

令和2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 問題冊子は表紙を含むページ番号1から13です。
- 3 解答用紙は5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 each of the questions. (40 点)

- [1] When Sakura no Mori hospital and care home in Kawaguchi, 20km north of Tokyo, hired its first foreign workers six years ago, some of the patients would shout “*gaijin*” (“foreigner”) to summon them; others were wary of having anything to do with them at all. Today Verlian Oktravina, a 26-year-old Indonesian nurse, says the Japanese she works with are more curious than hostile. Yoko Yamashita, the director of the care home, says patients can see that foreign workers are as good as Japanese ones: “They accept them.” She herself, she admits, was initially skeptical about hiring immigrants, but has since changed her mind.
- [2] Acceptance of foreign labor is gradually increasing in Japan, one of the world’s most homogenous¹ countries, where only 2% of residents are foreigners, compared with 16% in France and 4% in South Korea. A poll conducted last year found opinion evenly split about whether Japan should admit more foreign workers, with 42% agreeing and 42% disagreeing. Some 60% of 18-29-year-olds, however, were in favor, double the share of over-70s.
- [3] Whatever Japanese think of them, foreign workers have become a fact of life,^(a) at least in cities. There are 1.3 million of them, some 2% of the workforce — a record. Although visas that allow foreigners to settle in Japan are in theory available only to highly skilled workers for the most part, in practice less-skilled foreigners are admitted as students or trainees. The number of these has been rising fast. Almost a third of foreign workers are Chinese; Vietnamese and Nepalese are quickly growing in number.
- [4] More *gaijin* are on their way. In June the government announced that it would create a “designated skills” visa in order to accept 500,000 new workers by 2025, in agriculture, construction, hotels, nursing and shipbuilding. More significant than the number, perhaps, is the government’s willingness to admit lower-skilled workers openly, rather than through the back door.^(b) “It is not the Berlin Wall coming down, but it is a significant shift,” says David Chiavacci of the University of Zurich.
- [5] Pressure from business lies behind the change in attitudes, both societal and official. Over the past 20 years the number of workers below 30 has shrunk by a quarter. In addition, the ageing population is creating jobs that few Japanese want at the wages on offer, most notably as carers. There are 60% more job vacancies than there are people looking for work. Industries such as agriculture, construction and nursing are increasingly dependent on foreigners. Some 8% of Sakura no Mori’s staff are foreign, as are 7% of workers at 7 Eleven, Japan’s biggest convenience-store chain.
- [6] More exposure to foreigners, through tourism, has reassured Japanese that they can get along with them, reckons Hidenori Sakanaka, a former immigration official who now heads the

- Japan Immigration Policy Institute, a think-tank, and has long advocated widespread immigration. Fears that more foreigners would bring more crime have proved unfounded (although many landlords² still refuse to rent to them).
- [7] Attracting the foreign workers Japan needs will not necessarily be easy. Language is a big barrier. Highly skilled immigrants, for whom the government has made it easier to get permanent residency, reducing the required period of residence from five years to one, are not required to speak Japanese. But only a handful of companies work in English. Lower workers must pass a Japanese exam and are not allowed to bring their families, even under the new “designated skills” visa.
- [8] Business practices are another barrier. Workers on student and trainee visas are vulnerable to exploitation. Firms where promotion is based on seniority rather than merit and where long hours are the norm will find it hard to attract workers.
- [9] Japan also needs to do more to help integrate foreigners, says Iki Tanaka, who runs Youth Support Center Global School, a private institute in Fussa, a city of 60,000 people west of Tokyo. A teacher at the school is coaching a group of foreign students, including Nepalese and Filipinos, in Japanese. The goal is to get them into state secondary school.
- [10] Ms. Tanaka suspects that the government makes little effort to help foreigners integrate because it does not really want them to stay. It requires many of those already present to renew their visas frequently, for example. The case of *nikkeijin*, immigrants of Japanese extraction, is instructive. They have the right to move to Japan based on family ties and so provide an easy way around the restrictions on low-skilled migrants³.
- [11] In theory they should be easy to integrate; many are familiar with the culture and speak some Japanese. In practice, however, the government has made no effort to help them. The children of *nikkeijin* do worse in school than those of other immigrants. The clearest sign of the government’s ambivalence came in 2008, when the economy took a turn for the worse and unemployment rose. It offered *nikkeijin* free flights and other subsidies⁴ to move back to their home countries if they promised not to return.
- [12] Accepting mainly skilled workers has allowed Japan to get away without any integration policy until now, says Mr. Chiavacci. But as the number of immigrants rises, and especially, as more low-skilled workers are admitted, this omission threatens to bring about some of the very concerns that prompted the government to restrict immigration in the first place, such as ghettoization⁵ and poverty. “With the right policies, we could transform ourselves from the weirdest nation in the world on immigration to a model for how to do it,” muses Mr. Sakanaka.

