

平成 21 年度 熊本学園大学 一般入試 A 日程 (平成 21 年 2 月 12 日)
全学科 英語 I・II・リーディング・ライティング (70 分)

【1】次の英文を読んで，設問に答えなさい。

In the middle of the first week of Matilda's first term, Miss Honey said to the class, 'I have some important news for you, so listen carefully. You too, Matilda. Put that book down for a moment and pay attention.'

Small eager faces looked up and listened. 'It is the *Headmistress's custom,' Miss Honey went on, 'to take over the class for one period each week. She does this with every class in the school and each class has a fixed day and a fixed time. Ours is always two o'clock on Thursday afternoons, immediately after lunch. So tomorrow at two o'clock Miss Trunchbull will be taking over from me for one lesson. I shall be here as well, of course, but only as a silent witness. Is that understood?'

'Yes, Miss Honey,' they all answered together.

'A word of (A) warning to you all,' Miss Honey said. 'The Headmistress is very strict about everything. (B) Make sure your clothes are clean, your faces are clean and your hands are clean. Speak only when spoken to. When she asks you a question, stand up at once before you answer it. Never argue with her. Never answer back. Never try to be funny. If you do, you will make her angry, and when the Headmistress gets angry you had better (C) watch out.'

'You can say that again,' Lavender *murmured.

'I am quite sure,' Miss Honey said, 'that she will be testing you on what you are meant to have learnt this week, which is your *two-times table. So I strongly advise you to *swot it up when you get home tonight. Get your mother or father to hear on it.'

'What else will she test us on? Someone asked.

'Spelling,' Miss Honey said. 'Try to remember everything you have learnt these last few days. And one more thing. A *jug of water and a glass must always be on the table here when the Headmistress comes in. She never takes a lesson without that. Now who will be responsible for (D) seeing that it's there?'

'I will,' Lavender said at once.

'Very well, Lavender,' Miss Honey said. 'It will be your (E) job to go the kitchen and get the jug and fill it with water and put it on the table here with a clean empty glass just before the lesson starts.'

'What if the jug's not in the kitchen?' Lavender asked.

'There are a dozen Headmistress's jugs and glasses in the kitchen,' Miss Honey said. 'They are used all over the school.'

‘I won’t forget,’ Lavender said. ‘I promise I (F).’

Dahl, R.(1988). *Matilda*. London: Puffin, pp.128-30. One word modified.

- (注) *headmistress 女性の校長 *murmur つぶやく
 *two-times table 掛け算の2の段 *swot up 猛勉強する
 *jug 水差し

設問1. 本文中の(A)～(E)の意味として,最も適切なものを選び,番号で答えなさい。

(A) warning:

1. 前兆 2. 注意 3. 予告 4. 連絡

(B) make sure:

1. 着替える 2. 洗濯する 3. 確かめる 4. 身ざれいにする

(C) watch out:

1. 時間を測る 2. じっと待つ 3. 短く答える 4. 用心する

(D) see that:

1. 監視する 2. 想像する 3. 配慮する 4. 予知する

(E) job:

1. 順番 2. 職業 3. 役目 4. 理由

設問2. 次の文を読んで,本文の内容に一致するものを3つ選び,番号で答えなさい。

1. 先生は Matilda に本を片付けるように指示した。
2. 明日は,お父さんやお母さんが授業参観にやってくる日である。
3. 校長は週に1回どのクラスでも担任の代わりに授業を行う。
4. この学校では,午後の最初の授業は1時に始まる。
5. 担任の先生は,明日は用事があり学校には来ない。
6. 校長は,大変きれい好きである。
7. 校長と話せるのは,担任の先生から許可されたときだけである。
8. 校長は明日の授業で,掛け算とつづりについて尋ねる。
9. 先生は Lavender に自分の家の台所からコップを持ってくるように,指示した。

設問3. 文中の(F)に入れるのに最も適切な語を選び,番号で答えなさい。

1. didn't 2. will 3. won't 4. would

【2】次の英文の空所 (A) ~ (J) に入れるのに最も適切な語を 1 ~ 10 から選び、番号で答えなさい。ただし、同一語の使用は 1 回限りとする。

The British like simple food. They do not like to (A) the taste, so they do not often add spices or herbs to their food; usually only salt and pepper. The British often get their meals ready very quickly. Many wives go out to (B), so they do not have much (C) to spend in the kitchen.

