

令和3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12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 試験中に問題冊子の印刷不鮮明、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] Inclusive design is often confused with designing for people with disabilities. However, true inclusive design is much more than this — it is about designing for as diverse a range of people as possible. It is a philosophy that encourages us to consider how size, shape, age, gender, sexuality, ethnicity, education levels, income, spoken languages, culture & customs, and even diets shape the way we interact with the world. More importantly, it is about designing products and services in light of this understanding.

[2] Not so long ago, the term ‘inclusive design’ did not exist. There was also a view among many that one-size may fit all and designing for an ‘average man’ was good enough.

[3] Today, we are still surrounded by products that only work well for a limited range of people. Some are hard to (a)interact with if your hands are small, or you have limited strength or flexibility. Others don’t fit because of your body shape or others are biased toward those who speak a certain language or follow certain customs.

[4] It is not always completely clear why products are designed to exclude people. Often, it’s a perceived efficiency-thoroughness trade off — a variant of the 80:20 rule, that suggests that you can get it right for 80% of the people for 20% of the effort, while it takes a further 80% of the effort to get it right for the remaining 20%. However, much of the time it is simply that the designers haven’t thought enough about the diversity of the people who wish to interact with the product that they are designing, often because it’s not in the culture of the company.

[5] It is also often the case that the number of excluded people is dramatically underestimated. Capabilities are frequently thought of in binary terms. For example, you can either see or you can’t, or you can hear or you can’t. In reality, our sensory, cognitive and physical capabilities all tend to sit on a long spectrum¹. Some on this spectrum are excluded altogether, while a much greater number are inconvenienced. To complicate things further, these spectrums are rarely linear; in many cases, they are multi-dimensional.

[6] Taking sight as just one example, the range of capabilities is incredibly complicated. Some people can see perfectly well without any form of correction, others require spectacles to see things that are far away or very close, others take longer to shift focus, or perhaps struggle in low light, some are unable to perceive colour, while others have a limited field of view. The remaining senses are just the same, whether it is hearing, touch, smell or taste — some people may have no sensation at all, however, a much larger group have different capabilities on multi-dimensional spectrums.

[7] Physical capabilities are very similar. These include the kind of capabilities that we might naturally think about when we consider inclusive design, such as mobility, strength, flexibility, and reach. Just like sensory capabilities, they each lie on a spectrum.

[8] The ethical case for inclusive design is easy to understand. Most of us want to live in a world where we all have an equal chance of engaging with society, participating in different activities, and living independently. With an ageing population in most parts of the world, it also makes a good case at a societal level. But it’s a philosophy that also makes great business sense, and one that is embraced by some of the world’s leading

companies to develop a larger customer base, improve customer satisfaction, reduce returns & servicing, increase brand reputation, and improve staff morale.

[9] Perhaps the most credible business case is designing products that a greater number of people choose to buy and remain happy with — largely because of a greater fit with their capabilities. When thinking about capabilities it's useful to think of them on three levels:

1. Permanent (e.g. having one arm)
2. Temporary (e.g. an arm injury)
3. Situational (e.g. holding a small child)

[10] The market for people with one arm is relatively small. However, a larger market can be found for a product that can be employed/utilized by people carrying a small child (or using one of their arms for another task). As such, designing for the smaller market of permanent exclusions is often a very effective way of developing products that make the lives of a much wider group of customers more flexible, efficient and enjoyable.

[11] Given the range of human capabilities that a designer has to consider, it is perhaps possible to understand why it is an area that is often overlooked. However, inclusive design does not have to be too (A), particularly when it is embedded as a natural part of the design process.

[12] The first step on the path to designing more inclusive products is to understand where the current challenges lie. Firstly, we need to think about the demands that the product places on people at a sensory, cognitive and physical level. Secondly, we should consider which aspects of human diversity may influence the interaction with the item.

[13] The second step is to make informed decisions about the product specification. This includes balancing the needs of inclusion with other measures of performance (such as efficiency, safety, flexibility, and satisfaction). At the early stages of the design, the specification should always be seen as a 'living document' that should be refined and updated as the design matures.

