

# RIPPLE ENGLISH

## ACTIVE LEARNING PROGRAM

Workbook for:

“The Benefit of Learning Foreign Languages”

問題は解きっぱなしにしないで！

英語資格試験の学習は、**解いた後の復習**をしなければほとんど効果はありません。答え合わせをしておしまいせず、**テキストの音読練習やリスニング、多読学習などのインプット学習**を何度も反復して記憶に定着させましょう。ホームページからダウンロードできる音読練習用のテキストをぜひご活用ください。また、数日置いてから再度解き直すのも効果的です。答えを記憶してしまっているかもしれませんが、回答の根拠をなぞりながら繰り返し解くことで有効な復習になります！

## The Benefit of Learning Foreign Languages

1. In the Book of Genesis, the origin of many languages in the world is explained as follows. Once, people on the land spoke one language, and they started building The Tower of Babel to reach heaven. To stop people from reaching heaven, God **scattered** them around the world and divided them into different language groups so that they could not communicate and collaborate with each other.
  2. This biblical literature implies that language diversity is one that restricts human capabilities. However, it is, in fact, a gift for humanity. A number of studies have shown that learning and speaking different languages provide us with a variety of benefits. People who speak multiple languages tend to be more creative, better at focusing on what matters and ignoring what doesn't, and more objective and flexible in interpreting things. Also, multilingualism delays Alzheimer's and other types of dementia by around 5 years. With the rapid developments of machine translation and generative AI, values of language skills themselves might have declined. However, the real gift from acquiring another language derives from the process of learning it, rather than the end result of getting fluent in it. What are the values of learning languages?
- (1) The word "scatter" in the passage is closest in meaning to
    - A. expel
    - B. disperse
    - C. assemble
    - D. punish
  - (2) According to paragraph 2, what are the values of learning multiple languages?
    - A. They enhance creativity, improve focus, and delay cognitive decline.
    - B. They mainly facilitate communication in multilingual environments.
    - C. They boost cognitive processing speed without impacting memory.
    - D. They offer a deeper understanding of one's own culture.

3. Until recently, speaking multiple languages has been the norm for humanity. It is generally estimated that humankind acquired languages at least around a hundred thousand years ago, while the arrival of agriculture and city states dates back to only about ten thousand and five thousand years ago, respectively. Furthermore, it was only within the last couple of centuries that governments formalized its standardized language and spread it through school education.
4. Before agriculture, all people on earth had lived as hunter-gatherers in a small band. With some exceptions, they spoke more than two languages in their communities. In fact, we can still find people living in a traditional lifestyle in Papua New Guinea, Africa, and South America, and anthropologists report that they speak multiple languages within their communities. For the majority of Homo sapiens, it had been common to learn and speak more than two languages.
5. During the 20th Century, there were some studies suggesting that bilingual children suffered linguistic disadvantages compared to monolingual children. However, most of these views have been debunked as they were based on flawed studies, such as biased sampling of the subjects. Today, the majority of research supports the benefits of multilingualism rather than its disadvantages. Given the fact that monolingualism is a very recent phenomenon in human history, it is no wonder that speaking multiple languages is beneficial for us.

- (3) According to paragraph 3, which of the following is true?
  - A. People in prehistoric ages suffered from learning multiple languages.
  - B. Without modern state governments, we would have spoken multiple languages.
  - C. Speaking only one language is a quite unusual situation for humanity.
  - D. Humanity began learning multiple languages after the implementation of modern school education.
- (4) According to paragraph 4, what was common about language use among early human societies?
  - A. Most early human societies only spoke one language.
  - B. Early human societies typically learned and spoke more than two languages.
  - C. Anthropologists have found that traditional societies did not value multilingualism.
  - D. Only modern societies have adopted the practice of speaking multiple languages.
- (5) According to paragraph 5, what is the current consensus regarding the effects of multilingualism?
  - A. Multilingualism is now seen as having more disadvantages than benefits.
  - B. Monolingual children consistently outperform bilingual children in linguistic tasks.
  - C. The majority of research now supports the benefits of multilingualism.
  - D. Bilingualism is a recent phenomenon and is not well-understood.

