

英 語

コミュニケーション英語Ⅰ・Ⅱ・Ⅲ 英語表現Ⅰ・Ⅱ

(注意事項)

1. 解答開始の指示があるまで問題冊子を開いてはいけません。
2. 問題冊子と解答用紙は別になっています。解答はすべて解答用紙に記入下さい。
3. 解答用紙の各ページの所定欄に受験番号、氏名を記入下さい。
4. 試験終了後は問題冊子を持ち帰り下さい。

英語

I 次の文章を読み、以下の間に答えなさい。(30)

The incident happened shortly after eight o'clock on Sunday evening, October 30, 1938, while many Americans were listening to a popular radio program that (A) featured dramas directed by Orson Welles. The performance that evening was an adaptation of the science fiction novel *The War of the Worlds*, about a Martian invasion of the earth. But in adapting the book for a radio play, Welles made an important change: under his direction the play was written and performed so it would sound like a news broadcast about an invasion from Mars, a technique that was intended to heighten the dramatic effect.

As the play (B) unfolded, dance music was (C) interrupted a number of times by fake news reporting that a “huge flaming object” had dropped on a farm near Grovers Mill, New Jersey. (D) In the meantime, actors played news announcers, officials and other roles which one would expect to hear in a news report, and described the landing of an invasion force from Mars and the destruction of the United States.

(E) At one point in the broadcast, an actor in a studio, playing a newscaster, described the emergence of one of the aliens from its spaceship. “Something’s wriggling* out of the shadow like a gray snake,” he said, in an (F) appropriately dramatic tone of voice. “Now it’s another one, and another. They look like tentacles* to me. There, I can see the thing’s body. It’s large as a bear and it glistens like wet leather. But that face. It ... it’s (G) indescribable. The eyes are black and gleam like a serpent*. ... The thing is raising up. The crowd falls back. This is the most extraordinary experience. I can’t find words. Hold on, will you please, I’ll be back in a minute.”

As it listened to this simulation of a news broadcast, created with voice acting and sound effects, a portion of the audience concluded that it was hearing an actual news account of an invasion from Mars. People were not aware of the fact that (H) they were acting out the role of the panic-stricken public that actually belonged in a radio program. People were stuck in a kind of virtual world in which fiction was confused for fact.

(1) The panic produced by the fictional Martian landing demonstrates the enormous credibility that the media enjoys in contemporary society. Moreover, in an ironic twist, there is a growing consensus among sociologists that the extent of the panic was greatly exaggerated.

(出典：『続 アメリカの中学教科書で英語を学ぶ』(一部改変))

(*注) wriggling (<wriggle): のたうち回る tentacles: 触角 serpent: 蛇

1. (A), (B), (C), (F), (G) の単語について（動詞は原形に戻してある）、同じ意味のものをそれぞれ a～d から1つずつ選び、その記号を書きなさい。

(A) feature

a. present b. watch c. make d. listen to

(B) unfold

a. close b. contain c. fly d. develop

(C) interrupt

a. combine b. stop c. insert d. ring

(F) appropriately

a. progressively b. approximately c. properly d. prominently

(G) indescribable

a. unbelievable b. unexplainable c. indispensable d. uncomfortable

2. 下線部 (D), (I) の文（の一部）について、主文の主語（修飾語等も含めて全体）を S、それに対する動詞を V として、例にならって下線を引いてそれぞれを明記しなさい。

例： People living in Japan usually eat rice every day.

S

V

3. 下線部 (E), (H) をそれぞれ日本語に直しなさい。

II Read the text below and answer the questions that follow. (30)

Children learning the sounds of speech have quite a mountain to climb. In English, for example, they have over forty vowels* and consonants* to learn, some 300 ways in which these combine to produce syllables*, and several dozen patterns of stress and tones of voice. But (a) by three the basic pronunciation* system is established, and by five there is very little left to learn.

It is often thought that nothing much happens linguistically in the first year of life. Indeed, most people think that babies do not ‘start to talk’ until they are about one year old and say their ‘first word’. However, long before we hear them produce intelligible (A), they are learning a great deal about (B) — in particular, about the basic phonetic functions on which speech depends. Unless they can focus their auditory attention (listening), discriminate* sounds from each other, and recognize sounds when they hear them repeated, they will make little progress in learning to speak.

Even very young babies display a (1) remarkable range of auditory abilities. There have been several experiments in which different sounds are played to babies, and their responses monitored. For example, day-old babies have been played their mother’s voice speaking normally, the same voice speaking abnormally (in a monotone), and a stranger’s voice: (b) only the first caused them to attend. Other studies have shown how babies turn their heads towards the source of a sound within the first few days of life, and prefer human voices to non-human sounds as early as two weeks. Abilities of this kind are so (2) apparent that researchers have concluded that some auditory training must begin within the womb*.

An auditory ability to discriminate certain pairs of consonants or vowels is present from around four weeks, and this ability to discriminate becomes increasingly sophisticated in (3) subsequent months. The early onset of this ability supports the idea that children’s perceptual apparatus is in some way ‘programmed’ to discriminate speech sounds — that they are born with special feature detectors that respond to the acoustic* (4) properties of speech.

