

平成22年度 熊本県立大学 英語英米文学科 一般前期 (120分)  
英語I・II・リーディング・ライティング (平成22年2月25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。)

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

**Script**

Woman: Can I help you?

Man: Yes, we want to see an interesting show tonight.

Woman: What type of show are you interested in — a musical, a comedy, a drama...?

Man: A musical.

Woman: How about *The Lion King*?

Man: Great!

Woman: Would you like seats in the stalls or in the circle?

Man: What's the difference?

Woman: The stalls are downstairs, near the stage. The circle is upstairs.

Man: We'll have two tickets for the circle then, please. What time does the performance start?

Woman: Half past six.

Man: All right. Thank you.

(Adapted from Bob Marsden, *BBC Essential Guide to Britain*)

Questions:

1. How many show tickets does the man want to buy?
2. What type of show does the man want to watch?
3. What time does the show start?

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

**Script**

Would you like to go to the Moon? Someday you may be able to. Astronauts have already visited the Moon. They took their own food, water, and air. You would have to take these things along, because the Moon doesn't have them.

Compared with the planets, the Moon is very near to the Earth. It is only 239,000 miles away. Spaceships travel fast enough to cover that distance in a matter of hours.

Someday there may be little towns on the Moon. The first ones will probably be covered over and filled with air. When you're inside the Moon town, you'll be able to breathe normally without a space suit or an air tank. But you will need a space suit and an air tank to go outside.

(喜田尊史『アメリカのジュニア科学事典で英語を学ぶより、一部改変』)

Questions:

1. When astronauts visited the Moon, what did they take with them?
2. How far is the Moon from the Earth?
3. What will you need to have when you go out of the Moon town?

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

**Script**

I attend Prof. Muraki's seminar in English language education, which I have long wanted to join. She has wide and thorough scholarship and she is academically very strict with us. I'm always busy gathering material for my reports. However, my professor is extremely good at teaching and always tries to build up our enthusiasm. I really think that I am improving week by week through the seminar, in which a small group of students study and discuss a particular subject with the professor.

(Adapted from Nobukazu Aoki, *Let's Write and Communicate!*)

【2】次の英文を読んで設問に答えなさい。

What makes ordinary people heroes? Can we all long to be models of the greatness of the human spirit? Or are some people born to be heroes, and others not?

How a human is raised may be the answer to that question, says Samuel Oliner. Oliner has conducted studies seeking to understand why some September 11 fire-fighters and some Germans during the Second World War risked their lives to help others — in the case of the latter, to take in Jewish children, including Oliner himself, during the \*Holocaust.

In interviews with rescuers, Oliner found that the rescuers tended to come from homes where there were outward expressions of love and \*empathy to the family.

① Also, respect for other people, including those from other cultural backgrounds, was reinforced either through religious beliefs or a universal sense of morality. “Many rescuers we talked to said simply, ‘It was the right thing to do,’” says Oliner.

While almost everyone is born with the capacity for empathy, says Stephen G. Post, author of *Why Good Things Happen to Good People*, studies have shown that when parental attachment during childhood is inconsistent or absent because of abuse or neglect, developing empathy towards other is more difficult.

But it is not impossible. ② The history books are full of people who overcame terrible childhoods to become great heroes. Christina Noble, founder of the Christina Noble Children’s Foundation that helps needy children in Vietnam and Mongolia, has an alcoholic father and her mother died when Christina was only ten.

In his book, Post explores why \*altruistic people are often happier and healthier than others. “This is the ③ helper’s high,” he explains. “The more giving you become, the happier you become.” The life stories of greats such as Mahatma Gandhi and Mother Teresa should persuade us that we can follow ④ similar paths. “Stories about heroes connect us with our deepest humanity,” says Sharif Khan, author of *Psychology of the Hero Soul*. “They show us the greatness of life that lies within each one of us. They reminds us of who we are and who can be.”

