

後 期 日 程

令和 8 年度入学試験問題

英 語

教 育 学 部
芸 術 地 域 デ ザ イ ン 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。

令和8年度入学試験 問題訂正

○後期日程

○科目名 英語

訂正箇所	4 ページ 問題3 問題文
誤	…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。
正	…問題(1)については、適切な答えを、(a)～(d)から一つ選びなさい。

訂正箇所	6 ページ 問題4 図1 「Figure 1. Temperature increase by 2100 (degrees)」横軸ラベル
誤	<u>US</u>
正	<u>USA</u>

- 1 次の英文を読んで、言語習得についての scholarly attention と folk wisdom の相違点を 100 字程度の日本語でまとめなさい。(20点)

How often does one hear remarks like, “Talks very well for her age, doesn't she?” or “Nearly three and he can hardly put two words together!”? Folk wisdom is widespread when it comes to the role of age in second language acquisition, as is evidenced by observations of the type: “I could never learn German at my age” or “Beginning French at secondary school is no good; you need to get kids started when they're young and fresh”. As far as beliefs about the early appearance of the first language are concerned, these are obviously based on the common historical experience of parenting, dating back to the very beginning of human language. As for the age factor in second language learning, to the casual observer the differences between younger and older second language learners appear perfectly clear:

... young children in suitable environments pick up a second language with little trouble, whereas adults seem to struggle ineffectively with a new language and to impose the sounds of their mother tongue on the new language.

(Macnamara 1973: 63)

Scholarly attention to the part age plays in language acquisition has mainly focused on (a) the idea that there are age ranges within which certain things should happen in normal first language development, and (b) the idea that one's age is a factor in how efficient one is as a language learner, and in particular as a second language learner. Approaches to these assumptions have varied from critical examination to more or less uncritical acceptance.

(Adapted from Singleton, D., *Language Acquisition: The Age Factor*)

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: The company wants to reduce our carbon footprint by going completely paperless.

_____ (i) _____

B: I'm not sure. Sometimes I just feel more comfortable having something in my hand to look at.

A: But you can just look at things on your computer or tablet screen.

B: I know, but I like to make notes on stuff. I guess I just feel more comfortable with paper.

A: You can make handwritten notes on screen now, you know?

B: Really? I didn't know that. I guess I should try to _____ (ii) _____ more. That said, which causes more carbon emissions, cutting down trees for paper to print on or generating electricity to charge our computers?

A: That's a great question. The problem with paper is that it hits twice. It takes away trees that pull CO₂ out of the atmosphere, and the paper production process itself is energy intensive.

B: So going paperless can make a real difference.

A: Absolutely.

(i)

(a) What's your take on that?

(b) How are you feeling?

(c) Where is your assessment?

(d) How's your arrangement for that?

(ii)

(a) keep away

(b) keep out

(c) keep down

(d) keep up

(2)

A: Did you hear about Ken's new business?

B: Yeah, he opened a bakery, right?

A: That's right. It's been open for two months now.

B: Really? How's it going?

A: _____

B: Wow, I should check it out.

(a) It's a huge success. People are lining up every morning.

(b) He's been dragging his feet about starting it.

(c) It's all downhill from here, apparently.

(d) He's keeping it under his hat for now.

(3)

A: I can't believe the bus was delayed again.

B: Yeah, that's the third time this week!

A: If this keeps happening, I'll be late for work every day.

B: Why don't you take the train instead?

A: _____

B: True, but it's more reliable.

(a) That's a double-edged sword—it's faster but costs more.

(b) I'm over the moon about the bus schedule.

(c) It's a piece of cake compared to the train.

(d) I'll cross that bridge when I come to it.

- 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、適当な答えを、(a)～(d)から一つ選びなさい。（30点）

Regulation is defined by current dictionaries as a rule or condition that governs a procedure or behavior, and to regulate means “to bring order, method, or uniformity.” In psychology, self-regulation in turn refers to goal-directed behavior. A more specific type of self-regulation is self-control, which can be understood as the control over a sudden rise in unwanted motivation. Thus, we can be motivated to control ourselves, including how we prevent or promote motivational urges in order to achieve long-term goals.

While self-regulation is typically linked to adaptive outcomes, it may also have negative consequences. Specifically, immediately after individuals exercise self-control, they become exhausted or less able to control themselves in later situations. Some motivations, especially those involving avoidance may weaken self-control because they use up mental resources. Self-control can also have negative effects because it can make people feel disconnected from their true emotions.

One main way to understand how motivation and control are connected is to see that motivation can push people to do things, but these actions sometimes need to be stopped or controlled. For instance, *approach motivation*, which is associated with desire and anger, often drives individuals to behave in ways that are socially unacceptable. *Avoidance motivation*, such as fears of public speaking, heights, spiders, snakes, death, and so on, can also be especially harmful. Many of these motivations are additionally regulated via belief systems, values, societies, and cultures.

However, typically motivations are functional. They guide and direct behavior toward adaptive ends. Individuals who are lacking in motivation may not avoid potential harms and may fail to approach desired outcomes. Motivations are also (i)fundamental to many other psychological processes. Basic learning and memory research conducted with rodents** could not occur if the animals were not rewarded with food or punished with electric shock. In other words, the animals must expect rewards or be threatened with punishments before they will learn simple associations.

