

平成 31 年度 入学 試験 問題

英 語

(教 員 養 成 課 程)

注 意 事 項

- 1 試験開始の合図があるまでは、この問題冊子を開かないこと。
- 2 問題冊子は 1 ～12 ページです。
- 3 解答用紙は 4 枚です。
- 4 解答は指定された解答用紙に記入すること。
- 5 受験番号は解答用紙の指定欄に記入すること。
- 6 解答は横書きとし、指定された字数にまとめること。
- 7 解答用紙のみを提出し、問題冊子は試験終了後、持ち帰ること。なお、いかなる理由があっても**解答用紙以外は受理しません。**
- 8 試験中に問題紙の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等により交換を必要とする場合は、手を挙げて監督者に知らせること。

1 Read the passage. Then select the best answer to the questions. (40 点)

- [1] I first visited the Zaatari refugee camp¹ in early 2015. Located in northern Jordan, the camp is home to more than 80,000 Syrian refugees. I was there as part of a research study on refugee camp wireless and information infrastructure.
- [2] It's one thing to read about refugees in the news. It's a whole different thing to actually go visit a camp. I saw people living in metal caravans, mixed with tents and other materials to create a sense of home. Many used improvised^(a) electrical systems to keep the power going. People are rebuilding their lives to create a better future for their families and themselves, just like any of us would if faced with a similar situation.
- [3] As a geographer, I was quickly struck by how geographically complex Zaatari camp was. The camp management staff faced serious spatial challenges. By "spatial challenges,"^(b) I mean issues that any small city might face, such as keeping track of the electrical wires; understanding where people live within the camp; and locating other important resources, such as schools, mosques² and health centers. Officials at Zaatari had some maps of the camp, but they struggled to keep up with its ever-changing nature.
- [4] An experiment I launched there led to up-to-date maps of the camp and, I hope, valuable training for some of its residents.
- [5] Like many other refugee camps, Zaatari developed quickly in response to a humanitarian emergency. In rapid onset emergencies, mapping often isn't as high of a priority as basic necessities like food, water and shelter.
- [6] However, my research shows that maps can be an invaluable^(c) tool in a natural disaster or humanitarian crisis. Modern digital mapping tools have been essential for locating resources and making decisions in a number of crises, from the 2010 earthquake in Haiti to the refugee influx³ in Rwanda.
- [7] This got me thinking that the refugees themselves could be the best people to map Zaatari. They have intimate knowledge of the camp's layout, understand where important resources are located and benefit most from camp maps.
- [8] With these ideas in mind, my laboratory teamed up with the United Nations High Commissioner for Refugees (UNHCR)⁴ and Al-Balqa and Princess Sumaya universities⁵ in Jordan.
- [9] Modern maps are often made with a technology known as Geographic Information Systems (GIS)⁶. Using funding from the UNHCR Innovation Fund, we acquired the computer hardware to create a GIS laboratory. From corporate partner Esri⁷, we obtained low-cost, professional GIS software.

- [10] Over a period of about 18 months, we trained 10 Syrian refugees. Students in the RefuGIS⁸ class ranged in age from 17 to 60. Their backgrounds from when they lived in Syria ranged from being a math teacher to a tour operator to a civil engineer. I was extremely fortunate that one of my students, Yusuf Hamad, spoke fluent English and was able to translate my instructions into Arabic for the other students.
- [11] We taught concepts such as coordinate systems, map projections, map design and geographic visualization; we also taught how to collect spatial data in the field using GPS⁹. The class then used this knowledge to map places of interest in the camp, such as the locations of schools, mosques and shops.
- [12] The class also learned how to map data using mobile phones. The data has been used to update camp reference maps and to support a wide range of camp activities.
- [13] I made a particular point to ensure the class could learn how to do these tasks on their own. This was important: No matter how well-intentioned a technological intervention is, it will often fall apart if the displaced community relies completely on outside people to make it work.^(d)
- [14] As a teacher, this class was my most satisfying educational experience. This was perhaps my finest ^(e)group of GIS students across all the types of students I have taught over my 15 years of teaching. Within a relatively short amount of time, they were able to create professional maps that now serve camp management staff and refugees themselves.
- [15] My experiences training refugees and humanitarian professionals in Jordan and Rwanda have made me reflect upon the broader possibilities that GIS can bring to the over 65 million refugees in the world today.
- [16] It's challenging for refugees to develop livelihoods at a camp. Many struggle to find employment after leaving.^(f)
- [17] GIS could help refugees create a better future for themselves and their future homes. If people return to their home countries, maps — essential to activities like construction and transportation — can aid the rebuilding process. If they adopt a new home country, they may find they have marketable skills. The worldwide geospatial industry is worth an estimated US \$400 billion and geospatial jobs are expected to grow over the coming years.
- [18] Our team is currently helping some of the refugees get GIS industry certifications. This can further expand their career opportunities when they leave the camp and begin to rebuild their lives.^(g)
- [19] Technology training interventions for refugees often focus on things like computer programming, web development and other traditional IT skills. However, I would argue that GIS should be given equal importance. It offers a rich and interactive way to learn about people, places and spatial skills — things that I think the world in general needs more of. Refugees could help lead the way.^(h)

