

2017年度

英 語

注 意

1. 監督者の合図があるまでは問題冊子と解答用紙を開かないでください。
2. 別紙の解答用紙は、マーク用解答用紙(1)と記述用解答用紙(2)とに分かれています。指定された解答欄をまちがえないように注意してください。
3. 解答用紙(1)は直接コンピューターにかけますので、折りまげたり、よごしたりしないでください。また、枠で囲まれた部分以外には記入しないでください。
4. 解答用紙(1)にマークするときは必ず黒鉛筆(HB以上)を使って該当する○にはっきりとマークしてください。

マークのしかた (良い例) ●
(悪い例) ⊗ ⊗ ⊗ ⊗

(万年筆、ボールペンなどは使用してはいけません)

5. 解答用紙(1)に誤ってマークした場合には、消しゴムで跡が残らないように丁寧に消し、消しかすをきれいに払ってください。
6. 試験開始後、解答用紙(1)には、氏名、受験番号を記入し、さらにその受験番号をマークしてください。なお、受験番号を記入するときには解答用紙(1)の〔受験番号記入上の注意〕をよく読んで、まちがいのないようにしてください。
解答用紙(2)には、氏名、受験番号を記入してください。
7. 試験問題はこの冊子の1～9ページに記載されています。
問題冊子の余白部分は、メモとして利用して構いません。
各問題はほぼ同じ配点になっています。それを念頭に時間配分してください。
8. 試験終了後、この問題冊子は持ち帰ってください。

- 1 次の文章を読み、設問(a)～(e)にもっとも適切なものを1～4の中から1つ選びなさい。

Any adult who has attempted to learn a foreign language knows how difficult and confusing it can be. So when a three-year-old growing up in a bilingual household inserts Spanish words into his English sentences, most people assume that the child is confusing the two languages.

Research shows that this is not the case. In fact, early childhood is the best possible time to learn a second language. Children who experience two languages from birth typically become native speakers of both, while adults often struggle with second language learning and rarely attain native-like fluency.

But the question remains: is it confusing for babies to learn two languages simultaneously?

Researchers have shown that babies begin to learn language sounds before they are even born. Before the baby is born, a mother's voice is one of the most common sounds a baby hears. When babies are born, they can not only tell the difference between their mother's language and another language, but they can also distinguish between languages.

Language learning depends on the processing of sounds. All the world's languages put together comprise about 800 sounds. Each language uses only about 40 language sounds, or "phonemes," which distinguish one language from another.

At birth, the baby brain has an unusual gift: it can tell the difference between all 800 sounds. This means that at this stage, infants can learn any language they are exposed to. Gradually, babies figure out which sounds they are hearing the most.

Between six and 12 months, infants who grow up in monolingual households become more specialized in the sounds of their native language.

In other words, they become “native language specialists.” And, by their first birthday, monolingual infants begin to lose their ability to hear the differences between foreign language sounds.

What about those babies who hear two languages from birth? Can a baby brain specialize in two languages? If so, how is this process different from specializing in a single language?

Knowing how the baby brain learns either one or two languages is important for understanding the developmental stages in learning to speak. For example, parents of bilingual children often wonder what is and isn't typical or expected, or how their child will differ from those children who are learning only one language.

My research team recently studied the brain processing of language sounds in 11-month-old babies from monolingual (English only) and bilingual (Spanish-English) homes. We came to these conclusions. First, babies from monolingual English households are specialized to process the sounds of English, and not the sounds of Spanish, an unfamiliar language. Second, babies from bilingual Spanish-English households are specialized to process the sounds of both languages, Spanish and English.

In short, our findings show that babies' brains become familiar with whatever language or languages they hear from their parents. A monolingual brain becomes familiar with the sounds of one language, and a bilingual brain becomes tuned to the sounds of two languages. By 11 months of age, the activity in the babies' brain reflects the language or languages that they have been exposed to.

(Adapted from “Why the Baby Brain Can Learn Two Languages at the Same Time,” by Naja Ferjan Ramirez. *Elsevier SciTech Connect*. April 27, 2016. <<http://scitechconnect.elsevier.com/why-baby-brain-can-learn-two-languages-at-same-time/>>)

- (a) When children in a bilingual family use words from two languages, many people think _____.
1. the children are late in learning languages
 2. the children are mixing up the two languages
 3. the children need more intensive language learning
 4. their parents should pay more attention to their language learning
- (b) According to the article, when is the easiest time to learn a second language?
1. After you can talk clearly.
 2. After you master your native language.
 3. In early childhood.
 4. When you reach school age.
- (c) At birth, babies can _____.
1. distinguish between all the sounds of the world's languages
 2. pronounce more than 800 language sounds
 3. tell the difference between English and Spanish
 4. understand what their mother is talking about
- (d) When monolingual babies become one-year old, _____.
1. it gets more difficult for them to distinguish between sounds of foreign languages
 2. it is almost impossible for them to try to learn a foreign language
 3. they can learn a foreign language as easily as adults can
 4. they can learn a foreign language better than bilingual babies

(e) What is the main point of the article?

