

令和 8 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

## 注意事項

1. 解答は、すべて別紙解答紙の所定の箇所に記入すること。
2. すべての解答紙に、必ず受験番号を記入すること。
3. リスニングの放送は試験が始まってから 30 分以降に行う。

# 令和8年度一般選抜（前期日程）入学試験問題

## 問題訂正

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◎ 英 語

[1] 4ページ (問1) 問題文 下線部を訂正

(誤) put the phrases *organic hard disk*

(正) put the phrase *organic hard disk*

[ 1 ] Read the passage below and answer the questions that follow. Answer all the questions **in English**. (140点)

### Freezing Moments in Time

Life is always in motion. Experiences happen one after another, sometimes to be lost and forgotten as soon as they happen. After all, our brains have a limited memory capacity, so we cannot simply store every moment of our lives on our 'organic hard disk' and replay them whenever we want to. However, people have found ways to capture these moments so that they can be looked at later on, helping us to 'see' the past.

The earliest visual records left by people can be found in caves around the world, such as the roughly 50,000-year-old painting of a pig that was found on Sulawesi Island, Indonesia. Even in ancient times, people used what tools they had to leave behind images of the worlds they lived in, and this tradition of creating visual records has continued down the ages. For example, people carved images of the Egyptian king Ramses II into stone in around 1300 BC, painted portraits onto the walls of houses in Pompeii in the first century, and sewed images of battle into the Bayeux Tapestry in the 11th century.

However, at some point, rather than simply trying to represent the images they could see on a separate surface via drawing, painting, or carving, it seems people also started to try and capture images more directly. A major step in this direction was the camera obscura which, despite its name, is not what we would now call a camera. It consisted of an enclosed box, often an actual room, with a small hole in one side that would let in light and project an image of the outside world onto the opposite side. Using this principle, often with the addition of a lens, an image could be projected onto canvas that an artist could then trace over. It has been suggested that this and other similar sorts of technology could be behind the astounding realism of paintings by artists such as Rembrandt and Vermeer.

However, up until the 19th century, a person was still needed to physically draw the final image. It was only during the early- to mid-19th century that people started to use metal or glass plates, coated with light-sensitive chemicals, that could ‘draw’ the image for us. These images were the first photographs, and the devices used to take them were the first cameras. The lower cost of photography, as opposed to painted portraits, also meant that people no longer had to be rich to get a family picture. However, early photography was not exactly convenient; in the beginning, cameras were large, bulky, and required people to stay perfectly still for at least 20–30 seconds while the photograph was being taken.

In the late 19th century, further technological advances reduced the amount of time required to take a photo, making it possible to take photos without using a tripod. Also, a smaller and more convenient alternative to photographic plates was introduced: photographic film. These advances in technology led to the invention of handheld cameras.

The first handheld cameras were expensive, which limited handheld photography to the rich. However, the introduction of the Kodak Brownie at the start of the 20th century for the price of one US dollar, roughly equivalent to the wage received for one to two days’ work, made handheld photography accessible to a lot of ordinary people. Now, rather than relying on a professional, they could take their own photos. Furthermore, the portable nature of handheld cameras allowed people to take snapshots of whatever they wanted—their own houses, holidays, or special events. Of course, before people could even look at the photos they took, they needed to get professionals to process and print their film.

Camera technology continued to advance over the course of the 20th century. For example, the handheld camera was quickly followed by pocketable cameras, such as the 1912 Vest Pocket Kodak, allowing for even greater portability. The late 1940s saw the introduction of instant Polaroid cameras that, while using more expensive film, could produce a photo print straight after you took it. Widespread introduction of colour film in the 1950s allowed for the more accurate reproduction of the vibrant world in which we live, and autofocus, introduced in the late 1970s, made it easier to focus on moving subjects more

quickly and accurately.

A big change came in the 1990s with the introduction of digital photography. Suddenly, photography became much more instant and controllable. People no longer had to wait for film to be processed to see how their photos turned out. Now, they could see the photos they took immediately after they were taken, just like Polaroid photos. However, unlike Polaroid photos, people were not burdened with a physical photo they may or may not have wanted to keep; with digital photos, they could keep or delete them as they saw fit. Also, people were able to take as many photos as they wanted and, with home computers, were then able to edit the photos themselves. They now had more control over how the final image looked.

And then, in the early 21st century, came the camera-equipped, Internet-connected smartphone, and the rise of social media sites such as Instagram and Facebook. This specific combination of hardware and software allows people to take photos, review the results, edit as necessary and immediately share them with the world, all from the palm of their hand. For example, you can take photos of your birthday party or your child's Sports Day and share them instantly with your family, even if they live half a world away, and enjoy reading their comments. The combination of photography and social media allows people to more easily share their lives with each other than at any other point in human history.

Of course, there can be too much of a good thing. For example, taking too many pictures of a birthday party might reduce your ability to participate in it. Or, you might be at your child's Sports Day, but if you stay too long behind your phone or camera, your child might try to make eye contact with you, only to see nothing but a camera lens. As with all things, balance is key. Let us record enough of our lives to enjoy them later, but little enough that we do not miss moments that would be better experienced in the moment.

