

令和6年度入学試験問題（前期日程）
英 語
中等教育教員養成課程 中等教育プログラム 英語専攻
解答例およびスクリプト

解答例

[1]

(問 1)

<i>Ancient Superheroes</i>	<i>Example 1</i> (Heracles)	<i>Example 2</i> Gilgamesh	<i>Example 3</i> Thor
<i>Superpowers</i>	(• super strength)	(• super strength) • long life	(• super strength) • magic hammer
<i>Supervillains</i>	(• Nemean Lion) • Lernaean Hydra • Cerberus	(• The Bull of Heaven)	(• monsters / giants) • Jörmungandr

(問 2) Maybe people liked to see superheroes fighting for their side during the war. (13 words)

(問 3) It got out of some of the competition with other genres such as horror, crime, and romance. (17 words)

(問 4) (解答例 1) To give an example of irrational hysteria regarding comic books at the time. (13 words)

(解答例 2) To give an example of how superhero comics were considered to be a bad influence on children in those days. (17 words)

(問 5) 1960 年台以前のスーパーヒーローは皆、悪者と戦う理由に自信を持っており、その動機が明確であったが、マーベルコミックスが当時新たに生み出したヒーローには何らかの欠点があり、自分に自信が持てないという問題や、普通の人を抱えるような悩みを持っていた。(120 字)

(問6) To illustrate how Marvel humanized their superheroes by portraying them as having the shortcomings that ordinary people may have. (19 words)

(問7)

(解答例1) I think it is the case. The popularity of superheroes reflects our simple desires to be strong, to be able to rely on the strong, or even simply to knock down bad guys. These desires are innately common to all human beings insofar as they come from human nature. That's why superheroes have universal appeal. (55 words)

(解答例2) I do not think superheroes have universal appeal. Of course, we all wish we had super abilities; however, it is hard to relate to superheroes as ordinary people because we simply do not have those abilities. I feel that many people may dismiss superhero stories due to a lack of realism. (51 words)

[2]

(解答例 1) No homework and shorter school time sound like marvelous ideas, a dream for kids. I'm just wondering, however, what makes these two ideas realizable in Finland. Suppose teachers are well-educated and know how to intellectually stimulate kids, local residents guard kids and are eager and supported by the government to organize sports and cultural activities for kids, and, most importantly, parents are able to work less to spend more time with their kids. Then the two ideas will probably work. They couldn't work in Japan, though.

In Japan, teachers are quickly trained, local residents are indifferent to kids, and parents are often too busy to stay with their kids or too poor to give them out-of-school opportunities for education. To adopt Finland's two ideas, we must rebuild our society first. Until then, the current school system must be kept functioning as the only reliable safety net for kids, especially for poor families. (152 words)

(解答例 2) I do not think Japan would benefit from employing some of Finland's education policies because the cultures of Japan and Finland are different.

Firstly, I am not sure that society would accept shorter school times simply because Japan has a tradition of long, hard work days. Even at school, students are encouraged to attend school club activities, which emphasize long hours of hard practice.

Furthermore, even if society would accept shorter school days, I think that some parents might see the lack of homework as an opportunity to simply have their children spend more time at cram schools in order to improve their grades.

Finally, even though it would be great for children to have more freedom to enjoy their childhood, there is an idea in Japanese society that children should not be given too much free time. Some people think this would only lead to children getting into mischief. (151 words)

(解答例 3) I certainly think giving no homework and having less school time will lead to creativity, especially in elementary school children. Right now, I'm

spending more than five hours at home doing homework. I have to start doing homework immediately after I come home, and I don't get to sit at the dinner table together with my family. I would like to spend more time drawing manga. I'd like to spend a lot of time thinking about color coordination, which helps the characters to come alive. Sadly, I do not have time to do that, and I think homework is making it harder for me to become a manga artist.

However, without homework, I wonder if I would get the chance to actually work on my art. My parents would probably want me to go to a cram school instead, and then I would end up doing homework for the cram school anyway. (152 words)

(解答例 4) I think Japan would benefit by employing Finland's education policies.

