受験
番号

英 語 問 題

（教 育 学 部）

注 意 事 項

1. 試験開始の合図があるまで問題冊子を開いてはいけません。

2. 本冊子の頁数は 10 頁です。問題に落丁，乱丁，印刷の不鮮明の箇所があった場
   合は申し出てください。

3. 受験番号は解答用紙の所定の欄に記入してください。

4. 解答は必ず解答用紙の所定の各欄に記入してください。

5. 解答用紙は 8 枚です。

6. 問題冊子は持ち帰ってください。

◇M9（707—50）

次の英文を読んで，下の設問に答えなさい。

　　　Everyone knows what is supposed to happen when two English people who have never met before come face to face in a train — they start talking about the weather. In some cases this may simply be because they happen to find the subject interesting. Most people, though, are not particularly interested in analyses of climatic conditions, so there must be other reasons for conversations of this kind. One explanation is that it can often be quite embarrassing to be alone in the company of someone you are not acquainted with and *not* speak to them. If no conversation takes place the atmosphere can become rather strained. However, by talking to the other person about some neutral topic like the weather, it is possible to strike up a relationship without actually having to say very much. Train conversations of this kind — and they do happen, although not of course as often as the popular myth supposes — are a good example of the sort of important social function that is often fulfilled by language. Language is not simply a means of communicating information — about the weather or any other subject. It is also a very important means of establishing and maintaining relationships with other people. Probably the most important thing about the conversation between our two English people is not the words they are using, but the fact that they are talking at all.

　　　There is also a second explanation. It is quite possible that the first English person, probably subconsciously, would like to get to know certain things about the second — for instance what sort of job they do and what social status they have. Without this kind of information he or she will not be sure exactly how to behave towards them. The first person can, of course, make intelligent guesses about the second from their clothes, and other visual clues, but can hardly — this is true of England though not necessarily of elsewhere — ask direct questions about their social background, at least not at

(6) this stage of the relationship. What he or she *can* do — and any reasoning along these lines is again usually subconscious — is to engage them in (7) conversation. The first person is then likely to find out certain things about the other person quite easily. These things will be learnt not so much from (8) what the other person says as from *how it is said*, for whenever we speak we cannot avoid giving our listeners clues about our origins and the sort of person we are. Our accent and our speech generally show where we come (9), and what sort of background we have. We may even give some indication of certain of our ideas and attitudes, and all of this information can be used by the people we are speaking (10) to help them formulate an opinion about us.

(11) These two aspects of language behaviour are very important from a social point of view: first, the function of language in establishing social relationships; and, second, the role played by language in conveying information about the speaker. It is clear that both these aspects of linguistic behaviour are reflections of the fact that there is a close inter-relationship between language and society, and both of them will figure prominently in this book.

For the moment, however, we concentrate on the second, 'clue-bearing' role of language. The first English person, in seeking clues about the second, (12) is making use of the way in which people from different social and geographical backgrounds use · different kinds of language. If the second English person comes from the county of Norfolk, for example, he or she will probably use the kind of language spoken ·by people from that part of the country. If the second person is also a middle-class businessman, he will use the kind of language associated with men of this type. 'Kinds of language' of (13) this sort are often referred to as *dialects*, the first type in this case being a (14) regional dialect and the second a social dialect. The term *dialect* is a familiar (15) one and most people will think that they have a good idea of what it means. In fact, though, it is not a particularly easy term to define — and this also goes

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for the two other commonly used terms which we have already mentioned, *language* and *accent*.

Let us confine our attention for the moment to the terms *dialect* and *language*. Neither represents a particularly clear-cut or watertight concept. As far as *dialect* is concerned, for example, it is possible, in England, to speak of 'the Norfolk dialect' or 'the Suffolk dialect'. On the other hand, one can also talk of more than one 'Norfolk dialect' — 'East Norfolk' or 'South Norfolk', for instance. Nor is the distinction between 'Norfolk dialect' and 'Suffolk dialect' so straightforward as one might think. If you travel from Norfolk into Suffolk, the county immediately to the south, investigating conservative rural dialects as you go, you will find, at least at some points, that the linguistic characteristics of these dialects change *gradually* from place to place. There is no clear *linguistic* break between Norfolk and Suffolk dialects. It is not possible to state in linguistic terms where people stop speaking Norfolk dialect and start speaking Suffolk dialect. There is, that is, a geographical *dialect continuum*. If we choose to place the dividing line between the two at the county boundary, then we are basing our decision on *social* (in this case local-government-political) rather than on linguistic facts.

