

2019 年度一般入学試験(後期)

英語(問題)

注意

- 1) 英語の問題冊子は 16 ページあり, 問題は 5 問である。白紙・空白の部分は下書きに使用してよい。
- 2) 別に解答用紙 1 枚があり, 解答はすべてこの解答用紙の指定欄に記入すること。指定欄以外への記入はすべて無効である。
- 3) 解答用紙の所定欄に受験番号を記入しなさい。氏名を記入してはならない。
なお, 記入した受験番号が誤っている場合や無記入の場合は, 英語の試験が無効となる。
また, *印の欄には何も記入してはならない。
- 4) 問題冊子は持ち帰ること。
- 5) 解答用紙は持ち出してはならない。
- 6) 試験終了時には, 解答用紙を裏返しておくこと。解答用紙の回収後, 監督者の指示に従い退出すること。

I Every word in the questions numbered 1 through 5 is used both as a noun and as a verb. Select the word whose syllable with primary stress is different depending on its use as a noun or a verb. Answer by the letter 'ア' through 'エ'.

- | | | | | |
|---|--------------|------------|------------|-----------|
| 1 | ア compliment | イ accord | ウ command | エ project |
| 2 | ア dismay | イ conflict | ウ distress | エ balance |
| 3 | ア suspect | イ exercise | ウ lament | エ profit |
| 4 | ア benefit | イ cement | ウ convert | エ comment |
| 5 | ア torture | イ progress | ウ supply | エ remedy |

For the questions numbered 6 through 10, select the word whose syllable with primary stress is pronounced the same as the underlined part of the leftmost word. Answer by the letter 'ア' through 'エ'.

- | | | | |
|----|--------------------|--------------|---------------|
| 6 | <u>foul</u> | ア country | イ county |
| | | ウ owner | エ though |
| 7 | ath <u>le</u> tic | ア sympathize | イ burial |
| | | ウ delivery | エ experience |
| 8 | to <u>ng</u> ue | ア bosom | イ brood |
| | | ウ front | エ song |
| 9 | negot <u>ia</u> te | ア postal | イ territory |
| | | ウ impossible | エ association |
| 10 | astron <u>o</u> my | ア procedure | イ abandon |
| | | ウ hostile | エ obscure |

II

Select the most suitable English expression to fill in the blanks marked (①) through (⑤) from the choices below and answer by the letter 'ア' through 'コ'.

Taro : Had a good holiday?

Cathy : All right, thank you. We actually went to Okinawa.

Taro : Oh? (①)

Cathy : We enjoyed ourselves very much. The weather was fine and we just stayed on the beach all day. It felt really marvellous being thoroughly lazy for a change.

Taro : (②) We went touring round Hokkaido.

Cathy : What was the weather like there?

Taro : Not as warm as Okinawa, I suppose. But pretty good. (③) I'd never realized how beautiful it was in Hokkaido.

Cathy : Yes, I've always wanted to go there. What about you, Jiro? Where did you go?

Jiro : Oh I stayed home and mowed the lawn.

Taro : (④)

Jiro : Well, with two small children, it's a bit of a problem going away. Hotels are impossible and even camping's difficult. (⑤)

Cathy : That sounds sensible.

Jiro : It is surprising how little one knows of one's own country.

- ア So we decided to stay home and just go out for the day.
- イ Why don't you come with me?
- ウ A fascinating area.
- エ What was it like?
- オ How about going there?
- カ How are you?
- キ That doesn't sound like much of a holiday.
- ク You're certainly looking brown.
- ケ See you later.
- コ Remember me to your mother.

III

Read the following E-mails and answer the questions that follow.

(1)

Dear Mr. Lucas:

It is indeed my pleasure to know that you and your wife enjoyed your stay at our (①) and I wish to express my personal thanks to you for taking time to fill in our guest questionnaire.