“Hidden Masses.” *The Economist*, 7 July 2018 より一部改変。

注

1. homogenous: 同質の
2. landlords: 家主
3. migrants: 移住者
4. subsidies: 補助
5. ghettoization: 貧民街化

1. According to paragraph [1], Yoko Yamashita:

- A. has always believed non-Japanese workers can do the same quality work.
- B. has never believed non-Japanese workers can do the same quality work.
- C. used to believe non-Japanese workers could do the same quality work but does not believe this anymore.
- D. used to believe non-Japanese workers could not do the same quality work but now believes they can.

2. According to paragraph [2]:

- A. Japanese young people are more open than older people.
- B. Japanese young people are more favored than older people.
- C. Japanese young people are more stubborn than older people.
- D. Japanese young people are more narrow-minded than older people.

3. The underlined a fact of life is closest in meaning to:

- (a)
A. a fact you must hide
- B. a fact you must accept
- C. a biological fact
- D. an unknown fact

4. The underlined through the back door is closest in meaning to:

- (b)
A. incorrectly
- B. indirectly
- C. unofficially
- D. unluckily

5. According to paragraph [6], why do landlords still refuse to rent to foreigners?
- A. Because landlords have worries that foreigners cannot pay the rent.
 - B. Because landlords have baseless concerns about foreigners.
 - C. Because foreigners have different habits from those of Japanese people.
 - D. Because foreigners are sure to bring crime to Japan.
6. According to paragraph [7], Japan has changed the requirements for permanent residency so that:
- A. anyone can get permanent residency without speaking Japanese.
 - B. everyone needs to take a Japanese exam before getting permanent residency.
 - C. all immigrants are allowed to bring their families to Japan.
 - D. any highly skilled immigrants can apply after one year of residency.
7. According to paragraph [10], Iki Tanaka believes that:
- A. the government does not want any immigrants to come to Japan.
 - B. the government wants many immigrants to come and stay.
 - C. the government works hard to integrate non-Japanese people.
 - D. the government wants most immigrants to eventually return to their own countries.
8. In paragraphs [10] and [11], the article picks up the topic of *nikkeijin*, primarily because:
- A. they have children who do poorly in school.
 - B. they received return tickets to their home countries.
 - C. they illustrate Japan's treatment of immigrants.
 - D. they have ancestors who are originally from Japan.
9. The authors of the article believe:
- A. Japan needs to come up with a policy for integration.
 - B. Japan shows the world a model immigration policy.
 - C. Japan does not promote accepting foreign workers.
 - D. Japan will avoid economic hardships of foreign workers.

10. According to the authors, the main group who wants an increase in the number of foreign workers is:
- A. government
 - B. residents
 - C. business
 - D. tourism officials

2 次の英文を読み、指定された字数(句読点は字数に含む)で設問に答えなさい。(60点)

Rural schools are usually smaller and have lower student-teacher ratios than urban schools. They are also more likely to have a less socio-economically advantaged student body, experience staff shortages and have a lower proportion of qualified teachers. Differences between rural and urban schools can have both negative and positive implications.

On the one hand, smaller rural schools may facilitate a climate of stronger cooperation and sense of belonging to the school. According to PISA¹ 2015, teachers in rural schools support students in their learning more frequently than teachers in urban schools. On the other hand, larger schools might be in a better position to offer more curricular and extra-curricular options to meet a diverse range of interests and needs, as they benefit from economies of scale (size-related cost advantages).

Offering out-of-school opportunities and broader curricula matters for smaller rural schools. They allow schools to retain students, who otherwise might drop out or move to larger urban schools. This could be the case for ^(a)gifted² or special education pupils in particular. The provision of teaching from sources outside the school, sharing study units among schools and the use of community resources for curriculum support can strengthen educational services regardless of school size.

As rural schools usually have a small number of students, they often employ grouping procedures that combine students at different year levels to make more efficient use of staff and instruction time. In such multi-grade classrooms, teachers cannot be everywhere or with each student ^(b)simultaneously, although this does not necessarily mean they provide less effective instruction. In fact, research does not suggest that students in multi-grade classrooms develop better or worse levels of cognitive³ and non-cognitive skills than those in classrooms grouped by age. By their nature, open peer-learning⁴ activities suit multi-grade learning environments particularly well. When these are well-planned, they can have positive effects on learning. One-to-one schemes are an example of peer learning activities that have very positive results on students' performance. They have proven to be particularly effective in primary education and on reading skills when well-structured patterns of content and work procedures are in place, and when the tutor⁵ is older than the tutee⁶.

