

令和5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12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。

I've been getting a lot of questions lately about harvesting potatoes as a lot of gardeners aren't quite sure when exactly to dig them up. And who could blame them? Size, scent and firmness inform the maturity of most fruits and vegetables, but our senses can't help us here.^(a)

Dig potatoes too early, and you'll harvest a measly crop of minuscule tubers. You'll also risk stressing the plant and its precious root system, so although you could try replanting it, the plant might not thrive.

Wait too long, and your potatoes may get damaged by frost, or begin to sprout, crack or rot underground. It's enough to drive you starch-raving mad!

To find the sweet spot, examine the above-ground portion of your plant. Stop watering when at least half of its leaves have turned yellow. This will typically occur between 60 and 120 days from planting, depending on potato variety and, to some extent, the weather.

Cutting the plants to soil level at this time will aid tuber maturation, especially in wet climates, but this is optional.^(b) Either way, potatoes will be ready to harvest in two weeks, and if left standing, plants will have died back completely.

If you're still uncertain about the timing, you can check for readiness by carefully digging into the soil beside a sample plant and snatching a potato from the outer portion of its root system. The skin of a mature potato will not wipe off when rubbed with your fingers. If it does, refill the hole and check again in a week or so.

To avoid accidentally cutting or piercing potatoes, use a digging or spading fork instead of a spade or shovel to remove them from the ground. Deeply insert the tool 6 to 12 inches from the row or individual plant's perimeter. Rock it back and forth to lift the roots and unearth the potatoes, working your way in a circle around each plant. Afterward, sift through the soil to ensure no good spud is left behind.

You can cook and eat some right away, but potatoes intended for storage need to be cured. Lay them in a single layer on newspaper or cardboard and place them in a dark, cool spot between 10 and 15 degrees Celsius for two weeks. This will seal wounds and toughen and thicken skins, which extends shelf life.

After curing, store potatoes in a cooler area, like a cellar, that's well-ventilated, dark and roughly three to four degrees Celsius. Cured and stored correctly, they can be expected to last six to eight months. Avoid refrigeration, which concentrates sugars and alters their flavor. Bruised or damaged potatoes won't keep as well, so use them first.

New potatoes can be harvested earlier in the season, right after plants flower. But don't confuse them with the small-but-mature potatoes labeled "new potatoes" at the grocery store; those are simply small, usually red, varieties. True new potatoes are young, thin-skinned tubers harvested from immature, green plants. They're prized for their low starch and high moisture content, but they don't cure, store or travel well, so they should be consumed soon after harvesting.

This year, I tried growing potatoes in fabric grow bags. My plants thrived, reached full size and remained healthy without the excess supplemental irrigation I had anticipated. Hilling — mounding soil up as plants grew — simply meant adding more soil to the bags.

Determining maturity was as easy as rolling back the Velcro-affixed potato-viewing "window" to inspect tubers without disturbing them. And harvesting involved dumping the potatoes from the bag rather than digging them from the soil, so my lower back was as happy as my stomach. And that's no small potato.

(Adapted from "Unearthing your potato harvest: How do you know when to dig?" by Jessica Damiano, *AP News*, August 9, 2022)

〔注〕 measly ほんのわずかの tuber (ジャガイモなどの)塊茎
raving mad 狂乱状態の perimeter 周辺
spud (口語で)ジャガイモ cure 保存処理する
shelf life 保存期間
grow bag 植栽バッグ(ベランダなどで植物を育てるための袋)
Velcro-affixed マジックテープ付きの

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 下線部(c)の内容を、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)について、stomach と同じように lower back が happy であったとはどのような状況か、句読点を含めて 80 字以内の日本語で説明しなさい。

II は次ページ

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。

It was the summer of 1724, and two groups of Japanese villages were arguing over a sewage issue in Osaka. The dispute was about waste removal, but not quite in the way one would imagine. ^(a) The villages weren't arguing about whose job it was to dispose of the filth, but rather about who had the rights to collect it, keep it, and use it. Notably, the village residents didn't consider the substance filth. They used a special term, night soil, to describe the product they were after. And they were in dire need of it.

In the twenty first century, sewage is something of a hot potato: No one wants it. Western civilizations have built expansive sewage systems, with miles of pipes underneath cities, to carry it far away. Over the past century, they've constructed sophisticated mechanisms of purifying water before releasing it back into the environment and annihilating or disposing the so-called biosolids. Industrialized societies have spent billions of dollars perfecting sanitation systems that remove our waste quickly and efficiently — and keep it as far away from us as possible.

There are valid reasons for it. When left untreated, fecal matter leaches ^(b) into lakes and rivers, contaminating drinking water and causing disease outbreaks, including cholera, dysentery, and polio, along with intestinal worms and other parasites. The lack of proper sanitation facilities and treatment plants remains one of the biggest challenges of the developing world.

