

'19

前期日程

# 英 語

(教育学部)

## 注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 問題冊子は1冊(9頁)、解答用紙は7枚です。落丁、乱丁、印刷不鮮明の箇所等があった場合には申し出てください。
3. 氏名と受験番号は解答用紙の所定の欄に記入してください。
4. 解答は指定の解答用紙に記入してください。
5. 解答用紙は持ち帰ってはいけません。
6. 問題冊子は持ち帰ってください。





1 次の英文を読んで、問1～14に答えなさい。

I lived my entire secondary-school life in Liverpool, and can recall many a playground situation where everyone, teachers and pupils, was speaking Liverpudlian English, but in very different styles. There were forms of address, nicknames, <sup>(1)</sup>wordplay, expletives, and all sorts of everyday words which we would happily use together, though never to the teacher, and vice versa. A new record might be described as *gear* ('fine') to a mate, but if the teacher asked about it, we would say something like *great*. I recall one of the most popular teachers once saying that something was *gear*, and causing a bit of a snigger by <sup>(2)</sup>so doing. But that was why he was popular. <sup>(3)</sup>He spoke our language.

Out of the playground and into the classroom, and Standard English ruled (albeit with a Liverpool accent). British Standard English, of course. And in that slight modification lies yet another story. My secondary-school anecdote has its myriad equivalents in the high schools of the United States, but <sup>(4)</sup>there the move from playground to classroom would be a move from local dialect into American Standard English. In the US classrooms, the teachers would be allowing such expressions as *I've gotten* and *quarter of four*, whereas in the UK the corresponding standard usages would be *I've got* and *quarter to four*. Write something on the board, and the US teacher would allow *color* and *traveling*, whereas the British teacher would insist on *colour* and *travelling*. <sup>(5)</sup>There are several thousand differences of pronunciation, spelling, grammar, vocabulary, idiom, and discourse between British and American English. There seem to be two standards in the world, and presumably each has its individual story.

The British/American distinction is of course well recognized and studied. But <sup>(6)</sup>are these the only two global standards? The more we observe the way the English language is evolving in such parts of the world

as Australia, South Africa, and India, the more we sense that new standards are emerging there, too — varieties which are not identical to British or American English, but which are fulfilling the same role in providing educated people within the community with an agreed set of conventions to facilitate efficient and effective intelligibility. Once upon a time, such international regional variations would have been treated with the same condescension and contempt as were the features of national regional dialects — as inferior, incorrect, and uneducated. Today, when we note that these features are in widespread educated use within those communities, when we see them used throughout the print media, and hear them in the speech of government ministers and chief executives, then we can no longer use such <sup>(7)</sup> labels. If you want to sell your goods to other English-speaking countries, or wish to maintain good diplomatic links with them, it would be as well not to refer to their speech as ‘inferior’.

One of the most important trends within the evolution of English during <sup>(8)</sup> the second half of the twentieth century has indeed been the emergence of new standard usages within the world’s English-speaking communities, as well as of new varieties of nonstandard English within those communities, many of them spoken by ethnic minorities. At the same time, older regional <sup>(9)</sup> varieties which had previously received little attention outside their own country of origin, such as the English of the Caribbean, South Africa, or India, have come into international public prominence, especially through the medium of creative literature. Their stories are important, too, for they are stories of emerging identity — far too important nowadays to be briefly summarized in a single chapter on ‘New Englishes’. They should be a significant presence in any book on the history of English.

There is something about such phrases as ‘new varieties’ and ‘ethnic minorities’ which does not well capture the scale of this dimension of the inquiry. They suggest a few thousand people, or perhaps tens of thousands.

But when we consider the international locations where English is now established, we need to talk in terms of much larger figures — millions, and tens of millions. If only 5 per cent or so of the population of India, for example, speak English, then we are talking about as many people speaking English in that country as speak English in the whole of Britain. (The real figure is certainly much greater.) <sup>(10)</sup> This can come as something of a shock to people who have not thought beyond the ‘Standard British English’ perspective. <sup>(11)</sup> With over 1.5 billion speakers of English around the globe, the English of England is today a tiny minority dialect of ‘World English’, and getting tinier by the decade. Here, too, we ain’t seen nothin’ yet.