[14] The task does not end here however. The remaining step is to continually test and evaluate the design throughout the design process. In reality, this means testing against the specification (and relevant standards) but also testing with as diverse a range of users as possible. While much can be done based on methods and tools, there really is no substitute for testing with people.

[15] Understanding how to make the product better is, of course, just one part of the challenge. Getting more inclusive products to market relies on the commitment of the wider product team — a commitment to design better products that are appreciated and valued by a diverse range of people and, by doing so, achieve better commercial success.

Adapted from: Dan Jenkins, *UX Collective* (June 7, 2019).

注 1. spectrum: 連続体

1. According to paragraph [2], “designing for an ‘average man’ was good enough” is closest in meaning to:
 - A. it was easy to design products for someone of average height.
 - B. it was unnecessary to design a variety of products.
 - C. it was enough to design products for male customers.
 - D. it was essential to design one-size products for everyone.

2. According to paragraph [3], which is the closest in meaning to (a)interact with?
 - A. make friends with
 - B. make conversation with
 - C. make use of
 - D. make fun of

3. According to paragraph [4], the reason why products are designed to exclude people is:
 - A. that designers do not consider what kind of people will be using their products.
 - B. that designers do not understand the culture of the company.
 - C. that designers have a prejudice against minorities.
 - D. that designers try to make an effort to produce products quickly.

4. According to paragraph [8], some of the world's leading companies think:
 - A. their business philosophy is more important than inclusive design.
 - B. they should produce inclusively designed products for ageing societies.
 - C. their product should fit with the capabilities of a fewer number of people.
 - D. they could be more successful if they produced inclusive products.

5. According to paragraphs [9] and [10], why are the three levels important when thinking about capabilities?
 - A. Designers can design products that are useful for a wider range of people.
 - B. Designers can focus on one of the three levels and design products effectively.
 - C. Designers should know how capable they are in designing products.
 - D. Designers should develop people's capabilities in effective ways.

6. Which of the following words best fills (A)?
- A. demanding
 - B. saddening
 - C. strict
 - D. expensive
7. According to paragraph [12], which of the following is NOT the first step to develop products?
- A. To understand what motion people would make when using the product.
 - B. To understand how people would visually perceive the product.
 - C. To understand how much people would spend on the product.
 - D. To understand what mental effort people would make when using the product.
8. According to paragraph [13], 'living document' means:
- A. something that looks like an article.
 - B. something that consists of facts.
 - C. something that continues to live.
 - D. something that keeps on improving.
9. According to paragraph [14], the final step emphasizes the importance of:
- A. testing the product with computer models.
 - B. testing the product with strictly controlled experiments.
 - C. testing the product with scientific instruments.
 - D. testing the product with a wide variety of actual users.
10. The title of this article should be:
- A. Inclusive technology for the future.
 - B. Making a barrier-free society.
 - C. Products for physical disability assistance.
 - D. Designing for diversity.

2 次の英文を読み、設問に答えなさい。(60点)

One year, during Sats¹ preparation, I watched as a number of my year 2 students cried because the paper was too difficult. I told them not to worry and to just try their best, but inside I felt dreadful. I knew that no matter how hard they cried, I would force them to continue. I've been a teacher for five years and I love working with children. But I've realised I don't want to teach them any more.

After spending a number of years in nursery education, I was put into year 2. I was taken aback at how different the lessons were and how much value was put on assessment. As far as (a)senior leaders were concerned, the curriculum should revolve around content that was likely to be on the test paper. Play-based learning was a distant memory.

The children were acutely aware of the upcoming tests, despite my efforts to make classes fun and engaging. They would constantly ask when we were doing another practice paper, and compare their test results to their friends'. One mother approached me after school crying (X) she was worried her son would not do as well as others in the class. Some of these children were still only six years old.

The following year (b)I accepted a role teaching year 1. Somewhat naively, I thought this would be the perfect balance, bridging the gap between the free-flow of early years and the formal structure of year 2.

