

## 英 語

(注意事項)

1. 試験開始の合図があったらすぐに枚数を確認、受験番号を全てに記入してください。

表紙 1 枚

英語その 1 1 枚

英語その 2 1 枚

英語その 3 1 枚

英語その 4 1 枚

英語その 5 1 枚

2. 試験終了後、全ての用紙を回収します。

3. 用紙が不足していたり、印刷が不鮮明なときは手を挙げて監督者に知らせてください。

受 験 番 号

I 次の英文を読み、下の設問に答えなさい。(\*がついた語は次頁に脚注がある)

When I arrived at my hotel in New Delhi, I was hot and, more important, hungry. Although I would spend that week conducting classes for a group of Indian executives at the swank\* five-star Oberoi hotel, the Indian business school hosting me put me up in a more modest and much smaller residence several miles away. Though quiet and clean, it looked like a big concrete box with windows, set back from the road and surrounded by a wall with a locked gate. This will be fine, I thought as I dropped my bag off in my room. Staying in a simple hotel just steps from the bustle\* of workaday\* New Delhi will make it that much easier for me to get the flavor of the city.

Lunch was ① at the top of my agenda. The very friendly young man behind the concierge\* desk jumped to attention when he saw me approaching. I asked about a good place to eat. "There is a great restaurant just to the left of the hotel. I recommend it highly," he told me. "It is called Swagat. ( A )."

It sounded perfect. I walked out to the road and looked to the left. The street was a whirlwind\* of colors, smells, and activities. I saw a grocery store, a cloth vendor\*, a family of five all piled onto one motor scooter, and a bunch of brown-speckled\* chickens pecking\* in the dust next to the sidewalk. No restaurant.

"You didn't find it?" the kind concierge asked in a puzzled tone as I re-entered the hotel. This time the young man explained, "Just walk out of the hotel, cross the street, and the restaurant will be on your left. It's next to the market. There is a sign. ( A )," he said again.

Well, apparently I could. I tried to do exactly as instructed, crossing the street immediately in front of the hotel and again looking to the left. As I saw no sign of the ( B ), I turned to the left and walked a while. It was a little confusing, as the street was ② jam-packed. After a minute or so, I came to a small side street full of people, food stalls, and women selling sandals and saris. Was this the market the concierge mentioned? But after careful examination of what I felt to be all possible interpretations of "on your left," ① I began to wonder if I was being filmed as a stunt for some type of reality TV show. I headed back to the hotel.

The concierge smiled kindly at me again, but I could tell he was thinking I really wasn't very ( C ). Scratching his head in bewilderment at my inability to find the obvious, he announced, "I will take you there." So we left the hotel, crossed the street, turned to the left, and then walked for nearly ten minutes, weaving our way through traffic on the bustling sidewalk and passing several side streets and countless heads of cattle on the way. At last, just beyond a large bank, perched\* quietly over a fruit store on the second floor of a yellow stucco\* building, I spotted a small sign that read Swagat.

( あ )

As I thanked the concierge for his extreme kindness, I couldn't ( D ) wondering why he hadn't told me, "Cross the street, turn left, walk nine minutes, look for the big bank on the corner, and, when you see the big fruit store, look up to the second floor of the yellow stucco building for a sign with the restaurant's name."

And as this question floated through my mind, I could tell that the kindly concierge was wondering, "How will this poor, ③ dim-witted woman possibly make it through the week?"

( い )

As my search for lunch in New Delhi suggests, the skills involved in being an effective communicator vary dramatically from one culture to another. In the United States and other Anglo-Saxon cultures, people are trained (mostly subconsciously) to communicate as literally and explicitly as possible. Good communication is all about clarity and explicitness, and accountability for accurate transmission of the message is placed firmly on the communicator: "If you don't understand, it's ② my fault."

( う )

The fact is that the hotel concierge provided all of the information necessary for someone from his own culture to find Swagat. An Indian living in the same Delhi cultural context would likely ( ア ) figured out quickly where the restaurant was by the clues provided; she would ( ア ) been eating her lunch while I was still wandering wearily\* around the streets.

( え )

My ( E ) for the Swagat restaurant illustrates that being a good listener is just as important for effective communication as being a good speaker. And both of these essential skills are equally variable from one culture to another.

