

令和5年度保育学科，服飾美術学科

試験問題

外国語

(試験時間60分)

受験 番号	
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受験上の注意

- 1 机の上には、「外国語」の「問題冊子」1部と「解答用紙」1枚とが配付してあります。
「始め」の指示があるまでは、表紙の「受験上の注意」を読むだけで、「問題冊子」や「解答用紙」に手を触れてはいけません。
- 2 「受験票」を机の上に置き、筆記用具を準備しなさい。
「下敷き」の使用は認めません。
- 3 これは「外国語」の試験で、試験時間は「60分」です。
- 4 「始め」の指示があったら、「問題冊子」と「解答用紙」に「受験番号」を記入してから、解答にかかりなさい。
解答はすべて「解答用紙」の所定の欄に記入しなさい。
- 5 試験の内容については、いっさい質問に応じません。
後で問題を見て、印刷の不鮮明な箇所があったら、手を挙げて指示を受けなさい。
- 6 「やめ」の指示があったら、直ちに鉛筆などを置き、「受験番号」の記入漏れがないかどうかを確かめなさい。
- 7 試験開始後30分までは退室できません。
- 8 試験中の用便や試験開始30分以後の退室などには、手を挙げて指示を受けなさい。

[I] 次の英文の (1) ~ (10) に入れるのに最も適切な語を、下のa~jのうちから一つ選び、記号で答えなさい。

When William went home and started building his windmill, a lot of people laughed at him, including his mother. They didn't think he could do it, but William was (1). He saw the (2) of the windmill in the book. That meant someone else was able to build it, so he knew he could build it, too. William was also (3). He didn't have the parts and (4) that he saw in the book's illustrations, and he couldn't buy them. So he looked for parts in junkyards. He explains, "I found a tractor fan, a shock absorber, and PVC pipes. Using a bicycle frame ... , I built my machine."

William changed and improved his (5) little by little. First, the windmill powered only one (6). Eventually, it powered four lights. Then there was enough (7) for four lights and a radio. No one laughed at William after that, and people in his town (8) to come to his house to get power for their cell phones. Later, William built a second windmill. This one brought (9) up from underground. After that, William began to teach other people how to build windmills. He also (10) to build more of them himself, including one at a primary school in Malawi.

a. water b. design c. photo d. lightbulb e. confident
f. creative g. continued h. equipment i. started j. electricity

出典： "PATHWAYS 2: Reading, Writing, and Critical Thinking"
Brass, L., Vargo, M. and Folse, K. S. HEINLE CENGAGE
Learning

[Ⅱ] 次のそれぞれの組で、単語の下線部が異なる発音をするものはどれですか。①～④のうちから一つ選び、番号で答えなさい。

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|-----|--------------------|-------------------|------------------|-------------------|
| (1) | ① <u>crea</u> ture | ② <u>breath</u> e | ③ <u>heav</u> en | ④ <u>tre</u> at |
| (2) | ① <u>cast</u> le | ② <u>list</u> en | ③ <u>fast</u> en | ④ <u>gest</u> ure |
| (3) | ① <u>loose</u> | ② <u>advise</u> | ③ <u>news</u> | ④ <u>disease</u> |
| (4) | ① <u>blood</u> | ② <u>mood</u> | ③ <u>choose</u> | ④ <u>soup</u> |
| (5) | ① <u>worth</u> | ② <u>clothing</u> | ③ <u>through</u> | ④ <u>bath</u> |

[Ⅲ] AとBの問いに答えなさい。

A. 次の(1)～(10)の英文中の空所に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選び、番号で答えなさい。

- (1) If you happen to see Jimmie, please give him my best ().
① regards ② hello ③ reward ④ regard
- (2) Keiko had a () tire this morning. That's why she was late for work.
① broken ② flat ③ dead ④ weak
- (3) Excuse me, can I () your cell phone? I've left mine at home.
① borrow ② lend ③ lent ④ use
- (4) I can't put up () my boss anymore. He is so arrogant.
① with ② of ③ off ④ into
- (5) It has () three years since my grandmother died.
① passed ② gone ③ been ④ flown
- (6) The people there parted right and left, and made () for the parade.
① way ② side ③ step ④ walk
- (7) I () that movie, but I don't remember whether I have.
① cannot have seen ② should not have seen
③ may have seen ④ needn't have seen
- (8) I didn't hear my name () as I fell asleep while waiting for my turn.
① call ② called ③ calling ④ to call
- (9) Needless to say, () is more important than health.
① anything ② anytime ③ no time ④ nothing
- (10) Beth was at a loss when she lost () little money she had.
① which ② how ③ what ④ that

B. 次の(1)～(5)について、与えられた日本語の意味になるように()の中の①～⑥を並べかえるとき、()内で前から4番目にくる番号を答えなさい。

(1) 濃い霧のため、私たちはハイキングを中止した。

The dense fog (① from ② a hike ③ on ④ prevented ⑤ going ⑥ us).