I was wrong. Year 1 began with a transitioning stage that lasted a grand total of four weeks. After this time, the children were expected to sit down for five formal lessons a day, including teacher-directed carpet time, a task at their desks (which usually involved writing), and an activity with self-assessment. As their teacher, my job was to make sure they were getting on with tasks which were assessed. I became panicked every time a child wanted to move out of their seat, hurried them along when they spent too much time on the carpet asking questions, and became frustrated with them for acting like children.

(c)Many who had bloomed in reception were suddenly describing themselves as "dumb" or "stupid" because they found writing long sentences tricky or because they were stuck on a few words in a book. Others began misbehaving to avoid tasks or became withdrawn. Learning for them had become boring, restricted and unnatural.

Teaching in year 1 went against everything I had ever learned or believed about education. It was soul-destroying. I questioned the lack of opportunities for play, and tried my best to incorporate it where I could — but conversations with the principal repeatedly made me feel like I didn't know what (d)"real teaching" was. I was told: "This isn't nursery any more" and the children "need to get used to it". Play was seen as only distracting children from real learning.

On the contrary, there is research to suggest that the introduction of formal maths and literacy lessons during early years makes no difference to a child's later attainment. In some cases, it can be damaging. (e)Studies in New Zealand comparing two groups of children (one started formal literacy lessons at five, the others at seven), found there was no difference in ability by age 11. In fact, the children who started reading earlier reported negative attitudes towards reading and lower text comprehension.

In 2013, 130 early education experts, including David Whitebread from the University of Cambridge, signed a public letter in support of delaying formal schooling until the age of seven (in line with other European countries such as Finland, Denmark and Sweden). Whitebread describes play as “one of the highest achievements of the human species” and has expressed concern about a rising “earlier the better” trend in early education.

Much has been achieved in nursery education since the revised early years foundation stage (EYFS) framework was introduced in 2012. EYFS now provides a fantastic start to learning for children in this country, provided it is executed by teachers who truly believe in the value of play-based learning. The curriculum is led completely by the children and they can spend as little or as long on a task as they want; they choose their resources, the setting, the methods. To a child, play is serious work and the motivation to learn is intrinsic. (f) A skilful early-years practitioner will know when to intervene to guide and extend the opportunity to learn, but also when to step back and let it unfold naturally.

(Y) for the children succeeding in this setting, it ends at age five, when they’re forced to give up their natural instincts to play in favour of formal lessons. That’s before children in Norway, for example, have even started at school.

By nature, children are emotional, loud, indecisive, excitable, distracted, unpredictable, and they get bored easily. That’s what I — and so many of my early years colleagues — love about them. They are not mini adults. (g) Teachers should be free to develop these individual characters, rather than attempt to create 30 robots that will satisfy education ministers’ requirements. You wouldn’t expect a child to run before they could walk. Why are we making them write before they can talk?

The Secret Teacher, Teaching children without play was soul-destroying. *The Guardian* (June 2, 2018) より一

部改変.

↑ Secret Teacher: teaching children without play was soul-destroying. *The Guardian*, 2 Jun 2018. Copyright Guardian News &Media Ltd 2022.

注

1. Sats: Standard Assessment Tests の略で、イギリスで行われている全国学力調査

問1. 下線部(a)の人達が重視しているのは何か。日本語で簡潔に答えなさい。

問2. 空欄(X)に当てはまる最もふさわしい語句を次の中から選びなさい。

- A. because
- B. thus
- C. so
- D. unless

問3. 下線部(b)について、筆者はどのような気持ちで引き受けたのか。50字以内の日本語で説明しなさい。

問4. 下線部(c)について、筆者の気持ちとして最もふさわしいものを次の中から選びなさい。

- A. It was frustrating to see them succeeding.
- B. It was rewarding to see them focusing on tasks.
- C. It was satisfying to see them reading and writing.
- D. It was painful to see them struggling.

