

# 平成30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1～11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] “When a snow leopard stalks its prey among the mountain walls, it moves . . . softly, slowly,” explains Indian biologist Raghunandan Singh Chundawat, who has studied the animal for years. “If it knocks a stone loose, it will reach out a foot to stop it from falling and making noise.” One might be moving right now, perfectly silent, maybe close by. But where? And how many are left to see?

[2] Best known for its spotted coat and long distinctive tail, the snow leopard is one of the world’s most secretive animals. These elusive cats can only be found high in the remote, mountainous regions of Central Asia. For this reason, and because they hunt primarily at night, they are very rarely seen.

[3] Snow leopards have been officially protected since 1975, but (a)enforcing this law has proven difficult. Many continue to be killed for their fur and body parts, which are worth a fortune on the black market. In recent years, though, conflict with local herders has also led to a number of snow leopard deaths. This is because the big cats kill the herders’ animals, and drag the bodies away to eat high up in the mountains.

[4] As a result of these pressures, the current snow leopard population is estimated at only 4,000 to 7,000, and some fear that the actual number may already have dropped below 3,500. The only way to reverse this trend and bring these cats back from near extinction, say conservationists, is to make them more valuable alive than dead.

[5] Because farming is difficult in Central Asia’s cold, dry landscape, traditional cultures depend mostly on livestock (mainly sheep and goats) to survive in these mountainous regions. At night, when snow leopards hunt, herders’ animals are in danger of snow leopard attacks. If a family loses even a few animals, it can push them into desperate poverty. “The wolf comes and kills, eats, and goes somewhere else,” said one herder, “but snow leopards are always around. They have killed one or two animals many times . . . . Everybody wanted to finish this leopard.”

[6] To address this problem, local religious leaders have called for an end to snow leopard killings, saying that these wild animals have the right to exist peacefully. They’ve also tried to convince people that the leopards are quite rare, and thus it is important to protect them.

[7] Financial (b)incentives are also helping to slow snow leopard killings. The organization Snow Leopard Conservancy-India has established Himalayan Homestays, a program that sends visitors to herders’ houses. For a clean room and bed, meals with the family, and an introduction to their culture, visitors pay about ten U.S. dollars a night. If guests come once every two weeks through the tourist season, the herders will earn enough income to replace the animals lost to snow leopards. In addition, the organization helps herders build protective fences that keep out snow leopards. It also conducts environmental classes at village schools, and trains the organization’s members as nature guides, available for hire. In exchange, the herders agree not to kill snow leopards.

[8] In Mongolia, a project called Snow Leopard Enterprises (SLE) helps herder communities earn extra money in exchange for their promise to protect the endangered cat.

[9] Women in Mongolian herder communities make a variety of products – yarn for making clothes, decorative floor rugs, and toys – using the wool from their herds. SLE buys these items from herding families and sells them abroad. Herders must agree to protect the snow leopards and to encourage neighbors to do the same.

[10] The arrangement increases herders' incomes by 10 to 15 percent, and elevates the status of the women. If no one in the community kills the protected animals over the course of a year, the program members are rewarded with a 20 percent bonus in addition to the money they've already made. An independent review in 2006 found no snow leopard killings in areas where SLE operates. Today, the organization continues to add more communities.

[11] Projects like the Homestays program in India and SLE's business in Mongolia are doing well. Though they cover only a small part of the snow leopard's homeland, they make the leopards more valuable to more people each year. If these programs continue to do well, the snow leopard may just have a fighting chance.

Adapted from: Douglas, N. & Bohlke, D. (2015). Tracking the snow leopard. *Reading explorer 3* (2nd ed.) (pp. 48-51). Boston: National Geographic Learning.

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1. According to paragraph [1], why do snow leopards move slowly?

- A. Because they like touching stones.
- B. Because they are not very fast.
- C. So that other animals do not hear them coming.
- D. So that they can find other animals.

2. In paragraphs [2] to [4], which of the following is NOT mentioned about snow leopards?

- A. There are not many in the wild.
- B. They live in remote areas.
- C. They hunt mainly at night.
- D. They hide in caves.