(2) やり遂げようと思うなら、もっと根気強くなくてはと叔母は私に言った。

My aunt (① patient ② me ③ to ④ more ⑤ advised ⑥ be) in order to get it done.

(3) そのルールに従うのが正しいと私は思う。

I (① believe ② those rules ③ right ④ to ⑤ it ⑥ follow).

(4) その親がその医者に不満を漏らすのは当然だ。

It is (① the parents ② that ③ about ④ should ⑤ complain ⑥ natural) the doctor.

(5) その子どもはロボットの動き方にとっても興味をしめした。

The child (① how ② great curiosity ③ worked ④ showed ⑤ the robot ⑥ about).

[IV] 次の英文を読んで、あとの問いに答えなさい。

Japan's cultural influence is recognized globally, from *anime to gaming to fashion trends. One sub-culture which has become increasingly popular is ①Japanese kawaii culture, which has spread across the globe as a result of globalization and an increasingly technological world. If you've heard of Hello Kitty, you've already had a glimpse into Japanese cute culture, but what is it all really about?

Japanese kawaii culture is the Japanese culture of cuteness. ②Kawaii is more than just a word to Japanese people. The word itself has taken on a *persona of "cute", "lovable" and "adorable", and has evolved to mean someone or something with no negative traits. It describes the culture of celebrating all things adorable that include fictional characters as *the embodiment of positivity.

Kawaii can refer to items, humans and non-humans that are youthful, cute and childlike and is based on the sweet physical features of young children and animals. Animals can take on human features to make them appear more lifelike. Similarly, humans can take on the features of animals, particularly cats, using tails and ears to *enhance emotional expression.

③Kawaii is popular in Japan because Japanese culture values youth, where men and women seek to behave in the same way as young people by adopting the kawaii style of dress and lifestyle. ④It may also represent an escape from long working hours and strict social pressures that many people in Japan face.

Japanese kawaii culture has come into the lifestyles of every Japanese person, but how did it begin?

The word "kawaii" evolved from "kawayushi," in the Taisho Era (1912-1926), meaning embarrassed, shy, vulnerable, lovable and small. The modern word has retained this meaning, but now encompasses feelings of love, care and protectiveness.

Before the 1970s, the target audience of kawaii was younger school girls. Shojo was a way to market and develop fashion after the Second World War, to target teens with drawings of characters in chic fashion trends. Kawaii was used to sell cuteness to girls, who chose their products based on kawaii-ness. ⑤Collective identity and culture were formed around cute dress, accessories and objects, making a large group

identity.

Thus Japanese kawaii culture has spread through all aspects of lifestyle and popular culture.

*anime : 日本製のアニメ *persona : イメージ, 装った個性
*the embodiment of positivity : 好ましさそのもの *enhance~ : ~を高める

出典 : <https://www.thejapaneseshop.co.uk/blog/what-is-japanese-kawaii-culture/>
(一部改変)

- 問1 下線部①の“Japanese kawaii culture”の“kawaii”を, 第1段落ではどの英語で言い換えているか。その語を抜き出さない。
- 問2 下線部②の意味を, 英文に即して具体的に日本語で説明しなさい。
- 問3 下線部③で述べている事柄の理由を日本語で説明しなさい。
- 問4 下線部④を“it”の指すものを明確にして日本語に訳しなさい。
- 問5 下線部⑤を日本語に訳しなさい。
- 問6 次の(ア)～(オ)の文から, 本文の内容と一致しないものを2つ選び, 記号で答えなさい。

- (ア) 「カワイイ」という言葉は「かわゆし」から変化してできた。
- (イ) 大正時代の「かわゆし」の意味は現代の「カワイイ」には全く残っていない。
- (ウ) 「カワイイ」は人間には当てはまるが, 人間以外のものには当てはまらない。
- (エ) 大正時代の「かわゆし」には「きまりの悪い」という意味が含まれている。
- (オ) 1970年代以前は「カワイイ」は, 10代の少女をターゲットとして使用された。