We look forward to further opportunities to serve you again during your future travels. Needless to say, if there is anything I can do for you or your friends coming to Osaka, please do not hesitate to contact me.

Sincerely,

Taro Kansai

Assistant Manager

① Select the most suitable English word to be filled in the blank marked ① and answer by the letter 'ア' through 'エ'.

- ア hotel
- イ company
- ウ university
- エ hospital

② What did Mr. Lucas do? Answer by the letter 'ア' through 'エ'.

- ア He created a brochure.
- イ He responded to a customer survey.
- ウ He sent an E-mail to one of his friends.
- エ He created a customer survey.

(2)

Dear Mr. Lakoff:

Thank you very much for giving us the opportunity to serve you and your wonderful guests yesterday. We genuinely hope that everyone in your party enjoyed him- or herself and found everything gratifying.

Attached is a copy of the invoice for food and drinks consumed during the reception that you requested. I have also taken the liberty of attaching our special spring menu for your reference.

We look forward to the pleasure of serving you again in the near future.

Sincerely,
Jiro Hirakata
Manager

③ *Where does Jiro Hirakata probably work? Answer by the letter 'ア' through 'エ'.*

- ア At a beverage company.
- イ At a food company.
- ウ At a restaurant.
- エ At an airline company.

④ *What will Mr. Lakoff have to do after receiving this E-mail? Answer by the letter 'ア' through 'エ'.*

- ア To make a spring menu.
- イ To make a payment.
- ウ To order food and drinks.
- エ To have dinner with Jiro Hirakata.

(3)

Dear Mr. Johnson:

Please send us the latest version of your statistical software package. This package, we understand, includes an instruction manual in Japanese.

Payment of NZ\$4,000 will be made by bank transfer.

Your quick action would be appreciated.

Sincerely,

Hanako Kansai

Department Manager, Accounting Section

⑤ *What does Hanako Kansai want to do? Answer by the letter 'ア' through 'エ'.*

- ア She wants to sell a product.
- イ She wants Mr. Johnson to pay for the product.
- ウ She wants to return the product.
- エ She wants to purchase a product.

⑥ *How will Hanako Kansai pay for the product? Answer by the letter 'ア' through 'エ'.*

- ア By credit transfer.
- イ By sending cash.
- ウ By check.
- エ With her credit card.

(4)

Dear Ms. Thomas:

Your claim, described in your e-mail of July 20, concerning the performance of our processor has been given thorough consideration here.

Unfortunately, though we regret your discontent with our product, our investigation does not support your claim. Therefore, we are not prepared to accept the processor if returned and will have no choice but to insist on payment of the contracted amount.

We are willing to continue to cooperate in any way we can in facilitating the utility of the processor.

Sincerely,

Umeko Osaka

Section Manager, Technical Services

⑦ Which is true of Ms. Thomas? Answer by the letter 'ア' through 'エ'.

- ア She is satisfied with the product she purchased.
- イ She wants Umeko Osaka to buy the product.
- ウ She is not satisfied with the product she purchased.
- エ She wants to co-develop a product.

⑧ What will Umeko Osaka do next? Answer by the letter 'ア' through 'エ'.

- ア She will return the product.
- イ She will pay back Ms. Thomas.
- ウ She will send Ms. Thomas a replacement.
- エ None of the above.

(5)

Dear Ms. Black:

Thank you for replying to our advertisement in the December 16 edition of the Hirakata Shimbun.

Regrettably, the position advertised has been filled. However, we would like to keep your CV on file for possible future consideration.

Sincerely,

Ichiro Osaka

Manager, Personnel Department

⑨ *What was written in the December 16 edition of the Hirakata Shimbun?*

Answer by the letter 'ア' through 'エ'.

- ア product advertisement
- イ employment information
- ウ call for advertisement
- エ customer development

⑩ *What will Ms. Black probably do after receiving this E-mail? Answer by the letter 'ア' through 'エ'.*

- ア She will work for the company where Ichiro Osaka works as a department manager.
- イ She will get a product from the company where Ichiro Osaka works as a department manager.
- ウ She will recruit employees in a newspaper.
- エ She will apply for another job.

