

令和5年度一般選抜試験問題(前期)

英 語 (問 題)

注 意

- 1) 英語の問題冊子は15ページあり、問題は3問である。白紙・空白の部分は下書きに使用してよい。
- 2) 別に解答用紙2枚があり、解答はすべてこの解答用紙の指定欄に記入すること。指定欄以外への記入はすべて無効である。
- 3) 解答用紙の所定欄に次のとおり受験番号を記入しなさい。氏名を記入してはならない。
 - ・ 一般選抜試験のみを志願する受験者は一般の欄に受験番号を記入する。
 - ・ 併用選抜試験のみを志願する受験者は併用の欄に受験番号を記入する。
 - ・ 一般選抜試験と併用選抜試験の両方を志願する受験者は一般と併用の両方の欄にそれぞれの受験番号を記入する。マークシート解答用紙には指示に従って受験番号を記入しなさい。
なお、記入した受験番号が誤っている場合や無記入の場合は、英語の試験が無効となる。
また、*印の欄には何も記入してはならない。
- 4) 問題冊子は持ち帰ること。
- 5) 解答用紙は持ち出してはならない。
- 6) 試験終了時には、解答用紙を裏返しておくこと。解答用紙の回収後、監督者の指示に従い退出すること。

I

Read the following passage and answer the questions that follow.

Listening to someone speaking with a foreign accent makes human brains work harder which can lead to unintentional discrimination against people communicating in languages other than their own, new research suggests. But exposure to foreign accents can also change the way people speak, and over time, the ensuing accents can become new languages.

While most people will insist they do not treat anyone differently on the basis of how they speak, there is growing evidence that foreign accents are discriminated against. Studies in the past few years have shown someone speaking with a non-native accent can find it harder to get a job, and might be perceived as less educated and as less trustworthy.

With an estimated 257 million people living and working outside the country they were originally from, this accent-related bias is a major problem.

‘It can lead to discrimination in everyday life,’ said Dr Alice Foucart, a psycholinguistics researcher at Ghent University, Belgium, and Universitat Pompeu Fabra in Barcelona, Spain. ‘People make judgements about people with foreign accents in jobs, in criminal cases. They think they are less intelligent and less trustworthy.’

Now research conducted by Dr Foucart as part of a project called SocialAccent has revealed a possible reason for why this discrimination can occur. She looked at how the brain processes information when it is delivered in a foreign accent and found higher levels of activity compared to when it comes from a native speaker.

‘It is more costly at a cognitive level as it requires extra effort to understand the person,’ said Dr Foucart. ‘The increased levels of activity show difficulties in processing lexical and semantic information. This can trigger negative perceptions.’

Dr Foucart, who conducted the research while at Ghent University in

Belgium, studied the brain activity of native Flemish-speaking participants listening to local, Italian, American, German and Czech people speaking Flemish. She also asked each of the participants to rate how intelligent, confident and successful they felt the speakers were and how they felt about the speakers and what they said.

‘There were significant differences between the two,’ Dr Foucart said. ‘Native speakers were considered more successful and intelligent than foreign speakers. But there was no difference in how friendly or nice they thought they were. There are social aspects such as stereotypes that can also trigger bias of a foreign speaker, but we didn’t touch on this in the project.’

In a final experiment, she also had a native Flemish speaker translate what the foreign speaker was saying to compare this with when the foreigner spoke in Flemish themselves. This replicates many international political meetings where delegates will speak themselves or through a translator.

‘We are still analysing the results of this but it could have important implications in the real world,’ she said. If the results show a difference in the way information is processed — say that using a native translator is better than someone speaking in a foreign accent — it could lead to new advice for politicians, businesses and criminal trials involving foreign defendants or witnesses.

‘What I really want is for people to be aware in the first place that they have this negative bias,’ added Dr Foucart. ‘It isn’t necessarily because of the person themselves, but because something is happening cognitively.’

‘One thing we do know is that eventually we get used to an accent and bias can be reduced. Perhaps it would be good for people running job interviews or the jury in a trial to do tasks to get them used to a person’s accent beforehand.’