Yet, in eighteenth century Japan, biosolids were an esteemed substance. Japanese citizens did not view human waste as unwanted muck, but rather as something of value. What fostered this view, so different from ours? The answer lies in the soil. Compared to many European and North American countries, blessed with an abundance of forests and fertile grounds, Japan had much less land that was suitable for agriculture. Large parts of Japan had soils that were sandy and low on nutrients. Without continuous fertilizing,

they didn't yield rich harvests. When the Japanese population began to grow, people needed more food—and farmers needed fertilizer to produce it. Ultimately, it was the citizens who produced the fertilizer that put the food on the table. Population dynamics, particularly in large cities like Osaka and Edo, drove up the value of human excrement.

In the early years of the Tokugawa regime, farmers sent boats to Osaka packed with vegetables and other produce—and in return they received the city's night soil. But then the fertilizer prices climbed—and the night soil became a prized item. As its price went up, different organizations and guilds, which had the rights to collect night soil from specific areas of the city, began to form.

The excremental bull market had a very positive effect on cities' overall cleanliness. Because every drop of waste was gathered and used, Japanese cities did not have a problem with overflowing latrines, stinky street gutters, or other sanitation issues that plagued urban Europe at the time. In some European locales, night soil collectors cleaned latrines or picked up chamber pots, but overall, the business never really took off. Europeans saw little value in their excrement. They viewed it as disgusting muck they had to pay for to get rid of. They had enough rich soil, often fertilized with animal manure, so few farmers wanted to go an extra mile to gather the city's waste. And as urban sprawls grew, the distance from cities to farms also grew, complicating things further. And so the filth kept accumulating on the streets, causing the^(c)infamous disease epidemics that periodically swept through Europe (but that seemed to largely spare Japan). In fact, Japan's night soil collection approach worked so well that it continued into the 1980s, gathered by special vacuum trucks and delivered to treatment facilities.

(Adapted from “A History of Human Waste as Fertilizer” by Lina Zeldovich, *JSTOR Daily*, November 18, 2019)

[注] sewage (下水)汚物 filth 汚物
biosolids 下水汚物をリサイクルした有機物 sanitation 下水処理
fecal 糞便の leach しみだす muck 汚物
fertilize 肥料を与える excrement 排泄物
latrine 掘込み便所 manure (牛馬などの)肥やし

問 1. 下線部(a)はどのような問題をめぐるものだったか、句読点を含めて 40 字以内の日本語で説明しなさい。

問 2. 下線部(b)の内容を、句読点を含めて 60 字以内の日本語で説明しなさい。

問 3. 18 世紀の日本と西洋での人の排泄物の捉え方の違いを、その理由を含めて、120 字以内の日本語(句読点を含む)で説明しなさい。

問 4. 下線部(c)を和訳しなさい。

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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。

ヒトはどこから来て、どうやっていまのヒトになったのでしょうか。その答え^(a)を探るための研究には、いろいろな方法がありますが、たとえば考古学があげられます。

[出典] 平田聡・嶋田珠巳『時間はなぜあるのか?—チンパンジー学者と言語学者の探検—』(ミネルヴァ書房, 2022年)

きっと、どの本でも、作者が、「この本の感想として、正解はこれです」と決めて書いていることはないんじゃないでしょうか。むしろ、読んだ人が自由に感じて考えられるように書かれている本が多いように思います。だから、みんなが同じ感想を持つ必要はないし、いろいろな視点があつていいんだな^(b)ってことを、本を通じて、学んでいる気がします。

[出典] 芦田愛菜『まなの本棚』(小学館, 2019年)

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「(102 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。

What is an object (a thing) that is special to you, and why is it special?

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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. [M: Man, C: Clerk]

M: Excuse me, I think I left my wallet on the counter earlier today.

C: There was a wallet found today. We handed it over to the police.
You should check with them.

M: Thanks. ().

2. [D: Daughter, F: Father]

D: Dad, have you decided where we will go on our camping trip?

F: Not yet. Do you have somewhere in mind?

D: I'd really like to visit Sado Island.

F: (). Let's check out campsites on the Internet.

3. [S: Student, T: Teacher]

S: Can I ask a question about the homework assignment?

T: Of course. What's your question?

S: Do I need to answer all of the questions in English?

T: Well, yes. ().

4. [W: Waiter, C: Customer]

W: Have you decided what you want to have?

C: Do you have any recommendations?

W: Most customers who eat here tell me that the Margherita pizza is
delicious.

C: (). I'll have the pasta with fresh tomatoes.

5. [M: Mother, S: Son]

M: Your birthday is coming up soon.

S: Yes, next week. And, I was hoping that I could get a dog.

M: You know, it's a big commitment to take care of a dog.

S: I have thought a lot about it. ().

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

