

平成 18 年度入学者選抜学力検査問題

(前期日程)

英 語

(注 意)

- 1 問題紙は指示のあるまで開かないこと。
- 2 問題紙は本文 8 ページであり、答案用紙は 2 枚である。
- 3 答えはすべて答案用紙の指定のところに記入すること。
- 4 下書き用紙の様式は 25 字 × 34 行(850 字)である。
答案用紙の一行あたり字数や総字数の指定とは異なる場合があるので、考慮して利用すること。
- 5 問題紙と下書き用紙は持ち帰ること。

I 以下の英文は、子供の言語習得について論じた文章です。全体をよく読んで、あとの設問に答えなさい。

For most of human history, the mystery of language acquisition was in fact ⁽¹⁾ largely ignored. Children learned to speak the language of their parents, as might be expected, and that was that. If the child learned to speak while the family was living in a foreign country, it often happened that he or she would also quite effortlessly pick up that second language as well, even if the parents had some difficulty in speaking it. The very young children of immigrants to the United States, for example, seldom have any difficulty switching back and forth between English and the language their parents speak at home — although if the child is nearly grown by the time the family comes to America, that teenager may have to work quite hard to learn English. In fact, the older a child is when he or she is exposed to a second language, the more work it is likely to take to learn the new language and the greater the chances are that a foreign accent will persist throughout life.

Exactly because all normal children begin to speak the language of their parents with relative ease, this remarkable transformation was largely taken for ⁽²⁾ granted until very recent times. Many saw it as just one more example of God's gifts to the human race. Even people with less religious views, however, had little interest in how children learned language. It was something that happened, and eventually it was hoped that they might learn enough to be worth listening to. People simply didn't much care what was going on in children's heads — or at least, men didn't, and it was men, of course, who controlled the intellectual matters. In the nineteenth century, and well into the twentieth, it was mothers who were expected to teach their children to use language properly. When the child had progressed far enough, the fathers would start to take notice and guide the child in more "elevated" matters. The mother would speak to the child in a way that changed with his or her age, starting with "baby talk" and ultimately

correcting grammar and word usage almost absentmindedly.

Despite women's primary role in child rearing, it was a man who forced the world to take a new look at what was going on in the heads of children.⁽³⁾ Sigmund Freud, with his emphasis on how repressed childhood experiences resulted in adult neuroses, elevated the child to a new position of importance. If Freud was correct, then a great deal must be happening inside those seemingly innocent little heads. As scientists began to pay more attention to what children were actually doing and apparently thinking, linguists began to take a real interest in how children learned to use language. With this new emphasis on language acquisition, scholars began to recognize that the mystery of how children learn new words and then start putting them together in not just understandable but grammatical ways was a very deep one indeed.

(注)

Sigmund Freud : ジークムント・フロイト。オーストリアの精神医学者。「無意識」の働きに着目し、精神分析学を創始した。

neuroses (< neurosis) : 神経症

1. 下線部(1)の the mystery of language acquisition とは、具体的にどういうことを指していますか。本文の中で著者自身が用いている表現を参考にして、50字程度の日本語で説明しなさい。
2. 子供が母国語以外の言語を習得する上で、その言語に初めて触れる年齢が高くなると、それにつれて、どういう問題が生じてくると、著者は主張していますか。50字程度の日本語で答えなさい。
3. 下線部(2)の this remarkable transformation とは、具体的にどういうことを指していますか。40字程度の日本語で答えなさい。
4. 子供の言語能力の発達に際し、母親が話し方の基本を教えるのに対して、父親は従来どのような役割を果たしてきたと、著者は主張していますか。40字程度の日本語で答えなさい。
5. 下線部(3)は、具体的に誰がどういうことをしたと述べていますか。50字程度の日本語で答えなさい。

II 以下の英文は、遺伝子操作などのバイオテクノロジーの進展が、私たちの文化や世界観に今後どのような変化をもたらすことになるかを論じた書物から採った一節です。文章全体をよく読んで、あとの設問に答えなさい。

It may comfort some people to realize that modern biotechnology is in many ways just a powerful extension of human agricultural and breeding practices. Such practices have been going on for at least many thousands of years. Throughout our history, we have used breeding to manipulate and select the genomes of plants and animals, and even of ourselves. For most of our past, such control could be exerted only at the macroscopic level of entire organisms. It was crude, slow, and hard to manage. Now we begin to be able to manipulate genomes directly at the microscopic level, the level of single genes and their constituents, with the speed and precision we have never seen before. This ability is greatly accelerating the pace of change and discoveries as well as enlarging the realm of possibilities; it is for this reason that it brings with it a sense of revolution.⁽¹⁾

To explore these changes, we need only extrapolate a little from current technology and look to several examples slightly ahead in the future. There is no science fiction here: these examples do not rely on any new fundamental principles or inconceivable amounts of ingenuity, and certainly on nothing like aliens. What I am talking about is extensions of existing technology. They can be viewed as scientific with a high degree of probability, and most scientists would agree that, with sufficient funding and research, such technological achievements would be gained rather easily. The general path on which to reach them is already somewhat clear.

Thus we are concerned here with what is scientifically possible. But the possibilities alone have far-reaching consequences. To contemplate them challenges our most cherished but naive beliefs. Consider, for instance, cloning. It has already been done with mice, sheep, cows, pigs, and monkeys.

