

平成21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21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。)

【2】次の英文を読んで設問に答えなさい。

Imagine a beautiful, quiet place in the country, surrounded by trees, small lakes, and streams. Imagine no phone calls or television or interruptions of any kind, helpful people doing one's cooking and cleaning, and nothing to do all day but write or paint or compose music.

The idea of such a place, where writers, musicians, and other artists can do their work without having to worry about making a living, seems like a dream. Yet such places do exist—special “colonies” where artists of all kinds can live and create in complete freedom, away from the outside world.

The first of these was the MacDowell Colony, founded in 1910 in Peterborough, New Hampshire. Other well-known colonies are Yaddo and the Millary Colony in New York State, and the Virginia Center for the Performing Arts.

At Yaddo, near Saratoga Springs, over two thousand writers, painters, sculptors, photographers, and composers have come together since 1926, and have completed some of their most important creative work there. In over half a century the daily routine has changed very little. A typical day still begins with an early group breakfast. Afterward, guests (as visiting writers and artists have always been called) pick up their lunches and go off to work in private studios.

The only rules at Yaddo are there to ensure each guest's privacy. Quiet hours extend from 9 A.M. to 4 P.M. and no guest may be disturbed during this time without a direct invitation. A telephone call to a guest at the Yaddo office (there are no phones in rooms or studios) results in a message left in the dining room. It has been suggested that not only the lack of interruptions but the lack of ① the threat of them makes Yaddo perfect for creative work.

Most of the artists stay for a month or six weeks and find that they can produce more during this time than in the same time at home. Curtis Harnack, the director of Yaddo, says that people are amazed by what they can accomplish there. “Sometimes they double the amount of work they normally get done. It's the concentrated uninterrupted time you get here. It allows you to get deeper into your work, and go farther. All the other supports—the fact that you don't have to shop, you don't have to clean, nobody can reach you while you work—all of that is time protection.”

Says Sue Standing, whose book of poetry was partially written at Yaddo, “Being there was the first time in my life when I had a whole month just to write. Without that long period of time, I don’t think I could have done it.”

② Such statements about the great importance of uninterrupted time are illustrated by the long list of books that have been written at Yaddo. The names on the books in the Yaddo Authors’ Library read like a “who’s who” of modern American writers: James Baldwin, Saul Bellow, Truman Capote, Malcolm Cowley, Langston Hughes, Dorothy Parker, Sylvia Plath, Mario Puzo, Lionel Trilling, Eudora Welty, William Carlos Williams.

The time is there for the artists to use, but not all the artists are able to use it properly. Jacqueline Berke recently spent a month at the MacDowell Colony. She said she was so happy being there that, on her first day, she thought about all the time she would have in which to write. But she spent so much time thinking that she had no time to write. The same thing happened on the second day, and again on the third. On the fourth day, she decided to do something about her problem, so she walked to a nearby store and bought paper and pencils and pens. Still no writing. On day five, she arranged all her supplies neatly on her desk. Day six, she stayed late at breakfast and helped the workers clean up. Day seven, she moved from her chair in front of the typewriter to a more comfortable couch and fell asleep. Finally, she began to write. Her first work was a story called ③ “Wasting Time at a Writer’s Colony.”

Of course, most of the visitors use their time wisely and, over the years, thousands of fine writers and artists have done some of their best work at one of these colonies. As writer Rebecca Rass said recently, “I always imagined there would be a place like this somewhere. This place *is* a dream.”