6. One of the biggest advantages of speaking more than two languages is increased intellectual performance. There is a complex cognitive ability called "executive function." It controls and maintains your attention, helps switch between different tasks, regulates your emotional impulses, and gets you to focus on relevant parameters while filtering out irrelevant information. If you are reading this paragraph while ignoring the temptation to read trivial celebrity gossip or rejecting the desire to check social media, it is thanks to your executive function. It plays an important role in your success in business, your studies, and your social life.
7. Studies have shown that having multiple linguistic networks in a brain becomes an effective training for our executive function. Since bilinguals are routinely switching between languages or having to ignore irrelevant linguistic information, they are virtually undergoing mental exercise to control their attention 24/7. When you are bilingual, you don't have to solve crossword puzzles or brain training quizzes to stimulate your brain. You simply go about your life using one language or another as circumstances require while your brain constantly engages in this cognitive exercise. Bilinguals have been found to have more gray-matter in frontal regions, the neural basis for executive function. Gray matter is a collection of neuronal cell bodies where the brain processes information. Just as exercise can change our bodies, learning and using another language can change the physical structures of our brain.

- (6) According to paragraph 6, what is a significant benefit of speaking more than two languages?
  - A. It primarily enhances the ability to focus on entertainment and leisure activities.
  - B. It decreases the effectiveness of task-switching and attention maintenance.
  - C. It improves complex cognitive performance.
  - D. It eliminates unimportant things from our life such as trivial gossips and checking social media.
- (7) According to paragraph 7, how does being bilingual affect the brain?
  - A. It decreases gray matter in the frontal regions.
  - B. It leads to constant mental exercise, enhancing executive function and increasing gray matter.
  - C. It overloads the brain, leading to decreased cognitive abilities over time.
  - D. It simplifies cognitive processes, reducing the need for mental exercise.

8. "To have another language is to possess another soul." No other saying has ever **articulated** the significance of learning foreign languages than these words by the first Holy Roman Emperor, Charlemagne. A language is a lens through which we see the world, and getting another lens certainly broadens your perspective.
9. One of the profound realizations from learning a second language will be that vocabulary in one language does not correspond with another at all. For example, an English verb "wear" seems interchangeable with a Japanese verb "kuru." However, they are barely common to each other. We can "wear" almost anything from T-shirts to hats, and even accessories and makeup, while the Japanese word "kuru" can only be used for clothes on the upper half of the body. The essence of vocabulary is not about what a certain word means. Rather, it is about the border between what it includes and what it doesn't, and languages dramatically differ in how they draw these boundaries. What belongs to the same category in one language is divided into different categories in another language. In other words, different languages have different systems to comprehend the world.
10. Languages also determine what we pay attention to. For example, the Australian Aboriginal language Guugu Yimidhirr doesn't have words meaning "right" and "left." Instead, everything is described in cardinal directions: north, south, east and west. When you are facing east, they call your right hand "south hand." If you turn right, your right hand now becomes your "west hand." Put another way, everyday communication in their language provides the most intense training in geographic orientation. The language requires its speaker to be constantly aware of cardinal directions. Similarly, native English speakers always care whether it is singular or plural, while Japanese speakers are mindful of the differences in social standing and age.
11. A language is a lens through which we perceive the world. Whether you have only one lens or multiple lenses makes a tremendous difference since those who have only one lens tend to be unaware of the fact that they are even wearing it.

