

英 語

〔法文学部・教育学部・医学部・歯学部〕

注 意 事 項

1. 「解答始め」の合図があるまでこの冊子は開かないこと。
2. この冊子は表紙を除いて11ページである。
3. 「解答始め」の合図があったら、まず、黒板等に掲示又は板書してある問題冊子ページ数・解答用紙枚数・下書き用紙枚数が、自分に配付された数と合っているか確認し、もし数が合わない場合は手を高く挙げ申し出ること。次に、学部名・受験番号・氏名を必ずすべての解答用紙の指定された箇所に記入してから、解答を始めること。
4. 解答は、必ず解答用紙の指定された所に記入すること。

1 次の英文を読み、設問に答えなさい。

Fostering an environment where foreign nationals can carry out their daily lives as a part of society without worry is becoming a growing challenge for Japan. An important part of realizing this goal is raising the Japanese language proficiency of foreign residents.⁽¹⁾

According to the Ministry of Justice, there were 2.56 million foreign nationals residing in Japan in 2017. As that number continues to grow each year, there have been some cases of trouble in schools and workplaces where foreign residents have been unable to become part of the local community (A) a lack of understanding of the Japanese language or other communication breakdowns.

But is the current Japanese language education system for foreign residents meeting the growing demand?

A survey (B) the Agency for Cultural Affairs in fiscal 2016 found that roughly 220,000 foreign nationals were learning Japanese, with the figure having grown by 90,000 over a five-year period. However, of the some 38,000 Japanese instructors across the country, 60 percent were found to be volunteers.⁽²⁾ That is to say, the Japanese language education system for adult learners excluding foreign students is supported by local volunteers.

At the same time, it cannot be said that the support system for children is any better. The Ministry of Education, Culture, Sports, Science and Technology reported that there were 44,000 students that (C) special Japanese language instruction in the 2016 academic year — 1.7 times the number 10 years earlier.

Even in regions without a high population of foreign nationals, the number of schools where several children are in need of language support is growing, and schools are becoming more international.

Trained teachers, among others, are instructing these students, but there are not enough teachers to meet the demand, and many children are receiving support from nonprofit organizations and other goodwill groups instead. The Education Ministry is

writing up teaching guidelines and materials for instructors, but with the diversity of classroom environments, it is hard to keep up with the reality of the situation.

For children requiring special Japanese language instruction, the Education Ministry has allowed such students to take Japanese language and math in a separate classroom. But this measure is apparently mainly restricted to areas with large numbers of foreign students.

More support is needed for both children and adults. But there are no laws requiring governments, either at the central or municipal levels, to provide Japanese language education to foreign residents. The government should make an effort to establish an education system that allows for the allocation of funds and the provision of enough teachers.

A multipartisan group of lawmakers has drafted a basic bill to promote Japanese language education for foreign nationals residing in Japan. ⁽³⁾ The bill clearly outlines the responsibilities of the central and local governments, and sets fundamental principles such as securing opportunities for anyone who wishes to learn Japanese and raising educational standards for those services.

Japanese language learning programs abroad for individuals aiming to study or work in Japan are also essential. If the Japanese government is moving to accept more foreign nationals into the domestic workforce, then the government should take the initiative in starting discussions about support systems for those workers.

(URL: <http://mainichi.jp/english/articles/20180604/p2a/00m/0na/014000c>)

(注) the Ministry of Justice : 法務省 the Agency for Cultural Affairs : 文化庁
municipal : 地方自治の allocation : 割り当て額(量)
multipartisan : 複数の政党からなる, 超党派の

設 問

(1) 下線部(1)の this goal とは具体的にどのようなことか, 日本語で説明しなさい。

(2) 前後の文脈から判断して, 空欄(A)～(C)に入る最も適切な語句を, 以下の選択肢から選んで記号で答えなさい。

(A)

(ア) thanks for

(イ) because

(ウ) such as

(エ) due to

(B)

(ア) conducting

(イ) carried out by

(ウ) asked by

(エ) operating

(C)

(ア) need

(イ) needing

(ウ) needed

(エ) needs

(3) 下線部(2)は, すなわちどういうことを意味すると筆者は考えているか, 日本語で答えなさい。

(4) 文部科学省 (Ministry of Education, Culture, Sports, Science and Technology) は, 指導者向けの指導要領や教材を作成する以外にどのような対策をとっているか, 日本語で簡潔に答えなさい。