(Adapted from Paul Pimsleur et al., *Encounters*)

1. 芸術家のための保養地 “Yaddo” の典型的な一日の生活とはどのようなものか本文に即して説明しなさい。
2. 下線部 ① についてその内容を本文に即して日本語で説明しなさい。
3. 下線部 ② を , “such statements” の内容を明らかにしながら日本語に訳しなさい。
4. なぜ下線部 ③ のようなタイトルの本を書くようになったのか日本語で説明しなさい。

【3】 次の英文を読んで設問に答えなさい。

It is not often that choosing one wine over another is a matter of life or death. Yet ① that is what determined the fate of Marcus Antonius, a Roman politician

and a renowned public speaker. In 87 BCE, he found himself on the wrong side of one of Rome's many endless power struggles. Gaius Marius, an elderly general, had seized power and was ruthlessly hunting down supporters of his rival, Sulla. Marcus Antonius sought refuge in the house of an associate of far lower social status, hoping that nobody would think of looking for him in such a poor man's house. His host, however, unwittingly gave him away by sending his servant out to buy wine worthy of such a distinguished guest. The servant went to the neighborhood wine shop and, after tasting what was on offer, ② asked for a far better and more expensive wine than usual. When the shopkeeper asked why, the servant revealed the identity of his master's guest. The shopkeeper went straight to Marius, who dispatched a handful of soldiers to kill Marcus Antonius. Yet having burst into his room, the soldiers could not bring themselves to kill him, such was the power of his speech. Eventually, ③ their commanding officer, who was waiting outside, went in to see what was happening. Denouncing his men as cowards, he drew his sword and cut off Marcus Antonius's head.

Like the Greeks before them, the Romans regarded wine as a universal staple. It was drunk by both dictator and slave alike. But the Romans took Greek *connoisseurship to new heights. Marcus Antonius's host would not have dreamed of serving him the lesser wine he drank himself. Wine became a symbol of social differentiation, a mark of the wealth and status of the drinker. The distinction between Roman society's richest and poorest members was reflected in their selection of wines. For wealthy Romans, the ability to recognize and name the finest wines was an important form of luxurious consumption; ④ it showed that they were rich enough to afford the finest wines and had spent time learning which was which.

(Adapted from Tom Standage, *A History of the World in 6 Glasses*)

*connoisseurship: expert knowledge in wine tasting

1. 下線部 ① “that” の指す内容を本文に即して日本語で説明しなさい。
2. なぜ下線部 ② のような行動をとったのか、その理由を本文に即して日本語で説明しなさい。
3. 下線部 ③ の人物は結局何をしたのか、本文に即して日本語で述べなさい。
4. ギリシャ人と異なりローマ人はワインが何を象徴すると考えていたのか、本文に即して日本語で述べなさい。
5. 下線部 ④ を、“it” と “they” の指すものを本文に即して説明しつつ、日本語に訳しなさい。

【4】以下の *The Daily Yomiuri*, 2008年3月20日付けの記事 “Researchers hope brain study will help English education” (一部改変) を読んで設問に答えなさい。

How can we acquire English skills effectively? ① There has been no shortage of research into the reasons some people are unable to improve their English skills despite long years of study. One avenue of research has developed from the cutting edge of brain science.

A research team led by Hiroko Hagiwara, a professor at Tokyo Metropolitan University, has been studying the brain waves of primary school students who are just starting to learn English. In January 2008, a pink truck was parked at a schoolyard of a Tokyo primary school. Students wearing special equipment on their heads and strained looks on their faces entered the truck one by one. The custom-made truck was equipped with a device to monitor brain waves and blood flow in the brain. Researchers measured the student’s brain activities as they looked at illustrations on a computer screen while listening to words in Japanese or English. The process takes about 50 minutes per students, so only six students per day can be examined after school.

During the 2006 school year, the team examined about 370 first- to third-graders at six primary schools, mainly in the Tokyo metropolitan area. During the current school year (Apr. 2007 ~ Mar. 2008), the team plans to have examined about 500 primary school students from the second to the fourth grades at seven primary schools. The researchers will examine changes in brain activity and English ability by tracking and monitoring the students for three years. The scale at which this research is being conducted is unprecedented, according to the researchers.

② It has only been a generation since significant advances in brain science were first applied to the field of language studies. The initial connection between brain science and this field was made by Marta Kutas and Steven Hillyard of the University of California, San Diego, in 1980. They released a study that said a brain wave called N400 reflected language processing functions. They recorded N400 following the presentation of a word with a different meaning from that suggested by a picture. For example, N400 can be detected when a person hears “a car,” when a picture of a bird is shown. In later years, researchers came to understand the relationship between various brain waves and vocabulary or grammatical structures.

