

平成 31 年 度

小 論 文

10 : 00 ~ 11 : 30

国 際 教 育 学 科
(推 薦)

注 意 事 項

1. 開始の合図があるまでこの冊子を開いてはいけません。
2. 合図があったら、最初に受験番号を小論文解答用紙の指定の欄に記入しなさい。
3. 解答は横書きで書きなさい。
4. 印刷の不鮮明な箇所があった場合は、すみやかに申し出てください。
5. 解答用紙は2部配付しますが、1部だけ提出しなさい。残りの1部は下書きに使ってかまいません。
6. 冊子と下書きに用いた解答用紙は、持ち帰ってください。

I. 次の英文を読み、以下の設問に答えなさい。

Climate change affects us all, but we still are not acting as quickly as we should to address its causes, mitigate the damage and adapt to its effects. Many people don't understand the risks climate change poses to global economic and social structures. And, sadly, many who do understand are ¹dismissive of the far-reaching benefits a global shift to sustainability and ²clean energy would bring about.

According to a recent ³Pew study, seven out of 10 Americans classified as ⁴political independents were not very concerned that climate change would hurt them. Worse still, Yale University researchers recently found that 40 percent of adults worldwide have never even heard of climate change. In some developing countries, such as India, that figure climbs to 65 percent.

These figures are discouraging, but they can be improved. The Yale study concluded that “educational attainment tends to be the single strongest predictor of public awareness of climate change.” By investing in quality education, we can set the next generation on the right path to addressing this global problem.

Education and climate action work together in three ways. For starters, education fills knowledge gaps. Understanding how climate change is already having an impact on one's life can have practical benefits. This is especially true for ⁵poor populations that are most vulnerable to crop failures and natural disasters, such as landslides and floods, caused by climate change. Populations that must rebuild from scratch after each new catastrophe miss out on opportunities for rapid development. By understanding that their world is changing—and that the likelihood of future disasters is increasing—these populations can build resilience and learn to adapt to the sudden and slow stresses of a changing climate.

Second, education challenges apathy. Knowing the measures available to address climate change can open up vast opportunities for economic growth.

Global investors should be made to understand that sustainable solutions can increase well-being and create additional economic opportunities. To take one example, in ⁶Niger, education and improved farming techniques helped double real farm incomes for more than one million people, while restoring huge ⁷tracts of severely degraded land. In the United States, as of 2014, there were more jobs that depended on solar energy than on coal mining.

Still, many people insist that implementing measures to ⁸mitigate the effects of climate change is too costly to our current way of life. According to the Pew study, almost seven out of 10 people believe that, given the limitations of technology, they would have to make major lifestyle changes. This does not have to be the case, and education can challenge the kind of skepticism that ⁹forecloses opportunities for ¹⁰climate-smart living.

Finally, education furnishes the technical knowledge needed to build a better future through innovation — one that includes clean and safe energy, sustainable agriculture and smarter cities. Broadening access to education would lead to more homegrown innovation — entrepreneurs spotting opportunities to address local problems. Globally, we cannot rely on knowledge centers such as ¹¹Silicon Valley or Oxford to develop a silver bullet to the climate problem. Solutions may come from ¹²tech hubs, but they will also come from villages and developing cities, from farmers and manufactures with vastly different perspectives on the world around them. And this will create a ¹³virtuous cycle. It is easier for educated people to migrate and integrate into new societies, sharing the knowledge they've brought with them.

Fortunately, younger generations today are better educated and more committed to reducing their own ¹⁴carbon footprint than previous generations were. They are leading the way and forcing us all to reconsider our own actions. But we must broaden the availability of education worldwide to ensure that their efforts are not in vain.

Addressing the dangers of climate change is not only an existential¹⁵ imperative; it is also an () to move toward a cleaner, more productive and fairer path of development. Only an educated global society can take the decisive action needed to get us there.

[出典]

Adapted from Felipe Calderon. (2016, July 5). Why climate change is an education issue. *The Japan Times*. Retrieved from <http://www.japantimes.co.jp/opinion/2016/07/05/commentary/world-commentary/climate-change-education-issue/#.V8UNbWxPo2w>

語注

- 1 dismissive 真剣に考えない
- 2 clean energy クリーンエネルギー(廃棄物によって環境を汚染することのない太陽熱・地熱・風力・波力などを使ったエネルギー)
- 3 Pew study ピュー研究所(ワシントン DC)による調査
- 4 political independents 無党派層
- 5 poor populations 貧困層
- 6 Niger ニジェール(国名)
- 7 tract [土地などの]広がり a tract of land で、一区画の土地
- 8 mitigate 和らげる、緩和する
- 9 foreclose 排除する 除外する
- 10 climate-smart living 気候変動に対応した生活
- 11 Silicon Valley シリコンバレー 米国カリフォルニア州の工業集積地域
- 12 tech hubs 技術拠点
- 13 virtuous cycle 好循環
- 14 carbon footprint 二酸化炭素排出量
- 15 imperative 必要不可欠の、必須の

問 1 本文の中で記述されていることと合致するものを、以下の(a)~(f)の中から一つ選び、その記号を書きなさい。

- (a) 70% of Americans were concerned that climate change would hurt them.
- (b) Many people understand the far-reaching benefits a global shift to sustainability and clean energy would bring about.
- (c) Populations that must rebuild from scratch after each new catastrophe never miss out on opportunities for rapid development.
- (d) Sustainable solutions to the climate change can increase well-being and create additional economic opportunities.
- (e) Solutions to the climate problem always come from knowledge centers such as Silicon Valley and Oxford.
- (f) Younger generations today seem to be less committed to reducing their own carbon footprint.

問 2 ()に入る適切な言葉を、本文中から選んで書きなさい。

問 3 本文を 200 字から 300 字の日本語で要約しなさい。要約には、下線部で述べられている 3 点(three ways)を簡潔に含めること。

問 4 気候変動などのグローバルな課題に対して考え行動できる児童・生徒を育てるために、あなたが先生だったらどのような教育をしますか。あなたの考えとその根拠を 100 words から 150 words の英文で述べなさい。

- II. 下の絵で、アメリカ人画家ノーマン・ロックウェルは20世紀半ばのアメリカのとある教室のイメージを描いています。この絵を見て、下記の設問に英語で答えなさい。



(Norman Rockwell, 1951)

- 問 1 この絵に描かれていることを英語で描写したうえで、それをもとにあなたが考えるこのクラスの教師と児童の関係について、合わせて80 words 程度の英文で述べなさい。
- 問 2 問1の答えをもとに、あなたがこの絵に題名をつけるとしたら、どのような題名をつけますか。10 words 以内の英語で答えなさい。