When it comes to a foreigner moving to a new country, the way they speak will slowly change over time as they absorb elements of the accents they

hear around them, but they too can have an influence on the accent of their new neighbours. This is because every time we talk with someone else we memorise attributes about their speech and this can have a subtle effect on the way we speak. Over time this can also lead to entirely new accents developing.

It is this process that a project called InterAccent is studying.

‘Accent change is the first stage towards the development of a new language,’ said Professor Jonathan Harrington, director of the Institute of Phonetics and Speech Processing at the University of Munich, Germany, who is leading the project. ‘Around 1,000 years ago, for example, English, Dutch and Swedish were actually intelligible dialects and the people who spoke them could understand each other. With the passage of time they evolved into separate languages.’

‘If we can understand and model how spoken accent change actually gets started, then we will have a traceable model of language change and diversity.’

Prof. Harrington and the InterAccent team are attempting to build a computational model of how accents and so languages emerge, using data from real world observations. One of the studies that is helping them build a picture of how this happens involves recording children twice a year over four years at four schools—two in Germany and two in Albania. At one school in each country there are few migrants attending, but at the other, just a few kilometres away, the migrant intake is much higher.

‘Migration is one of the things over a long period of time that will have an effect on accent,’ said Prof. Harrington. ‘And children change their accents much more rapidly than adults do because they have less experience and memory of speech. Each school is a microcosm of children who will spend the next four years together and will make innovations to develop shared accent characteristics.’

Although the study is only in its first year of collecting recordings, Prof. Harrington believes that the children at the different schools will develop

accents that will diverge in different directions.

Another of the groups that the InterAccent team will study will be the international teams of scientists and support staff who spend several months together in the Antarctic when they are isolated during the harsh winter. With a mishmash of people from different parts of the world living in confined, close quarters, it is the perfect place to analyse how individual accents can influence each other and how an entirely new accent can emerge over time.

‘It can tell us a great deal about how the huge variety of accents that we have here in Europe have developed,’ added Prof. Harrington. ‘But it might also give us some clues about how our accents might change in a world where travel and international migration is so common.’

(Adapted from Horizon, the EU Research and Innovation Magazine, January 21, 2019. “Why do people discriminate against speakers with foreign accents?” By Richard Gray)

For [1] through [20], is the statement true or false in accordance with the passage? Mark “a” if it is true and “b” if it is false on your answer sheet.

[1] Hearing your language spoken with a non-native accent for a long time eventually turns you into a fluent speaker of a foreign language that you were not able to speak before.

a. true b. false

[2] Research has found increasing proof that speaking in a non-native accent is a form of discrimination.

a. true b. false

- [3] Recent research has found evidence that applicants who apply for employment in a language that is not their first may be less likely to be hired.
a. true b. false
- [4] Recent research objectively shows that people who speak with a foreign accent tend to be dishonest.
a. true b. false
- [5] A huge number of people who are working abroad are causing serious trouble due to their poor language skills.
a. true b. false
- [6] People who are prejudiced against non-native speakers at work are thought to have low intelligence and cannot be trusted.
a. true b. false
- [7] Dr Foucart presumes that a probable reason why discrimination against speakers with foreign accents can occur is that our brain gets inactive when we listen to foreign accents.
a. true b. false
- [8] Dr Foucart investigated how involved the brains were of Flemish-speaking subjects when they listened to people speaking Flemish, Italian, American, German and Czech.
a. true b. false

- [9] In the survey that Dr Foucart conducted, native Flemish-speaking participants answered that they felt foreigners who spoke Flemish were less friendly and less kind than native Flemish speakers.
a. true b. false
- [10] It is still under study whether it is better for foreigners to speak their own mother tongue and have a native speaker translate what he or she says than to speak the foreign language by themselves.
a. true b. false
- [11] Depending on the results of her research, Dr Foucart may advise foreigners involved in politics, business or criminal court proceedings to speak through an interpreter.
a. true b. false
- [12] Negative perceptions toward foreign accents will never fade away no matter how much time has passed.
a. true b. false
- [13] If you migrate to another country, not only your accent gets affected by your new surroundings but also your new neighbours' accent can get affected by your accent.
a. true b. false
- [14] About 1,000 years ago, speakers of old forms of English, Dutch and Swedish could communicate with each other in their own tongues, which illustrates the high intellect of speakers of these dialects.
a. true b. false

