

平成26年度入学試験問題

英 語

注 意

- 1 問題冊子は1冊（8ページ）、解答用紙は4枚です。
- 2 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等により解答できない場合は、手を高く挙げて監督者に知らせなさい。
- 3 すべての解答用紙に、それぞれ2箇所受験番号を記入しなさい。
- 4 解答は、すべて解答用紙の指定されたところに書きなさい。
- 5 試験終了後、問題冊子は必ず持ち帰りなさい。

問 1 次の英文を読んで、下の設問に答えなさい。

Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more skilled than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital boxes — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the box marked with the blue square and red squares in the box marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a box marked with a conflicting color. The bilinguals were

quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the struggle between two simultaneously active language systems improve these aspects of cognition? The key difference between bilinguals and monolinguals may be a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.”

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist

Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the start of dementia and other symptoms of Alzheimer’s disease: the higher the degree of bilingualism, the later the starting age.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

cognitive 認知的な

dementia 認知症

executive 実行[遂行]の

cue 合図

anticipatory 予期しての

neuropsychologist 神経心理学者

(1) Bialystok と Martin-Rhee による研究に参加した子どもに課された作業課題は何か、日本語で説明しなさい。

(2) Kovacs による研究に参加した子どもに対してなされた実験の内容は何か、日本語で説明しなさい。

(3) この文章の内容を、句読点を含んで150字程度の日本語で要約しなさい。

問 2 次のブログ A および B を読んで、下の設問に答えなさい。

ブログ A

This story will warm you better than a coffee on a cold winter day

We entered a little coffeehouse with a friend of mine and gave our order. While we were approaching our table, two people came in and went to the counter. "Five coffees, please. Two of them for us and three suspended."

They paid for their order, took the two and left.

I asked my friend: "What are those 'suspended coffees'?"

"Wait for it and you will see," he answered.

Some more people entered. The next order was for seven coffees and it was made by three lawyers — three for them and four "suspended." While I still wondered what's the deal with those "suspended" coffees, I enjoyed the summer weather and the beautiful view towards the square in front of the café. Suddenly a man dressed in shabby clothes who looked like a beggar came in through the door and kindly asked "Do you have a suspended coffee?"

He got a coffee for free — no charge — he sat down and took a sip and a smile ran through his face.

It's simple — people pay in advance for a coffee meant for someone who cannot afford a warm beverage. The tradition with the suspended coffees started in Naples, but it has spread all over the world and in some places you can order not only a suspended coffee, but also a sandwich or a whole meal.

The Suspended Coffee Movement: Response by Melody on feeding America

Suddenly, the idea of a "suspended coffee" is a huge viral hit on various social networking sites. The gist of it is that a customer orders more coffees than he or she intends to actually consume. The extras are considered "suspended." The barista can gift the suspended coffees to a customer in need.

Should Starbucks get involved with the suspended coffee movement? My answer is "no."

Trust me, the topic of feeding America's poor and hungry is one that I take great interest in. I'm going to give you my analysis and commentary as best I can. Feel free to disagree.

Problems with the idea of a "suspended coffee":

1) In real life, people don't follow neat scripts. All the examples on the internet have quaint stories of a more prosperous person buying the "suspended" meal, and a poorer person asking for it. I have to wonder if the people creating these nice stories have ever met any inner-city poor who are truly very hungry and sleeping on the streets. First off, they don't follow scripts. They don't know the right thing to ask for in nice language. And I hate to admit it, but some of the very hungry who are absolutely deserving a suspended beverage are also the ones who appear at a Starbucks intoxicated and going from person to person begging for money. I have had it happen to me in downtown Seattle. I know this is not the nice clean picture that we like to imagine. But it could be reality.

2) Baristas have plenty to do. Asking them to be the tally-keepers of suspended coffees might not work. I recognize that the examples I give will make some bristle. But in all honesty, I can see the possibility that a store will have a number of suspended coffees, and no one is entering to take advantage of them. I can completely see the possibility that some baristas will use those suspended beverages for their favorite regulars, their friends, or whoever they want. Yes I know, this too doesn't fit the perfect script. But it could be reality. And Starbucks boasts 70 million customers each week passing through their doors. This could be a nightmare to keep track of.

3) The very poor and hungry need more than a free latte. If you're truly very poor, you need a square meal. You need a meal program. You need a food bank. You may need a shelter. You probably need bus fare to get to a shelter or meal program. In some ways, and again this will sound harsh, this idea of the suspended coffee makes a more affluent person feel good for doing very little.

viral ウイルスのように蔓延した

Starbucks コーヒーチェーン店

intoxicated 酒に酔った

barista コーヒー専門店の店員

tally-keepers 数を記録する人

bristle いらだつ

square meal まともな食事

(1) suspended coffees とは何か, 日本語で説明しなさい。

(2) the suspended coffee movement の問題点は何だと論じられているか, 論じられている順に3点, 日本語で述べなさい。

問 3 次の文章を読んで、下線部 (1), (2), (3), (4) を英語にしてください。

(1) 年を重ねると、月日の流れがどんどん速くなる。楽しい時が駆け足なのは常としても、退屈な時間まで大股である。物の本によれば「心の時計」のせいらしい。

子どもには未知の行事や出来事が次々と訪れ、心の時は細かく刻まれる。(2) だから時間がゆっくり進むように感じる。大人になると胸踊るイベントが減り、加齢で代謝も鈍り、心の時計は緩慢になる。つまり実際の時の流れを速く感じる、というわけだ。

新成人はどんな時を刻んできたのだろう。生を受けた 1992 年度は、バブル後の不況が鮮明になる時期。ゆったり流れた「子ども時間」は、世に言う「失われた 20 年」に重なる。その不遇を、彼らは負担増として実感するのかもしれない。

「大人になるということは、歴史と出会うこと。(3) 歴史に出会うとは、社会を見いだすことでもある。」そう説くのは、社会学者の佐藤健二さんだ。過去を感じ直し、現在を位置づけ直し、未来を選び直す。自分がどんな歴史に織り込まれているのかを問う営みだという。

20 歳の救いは、未来を選び直せることである。衆院選で初の一票を投じた人もいよう。夏の参院選では皆が投票できる。(4) 進んで社会と関わり、もの言う大人になっ
てほしい。

失われた歳月を経て、国の借金は 1 千兆円に迫る。あずかり知らない重荷を背負わせるのは忍びないが、新成人は引き換えに、自らの暮らし向きや国の将来を左右する権利を手にする。その使い方一つで、「大人時間」はいくらでも密になる。

問 4 次の英語のジョークを読んで、下の設問に英語で答えなさい。

Teacher: If you had 500 yen and asked your parents for another 500 yen, how much would you have?

Student: 500 yen.

Teacher: I'm afraid you don't know math.

Student: I'm afraid you don't know my parents.

(1) Explain the joke above in about 2 lines.

(2) How do you think parents should handle giving money to their children?
Respond in about 8 lines, providing examples.