Often, motivations themselves serve regulatory functions. That is, one motivation may overwhelm the influence of another motivation to assist us in governing our behavior. For instance, our motivation to yell at our boss when she has prevented us from leaving work on time to go bicycling with friends is often weakened by our motivation to keep our jobs. But even this process can be understood from multiple angles as (ii)one can have conflicts between long-term, important goals and short-term temptations or conflicts between two goals or two ways of achieving those goals. These diverse ways of

symbolizing motivational conflict may influence how individuals respond to failures to meet desired goals.

**rodents: small animals with sharp front teeth used for chewing, such as mice, rats, squirrels, and hamsters.

(Adapted from Harmon-Jones, E. & Forgas, J.P., *Motivation and its Control: Introduction and Overview*)

- (1) What is the passage mainly about? (5 点)
 - (a) The effective method of avoiding motivational conflict
 - (b) The relationship between motivation and self-regulation
 - (c) The influence of motivation on adaptive learning outcomes
 - (d) The diverse ways of researching self-control and motivation

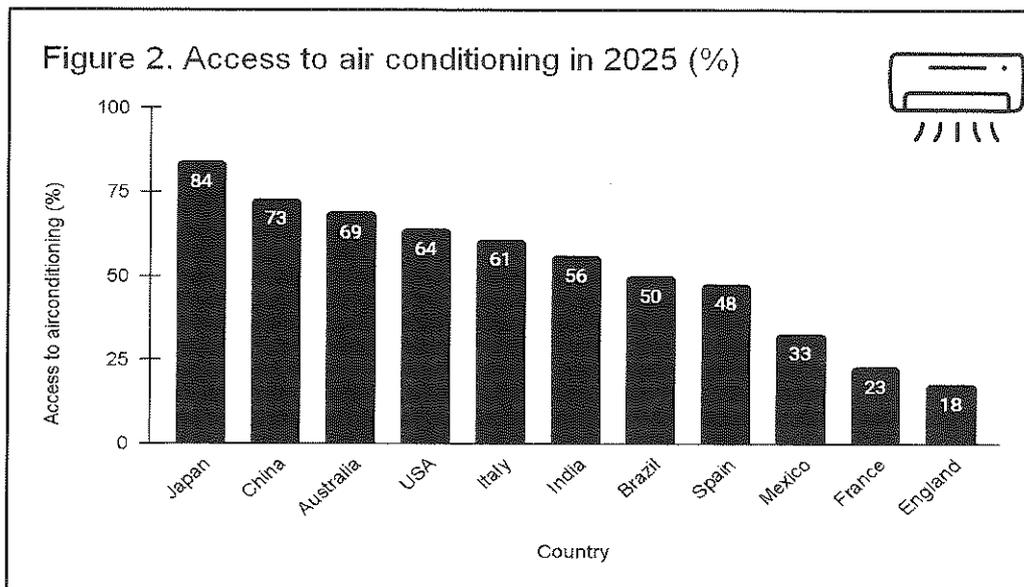
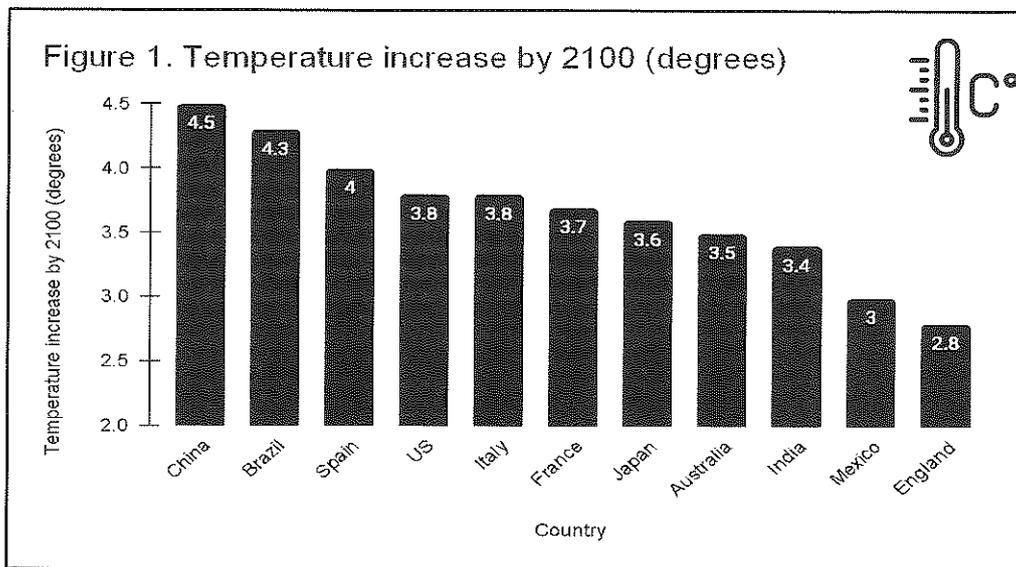
- (2) Find another word with a similar meaning to the underlined word (i) from the passage. (5 点)

- (3) Give an additional example of motivational conflict, as described in the underlined part (ii) and explain how you would respond / have responded to it. Write your answer including reasons and/or relevant experiences in English. (About 60 words) (20 点)

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

The two graphs below show the expected temperature rise in different countries by 2100 (Figure 1), and the percentage of people who have access to air conditioning in 2025 (Figure 2).

(Q) Choose two countries and explain the situation in more detail. Express your opinion on how each country may be affected by rising temperatures using information from the graphs. (About 100 words)



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