

後 期 日 程

令和 3 年度入学試験問題

英 語

教 育 学 部
芸 術 地 域 デ ザ イ ン 学 部

— 解 答 上 の 注 意 事 項 —

1. 問題冊子 1 冊と解答用紙 2 枚（その 1、その 2）がある。
2. 「解答始め」の合図があるまで問題冊子を開いてはならない。
3. 解答は解答用紙の所定の解答欄に記入すること。
4. 解答用紙 2 枚を提出すること。
5. 問題冊子は持ち帰ること。

令和3年度入学試験 補足説明

○後期日程

○科目名 英語

補足箇所	4 ページ (3) 5 ページ 4 の (1) (2)
補足内容	英語で解答しなさい。

- 1 次の英文を読んで、下線部(A)と(B)の違いを 100 字程度の日本語で述べなさい。(20 点)

Speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking, and only less so than breathing. Yet it needs but a moment's reflection to convince us that this naturalness of speech is but an illusory feeling. (A) The process of acquiring speech is, in fact, an utterly different sort of thing from (B) the process of learning to walk. In the case of the latter function, culture, in other words, the traditional body of social usage, is not seriously brought into play. The child is individually equipped, by the complex set of factors that we term biological heredity, to make all the needed muscular and nervous adjustments that result in walking.

(Adapted from Edward Sapir, *Language: An Introduction to the Study of Speech*)

- 2 次の(1)、(2)の会話の空所に適切な英語を補って、会話が成り立つようにしなさい。
それぞれ7語から15語までとする。また(3)の会話の空所(i)、(ii)に最もふさわしい
英文を、(a)~(d)から一つ選びなさい。(20点)

(1)

A: I have my plane ticket to London. I just need to decide what to do there.

B: Do you prefer traveling alone or in a group?

A: I prefer traveling in a group because _____.

(2)

A: Oh. We don't have any food for dinner.

B: _____?

A: I can't. I have to study tonight. I have a test tomorrow.

B: Well, I'm not busy, so I can go.

(3)

A: Hi, do you want to go and get some lunch?

B: Yes, that would be great.

A: I want to try the new café on the corner of the High Street.

B: _____ (i) _____.

A: Yes, that's why I want to go. It's autumn already and the weather might not be good
for eating outside again until the spring.

B: It looks as if it might rain soon. There has been some drizzle this morning.

A: No, the sky is clear and you can see the sun. That will make it warm.

B: _____ (ii) _____.

A: We can wear our coats. It's been overcast for weeks. I want to sit in the sun for a bit.

B: OK, but if it starts to snow, we have to go inside, alright.

(i)

- (a) Are you sure? It's a large place and might be crowded
- (b) Really? I thought you said you weren't hungry
- (c) Are you sure? It's very small and we may have to sit outside
- (d) Are you sure? I think it might be raining

(ii)

- (a) But there is a cool wind that makes it pleasant
- (b) But there is a gusty wind that makes it a bit chilly
- (c) But the weather report said it might be fine
- (d) But I did not bring my umbrella today

- 3 次の英文を読んで、問題(1)から(3)に答えなさい。問題(1)、(2)については、適当な答えを、(a)~(d)から一つ選びなさい。(30点)

Every school has a teacher, but how teachers are viewed by people is different in every country. What are those views, and how do those views affect a teacher's role?

In China, teachers are compared to doctors. They are highly respected and trusted. This may be related to the strong cultural focus on education in China. The role of a Chinese teacher is to instruct—usually the teacher talks and the students listen. In addition, the Chinese school is seen as a serious place for learning. The teacher is free to punish students who do not follow rules by hitting their hands or involving their parents. Though the teacher may be feared by the students, Chinese students perform well on tests and respect their teachers. In fact, 50% of Chinese parents encourage their children to become teachers.

In the US and UK, teachers are compared to library workers—they provide the means to learn. Their role is to help students. Students are encouraged to be curious; the teacher helps students to discover knowledge while providing a fun and comfortable learning environment. There might be less focus on keeping students in line and following the rules and more focus on development and progress. Some parents or students may see teachers in the US or UK as a student's hero or friend; thus many times, students will look up to a teacher as a role model.

In Finland, teachers are compared to social workers—they work as a team with students to promote personal and emotional growth. In fact, less focus is placed on the amount of education than in other countries. Children in Finland start school at age 7 and are required to attend school for only 9 years. In addition, there is less classroom instruction and plenty of time for breaks and play. Still, students in Finland are also some of the highest performing in the world. Teachers usually teach the same group of students for the first six years of school, so their role is to care for and guide each individual

student to success as a parent might do.

Whatever the view and role may be in each country or their individual differences, teachers are generally the heroes behind the scenes of society. They work day in and day out to help students to become the people they want to be and to contribute to society.