Adapted from: I teach refugees to map their world by Brian Tomaszewski. May 18, 2018. The Conversation.

注

1. Zaatari refugee camp: ザータリ難民キャンプ
2. mosques: モスク
3. influx: 流入
4. United Nations High Commissioner for Refugees (UNHCR): 国連難民高等弁務官事務所
5. Al-Balqa and Princess Sumaya universities: アルバルカ大学・スマヤ王女大学(いずれもヨルダンに所在する大学)
6. Geographic Information System (GIS): 地理情報システム
7. Esri: 地理情報システムのソフトウェア等を開発販売するアメリカ企業
8. RefuGIS: 筆者が教えた難民向けクラスの名称
9. GPS: 全地球無線測位システム (Global Positioning System) の略

1. The underlined improvised is closest in meaning to:

(a)

- A. practical
- B. temporary
- C. prepared
- D. effective

2. According to paragraph [3], which of the following is NOT mentioned as “spatial challenges”?

(b)

- A. Having information about cables sending power over the camp.
- B. Knowing peoples' whereabouts in the camp.
- C. Carrying out complicated tasks in the camp.
- D. Finding the sites where people can receive information and aid.

3. The underlined invaluable is closest in meaning to:

(c)

- A. not expensive
- B. quite acceptable
- C. hardly economic
- D. extremely helpful

4. According to paragraph [7], why could the refugees be the best people to map Zaatari?
- A. Because they know what is located where.
 - B. Because they were born and raised in Jordan.
 - C. Because they receive money for the maps.
 - D. Because they had some maps of the camp.
5. According to paragraphs [11] to [14], which of the following was NOT taught in the author's GIS class?
- A. How to create maps with the latest technology.
 - B. How to update maps with mobile phones.
 - C. How to use maps for guiding outside people.
 - D. How to connect maps and the collected data.
6. What was the reason why "This was important"?
(d)
- A. Because people from outside are not always trustworthy.
 - B. Because the author is not expected to help the refugees forever.
 - C. Because the community has problems with the technological intervention.
 - D. Because refugees need to be independent at some point.
7. What was the reason why "this class was my most satisfying educational experience"?
(e)
- A. Because the students' background knowledge helped them learn the new skills fast.
 - B. Because there was a student in the class who helped me as a translator.
 - C. Because the students were able to help the community with their new skills.
 - D. Because the author received funding from UNHCR for this class.
8. The underlined develop livelihoods is closest in meaning to:
(f)
- A. make a living
 - B. produce food
 - C. have a family
 - D. create employment

9. Which of the following best describes GIS industry certifications?^(g)
- A. They help the refugees to advertise GIS in their new home country.
 - B. They are the documents to prove what the refugees can do with GIS.
 - C. They qualify that the refugees have GIS hardware and software.
 - D. They are necessary for rebuilding the refugees' country by using GIS.
10. What does the author imply by the underlined sentence "Refugees could help lead the way"?^(h)
- A. Refugees could contribute to the development of the new industry.
 - B. Refugees could encourage the leader of the community.
 - C. Refugees could pursue what they believe is helpful.
 - D. Refugees could assist people's activities with their skills.

2 次の英文を読み、制限字数以内(句読点は字数に含む)で設問に答えなさい。(60点)

Intrinsic¹ interest in people's faces and eyes has been linked to how infants are able to acquire language. The argument is that the ability to recognize *intentions* is of central importance. When we speak to someone, we intend them to understand our meaning. Newborn babies have a number of abilities that help them to recognize the 'communicative intentions' of others.