In supermarkets there are a lot of tins and packets. The (D) only has to open a tin or a packet, cook the food for a few minutes, and the meal is (E). On Sundays, there is usually a bigger, better lunch. It is usually a big piece of roast meat with potatoes and green vegetables; and after that, pudding.

So many British wives do not spend long in the (F), and their husbands do not spend a long time at the dinner (G). Some people think that British men only eat (H) they are hungry, not because they enjoy (I). Some families eat their meals in front of the television and the meal is not a time for the (J) to talk to each other as it is in many other countries of the world.

West, C.(1981). *Spotlight on British Food*. London: Cassel, p.1.

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|------------|-----------|-----------|-----------|--------------|
| 1. because | 2. change | 3. eating | 4. family | 5. housewife |
| 6. kitchen | 7. ready | 8. table | 9. time | 10. work |

【3】次の英文中の () に入る最も適切なものを (A) ~ (D) から選び、記号で答えなさい。

- I can't find my shoes. Do you know where ()?
(A) are they (B) is it (C) it is (D) they are
- I didn't mind () because I was in no hurry.
(A) to wait (B) to waiting (C) wait (D) waiting
- You () have told Mark about this. You know it's a secret.
(A) can (B) didn't (C) do (D) shouldn't
- When I saw that big blue fly in my soup, I told the waitress I () to speak to the manager.
(A) having (B) wanted (C) wanting (D) were
- Don't you hate () to the dentist?
(A) having to go (B) if going (C) need to go (D) when going
- We arrived late () the rain.
(A) because of (B) considering that (C) in spite of (D) thinking of
- Laura loves watching baseball, and ()
(A) Ai loves also (B) So Ai does it (C) So Ai likes (D) so does Ai

8. Even Japanese scientists haven't () a sure way to predict earthquakes.
 (A) found if (B) found in (C) never found (D) yet found
9. What's the name of the hotel ()?
 (A) about you told me (B) what you told me
 (C) you told about me (D) you told me about
10. This washing machine is fully automatic, so all you () is push this button.
 (A) come to do (B) have to do (C) must (D) need

【4】次の英文中の()に入る最も適切なものを(A)～(D)から選び、記号で答えなさい。

1. () is the opposite of rude.
 (A) Clean (B) Generous (C) Polite (D) Soft
2. For many people today, the easiest () of communication is through e-mail.
 (A) point (B) sign (C) way (D) work
3. If you make a () to someone, you should keep it.
 (A) bet (B) choice (C) fool (D) promise
4. The restaurant on the corner has a good ().
 (A) dishes (B) memory (C) plate (D) reputation
5. When children () themselves, they do as they are expected to do.
 (A) act (B) behave (C) follow (D) introduce

【5】日本語の意味になるように、()内に与えられた単語を並べかえ、その中の3番目と6番目に来る単語を、番号で答えなさい。ただし、文頭の語も小文字で示してある。

1. 私のパソコンはいつ修理できますか。
 (1. be 2. computer 3. fixed 4. going 5. is 6. my 7. to 8. when)?
2. ジャックはこの文の意味が理解できないらしい。
 Jack (1. doesn't 2. meaning 3. of 4. seem 5. sentence 6. the
 7. this 8. to 9. understand)
3. アメリカにいる間、日本語で話をしないようにした。
 I (1. I 2. Japanese 3. not 4. speak 5. to 6. tried 7. was
 8. while) in the USA.
4. もし留守中に電話があったら、二時に帰ると言ってもらえませんか。
 If anybody calls me while I'm out, (1. at 2. back 3. be 4. could
 5. I'll 6. tell 7. them 8. two 9. you)?

次の問題は、「英米学科」の受験者のみ解答すること。

【6】次の英文を読んで、設問に答えなさい。

When Karl Kim immigrated to the United States from Korea as a teenager ten years ago, he had a hard time learning English. Now he speaks it fluently, and recently had a unique (A) opportunity to see how our brains adapt to a second language. Kim is a graduate student in the laboratory of Joy Hirsch, a *neuroscientist in New York. He and Hirsch have recently found evidence that children and adults don't use the same parts of the brain when learning a second language.