(Adapted from Tomoko Sekiguchi, *Various Reading Topics for Enjoying English!*)

\*Holocaust: the killing of millions of Jewish people by the Nazis in the 1930s and 1940s

\*empathy: the ability to understand other people’s feelings and problems

\*altruistic: caring about the needs and happiness of other people more than your own

1. 下線部 ① と ② を日本語に訳しなさい。
2. “the Second World War” の最中に Samuel Oliner に起きたことを本文に即して日本語で説明しなさい。
3. 下線部 ③ と ④ の内容をそれぞれ、本文に即して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 impossible to understand Britain, and particularly England, without some understanding of class distinctions. Class distinctions are much less visible in Wales, where people are more at ease with strangers. There are certainly class distinctions in Scotland, with industrial Glasgow being very working class, and parts of cultural Edinburgh famously middle class; but there is also considerable social belonging, a feeling of fellow Scottishness in the face of the dominant English. Class distinctions also exist in Northern Ireland, but they are less important than the \*sectarian division. In England, however, class differences are a key part of life.

People in England are very conscious of class differences. A simple view would be that there are three classes: upper, middle and working. In fact, though, many people would make more distinctions, perhaps as follows: upper, upper-middle (senior bankers, top businessmen, top lawyers), middle, lower-middle (small shopkeepers), skilled working (electricians), unskilled working (cleaners) and an under-class. ① Advertising companies classify people in this sort of way when designing advertisements, making different types of advertisements according to the target class. Generally, the lower-middle class is thought to be the most conservative and worried about status.

English people are able to classify each other instantly on hearing people speak. How English people speak shows not only where they come from, but also their education and their class. People who went to private school speak differently from those who did not. About 7% of people receive a private education; these people, who dominate the country, speak ② the Queen's English, while most people do not. This is one reason English people do not much enjoy talking to strangers: if one has the “wrong” accent, one may arouse dislike, contempt or rudeness. As Bernard Shaw, an Irish writer, put it, “③ It is impossible for an Englishman to open his mouth without making another Englishman despise him.”

(Adapted from Simon Rosati, *Life and Society in Modern Britain*)

\*sectarian: connected with the differences that exist between groups of people who have different religious views.

1. ウェールズとスコットランドにおける階級意識の事情について、本文に即して日本語で説明しなさい。
2. 下線部 ① と ③ を日本語に訳しなさい。
3. 下線部 ② を話すのはどのような人たちか、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 acquiring language, children acquire thousands of words. What they are doing is establishing thousands of connections between sound, meaning and grammar information.

The first evidence of ① this process emerges around 9 to 12 months when children make a consistent connection between a form they hear and a thing or action to which it refers. They may point to the appropriate creature on hearing the word ‘tiger’, or move their hands appropriately on hearing the word ‘clap’. By the time they understand 50-150 words, around 1 to 1½ years, they start producing words. Their word acquisition then proceeds quickly after that. It is estimated that they know some 8,000 basic words by the age of 6, which works out at an average rate of five new words a day.

② Children absorb words like sponges. How are they doing this? They are not presented with vocabulary lists which pair sounds and meanings. They start from the scenes they observe and participate in, and the stream of speech they hear. In order to acquire words, they must divide that stream of speech, separating out the sound pattern of each word. They must divide the scenes in which the speech occurs, separating out the aspects of the scene which are picked out by the words. And they must match the one with the other, making connections between the sound patterns they have divided and the aspects of scenes have divided.

Analyzed in this way, the child’s task looks overwhelming. Imagine a child hearing the utterance ‘There’s a tiger’ as he looks at a striped creature \*strutting round.

③ How does the child know which aspects of the scene are the important ones, without already having the word to pick these out for him? How does he know that ‘tiger’ refers to that type of striped creature (‘tiger’) rather than to just any creature (‘animal’) or that particular creature (its name), or something else in the scene (such as ‘fence’), or even the entire event (‘strutting’, or ‘tiger strutting’ or ‘animal strutting’)? [ ④ ], how does the child know which group of sounds is the most important one? How does he know that *tiger* is a sound pattern with a meaning as a whole, rather than *tige* or *atiger* or *theresatiger*? And how does he know which group of sounds matches with which group of meaning? How does he know that the group of sounds corresponding to the striped creature is *tiger* rather than *theresa*? These questions are essential pieces in the puzzle of word acquisition. We need to find answers concerning how the child divides the form from the stream of speech, separates the category from the scene, and matches the one with the other.