- (8) The word "articulate" in the passage is closest in meaning to
- A. express
  - B. deny
  - C. hypothesize
  - D. prove
- (9) According to paragraph 9, what is a key insight gained from learning a second language?
- A. Vocabulary between languages has exact one-to-one correspondences.
  - B. All languages use the same systems to categorize and comprehend the world.
  - C. Learning a second language shows how different languages categorize the world differently.
  - D. The meaning of vocabulary is consistent across different languages.
- (10) According to paragraph 10, which of the following is NOT true?
- A. Japanese speakers care a lot about the social status.
  - B. Guugu Yimidhirr doesn't have words meaning right and left.
  - C. Languages influence where we direct our attention.
  - D. The speakers of Guugu Yimidhirr are inherently sensitive to geographic orientation, which is reflected in their language.
- (11) Within the whole passage, the word "lens" is used as a metaphor to express the following, EXCEPT,
- A. bias
  - B. perception
  - C. communication
  - D. understanding

12. Even if you are going to live your entire life in your first language environment, learning another language is immensely beneficial. Learning and speaking languages can stimulate and improve your ability to communicate in your mother tongue as well. When we are immersed in a certain environment, we fail to grasp its essence and characteristics since we have few chances to have an objective view of it. It is difficult to know your first language if you have nothing to compare it to.
13. For example, Japanese people learning English soon have to realize that their mother tongue is a relatively high-context language. The high-context nature allows us to communicate smoothly, maintain relationships, and preserve harmony within the community. However, in business or academic settings, we are usually required to communicate precisely in a low-context mode, leaving no room for unintended interpretations. In a situation where a typical Japanese expression might give rise to multiple interpretations, knowledge of another language helps you notice the possibility of misunderstandings. This allows you to consider how you can modify your expression to avoid misinterpretations.
14. In addition, some common expressions in our mother tongue are difficult to translate into another language. To give a familiar example, English doesn't have a corresponding expression to a common Japanese phrase at the end of every meal, "gochisosama." So they naturally come to think about what exactly is the message. It could be gratitude for the cook, a joyful expression that you had a good time, or even respect for the lives of the ingredients. Depending on the situation, they can choose the suitable English expression, such as "thank you" or "I like it" as a translation of this word.
15. Learning foreign languages tells us a lot about our first language. If you want to be a sophisticated communicator in your mother tongue, it is extremely helpful to understand your language by comparing it with foreign languages. Otherwise, you will not know how to **compensate** for the shortcomings of and make the best use of your language.

- (12) According to paragraph 12, what is the benefit of learning a second language, even if you do not leave your native language environment?
- A. It restricts your ability to understand and use your mother tongue.
  - B. It improves communication skills in your first language by providing a point of comparison.
  - C. It makes it harder to communicate effectively in any language.
  - D. It diminishes the need to learn or use your native language effectively.
- (13) According to paragraph 13, how does learning a second language benefit speakers of high-context languages like Japanese in professional settings?
- A. It prevents them from effectively communicating in any context.
  - B. It enhances their ability to maintain harmony within the community.
  - C. It helps them recognize potential misunderstandings and adjust their communication for clarity.
  - D. It encourages the use of high-context communication in all settings, including business and academia.
- (14) According to paragraph 14, what is a challenge that arises when translating common expressions from one language to another?
- A. It is impossible to find suitable translations for any expression.
  - B. It is easy to find direct one-to-one translations for all expressions.
  - C. Translating expressions requires understanding their multiple underlying meanings and contexts.
  - D. All expressions in any language carry only one simple meaning without variations.
- (15) The word "compensate" in the passage is closest in meaning to
- A. replace it with
  - B. make ends meet
  - C. put it off
  - D. make up for

## Answers

- (1) B
- (2) A
- (3) C
- (4) B
- (5) C
- (6) C
- (7) B
- (8) A
- (9) C
- (10) D
- (11) C
- (12) B
- (13) C
- (14) C
- (15) D

(1) 文中の“scatter”と意味が最も近いのは

A. expel (追い出す、退学させる)

**B. disperse (追い散らす、分散させる)**

C. assemble (集結する)

D. punish (罰する)

(2) 段落2によると、複数の言語を学習することの価値は?

