STUDY COLLABO
ENGLISH PRIVATE SCHOOL
スタディ・コラボ

2025 年度　後期

高 3 英語総合 SA

〔第 10 講　テストゼミ〕

解答時間　30 分

生徒氏名〔　　　　〕

担当講師〔　　　　〕

次の英文を読み，後の設問(A〜C)に答えなさい。

How do infants learn language?

Consider the newborn. Thrown abruptly into a blaze of bright lights and babble of (イ)<u>novel</u> noises, it faces the immediate job of understanding and controlling its world.

Understanding requires the newborn to interpret the strange noises that apparently occur when those (ロ)<u>giants</u> open their mouths. And controlling means breaking that mysterious sound code that those giants use between themselves and with you.

Crying and fussing may be enough communication for a while, but soon the infant begins babbling by making a sound and rapidly opening and closing the mouth. By 11 to 12 months, the baby is making single words, and a few months later joining them into short phrases. By the age of 3 or so, many babies speak in complete sentences, and can express their needs with words (at least after shrieking fails).

Natural language after all, is so (ハ)<u>sophisticated</u>, yet almost all babies learn it faster and more thoroughly than the best computer around. Full of nuances, loaded with meaning and implication, language is a subtle but (ニ)<u>comprehensive</u> mode of communicating. To most people, it's a genuine mark of being human.

Recent research is putting speculation about how language originates on an experi- mental basis. Psychologist Richard Aslin of the University of Rochester studies the first step: how infants learn to distinguish individual words. As anyone who's heard a foreign language knows, the spaces between words are only obvious once you know the language. We do not "speak—like—this," but rather with a fluid stream of words.

It seems to be a chicken-and-egg problem. You can't learn the language until you know the words. But you can't distinguish the words until you know the language. Working with Jenny Saffran at the University of Wisconsin-Madison, and Elissa Newport at the University of Rochester, Aslin has found one way babies solve this (c)<u>dilemma</u>: by using the pattern of sounds within words to distinguish the ends of words. Babies "pay attention to sounds that stick together within words, compared to the less predictive sounds that change as they (ホ)<u>span</u> a word boundary," Aslin says. And when that pattern breaks, the baby understands that a new word has started.

To illustrate this abstraction, Aslin supplies an example—the phrase "pretty baby." After the first syllable of pretty ("prih") the next syllable s more likely to be something like "tee" than "gond" or "bay." Hearmg the expected "tee" sound means that the word is probably not finished. But when "baby" begins, the unfamiliar pattern ("tee-bay") (ヘ)<u>alerts</u> the infant that a second word has begun.

Like us, you were wondering how he knew this. (ト)<u>Capitalizing on</u> the fact that infants often listen longer to novel sounds rather than boring ones, Aslin measured how long they listened to known and unknown sounds. First he exposed 7- to 8-month-old infants to a nonsense language for two minutes. This musical masterpiece was actually a string of

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nonsense syllables with no pauses indicating word endings. The selection mixed a series of artificial "words" like "pa bee koo," mixed up in a mass of other syllables.

　　After hearing the two-minute sequence, the infant would then hear a series of words. Half were "words" taken from the selection, and half were a mixture of syllables in sequences not heard previously. From the fact that the infants were listening more briefly to the "words," Aslin concluded that the infants could pick out the known words. And since the only way they could have identified the words from the original stream of syllables was by the order of sounds, Aslin asserts that they were identifying words by recognizing those patterns.

設　問
A．次の英文(1〜8)の中から，本文の内容と一致するものを３つ選び，その番号を各段に１つずつ選べ。ただし，その順序は問いません。

1. The one-word utterance stage in language acquisition is preceded by the babbling stage.
2. A newborn baby starts producing two-word utterances by the age of one.
3. It is amazing that many babies produce complete sentences by the time they are 11 or 12 months old.
4. The language acquisition rate for almost all infants is comparable to that of fast and sophisticated modern computers.
5. Spaces between English spoken words help babies to recognize and segment words, before they learn the sound patterns within words.
6. It has been found by a team of three researchers at American universities that babies can distinguish words by listening for pauses between words.
7. Babies are found to be able to tell the beginning of the next word in the stream of words by using sound and syllable combinations within words.
8. 7- to 8-month-old babies are experimentally found to be able to distinguish previously heard nonsense words from new syllable sequences.

Ｂ．本文の下線部(イ〜ト)と意味が最も近いものを，それぞれ後(a〜d)の中から１つ選べ。

(イ)　<u>novel</u>
　　a．continuous　　b．elegant　　　c．familiar　　　d．new

(ロ)　<u>giants</u>
　　a．adults　　　　b．babies　　　c．monsters　　d．peers

(ハ)　<u>sophisticated</u>
　　a．complex　　　b．deceptive　　c．scarce　　　d．sensible

(ニ)　<u>comprehensive</u>
　　a．blunt　　　　b．extensive　　c．precise　　　d．trivial

(ホ)　<u>span</u>
　　a．characterize　b．clash　　　c．continue　　d．cross

(ヘ)　<u>alerts</u>
　　a．assists　　　b．eases　　　c．fakes　　　d．signals

(ト)　<u>Capitalizing on</u>
　　a．Concealing　　b．Revealing　　c．Compensating　　　　　　d．Utilizing

Ｃ．二重下線部(C)<u>dilemma</u> の内容を，70字以内(句読点を含む)の日本語でまとめなさい。

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解答用紙

氏名 〔　　　　　　　　　　　　〕

設問A

設問B

イ)	ロ)	ハ)	ニ)	ホ)	ヘ)	ト)

設問C

								30
								70