(問 1) In the introductory paragraph, why do you suppose the writer put the phrases *organic hard disk* in quotation marks?

(問 2) Before the invention of cameras, how did people create/make long-lasting visual records?

(問 3) Describe how an artist would have used the camera obscura.

(問 4) The following table summarizes the advantages of the camera in each of its development phases. Fill in the blanks (ア) ~ (ク) .

<i>development phase</i>	<i>advantage</i>	<i>disadvantage</i>
<b>camera obscura</b>	• (ア)	<i>not mentioned</i>
<b>the first cameras</b>	• took the place of the artist	• (イ)
<b>Kodak Brownie</b>	• (ウ)	<i>not mentioned</i>
<b>pocketable cameras</b>	• pocketable	<i>not mentioned</i>
<b>Polaroid cameras</b>	• fast photos	• (エ)
<b>colour film</b>	• realistic	<i>not mentioned</i>
(オ)	• easier in the case of moving subjects	<i>not mentioned</i>
(カ)	• instant • controllable (can keep or delete)	<i>not mentioned</i>
<b>camera-equipped smartphones</b>	• (キ) • (ク)	<i>not mentioned</i>

(問5) In what way could the Polaroid camera be said to be a little similar to the digital camera?

(問6) Which development phase do you think is the most historically significant? Why do you think so? Answer in approximately 60 words.

[ 2 ]

At its current birth rate, Japan's population will shrink to half of what it is now by the year 2100. With this decline will come labor shortages, a decrease in productivity, and fewer tax payers to support government programs, such as the National Health Insurance and National Pension systems.

Considering these problems, what do you think Japan should do to deal with the issue of its declining population? Write approximately 120 words in English.

( 1 3 0 点 )

[ 3 ] リスニングテスト ( 1 3 0 点)

(問 1) これから英語のモノローグを聞かせます。下線部を埋めて英文を完成させなさい。モノローグは 2 回流します。

**Urban Legends**

When I was a kid, my grandfather, who grew up and lived in Hawaii, told me a creepy story. He said that it happened to a friend of a friend of his. This guy was driving down a long and lonely country road at night, when he noticed a young woman (ア) \_\_\_\_\_ . It was very strange for somebody to be in such an isolated place at such a time, so he stopped his car and (イ) \_\_\_\_\_ . She got into the back seat, and he continued on his way. When they got to the town, he turned around to ask her (ウ) \_\_\_\_\_ , but she wasn't there. She had disappeared! Of course, he was scared and confused. Then it occurred to him that the woman must have been the Hawaiian goddess of volcanoes, Pele, (エ) \_\_\_\_\_ .

Later, when I was at university, I learned about urban legends. These are stories that many people tell with slight variations. Additionally, people believe them to be true, even though they almost never are. One of the most famous of these urban legends is the story of the vanishing hitchhiker. In this story, a person who somebody picks up in their car ends up disappearing. It was then that I realized my grandfather (オ) \_\_\_\_\_ .

Some years later, my Japanese friend was telling me a story about a town in Japan in which many people died due to a terrible flood. He said that he heard about (カ) \_\_\_\_\_ . When he arrived at her house, he turned around and—you guessed it—she had vanished. The only thing remaining was (キ) \_\_\_\_\_ .

I was really excited and said, “Oh, that’s the vanishing hitchhiker story!” Then I explained to my friend about urban legends. As he listened, he nodded politely. After I had finished, he said, “That’s very interesting, Ken, but the difference is that (ク) \_\_\_\_\_ .”

(問2) Chris と Marty が話をしています。対話を聞いて、(ア) ~ (オ) の問いにすべて英語で答えなさい。会話は2回流します。

(ア) Who is Chris's "friend", Mr. Blings?

(イ) The following table summarizes the things stolen by the Campus Thief. Fill in the empty boxes.

<i>Stolen item</i>	<i>Who it belongs to</i>	<i>Description of the item</i>
	Mona	<ul style="list-style-type: none"> <li>· metal</li> <li>· blue shiny stone at clasp</li> </ul>
<b>a watch</b>		<ul style="list-style-type: none"> <li>· gift from grandfather</li> <li>· not expensive</li> </ul>
<b>a coin</b>	Paula	

(ウ) Marty had three suspects as the Campus Thief. Why did he think they were the Campus thief? What does Chris say about them? Fill in the empty boxes.

<i>Suspect</i>	<i>Marty's reason</i>	<i>Chris's reason for rejecting</i>
<b>Robert</b>		He doesn't hide things he stole from people. (He likes to show off his trophies.)
<b>Mrs. McIntyre</b>	She has stolen class money once.	
<b>Walter</b>		He would have stolen the wallets and the phones, not just the watch.

(エ) Do you think Marty and Chris will find the stolen items in the tree? Why do you think so? Write approximately 60 words.