

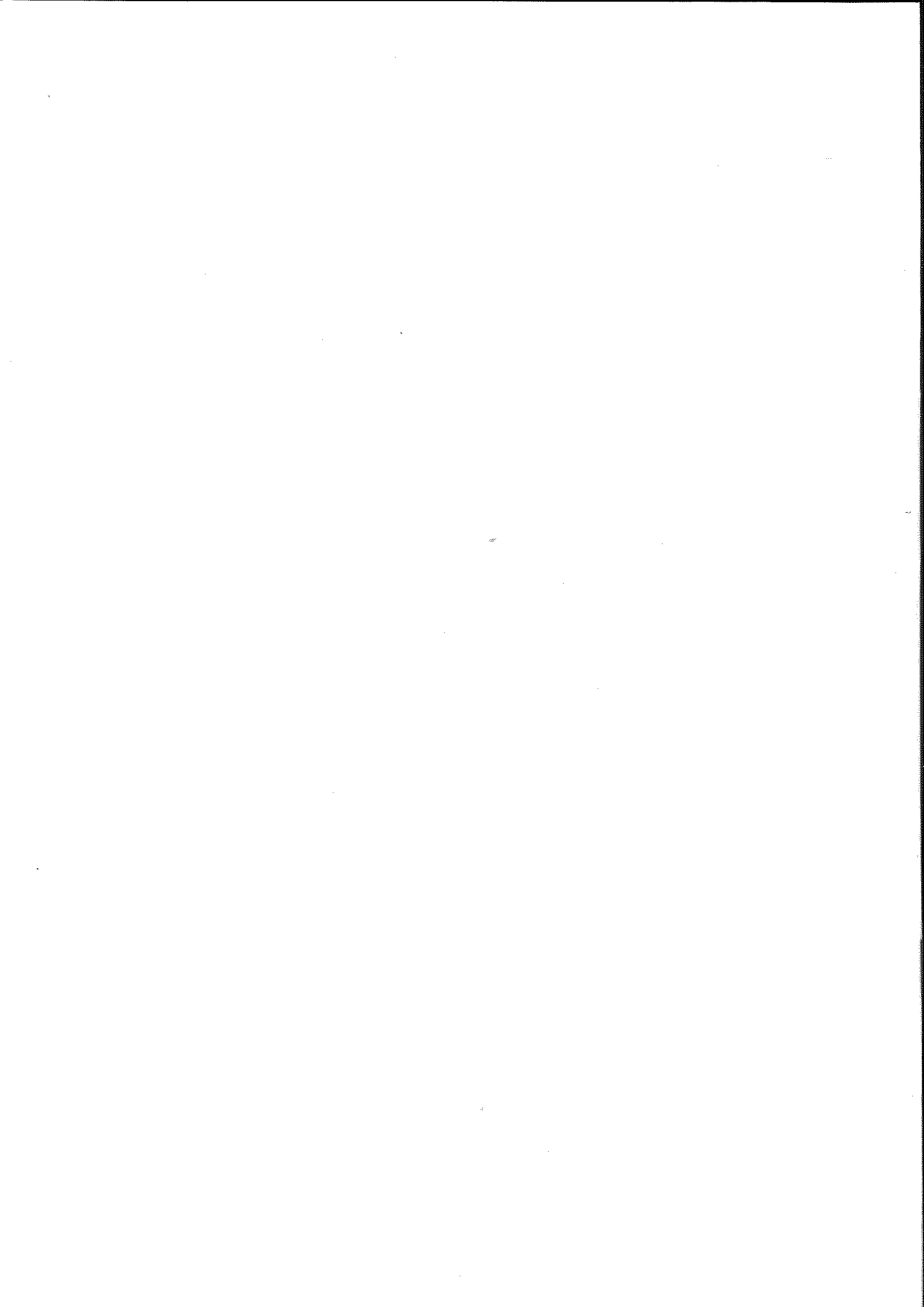
令和4年度入学試験問題

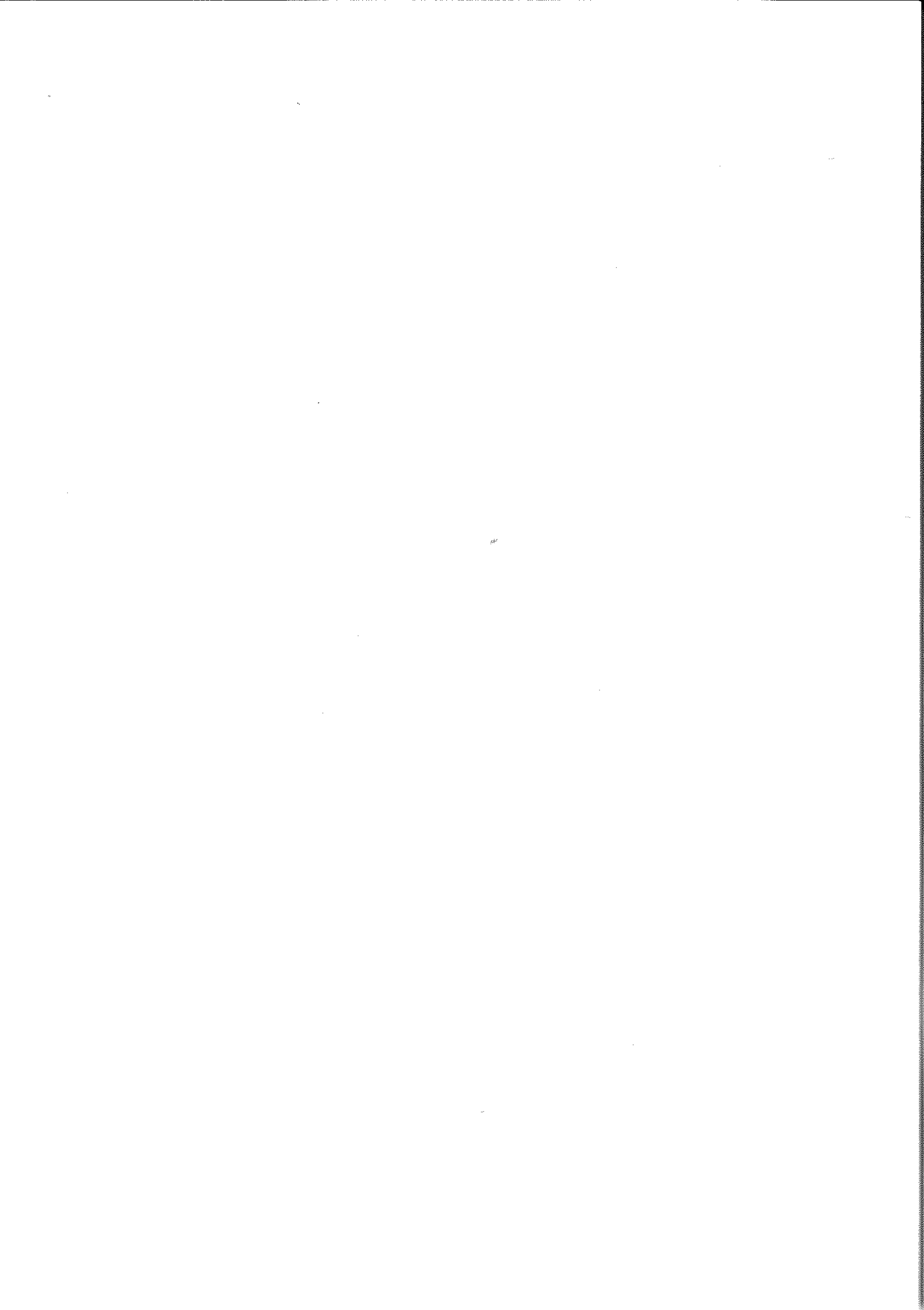
英語

(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9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 次の英文は 2019 年に火星探査車 Curiosity が NASA (アメリカ航空宇宙局) に送ったデータをもとに書かれたものです。読んで設問に答えなさい。(45 点)

