

'16

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7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6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。

Learn a foreign language in your sleep! Language learning made easy by hypnosis! Lean back, relax and learn! Diverse methods of relaxation promise fast and (almost) unfailing success in adult foreign language learning, relying, for example, on exposure to Baroque music or on special breathing techniques, designed to activate underused cognitive resources of the brain, especially in the right hemisphere, to synchronize both brain hemispheres, to put conscious and subconscious into communication, and so forth. <sup>(1)</sup> These as well as other advertized methods of language learning attract large numbers of people wishing to acquire a second language, people who may be frustrated by previous language learning experiences in school. <sup>(2)</sup> They seem to believe or are easily convinced that they do have the capacity to acquire other languages, but <sup>(3)</sup> that, somehow, access to this language making capacity is blocked and can be made accessible by removing some mental or psychological obstacles.

After all, toddlers quite obviously have this capacity. <sup>(4)</sup> Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught — as opposed to the teenager or the adult struggling in foreign language classrooms without, it seems, ever being able to reach the same level of proficiency as five-year-olds in their first language. On the other hand, <sup>(5)</sup> blaming it on the teachers or on teaching methods does not seem to be fair, either, since <sup>(6)</sup> learners in a naturalistic setting do not fare much better, frequently even worse, in fact, as is demonstrated by the limited success of many immigrants who have acquired their knowledge of their new linguistic environment in the process of everyday communication, without ever attending classes.

The suspicion thus is that whatever enables the child to acquire the mother tongue might not be lost forever, rather that it could be hidden somewhere among or underneath our other <sup>(7)</sup> cognitive faculties. <sup>(8)</sup> Assuming this

to be true, the obvious question to ask is whether it is possible to reactivate this language making capacity available to the toddler, to access it again in other language acquisition contexts, in foreign language learning in the classroom, in naturalistic second language acquisition, in relearning languages once learned but later forgotten, and so on. Are these and other types of acquisition perhaps only different instantiations of one and the same process of language acquisition, the differences being caused by relatively superficial properties of the varying settings?

These are rather straightforward questions, it seems, and obvious ones to ask, once one begins to wonder why a task which is mastered so successfully by a child between, let us say, the ages of one and five, appears to be mission impossible for most teenagers and adults. And yet, the language sciences in general and language acquisition studies in particular cannot offer satisfactory answers. Not that there are no answers — there are many, but contradictory and frequently even mutually exclusive ones. This is all the more surprising since there is, indeed, consensus that children acquiring a first language develop it ( 11 ), they need not be taught the necessary knowledge and the skills required to use it. Second language learners, on the other hand, apparently do need some guidance, although we do not know exactly how and to what extent these learners benefit from instruction. At any rate, to expect them to attain native or native-like competence after three, five or even eight years in the classroom appears to be an idea too unrealistic to be entertained seriously.

In view of the millions of students who — ever since the introduction of obligatory schooling in many countries in the nineteenth century — have been taught foreign languages through an almost countless variety of different teaching methods, one might have expected to find more definitive answers to the questions of what language teaching can possibly achieve and especially whether the child's language making capacity is, in principle, still accessible to

the second language learner. And if one is inclined to give an affirmative answer to this question, how, then, can the obvious differences between child and adult learners be accounted for? <sup>(13)</sup> If, on the other hand, one is to conclude that a negative answer is closer to the truth, how can the equally obvious similarities be explained? <sup>(14)</sup> After all, in spite of the deplorable imperfections and limitations of second language learners' knowledge and skills, as compared to native learners, they fare infinitely better than chimpanzees and other primates coaxed into using different forms of communication mimicking human language.

(Meisel, J. M. (2011) *First and Second Language Acquisition* より抜粋)  
 Jürgen M. Meisel, *First and Second Language Acquisition*, 2011,  
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〔注〕 hypnosis 催眠状態                      the right hemisphere 脳の右半球  
        fare やって行く                            instantiations 具体例

#### 設 問

1. 下線部(1) These の指す内容を日本語で要約して書きなさい。
2. 下線部(2) They は何を指しているか。本文から抜き出して書きなさい。
3. 下線部(3)はどのような考え方を述べているか。日本語で説明しなさい。
4. 下線部(4)を almost miraculously の内容がわかるように書き換えたとき、以下の空所に入る適切な語句を本文から抜き出して書きなさい。