In a context of shrinking public budgets and improvements in transportation systems, consolidation of rural schools ^(c)(closing or merging schools) becomes more cost-effective for educational authorities. Larger schools can optimize their facilities, equipment and resources by spreading the fixed costs over a larger student body.

However, closures also increase transportation costs, especially in sparsely populated

areas. Higher transportation time or a lack of good transportation may negatively impact students' lives by increasing fatigue, reducing attentiveness in class, or impacting family life and children's out-of-school time. Moreover, school consolidation can also impact the vitality of communities, as schools provide spaces for social and cultural interaction and thus contribute to social cohesion⁷ and local economy.

Consolidation of rural schools has been a common response to declining student rolls, yet it is indeed a sensitive issue for local communities. As such, some systems as England, Quebec (Canada), and Scotland make use of local consultation processes to inform school consolidation. Involvement of local stakeholders⁸ allows a careful assessment of potential viable⁹ alternatives, and an open discussion of concerns of parents and communities. This might make decision-making slower and more complicated, but leads to decisions that better balance economic, ecological and social concerns which benefit from higher support of the local population.

In very remote regions with a scattered population, consolidation might not be an option
(d) as student (and teacher) transport time increases too dramatically. In such cases schools can share equipment, facilities and staff, teachers of specialized subjects or personnel taking care of special needs students¹⁰. The effectiveness of these measures, however, relies on guaranteeing appropriate funding, effective and qualified leaders, certain organizational and administrative autonomy¹¹, a well-designed and efficient coordination structure as well as clearly outlined functions and responsibilities.

“Country Roads: Education and Rural Life.” *Trends Shaping Education Spotlight 9* (OECD 2017) より一部改変。

注

1. PISA: Programme for International Student Assessment の略。OECD による生徒の学習到達度調査。
2. gifted: 優れた才能のある
3. cognitive: 認知能力に関わる
4. peer-learning: 仲間同士での対話等を通じた学び
5. tutor: 個別指導をする人
6. tutee: 個別指導を受ける人
7. social cohesion: 社会的結束
8. stakeholders: 利害関係者
9. viable: 実現可能な

10. special needs students: 特別支援教育を必要とする生徒

11. administrative autonomy: 自治体

問 1. 第 2 段落に基づいて, (1) smaller rural schools と (2) larger schools の違いについて, それぞれの positive implications を 60 字以内の日本語で答えなさい。

問 2. 下線部(a)について, otherwise が指示している内容を, 「もし…ならば」という書き方で, 40 字以内の日本語で答えなさい。

問 3. 下線部(b)について, such multi-grade classrooms とはどのようなものか, such が指示している内容が分かるように, 60 字以内の日本語で説明しなさい。

問 4. 下線部(c)について, (1)交通手段に関わる影響を 30 字以上 60 字以内の日本語で, (2)児童生徒の生活に与える影響を 50 字以上 80 字以内の日本語でそれぞれ説明しなさい。

問 5. 下線部(d)について, consolidation の代案としてどのような方策が考えられるか, 本文の内容に即して 60 字以内の日本語で説明しなさい。

問 6. 本文全体のタイトルとして最もふさわしいものを次の中から選びなさい。

- A. The challenges of education in remote areas
- B. The importance of peer-learning activities in rural schools
- C. The effectiveness of consolidation of urban schools
- D. The transportation system and rural schools

3 以下に示すススムさんとあなたとの対話の一部を読んで、話の流れから、Tomさんを誘うメール文を、書き出しに続けて英語で書きなさい。その際、下線①～③の情報は必ずメール文に含めなさい。(30点)

ススム：金曜日に駅の近くに中華料理店がオープンするんだって。初日は全品半額らしいよ。

あなた：全品半額なんて、すごいね。行こう、行こう。中華料理、大好きだし。

ススム：いいね。じゃあ、Tomも誘おうよ。確かTomも中華料理が好きだったと思う。

あなた：オッケー。あとでメールで誘っとくね。

Hi Tom,

Looking forward to your reply.