(5) 下線部(3)の法案の内容として本文に挙げられていないことを、以下の選択肢から一つ選んで記号で答えなさい。

- (ア) 海外での日本語検定制度の充実
- (イ) 中央政府と地方自治体の責任
- (ウ) 日本語を学びたい人は誰でもその機会を与えられること
- (エ) 外国人向け日本語教育の水準を向上させること

(6) もしも日本政府が国内の労働力としてより多くの外国人を受け入れようとするならばどのような対応をとるべきだと述べられているか、本文の内容に即して日本語で答えなさい。

2

次の英文を読み、設問に答えなさい。

Four scientific studies, released last year, may help children make better choices about the food they eat.

Better food, better grades

In one study, researchers from Ohio State University found that the amount of fast food children eat — things like burgers, fries and soft drinks — can affect how well they do in school. The researchers compared eating habits and test scores for more than 11,000 students across the United States. Grade five students were asked how often they ate fast food, and then they were tested on reading, math and science. The students were tested again in grade eight. ⁽¹⁾ The researchers found that students who had reported eating fast food four to seven times a week when they were in grade five performed worse on the grade eight tests than students who rarely ate fast food.

The researchers also considered other things that might have affected the test scores — like TV viewing habits, exercise and the type of neighbourhood the children lived in — but found that diet was likely a key factor in how well they did. One reason ⁽²⁾ could be that fast food lacks certain nutrients, like iron, that help developing brains learn better. Fast food also contains high amounts of fat and sugar, which can reduce the brain's ability to learn and remember things.

Skipping meals, unhealthy snacks bad for kids

Meanwhile, ⁽³⁾ researchers at the University of Eastern Finland found that children who frequently skipped meals and filled up on sugary snacks were more likely to have too much body fat and to have a greater risk of developing health problems such as diabetes or heart disease when they grew up. They studied the eating habits of 512 children, aged six to eight, and compared things like waist measurements, blood pressure and insulin levels. Other habits that increased the risk of health problems were: not eating enough fruits and vegetables; eating too much sugar, salt and fat; and eating for emotional reasons — like feeling sad or worried — rather than hunger. The researchers said children should eat regular meals and make better food choices to prevent future health problems.

(A)

According to another study, however, some children may have a tougher time choosing the right foods. Researchers from the University of California, San Diego, say that some children's brains may be programmed to make them crave sugar more than others.

The researchers studied 23 children aged eight to 12. Ten were obese (had too much body fat) and 13 were at a healthy weight. They gave the children a spoonful of table sugar mixed with water and asked them to swirl it around in their mouths and think about the taste. Meanwhile, the researchers watched brain scans of the subjects to see which areas were active during the tasting. They found that the brains of the obese children showed more activity in areas involved in emotion, awareness, taste and reward. This could mean that those children tend to be motivated by food, and to crave sugar because it makes them feel happy.

The researchers said being aware that some children respond to food emotionally could help them and their parents break bad food habits at an early age.

Typical-sized energy drink can double caffeine

Finally, a study from the National Food Institute of the Technical University of Denmark found that children who drink energy drinks — like Red Bull, Rockstar or Monster — might be consuming too much caffeine. Children aged 10 to 12 should have no more than 85 milligrams of caffeine per day. There are about 80 milligrams of caffeine in 250 millilitres of an average energy drink — about the same as a cup of coffee. However, many energy drinks are sold in cans that are almost twice that size, which makes it easy for children to consume almost (B) the recommended limit of caffeine.

When children have too much caffeine, it can make them anxious, restless and irritable, and make it hard for them to fall asleep. In more extreme cases, it may cause rapid heartbeat, high blood pressure or seizures. Too much caffeine over a long period of time ⁽⁴⁾ may even affect bone development in growing children and adolescents. In Canada, energy drinks must carry a label stating that they are not recommended for children. The

Canadian Medical Association says the sale of energy drinks to children and youth should be banned.

