

'15

受験  
番号

前期日程

# 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. 受験番号と氏名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。

1 次の英文を読んで、下の設問に答えなさい。

The phenomenon of language change probably attracts more public notice and criticism than any other linguistic issue. There is a widely held belief that change must mean deterioration and decay. Older people observe the casual speech of the young, and conclude that standards have fallen markedly. They place the blame in various quarters—most often in the schools, where patterns of language education have changed a great deal in recent years, but also in state public broadcasting institutions, where any deviations from traditional norms provide an immediate focus of attack by conservative, linguistically sensitive listeners. The concern can even reach national proportions, as in the widespread reaction in Europe against what is thought of as the ‘American’ English invasion.

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It is understandable that many people dislike change, but most of the criticism of linguistic change is misconceived. It is widely felt that the contemporary language illustrates the problem at its worst, but this belief is shared by every generation. Moreover, many of the usage issues recur across generations: several of the English controversies which are the focus of current attention can be found in the books and magazines of the 18th and 19th centuries—the debate over it’s me and *very unique*, for example. In *The Queen’s English* (1863), Henry Alford, the Dean of Canterbury, lists a large number of usage issues which worried his contemporaries, and gave them cause to think that the language was rapidly decaying. Most are still with us, with the language not obviously affected. In the mid-19th century, it was predicted that British and American English would be mutually unintelligible within 100 years!

There are indeed cases where linguistic change can lead to problems of unintelligibility, ambiguity, and social division. If change is too rapid, there

can be major communication problems, as in contemporary Papua New Guinea — a point which needs to be considered in connection with the field of language planning. But as a rule, the parts of language which are changing at any given time are tiny, in comparison to the vast, unchanging areas of language. Indeed, it is because change is so infrequent that it is so distinctive and noticeable. Some degree of caution and concern is therefore always desirable, in the interests of maintaining precise and efficient communication; but there are no grounds for the extreme pessimism and conservatism which is so often encountered — and which in English is often summed up in such slogans as ‘Let us preserve the tongue that Shakespeare spoke.’

\* \* \*

For the most part, language changes because society changes. To stop or control the one requires that we stop or control the other — a task which can succeed to only a very limited extent. Language change is inevitable and rarely predictable, and those who try to plan a language’s future waste their time if they think otherwise — time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation. These days, there is in fact a growing recognition of the need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society. This requires, among other things, that schools have the knowledge and resources to teach a common standard, while recognizing the existence and value of linguistic diversity. Such policies provide a constructive alternative to the emotional attacks which are so commonly made against the development of new words, meanings, pronunciations, and grammatical constructions. But before these policies can be implemented, it is necessary to develop a proper understanding of the inevitability and consequences of linguistic change.

Some people go a stage further, and see change in language as a progression from a simple to a complex state — a view which was common as

a consequence of 19th-century evolutionary thinking. But there is no evidence for this view. Languages do not develop, progress, decay, evolve, or act according to any of the metaphors which imply a specific endpoint and level of excellence. They simply change, as society changes. If a language dies out, it does so because its status alters in society, as other cultures and languages take over its role: it does not die because it has 'got too old', or 'become too complicated', as is sometimes maintained. Nor, when languages change, do they move in a predetermined direction. Some are losing inflections; some are gaining them. Some are moving to an order where (ア) precedes (イ); others to an order where (イ) precedes (ア). Some languages are losing vowels and gaining consonants; others are doing the opposite. If metaphors must be used to talk about language change, one of the best is that of a system holding itself in a state of equilibrium, while changes take place within it; another is that of the tide, which always and inevitably changes, but never progresses, while it ebbs and flows.

