

平成20年度 熊本県立大学 英語英米文学科 一般後期(120分)
英語I・II・リーディング・ライティング(平成20年3月12日)

【1】これは英語を聴き取る力を試す問題です。指示に従って解答しなさい。(この問題は試験開始後30分たってから始めます。それまでに答案用紙の指示を読んでおいてください。)

— リスニング問題 スクリプト —

Part 1: Listen to the short conversation and answer the questions in English. There are three questions. You will hear the conversation twice.

A: The other day my friend said that the Earth would be dead in fifty years. Can you believe that?

B: What do you mean by “dead”?

A: I think he meant that global warming will change the Earth’s climate so much that all living things will die in fifty years. There will be no life at all on the whole planet.

B: Wow! Now that you mention it, I guess if all the ice melted, the entire Earth would be one big ocean. Maybe there wouldn’t be any people or animals left, but what about fish and things that live in the sea? Wouldn’t they be OK?

A: Oh, I didn’t think about that. You could be right. But my friend also said that if the temperature of the ocean rises by more than a few degrees, everything in it would gradually die, too.

B: It’s not a pretty picture, is it?

A: No. It’s not.

Questions:

1. According to the conversation, what will cause the melting of the Earth’s ice?
2. How long will it take for all life on Earth to disappear?
3. What change in the ocean would cause fish and ocean life to die?

Part 2: Listen to the short talk and answer the questions in English. There are three questions. You will hear the talk twice.

In Japanese, *ganbatte* is a word that is so often used, but it's rather difficult to translate into foreign languages. In English, you might say, "Do your best," "Good luck," or "I'll keep my fingers crossed." However, none of these is exactly the same as *ganbatte*.

Generally, in other foreign languages, phrases that translate as "It doesn't matter" or "Take it easy" are more often heard. In Swahili, for example, *pole, pole*, which means "slow, slow," or "Don't worry. It's OK," is frequently used in conversation. In Thai, *mai penlai*, which translates as "No problem," makes people feel at ease. And in Australia, people very often say "No worries."

I wonder if only Japanese people like to do their best all the time.

(Adapted from R.Chiba, K.Tabei and W.F.O'Connor,
Cultural Diversity II)

Questions:

1. According to the talk, how could *ganbatte* be translated into English? Give two examples.
2. What does *pole, pole* in Swahili means in English?
3. Who very often says "No worries"?

Part 3: Listen to the short talk. Write down what you hear to complete the passage below. You will hear the talk three times.

In regular American public schools, the class size is (much smaller than in Japan). Thus, teachers can adjust their (learning activities more easily to fit individual student) needs and differences. The public school system is also (responsible for providing special classes) for gifted students and students with learning disabilities.

【2】 次の英文を読んで設問に答えなさい。

One of my jobs as a writer is to edit other people's work. I am still surprised how difficult some people make it for themselves when they write, and more importantly, how difficult they make it for the reader

I'd like to offer you ① some suggestions for what you have to write. I am tempted to call those suggestions "Three Rules for Easy Writing," but I know how much I hate rules and I suspect that you may feel the same way. So I will call them suggestions.

And I can promise you that if you follow these suggestions, the next time you have to write something in whatever language, it will be a lot easier.

The first ② “non-rule” or suggestion is: Think before you write. Now you might think that this is simple, but you would be surprised how many people sit down and start writing without any idea where they are going. They have no clear idea of a beginning, a middle and an end. So they just start wandering down the page thinking and writing as they go. The results are usually pretty bad, pretty boring, and not very convincing. ③ The worst case is when somebody is so important that no one will dare to tell them that what they have written is awful.

So what is the solution? Just like taking a trip, you have to make a plan; you have to know where you are going, what you want to do and how and where you will end up. Some people use an outline, some note cards, others a diagram called a Mind Map. Whatever you use, make a plan and follow it. That is, think first, then write.

④ The second suggestion is: Know your audience. This means you have to ask yourself who you are writing for. “Am I writing for teachers, for people inside the company, for customers, for specialists or the general public?” You have to know your audience, and in knowing them you can figure out what they already know, and what you have to say to them and how you can say it.

For example, an engineer has to decide if he is writing to other engineers, business people or the general public. In each case he will have to use different language and different levels of information. And you will too. So start off by asking yourself: “Who am I writing to and what do they know?”

