

平成31年度入学試験問題（前期日程）

英 語

（中等教育教員養成課程 英語専攻）

注意事項

1. 解答は、すべて別紙解答紙の所定の箇所に記入すること。
2. すべての解答紙に、必ず受験番号を記入すること。
3. リスニングの放送は試験が始まってから30分以降に行う。

〔1〕 下の英文を読んで後の設問に答えなさい。日本語の設問には日本語で、英語の設問には英語で答えなさい。なお、星印（*）の語句は注を参照しなさい。

(140点)

著作権処理の都合上、掲載していません。

(出典：「Why marine animals can't stop eating plastic. BBC Earth, Blue Planet II.」

<https://ourblueplanet.bbcearth.com/blog/?article=why-do-marine-animals-eat-plastic>)

著作権処理の都合上、掲載していません。

(出典：「Why marine animals can't stop eating plastic. BBC Earth, Blue Planet II.」

<https://ourblueplanet.bbcearth.com/blog/?article=why-do-marine-animals-eat-plastic>)

著作権処理の都合上、掲載していません。

(出典：「Why marine animals can't stop eating plastic. BBC Earth, Blue Planet II.」

<https://ourblueplanet.bbcearth.com/blog/?article=why-do-marine-animals-eat-plastic>)

[Adapted from *BBC Earth, Blue Planet II* by Josh Gabbatiss]

(問1) 著者が下線部①のように感じる理由を本文に即して、60字程度の日本語で述べなさい。

(問2) 下線部②において、“a passive process”とはどのようなことを意味するのか、本文に即してこのことを表す具体例を一つ挙げながら日本語で説明しなさい。

(問3) 第5段落(“Animals have”から“by its smell.”まで)の内容に基づいて、下線部③の“scientists”と“animals”の違いを明らかにしながら、下線部③で述べられていることを分かりやすく日本語で説明しなさい。

(問4) 下線部④について Qamar Schuyler 氏が行った実験の結果とその結果によって得られた確証について、簡潔に日本語でまとめなさい。

(問5) どうして下線部⑤のように前提することができるのか、その根拠となる理由を本文に即して日本語で説明しなさい。

(問6) In the last paragraph, please choose the word(s) closest in meaning from choices (a) to (d) for the underlined word(s). Please write the correct word(s) on the answer sheet for (ア) ~ (ウ) .

(ア) tide

- (a) road
- (b) trend
- (c) ocean
- (d) flood

(イ) disposable

- (a) throwaway
- (b) recyclable
- (c) eatable
- (d) burnable

(ウ) junk food

- (a) necessary food
- (b) nourishing food
- (c) organic food
- (d) unhealthy food

(問7) After reading this passage, please examine the reasons why marine animals can't stop eating plastic. Which reason do you think closely relates to the animals' consumption of plastics? Choose one of the reasons described in the passage and write in English about why you chose the reason. Your answer should be approximately 50 words.

[2] After reading the passage below, please write approximately 150 words in English on what you think about “gender neutral” uniforms. Do you agree or disagree with the decision of the junior high school in Chiba? Why or why not?

(1 3 0 点)

**Kashiwa no Ha Junior High School in Chiba Prefecture to introduce
“Gender Neutral” Uniforms starting this April**

Kashiwa no Ha, a brand new junior high school in Kashiwa City, Chiba Prefecture, is offering students an opportunity to select the type of uniform they prefer, regardless of their gender of being male or female.

The school considered abolishing uniforms completely, but according to a survey the school district conducted, 90% of the people indicated that they preferred uniforms over wearing personal clothing.

Initially, the school thought that “personal clothing” would not restrict students who may be uncomfortable wearing gender-specific clothing because the students could select and wear the clothing they felt most comfortable wearing. However, the results of the survey indicated students preferred uniforms, so the school decided to allow students to pick which style of uniform they felt represented who they are.

“This isn’t just limited to the LGBT students, but for all students to choose whatever they please,” the school commented. Of course, transgendered students will be able to wear the type of clothing they feel best represents their gender, but other students can also wear what they feel is most appropriate for them, too.

[Adapted from *NHK News Web*; March 15, 2018]

〔3〕 リスニングテスト (130点)

(問1) これから英語のモノローグを聞かせます。下線部を埋めて英文を完成させ
なさい。モノローグは2回聞かせます。(40点)

When I first arrived to Japan as an ALT, my JTE, Tanaka-sensei,
(ア) _____ a local festival with her. I was quite
interested and asked her what kind of festival it was. Her answer surprised me
because she said it was a festival to dedicate a “shrimp.” (イ) _____
_____ and asked her how big this “shrimp” was, and she
immediately replied that it was “as big as a house.”

Needless to say, I was even more curious to see this shrimp the size of a
house! What in the world could be its purpose? (ウ) _____
I wondered ... plastic, metal, concrete, wood? As we climbed the mountain
toward the big shrimp, I was amazed at the natural beauty of the woods leading
up to it, but I could not help but wonder why they would put a big shrimp
(エ) _____.

As we neared the site, Tanaka-sensei stopped and proudly turned and
threw her arm toward the structure and said, “Look, here is the shrimp!” I
stood there in total amazement (オ) _____
magnificent and beautiful structure. I hesitated slightly, but finally offered,
“Tanaka-sensei, that’s not a “shrimp” ... that’s a “shrine!” She laughed loudly
and said, “Oh, I’m sorry...I always confuse those two words in English!”

We both had a long, hard laugh and agreed that learning a foreign
language can be quite difficult and simple mistakes are (カ) _____.

(問2) これから英語の会話を聞かせます。この会話では2人の日本人学生と留学生がESSクラブの催しのことを話しています。(ア), (イ), (エ)の質問には英語で, (ウ)の質問には日本語で答えなさい。会話は2回聞かせます。

(90点)

(ア) What did the following students present for the annual ESS events in the past?

<i>students</i>	<i>presentation</i>
a Mexican student	(a)
(b)	The student sang her national anthem.
a Spanish student	(c)

(イ) The following ideas have some problems. What are they?

<i>ideas</i>	<i>problems</i>
singing a song on the stage	
a magic trick	
cooking something on the stage	

(ウ) 「宿題」についての冗談を日本語で説明しなさい。

(エ) If you had to give a similar presentation, what would you choose to do?

Please write your answer in about 50 words.