(Source: *The Culture Map* by Erin Meyer)

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The Culture Map by Erin Meyer  
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受験番号

平成 31 年度入学者選抜試験問題並びに答案用紙（英語その 2）

注： swank=しゃれた, bustle=せわしなさ, workaday=日常の, concierge=接客係, whirlwind=あらし, vendor=売り手, speckled=斑点のある, pecking>peck=くちばしでつつく, perched>perch=位置する, stucco=しっくい塗り, wearily=疲れて

1. 下線部①, ②, ③の意味に最も近いものをそれぞれの選択肢の中から一つずつ選び、その記号に○を下さい。

- ① ア delicious イ expensive ウ important エ surprising  
② ア crowded イ narrow ウ huge エ compact  
③ ア generous イ angry ウ hungry エ stupid

2. 空欄（ A ）には同じ文が入るが、その空欄に入る適切な文を次の選択肢の中から一つ選び、その記号に○を下さい。

- ア I will miss you. イ You will miss it. ウ You can't miss it. エ I can't miss it.

3. 空欄（ B ）に入る適切な一語を英語で書きなさい。

4. 空欄（ C ）（ D ）（ E ）に入る適切な語をそれぞれの選択肢の中から一つずつ選び、その記号に○を下さい。

- （ C ） ア idiot イ full ウ hungry エ smart  
（ D ） ア help イ ask ウ mind エ think  
（ E ） ア study イ quest ウ hotel エ time

5. 下線部(1)が表す筆者の感覚に最も近いものを次の選択肢の中から一つ選び、その記号に○を下さい。

- ア admired イ tricked ウ amazed エ disappointed

6. 次のパラグラフは英文のどこに位置するか、（あ）～（え）の中から一つ選び、その記号に○を下さい。

- （あ） （い） （う） （え）

By contrast, in many Asian cultures, including India, China, Japan, and Indonesia, messages are often conveyed implicitly, requiring the listener to read between the lines. Good communication is subtle, layered, and may depend on copious\* subtext, with responsibility for transmission of the message shared between the one sending the message and the one receiving it. The same applies to many African cultures, including those found in Kenya and Zimbabwe, and to a lesser degree Latin American cultures (such as Mexico, Brazil, and Argentina) and Latin European cultures (such as Spain, Italy, Portugal) including France.

注 copious=豊富な

7. 下線部(2)は誰のことを指しているか、選択肢の中から一つ選び、その記号に○を下さい。

- ア the speaker イ the listener ウ an Indian エ an African

8. 空欄（ ア ）には同じ語が入るが、その空欄に入る適切な英語の一語を書きなさい。

9. 次の選択肢のうち本文で述べられていないものを一つ選び、その記号に○を下さい。問 6 の英文も本文に含むものとする。

- ア The author was very confused by the man's implicit way of giving information for a restaurant.  
イ The amount of information conveyed in daily-life communication depends on the culture.  
ウ Japan has a culture in which messages are explicitly conveyed for the listeners.  
エ The episode of the author's search for a restaurant provides us with a good example of a cross-cultural difference.  
オ Effective communicators should be aware of the difference in the way of communication in different countries.

受験番号

小計

II 次の英文を読み、下の設問に答えなさい。(\*がついた語は脚注がある)

Imagine if the brain remembered everything for a lifetime. Just trying to recall the name of a childhood friend would be a significant challenge. The brain would have to search through thousands of names scattered among the long-term memory sites. ( ア ), the name would take a long time to find; ( イ ), the result could be confusion, resulting in the recall of the wrong name. By gradually forgetting the names that are not important, the recall process becomes more efficient. Forgetting ( ウ ) helps to update \*obsolete information. As one changes jobs and relocates, for example, new data, such as addresses and telephone numbers, overwrite the old data. The old data may still \*reside in long-term memory, but if they are not recalled and rehearsed, they will ( エ ) become less accessible.

Exactly what happens in the brain to old memories over time is still ① an open question. Some researchers suggest that memory loss of a specific experience can occur if the memory has not been recalled for a long time. They believe that this leads to the slow but steady disassociation of the network of brain cells that form the memory, making \*retrieval increasingly difficult. Eventually, the \*integrity of the network fails, and the memory is lost, perhaps forever. Such a process, the researchers say, frees up memory resources so that they become available for new information (Wixted, 2004).

Other researchers \*contend that old memories remain \*intact, though other factors somehow block access to them. These factors can include medications, drugs, vivid new experiences, stroke, and Alzheimer's disease. Recent studies have also found that some people can voluntarily block an unwanted past experience with such persistence that it results in forgetting (Fleck, Berch, Shear, & Strakowski, 2001). Does it make any difference whether forgetting is the \*deterioration of the memory sites or losing the pathways? Is not the result the same, the inability to recall the memory? Sure, the result is the same, but since our understanding of the storage process has changed, ② so has the method for trying to recall it. We can use a therapy that helps us to find the original pathway, or an alternative pathway, to the memory sites.