(David Crystal. 1987. The Cambridge Encyclopedia of Language. Cambridge University Press. pp. 4-5より抜粋、一部削除)

Crystal, David. The Cambridge Encyclopedia of Language, 1st ed. 1987.  
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設 問：

1. 下線部(1) phenomenon の複数形を書きなさい。
2. 下線部(2) a widely held belief はどのような belief か、日本語で述べなさい。
3. 下線部(3) markedly とほぼ同じ意味で使われている語を、次の a ~ d の中から一つ選び、その記号を書きなさい。
 

a. noticeably	b. certainly	c. immediately	d. rapidly
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4. 下線部(4) *quarters* の例を日本語で二つ挙げなさい。
5. 下線部(5) *it's me* という語法がなぜ問題にされたと考えられるかを、日本語で説明しなさい。
6. 下線部(6)を日本語にしなさい。
7. 下線部(7)を日本語にしなさい。
8. 下線部(8)の理由を日本語で簡潔に書きなさい。
9. 下線部(9)の *the one* と *the other* はそれぞれ何を指しているか、日本語で書きなさい。
10. 下線部(10) *Such policies* はどのようなことを指しているか、日本語で答えなさい。
11. 下線部(11) *this view* とはどのような考え方か、日本語で説明しなさい。
12. 下線部(12)を日本語にしなさい。
13. 下線部(13)の(ア)と(イ)に当てはまる適切な語の組み合わせを、次の a ~ d の中から一つ選び、その記号を書きなさい。
  - a. (ア) *the word*      (イ) *the voice*
  - b. (ア) *the vowel*    (イ) *the consonant*
  - c. (ア) *the tense*     (イ) *the mood*
  - d. (ア) *the verb*      (イ) *the object*
14. 下線部(14)で、言語はどのような意味で *tide* に例えられているか、日本語で説明しなさい。

- 2 次の〔1〕から〔3〕の日本語を英文にしなさい。なお、〔1〕の英文は解答用紙(英語) 2 Aに、〔2〕の英文は解答用紙(英語) 2 Bに、〔3〕の英文は解答用紙(英語) 2 Cに記入しなさい。

〔1〕 私たちにこれから最も要求されるのは、自分自身の判断力と考える力だと思ふ。

原理とか、原則とかに盲目的に固執しては、多様性と、変動に対処していけないのである。変動と多様化に対処するための教科書は存在しない。自分自身で素心になり深く考え、その結果、最も賢明な選択をすることだけが、残された唯一の方法だと私は思うのだ。

〔2〕 こういうといかにも多難な時代のようにであるが、実は私は、逆にむしろいい時代だと思っている。変動し、多様化する時代こそは、個人が自己の可能性を発揮しやすい時代だからだ。

十人十色というけれども、人は生まれた時に、すでに一人ひとり異なっている。外面だけではなく、性格、資質といった目に見えない部分も違う。だから、人それぞれ可能性は、当然、多種多様であるべきはずなのである。

〔3〕 ところが、人はともすると、この多様性に目をつむりたがるのだ。なぜか。安心したいからである。あるいは迷いたくないからである。例えば、一流大学に入り一流企業に就職するという、いわゆるエリートコースに身を置けば、迷うこともなく、不安にかられることもない、と人は考える。それゆえ、多様性に対して、人は目をつむりたがるのだ。

(広中平祐著『生きること 学ぶこと』集英社(1984)より抜粋、一部削除)



**3** 問1～問4は、英文を聞いて書き取る問題です。それぞれの英文を聞いて、その文を解答用紙(英語)3の解答欄に書きなさい。英文は、それぞれ2回ずつ読まれます。下の余白にメモをとってもかまいません。

問 1.

問 2.

問 3.

問 4.





**4** 英文を聞いた後、それぞれの質問に最も適切な解答を選び、その記号を解答用紙(英語) 4の解答欄に書きなさい。英文と問1～問8の問題文は、2回読まれます。余白にメモをとってもかまいません。

- 問 1. A. Talking and listening.  
B. Reading and writing.  
C. Listening and reading.  
D. Talking and writing.

- 問 2. A. 4,000 to 5,000 words per hour.  
B. 40,000 to 50,000 words per hour.  
C. 400,000 to 500,000 words per hour.  
D. 4,000,000 to 5,000,000 words per hour.

- 問 3. A. A radio talk has more pauses than normal conversation.  
B. Normal conversation has more pauses than a radio talk.  
C. A radio talk has shorter pauses than normal conversation.  
D. Normal talk has shorter pauses than a radio talk.

