

# 2024年度 英語入試問題

(2024年2月22日実施)

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| 座席番号 |  |  |  |  |  |  |  |  |  |
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【 1 】 以下の英文を読み、各設問に答えなさい。

When Adrian Black met his Italian partner 10 years ago, he was determined to learn her home language. Having successively picked up French a decade earlier when he lived in France, he felt the challenge was attainable\*.

“I was blown away\* by how hard it was to learn French, but I came back speaking it pretty well,” says Black, who is now 50. But getting to grips with\* Italian has been a much tougher process, he explains: “I feel like French is deep down in my head somewhere, but with Italian it will take a lot more effort for me to get to that level. “I’ve noticed that my brain isn’t as good as it was, and I’m pretty sure I don’t retain stuff as well as I used to. It just doesn’t all click\* as easily as it used to.”

It’s often said that (A)you can’t teach an old dog new tricks. Actually this proverb is, for the most part, not true. For much of the history of modern neuroscience\*, the adult brain was believed to be a fixed structure that, once damaged, could not be repaired. But research published since the 1960s has challenged (B)this assumption, showing that it is actually a highly dynamic structure, which changes itself in response to new experiences, and adapts to injuries – a phenomenon referred to as neuroplasticity\*.

Collectively\*, this body of research suggests that one can never be too old to learn something new, but that the older they are, the harder it is for them to do so. This is because neuroplasticity generally decreases as a person gets older, ( 1 ) the brain becomes less able to change itself in response to experiences.

Some aspects of language learning become progressively\* more difficult with age, others may get easier. “Older people have larger vocabularies than younger ones, so ( 2 ) your vocabulary will be as large as a native,” says Albert Costa, a professor of neuroscience who studies bilingualism at the Universitat Pompeu Fabra in Barcelona. Picking up a new language’s vocabulary is much easier for adults than learning the rules that govern\* its grammar or syntax. This is because new words can be easily mapped on to a learner’s pre-existing\* knowledge. But older learners are less likely to have good pronunciation or accent, since the phonemes\*, or sounds, of a language are picked up naturally by children.

Learning a new language may not always be easy for adults, but there is research to suggest that doing so is beneficial for brain health. As we get older, most of us experience an age-related decline in mental functions such as attention and memory, and in some people the acceleration\* of this process leads to the development of Alzheimer’s disease\* or some other form of dementia\*. A number of recent studies suggest that learning a foreign language can slow this inevitable\* age-related cognitive decline or perhaps even delay the onset\* of dementia.

In the largest study of its kind to date\*, researchers at Edinburgh University examined the

medical records of 648 Alzheimer’s patients in the Indian city of Hyderabad. They found that the bilinguals developed dementia later than monolinguals, by an average of four-and-a-half years.

We know that education can also delay the onset of dementia, but the researchers also took that into account. “A large part of the population in Hyderabad is bilingual but illiterate\*, so we compared educated bilinguals with bilinguals who never went to school,” says lead researcher, Thomas Bak. The study found that dementia was delayed by an average of six years in uneducated bilinguals, ( 3 ) four years in educated bilinguals.

“Learning a language later on in life might be more beneficial than learning it earlier, ( 4 ) it takes more effort,” Bak continues. “It has parallels\* with physical exercise – a stroll is good for your health, but not as beneficial as a run.”

Learning – and using – a foreign language seems to improve what psychologists and neuroscientists call executive function\*, which refers to a hypothetical\* set of mental processes (c) ( a us b enable c vary d that e to ) our thoughts and behaviors from one moment to the next, depending on the task at hand.

“Using two languages seems to have consequences not only for executive functions, but also for other processes,” says Costa. “It’s like learning to juggle\*, the idea being that you have to juggle two balls every time you speak. Some of the work is controversial\*, so we need more data to have a definite answer.”

( 5 ) the difficulties, Black regards learning foreign languages as fun, and treats the endeavor\* like a puzzle that has to be solved. “I’m doing it partly to keep my brain active,” he says. “When you have some success and can express yourself, it feels like you’re using different parts of your brain that you weren’t using before.”

Indeed, research shows that bilingual children use the same brain regions for both languages if they are learned during childhood, whereas learning a second language later on in life recruits different regions from those involved in using one’s mother tongue. And learning a foreign language, much like learning to play a musical instrument, does indeed appear to be a good way of exercising one’s brain, and keeping it healthy, throughout life.