First, babies like direct eye gaze. Even for adults, when someone is looking directly into your eyes and establishing eye contact, this is a signal that you are both 'on line' for talking. Secondly, babies can take turns. All conversation involves turn-taking, and breast-feeding is the prototypical turn-taking experience. Both breast-feeding and bottle-feeding are characterized by the infant sucking and stopping. When the baby stops, the mother shakes the infant gently, who then starts sucking again. Pausing is *not* dependent on needing to breathe or on being full — babies could suck continuously if they wanted to. And shaking never occurs while the baby is sucking. In fact, the research shows that shaking doesn't affect the total amount of milk that is taken. Nevertheless, sucking and shaking are done in turns. This is like the turn-taking pattern of human conversation.

Thirdly, infants are able to detect contingencies². They are aware from very early that some events are intrinsically related (or contingent upon) each other. Sucking and shaking during breast- or bottle-feeding is one example of 'contingent responsivity'. Each action is contingent upon the occurrence of the other action. Contingent responsivity is an essential property of human interaction, and is an important concept in child psychology. Contingent responding by caretakers promotes healthy psychological development. There are many examples of infants' recognition of contingency. For example, one clever study video-recorded babies kicking (young babies spend a lot of time kicking). The babies were then given a choice of two monitors to watch. The first monitor showed their own legs kicking in real time. The second monitor also showed their own legs, but with a time delay. So in the second monitor, there was no contingency or intrinsic link between what the infants could feel their legs doing, and what they could see. The experimenters found that babies preferred to watch the first monitor.

Finally, carers tend to use a special tone of voice to talk to babies. This is more sing-song and attention-grabbing than normal conversational speech, and is called 'infant-directed speech' or 'Parentese'. All adults and children naturally adopt this special tone when talking to a baby, and babies prefer to listen to Parentese. For example, when given a choice between listening to tapes of an adult speaking versus the same adult speaking in Parentese, babies will choose to activate the tape that uses Parentese. These are the four critical abilities that seem to be foundational for acquiring language. When someone is gazing directly at you, speaking in Parentese, responding to your gurgling³ and taking turns with you, these are all signals that you are being intentionally addressed. And they are signals recognized by babies from birth.

Adapted excerpt from: Child Psychology: A Very Short Introduction by Usha Goswami. 2014. Oxford University Press. Reproduced with permission of the Licensor through PLSclear.

注

1. intrinsic: 本来備わった
2. contingencies: 付随して起こること
3. gurgling: のどを鳴らすこと

問 1. 下線部 (a) について、授乳の際の turn-taking experience とはどのようなことなのか、またそれが会話習得とどのような関係を持つのか、100 字以内の日本語で説明しなさい。

問 2. 下線部 (b) は、どのような実験から得られた考察か。100 字以内の日本語で答えなさい。

問 3. 下線部 (c) の 'Parentese' とは何か。40 字以内の日本語で説明しなさい。

問 4. 下線部 (d) の the four critical abilities とは何か。[……する能力]という書き方で、それぞれ 40 字以内の日本語にまとめなさい。

3 次の各語句の定義を 20 語以下の英文で書きなさい。(30 点)

(例) zoo: A park where people go to watch live animals.

1. astronaut
2. museum
3. Physical Education

- 4 次の6つの英文のうち5つには誤りがある。あなたが英語教師だとして、その誤りを例にならって訂正しなさい。なお、英文1文につき、添削箇所は1箇所のみとする。ただし、その添削箇所が1語ではなく、2語以上に及んでも構わない。また、不要な語がある場合、その語を2重線で消し、下に「不要」と書きなさい。誤りがない文には、「誤りなし」と明記しなさい。(30点)

(例1) Mary ~~have~~ a son.

has

(例2) He ~~is~~ resembles her very much.

不要

(例3) My mother is a medical doctor.

誤りなし

1. Jane managed doing much homework all by herself.
2. It's been almost year now since I came to Hokkaido last year.
3. Advanced technology might enable humans to reach to Mars in the future.
4. Marty forgot to introduce hisself to his new boss who was transferred from the central office in Tokyo yesterday.
5. Sam stayed up late and overslept to find he had missed his first class in the morning.
6. Kate wishes she had not spent all her money to buy that dress yesterday because if she hadn't, she could have purchased this dress now.