While babies are developing their perceptual abilities, they are also improving their speech (5) comprehension. Between two and four months, they begin to respond to the meaning of different (C) of voice, such as angry, soothing, or playful voices. From around six months, they can recognize the way some utterances relate to particular situations or (D) — as when people say *Bye-bye* or *Clap hands*. Some individual words may be recognized, such as names of family members, or basic responses (e.g. *No*). Most children understand several words by the end

of the first year.

Also during the first year, babies are learning how people use language — their ‘pragmatic’ skills. One of the most obvious yet remarkable facts of life is that, from the moment a baby is born, a mother holds it in front of her, and talks to it — despite the fact that she knows it does not yet have any language! Mothers seem to have an instinct to promote (E) as soon as possible, using the child’s earliest biological noises as stimuli for conversation. Cries, burps, sneezes, and other (6) vocalizations are seized upon and interpreted. The mother is very ready to ascribe intentions to the baby’s utterances and to build them into a conversation — something she does not do with its non-verbal activities, such as head movements or arm-waving.

(Adapted from: David Crystal (2007). *How Language Works*)

(*注)

vowel	母音	consonant	子音	syllable	音節
pronunciation	発音	discriminate	識別する	womb	子宮
acoustic	音響学的な				

1. Choose the meaning for (1) to (6) from the options below.

- | | | |
|-----------------|--------------|-----------------|
| ① logical | ② clear | ③ features |
| ④ understanding | ⑤ following | ⑥ extraordinary |
| ⑦ previous | ⑧ utterances | ⑨ systematic |

2. Choose the most appropriate word from the options below to fill in the blanks (A) to (E).

ア sounds	イ emotions	ウ words
エ tones	オ communication	カ behaviors

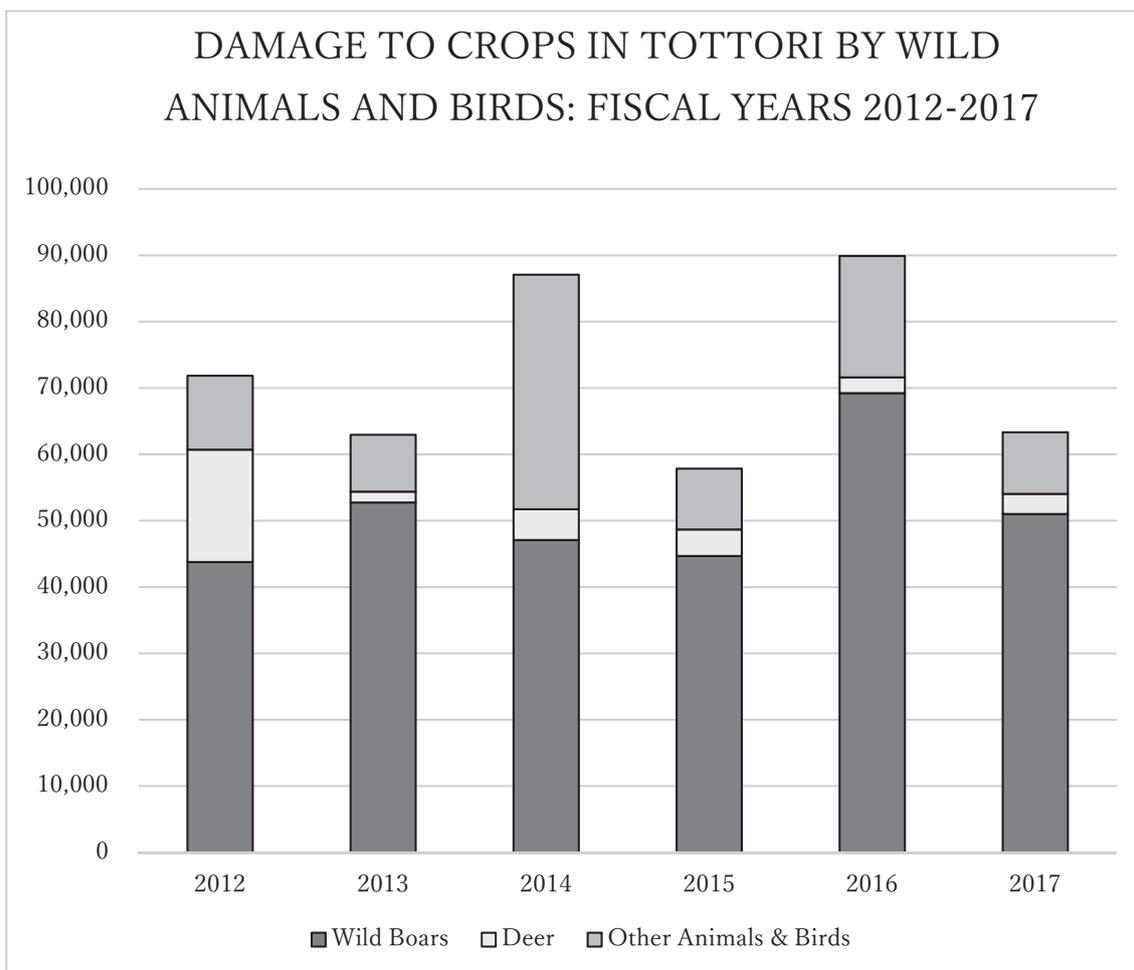
3. Translate the underlined part (a) into Japanese.

