平　成　26　年　度

問題冊子

教　　科	科　　目	ページ数
外国語	英語リーディング・ライティング	9

試験開始の合図があるまで，問題冊子を開かないこと。

解答の書き方

1. 解答は，すべて別紙解答用紙の所定欄に，はっきりと記入すること。
2. 解答を訂正する場合は，きれいに消してから記入すること。
3. 解答用紙には，解答と志望学部及び受験番号のほかは，いっさい記入しないこと。

注　意　事　項

1. 試験開始の合図の後，解答用紙に志望学部及び受験番号を必ず書くこと。
2. 用事・質問等があるときは，だまって手をあげて，監督者の指示を受けること。
3. 試験終了時には，解答用紙の１ページ目を表にし，机上の右側に置くこと。
4. 試験終了後，問題冊子は持ち帰ること。

〔Ⅰ〕 次の英文を読んで，後の問いに**日本語で**答えなさい。

It can be hard to know what newborns want. They can't talk, walk, or even point at what they're thinking about. Yet babies begin to develop language skills long before they begin speaking, according to recent research. And, compared to adults, they develop these skills quickly. People have a tough time learning new languages as they grow older, but infants have the ability to learn any language, even fake ones, easily.

For a long time scientists have struggled to explain how such young children can learn the complicated grammatical rules and sounds required to communicate in words. Now, researchers are getting a better idea of what's happening in the brains of society's tiniest language learners. The insights might eventually help kids with learning disabilities as well as adults who want to learn new languages. The work might even help scientists who are trying to design computers that can communicate like people do. "The brain of the baby is a new frontier," says Patricia Kuhl, co-director of the University of Washington's Institute for Learning and Brain Sciences.

For decades scientists have debated how the brains of young children figure out how to communicate using language. With help from new technologies and research strategies, scientists are now finding that babies begin life with the ability to learn any language. By interacting with other people and using their superb listening and watching skills, they quickly master the specific languages they hear most often.

"The [baby] brain is really flexible," says Rebecca Gomez, an experimental psychologist at the University of Arizona, Tucson. Babies "can't say much, but they're learning a lot." Kuhl's research, for example, suggests that the progression from babbles like "gaga" to actual words like "good morning" begins with the ability to tell the difference between simple sounds, such as "ga," "ba," and "da." Such studies show that, up to about six months of age,

babies can recognize all the sounds that make up all the languages in the world. "Their ability to do that shows that [babies] are prepared to learn any language," Kuhl says. "That's why we call them 'citizens of the world.'"

About 6, 000 sounds make up the languages spoken around the globe, but not every language uses every sound. For example, while the Swedish language distinguishes among 16 vowel sounds, English uses only eight vowel sounds, and Japanese uses just five. Adults can hear only the sounds used in the languages they speak fluently. To a native Japanese speaker, for instance, the letters "R" and "L" sound identical. So, unlike someone whose native language is English, a Japanese speaker cannot tell "row" from "low" or "rake" from "lake."

Starting at around six months old, Kuhl says, a baby's brain focuses on the most common sounds it hears. Then, children begin responding only to the sounds of the language they hear the most. In a similar way, Gomez has found, slightly older babies start recognizing the patterns that make up the rules of their native language. In English, for example, kids who are about 18 months old start to figure out that words ending in "-ing" or "-ed" are usually verbs, and that verbs are action words.

Scientists are particularly interested in the brains of people who speak more than one language fluently because that skill is hard to acquire after about age seven. In one of Kuhl's studies, for example, native Mandarin Chinese speakers spoke Chinese to nine-month-old American babies for twelve sessions over four weeks. Each session lasted about 25 minutes. At the end of the study, the American babies responded to Mandarin sounds just as well as did Chinese babies who had been hearing the language their entire lives. (English-speaking teenagers and adults would not perform nearly as well.)

If a child regularly hears two languages, her brain forms a different pathway for each language. However, once the brain solidifies those electrical language pathways by around age seven, it gets harder to form new ones. By

then, a baby's brain has disposed of, or pruned, all the unnecessary connections that the infant was born with. So, if you don't start studying Spanish or Russian until middle school, you must struggle against years of brain development, and progress can be frustrating. A twelve-year-old's brain has to work much harder to forge language connections than an infant's brain does. "We ought to be learning new languages between ages zero and seven, when the brain does it naturally," Kuhl says.

For teenagers and adults who want to learn new languages, baby studies may offer some useful tips. For one thing, researchers have found that it is far better for a language learner to talk with people who speak the language than to rely on educational CDs and DVDs with recorded conversations. When infants watched someone speaking a foreign language on TV, Kuhl found, they had a completely different experience than they did if they watched the same speaker in real life. With real speakers, the babies' brains lit up with electrical activity when they heard the sounds they had learned. "The babies were looking at the TV, and they seemed mesmerized," Kuhl says. Learning, however, did not happen. "There was nothing going on in their brains," she says. "Absolutely nothing."

[出典：Lee, L., & Gundersen, E. (Eds.) (2011). *Select Readings*. 2nd ed. New York: Oxford University Press, pp. 33-35.]

Notes:

fake: not real

insights: discoveries

superb: very good, excellent

solidify: to make something solid

prune: to cut

forge: to create something

mesmerized: very interested in something

Questions:

1) How are infants different from adults when it comes to learning languages?

2) Give three examples of people who would probably benefit from the insights into what is happening in babies' brains.

3) According to scientists, how do babies quickly master languages?