Hagiwara hypothesizes that the brain functions the same when acquiring a second language as it does when acquiring its mother tongue. Although the research has just started, it has become clear that there is a difference in brain activities when students hear English words, depending on their prior experience with English. “In the future, our data will become the basis for the most effective method to study English,” Hagiwara said. Hideaki Koizumi, a Hitachi Ltd. researcher and spokesman

for a program to study brain science at the Japan Science and Technology Agency, said: “I think Japan’s English education strayed off course somewhere. We need to use brain science to get our education back on course, so we Japanese can acquire the language skills to be on equal footing with other nations in today’s international society.”

1. 下線部 ① と ② を日本語に直しなさい。
2. 2006 年度から小学生を対象に行われている実験の具体的な方法を本文に即して日本語で述べなさい。
3. N400 が検出される具体的な状況を本文に即して日本語で説明しなさい。
4. この調査のデータは、将来どのように役に立つと専門家は言っているか、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。

もともと、物心のついた頃から読書が好きだった。
大学生になって、電車で通学するようになってからは、必ず本を携えていた。日本語の本が多かったが、ときには英語のペーパーバック^{*1}ということもあった。中でもサマセット・モーム^{*2}の『人間の絆』^{*3}は、はじめて読み上げた英語の長編小説で、読了するまで数ヶ月も持ち歩いていたので、最後にはずいぶん汚れてしまった。

(黒田龍之助『語学はやり直せる』より、一部改変)

* 1 ペーパーバック (文庫本や新書版のような略装本) : paperback

* 2 サマセット・モーム : Somerset Maugham

* 3 『人間の絆』 : Of Human Bondage

解答例

【1】(省略)

【2】1. 朝食を集団になって食べ，弁当を取って自分の仕事場に出かける．

2. 邪魔が入って仕事を中断しなければならないという脅威．

3. 邪魔されない時間の重要性に関して「邪魔の入ることがないことは，Yaddoを創造的な仕事をするのに申し分のない場所になっている。」という言葉は，Yaddoで書かれた本の長いリストによって証明されている．

4. 一日目，二日目，三日目は考えることに時間を費やして書くための時間が持たず，四日目に近くの店に紙，鉛筆，ペンを買いに行くが何も書けず，五日目は机の上をきちんと並べただけで，六日目は，朝食を食べるのにぐずぐずしたり人が掃除をするのを手伝い，七日目は，寝椅子に座って眠ってしまったので．

【3】1. ワインを1本選ぶことが生死の問題であるということ．

2. 著名な客のアントニクにふさわしいワインを買ってくるように言われたので．

3. Gaius Marius

4. 社会的地位すなわち富者と貧者の区別を表す象徴となっていた．

5. 最高のワインを見分け，その名前を挙げるができる能力は，裕福なローマ人は最高のワインを買うことができるほど金持ちでどれがどれかを学ぶのに時間を費やしているということを証明した．

【4】1. ① 長年の研究にも係わらず，英語の技能を向上されることができない人がいる理由の調査が今まで全くなかった．

② 脳科学の重要な進歩が初めて言語研究の分野に応用されてから，わずか一世代しか経過していない．

2. 小学生の脳に特殊な装置をかぶせて，脳波と脳内の血流をモニターする機器で，日本語や英語での説明を聞き，コンピュータの画面上の図を見ている時の脳の活動を測定した．

3. 人が鳥の絵を見せられて「車」という言葉を耳にする時．

4. 英語を勉強する最も効果的な方法を作るための基礎資料となる．

【5】I had always carried books since I began to commute to university. Many of them were Japanese, but I sometimes read English paperbacks. Above all things, "Of Human Bondage" written by Somerset Maugham was an English long novel which I finished reading for the first time in my life. As I carried it for several months till I finished it, it became very dirty finally.