L E ・ E G ・ S W ・ J C

２０２６年度

英　　語

注　　意

１．監督者の合図があるまでは問題冊子と解答用紙を開かないでください。

２．別紙の解答用紙は，マーク用解答用紙(1)と記述用解答用紙(2)とに分かれています。指定された解答欄をまちがえないように注意してください。

３．解答用紙(1)は直接コンピューターにかけますので，折りまげたり，よごしたりしないでください。また，枠で囲まれた部分以外には記入しないでください。

４．解答用紙(1)にマークするときは該当する○にはっきりとマークしてください。

マークのしかた　（良い例）●

（悪い例）⊘ ⊗ ◎ ⓦ

（万年筆，ボールペンなどは使用してはいけません）

５．解答用紙(1)に誤ってマークした場合には，消しゴムで跡が残らないようにていねいに消し，消しかすをきれいに払ってください。

６．試験開始後，解答用紙(1)には，氏名，受験番号を記入し，さらにその受験番号をマークしてください。なお，受験番号を記入するときには解答用紙(1)の〔**受験番号記入上の注意**〕をよく読んで，まちがいのないようにしてください。

解答用紙(2)には，氏名，受験番号を記入してください。

７．試験問題はこの冊子の１～９ページに記載されています。

問題冊子の余白部分は，メモとして利用して構いません。

各問題はほぼ同じ配点になっています。それを念頭に時間配分してください。

８．試験終了後，この問題冊子は持ち帰ってください。

1 次の文章を読み，設問(ａ)～(ｅ)にもっとも適切なものを１～４の中から１つ選びなさい。

Perhaps the most amazing advance in early childhood language is the growth in children's vocabulary. The average three-year-old has a vocabulary of about 1,000 words; by age six, vocabulary has increased to over 2,500 words.

How do they do it? Clearly, children's brains are built for learning language, and early childhood is a sensitive period for language development, when the capacity for learning new words is especially high. Young children add new words to their vocabulary through a process known as *fast mapping*. This means that, as they learn new words, they begin to form a mental map of interconnected sets of word categories. When they hear a word for the first time, they instantly connect it to one of these categories, based on how the word is used in a sentence and how it seems to be related to words they already know, to help understand its meaning.

The kinds of words children fast-map earliest depend partly on the language. Children learning Eastern languages such as Chinese, Japanese, and Korean tend to learn more verbs than nouns at first, because sentences in these languages often emphasize verbs more than nouns. In contrast, children learning English and other Western languages fast-map nouns earlier than verbs, because nouns are more important in these languages. In both Eastern and Western languages, modifiers (such as "large," "narrow," "pretty," and "low") are added more slowly than nouns and verbs.

As young children add new words to their vocabulary, they also continue to learn grammar, which is a language's distinctive system of rules. Some examples of rules include single/plural forms; past, present, and future tense; word order; and use of articles (such as "a" and "the") and prepositions (such as "under" and "by"). Without any formal training, young children grasp the grammatical rules of their language with few errors simply by hearing and

using the language in daily interactions. By age four, it is estimated that children use correct grammar in 90% of their statements.

But how do we know they have really learned the rules of their language? Couldn't they simply be repeating what they hear older children and adults say? In a study investigating this question, Jean Berko had young children respond to questions involving nonsense words such as "wug." Although they had never heard the words — Berko had made them up — the children were able to apply the grammar of English and use those words in various forms. The readiness with which children learn grammar indicates that they possess a natural ability to quickly grasp a language's rules.

In order to use language effectively, children must also learn the social rules for using language in interaction with others. Such rules include knowledge of when to speak, what to say, and how to say it. The rules also include how to interpret statements in which what is meant differs from what is said. These rules represent not only social understanding but also cultural knowledge.

Adapted from: Arnet, J. J., and Jensen L. A. (2018). *Human Development: A Cultural Approach.* (3rd ed.). Pearson.

(a) What is the main topic of this passage?

1. Limits of childhood development.
2. The diversity of language rules.
3. The sensitivity of mental maps.
4. Young children's language learning.

（b） Fast-mapping is when children _____.

1. forget old words instantly to make room for new ones
2. learn new words by repeating them many times
3. link a new word to what they already know
4. practice a list of words as quickly as possible

（c） Which of the following shows the order in which children learning Korean usually acquire words?

1. modifiers, nouns, verbs
2. nouns, modifiers, verbs
3. verbs, modifiers, nouns
4. verbs, nouns, modifiers

（d） Why did Jean Berko use nonsense words in her study with children?