The same sort of problem arises with the term *language*. For example, Dutch and German are known to be two distinct languages. However, at some places along the Netherlands-Germany frontier the dialects spoken on either side of the border are extremely similar.

(Peter Trudgill (2000) *Sociolinguistics: An Introduction to Language and Society*, 4th ed. より抜粋)

1. 下線部(1)と同じ意味をもつ語を本文中から選んで書きなさい。
2. イタリック部分に注意して，下線部(2)を日本語にしなさい。
3. 下線部(3)の内容を日本語で具体的に説明しなさい。

4. 下線部(4)を日本語にしなさい。

5. 下線部(5)はどのようなことを示しているのか，日本語で説明しなさい。

6. 下線部(6)はどのようなことを示しているのか，日本語で説明しなさい。

7. 下線部(7)の意味として最も適切なものを1つ次の中から選び，記号で答えなさい。

 (ア) concerning the part of the mind of which he or she is fully aware and which influences his or her actions or feelings

 (イ) concerning the part of the mind of which he or she is not fully aware but which influences his or her actions and feelings

 (ウ) concerning the part of the mind of which he or she is not aware and which has no influence on his or her actions and feelings

8. 下線部(8)を日本語にしなさい。

9. 空所（ 9 ）に適切な語を入れなさい。

10. 空所（ 10 ）に適切な語を入れなさい。

11. 下線部(11)の内容を日本語で説明しなさい。

12. 下線部(12)のためにどのようなことをすると述べられているのか，本文中の例を挙げながら日本語で説明しなさい。

13. 下線部(13)はどのようなことを示しているのか，日本語で説明しなさい。

14. 下線部(14)について，本文に挙げられている例を日本語で書きなさい。

15. 下線部(15)について，本文に挙げられている例を日本語で書きなさい。

16. 下線部(16)と同じ意味になるように，次の文の空所に1語ずつ補いなさい。

 Neither（ ）（ ）（ ）represents a particularly clear-cut or watertight concept.

17. 下線部(17)について，本文では Norfolk dialect と Suffolk dialect との分類を可能にする基準は何であると述べているか，日本語で説明しなさい。

18. 下線部(18)と意味の異なる語を，次の語群から1つ選びなさい。

 {different extinct independent individual separate}

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2 〔1〕から〔3〕の文章を英文にしなさい。〔1〕の英文は解答用紙2Aに，〔2〕の英文は解答用紙2Bに，〔3〕の英文は解答用紙2Cに記入しなさい。

〔1〕 数人の人たちがやってきて，自分たちのために都市を建設してほしいと私に乞うた。私はこう答えた，あなたたちはあまりに少人数だ，それくらいなら一軒の家におさまってしまうだろう，あなたたちのために，何もわざわざ都市を建設したりはしないよ，と。

〔2〕 しかし，彼らはこういうのだった，あとから参加する者たちもいるし，それに自分たちのなかには夫婦者もいるのだから，子供も生まれることだろう，実際また，都市をいちどきに建ててもらう必要はない，輪郭だけでも確実なものにしておいて，おいおい実行に移していけばいいことだ，と。都市をどこに建設してほしいのか，と私が尋ねると，彼らは，その場所をすぐにお教えしましょう，というのだった。

〔3〕 私たちが一緒に川に沿って歩いていくと，けっこう高い，非常に広やかな台地に出た。そこでは，川にむかっている斜面は急に落ちこんでいるが，それ以外のところではなだらかな下りになっていた。彼らは，あの上のほうに都市を建設してほしいのです，といった。そこは，まばらに草が生えているばかりで，一本の木も植わっていなかった。私は，それが気にいった。

(平野嘉彦編訳『カフカ・セレクションⅠ』(ちくま文庫，2008)より抜粋)

3　会話を聞いて，(1)~(6)の質問に最も適する答えをA～Dの中から選びなさい。会話は2回読まれます。必要があればメモをとってもかまいません。ただし，解答はすべて解答用紙3に記入しなさい。

(1) According to the conversation, what did members of Gareth's family do to his two computers over the last two weeks?

