

令和4年度入学試験問題

外国語（英語）

注意事項

- 1 この問題冊子は、試験開始の合図があるまで開いてはならない。
- 2 問題冊子は、全部で8ページある。(落丁、乱丁、印刷不鮮明の箇所などがあつた場合は申し出ること。)
- 3 解答は、すべて解答用紙の指定された箇所に記入すること。
- 4 受験番号は、各解答用紙の指定された2箇所に必ず記入すること。
- 5 解答時間は、教育学部学校教員養成課程教科教育コース英語教育専修が100分、教育学部(学校教員養成課程教科教育コース英語教育専修を除く)およびその他の学部は90分である。解答すべき問題(○印)および解答用紙の枚数は、下表のとおりである。

| 受 験 者 | 解答すべき問題(○印) | | | | 解答用紙の枚数 |
|--------------------------------|-------------|----|-----|----|---------|
| | I | II | III | IV | |
| 人文学部 | ○ | ○ | ○ | | 3 |
| 教育学部(学校教員養成課程教科教育コース英語教育専修を除く) | ○ | ○ | ○ | | 3 |
| 教育学部(学校教員養成課程教科教育コース英語教育専修) | ○ | ○ | ○ | ○ | 4 |
| 法学部 | ○ | ○ | ○ | | 3 |
| 経済学部 | ○ | ○ | ○ | | 3 |
| 理学部 | ○ | ○ | ○ | | 3 |
| 医学部 | ○ | ○ | ○ | | 3 |
| 歯学部 | ○ | ○ | ○ | | 3 |
| 工学部 | ○ | ○ | ○ | | 3 |
| 農学部 | ○ | ○ | ○ | | 3 |
| 創生学部 | ○ | ○ | ○ | | 3 |

教育学部学校教員養成課程教科教育コース英語教育専修のリスニングテストは、試験開始70分後に約15分間実施する。

- 6 下書きは、問題冊子の余白を使用すること。
- 7 問題冊子は、持ち帰ること。

I

[全学部受験者用] 次の英文を読んで、下の問いに答えなさい。

Do the dead have a place in the world of the living? Researcher Josef Gohori first observed this “presence of the dead among the living” about a decade ago in Japan.

The Czech native was in Itoigawa, Niigata Prefecture, to conduct field research on relationship-building among the elderly. He had brought a gift as a token of appreciation when he went to interview an elderly woman. Upon receiving the gift, she immediately placed it at the Buddhist altar in her home as an offering. She then started speaking in front of her late husband’s photo placed at the altar.

Gohori remembered that she was expressing her worries to her husband
(a) over whether she could be of any help to the researcher.

“I was surprised to see her talking as if her late husband was right there,” Gohori said in Japanese. “Buddhist altars are regarded as part of Japanese culture, but they function to allow people to keep their connection with the dead. Placing such things in an everyday space was quite new to me.”

People in Western countries visit graves and offer prayers for the dead, and their grief traditionally focuses on the detachment from the deceased, Gohori said. But “intimate communication” with the dead on a daily basis was a novel concept.

Gohori, currently a professor and chief researcher at the Asian Research Institute for International Social Work of Shukutoku University in Chiba Prefecture, added: “People here have everyday conversations with the dead,
(b) just as if talking to family members at home, without the presence of religious figures such as priests. I’ve found it intriguing that people remain close to their loved ones who passed away. Such relationships seem to give people comfort.”

He discovered that this practice is common in Japan, so he finds it confusing when Japanese people describe themselves as non-religious. He sees many aspects of Buddhism, Shintoism and other religions in their everyday lives.

“Many people visit shrines and temples on occasions such as New Year’s Day, while funerals and memorial services are usually conducted with Buddhist monks attending,” Gohori said. “On the other hand, it’s common to hold

weddings at churches. That’s also intriguing.”

He said Japanese people generally have a broad interpretation of religion and are not bound by any particular religious groups. For example, sometimes both Buddhist and Shinto altars are placed in the same household.