1. To make the study more fun for the children.
2. To see if children could use grammar correctly in new situations.
3. To teach children new words with formal training.
4. To test children's memory of vocabulary words.

（e） According to this passage, which of the following is true?

1. Children first learn social rules, then grammar, and finally vocabulary.
2. Children first need grammar to communicate effectively in early childhood.
3. Language development requires learning words, grammar, and how to use them.
4. Vocabulary growth slows down after age three.

2 次の対話文を読み，設問(ａ)～(ｅ)にもっとも適切なものを１～４の中から１つ選びなさい。

A conversation among two friends after class.

Karen: Some friends and I are going hiking in the mountains this weekend. Do you want to join us?

Jim: I don't think I can. I have to write a research report for my history class. It's due on Monday.

Karen: We're going on Saturday morning and we'll be back in the afternoon. It's only a few hours. You'll still have time.

Jim: I haven't even started yet, so it's probably going to take me all weekend. It's my fault for starting so late. And history is not my favorite subject. There are too many details and too many concepts.

Karen: If you do some work today and the rest on Sunday, having a break will refresh you, clearing your mind and giving you more energy.

Jim: That's probably true, but I write so slowly that it takes me a long time to get anything done. I'm not the best hiker, either.

Karen: That doesn't matter. It's a short hike. How long is the report?

Jim: Five pages.

Karen: I took that class last year and can give you some advice. It's not that hard if you have the basics. Let's meet in the library after class today.

Jim: So nice of you! Talking it over would help a lot. But I don't have good hiking shoes.

Karen: Just regular walking shoes are enough. It's a smooth, easy path. Let's meet in the discussion lounge of the library at four today. The mountain is really gorgeous. You shouldn't miss it.

Jim: If I can get a rough draft done on Friday, maybe I can make it.

（a） What is the first reason why Jim is reluctant to go on the hike?

1. He does not like hiking.
2. He does not trust Karen.
3. He has an assignment.
4. He has to take a weekend class.

（b） What does Karen suggest Jim should do?

1. Do some work before and some after the hike.
2. Get started writing earlier next time.
3. Stop worrying so much and have some fun.
4. Turn in his assignment after Monday.

（c） How does Jim respond to Karen's offer to help with his assignment?

1. He accepts her offer right away.
2. He feels her offer is not helpful.
3. He thinks she does not want to go hiking alone.
4. He wants to do it all himself without help.

（d） What is another reason Jim gives for not wanting to hike?

1. He does not have the right shoes.
2. He has many other classes.
3. History is his favorite class.
4. History is too basic for him.

（e） What will Jim probably do?

1. He will go if he buys better hiking shoes.

2. He will go if he can get some work done beforehand.

3. He will not go hiking even if Karen helps.

4. He will not go until he becomes a better hiker.

3 ブルーベリーの効能について以下の文章はどのように説明しているか，150～180字の日本語でまとめなさい。解答には(1)一般的に信じられていること，(2)新しい研究が行われた理由，(3)カルト氏のチームの研究結果，の3点を必ず含めること。

Blueberries are superstars among supporters of healthy food, who believe that the fruit is not only good for the heart, memory, and digestion, but also for improving night vision. Scientists have taken a closer look at this latter claim and have found reason to doubt that the popular berry helps most healthy people see better in the dark.

Studies conducted decades ago tested the effects of blueberries on night vision in humans. These studies provided the first hints that blueberries might improve night vision, and later experiments seemed to support these early findings. For example, anthocyanins*, found in blueberries and other plants, help regenerate key molecules* in the eye that are involved in perceiving light.

However, reviews of these earlier studies revealed that the experiments were not carefully designed. Wilhelmina Kalt's team set out to conduct the experiments with a more reliable design. They found that a diet rich in blueberry did not improve eyesight in the dark but that it did help subjects recover normal vision after exposure to a bright light. They concluded that the improvement, however, was small and not likely noticeable to most healthy people. The research team also added that anthocyanins might improve visual health among people who have existing eye disorders, though this remains to be demonstrated with well-designed studies.

Adapted from: American Chemical Society. (2014, November 19). Can eating blueberries really help you see better in the dark? *ACS: Chemistry for Life*. Retrieved from https://www.acs.org/pressroom/presspacs/2014/acs-presspac-november-19-2014/

〔注〕 anthocyanins アントシアニン(色素の一種)　　molecule 分子

4 次のテーマで100～150語程度のエッセーを，具体例を挙げながら英語で書きなさい。

Choose a serious social problem, and explain why you think it is serious.