4. Explain the underlined part (b) using 15 English words or less.

英語

- Ⅲ 次の日本語を読み、かつグラフと表を見て、“**Wild Boars / Deer / Total**” について、読み取れることを、60-90語の英語で記しなさい。(20)

近年、山陰地域の鳥獣による被害は深刻な状況にある。表にあるように、莫大な被害損失額が報告されている。これらに対して、県は全力で対策を施している。



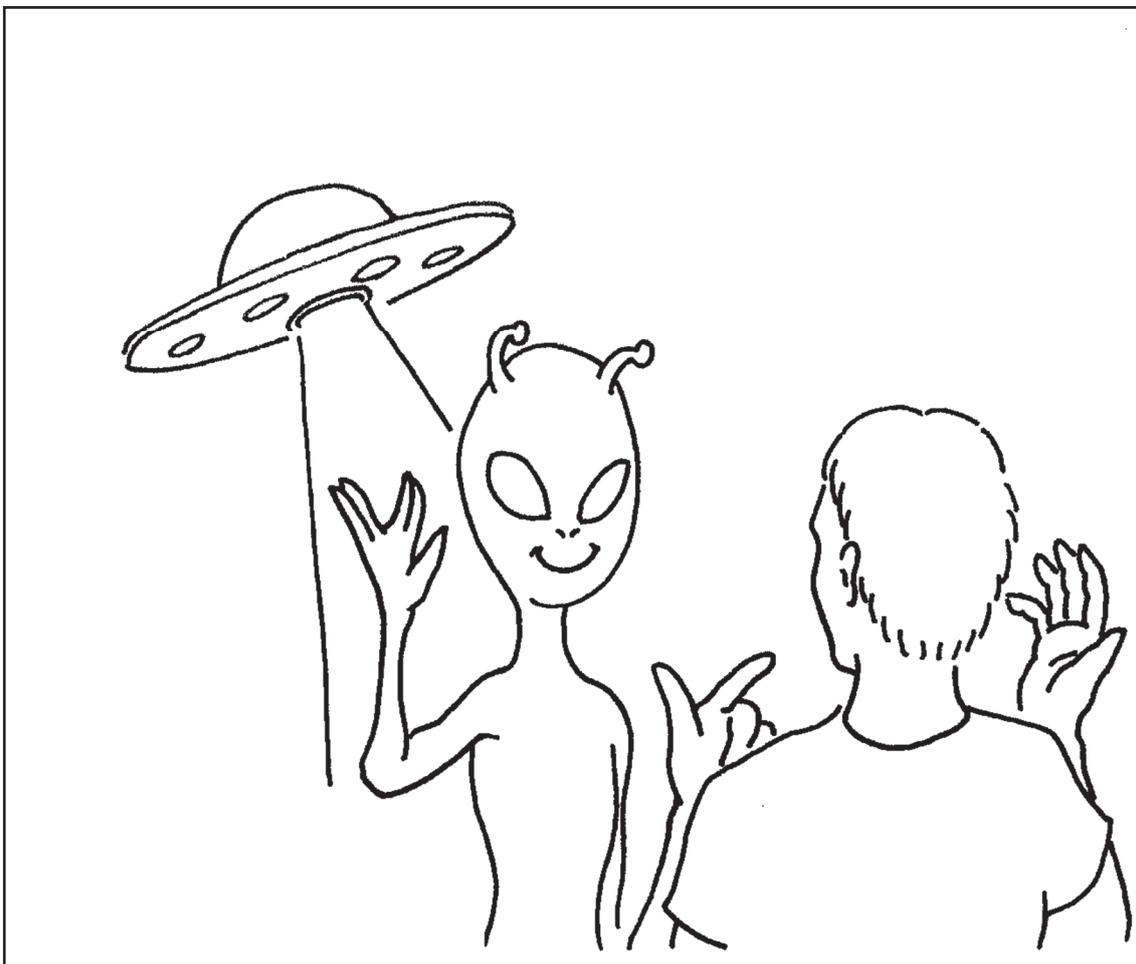
Fiscal Year	Wild Boars	Deer	Other Animals & Birds	Total
2012	43,777	16,941	11,141	71,859
2013	52,753	1,625	8,578	62,956
2014	47,098	4,644	35,347	87,089
2015	44,680	3,994	9,165	57,839
2016	69,232	2,368	18,302	89,902
2017	51,015	3,017	9,290	63,322

(Unit: 1,000 yen / Fiscal Year)

* Fiscal Year 年度

(鳥取県ホームページより作成)

IV Look at the picture. Imagine the situation. Read the explanation below the picture. Then, finish writing the dialog on the answer sheet. (20)



An alien has arrived from the planet Sonorra. The alien's name is Sonorra Explorer. She wants to emigrate to this planet, and is looking for a good place to live.