著作権の都合により公表できません。

一部改変

注

1. sulfur 硫黄
2. methane メタン

問1. 次の(1)から(5)の質問の答えとして最も適切なものを1つ選びなさい。

- (1) According to paragraph [1], why is this study receiving attention?
 - A. It adds to evidence that there is organic matter on Mars.
 - B. It enables scientists to say that life involves organic matter.
 - C. It is the first evidence of organic matter on Mars.
 - D. It proves that organic matter is carbon-based compounds.

- (2) According to paragraph [2], what is true about sulfur?
 - A. It may be found in the water in the crater.
 - B. It may be the cause of harsh radiation.
 - C. It may have exposed the rocks to harsh radiation.
 - D. It may have protected the carbon-based compounds.

- (3) According to paragraph [3], why do they say that (a)it's still one of the most astonishing discoveries?
 - A. Because another basic organic molecule had been found in the air of Mars.
 - B. Because methane is a key ingredient of natural gas.
 - C. Because the organic molecules cannot be produced by non-living processes.
 - D. Because the rover analyses the air around it at regular intervals.

- (4) According to paragraph [4], what causes the fact that (b)the level of methane rises and falls at seasonal intervals in the year?
 - A. Mars breathing methane as if it were alive.
 - B. Methane buried deep under the surface of Mars.
 - C. Something supplementing the supply of methane.
 - D. The change of temperature on the surface of Mars.

(5) Which of the following best fits in (①)?

- A. First of all
- B. In addition
- C. On the contrary
- D. On the other hand

問 2 . What do (c)both of these studies refer to? Answer in detail in under 80 Japanese characters.

問 3 . What two words best fill (②)?

問 4 . What one word best fills (③)?

2 次の英文を読み、設問に答えなさい。(70点)

What's the best way to persuade children to drink water instead of unhealthy, sugar-laced beverages? Do you:

- A) Tell them it will make them more popular.
- B) Tell them it will make them healthier.
- C) Tell them it will make them smarter.
- D) Just tell them to do it without explaining why.

It turns out honesty is the most persuasive tactic, even for kids, while exaggerated claims and ungrounded commands can potentially have a negative effect, according to new research by Szu-chi Huang, an associate professor of marketing at Stanford Graduate School of Business. (a) The field study, performed in collaboration with UNICEF, was designed to determine the most effective way to move schoolchildren in Panama away from unhealthy sodas and other sweetened drinks toward drinking water instead.

Cowritten with Daniella Kuporopen of Boston University, Michal Maimaranopen of Northwestern University, and Andrea Weihrauchopen of the University of Amsterdam, the paper will be published in the *Journal of the Association for Consumer Research* in January. The research is the first to examine the effects of associating actions with goals in a real-world environment, in this case four elementary schools, where children encounter countless messages daily, Huang says. Additionally, unlike previous research that has focused on adults, Huang's study is the first to test the effectiveness of such associations on kids.

Targeting (b) Pre-existing Associations

The researchers put up posters in four elementary schools located within 10 miles of each other and of similar size and socioeconomic status. Each school had a kiosk selling bottled water. In a preliminary questionnaire, the researchers found that children strongly associated water consumption with health but saw only a moderate association between water consumption and intelligence. The children held an even weaker association between water consumption and the ability to make friends.

In the main study, each school put up posters with a message unique to its campus. At one school, the posters asked students to drink water and "be healthy." At another, the signs said that water would help them "learn faster." At a third school, they declared that consuming water would help students "make friends," and at a fourth school the signs simply told them to "drink water," without further explanation. The posters remained on display for a month.

The researchers found that children at the school where posters declared that drinking water leads to good health increased their water consumption by 31 %, suggesting that targeting the students' pre-existing association (that water is healthy) led them to the desired outcome, says Huang.