First, I think it is better to not give primary school students homework. For one reason, kids who have at least one parent who doesn't work and can help and encourage them with their homework have an unfair advantage over kids whose parents both have to work. Furthermore, if the homework is a big assignment, such as summer homework, many times the students' mothers actually end up doing it. Of course, this does not help children at all. Perhaps it even encourages them to rely on others to do what they should do on their own. Second, I think shorter school time would be good. I have heard that adults work more efficiently if they take breaks. I guess that is even more true for children. For these reasons, I think Japan's students would benefit by having no homework and shorter school time. (153 words)

[3]

(問 1)

(ア) with strange creatures from outer space

(イ) totally different people from myself

(ウ) and allows me to concentrate

(エ) rain or shine, I read whenever I have time

(問 2)

(ア)

<i>Issue</i>	Joshua	Ryan
<i>Answering students' questions inside class</i>	(• praises for asking a good question) • (解答例 1) answers questions carefully (解答例 2) gives more information later	(• criticizes in front of class) • (解答例 1) doesn't give clear answers (解答例 2) quickly changes the subject
<i>Answering students' questions outside class</i>	(• takes much time to answer after class)	• not helpful in office
<i>Feedback for written work</i>	• very helpful in doing future work	• gives grades with no explanation
<i>Reputation as an expert</i>	(articles) • has written a lot of articles (TV appearance) • often appears on TV	(articles) • his articles don't appear in serious journals (TV appearance) • shows he's a narcissist, wanting attention

(イ) That his lectures are interesting / not boring. (8 words)

(ウ) He thinks Joshua is bragging, and he doesn't like it. (10 words)

(エ)

(解答例 1) If I were Joshua, I would say, "Professor Baker believes I'm a very smart student. I'm sure he likes me. That's why he is so helpful to me. He spends a lot of time for me, and above all he treats me as an intelligent and intellectual person. (48 words)

(解答例 2) If I were Ryan, I would say, "That guy thinks I'm an idiot. That's why he acts like that. He's never had a sincere conversation with me. He doesn't think I'm worth talking to. He even thinks I'm so worthless that he doesn't care that he embarrasses me in front of everyone. (52 words)

(解答例 3) Professor Baker hates me for no good reasons. He has judged me unfairly for some mysterious reasons that I can't even imagine. I mean, is it the way I dress? Is it the way I talk? Is it the way I walk? Is it something about my physical appearance? It really bothers me. (53 words)

(解答例 4) I feel that Professor Baker wrongly thinks I am not a very good student. Firstly, he answers any of my perfectly reasonable questions as if I had not done the reading. Also, he acts as if talking to me about my written work is a waste of time. (48 words)

スクリプト

[3]

(問 1)

Reading novels gives me the most pleasure in life. When I read, I am able to forget whatever bothered me over the course of the day. I let myself get absorbed in the worlds that the novel helps me create in my mind. I go to the wonders of the American West wilderness, with mesas, deserts, and caves. I experience meeting wonderfully crazy people with equally crazy personalities. I get to time travel with strange creatures from outer space.

In doing so, I use the written words to help me form a picture in my mind. I imagine the scenes described in the book and the faces of the characters. For this reason, I sometimes get disappointed when I see a movie made from a book I have read; the scenes and characters are always very different from those I've imagined. After all, the scenes and characters in the movies are created by the imagination of the directors and actors, totally different people from myself.

When I read my book, I like to have my favorite drink, hot black coffee, and maybe a few chocolates. At night, I turn my desk lamp upwards so that it gives me more of an ambient light with which to read. This may not be good for my eyes, but the environment it creates is very calming and allows me to concentrate.

My favorite time to read novels is when it is raining outside. Turning the pages of the book while listening to the splatter of the rain, safe in the knowledge that I am warm and dry inside, gives me the most intense pleasure. It also helps that I have my cat beside me, keeping me company. However, rain or shine, I read whenever I have time.

(問 2)

Ryan: Hey, Joshua, wait up! So, what did you think of Professor Baker's lecture?