問5. 下線部(d)とは、ここではどのような教育を意味しているか。日本語で簡潔に答えなさい。

問6. 下線部(e)の結果について、80字以内の日本語で説明しなさい。

問7. 下線部(f)はどのような教師のことを指しているか。本文に従って80字以内の日本語で説明しなさい。

問8. 空欄(Y)に当てはまる最もふさわしい語句を次の中から選びなさい。

- A. Carelessly
- B. Happily
- C. Unfortunately
- D. Predictably

問9. 下線部(g)について、教師はどうあるべきか。80字以内の日本語で具体的に説明しなさい。

3 以下はシンガポールの MRT(地下鉄)車内での禁止事項を図示したものである。この図から何を読み取れますか。50 words 以内の英語で説明しなさい。(30 点)



FINE \$1000



FINE \$500



FINE \$5000

4 あなたが日本を訪れている観光客と知り合いになり、以下のような質問を受けたとします。適切な回答となるよう、各空欄に当てはまる1語を答えなさい。(30点)

Tourist A: I like ramen, but I hear that there are other noodle dishes in Japan as well. I've heard of udon, but I don't know what kind of noodle dish it is. Can you tell me what udon is, and how it is different from ramen?

You: Udon is another type of noodle soup. Udon is popular on the western side of Japan, in Shikoku, (1). Like ramen noodles, udon noodles are (2) from wheat flour, but the texture is softer and each noodle is thick. The biggest difference between udon and ramen is the stock. (3) ramen soup is usually pork, chicken, or fish stock, or a mixture of some, udon soup is fish stock with salt and soy sauce.

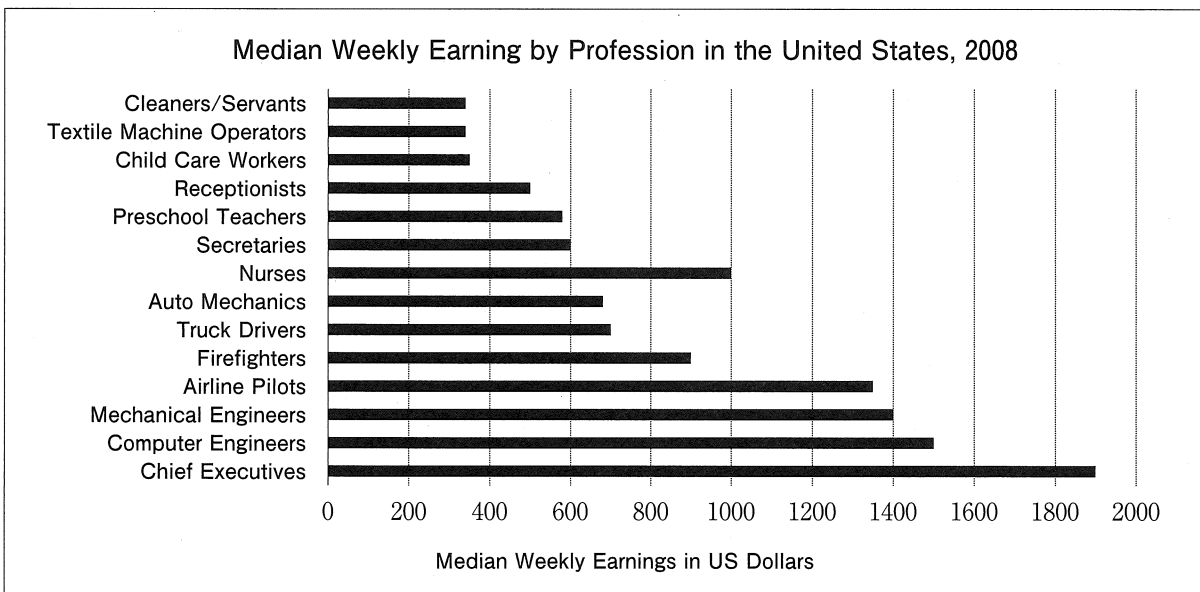
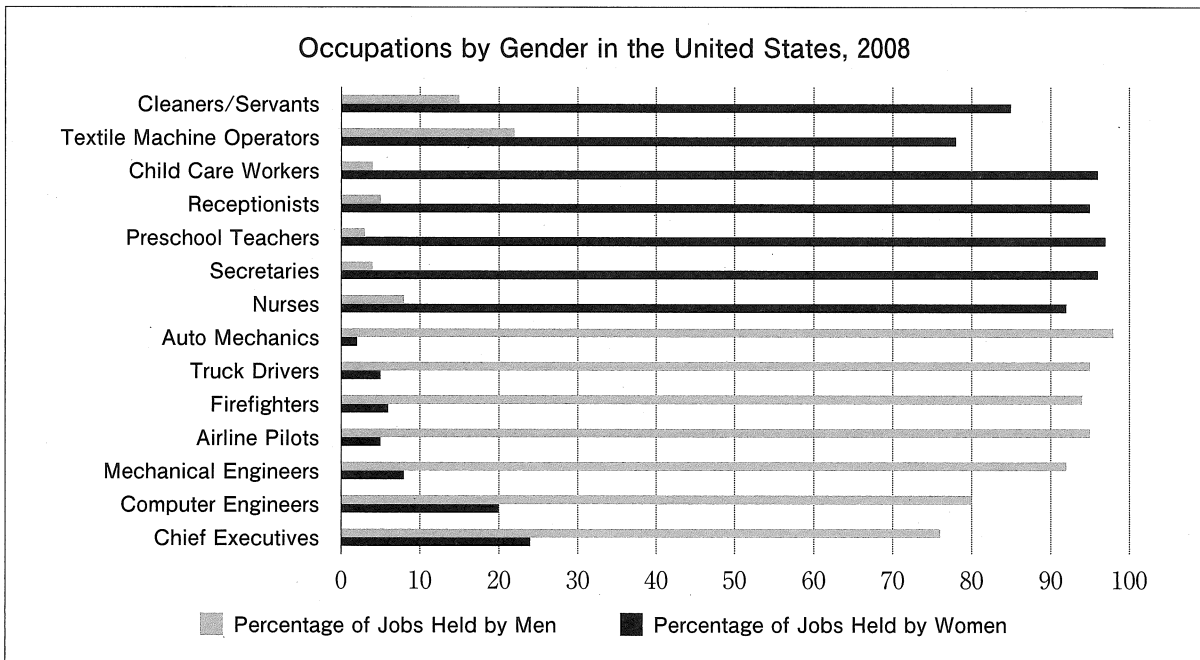
Tourist B: I am going to go to a public bath tomorrow. This is the first time I will visit a public bath in Japan. Do you have any advice?