1. A bilingual environment makes it easier for a child to learn a second language.
2. Both monolingual and bilingual children can learn a second language when they grow up.
3. Monolingual and bilingual environments do not make a large difference in learning a second language.
4. Only an adult can make use of a bilingual environment to learn a second language.

- 2 次の対話文を読み、設問(a)～(e)にもっとも適切なものを1～4の中から1つ選びなさい。

Interview with a new student

Hannah: Hi Mason, can I ask you a few questions for our school newspaper?
I'm writing a story on how first-year students make the transition to college life.

Mason: Sure, Hannah. I have to go to my next class soon, but I have a few minutes.

Hannah: Great. So how have your first few weeks been going?

Mason: So far, my first few weeks have been fantastic. I've been able to meet really cool people in my classes and have heard points of view that I never thought about in high school.

Hannah: What has been the biggest challenge for you so far?

Mason: Mostly just making sure that I keep up with events and activities. Because I live off campus it can be hard to spend time with the other students here.

Hannah: I remember I had the same problem. What has been your favorite part about starting college?

Mason: So far, I really enjoy my biology class. I used to hate science classes with a passion but my new teacher has reintroduced me to the world of biology and has helped me understand it and love it a lot.

Hannah: What do you hope to get out of your time here at college?

Mason: Learning how to work with others in a professional setting. My major is business studies, and I'm excited to work as part of a team and get projects done. I hope to become a better communicator, a better presenter, and be able to connect with people on a personal level in business.

Hannah: Thanks Mason. Good luck with the rest of the semester.

(Adapted from “First-Year Students: How’s Month One of College Going?”
by Hannah Taylor. Minneapolis College of Art and Design. April 23, 2016.

<<http://mcad.edu/features/first-year-students-hows-month-one-college-going>>)

- (a) Why is it difficult for Mason to meet other students?
1. He does not live on campus.
 2. He’s not very good at using social media.
 3. He studies a lot and doesn’t have time for socializing.
 4. It’s hard for him to make friends because he’s shy.
- (b) How has Mason’s attitude changed toward science since attending college?
1. He has a new interest in science.
 2. He likes chemistry much better than biology now.
 3. He loves his teacher, but he doesn’t like the subject.
 4. He used to be passionate about it, but now he loves it even more.
- (c) What kind of a career does Mason hope to have in the future?
1. He doesn’t know what he wants to be in the future.
 2. He wants to be a journalist.
 3. He wants to work for a communications company.
 4. He wants to work in business.

- (d) What can we infer about Hannah and Mason from this conversation?
1. Hannah and Mason have never met before this conversation.
 2. Hannah has been at college longer than Mason.
 3. They are classmates in the biology course.
 4. They are from the same high school.
- (e) What is the main topic of this conversation?
1. It's about adjusting to a new environment.
 2. It's about becoming a better communicator.
 3. It's about learning new points of view.
 4. It's about making new friends.

3 次の文章を読み、日本語200字以内で要約しなさい。

Walking the hallways between classes at Fern Creek High School in Louisville, Kentucky, I have to avoid students whose heads are turned down to stare at little screens. Earbuds and brightly colored headphones are everywhere. And when I look into classrooms, I see students ignoring their peers and teachers and focusing instead on YouTube and social media.

These are issues I deal with as an English teacher at Fern Creek. I have guidelines for cellphone and smartphone use, but it's a constant struggle to keep kids engaged in lessons and off their phones. Even when I know I've created a well-structured and well-paced lesson plan, it seems as if no topic, debate, or activity will ever beat the appeal of the phone.

On the one hand, we know that most students' smartphones are as powerful as computers and have a vast potential for learning. On the other hand, just how smartphones might help students learn remains a troubling question, especially for students who have low achievement levels or learning problems.

To us, it seems that some kids seem to make good use of their phones; for others, the smartphone is almost always a distraction. Even the visible presence of a phone pulls students—and many adults—away from their focus. Some kids can switch attention between the phone as an entertainment device and as a learning tool; others simply ignore the phone's potential for learning.

(Adapted from "Do Smartphones Have a Place in the Classroom?" by Paul Barnwell. *The Atlantic*. April 27, 2016. <<http://www.theatlantic.com/education/archive/2016/04/do-smartphones-have-a-place-in-the-classroom/480231/>>)

4 次のテーマで100～150語程度のエッセーを英語で書きなさい。

What is most important to you when choosing your future job? Give examples and explain them.