4) According to Patricia Kuhl, what ability in babies is essential for them to learn new words?

5) Kuhl says that babies are "citizens of the world." What does she mean?

6) Translate the underlined sentence into Japanese.

7) What do 18-month-old English-speaking babies begin to figure out about English?

8) What was the result of Kuhl's study involving Chinese people speaking to American babies?

9) Why does Kuhl say, "We ought to be learning new languages between ages zero and seven, when the brain does it naturally"?

10) Why does it seem that listening to real people is better for language learning than listening to CDs and DVDs?

〔Ⅱ〕 次の英文を読んで，後の設問に**日本語で**答えなさい。

The term *Luddite* is used to refer to a person who is opposed to new technology. The word derives from the name Ned Ludd, a man who may or may not have actually existed. The original Luddites were textile workers in early nineteenth-century England who protested changes brought on by the industrial revolution. These weavers made lace and stockings by hand, carrying out their craft independently in their homes according to traditional methods. In the 1800s, automated power looms and stocking frames were introduced, radically changing the traditional work system. Weavers' work was moved from individual homes to factories; individuals could not afford to buy the new machines for themselves. The new machines were not difficult to run. They could be operated by unskilled workers and turned out an inferior product, but they produced large quantities cheaply, which was the aim of the new factory owners. The makers of finely crafted, handmade textiles could not compete with the new machines. Instead of continuing their tradition as skilled, independent workers, they would have to go to work in factories for low wages.

The industrial revolution was happening everywhere. In the textile-producing towns of England, workers focused on the new weaving machines as the source of their troubles. The height of Luddite activity occurred in the years 1811-1812. Groups of men, often in disguise, would arrive at a factory and make demands for higher wages and better working conditions. If these demands were not met, the group retaliated by smashing the factory machines. These groups often claimed that they were working under the command of General Ned Ludd, and thus came to be called Luddites.

Who was Ned Ludd? Rumors about this mysterious person abounded. He came to be associated with that traditional champion of the poor, Robin Hood. The original Luddite activity was centered around Nottingham, and many said

that Ned Ludd hid out in nearby Sherwood Forest, just as the legendary Robin Hood had. According to another tradition, (ア) Ned Ludd was a weaver who had accidentally broken two stocking frames, and from that, came to be the one blamed any time an expensive piece of weaving equipment was damaged. Whoever Ned Ludd may or may not have been, riots protesting the new factories were carried out in his name throughout England's textile-producing region.

Workers' families suffered as wages fell and food prices rose. There were food riots in several towns, and Luddite activity spread. In the winter of 1812, the Frame-Breaking Act (イ) was passed, making the destruction of factory equipment a crime punishable by death. The government sent thousands of troops into areas affected by the riots. In the spring of that year, several factory owners were killed during Luddite riots, and a number of textile workers died as well. Following one of the largest incidents, when rioters set fire to a mill in Westhoughton, four rioters, including a young boy, were executed. In another incident that spring, a group of over a thousand workers attacked a mill in Lancashire with sticks and rocks. When they were beaten back by armed guards protecting the mill, they moved to the mill owner's house and burned it down. The wave of violence resulted in a crackdown by the government. Suspected Luddites were arrested and imprisoned, and many of them were hanged.

By the summer of 1812, Luddite activity had begun to die down, although there continued to be sporadic incidents over the next several years. In 1816, a bad harvest and economic downturn led to a small revival of rioting. In June of that year, workers attacked two mills, smashing equipment and causing thousands of dollars worth of damage. Government troops were brought in to stop the violence. In the end, six of the rioters were executed for their participation. However, rioting never again reached the levels it had in 1811 and 1812.

The Luddites were short-lived, but they left an impressive mark. They were responsible for destroying close to one thousand weaving machines during the height of their activity in 1811-1812, as well as burning down several factories. Beyond the physical damage(ウ), however, they left their mark in people's minds. The famed English novelist Charlotte Brontë set her novel *Shirley* in Yorkshire at the time of the riots. This novel is still widely read today. In our present time of rapid technological change, people who are concerned about the pace of technological advance often call themselves Neo-Luddites. Although the responses to it may differ, concern about the changes brought on by technology continues(エ).

[出典：Lougheed, L. (2010). *Barron's IELTS Practice Exams.* Hauppauge, NY: Barron's Educational Series, Inc., pp. 17-18.]

Notes:

retaliate: to strike back

crackdown: severe actions taken against something

sporadic: happening only occasionally

〔設問〕

1) ラッダイト(Luddite)とは元来，どのような人々でしたか。

2) 1800年代に工場主が自動織機や自動靴下編み機を購入した目的は何でしたか。

3) 旧来の家内生産に従事してきた人たちは，新たな流れにどう対応しましたか。また，なぜそうしたのですか。

4) ラッダイト運動の最盛期に，ラッダイトが要求したものを挙げなさい。

5) ラッダイトは，自分たちの要求が拒否されるとどのような行為に訴えましたか。

6) 下線部(ア)について，その内容を具体的に説明しなさい。

7) 下線部(イ)について，その内容を具体的に説明しなさい。

8) Westhoughton でどのような事件が起こり，どのような結果に至りましたか。

9) 下線部(ウ)について，その内容を具体的に説明しなさい。

10) 下線部(エ)を文中の it の示す内容を明らかにした上で，和訳しなさい。

〔Ⅲ〕 次の英文の指示に従って，自分の考えを 12 行程度の**英文で**まとめなさい。

Which do you think people can learn more from: success or failure? Explain, giving an example from your life experience.