IV

Read the following passage and answer the questions that follow.

You can relax if remembering everything is not your strong suit. Recent research makes the case (①) being forgetful can be a strength — in fact, selective memory can even be a sign of stronger intelligence.

Traditional research on memory has focused on the advantages of remembering everything. But (② : look) through years of recent memory data, researchers Paul Frankland and Blake Richards of the University of Toronto found that the neurobiology of forgetting can be just as important to our decision-making (③) what our minds choose to remember.

“The goal of memory is not the transmission of information through time, per se. Rather, the goal of memory is to optimize decision-making. As such, ④ transience is as important as persistence in mnemonic systems,” their study in *Neuron* states.

Making intelligent decisions does not mean you need to have (⑤) the information at hand, it just means you need to hold onto the most valuable information. And that means clearing up space in your memory palace for the most up-to-date information on clients and situations. Our brains do this by ⑥ generating new neurons in our hippocampus, which have the power to overwrite (⑦ : exist) memories that are influencing our decision-making.

“If you’re trying to navigate the world and your brain is constantly bringing up multiple conflicting memories, that makes it harder (⑧) you to make an informed decision,” Richards told *Science Daily*.

If you want to increase the number of new neurons in our brain’s learning region, try exercising. Moderate aerobic exercise like jogging, power walking, and swimming have been found to increase the number of neurons making important connections in our brains.

When we forget the names of certain clients and details about old jobs, our brain is making a choice (⑨) these details do not matter. Although

too much forgetfulness can be a cause for concern, the occasional lost detail can be a sign of a (⑩) healthy memory system. The researchers found that [⑪ : us / stopping / our brains / from / focusing / facilitate / decision-making / by] too much on minor past details. Instead, the brain promotes generalization, helping us remember the most important gist of a conversation.

“One of the things that distinguishes an environment where you’re going to want to remember stuff [⑫ : an environment / forget / stuff / to / versus / want / where / you] is this question of how consistent the environment is and how (⑬) things are to come back into your life,” Richards said.

If you’re an analyst who meets with a client weekly, your brain will recognize that this is a client whose name and story you need to remember. If this is someone you may never meet again, your brain will weigh that information (⑭).

We can get critiqued for being absent-minded when we forget past events in perfect detail. These findings show us that total recall can be overrated. Our brains are working smarter when they aim to remember the right stories, (⑮) every story.

(Chicago Tribune, March 28, 2018. “Being forgetful might actually mean you’re smarter” By Monica Torres)

1 Fill in the blanks marked (①) and (⑨) with the same English word.

2 (i) Change the verb form in the blanks marked (②) and (⑦) to the appropriate one.

(ii) Fill in the blank marked (⑤) with the most suitable English word starting with the letter 'a'.

3 Fill in the blanks marked (③), (⑧), and (⑩) with the most suitable English word to complete each sentence.

4 Translate the underlined words and phrases marked ④, ⑥, and ⑮ into Japanese.

5 For the blanks marked (⑩), (⑬), and (⑭), select the most suitable word to be filled from the following choices and answer by the letter 'ア', 'イ', or 'ウ'.

ア accordingly

イ likely

ウ perfectly

6 Rearrange the words and phrases in the brackets marked [⑪] and [⑫] to make correct sentences. On your answer sheet, write the word or phrase which comes to the * positions below.