#### 【出典】

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<https://www.theguardian.com/education/2014/sep/13/am-i-too-old-to-learn-a-language>

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(原文のイギリス英語綴りをアメリカ英語綴りに変えています。)



問2 次の(1)~(8)について、本文の内容と一致するように下線部に入る最も適切な語(句)を、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

(1) Adrian Black learned Italian ten years \_\_\_\_\_ he learned French. 6

- ① after                      ② earlier                      ③ before                      ④ until

(2) Adrian Black realized that learning Italian was \_\_\_\_\_ learning French. 7

- ① as difficult as                      ② much more difficult than  
③ as easy as                      ④ a lot easier than

(3) No matter how old we are, we are never too old to learn a new language, but our brain's ability to adapt and change \_\_\_\_\_ . 8

- ① disappears before long                      ② is restored in a little while  
③ increases over the course of time                      ④ decreases over time

(4) It has been long argued that perhaps the most crucial influence on the relative difficulty of learning a new language is \_\_\_\_\_ . 9

- ① the physical condition                      ② the learning experience  
③ the age factor                      ④ the education factor

(5) Due to their existing background knowledge, older learners tend to have the ability to \_\_\_\_\_ between their mother language and a new language. 10

- ① learn the grammatical differences                      ② distinguish the speech sounds  
③ make a sharp distinction                      ④ make connections with vocabulary

(6) Studies that include \_\_\_\_\_ have tended to show that young learners are particularly good at achieving closer to native-like competence. 11

- ① the learning of pronunciation                      ② the bilingualism and multilingualism  
③ the learning of syntax                      ④ the learner's pre-existing knowledge



問5 本文の内容に合うように下線部(C)の①～⑤の語を並べ替えるとき、前から2番目と4番目にくるものの最も適切な組み合わせを、下の①～④から一つ選び、番号で答えなさい。 16

(C) ( ① us ② enable ③ vary ④ that ⑤ to )

- ① ②-⑤                      ② ③-④                      ③ ①-⑤                      ④ ③-④

問6 次の英語の質問に対する答えとして最も適切なものを、下の①～④から一つ選び、番号で答えなさい。 17

Question: Which of the following statements is NOT true about language learning as explained in this article?

- ① Some support for the notion of neuroplasticity comes from studies of people with brain damage which can result from injury.
- ② Modern theories of learning rely on something called neuroplasticity and our brains become less flexible with age, which may explain why it seems more difficult to learn as we age.
- ③ Although learning a new language may not always be easy for older adults, research suggests it can help slow down age-related cognitive decline.
- ④ According to the first study reporting a bilingual advantage in those who are illiterate, education is a sufficient explanation for the observed difference.

【2】 次の(1)~(5)の会話文の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

(1) 18

A : I'm going to go to the supermarket this afternoon. Do you want anything?

B : Oh, yes, I'd like some toothpaste.

A : A tube of toothpaste. OK. \_\_\_\_\_

B : No, that's all, thanks.

- ① Can you give me a ride?
- ② Do you need anything else?
- ③ Are you coming with me?
- ④ I'm not sure I like the idea.

(2) 19

A : What's your favorite coffee shop?

B : My favorite one is The Coffee House, a local coffee shop in my neighborhood.

A : How often do you visit that coffee shop?

B : \_\_\_\_\_ The Coffee House is always our first choice.

- ① I usually go there around 5:00 in the evening.
- ② I often order coffee and a piece of cake.
- ③ Every weekend when I hang out with my friends.
- ④ The coffee they serve is excellent.



(3) **20**

A : I give up! I simply can't learn Spanish!

B : Why do you say that? I think you're making a lot of progress.

A : No, I'm not. I try and try and I still can't speak it very well.

B : Learning any language takes a lot of effort. But don't give up. \_\_\_\_\_

A : Good idea. That just might help.

- ① Why don't you study much harder than now?
- ② How long have you been studying Spanish?
- ③ How about studying French instead?
- ④ Why don't we practice those dialogs together?

(4) **21**

A : Excuse me, is this seat taken?

B : No, it isn't.

A : \_\_\_\_\_, so my friend and I can sit together?

B : No, not at all.

A : Thanks a lot.

- ① Do you know where the restroom is
- ② Would you mind moving over one
- ③ Do you mind showing us your seat number
- ④ Would you please give me your seat

(5) **22**

A : You know. Should I take this new job? Or do I stick with my current one?

B : Well, I think it's time for a change. They pay you late and you are unhappy.

A : Do you really think so?

B : I know so. \_\_\_\_\_ Trust me. Take the new job. What do you have to lose?