**A. They enhance creativity, improve focus, and delay cognitive decline. (創造性を高め、集中力を高め、認知機能の低下を遅らせます)**

B. They mainly facilitate communication in multilingual environments. (主に多言語環境でのコミュニケーションを促進します)

C. They boost cognitive processing speed without impacting memory. (記憶に影響を与えることなく、認知処理速度を向上させます)

D. They offer a deeper understanding of one's own culture. (自国の文化についてのより深い理解を提供します)

(3) 段落3の内容に合致するのは?

A. People in prehistoric ages suffered from learning multiple languages. (先史時代の人々は複数の言語を学ぶのに苦労していました。)

B. Without modern state governments, we would have spoken multiple languages. (近代的な国家政府がなければ、私たちは複数の言語を話していたでしょう。)

**C. Speaking only one language is a quite unusual situation for humanity. (1つの言語だけを話すことは、人類にとって非常に珍しい状況です。)**

D. Humanity began learning multiple languages after the implementation of modern school education. (人類は近代的な学校教育の実施後に複数の言語を学び始めました。)

(4) 段落4によると、初期の人類社会では言語使用について何が共通していましたか?

A. Most early human societies only spoke one language. (初期の人類社会のほとんどは1つの言語しか話していませんでした)

**B. Early human societies typically learned and spoke more than two languages. (初期の人類社会は通常、2つ以上の言語を学び、話しました)**

C. Anthropologists have found that traditional societies did not value multilingualism. (人類学者は、伝統的な社会が多言語主義を重視していなかったことを発見しました)

D. Only modern societies have adopted the practice of speaking multiple languages. (複数の言語を話す習慣を取り入れているのは現代社会だけです)

(5) 段落5によると、多言語使用の影響に関する現在のコンセンサスは何ですか?

A. Multilingualism is now seen as having more disadvantages than benefits. (多言語使用は現在、利点よりも欠点の方が多いとみなされています)

B. Monolingual children consistently outperform bilingual children in linguistic tasks. (単一言語を話す子供は、言語課題において常に二言語を話す子供よりも優れた成績を取ります)

**C. The majority of research now supports the benefits of multilingualism. (研究の大部分は現在、多言語使用の利点を支持しています)**

D. Bilingualism is a recent phenomenon and is not well-understood. (バイリンガリズムは最近の現象であり、十分に理解されていません)

(6) 段落6によると、2つ以上の言語を話すことの大きな利点は何ですか?

A. It primarily enhances the ability to focus on entertainment and leisure activities. (主に、娯楽やレジャー活動に集中する能力を高めます。)

B. It decreases the effectiveness of task-switching and attention maintenance. (タスクの切り替えや注意力の維持などの有効性が低下します。)

**C. It improves complex cognitive performance. (複雑な認知パフォーマンスを高めてくれます)**

D. It eliminates unimportant things from our life such as trivial gossips and checking social media. (取るに足りないゴシップやSNSのチェックなど、重要でないものを人生から取り払ってくれる)

(7) 段落7によると、バイリンガルであることは脳にどのような影響を与えますか?

A. It decreases gray matter in the frontal regions. (前頭部の灰白質が減少します)

**B. It requires constant mental exercise, enhancing executive function and increasing gray matter. (つねに頭の運動をしている状態になり、実行機能が強化され、灰白質が増加します。)**

C. It overloads the brain, leading to decreased cognitive abilities over time. (脳に過度な負荷がかかり、時間の経過とともに認知能力が低下します。)

D. It simplifies cognitive processes, reducing the need for mental exercise. (認知プロセスが簡素化され、頭の体操の必要性が減ります。)

(8) 文中の“articulate”と意味が最も近いのは

**A. express (説明する)**

B. deny (否定する)

C. hypothesize (仮説を立てる)

D. prove (証明する)

(9) 9段落によると、第二言語の学習から得られる重要な洞察は何ですか？

- A. Vocabulary between languages has exact one-to-one correspondences. (言語間の語彙は正確に1対1で対応しています)
- B. All languages use the same systems to categorize and comprehend the world. (すべての言語は同じシステムを使用して世界を分類し、理解します)
- C. Learning a second language shows how different languages comprehend the world differently.** (第2言語を学ぶと、言語が異なれば世界がどのように理解されるかがわかります)
- D. The meaning of vocabulary is consistent across different languages. (語彙の意味は言語が異なっても一貫しています)