(URL: <http://teachingkidsnews.com/2018/05/27/eating-healthy-can-lead-to-better-grades-studies/>)

(注) crave : 熱望する swirl : ぐるぐるかき混ぜる
 seizures : 発作

設 問

- (1) 下線部(1)のテストで分かったことは何か、日本語で説明しなさい。
- (2) 下線部(2)の一つの理由とは何か、日本語で答えなさい。
- (3) 下線部(3)を別の表現で言い換えるときに、最も適切な語句を以下の選択肢から選んで記号で答えなさい。
- | | |
|------------------|----------------------|
| (ア) Therefore | (イ) At the same time |
| (ウ) Nevertheless | (エ) Above all |
- (4) 空欄(A)に入るこの段落のタイトルとして最も適切なものを、以下の選択肢から選んで記号で答えなさい。
- | |
|--|
| (ア) Some kids crave sugar |
| (イ) Sugar can't make children happy |
| (ウ) Children's age is an important factor |
| (エ) All kids should be at a healthy weight |
- (5) 空欄(B)に入る最も適切な語句を、以下の選択肢から選んで記号で答えなさい。
- | | | | |
|----------|------------|------------|----------------|
| (ア) half | (イ) double | (ウ) triple | (エ) two thirds |
|----------|------------|------------|----------------|

- (6) 下線部(4)のように長期間にわたってカフェインを取りすぎるとどうなる可能性があると述べられているか，日本語で簡潔に答えなさい。

3

次の各文の()に入る最も適切な語句を一つ選び、記号で答えなさい。

- (1) He is () runner in our team.
(ア) the third fastest (イ) the fastest third
(ウ) a third fastest (エ) a fastest third
- (2) Fast-food shops can be found () the country.
(ア) among (イ) at
(ウ) through (エ) throughout
- (3) A free gift will be won by () comes to the box office first.
(ア) anyone (イ) who
(ウ) whoever (エ) whomever
- (4) If he () his leg, he would be playing soccer now.
(ア) had not broken (イ) didn't break
(ウ) had broken not (エ) would not break
- (5) If I am not in when the package is delivered, please leave it () the receptionist in the lobby.
(ア) at (イ) in
(ウ) on (エ) with
- (6) This has been () from generation to generation in my family.
(ア) passed down (イ) passed in
(ウ) passed up (エ) passed out

- (7) A lot of the () new. We bought it last year.
- (ア) equipments is (イ) equipment is
 (ウ) equipments are (エ) equipment are
- (8) She went to () to attain her goal.
- (ア) great lengths (イ) very long
 (ウ) long all (エ) much longer
- (9) I saw () in the mirror and was surprised.
- (ア) me (イ) mine
 (ウ) myself (エ) my
- (10) () I known it was your birthday today, I would have brought a cake.
- (ア) Should (イ) Were
 (ウ) Had (エ) If

- 4 次の対話は、通訳資格を持つ西郷教授(S)と、将来通訳を目指す大学生東郷君(T)との対話です。対話の下線部(ア)~(エ)の日本語を英語に直しなさい。

T: 2018年のサッカーワールドカップは、サムライジャパンの活躍で予想以上に盛り上がりましたね。特に「大迫半端ない。」という表現が流行しましたが、その日本語の表現をどのように英訳したらいいでしょうか。

S: ^(ア)日本語を英語に通訳する際には、そのまま直訳しても意味が伝わらないので、分かりやすく本来の意味を伝えることが大切です。「半端ない」ということは、真ん中や普通ではないということですから、“Osako is too good.”という訳でどうでしょうか。

T: なるほど分かりました。案外簡単な表現ですね。西郷先生は通訳を担当される際に、^(イ)どのような事を心掛けていますか。

S: 口頭で通訳する際には、あまり難しい言い回しを使わずに、出来る限り分かりやすく、誤解を招かない表現を心掛けています。日本語は時々文の主語を省略するので、^(ウ)誤解を避けるように努めています。また文法的な通訳のみでなく、文化的な違いを説明することも大切です。

T: 分かりました。2020年の東京オリンピックで通訳になれるように全力で頑張ります。^(エ)

- 5 以下の A, B のいずれかの質問を選び、二つの理由をあげてあなたの意見を 80 語から 100 語の英語で書きなさい。(解答用紙の A, B のいずれかを丸で囲むこと。)

A: If you were going to start a company, what kind of company would you start?

B: Technology has changed our lives in many ways. What do you think has been the biggest change?