(Adapted from Shula Chiat, *Understanding Children with Language Problems*)

\*strut: to walk proudly with your head high

1. 下線部 ① が示す内容を本文に即して日本語で説明しなさい。
2. 下線部 ② について，その具体的な内容を本文に即して日本語で説明しなさい。
3. 下線部 ③ を日本語に訳しなさい。
4. [ ④ ]に入れるのに適切と思われる単語を下から選んで書きなさい。  
Consequently    Equally    However    Therefore

【5】次の文章の下線部 ①② を英語に訳しなさい。

井の中の蛙，大海を知らず。①外国語の学習は私たちの視野を広げ，心を豊かにしてくれる。②母語とは異なる言語体系を通して世界や自分自身を見つめることで，人は自分にはいかに限られた知識しかないか，またこれまで慣れ親しんだ世界がいかに小さなものかを知るようになる。外国語の勉強は多くの人間蛙が住んでいる小さな文化の井戸を抜け出して広い世界へ出るための梯子の最初の一段なのかもしれない。

(青木庸效・江利川春雄

『Let's Write and Communicate!—コミュニケーションのための基礎英作文』より)

## 解答例

## 【1】

- Part 1:** 1. He wants to buy two tickets.  
2. He wants to watch a musical.  
3. It starts at half past six.
- Part 2:** 1. They took their own food, water, and air.  
2. It is only 239,000 miles away.  
3. We will need to have a space suit and an air tank.

**Part 3:** Dictation のため省略

- 【2】** 1. ① また、他の文化的背景出身の人々も含めて、他の人々に対する尊敬は、宗教的信念かあるいは一般的道徳観のいずれかを通じて強められます。  
② 歴史書には、ひどい子ども時代を乗り越えて、偉大な英雄になった人々がたくさん掲載されている。
2. 思いやりのあるドイツ人が命の危険を冒して、彼を引き取って救ってくれた。
3. ③ 他人に対して思いやりがふかくなればなるほど、それだけその人が幸せになれるという助ける人の幸福感  
④ 最も深い人類愛に至る同じ道
- 【3】** 1. ウェールズでは、イングランドよりずっと階級意識は見られず、見知らぬ人に対して気楽に接する。スコットランドでは、階級意識が確かに存在していて、産業都市のグラスゴーに住む人々は労働者階級、文化都市エジンバラに住む一部の人は中流者階級と見なされている。
2. ① 広告会社が、対象階級に応じて、広告を設計し、違ったタイプの広告を作るときに、イングランドの人が階級を分類するのと同じ方法で、人を分類します。  
③ あるイギリス人が、別のイギリス人に自分のことを軽蔑させることなく話すことは不可能である。
3. 私立の学校に行って、この国を支配しているわずか約7%の人々

- 【4】** 1. 子どもが何千もの単語を獲得し、言語を獲得する際の、音、意味、文法情報の間に数千ものつながりを確立する過程。
2. 子どもは会話の流れを分割し、それぞれの語の音型を分ける。また、会話が起こる場面を分割し、単語によって選ばれる場面の状況を分ける。そして、一方をもう一方に合わせ、分けられた音型と場面の状況との間につながりをつけることで、スポンジのように単語を吸収する。
3. これらの状況を選び出す単語を既に持っているわけではないのに、どうして子どもというのはその場面のどの状況が重要なかわかるのでしょうか。
4. Equally
- 【5】** ① Learning foreign languages broadens our horizons and enriches our minds.
- ② Gazing at the world and ourselves through the linguistic system different from our mother tongue enables us to know how limited our knowledge is and how little the world we have been accustomed to is.