And finally, the last suggestions is: Keep it simple. Many times when people write they feel they have to use big, sophisticated words, write long sentences and impress people. They think this works. It doesn't. Just ⑤ the opposite is true. Keep most of your sentences short. Use short words. Break up long sentences into a couple of short ones. Make it easy for the reader to understand. So, will you look dumb if you do this? Not at all. Some of the best writing ever in the English language is simple, strong and to the point.

And by the way, if you think before you write and know your audience and keep it simple, you're going to look pretty smart when you write. And that's not bad.

(Adapted from *Shukan ST*, 2006)

1. 下線部 ① について筆者が提案していることを3つ日本語であげなさい。
2. 筆者が下線部 ② の表現を用いた理由を本文に即して日本語で説明しなさい。
3. 下線部 ③ を日本語に直しなさい。
4. なぜ下線部 ④ に従うと良いのか, 本文に即して日本語で説明しなさい。
5. 下線部 ⑤ の具体的な内容を, 本文に即して日本語で述べなさい。

【3】 次の英文を読んで設問に答えなさい。

Through more than a half century, Donald Keene has studied and taught at Columbia, Harvard, Cambridge, and Kyoto Universities, and more. He has also published many books on Japanese literature and culture: about 25 books in English and 30 in Japanese. ① The purpose of his works in Japanese literature, particularly translating, is to provide opportunities for people, regardless of nationality, to benefit, enjoy and enrich themselves. “I believe that some people, at least, and I hope many people eventually, will read a *Noh* play and find something that affects them directly, tells them something about their deepest feelings,” he says.

In 2002, Keene became the third non-Japanese to be awarded the title “Person of Cultural Merit (*Bunka Korosha*) by the Japanese government. His major achievements include the publication of a history of Japanese literature, and more recently, biographies of the Meiji Emperor and Yoshimasa Ashikaga. Currently, he is interested in Kazan Watanabe, a Japanese painter and intellectual who lived during the end of the Tokugawa era. Revealing his fascination for Kazan, he says, “I’d like to know more about him, about his time and about his friends so that one will have a better idea what it was like for a Japanese at that time, and what it might be like for any intellectual in any country when one is living under a dictatorship—when one is unable to express one’s views and where one can be imprisoned simply for saying one word of praise about a foreign country.”

Japan has come a long way since the time of Kazan Watanabe; has it become an international country? Keene says, “True internationalization would, of course, require Japanese to accept non-Japanese in their circles.” This may be difficult if the non-Japanese doesn’t speak Japanese well enough to fit into a lively conversation, but he also adds, “I think we all feel the need to know people outside our own culture. In my case when I travel now in Europe, I go not from country to country, but from person to person—people I’ve met in the past, someone I want to see again, someone I find very stimulating to talk to because this person may have a quite different point of view from my own.” Says Keene, “Meeting and becoming friendly with people is the most important aspect of internationalization.”

(Adapted from Masashi Suzuki and Mitsuko Suzuki, *English Zone*)

1. 下線部 ① を日本語に訳しなさい。
2. Donald Keene が渡辺華山に興味をもっている理由を本文に即して日本語で説明しなさい。
3. Donald Keene にとっての「国際化」の条件とは何か、本文に即して日本語で説明しなさい。

【4】 次の英文を読んで設問に答えなさい。

In the late 1800s, French scientist Charles Edouard Brown-Séquard and British scientist Henry Charlton Bastian independently discovered that the left side of the brain seems to be specialize for language. ① A man who suffers brain damage affecting the left side of the brain is much more likely to lose language functions than a man who suffers damage on the right side of the brain. The right side of a man's brain seems to be specialized for functions related to space such as navigation or mental images. But does this rule—left brain verbal, right brain spatial—apply to woman as well as it applies to men?

The modern era of research in gender differences may be said to have begun in 1964, when Herbert Lansdell reported the existence of sex differences in the organization of female and male brains. Over the next two decades, a series of studies demonstrated that while the left part of the brain is clearly specialized for language functions in *men*, that is much less noticeable in *women*. Research with people who have suffered brain damage provided further support for the notion that ② male brains and female brains are organized differently, with functions more clearly divided in male brains and more globally distributed in female brains. For example, men who suffer damage involving their brain's left part suffer a drop in verbal IQ of, on average, about 20 percent; men who suffer damage which affects their brain's *right* part suffer virtually no drop at all in their verbal IQ. If you damage a man's left part, he loses a big amount of his language abilities; damage a man's right part, and his language ability is not affected. That sort of information provides strong evidence that the left part of a man's brain is very important for language, while the right part of a man's brain is not.