“(c) Japan has the base for various religions to exist together, without sects creating walls,” he said. “I think the act of speaking to altars is very religious, but people are not aware that it’s religious. It’s become part of their way of living.”

For Gohori, religion was not a part of his life — at least not officially — growing up in Czechoslovakia when it was under a communist regime that persecuted religious organizations. When he was a child, he went to church with his grandmother, trying not to be caught by secret police.

“(d) Such experiences increased his interest in religion, raising a series of questions: “What is religion? Why is it suppressed? What role does it play for us?”

“I was fascinated by something that can’t be explained scientifically despite the advance of science and something that goes beyond people’s power,” he said.

(Adapted from “Attitudes on death fascinate Czech scholar Gohori, who studies Buddhist social work in Japan” by Ayako Hirayama, *The Japan News*, July 10, 2021)

〔注〕 Josef Gohori 郷堀ヨゼフ(教授, 淑徳大学) Czech チェコの
altar 祭壇 offering 供物 detachment 分離
the deceased 故人 intriguing 興味深い persecute 迫害する

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)を, here の内容を明らかにして和訳しなさい。

問 3. 下線部(c)の結果として日本で生じている4つの事を, 句読点を含めて60字以内の日本語で説明しなさい。

問 4. 下線部(d)の内容を, 句読点を含めて70字以内の日本語で説明しなさい。

II

〔全学部受験者用〕次の英文を読んで、下の問いに答えなさい。

We know cow farts (and, more importantly, burps) contribute to global warming, but they're not the only things expelling greenhouse gases into the air. Trees killed by rising sea levels are also emitting carbon dioxide, methane,^(a) and nitrous oxide, according to a recent study, and these “tree farts” could be an overlooked source of emissions that will only worsen as sea levels continue to rise and wipe out woodlands.

The study, recently published in the journal *Biogeochemistry*, looked at the emissions from “snags,” the dead trees in coastal wetlands known as ghost forests. Ghost forests are areas of woodland that rapidly transitioned into wetland, often because of rising sea levels, storm surges, and flooding, or even a lack of droughts, all caused by climate change. Those floods or rising seas leave behind saltwater-poisoned trees, ghostly gray trunks left standing in the wetlands — which, researchers found, fart out greenhouse gases.

The “tree fart” term^(b) started as a joke, but it's a good description, explains Melinda Martinez, lead author of the study and a graduate student at North Carolina State University studying forestry and environmental resources. “If you think about what a fart is in our bodies, it's gases produced by microbial groups within our bodies, and so a fart is something from one system that goes into the atmosphere,” she says. “That's essentially what's happening within the snags themselves, too.”

Martinez wanted to look at these dead trees because most research on tree emissions has focused on live tree stems. She and her team thought these^(c) dead trees may be acting as “straws” for the gases produced in the soil. Soils in wetlands naturally produce CO₂, methane, and nitrous oxide, and, it turns out, those gases travel up and out through the snags. These dead trees are more like filtered straws, the researchers found, because microbial groups within the snags can potentially change some of the methane — which is 40 times more powerful than carbon dioxide — back to CO₂.

To measure these emissions, Martinez wrapped a flexible case around the snags that created a seal around the tree. The gases accumulated inside the

case, and a gas analyzer measured the levels over time. On the Albemarle-Pamlico Peninsula in North Carolina where the study was conducted, these tree farts could increase the region's greenhouse gas emissions by 25%, because regional greenhouse gas budgets weren't accounting for these dead trees' emissions.

Just how much these tree farts are contributing to greenhouse gas levels will likely differ across species and regions. And what to do about these greenhouse-gas farting trees is a complicated question. It's not as simple as chopping them down, Martinez says, because even as they die, they become new ecosystems for other species. She hopes her study is just the start of more research into ghost forests and their tree farts, and that experts start to take these emissions into account as this issue grows. "These ghost forests are not exclusive here in North Carolina," she says. "It's happening across the entire southeastern U.S., and we expect to see more of these forested wetlands ^(d) spreading across the country as the climate changes."