Joshua: Oh, hey, Ryan. Really interesting—as usual. I mean, he is such an incredible teacher.

Ryan: You think so? Incredible?

Joshua: Well, yeah. Why?

Ryan: To be honest, I don't think much of him as a teacher.

Joshua: What? Really? Why?

Ryan: Well, for one thing, he's condescending.

Joshua: What? When?

Ryan: Today! In class just now! I mean, I ask him a perfectly reasonable question and he answers by saying, "Well, if you had done the reading, blah, blah, blah." Of course I did the reading! I had a question about the reading! Why did he have to embarrass me like that in front of everyone?

Joshua: What? I don't remember that. He did that?

Ryan: Yes! What do you mean? How could you have not noticed that?

Joshua: You've got him all wrong. If anything, he really encourages students.

Ryan: Encourages? Really?

Joshua: Yeah! I mean, when I asked him a question today, he praised me for asking a really smart question. He's always doing that.

Ryan: To you, Joshua, not me!

Joshua: Oh, Ryan, you're just being paranoid.

Ryan: It's not just that. When he does answer the question, he just mumbles something unclear, and then he quickly changes the subject. (imitating) mumble, mumble, mumble, anyway! . . .

Joshua: What? He's great at answering questions!

Ryan: Uh, really, Joshua? Like when?

Joshua: Okay, I remember another time I asked him a question, and he gave me a super thoughtful answer and he promised that he would get back to me with more information. And he did! In the next class!

Ryan: I don't remember that. . . .

Joshua: And think about how much time he spends after class talking to students and answering all their questions!

Ryan: Oh yeah? Well, when I went to see him in his office, he didn't spend any time with me at all. He was like, "Well, make it fast."

Joshua: What?!? He wouldn't say that. That doesn't sound like him at all.

Ryan: He did! It's like he didn't have time for me.

Joshua: Oh, come on, Ryan. . . .

Ryan: Well, I wouldn't have had to go see him if he had been clearer with his feedback. I mean he gives me a C on my essay with hardly any explanation at all.

Joshua: Really? I remember when I got a B on my essay, and he gave me lots of advice. Since then I've been getting nothing but A's.

Ryan: (sarcastically) Oh, well, good for you.

Joshua: And Ryan, let's not forget how lucky we are to have such an expert as a professor. I mean, he's top in his field! All those articles that he's written! And I always see him on TV being interviewed.

Ryan: Oh, yeah, he loves being on TV! What a narcissist! He just likes to get attention.

Joshua: I don't see how spreading knowledge makes him a narcissist. . . .

Ryan: And most of that stuff he's written isn't in serious journals or whatever. It's more just in popular magazines and stuff.

Joshua: Well, what's wrong with spreading knowledge to regular people? I suppose you also think his lectures are boring?

Ryan: Well . . . no, I guess not. I mean, I have to admit, he does a good job of keeping your attention. Of course, I like his lectures better when they're a full 90 minutes.

Joshua: Yeah . . . he's late kind of a lot.

Ryan: And he finishes early lots of times too.

Joshua: That's true. But considering how much he packs into those lectures, I gotta say that . . .

Ryan: Oh my God! There he is!

(at same time)

Joshua: Hello, Professor Baker!

Ryan: Professor Baker.

Professor Baker: Hello, Joshua. Hello, Brian.

Ryan: That's Ryan . . .

Professor Baker: I just finished reading your essay, Joshua. Very interesting perspective. I really liked how you showed the surprising similarities between cyber security and quantum physics. Very thought provoking!

Joshua: Oh! Thank you, Professor Baker!

Professor Baker: And, um, Brian . . .

Ryan: (through gritted teeth) . . . Ryan . . .

Professor Baker: . . . your analysis was quite . . . um . . . analytical. Well, I'd better be going. Nice talking to you both. See you in class!

(at same time)

Joshua: See you Professor Baker.

Ryan: (mumbling) Yeah, bye.

(wait a beat, then at same time)

Joshua: He is such a great professor!

Ryan: I hate that guy!