(Adapted from Paul Nation and Casey Malarcher, *Timed Reading for Fluency 4*)

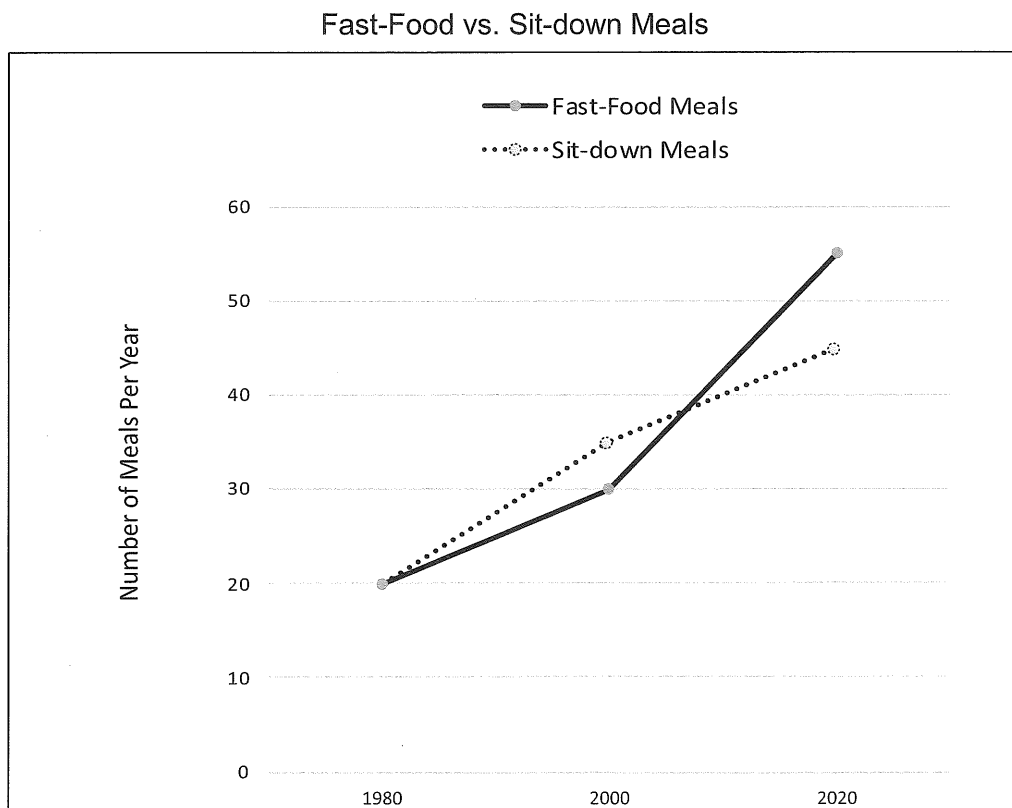
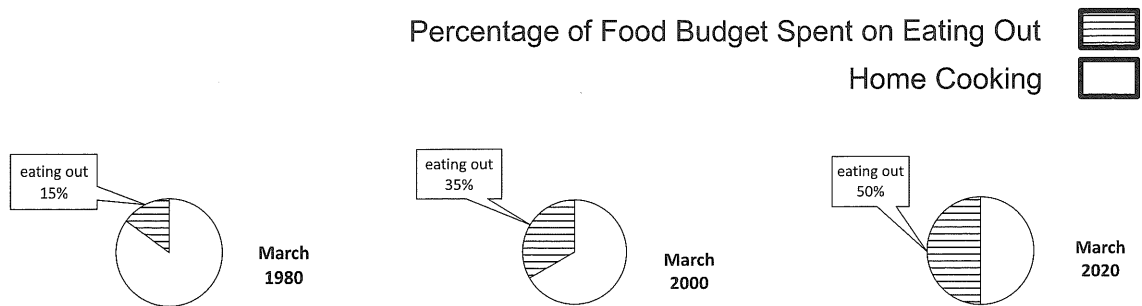
- (1) What is the main topic of the passage?
 - (a) The role of parents in student experience between different countries
 - (b) The public perception of teachers between different countries
 - (c) The role of teachers in student contribution to society between different countries
 - (d) Teacher-student interaction between different countries

- (2) Which is true about the difference between China and Finland?
 - (a) More focus is placed on classroom instruction in Finland than in China.
 - (b) Teachers are compared to civil servants in Finland, while they are compared to doctors in China.
 - (c) Students spend more time listening to their teacher in China than those in Finland do.
 - (d) Academic performance is lower in Finland than in China.

- (3) How are teachers viewed in Japan? Write your opinion, comparing Japan with one of the countries mentioned in the passage. (About 50 words)

4 以下のグラフを見て、問題(1)、(2)に答えなさい。(30点)

The pie charts below show the percentage of their food budget the average family spent on eating out in different years. The graph shows the number of meals eaten in fast-food restaurants and sit-down restaurants.



Adapted from the *International English Language Testing System (2nd ed.)*

- (1) Summarize the information by selecting and reporting the main features. (About 100 words)
- (2) Write your opinion on what you described in (1). (About 60 words)