(Adapted from Kristin Toussaint, "Polluting tree farts are giving new meaning to 'greenhouse gas'," *Fast Company*, May 20, 2021)

[注] fart おなら(をやる) methane メタン
nitrous oxide 亜酸化窒素 snag 立ち枯れした木
microbial 微生物の filtered フィルター付きの budget 収支

問 1. 下線部(a)を確かめるために研究者が行ったことを、句読点を含めて 70 字以内の日本語で説明しなさい。

問 2. 下線部(b)で研究者がなぜ fart という単語を用いたのかを、句読点を含めて 60 字以内の日本語で説明しなさい。

問 3. 下線部(c)を和訳しなさい。

問 4. 下線部(d)を和訳しなさい。

Ⅲ

〔全学部受験者用〕次の問題A, Bに答えなさい。

問題A. 下線部(a), (b)を英訳しなさい。

現在, 毎日登校している2頭のうち, ラブラドルレトリバーのクレアは5歳で, 3月に9頭の出産を終えたばかり。食事の時間になると, 子犬たちが我さきにクレアの元に駆け寄ります。落ち着いた後, 私たちジュニア記者も子犬を抱っこさせてもらいましたが, 小さくてかわいらしく, 今いる場所が学校だということ^(a)を忘れてしまいそうでした。

4度目の出産となった今回は, 思いがけず学校での出産となり, 大勢の先生たちが見守るなか, クレアは堂々と出産を終えたそうです。吉田先生も「今までか^(b)かわってきた犬の中で, こんなに賢い犬を見たことがない」と言うほど, 落ち着いた, 穏やかな犬です。

〔出典〕「授業は 犬たちと一緒に」(読売新聞オンライン 中高生新聞, 2021年5月17日)

〔注〕 クレアは, 吉田先生が飼っている犬である。

問題B. 次の質問に100語(100 words)程度の英文で答えなさい。解答欄末尾の所定の箇所に, 解答に用いた語の数を「(100 words)」のように必ず記すこと。ただし, ピリオドやコンマなどの句読点は語数に含めません。

If you could change one thing about yourself, what would that be, and why?

IV は次ページ

IV

〔教育学部学校教員養成課程教科教育コース英語教育専修受験者用〕

リスニングテスト

注意事項

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子などを動かしたり、物音を立てたりしないようにしてください。
- ・風邪をひいている人は、咳をするのをなるべく我慢してください。
- ・問題は、AとBの2題あります。
- ・問題Aも問題Bも2回読まれます。問題Aについては1から5の設問ごとに2回読まれます。
- ・問題Aと問題Bの間に20秒程度の空白があります。
- ・音声を聴きながら、問題冊子の空欄にメモをとってもかまいません。

問題A. Listen to the dialogues and fill in the blanks with the words you hear.

1. [S 1: Student 1, S 2: Student 2]

S 1: Tom, I need someone to help me.

S 2: Oh, what's the matter?

S 1: My smartphone doesn't respond to any touches. ()?

2. [S 1: Student 1, S 2: Student 2]

S 1: John, you did very well in the last Japanese test. What's the secret?

S 2: Well, I just review the textbook and the list of words and phrases.

S 1: What's that list of words and phrases? Do you always make it?

S 2: Yes, I do. ().

3. [V: Volunteer tour guide, T: Tourist]

V: This is the oldest building in this region. It is registered as a heritage site.

T: I see.

V: The building is lit up in the evening during the cherry blossom season.

T: It must be beautiful. ().

4. [M: Man, W: Woman]

M: Good morning. We're from Wilton's. We've brought your fridge.

W: At last! You were supposed to come on Tuesday!

M: I'm sorry about that. (). We couldn't make it yesterday.

5. [B: Bill, C: Clerk]

B: Do you sell jazz records here?

C: Yeah, we sure do. Follow me. ... Here's our jazz section.

B: This place is amazing. It's huge!

C: Yeah. We sell all kinds of music here. ().

問題B. Listen to Andy's story and answer the questions in Japanese.