[⑪ : us / stopping / our brains / from / focusing / facilitate / decision-making / by]

[⑪ : _____ * _____]

[⑫ : an environment / forget / stuff / to / versus / want / where / you]

[⑫ : _____ * _____]

V

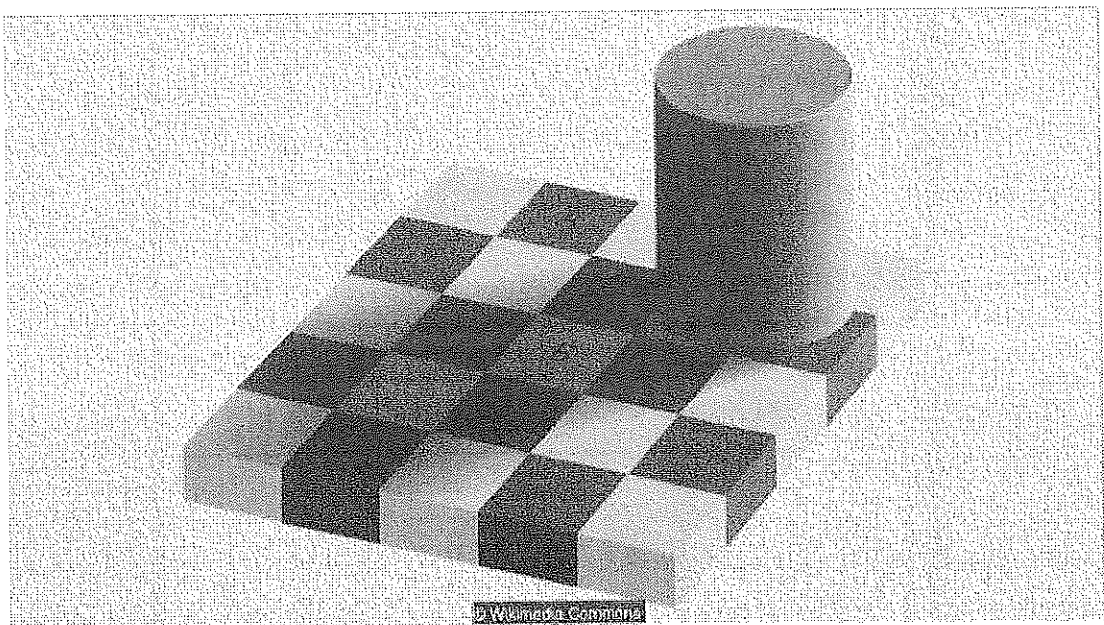
Read the following passage and answer the questions that follow.

The human eye can physically perceive millions of colours. But we don't all recognise these colours in the same way.

Some people can't see differences in colours—so called colour blindness—due to a defect or absence of the cells in the retina that are sensitive to high levels of light: the cones. But the distribution and density of these cells also varies across people with 'normal vision', causing us all to experience the same colour in slightly different ways.

Besides our individual biological make up, colour perception is (①) about seeing what is actually out there and (②) about how our brain interprets colours to create something meaningful. The perception of colour mainly occurs inside our heads and so is (③)—and prone to personal experience.

Take for instance people with synaesthesia, who are able to experience the perception of colour with letters and numbers. ^④ Synaesthesia is often described as a joining of the senses—where a person can see sounds or hear colours. But the colours they hear also differ from case to case.



Another example is the classic Adelson's checker-shadow illusion. Here, although two marked squares are exactly the same colour, our brains don't perceive them this way.

Since the day we were born we have learnt to categorise objects, colours, emotions, and pretty much everything meaningful using language. And although our eyes can perceive thousands of colours, the way we communicate about colour — and the way we use colour in our everyday lives — means we have to carve this huge variety up into identifiable, meaningful categories.

Painters and fashion experts, for example, use colour terminology to refer to and discriminate hues and shades (⑤) to all intents and purposes may all be described with one term by a non-expert.

Different languages and cultural groups also carve up the colour spectrum differently. Some languages like Dani, spoken in Papua New Guinea, and Bassa, spoken in Liberia and Sierra Leone, only have two terms, dark and light. Dark roughly translates as cool in those languages, and light as warm. So colours like black, blue, and green are glossed as (⑥) colours, while lighter colours like white, red, orange and yellow are glossed as (⑦) colours.

