



【1】

次の英文を読んで、設問に答えなさい。

第1段落

It is hard to imagine how human social life could exist without some

kind of language. The emergence of language, some time long ago in the

prehistory of our species, made possible the kind of social existence

which we take for granted.

第 2 段落

It gave us a crucial evolutionary advantage over other animals, partly

because it became possible for us to share information with a new clarity

and explicitness, within and across generations. Through the evolution of

language, we also became capable of thinking constructively and

analytically together.

第 3 段落

Other relatively intelligent species such as chimpanzees and dolphins have never developed comparable ways of sharing their mental resources, with the result that each individual animal can only learn from others by observation, imitation and taking part in joint activity; and most of the knowledge each chimpanzee or dolphin accumulates over a lifetime is lost when they die.

第 4 段落

Language is a unique evolutionary invention. Some animals, like honey-bees, have reliable ways of sharing useful information, using sign systems that have been evolutionarily designed and genetically programmed for a single, focused purpose. But language is a completely different kind of communication system because it is flexible, innovative and adaptable to the demands of ongoing circumstances. It enables people to create, share and consider new ideas and to reflect together on their actions.

第 5 段落

Words mean what humans agree together to make them mean, new words can be created as required, and they can be combined to make an infinite variety of meanings. Language enables us to share thoughts about new experiences and organize life together, which no other species can.

第 6 段落

Language has not been designed as a means to use in a precise, unchanged form from one individual brain to another. Of course, humans use language to share and exchange information quite effectively, on the whole. Yet on a practical, everyday level, we all know that we do not reliably make people understand exactly what we mean. As Guy Browning, a journalist commentator on the world of work, points out:

A school of a million fish might not be able to write *Romeo and*

Juliet between them, but they can change direction as one in the blink

of an eye. Using language, a human team leader can give an

instruction to a team of six and have it interpreted in six completely

different ways.

第 7 段落

Misunderstandings regularly arise, despite our best efforts, because there is rarely one unambiguous meaning to be discovered in what someone puts into words. But variations in interpretation are not always “misunderstandings.” When we are dealing with complex, interesting presentations of ideas, variations in understanding are quite normal and sometimes are even welcomed: How otherwise could there be new interpretations of Shakespeare’s plays, and why else are we interested in

them? I expect that many authors are frequently dismayed to discover that

readers misunderstand their “message,” but they should not necessarily

take this as failure on their part. The act of reading any text relies on the

interpretative efforts of a reader, as well as on the communicative efforts

and intentions of the author.

第 8 段落

Ideas expressed imprecisely may be more intellectually stimulating for listeners or readers than simple facts. The fact that language is not always reliable for creating precise meanings in someone else's mind is a reflection of its powerful strength as a medium for creating new understanding. It is the inherent ambiguity and adaptability of language as a meaning-making system that makes the relationship between language and thinking so special.

第 9 段落

A great deal of research has now been done on how infants learn to speak. Observational studies of young children learning their first words have revealed that they do not simply copy the language they hear around them. Instead, they seem to have a very specific, powerful ability to use what they hear to work out how their native language works, despite the fact that a good deal of what they hear may be grammatically incomplete, or incorrect. This remarkable ability enables most children to become

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creative language users with astonishing rapidity, producing sequences

of words which they may never have heard spoken but which conform to

basic rules of grammar.

第 10 段落

Many linguists, psychologists, and biologists use this evidence to argue that language is not simply a means of communication invented by our intelligent ancestors, but is a biological product of natural selection. That is, they suggest that our capacity for learning and using language must be an innate, instinctive ability, “hard-wired” into the human brain, and so have tried to determine whether the neurological organization of the brain reflects features common to all human languages — the so-called “language universals.”

第 1 1 段落

While these kinds of questions about human origins are profoundly intriguing, investigating the living relationships between language, society, and individual is no less interesting and important for understanding the human mind. Our brains may indeed be designed for acquiring language, and language may mirror some neurological features of the brain; but, in order to become effective communicators, children have to learn a particular language and understand how it is used to “get

things done” in their home community. The human capacity for using

language may well be a biological feature, but languages, and the ways in

which people use them, vary and change considerably across and within

societies, while human brains do not. Each living language is therefore a

cultural creation which has emerged from the history of generations of a

community of users.

MARCH 英語【第1講】

本文の内容から考えて最も適切なものを, a, b, c, d の中から一つ選んで, 解答欄のその記号をマークしなさい。

1. What chief evolutionary advantage did language give human beings?

- a) They could express their feelings.
- b) They could use words instead of doing other activities.
- c) They could learn better ways to disagree.
- d) They could share their knowledge.

2. Chimpanzees and dolphins learn by

- a) observing and imitating.
- b) taking cues from the environment.
- c) sharing their mental resources.
- d) using a common sign language.

3. Language is different from communication through signs because

- a) it is uniform and unchanging.
- b) it is faster than using sign language.
- c) it allows for adaptations and innovations.
- d) it allows for a single, focused purpose.

4. The author suggests that

- a) the meaning of words can change.
- b) words only carry precise meanings.
- c) words are demanding and inflexible.
- d) the difference between words is unimportant.

- 5 . In comparing a school of fish to a human team,
- a) the humans do not follow one another at all.
 - b) the humans follow the same directions.
 - c) fish are able to move as one.
 - d) fish and humans interpret directions similarly.
- 6 . One aspect of communication with words is that
- a) they are harder to use than sign language.
 - b) they are often understood in several ways.
 - c) they can lead to arguments.
 - d) they can be misspelled frequently.

7. The word “unambiguous” means
- a) “positively stated.”
 - b) “clearly expressed.”
 - c) “hopefully noted.”
 - d) “negatively phrased.”
8. The author suggests that reading a text depends upon
- a) a reader’s plan and an author’s language ability.
 - b) a reader’s language ability and an author’s explanation.
 - c) a reader’s explanation and an author’s interpretation.
 - d) a reader’s interpretation and an author’s plan.

9. Observational studies of young children reveal that
- a) they mostly learn language through imitation.
 - b) they often produce incomplete or incorrect grammar.
 - c) they have an inner capacity for language.
 - d) they limit their language use to what they know.
10. The capacity for language might be
- a) a communication system invented by our ancestors.
 - b) the production of sequences of words.
 - c) the biological result of an urge to communicate.
 - d) a natural ability of human beings.

句と節を制するものは英語を制する！

	(名詞)	< 形容詞 >	[副詞]	
句	to V'	to V'	to V'	不定詞
	<u>V'ing</u>			動名詞
		<u>V'ing</u> <u>V'pp</u>	<u>V'ing</u> <u>V'pp</u>	分詞
		前置詞+名詞	前置詞+名詞	前置詞句
節	what (S') V'	関代 (S') V' 関係副詞 S' V' 前置詞+関代 S' V'		関係詞節
	that S' V' whether S' V' if S' V'		that S' V' whether S' V' if S' V' その他の従接 S' V'	従属接続詞節
	疑問詞 (S') V'			間接疑問文



S, O, C, 目, 同格



名詞を修飾, C



名詞以外を修飾