③ Women are different. Woman who suffer damage affecting their brain's left part suffer a drop in their verbal IQ, on average, of about 9 percent; woman who suffer damage affecting their brain's right part suffer a similar drop in verbal IQ, about 11 percent. Women use both parts of their brain for language. Men don't.

By the mid-1980s it was clear that the division of function that is so obvious in men's brains—left brain verbal, right brain spatial—applies less well or not at all to female brains. At that time most scientists believed that these differences in the brain derived from hormonal differences. ④ Harvard scientist *Norm Geschwind and others suggested that male hormones were responsible for the specialization for language functions seen in male brains.

(Adapted from Leonard Sax, *Why Gender Matters*)

*Norm Geschwind: ノーム・ゲシュヴィンド

1. 下線部 ① と ④ を日本語に訳しなさい。
2. 下線部 ② について、どのように異なるかを本文に即して日本語で説明しなさい。
3. 下線部 ③ の具体的な内容を、本文に即して日本語で説明しなさい。

【5】 次の文章の下線部を英語に訳しなさい。

母がフランス系カナダ人だったことも影響していたと思うが、幼いころ、
親は私にフランス語を教えようとしたことがある。私には全く興味がなく、
興味のないことを子どもに押しつけられても、何の効果もない。かえって逆
効果だった。フランス語は私の性に合わず、ボンジュール、メルシー程度しか
いえないまま、一生、フランス語嫌いになってしまった。

(トーマス・カーシュナー 『禅僧になったアメリカ人』 より)

解答例

【1】

- Part 1
1. Global warming will.
 2. It will take fifty years.
 3. The temperature of the ocean will rise by more than a few degrees and it will cause all ocean life to die.
- Part 2
1. Do your best. / Good luck.
 2. Slow, slow.
 3. People in Australia do.
- Part 3
- much smaller than in Japan
 - learning activities more easily to fit individual student
 - responsible for providing special classes

【2】1. 書く前に考える．読者のことを知る．文体を単純化する．

2. 規則という言葉が筆者は好きでないから，読者も嫌いであろうと思われる．
3. 最悪のケースは，誰か（書かれる人）が大変な重要人物であるため，作者の書いた物がどんなにひどいかを思い切って告げてくれる人が一人もいないような時である．
4. 誰のために本を書くのか，本に書く内容がためになっているかなど，読者になる人たちのことを事前によく知る必要がある．
（たとえば，エンジニアは読者が他のエンジニアなのかどうか，ビジネス関係の人なのか，一般大衆なのかどうかを見極める必要がある）

【3】1. 日本文学における彼の造作，特に翻訳作業の目的は，人々が国籍に関係なく恩恵を受け，楽しく自らを豊かにできる機会を提供することです．

2. 鎖国状態の日本の徳川幕府という独裁政治の下で，自らの考えを堂々と述べられる知識人であったから．
3. 周囲に日本人以外の人たちがいることを受け入れ，自己の文化の外にいる人々について知り，他国の文化を知り，自分のものの見方と異なる人々と出会うことが真の国際化である．

【4】1. ① 左脳に影響する脳の損傷を負った男性は，右脳に影響する脳の損傷を負った男性よりも言語機能を喪失する傾向がある．

- ② ハーバード大のノーム・ゲシュヴィンドおよび他の人たちは，男性の脳に見られる言語機能にとって男性ホルモンが特に関係していることを示唆した．

2. 左脳を損傷した男性は、言語機能を 20%喪失することがはっきりしているが、女性がこれを損傷した場合は言語機能の喪失状態は世界の地理的場所によって異なるという分散傾向を示している。
3. 男性が左脳に言語機能を負っているのに対し、女性は左脳と右脳の双方に言語機能を負っているという違いがある。

【5】 My mother being a French Canadian may have influenced it; she once tried to teach me French when I was a small child. However, I was not at all interested in French. Her efforts to make me learn French turned out to be a failure. She was to to meet the opposite result.

別解 It may have been influenced by the fact that my mother was a French Canadian. When I was a small child, she tried to teach me French. But I wasn't interested in learning French at all. She tried to force her son to do what I wouldn't like to do, with a completely opposite result.