- 15 Prof. Harrington and his project team aim to use recordings of children's speech to create a digital simulation of how languages diverge.
a. true b. false
- 16 Children are more easily affected by the accents they're surrounded by than adults are.
a. true b. false
- 17 Schools are introducing new initiatives such as keeping children together in the same groups over a period of four years to ensure that they develop a common accent.
a. true b. false
- 18 Prof. Harrington's team are planning to study the speech of individuals from different countries working and living together in isolation at a scientific research station in the South Pole area during the winter months.
a. true b. false
- 19 The Antarctic offers the ideal environment for research of accent change because individual accents can be studied without any exposure to other variations.
a. true b. false
- 20 Prof. Harrington suggests that findings from his research may not only shed some light on the mechanism by which current language variations have come about, but may also offer some hints as to how they may further develop in the future.
a. true b. false

II

Read the following passage and answer the questions that follow.

Everyone goes through tough times in life. But many things can help you survive — and even thrive — during stressful periods. There’s no one-size-fits-all approach. Learning healthy ways to cope and how to draw from resources in your community can help you build resilience. ^(A)

“Resilience is the extent to which we can bounce back from adverse events, cope with stress, or succeed in the face of adversity,” says Dr. Cindy Bergeman, a psychology professor at the University of Notre Dame.

You’re not born with resilience. “It’s not something you either have or don’t have,” says Dr. Alexandra Burt, a child development expert at Michigan State University.

“Resilience is a process in which many factors — including family, community, and cultural practices — interact. It boosts wellness and protects you from risks to your well-being. For many people, these risks are compounded by hardship and discrimination,” adds Dr. Lisa Wexler, who studies suicide prevention at the University of Michigan.

Researchers are studying what helps people become more resilient. Creating healthy habits and taking care of yourself can help. And so can family, friends, and your connection to community and culture.

Stress can cause wear and tear on the body and brain. Chronic stress has been linked to an increased risk of many health conditions. These include heart disease, high blood pressure, depression, and anxiety.

Many stressful situations can’t easily be changed by one person. And some — such as parenting or a challenging job — can be things you want to do, even if they’re taxing.

But resilience isn’t just about eliminating stress. It’s also about tapping into your strengths. Researchers call these protective factors. “They can buffer stress or directly promote well-being — and sometimes even do both,” Wexler says. ^(B)

Your strengths include those of your neighborhood and community. Different cultures have developed different ways to help people cope. The ceremonies, teachings, and cultural practices that are meaningful to you can help, Wexler says.

Other protective factors involve nurturing your body. “Being able to manage your stress is key to what underlies resilience. And a healthy body is going to deal with stress much better,” says Bergeman.

Other tools are emotional, like expressing your feelings rather than bottling them up, she explains. Looking at problems from different angles can help, too.

“Can you see a difficulty in a more positive way?” Bergeman asks. “For example, you can look at a stressful situation as a growth opportunity instead of thinking of it as a threat. Ask yourself: What can I learn from this situation?”

Meeting your own needs also makes a difference. “We’re often so busy trying to take care of other people that we don’t do good self-care. I encourage people to do something that they enjoy every single day. Many people feel guilty about that. But it really helps us replenish our emotional reserves, just like a meal fills our physical reserves,” says Bergeman.

In times of stress, self-care can be the opposite of selfishness. Adults who take time for themselves can better help nurture resilience in children, says Burt. “One of the best things any parent can do for their child is to be well and healthy themselves. That makes it a lot easier for you to provide the support your child needs.”

Another part of resilience is about using the resources available to you. More and more, researchers are understanding that resilience doesn’t happen in a vacuum.