The Warlpiri people living in Australia's Northern Territory don't even have a term for the word "colour". For these and other such cultural groups, what we would call "colour" is described by a rich vocabulary referring to texture, physical sensation and functional purpose.

Remarkably, most of the world's languages have five basic colour terms. Cultures as diverse as the Himba in the Namibian plains and the Berinmo in the lush rainforests of Papua New Guinea employ such five term systems. As well as dark, light, and red, these languages typically have a term for yellow, and a term that denotes both blue and green. (⑤) is, these languages do not have separate terms for "green" and "blue" but use one term to describe both colours, a sort of "grue".

Historically, Welsh had a “grue” term, namely *glas*, as did Japanese and Chinese. Nowadays, in all these languages, the original grue term has been restricted to blue, and a separate green term is used. This is either developed from within the language — as is the case for Japanese — (⑨) through lexical borrowing, as is the case for Welsh.

Russian, Greek, Turkish and many other languages also have two (⑩) terms for blue — one referring exclusively to darker shades, and one referring to lighter shades.

The way we perceive colours can also change during our lifetime. Greek speakers, who have two fundamental colour terms to describe light and dark blue (“*ghalazio*” and “*ble*”), are more prone to see these two colours as more (⑪) after living for long periods of time in the UK. There, these two colours are described in English by the (⑫) fundamental colour term: blue.

This is because after long term everyday exposure to an English-speaking environment, the brain of native Greek speakers starts interpreting the colours “*ghalazio*” and “*ble*” as part of the same colour category.

But this isn’t just something that happens with colour. In fact different languages can influence our perceptions in all areas of life. In our lab at Lancaster University we are investigating how the use of and exposure to different languages changes the way we perceive everyday objects. Ultimately, this happens because learning a new language is like giving our brain the ability to interpret the world differently — including the way we see and process colours.

*colour = color

(BBC News, April 23, 2018. “The words that change what colours we see” By Aina Casaponsa and Panos Athanasopoulos, Lancaster University)

1 *In accordance with the passage, put the letter "O" if each of the following sentences is true and "X" if it is not, on your answer sheet.*

- (1) All the people with normal vision distinguish colours in the same way.
- (2) Human brains do not precisely distinguish the actual colours in the world but distinguish colours when it has a meaning to do so.
- (3) Fashion experts and painters make a more detailed discrimination between colours than ordinary people.
- (4) There is no language in the world which does not have a word for 'colour'.
- (5) In contemporary Chinese, the word which originally meant both blue and green is restricted to mean only green, and a different word is used to mean blue.
- (6) The colour perception we acquired during infancy never changes over a lifetime.
- (7) The range of influence languages have on our brains is not limited to colour perception.

- 2 (i) Select the correct word to be filled in the blanks marked (①) and (②) between the two choices below.

more less

- (ii) Select the correct word to be filled in the blank marked (③) between the two choices below.

objective subjective

- (iii) Select the correct word to be filled in the blanks marked (④) and (⑤) from the choices below.

cool dark light warm

- 3 Using the expressions in the article, explain briefly the meaning of the underlined word marked ④ in Japanese.

- 4 Fill in the blanks marked (⑥) and (⑦) with the most suitable English word to complete each sentence. As for the initial letter, use of uppercase or lowercase does not matter. The numbers may be repeated.

- 5 Select the correct combination of words to be filled in the blanks marked (⑧), (⑨), and (⑩) from the choices below and answer by the letter 'ア', 'イ', or 'ウ'.

ア	⑧	separate	⑨	same	⑩	similar
イ	⑧	same	⑨	separate	⑩	similar
ウ	⑧	separate	⑨	similar	⑩	same

- 6 Using the expressions in the article, explain the meaning of the underlined word marked ⑧ in Japanese within 10 to 15 letters.