3. The underlined (a)enforcing is closest in meaning to:
- A. halting
  - B. applying
  - C. removing
  - D. changing
4. In paragraphs [3] to [5], which of the following is NOT mentioned as a reason for the decreasing numbers of snow leopards?
- A. Their fur is worth a lot of money.
  - B. They are not breeding.
  - C. They kill and attack farm animals.
  - D. There is a black market for snow leopard body parts.
5. According to paragraph [4], what is the current snow leopard population?
- A. 3,500
  - B. 4,000
  - C. 7,000
  - D. Unknown
6. According to paragraph [5], why do the herders dislike snow leopards more than wolves?
- A. Snow leopards kill in the same area.
  - B. Snow leopards attack the herders.
  - C. Wolves do not attack the animals.
  - D. Wolves hunt in the day time.
7. The underlined (b)incentives is closest in meaning to:
- A. taxes
  - B. difficulties
  - C. rewards
  - D. brakes

8. In paragraph [7], which of the following is NOT mentioned as a goal of the Snow Leopard Conservancy?

- A. Promoting tourism from India.
- B. Reducing the number of snow leopard killings.
- C. Helping the herders keep snow leopards out of the villages.
- D. Training people to become nature guides.

9. According to paragraphs [9] and [10], how does SLE elevate the status of women in Mongolia?

- A. It makes them the head of the community.
- B. It teaches them not to hunt snow leopards.
- C. It asks them to hunt snow leopards.
- D. It buys products the women make.

10. According to paragraph [10], in the area it operated, SLE contributed to:

- A. 20 percent more snow leopard deaths.
- B. 10 to 15 percent more rugs and toys being sold.
- C. zero snow leopard deaths in 2006.
- D. a 10 to 15 percent increase in the women's status.

2 次の英文を読み，設問に答えなさい。(65点)

(この部分は，著作権の問題により公開できません)

(この部分は、著作権の問題で公表できません)

Adapted from: edauthor. (2016, September 14). Is my child learning enough? *Education Articles*. Retrieved from <https://edarticle.com/is-my-child-learning-enough/>

問 1. 下線部(a)と述べている理由について、筆者はどのように説明しているか。80 字以内の日本語で答えなさい。

問 2. ( b )に当てはまる適切な語句を次の中から選びなさい。

- A. In comparison
- B. Consequently
- C. On the contrary
- D. Unfortunately

問 3. 下線部(c)に関して、なぜそのように言えるのか、本文に即して 120 字以内の日本語で説明しなさい。

問 4. 下線部(d)について、同じ意味を表すものを次の中から選びなさい。

- A. effective
- B. expensive
- C. harmful
- D. useful

問 5. 子どもが学習内容を理解しているかどうかを知るためにどのような方法があるか、次の文章の続きを 80 字以内の日本語で答えなさい。

子どもが学習内容を理解しているかどうかを知る方法としては、テスト以外にも、子どもたちの表情や態度、学習や課題に対する意欲、より多くの情報を求める様子から判断する方法がある。また、……

問 6. 本文の主題として最もふさわしいものを次の中から選びなさい。

- A. Alternatives to Assess Student Learning
- B. Homeschooling is Not for Everyone
- C. Testing Can Tell You a Lot
- D. Benefits of Traditional Schooling



3 次の各語句の定義を 25 語以下の英文で書きなさい。(40 点)

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

1. dictionary
2. blackboard
3. birthday
4. railway station

4 次の英文は生徒が記した「自分の将来の夢」を紹介する文である。あなたが教員だとしたら、英文の文意を変えずに、どのように添削するか。例にならって、それぞれ添削例を答えなさい。なお、英文 1 文につき、添削箇所は 1 箇所のみとする。但し、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。(15 点)

(例) Mary ~~have~~ a son. He ~~is~~ resembles her very much.

has            不要

I want to be tour guide and introduce Hokkaido to travelers from abroad.

I'd love to talk them about many things. I must study English hardly. Actually,

I have studied abroad when I was 13 years old, but I'm still not good at English.

These days, I often communicate with an ALT in English because I believe the more

I speak English, better my English will get.

5 Use the information in the passage as well as in Figure 1 to answer the following questions. (40 点)

When we think about other people's behavior, we often imagine the reasons for their actions. Many psychologists argue that there are two main ways of evaluating others' actions. One way is to think about the person's personality or characteristics. The other way is to think about the situation or context of the actions. For example, if we see someone stealing food, we might think that the person is dishonest. On the other hand, we might think that the person is probably poor and has no money.