“The presence of resilience in a person is related to the supports around them,” Burt says. For example, she and her team found that growing up in a very impoverished neighborhood can change the way a child’s brain develops.

But when adults in the community work together to support and monitor neighborhood children, it helps protect the children's brains despite their circumstances. "A child can be resilient because they have these resilience-promoting people around them," Burt explains. ^③

Supportive adults don't have to be a parent or relative, Burt says, though they often are. Some kids don't have supportive families. "That supportive person can also be a teacher, or someone else who's important to them. Just one person who they really feel has their back," she says.

Wexler is part of the NIH-funded Alaska Native Collaborative Hub for Research on Resilience (ANCHRR). This is a group of researchers working with local community leaders. They are studying which cultural strengths help protect Alaska Native young people **【 X 】** suicide.

Many protective factors for these young adults come **【 Y 】** their community's culture. "Access to cultural resources combined with the ability to use them is what helps lower suicide risk," says Dr. James Allen from the University of Minnesota.

ANCHRR is also looking at how the cultural and spiritual practices that Alaska Native communities harness work to protect youth against the suicide and other risks they face. ^④

The tools that best help you offset stress can differ **【 Z 】** situation to situation, says Bergeman.

"Sometimes you have a stressor where you need to take action and solve the problem. But for other types of stressors, maybe you need emotional support," she says. "A way to think about resilience may be: How do you match what you need with the kinds of tools that you have?"

In a way, practice makes perfect, Bergeman says. Keep tabs on what felt helpful to you during stressful times. Ask yourself: How did you deal with it? Did you choose a healthy strategy? How might other people have helped you deal with it?

“That can [★ be / experience / for / may / more / next / prepare / that / the / you] difficult,” Bergeman says.

(Adapted from NIH Newsletter, April 2022. “Nurture your resilience — bouncing back from difficult times”)

21 *In accordance with the passage, choose the TWO sentences that are NOT correct from the following choices and mark on your answer sheet.*

- a. The amount of resilience you have is not determined at birth but evolves over time.
- b. Resilience involves not only removing stress but also coping with it through a variety of protective factors.
- c. To improve your resilience, it is better not to suppress your emotions but let them out instead.
- d. Resilience can be enhanced by showing unselfish concern for the welfare of others rather than caring for yourself.
- e. After overcoming a stressful event, you can improve your resilience by trying to forget everything about it.

22 *The underlined words or phrases marked Ⓐ, Ⓑ, Ⓒ, Ⓓ and Ⓔ all have a similar meaning except one. Mark the one that does NOT have a similar meaning to the other four on your answer sheet.*

- a. Ⓐ draw from
- b. Ⓑ tapping into
- c. Ⓒ bottling ... up
- d. Ⓓ using
- e. Ⓔ harness

- 23 What does the author mean with the underlined expression marked [F]? Choose the most appropriate meaning from the following choices and mark on your answer sheet.
- a. Resilience は何の知識もない状態では獲得できない
 - b. Resilience は一瞬では獲得できない
 - c. Resilience は理論だけ知っていても獲得できない
 - d. Resilience はたった一人では獲得できない
 - e. Resilience は苦勞なしには獲得できない
- 24 According to the passage, what is the definition of “resilience”? Using the expressions in the passage, write the definition in English within 25 words on your answer sheet.
- 25 What does the underlined pronoun marked ① denote? Find the most suitable word from the same paragraph and write it on your answer sheet.
- 26 What does the underlined pronoun marked ② denote? Find the most suitable phrase from the same paragraph and write it on your answer sheet.
- 27 Find the most suitable two-word phrase to substitute the underlined expression marked ③ from the next paragraph and write it on your answer sheet.
- 28 Fill in the blanks marked [X], [Y] and [Z] with the same English word and write it on your answer sheet.
- 29 Rearrange the words in the brackets marked [★] into the most appropriate order and write those 10 words in that order on your answer sheet.

III Write an essay on the following topic.

30 “The importance of resilience in the lives of medical doctors”

Upon reading the text of II , express your opinion in about 100 words in English on your answer sheet.