- 問 4. A. 14,000 to 15,000 words per hour.  
B. 40,000 to 50,000 words per hour.  
C. 140,000 to 150,000 words per hour.  
D. 400,000 to 500,000 words per hour.

- 問 5. A. Children all over the world.  
B. Similar paths in development.  
C. All languages and basic structure.  
D. Language and abstract thought.

- 問 6. A. Your personality may not change at all.  
B. Your social status may have negative effects.  
C. Your knowledge may expand fast in recent years.  
D. You may realize crucial importance in your life.
- 問 7. A. Biologists.  
B. Computer scientists.  
C. Copywriters.  
D. Psychologists.  
E. Sociologists.  
F. Speech therapists.  
G. Teachers.
- 問 8. A. Differences among all languages.  
B. Range of diversity found among languages.  
C. Commonality between human languages and animal communication.  
D. Method to write down and analyze a written language.  
E. Reasons for language changes.  
F. Influences of social class differences on language.

## 2015 Entrance Examination Listening Test



3

Question 1: *Several excuses are always less convincing than one.*

(Aldous Huxley (1894-1963), novelist)

Question 2: *A society that has more justice is a society that needs less charity.*

(Ralph Nader (1934-), activist, author, speaker, and Attorney)

Question 3: *If you wish to make an apple pie truly from scratch, you must first invent the universe.*

(Carl Sagan (1934-1996), astronomer and writer)

Question 4: *Think like a wise man but communicate in the language of the people.*

(William Butler Yeats (1865-1939), poet, dramatist, essayist, Nobel laureate)

4

Most people spend an immense amount of their life talking, listening, and, in advanced societies, reading and writing. Normal conversation uses 4,000 or 5,000 words an hour. A radio talk, where there are fewer pauses, uses as many as many as 8,000 or 9,000 words per hour. A person reading at a normal speed covers 14,000 or 15,000 words per hour. So someone who chats for an hour, listens to a radio talk for an hour and reads for an hour possibly comes into contact with 25,000 words in that time. Per day, the total could be as high as 100,000.

The use of language is an integral part of being human. Children all over the world start putting words together at approximately the same age, and follow remarkably similar paths in their speech development. All languages are surprisingly similar in their basic structure, whether they are found in South America, Australia or near the North Pole. Language and abstract thought are closely connected, and many people think that these two characteristics above all distinguish human beings from animals.

An inability to use language adequately can affect someone's status in society, and may even alter their personality. Because of its crucial importance in human life, every year an increasing number of psychologists, sociologists, anthropologists, teachers, speech therapists, computer scientists and copywriters (to name but a few professional groups) realize that they need to study language more deeply. So it is not surprising that in recent years one of the fastest-expanding branches of knowledge has been linguistics — the systematic study of language.

Linguistics tries to answer the basic questions 'What is language?' and 'How does language work?'. It probes into various aspects of these problems, such as 'What do all languages have in common?', 'What range of variation is found among languages?', 'How does human language differ from animal communication?', 'How does a child learn to speak?', 'How does one write down and analyze an unwritten language?', 'Why do languages change?', 'To what extent are social class differences reflected in language?' and so on.

(Aitchison, J. 2003. Teach Yourself: Linguistics. Blacklick, OH: McGraw-Hill. p.1)

Aitchison, Jean. Teach Yourself Linguistics. Copyright © 2003 McGraw-Hill Education. Reprinted with permission.

- Question 1: According to the lecture, what do people in non-advanced societies spend little time doing?
- Question 2: According to the lecture, how many words per hour does normal conversation use?
- Question 3: According to the lecture, what is a significant difference between a radio talk and a normal conversation?
- Question 4: According to the lecture, how many words per hour does a person reading at a normal speed cover?
- Question 5: According to the lecture, what do many people think distinguishes human beings from animals?
- Question 6: According to the lecture, if you cannot use language adequately, what may happen?
- Question 7: In the lecture, which of the following professional groups is not mentioned as realizing that language needs to be studied more deeply?
- Question 8: According to the lecture, what various aspects of basic questions does linguistics probe into? Choose three of the following that are mentioned in the passage among others.