

前期日程

令和 6 年度入学試験問題

英 語

教 育 学 部
経 済 学 部
医 学 部
農 学 部

— 解 答 上 の 注 意 事 項 —

1. 問題冊子 1 冊と解答用紙 2 枚（その 1、その 2）がある。
2. 「解答始め」の合図があるまで問題冊子を開いてはならない。
3. 解答は解答用紙の所定の解答欄に記入すること。
4. 解答用紙 2 枚を提出すること。
5. 問題冊子は持ち帰ること。

1 次の英文を読んで、下線部の ‘great’ と ‘large’ の違いについて具体例を含めながら 100 字程度の日本語で説明しなさい。(20点)

A very large number of English words have undergone a peculiar kind of change of meaning which consists in the addition of what has been called an ‘emotional or affective connotation’ to their primary sense. That is to say, a word that originally served as a mere statement of fact comes to be used to express the speaker’s feeling with regard to the fact.

‘Great’ and ‘large’, for instance, mean to the understanding very much the same thing; but the former is an emotional word and the latter is not. If I say, ‘I found a large table in my room’, I am simply stating a fact; but if I say ‘I found a great table in my room’, I am expressing my surprise or annoyance. The emotional sense of the word has come into the language since the time when our villages received their names. To our modern appreciation it seems comical that a small village should be called ‘Great Tew’, because it is larger than the neighbouring ‘Little Tew’. If we had the villages to name for the first time nowadays, we should probably say ‘Greater’ and ‘Lesser’; the comparative of *great* does not share the emotional quality of the positive.

(Adapted from Bradley, H., & Potter, S., *The Making of English*)

2 以下の会話の空所に最も適していると思われる英文を、(a)～(d)から一つ選びなさい。(20点)

(1)

A: Hi. It's me again. I've sent an attachment with all the figures for the last year. That should be all you need.

B: Sorry, I didn't catch that. You're breaking up.

A: I've sent you the figures in an email attachment. Is that Ken?

B: You've lost me. Who is this again?

A: This is Lucy Jones. Is that Ken?

B: No, this is Will Carpenter. _____

A: Oh, I'm sorry.

- (a) I haven't seen you in a while.
- (b) I saw the email yesterday.
- (c) I think you've got the wrong number.
- (d) I've changed my number.

(2)

A: There is something I have to tell you.

B: What's wrong?

A: I'm sorry, but we'll have to cancel the holiday.

B: Why?

A: _____

B: Oh no. That's a pity. I was looking forward to it.

A: I know. I'm really sorry.

- (a) I have a lot of work to do.
- (b) I booked a nice restaurant for us.
- (c) We paid for the holiday last month.
- (d) We can go on a holiday soon.

(3)

A: Have you seen the new exhibition at the museum?

B: No, I haven't had a chance yet. What's it about?

A: It's a collection of abstract expressionist paintings from the 1950s and 60s.

B: _____

(a) Oh, I saw a similar exhibition last year. Who is it curated by?

(b) That's expensive. Is it worth the admission fee?

(c) We studied modern architecture together at university.

(d) The collections were very interesting.

3 次の英文を読んで、問題（1）から（3）に答えなさい。問題（1）、（2）については、適切な答えを、(a)～(d)から一つ選びなさい。（30点）

One of the earliest supporters of the view that children's language is built on their cognitive* development was the Swiss psychologist, Jean Piaget. In the early decades of the 20th century, Piaget observed infants and children in their play and in their interaction with objects and people.

It is easy to see how children's cognitive development would partly determine how they acquire language. For example, the use of certain terms such as 'bigger' or 'more' depends on the children's understanding of the concepts they represent. The developing cognitive understanding is built on the interaction between the child and the things that can be observed or manipulated. For Piaget, language was one of a number of symbol systems that are developed in childhood. Language can be used to represent knowledge that children have acquired through physical interaction with the environment.

Another influential student of child development was the psychologist Lev Vygotsky. He observed interactions among children and also between children and adults in schools in the Soviet Union in the 1920s and 1930s. He concluded that language develops primarily from social interaction. He argued that in a supportive interactive environment, children are able to advance to higher levels of knowledge and performance. Vygotsky referred to a mental space in which children could do more than they would be capable of doing independently as the Zone of Proximal Development (ZPD).

Vygotsky observed the importance of conversations that the children have with adults and with other children and saw in these conversations the origins of both language and thought. The conversations provide the child with scaffolding, that is, a kind of supportive structure that helps them make the most of the knowledge they have and also to acquire new knowledge.

Vygotsky's view differs from Piaget's. Piaget saw language as a symbol system that could be used to express knowledge acquired through interaction with the physical world. For Vygotsky, thought was essentially internalized speech, and speech emerged in social interaction. Vygotsky's views have become increasingly central in research on second language development.

