中央大　2013年

Ⅷ

次の英文を読んで，あとの問1～問10に答えなさい。

The United States is a multi-lingual nation inhabited by millions of people who speak more than one language. ( ア ) English is the country’s dominant language, it is not the first language of many native-born citizens. And, of course, numerous immigrants continue to use their original language in most social interactions. No federal legislation specifically grants official status to English, but a complex web of customs, institutions and programs has long encouraged almost exclusive reliance upon English in public life. (イ)This was not always the case. From the late-eighteenth through the mid-nineteenth centuries, political leaders and prominent citizens contended that all Americans should be encouraged to learn English but not be prevented from maintaining ( ウ ) other languages they spoke. These leaders understood that different languages express different thoughts and cultural orientations, and thus they believed that linguistic diversity ( エ ) the development and exchange of ideas. In this period, some states promoted languages other than English by publishing laws in additional codes, for example, German in Pennsylvania and French in Louisiana. Furthermore, some laws affecting Native Americans were printed in their own languages in the nineteenth century.

Change in attitudes toward multilingualism came in the latter half of the nineteenth century. Policies promoting or protecting other languages (オ)were repealed. Educators and public (カ)figures stressed the necessity for all to learn “correct,” standard English. Many states made laws requiring sole use of English in schools and imposed fines on teachers who spoke other languages in the classroom. Children were often punished for speaking non-English mother tongues. The U.S. Supreme Court\*, however, decided in 1923 that minority communities have a constitutional right to speak their own languages in private, but not public, schools if they (キ)so wish. Because most people attend public schools, they are ( ク ) to public restrictions on the use of their native language. Standardization of code was increasingly stressed. Textbooks emphasized the co-occurrence of “good talk” with good behavior, a moral character, and an industrious nature. The way of dealing with newly arrived immigrants and their differences was to educate them to use “good American speech” and motivate them to conform in the Americanizing process. (ケ)This trend was strengthened in the twentieth century, especially during World War I and World War II when speakers of some foreign languages were suspected of being enemies.

Despite social pressures and the prominent image of English as the code of U.S. residents, the reality of linguistic diversity continues. According to (コ)statistics collected by the government in the census\* of 2000, 47.0 million people (18 percent of the total population age 5 and over) reported non-English mother tongues. This figure represents a steady increase since 1980 and 1990 when 23.1 million and 31.8 million residents (11 percent and 14 percent of the population) were native speakers of a language other than English. The census reported that some 380 languages were spoken in homes in the United States, including 120 Native American languages.

\*the U.S. Supreme Court アメリカ合衆国最高裁判所

\*census 国勢調査

問1 文中の( ア )に入る最も適切な語を(a)～(d)から1つ選び，その記号をマークしなさい。

(a) Although (b) Since (c) Unless (d) When

問2 下線部(イ)のThisがあらわしている意味として最も適切なものを(a)～(d)から1つ選び，その記号をマークしなさい。

(a) アメリカ政府が英語を公用語と定めていること

(b) アメリカでは英語以外の言語が多く話されていること

(c) アメリカに住む人の多くが英語を母語としないこと

(d) アメリカでは公的な場においてほぼ英語だけが使用されていること

問3 文中の( ウ )に入る最も適切な語を(a)～(d)から1つ選び，その記号をマークしなさい。

(a) how (b) however (c) what (d) whatever

問4 文中の( エ )に入る最も適切な語を(a)～(d)から1つ選び，その記号をマークしなさい。

(a) damaged (b) repaired (c) strengthened (d) weakened

問5 下線部(オ)のwere repealedの意味として最も適切なものを(a)～(d)から1つ選び，その記号をマークしなさい。

(a) 計画された (b) 承認された (c) 廃止された (d) 要求された

問6 下線部(カ)と同じ意味でfigureが使用されているものを(a)～(d)から1つ選び，その記号をマークしなさい。

(a) It would be helpful if we had a true figure for how many children in this country are waiting to enter nursery schools.

(b) Portraits of historical figures who have made important contributions to culture and art should be exhibited in the National Museum.

(c) She waited, standing on the bridge, until his figure vanished against the grey backdrop of the palace.

(d) The book utilizes tables and figures effectively to illustrate the main concepts of each chapter.

問7 下線部(キ)と同じ用法でsoが使用されているものを(a)～(d)から1つ選び，その記号をマークしなさい。

(a) It’s more expensive to travel on Friday, so I’ll leave on Thursday.

(b) Louise can dance beautifully, and so can her sister.

(c) She was so nervous that she couldn’t eat anything before the interview.

(d) She’s going to be the next president. Everybody says so.

問8 文中の( ク )に入る最も適切な語を(a)～(d)から1つ選び，その記号をマークしなさい。

(a) accepted (b) apt (c) belong (d) subject

問9 下線部(ケ)のThis trendがあらわすものとして最も適切なものを(a)～(d)から1つ選び，その記号をマークしなさい。

(a) 英語以上に行儀や道徳を教育する傾向

(b) 英語を母語としない子どもたちに英語を強要する傾向

(c) 英語を母語とする子どもたちに外国語学習を奨励する傾向

(d) 英語を公的な場以外では強要しない傾向

問10 下線部(コ)の調査から分かることとして正しいものを(a)～(d)から1つ選び，その記号をマークしなさい。

(a) アメリカ合衆国にはかつて120の先住民族の言語が存在していた。

(b) アメリカ合衆国住民のうち，4,700万人が英語を話すことができない。

(c) アメリカ合衆国で英語を母語としない人の数が1980年の倍以上に増えている。

(d) アメリカ合衆国では英語を含め，380もの言語が公的な場で使用されている。