The researchers used an instrument called an *MRI (magnetic resonance imager) to study the brains of (ア) two groups of bilingual people. One group consisted of those who had learned their second language later in life. People from both groups were placed inside the MRI *scanner. This (B) allowed Kim and Hirsch to see which parts of the brain were getting more blood and were more active. They asked people from both groups to think about what they had done the day before, first in one language and then the other. They couldn't speak out loud, because any movement would disrupt the scanning.

Kim and Hirsch looked specifically at two language centers in the brain — *Broca's area, believed to control speech production, and *Wernicke's area, thought to process meaning. Kim and Hirsch found that both groups of people used the same part of Wernicke's area no matter what language they were speaking. But how they used Broca's was different.

People who learned a second language as children used the same region in Broca's area for both languages. People who learned a second language later in life used a special part of Broca's area for their second language — near the one activated for their (C) native tongue. How does Hirsch explain this difference? Hirsch believes that when language is first being programmed in young children their brains may mix all languages into the same area. But once that programming is complete, a different part of the brain must (D) take over a new language.

A second possibility is simply that we may acquire languages differently as children than we do as adults. Hirsch thinks that (イ) mothers teach a baby to speak by using different methods such as touch, sound, and sight. And that's very different from sitting in a high school class.

Richards, J. and S. Eckstut-Didier. (2003). *Strategic Reading 2*.
Cambridge: Cambridge UP. p110.

- (注) *neuroscientist 神経科学者
 *MRI 磁気による断層撮影装置
 *scanner スキャナー (身体の内部を調べる装置)
 *Broca's area ブローカ領 (脳の一部)
 *Wernicke's area ヴェルニッケ野 (脳の一部)

設問 1. 下線部 (ア) について, どんな 2 グループであるか, 日本語で簡潔に述べなさい。

設問 2. 下線部 (A) ~ (D) の意味に最も近いものを選び, 番号で答えなさい。

(A) opportunity:

1. charity 2. event 3. fortune 4. occasion

(B) allow:

1. ask 2. enable 3. force 4. make

(C) native tongue:

1. first language 2. fluent speech
 3. good communication 4. moving lips

(D) take over:

1. come around 2. move to
 3. take control of 4. take inside of

設問 3. 次の日本文を読んで, Broca's area に関係しているものは B と, Wernicke's area に関係しているものには W と, 両方に関係のないものは × と書いて, 答えなさい。

1. 意味処理をする。 ()
 2. 読む時, 眼球の動きを管理する。 ()
 3. 話す言葉にかかわらず, 無視される。 ()
 4. 年齢により, 言語次第で別な部分が使用される。 ()

設問 4. 下線部 (イ) を和訳しなさい。

設問 5. 本文の内容に合うものを 2 つ選び, 番号で答えなさい。

1. Karl mastered English before coming to the United States.
 2. Children and adults use different parts of their brains in learning a second language.
 3. Learning a second language causes some confusion in a person's brain.
 4. The part of the brain that people use when learning a language after childhood is located outside the Broca's area.
 5. Hirsch thinks that the brain of a child learning two languages uses the same area to process both languages.

解答例

【1】設問 1.

A	B	C	D	E
2	3	4	3	3

設問 2. 3, 6, 8

設問 3. 3

【2】

A	B	C	D	E	F	G	H	I	J
2	10	9	5	7	6	8	1	3	4

【3】

1	2	3	4	5	6	7	8	9	10
D	D	D	B	A	A	D	D	D	B

【4】

1	2	3	4	5
C	C	D	D	B

【5】

1		2		3		4	
3 番目	6 番目	3 番目	6 番目	3 番目	6 番目	3 番目	6 番目
6	7	8	2	5	2	6	3

1. When is my computer going to be fixed?
2. Jack doesn't seem to understand the meaning of this sentence.
3. I tried not to speak Japanese while I was in the USA.
4. If anybody calls me while I'm out, could you tell them I'll be back at two?

【6】設問 1. 生まれながらに 2 ケ国語を学んだグループと後に 2 番目の言語を学んだグループ

設問 2.

A	B	C	D
4	2	1	3

設問 3.

1	2	3	4
W	×	×	B

設問 4. 母親は触れたり, 聞かせたり, 見せたりするなどの異なる方法を用いて, 赤ちゃんに話し方を教える

設問 5. 2, 5