**cognitive: relating to the mental processes of perception, memory, judgment, and reasoning.*

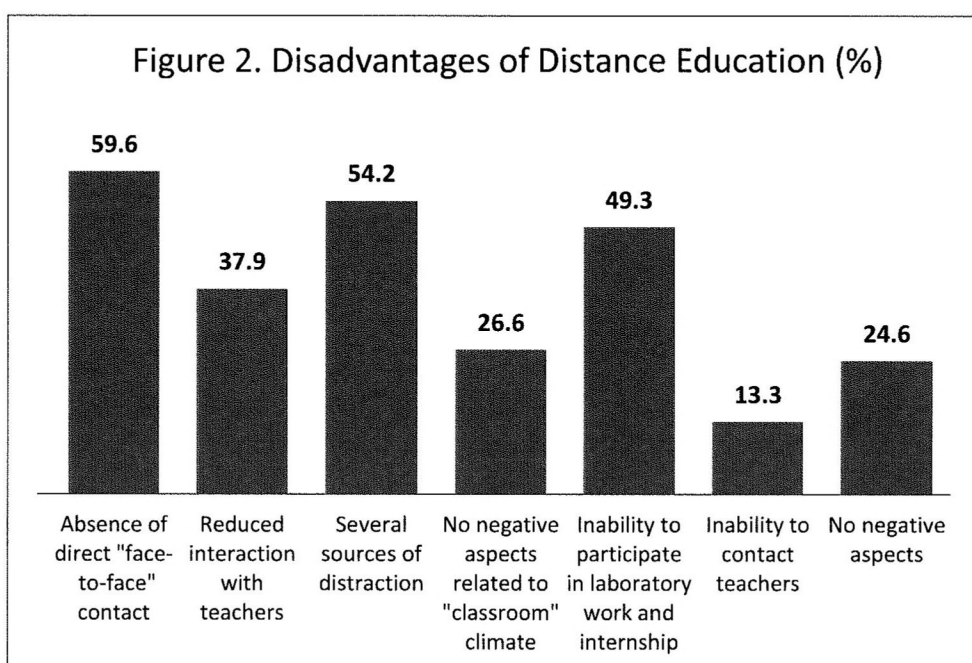
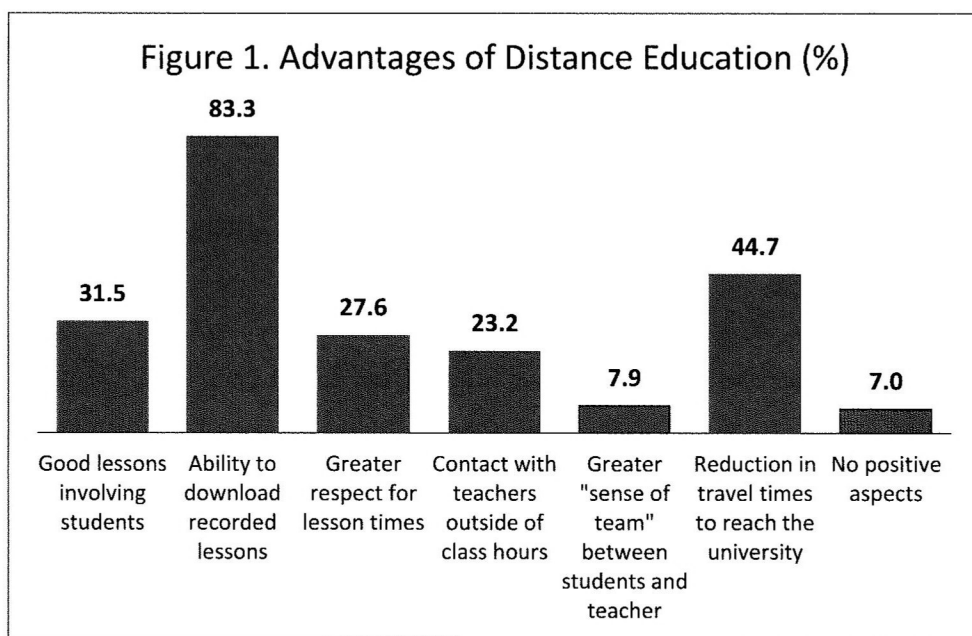
(Adapted from Lightbown, P.M., & Spada, N., *How Languages are Learned*)

- (1) What is the passage mainly about?
- (a) Interaction between children and adults
 - (b) Vygotsky and Piaget, the two psychologists of child development
 - (c) Scaffolding and knowledge acquisition
 - (d) Children's understanding of language and concepts
- (2) According to the passage, what is *NOT* true about scaffolding?
- (a) It is effective for children to develop their skills independently.
 - (b) It may help children reach a level of knowledge and performance that they may not be able to on their own.
 - (c) It can be realized through the conversations that children have with adults and other children.
 - (d) It may help children in acquiring new knowledge as well as accessing current knowledge.
- (3) Which view on child development explains your experience with language better, Piaget's or Vygotsky's? Write your answer including reasons in English. (About 50 words in English)

4 以下の英文と図 1, 2 をもとに、問題 (1)、(2) に答えなさい。(30点)

【Background】 This study aimed to investigate the impact of distance education (DE) on mental health, social cognition, and memory abilities in a sample of university students during the national COVID-19 lockdown in Italy and to identify the predictors of academic performance. Two hundred and three students (76.4% women, average age 24.3) responded to an online survey between July 15 and September 30, 2020, on DE experience. (Adapted and reproduced from Giusti et al., (2021).

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- (1) Summarize the information presented in Figures 1 and 2. (About 70 words in English)

- (2) State your opinion on the following statement (About 80 words in English):
Distance education brings more advantages than disadvantages to learning.