<sup>(12)</sup> Identity, of course, is a much bigger notion than geography. The answer to the question ‘Who are you?’ cannot be reduced to ‘Where are you from?’, though that dimension is undeniably critical. There are many other possible answers, such as ‘I am a doctor’, ‘I am a Sikh’, ‘I am a teenager’, or ‘I am a woman’, and each of these identities exercises an influence on the way the speaker uses language — or has used language in the past. <sup>(13)</sup> Sociolinguistics is the subject which investigates the nature of the linguistic variation that relates to identity. And during the past fifty years, sociolinguists have been highly successful in demonstrating the enormous range of variation in speech and writing which exists in modern society. The speech of ethnic minorities, such as African-American English in the USA or Caribbean English in the UK, has been given serious attention for the first time. <sup>(14)</sup> And the linguistic features which differentiate male and female patterns of discourse have also come to be thoroughly explored.

(David Crystal. *The Stories of English*. Penguin Books (2005) より抜粋)

問 1. 下線部(1) wordplay に最も意味が近い語を次の(A)~(D)の中から一つ選び、その記号を書きなさい。

- (A) jokes
- (B) poker
- (C) puzzles
- (D) statements

問 2. 下線部(2) so doing を本文中の表現を使って書き換えなさい。

問 3. 下線部(3) He spoke our language とはどういうことか。日本語で具体的に説明しなさい。

問 4. 下線部(4)について、there の内容を明らかにしながら、大意を日本語で書きなさい。

問 5. 下線部(5)について、(ア)~(エ)に入る具体的な例を、文中から一つずつ抜き出して書きなさい。

	British English	American English
Difference of usage	(ア)	(イ)
Difference of spelling	(ウ)	(エ)

問 6. 下線部(6)について、筆者の考えを英語で簡潔に説明しなさい。

問 7. 下線部(7) such labels が指す語を本文から抜き出しなさい。

問 8. 下線部(8)について日本語で具体的に説明しなさい。

問 9. 下線部(9) older regional varieties をめぐる状況がどのように変わったと筆者は述べているか。日本語で書きなさい。

問10. 下線部(10) This の指す内容を日本語にきなさい。

問11. 下線部(11)を日本語にきなさい。

問12. 下線部(12)について、筆者がこのように述べる理由を日本語で説明きなさい。

問13. 下線部(13) Sociolinguistics とはどのような学問であると述べられているか。日本語で説明きなさい。

問14. 下線部(14)を日本語にきなさい。





- 2** 次の文を読んで、問 1， 2 に答えなさい。問 1 の英文は解答用紙(英語) 2 A に、問 2 の英文は解答用紙(英語) 2 B に記入しなさい。

公的につけ私的につけ、自国においても海外においても、人とのつきあいにおいては意見交換や感情表現を通して関係をやりくりしていく必要があります。そのときは偏見のない態度でのぞむことが大事です(もちろん、言うは易く行うは難し、ですが)。そういった意識的努力がなければ我々はいつも自分自身の観点で物事を判断するようになります。そしてそれが私たちにとって一番自然で慣れ親しんだ毎日のコミュニケーションの仕方です。異文化交流には(他の人間関係と同じく)労力、忍耐、理解、寛容を要するのです。

(T. J. Leonard 著 須藤詩子訳 『〈日英対照〉ALT のためのニッポン生活 Q&A』  
大修館書店(1999)より抜粋)

問 1. 上記の日本語を英文にしなさい。

問 2. あなたが異文化交流で大切だと考えることを 150 語程度の英語で書きなさい。



**3** 英文を聞いた後、問 1, 2 に答えなさい。英文は 2 回読まれます。必要があれば、余白にメモを取っても構いません。

問 1. 英文の内容に関する 1～10 の質問に日本語で答えなさい。

1. Other than English, how many languages does Neil say he can speak?
2. What does Neil say is important for learning to speak another language?
3. Which language does Rob want to master this year?
4. According to a survey by the British Council, what percentage of Britons decided to learn a language in 2018?
5. How many languages does Neil say there are in the world?
6. What does a study of monolingual and bilingual speakers suggest?
7. How many languages has UNESCO identified as being at risk of extinction?
8. In the passage, what is meant by “to master”?
9. In the passage, what is meant by “frequency”?
10. In the passage, what is meant by “inflections”?

問 2. Professor Stuart Webb は外国語学習についてどのようなことを言っているか。できる限り詳しく日本語で書きなさい。