- 4 次の1～6はある生徒が提出した英作文の一部を抜き出したものである。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。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。なお、添削の便宜のため、各英文には対応する日本語の文を付した。(30点)

(例1) Mary ~~have~~ a son.
has

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

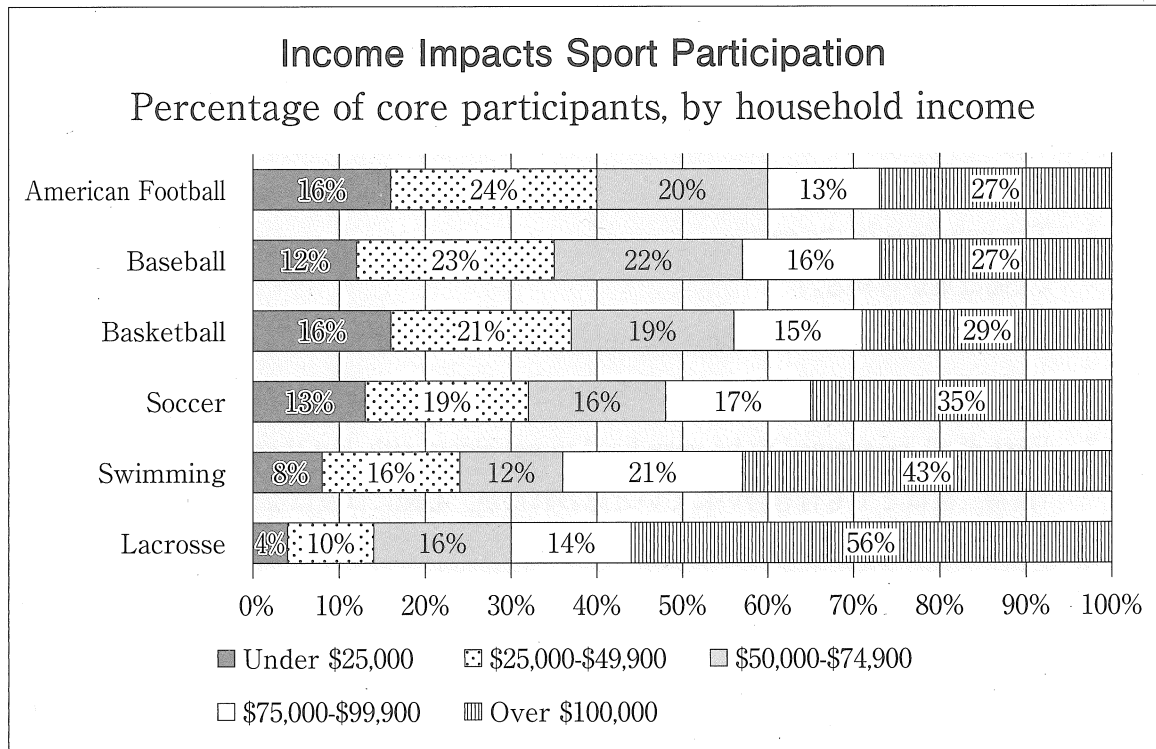
(例3) My mother is a medical doctor.
誤りなし

1. The sun rises in the east.
(太陽は東から昇る。)
2. The sign is said that you can't swim here.
(その標識にはここで泳ぐことはできないと書かれている。)
3. First of all, he seemed to be very hard to get along with, but there was no need to worry.
(最初、彼はとても付き合いにくいと思われたが、心配には及ばなかった。)
4. I take the first train on weekday.
(私は平日始発電車に乗る。)
5. The student dyed his black hair.
(学生が髪を黒く染めた。)
6. This question is enough easy for me to answer.
(この質問は私が答えられるほど簡単だ。)

5 Use the information in the text and chart to answer the following questions. (40 点)

Household income is one major (1) of sports participation in the United States. In urban or poorer areas, schools often provide fewer sports options and opportunities for their students than suburban or more (2) areas. Additionally, youth from homes in the lowest income bracket (\$25,000 or less) are less than (3) as likely to play lacrosse than youth from the highest bracket households (\$100,000 or greater). Simply put, families that can (4) more can allow their kids to play more. However, despite requiring a lot of equipment (5) has the highest percentage of participation among the two lowest income groups.

Chart



Source: Lee, A. (2015). "7 Charts that Show the State of Youth Sports in the US and Why It Matters." *The Aspen Institute*. (一部改変)

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

1. A. suggestion B. indicator C. advantage D. disadvantage
2. A. city B. deprived C. wealthy D. country
3. A. one-tenth B. ten times C. half D. twice
4. A. move B. defeat C. win D. afford
5. A. American football B. baseball C. swimming D. lacrosse

Question 2: Write between 15 and 30 words to complete the following paragraph.

Children from wealthy families can participate in more sports. This is because _____

Children from poorer families go to schools with fewer sports options, cannot buy expensive equipment, and do not have parents with the time to take them to practice.