (ホ) E⇒B⇒F⇒D⇒C⇒A
- (ヘ) E⇒F⇒D⇒C⇒A⇒B

4. 下線部(4)の状況では、著者は何をしないほうが良いと考えているか、40～50字の日本語で説明しなさい。ただし、「・・・しないほうが良い。」という形式で文を終えること。
5. 下線部(5)を日本語に訳しなさい。
6. 下線部(6)の内容を 25～35 字の日本語で分かりやすくまとめなさい。
7. (7)の括弧内の単語を文脈に合う正しい英文になるように並べ替えなさい。ただし、括弧内のすべての単語を一回ずつ使うこと。
8. 空欄 

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 に入るもっとも適切な単語を以下の(A)から(F)より選び、記号で答えなさい。各記号は一回のみ使用することができる。
- (A) a                      (B) it                      (C) its                      (D) itself  
(E) the                      (F) to
9. 空欄(あ)～(お)に入るもっとも適切な単語を以下の(A)から(J)より選び、記号で答えなさい。各記号は一回のみ使用することができる。ただし、本文中では大文字で始まる単語も、以下の選択肢ではすべて小文字で表記してある。
- (A) against              (B) although              (C) from                      (D) some  
(E) order                  (F) virtue                  (G) where                  (H) which  
(I) with                      (J) without

III The following conversation takes place in the library of a high school in England. An English student, Lily, is talking quietly with her Japanese classmate, Yuri. Read the text and answer the questions.

**Yuri :** Hey, Lily, stop playing with your new tablet! You asked me to help you with your maths homework now, remember?

**Lily :** Oh, sorry, Yuri. I'll put it away.

**Yuri :** What were you looking at anyway?

**Lily :** It was a website about gap years.

**Yuri :** What's a gap year?

**Lily :** Well, it has several meanings but in this case it means when a student takes a break of one academic year in between high school and university.

**Yuri :** Do you mean when they fail to enter the university of their choice at the first attempt? We have that system in Japan too.

**Lily :** Actually, although that might be a reason for some students to take a gap year, it is far from being the most common one here in Britain.

**Yuri :** So why do they do it then?

**Lily :** Oh, various reasons. They may just want to take a rest from formal education. After about thirteen years\* of continuous study, many students feel they need a break before embarking on further studies.

**Yuri :** [ ア ]

**Lily :** Me too. That's what got me interested. I'd really like a chance [ か ].

**Yuri :** Mine could do with a top up too.

**Lily :** Or they might want to challenge themselves by attempting something different — [ き ] as we say.

**Yuri :** That's something I myself felt the need for last year when I applied to come on this exchange program.

**Lily :** Yes. And that's great. But you are still in full-time, formal education,

- aren't you? Even though in a foreign country.
- Yuri :** So studying for a year doesn't count, then?
- Lily :** Well, it can. I suppose it all relates to the wider issue of what education means.
- Yuri :** How so?
- Lily :** Well, although we learn lots of really important stuff at school, what we learn through our experiences in other places can be valuable too.
- Yuri :** You mean like when my elder brother does his part-time job at the supermarket? He says that experience has taught him a lot.
- Lily :** Yes, that sort of thing. In English we sometimes refer to it as [ < ].
- Yuri :** What sort of things do British students usually do on their gap years then?
- Lily :** Some of them engage in voluntary work, either here or abroad.
- Yuri :** I can see how that could be very rewarding.<sup>(2)</sup>
- Lily :** Yes, it can. On the other hand, many choose to just travel extensively, even going right round the world.
- Yuri :** [ イ ]
- Lily :** Not necessarily. If they work hard and save for a few months prior to setting off, live frugally while on the road and maybe pick up some casual work along the way,<sup>(3)</sup> then it's possible [ け ].
- Yuri :** How wonderful! But is there any solid evidence for the benefits of taking a gap year?
- Lily :** Well, according to that website, yes there is. It seems that quite a lot of research has been done, in Britain and elsewhere, and most studies have reported positive effects, in both personal and academic terms.
- Yuri :** [ ウ ]
- Lily :** Well, taking a gap year can help students gain maturity, self-confidence and independence. You could acquire a better understanding of who you are as a person and what your values are.
- Yuri :** That all sounds very worthwhile. What about the academic benefits?