(10) 段落10の内容に合致しないのは？

- A. Japanese speakers care a lot about the social status. (日本語話者は社会的地位をととても気にします)
  - B. Guugu Yimidhurr doesn't have words meaning right and left. (グーグ・イミディルには右と左を意味する言葉がありません)
  - C. Languages influence where we direct our attention. (言語は私たちがどこに注意を向けるかに影響を与えます)
  - D. The speakers of Guugu Yimidhurr are inherently sensitive to geographic orientation, which is reflected in their language.** (グーグ・イミディルの話者は生得的に地理的方向に敏感であり、それが言語に反映されています)
- 因果関係が逆であるため誤り。もともと生得的に敏感なのではなく、言語の影響で敏感になっている。

(11) 文中で、"lens (色眼鏡)" という言葉がメタファーとして表している概念として適さないものは

- A. bias (偏見)
- B. perception (知覚)
- C. communication (意思疎通)**
- D. understanding (理解)

世界を知覚・理解する際に我々の理解に影響を与え歪める色眼鏡という意味でlensが使われているので、Cのみがその趣旨にはずれている。

(12) 段落12によると、たとえ母国語環境を離れなかったとしても、第二言語を学ぶことの利点は何ですか？

- A. It restricts your ability to understand and use your mother tongue. (母語を理解し、使用する能力が制限されます)
- B. It improves communication skills in your first language by providing a point of comparison.** (比較のポイントを提供することで、母国語でのコミュニケーションスキルを向上させます)
- C. It makes it harder to communicate effectively in any language. (どの言語でも効果的にコミュニケーションすることが難しくなります)
- D. It diminishes the need to learn or use your native language effectively. (母国語を効果的に学習したり使用したりする必要性が減ります)

(13) 段落13によると、第2言語の学習は、専門的な場面で日本語のようなハイコンテキスト言語の話者にどのようなメリットをもたらしますか？

- A. It prevents them from effectively communicating in any context. (どのような状況でも効果的にコミュニケーションすることができなくなります)
- B. It enhances their ability to maintain harmony within the community. (コミュニティ内の調和を維持する能力を高めます)
- C. It helps them recognize potential misunderstandings and adjust their communication for clarity.** (潜在的な誤解を認識し、コミュニケーションを明確にするために調整するのに役立ちます)
- D. It encourages the use of high-context communication in all settings, including business and academia. (ビジネスや学術界を含むあらゆる場面でハイコンテキストコミュニケーションの使用を後押しします)

(14) 段落14によると、一般的な表現のある言語から別の言語に翻訳するときに生じる課題は何ですか？

- A. It is impossible to find suitable translations for any expression. (一般的な表現のある言語から別の言語に翻訳するときに生じる課題は何ですか)
- B. It is easy to find direct one-to-one translations for all expressions. (すべての表現について1対1の直接翻訳を見つけるのは簡単です)
- C. Translating expressions requires understanding their multiple underlying meanings and contexts.** (表現を翻訳するには、その根底にある複数の意味とコンテキストを理解する必要があります)
- D. All expressions in any language carry only one simple meaning without variations. (あらゆる言語のすべての表現は、変化のない1つの単純な意味だけを持ちます)

(15) 文中の"compensate"と意味が最も近いのは

- A. replace it with (入れ替える)
- B. make ends meet (やりくりする)
- C. put it off (先延ばしする)
- D. make up for (補う)**