- ① I've been listening to you complain for over a year now.
- ② I know you've had nothing to complain of.
- ③ When did you apply for the new job?
- ④ You should have told me about it earlier.

【3】 次の(1)~(5)について、与えられた日本文の意味になるように ( ) の語 (句) を並べ替えるとき、2番目と4番目にくるものを、それぞれ下の①~⑤から一つずつ選び、番号で答えなさい。ただし、文頭にくる語 (句) も小文字にしています。

(1) どうしてそんなに一人が嫌なのですか。

2番目：  4番目：

Why is it that ( ① can't ② alone ③ you ④ stand ⑤ being ) ?

(2) その昔ちょうどここには川が流れていました。

2番目：  4番目：

( ① to ② there ③ be ④ used ⑤ a river ) running right here a long time ago.

(3) 10分歩いたら海辺に着きました。

2番目：  4番目：

( ① brought ② walk ③ me ④ ten ⑤ minutes' ) to the shore.

(4) これは逃してはならない絶好の機会だとトムは思いました。

2番目：  4番目：

Tom felt that this was ( ① too ② to ③ good ④ miss ⑤ a chance ).

(5) アジアはヨーロッパのほぼ4倍の大きさです。

2番目：  4番目：

Asia is roughly ( ① the size ② times ③ Europe ④ of ⑤ four ).

【4】 次の(1)~(10)の英文中の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

(1) Thanks to your support, the project will be finished ( ) schedule. **33**

- ① behind                      ② above                      ③ ahead of                      ④ until

(2) There are ( ) about water shortages this summer. **34**

- ① hopes                      ② wishes                      ③ concerns                      ④ expectations

(3) No matter how hard the situation is, we must ( ) reality. **35**

- ① watch                      ② face                      ③ overlook                      ④ neglect

(4) It is important to put yourself in the other person's ( ). **36**

- ① shoes                      ② pants                      ③ chair                      ④ foot

(5) ( ) you didn't tell me I had my sweater on inside out? **37**

- ① Why not                      ② What about                      ③ How come                      ④ For whatever reason

(6) The event was canceled on ( ) of a heavy storm. **38**

- ① account                      ② scale                      ③ accident                      ④ case

(7) As you have a high fever, we cannot rule ( ) the possibility of influenza. **39**

- ① for                      ② over                      ③ on                      ④ out

(8) They're always together; you ( ) see one without the other. **40**

- ① often                      ② separately                      ③ rarely                      ④ jointly

(9) I am not interested in it, but if you (            ), I will do it. 41

- ① insist            ② assume            ③ involve            ④ imagine

(10) The workshop (            ) children with the opportunity to learn more about social media. 42

- ① provides            ② prevents            ③ holds            ④ interrupts

# 英語 (20240222)

# 解答一覽

| 大問 | 解答番号 | 正解 |        |
|----|------|----|--------|
| 1  | 1    | ②  |        |
|    | 2    | ④  |        |
|    | 3    | ①  |        |
|    | 4    | ④  |        |
|    | 5    | ③  |        |
|    | 6    | ①  |        |
|    | 7    | ②  |        |
|    | 8    | ④  |        |
|    | 9    | ③  |        |
|    | 10   | ④  |        |
|    | 11   | ①  |        |
|    | 12   | ②  |        |
|    | 13   | ③  |        |
|    | 14   | ③  |        |
|    | 15   | ①  |        |
|    | 16   | ①  |        |
|    | 17   | ④  |        |
| 2  | 18   | ②  |        |
|    | 19   | ③  |        |
|    | 20   | ④  |        |
|    | 21   | ②  |        |
|    | 22   | ①  |        |
| 3  | 23   | ①  | 完<br>解 |
|    | 24   | ⑤  |        |
|    | 25   | ④  | 完<br>解 |
|    | 26   | ③  |        |
|    | 27   | ⑤  | 完<br>解 |
|    | 28   | ①  |        |
|    | 29   | ③  | 完<br>解 |
|    | 30   | ②  |        |
|    | 31   | ②  | 完<br>解 |
|    | 32   | ④  |        |
| 4  | 33   | ③  |        |
|    | 34   | ③  |        |
|    | 35   | ②  |        |
|    | 36   | ①  |        |
|    | 37   | ③  |        |
|    | 38   | ①  |        |
|    | 39   | ④  |        |
|    | 40   | ③  |        |
|    | 41   | ①  |        |
|    | 42   | ①  |        |