Here is an example. Suppose you try to recall the name of the teacher you had when you were in second grade. ( オ ) you have thought recently about that teacher; the pathway to that name has not been used for a long time. It is blocked by newer pathways, and you will have difficulty finding it. The name is still there, but it may take you as long as several days to find it. It will probably come to you when you least expect it.

Another example: Suppose you start thinking about finding an old sweater that you have not seen in several years. If you believe you gave it away, you will not even begin to look for it. ③ That is the same as if you believe that your forgotten memory has been destroyed over time; you will not even try to recall it. On the other hand, if you are convinced that the sweater is somewhere in that big \*attic, then it is just a matter of time before your hunt pays off and you find it. You'll probably start by thinking of the last time you wore it. This is the same process of memory therapy that is used with brain-damaged individuals. The therapy helps the patient seek other \*neural connections to find the original or an alternative pathway to the memory sites (Rose, 2005; Schacter, 2001).

**Implications for Teaching.** More research is needed before scientists can draw any conclusions about the mechanisms that result in the forgetting of old memories. Meanwhile, teachers can take advantage of ④ what is known. Namely, important information that students have already learned is more likely to be accurately and firmly \*consolidated in long-term memory if it is recalled and rehearsed periodically as the students progress through grade levels. Too often, information \*deemed important is taught just once, and the students are expected to remember it for a lifetime. They may even be tested on it years after they initially learned it. Something worth remembering is worth ( カ ). If important information is purposefully revisited throughout a student's entire school experience, then firmly consolidated and \*robust memories will be available for a long time to come.

Source: *How the Brain Learns* by David A. Sousa

注: obsolete=古くなった, reside=～にある, retrieval=回復, integrity=完全な状態, contend=主張する, intact=無傷のままで, deterioration=劣化, attic=屋根裏部屋, neural=神経の, consolidated>consolidate=固める, deemed>deem=～だと考える, robust=しっかりした

受験番号

Reprinted from "How the brain learns" by David A. Sousa.  
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平成 31 年度入学者選抜試験問題並びに答案用紙（英語その 4）

1. ( ア ) ~ ( エ ) に入る最も適切な語句を下から選び記入しなさい。文頭にくる語は大文字にし、同じ語句を 2 回以上使用してはならない。語句 eventually, also, at best, at worst

(ア) \_\_\_\_\_ (イ) \_\_\_\_\_ (ウ) \_\_\_\_\_ (エ) \_\_\_\_\_

2. 下線部①の意味として最も適切なものを選び、番号に○をしなさい。

- (1) a matter which is undecided  
(2) a question that can be answered with yes or no  
(3) a problem which is caused by an open secret

3. 下線部②と同じ意味になるよう ( ) に適切な語を記入しなさい。

the method for trying to recall it ( ) ( ) ( ) .

4. ( オ ) に入る最も適切な語を下から選び、番号に○をしなさい。

- (1) Otherwise (2) Unless (3) Moreover (4) Consequently

5. 下線部③を日本語に訳しなさい。

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6. 下線部④とは何か、日本語で具体的に述べなさい。

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7. ( カ ) に入る最も適切な語を下から選び、番号に○をしなさい。

- (1) forgetting (2) teaching (3) repeating (4) experiencing

8. 次の文章の中から本文の内容に一致するものを 2 つ選び、番号に○をしなさい。

- (1) It is significant for a person to remember the name of a childhood friend.  
(2) Some researchers argue that as a result of losing old memories as time goes by, you gain space for new information.  
(3) The human brain can store information undamaged on the condition that you use drugs.  
(4) The names of all the teachers you ever met will occur to you eventually if they showed you a successful pathway.  
(5) When you search for your favorite old sweater and cannot find it, you have to pay for a new one.  
(6) Important information should be given to the students again and again so that it can last a long time.  
(7) The researchers have come to an agreement on the mechanisms of forgetting and remembering.

受 験 番 号

小 計

平成 31 年度入学者選抜試験問題並びに答案用紙（英語その 5）

III 次の問いに対するあなた自身の考えを導入、本文、結論を含め、150 語程度の英語で書きなさい。なお、あなたの考えの根拠を少なくとも 3 つ挙げて書きなさい。

Is it always important to win in school club activities?

[illegible]

受験番号
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小計
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