Undoubtedly it can be extended to humans. In fact, from a purely technical standpoint, human cloning could probably be achieved in a few months. In a real sense, it is just around the corner. Yet human cloning challenges the stability of⁽²⁾
who we really are, regardless of whether or not we end up doing it.

And the truth is that we are not well prepared for human cloning. Many of our discussions avoid the topic, or center on technological and political aspects. For all its fascination, cloning seems to make our minds go blank. It makes us feel very uncomfortable somewhere. This uneasiness comes from the semiconscious realization that it may challenge the idea of who we are. But cloning is here, and here to stay; it is pointless to try to avoid it. We might as⁽³⁾
well make the effort to face the problem directly and broaden the debate if we
want to understand its meaning and consequences.

(注)

genome : 生物の細胞の中の DNA とそれに書き込まれた遺伝情報

breed : 栽培・飼育する ; 交配によって品種改良する

extrapolate from... : ...についての知識や理解を, 他のことにも当てはめて
考える

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)を日本語に訳しなさい。
3. 下線部(3)を日本語に訳しなさい。

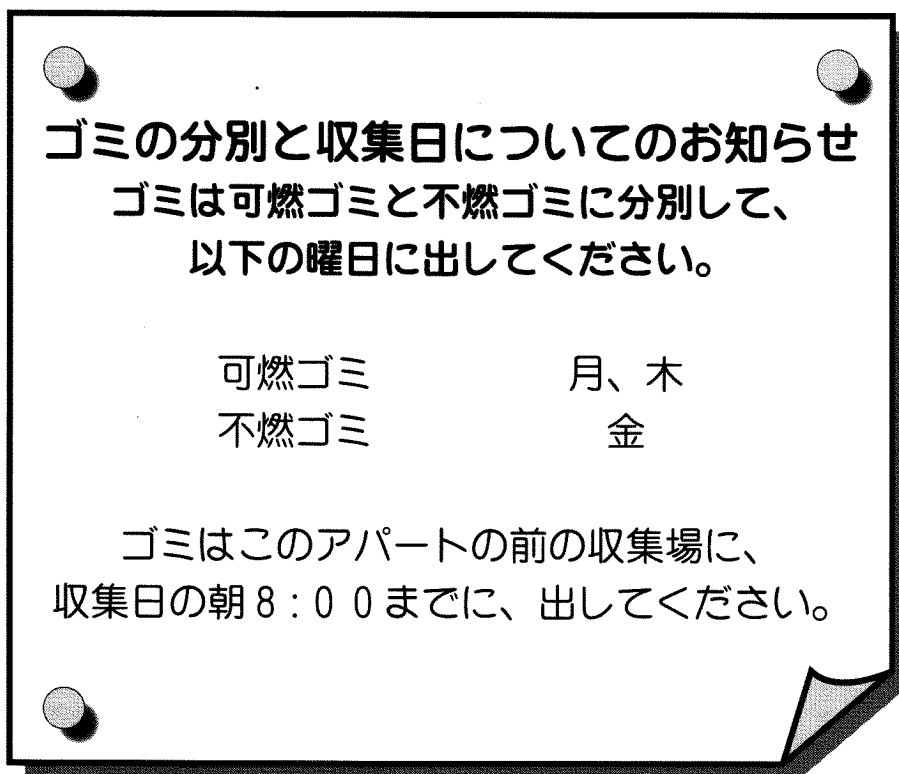
Ⅲ 以下の文章のうち、下線を引いた部分を、英語に訳しなさい。

ディック・フランシス著『決着』の主人公、リー・モリスは、古い家を買って改装しながら住んで、改装が終わると買値よりもはるかに高値で売って、また次の古家に移るということを繰り返している改装専門の建築家である。妻と子供たちは、いつもボロ家に暮らし、改装して住み心地が良くなると引っ越さなければならないので、不満々なのだが、こういう建築家の仕事がビジネスとして成立することはイギリスの中古住宅市場がアメリカと同様に健全であることを示していると言えよう。

(渡辺武信『住まいのつくり方』より)

IV 以下の英文を読み、()内の指示に従って、英語で答えなさい。

One day, when you are about to start for school, you find your new neighbor John looking at a poster on the bulletin board at the entrance of the apartment building [*see below*]. He seems to be having great difficulty in understanding what it says because he is new in Kanazawa and has just started studying Japanese language.



ゴミの分別と収集日についてのお知らせ
ゴミは可燃ゴミと不燃ゴミに分別して、
以下の曜日に出してください。

可燃ゴミ	月、木
不燃ゴミ	金

ゴミはこのアパートの前の収集場に、
収集日の朝8:00までに、出してください。

You: Hi, John. What's wrong?

John: Hi. This poster looks very important, but I don't understand a thing.
Will you please explain it?

You: OK. It's a notice....

(Try to explain to him the contents of the poster in English so that he can sufficiently understand it. You have to begin the first sentence with the words provided on the answer sheet.)

Have you got it?

John: Oh, thank you very much! You helped me out!

You: You're welcome. Oh, I must be going. I'll see you later.

(注)

可燃ゴミ : burnable garbage

不燃ゴミ : nonburnable garbage