- 5 The following is part of a high school geography lesson. The teacher is talking about the charts below. Look at the charts and the text and answer the questions. (40 点)

Chart A

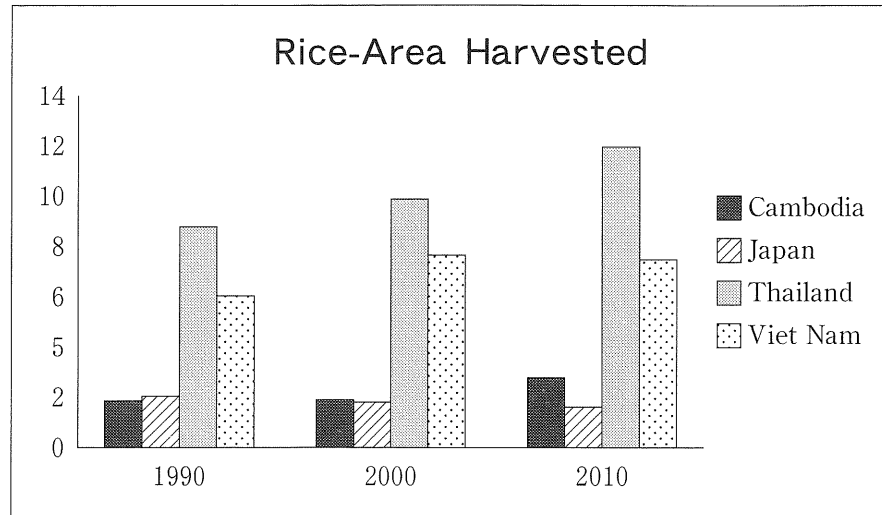
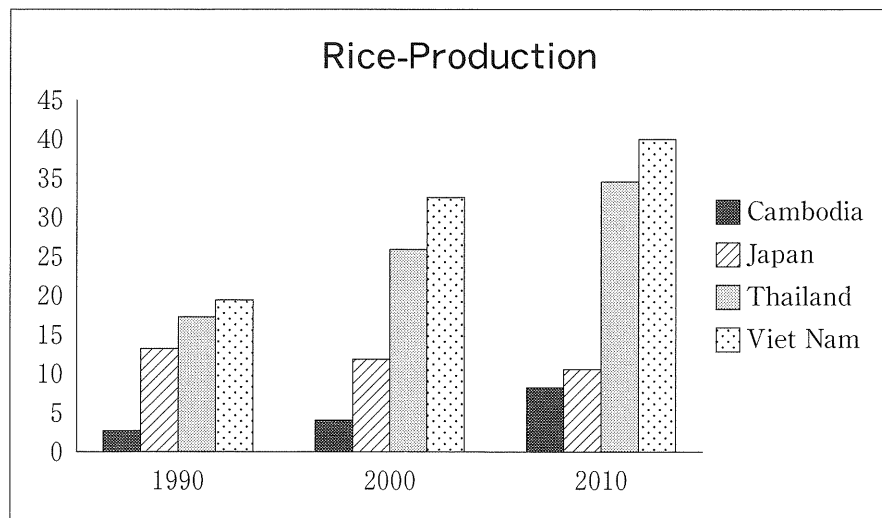


Chart B



Source: UNEP (2018): The UNEP Environment Data Explorer, as compiled from Food and Agriculture Organization of the United Nations (FAO)—FAOStat, United Nations Environment Programme. <http://ede.grid.unep.ch>.

注

Area Harvested : 作付面積

UNEP : United Nations Environment Programme 国連環境計画

作付面積の単位は 100 万平方キロメートル

収量の単位は 100 万トン

Teacher: Chart A shows the size of land used for rice production and Chart B shows how much rice each country produces. (1) is the lowest among the four countries in area harvested in 2000 and 2010, but its rice production is more than that of (2). The area harvested in (3) slightly decreased from 2000 to 2010, but its rice production has constantly increased from 1990 to 2010. Although in (2), the area harvested has not increased greatly from 1990 to 2010, the rice production in 2010 is (4) more than that of 1990. (5) has the largest area harvested among the four countries, but its rice production is less than (3).

Question 1 : Choose the correct answer to fill in the blanks.

(1)

- | | |
|-------------|-------------|
| A. Cambodia | B. Japan |
| C. Thailand | D. Viet Nam |

(2)

- | | |
|-------------|-------------|
| A. Cambodia | B. Japan |
| C. Thailand | D. Viet Nam |

(3)

- | | |
|-------------|-------------|
| A. Cambodia | B. Japan |
| C. Thailand | D. Viet Nam |

(4)

- | | |
|----------------|-------------------|
| A. three times | B. one thirds |
| C. triple | D. thirty percent |

(5)

- | | |
|-------------|-------------|
| A. Cambodia | B. Japan |
| C. Thailand | D. Viet Nam |

Question 2 : Based on information from Charts A and B, describe, in 20 to 40 words, the differences in production and area harvested of rice between Thailand and Viet Nam.