You: In Japan, bathing is seen as a sort of relaxing leisure activity. It is not simply an act of (4) the body. So there are things that you should keep in mind. You should completely shower with soap before entering the bath. Be sure to wash off all the soap from your body before getting into the bath. You should not bring your towel into the bathtub in order to keep the water (5).

5

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

One (1) of gender inequality in the United States is to compare the different occupations which men and women usually are employed in. Women are much more likely to be hired as cleaners, receptionists or nurses. On the other hand, there is more chance that men will be (2) as firefighters, mechanics or pilots. The 'male' professions generally earn (3) higher salaries than the 'female' ones. Cleaners and servants earn the least amount of money and the (4) of those employed in those professions are female. (5) have the highest salaries of all the occupations assessed and they are predominantly male.



Source: U.S. Department of Labor, Bureau of Labor Statistics. 2009. Highlights of Women's Earnings in 2008. Report 1017. <https://inequality.stanford.edu/publications/20-facts-about-us-inequality-everyone-should-know>

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

1. A. lever B. measure C. method D. rate
2. A. called B. ignored C. preoccupied D. engaged
3. A. much B. many C. more D. less
4. A. minority B. majority C. highest D. most
5. A. Pilots B. Nurses C. Chief executives D. Secretaries

Question 2: Write 10 to 20 words to complete section (A), and one word to complete section (B).

Gender inequality in the United States can be shown by the type of jobs that men and women generally do and the salary they are paid. A higher ratio of men tend to work in well paid jobs. On the other hand,

(A) _____.

The one exception to this rule is (B) _____ where although there are a greater number of women employed than men they still earn more than some of the more masculine professions, such as auto mechanic maintenance, truck driving and firefighting.