Infants and very young children develop the ability of speech \_\_\_\_\_

5. 下線部(5) it の指す内容を日本語で書きなさい。

6. 下線部(6) in a naturalistic setting とはどのようなことか。日本語で説明しなさい。

7. 下線部(7) faculties と意味の最も近い語を以下から一つ選び、その語を書きなさい。

anxieties      balances      capabilities      difficulties

8. 下線部(8) this の指す内容を日本語で書きなさい。

9. 下線部(9) these の指す内容を日本語で書きなさい。

10. 下線部(10)の理由を筆者はどのように説明しているか。日本語で答えなさい。

11. 空所(11)に入る最も適切な語を以下から選び、その語を書きなさい。

consciously      diligently      naturally      physically

12. 下線部(12)を日本語にしなさい。

13. 下線部(13)を this question の内容がわかるように日本語にしなさい。

14. 下線部(14)を日本語にしなさい。

15. 本文を通じて、筆者は大人と子どもの言語習得についてどのように考えているか。日本語で答えなさい。

- 2** [1]と[2]の文章を英文にしなさい。[1]の英文は解答用紙(英語)2Aに、  
[2]の英文は解答用紙(英語)2Bに記入しなさい。

[1] ことばは世界への窓である。私たちは日々の生活の中で、特に意識することなく、ことばを通して世界を見たり、ものごとを考えたりしている。あらためて、ことばが私たちの日常にどのような役割を果たしているのか、ことばがない世界とはどのようなものなのか、などと考えることはめったにあるまい。だが、ことばは私たちの世界の見方、認識の仕方と、一体どのようなかわりを持っているのだろうか。

[2] 例えば、私たちは、「水」がどのようなものか知っている。では、「水」ということばを知るようになる以前の小さな子どもは、「水」を大人のように理解していないのだろうか。「緑」という色は、どうだろう。「緑」ということばを知らない子どもは、「緑」という色を大人と同じようには理解していないのだろうか。「左」ということばをまだ知らない子どもは、モノ同士の位置関係を大人と同じようには理解していないのだろうか。

(今井むつみ『ことばと思考』岩波新書(2010)より抜粋)



**3** 英文を聞いて〔1〕と〔2〕の設問に答えなさい。

英文はそれぞれ2回読まれます。必要があればメモを取ってもかまいません。

解答はすべて解答用紙(英語)3に記入しなさい。

〔1〕 ( 1 ) ~ ( 15 ) の空所に入る語を書きなさい。数詞は算用数字で書きなさい。

One billion teenagers and young adults around the world risk ( 1 ) their hearing by listening to loud music. This is according to the World Health Organization. The U.N. agency is ( 2 ) young people to turn down the volume to ( 3 ) irreversible damage to their hearing.

Few things get the ( 4 ) pumping like good music. Many people believe ( 5 ) is ( 6 ) if you are listening to rock and roll. But ( 7 ) really loud music, even really good music, can have a ( 8 ) effect on your hearing.

Dr. Shelley Chadha is a ( 9 ) on hearing damage for the World Health Organization. Dr. Chadha says that the cells we use to hear, called sensory cells, can be ( 10 ) damaged by loud sounds that happen over a long ( 11 ) of time, or are prolonged, and happen ( 12 ), or are habitual.

Studies in middle- and high-income countries show nearly ( 13 ) percent of teenagers and young adults aged 12 to ( 14 ) years listen to unsafe levels of sound. They are listening on their personal audio ( 15 ) as well as at concerts, nightclubs and other entertainment places.

〔2〕 次の問いかけに続く英文をすべて正確に書き取りなさい。数詞は算用数字で書きなさい。

But what is an unsafe level of sound?



3

(1) One billion teenagers and young adults around the world risk losing their hearing by listening to loud music. This is according to the World Health Organization. The U.N. agency is asking young people to turn down the volume to prevent irreversible damage to their hearing.

Few things get the blood pumping like good music. Many people believe louder is better if you are listening to rock and roll. But experiencing really loud music, even really good music, can have a serious effect on your hearing.

Dr. Shelley Chadha is a specialist on hearing damage for the World Health Organization. Dr. Chadha says that the cells we use to hear, called sensory cells, can be permanently damaged by loud sounds that happen over a long period of time, or are prolonged, and happen regularly, or are habitual.

Studies in middle-and high-income countries show nearly 50 percent of teenagers and young adults aged 12 to 35 years listen to unsafe levels of sound. They are listening on their personal audio devices as well as at concerts, nightclubs and other entertainment places.

(2) But what is an unsafe level of sound? The WHO says there can be many kinds of unsafe levels of sound. It depends on how loud the sound is and how long you listen to it. Unsafe can mean noise levels of 85 decibels for 8 hours a day or a 100 decibels for just 15 minutes.

(VOA Learning English 04/21/2015 より抜粋，一部削除)

Matteo, Anna. "One Billion Young People Risk Hearing Loss From Loud Music."

VOA Learning English. 21April 2015. Public domain.