- Lily :** Well, the research suggests that taking a gap year can help students focus better on what exactly they want to study at university. This means that once they start, they have clearer goals, better motivation and a generally improved attitude to studying.
- Yuri :** Wow! That's impressive.
- Lily :** Yes. And all that can have a positive effect on their overall performance, their final grades, and even their eventual careers.
- Yuri :** So, you are definitely thinking of taking a gap year then?
- Lily :** I sure am. Say, Yuri, do you fancy coming round the world with me next year?
- Yuri :** Gosh, I'm not sure. It's certainly tempting. I'd better have a look at that website. Can I borrow your <sup>(4)</sup>tablet?
- Lily :** Yeah, sure. Here it is. But what about my homework?
- Yuri :** Oh, sorry, I can't help you with that right now.
- Lily :** Why not?
- Yuri :** I'm taking a gap hour!

Note :

\*Education is compulsory between the ages of 5 and 18 in England.

## QUESTIONS

1. Based on the conversation, which TWO of the following can be inferred to be most likely true?
  - A. At least one of Yuri's relatives has taken a gap year.
  - B. Gap year students tend to be older than other first year university classmates.
  - C. Most British students tend to enter their preferred university at the first attempt.
  - D. Students who have taken a gap year are less likely to drop out of university.
  - E. The research on the benefits of gap years is at best ambiguous.

2. Select the most appropriate item from the list below to put into spaces [ ア ]to[ ウ ]. Use each item only ONCE.

- A. For example?
- B. Have you any preference?
- C. I can relate to that.
- D. Isn't that prohibitively expensive?
- E. You seem perplexed.

3. Select the most appropriate expression from the list below to put into spaces[ か ]to[ け ]. Use each item only ONCE.

- A. stepping out of their comfort zone
- B. studying at 'the university of life'
- C. to make both ends meet
- D. to recharge my mental batteries

4. Pick the best replacement for the following underlined words.

The best replacement for embarking on is:

(1)

- A. beginning
- B. boarding
- C. giving up
- D. loading

The best replacement for rewarding is:

(2)

- A. fulfilling
- B. lucrative
- C. nourishing
- D. threatening

The best replacement for frugally is:  
(3)

- A. carelessly
- B. freely
- C. solely
- D. thriftily

The best replacement for tempting is:  
(4)

- A. appealing
- B. planning
- C. promising
- D. troublesome

5. Unlike in Britain, taking a gap year of the kind Lily is interested in is not very common in Japan. What do you think might account for this difference? Give your answer by completing the following sentence using between 10 and 15 English words.

*“This kind of gap year is not very common in Japan because ...”*



(空白ページ)

**IV** Read the following instructions carefully and write a paragraph in English.

The Ministry of Foreign Affairs aims to increase the impact of international students studying at Japanese universities. If only one of the countries listed on the table below can be chosen for an advertisement campaign to achieve the Ministry's goal, which one would you choose?

State your choice clearly. Give two reasons for your choice. Provide support for each reason. At least one of the reasons should be supported by the data in the table. Write approximately 80 to 100 words in total. (Indicate the number of words you have written at the end of the composition. Do not count punctuation such as commas or periods as words.)

International Students in Japan by country/region

Country/region	Number of students		Comparison with last year	
	2017	2016	Number	Increase rate (%)
China	107,260	98,483	8,777	8.9
Vietnam	61,671	53,807	7,864	14.6
Nepal	21,500	19,471	2,029	10.4
Republic of Korea	15,740	15,457	283	1.8
Taiwan	8,947	8,330	617	7.4
Sri Lanka	6,607	3,976	2,631	66.2
Indonesia	5,495	4,630	865	18.7
Myanmar	4,816	3,851	965	25.1
Thailand	3,985	3,842	143	3.7
Malaysia	2,945	2,734	211	7.7

(Adapted from the following source: "International Students in Japan 2017 - JASSO")

(空白ページ)