Joan Miller, a psychologist, studied how people explained other people's behavior. She wanted to know if culture affected how people think about others' actions. In her experiment, each person read some stories about other people doing good or bad things, and then they tried to imagine reasons for these people's actions. If people explained the behavior in the story by talking about personality (e.g. he is a rude person), then Miller categorized their response as "dispositional." If people talked about the situation or context of the behavior (e.g. he was stressed from his job), she categorized it as "situational." People from two different countries, the USA and India, participated in her study. In each country, there were four different age groups. The data from her study is shown in the graphs below. Responses that were neither "dispositional" nor "situational" are not included.

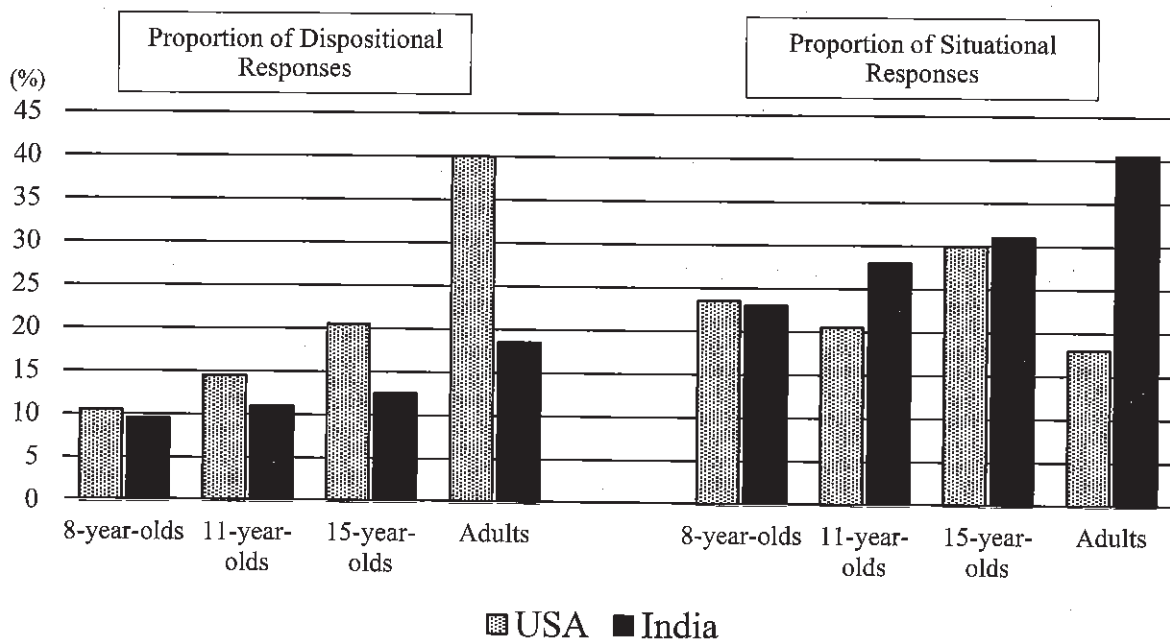


Figure 1. Proportion of references to general dispositions and context among main American and Hindu subgroups.

Source: Miller, J. G. (1984). Culture and the development of everyday social explanation. *Journal of Personality and Social Psychology*, 46(5), 961-978.

1. Which of the following is true regarding the data from the American participants?
  - A. Adults used more dispositional explanations than 15-year-olds.
  - B. 8-year-olds used fewer situational explanations than 11-year-olds.
  - C. 11-year-olds used fewer situational explanations than dispositional explanations.
  - D. 15-year-olds used more dispositional explanations than situational explanations.
  
2. Which of the following is true regarding the data from the Indian participants?
  - A. 8-year-olds used almost the same proportion of dispositional and situational explanations.
  - B. 11-year-olds used half as many situational explanations as dispositional explanations.
  - C. More than one third of the adults spoke about personality in their responses.
  - D. They consistently favored situational explanations over dispositional explanations.
  
3. Which of the following is true regarding Joan Miller's experiment?
  - A. Miller used four different cultural groups.
  - B. Miller asked people to consider the causes for people's actions.
  - C. Miller included 16 different age groups in her experiment.
  - D. Miller categorized people as "situational" based on their personalities.
  
4. Imagine that a person read a story about a student who was late to school. To explain the situation, the person said, "The student is lazy." Based on the data, who most likely said this?
  - A. An Indian 11-year-old
  - B. An Indian 15-year-old
  - C. An American 11-year-old
  - D. An American 15-year-old
  
5. According to the graphs, which age group differed the most between the two countries? Describe this difference in 40 English words or fewer.