    A：Stepped on one and bent the connections in the other.

    B：Spilled milk over one and bent the connector on the other.

    C：Stepped on one and damaged the other.

    D：Spilled water over one and bent the other.

(2) According to the conversation, where were the two computers when their problems happened?

    A：In Gareth's house.

    B：In Gareth's office.

    C：In Gareth's father-in-law's house.

    D：In Gareth's school.

(3) What function of his new tablet computer did Gareth NOT discuss during the conversation?

    A：Putting music on it.

    B：Editing recorded videos.

    C：Coloring pictures.

    D：Recording voices.

(4) What did the two persons agree on at the end of the conversation?

    A : That they should give children computers as early as possible.

    B : That they should not give children cheap computers.

    C : That they should give children computers when they become a certain age.

    D : That they should never give children computers.

(5) What is the most suitable topic for the conversation?

    A : The Great Technology of Computers.

    B : Computers in Gareth's Life.

    C : Children and Technology.

    D : Two Destroyed Computers.

(6) In general, how can the woman's attitude toward Gareth be described?

    A : Hostile.

    B : Understanding.

    C : Rigid.

    D : Disinterested.

4 英文を聞いてから〔1〕と〔2〕の問題に答えなさい。

英文は2回読まれます。必要があればメモをとってもかまいません。ただし，解答はすべて解答用紙3に記入しなさい。

〔1〕 聞いた英文の内容と一致するものを(ア)～(コ)の中から5つ選び，その記号を書きなさい。

(ア) According to the study, teachers and parents should point to the pictures when they read storybooks to preschool children.

(イ) According to the study, teachers and parents should point to the letters when they read storybooks to preschool children.

(ウ) According to the study, teachers and parents should discuss the words when they read storybooks to preschool children.

(エ) Researchers observed more than three hundred children, ages four and five, in classrooms in Ohio and Virginia.

(オ) Researchers observed more than five hundred children, ages three and four, in classrooms in Ohio and Virginia.

(カ) The children took part in a program called Project STAR for thirty weeks.

(キ) The children took part in a program called Project STAR for thirteen weeks.

(ク) Most preschool teachers would find the new method problematic because they would have to change the way they teach.

(ケ) Most parents would find the new method problematic because it would cost a lot.

(コ) Very few parents and teachers systematically call attention to letters and words when they read storybooks to preschool children.

〔2〕 聞いた英文の要旨を日本語で書きなさい。要旨は解答用紙3に記入しなさい。下書きには下の余白を使ってもかまいません。

見本

3 リスニングのスクリプト

Professors have lectured for centuries. But how effective is lecturing to students compared to working with them?

A new study compared two classes of a beginning physics course at the University of British Columbia in Canada. There were more than two hundred sixty students in each section. Both were taught by popular and experienced professors.

The study took place for one week near the end of the year. One class continued to be taught in the traditional lecture style. The other professor was replaced by two teachers. They had little teaching experience but received training in interactive teaching methods. The training was led by Carl Wieman, a Nobel Prize-winning physicist who leads a science education program.

There was almost no lecturing. The teachers put the students in small groups to discuss and answer questions. They gave them readings and quizzes to finish before class so they would come prepared to discuss the material.

Professor Wieman says before the experiment with these and other activities, test scores for both classes were the same.

Afterward, both classes took the same test. Students in the interactive class scored nearly twice as high as those in the traditional class. Attendance also increased that week.

Graduate student Ellen Schelew was one of the teachers. She says the methods they used are designed to encourage students to think like scientists.

The study appeared in May in the journal Science. It seems to confirm earlier findings about lecturing to large classes. But some experts have criticized the way the study was done.

Both of the researchers who taught the class, Ms. Schelew and Louis Deslauriers, were also authors of the study. This could raise questions about whether their involvement might have influenced the results.

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Professor Wieman is currently on leave from the University of British Columbia and the University of Colorado. He is the associate director for science in the White House Office of Science and Technology Policy.

He says research has shown better ways to teach based on evidence about how the brain learns. And he hopes more professors will learn that how someone teaches may be more important than who does the teaching.

Lecture or Interactive Teaching? New Study of an Old Issue
Voice of America, Special English, 01 June 2011