At the school with posters associating water with learning faster, consumption didn't change from the

pre-study level. And at the school emphasizing the questionable association between water and making friends, consumption decreased by small margin. That decline may have occurred because the posters linking water to making friends “may have seemed dishonest or confusing,” causing children to reject the advice to drink more water, Huang says.

Avoid Blunt Commands

At the school where posters simply advised the students to drink more water, without stating why, water consumption declined significantly, by 48%. Like the children who were discouraged by the attempt to associate drinking water with being popular, these students also may have felt that they were being controlled by (c)the blunt command to drink water.

“People don’t want to follow an order without any reason,” says Huang. “This rule applies to children as well.”

In the weeks after the posters were removed, water consumption generally returned to the pre-study level.

These results suggest that (d)children may need continuous reminders, whether in the form of posters or some other messaging, over time to alter their behavior. Regardless, Huang says, (e)these most recent findings help to explain what kind of messaging may work to encourage children to modify their habits and help them live healthier lives.

Lee, L. “The Power of Telling It Like It Is.” *Insights by Stanford Business*. 一部改変

問1. 下線部(a)について、この研究の目的を80字以内の日本語で説明しなさい。

問2. 下線部(b)について、児童に対する事前の予備調査からわかったことを3つ答えなさい。ただしそれぞれ40字以内の日本語で説明すること。

問3. 下線部(c)の内容を、本文に即して30字以内の日本語で答えなさい。

問4. 下線部(d)のように言える根拠は何か。本文の内容に即して60字以内の日本語で説明しなさい。

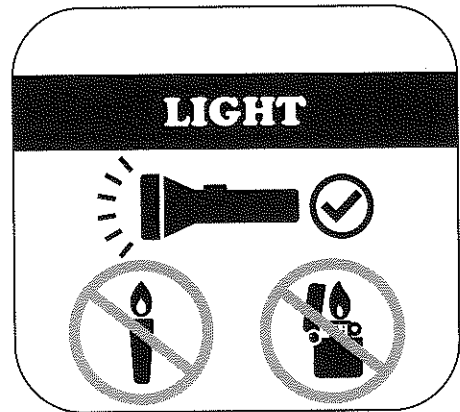
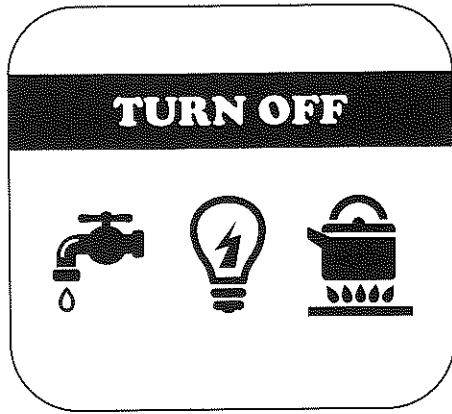
問5. 下線部(e)について、本文の研究から「どのような種類のメッセージ」が最も効果的であることが示されたのか、25字以内の日本語で答えなさい。

問6. 本文の内容に即して、良い結果が得られた順に以下のAからDの方法を並べ替えなさい。

- A) Telling students that drinking water will make them more popular
- B) Telling students that drinking water will make them healthier
- C) Telling students that drinking water will make them smarter
- D) Telling students to drink water without explaining why

(良い) _____ → _____ → _____ → _____ (悪い)

- 3 The signs below show what to do in the event of a serious earthquake. Imagine that your name is Yuki and you are living in an apartment building in Japan. You have a new neighbor, Sarah, who is from the United States. You heard that she is worried about what to do if there is an earthquake. Write her a friendly note to explain what to do. Include information from each sign below. Write 50 to 70 words. (45 点)



4 Using the information in the text and diagram, fill in each blank with three to six words. (40 点)

The diagram explains [A]. Firstly, the bees build their hive. Then, the bees leave their hive and start [B]. When a suitable flower is found, they [C] from it and bring it back to their hive. However, the nectar is too thin and watery. In order to reduce the water content, the bees [D]. When the nectar loses its water content, the [E].

