Transportation is something that everyone uses. Machines play an increasing role in life. Trucks carry goods along the highways. Jet planes fly across the United States in about four hours. Great ocean liners plow the seas at impressive speeds. Diesel trains roar over the rails from the Atlantic to the Pacific.

Today most people take transportation machines for granted. But it was not so long ago that people didn't have these machines. At first, everyone walked and carried baggage on his or her back. Then people began to train animals. Soon travelers could ride horses, camels, or donkeys. Pack animals like cows and mules carried their baggage.

After the invention of the wheel, people built carts and wagons. With these wheeled vehicles, much larger and heavier goods could be carried. Still, for hundreds of years, land transportation depended on the speed and strength of some animals.

Meanwhile, sailors had known how to use the wind for centuries. As time passed, carpenters learned how to build bigger and faster sailing ships. Even so, when there was no wind, the nineteenth-century ship captain was not more successful than the ancient Egyptian on a Nile boat.

Then, in 1829, George Stephenson from England thought of carrying one of the new steam engines on a set of wheels. His little train was able to pull small wagons along a railway line at about thirty-two kilometers an hour. This was faster than anyone had ever traveled over land before. The railroad age had begun.

At about the same time, American inventor Robert Fulton carried a steam engine in a boat. The engine moved a pair of paddle wheels. Steamboats were soon moving up and down all of the great rivers. They carried passengers and goods from town to town. Steamboats were used on the seas, too.

The steam engine became so improved that it seemed it would forever remain the main ways of powering transportation machines. However, the gasoline engine was invented. Instead of getting power from steam, this engine worked by gasoline vapor. The gasoline engine opened the door for the modern automobile, truck, and airplane. Yet, the diesel engine was developed soon. Together they would power most ways of modern transportation.

注：plow：波を切って進む  roast：大きな音を立てて進む  wheel：車輪
    ancient：古代の  steam：蒸気  paddle：水かき
    vapor：蒸気
1 Question: What were the first sources of transportation?
Answer: They were ( 1 ).

2 Question: Thanks to the invention of the wheel, what became possible?
Answer: It became possible to move ( 2 ) and ( 3 ) goods than before.

3 Question: What did nineteenth-century ships depend on?
Answer: They depended on ( 4 ) power.

4 Question: What did George Stephenson start to use?
Answer: He started to use the ( 5 ) engine in a boat on ( 6 ).

5 Question: Where were steamboats used?
Answer: They were used on ( 7 ) and ( 8 ).

6 Question: What are the most common power sources of modern transportation?
Answer: The ( 9 ) and ( 10 ) engines are the most common.

問2 以下の英文を読んで、その内容に沿って次の各間に日本語で答えなさい。解答は主語と述語を備えた文の形で書きなさい。

When it comes to school uniforms, girls usually wear skirts and boys wear pants. In the United Kingdom, it has been that way for centuries. Recently, however, those rules have been changing. Eighty schools across the United Kingdom have introduced new dress codes. With these new clothing rules, girls can choose to wear pants and boys to wear skirts.

Paula Weaver is the principal at the Allens Croft School in England. Her school was the first in the country to switch to the new dress code. It made the switch a year ago. Allens Croft’s dress code is now completely gender-neutral. Boys and girls have exactly the same choices. They both can wear any pieces of both the old boys’ and the old girls’ uniforms. “Children are expected to wear a uniform,” Weaver says. “But they can wear whatever part of that uniform they want.” Weaver says there are many more girls who are now wearing pants than there are boys wearing skirts. “But that’s about what’s seen as acceptable in society,” she says. “And you know what? We need to work on that.” Weaver says parents have not been upset by the dress code changes. The new rules are not about forcing children to do anything, she says. It is simply about giving them more choices.

Other schools are changing their rules too, but in a different way. They are taking off any mention of boys’ and girls’ uniforms from their dress codes. “We’ve gone from a girls’ uniform and a boys’ uniform to a skirt uniform and a trousers uniform,” principal Liana Richards explains. Richards works at Uplands Community College, a high school in England. “We haven’t seen that
much difference yet,” Richards says. However, some girls have started to wear the trouser uniform, which must be worn with a tie.

Richards says her school wants to make things easier for certain kinds of students. Some kids do not fit into society’s ideas about what it means to be a boy or a girl, she says. Some kids feel they were born in the wrong body. They might have been born looking like a boy, but they are sure they are actually a girl. Or, if they were born a girl, they are certain they are really a boy. Both kinds of students say they are meant to be the other sex. Some students change their gender with the help of a doctor. They are what is known as transgender. Other students are lesbians, or girls who are attracted to girls. Yet others are gay, or boys who are attracted to boys. Some are bisexuals, who are attracted to both sexes. Some students are uncomfortable with ordinary boy and girl roles.

Gender roles are based on society’s ideas about the way men and women should look and behave. In a way, they are like a part in a play. They force people to “act out” maleness or femaleness in one set way. Some students simply do not want to follow the gender role that society says they should. They do not want to act like a “regular” boy or girl. For them, gender is not a simple choice between acting male or female. Some want to take pieces from both male and female gender roles. Richards says her school is doing what it can to make such students feel comfortable.

At the Allens Croft School too, the changes are about much more than just uniforms. The school is working hard to stop lesbian, gay, bisexual and transgender (LGBT) students from being bullied. LGBT children are not comfortable with the gender role society expects of them, Weaver says. They have chosen an identity that fits them best. For them, the new identity is who they really are. “Children have the right to express their own identity in a way that is most comfortable for them,” Weaver says.

注：

dress code：服装規定
gender：（社会的文化的）性
neutral：中立の
mention：言及
trousers：ズボン
sex：（生まれつきの）性
ordinary：普通の・通常の
force：強制する
bully：いじめる・いじめ

1 イギリスでは何世紀にもわたって行われてきた学校制服規定が変更され始めています。具体的にどのような変更なのか説明してください。
2 Allens Croft Schoolの学校長によると、制服規定変更に対して父兄はどのように反応しましたか？その理由はなんですか？
3 Uplands Community Collegeの学校長は、彼女の学校での制服規定変更はどのような生徒の助けになっていると説明していますか？具体的にどのような生徒が説明してください。
4 一般社会で基本とされている性的役割が文中で「劇の役」のものであると説明されています。具体的にはどのように説明されていますか？
5 文中で述べられているような学校制服規定変更が他にどのような変化を生むと期待されていますか？
問3 日本では大多数の学校で制服の着用を義務化しています。制服の義務化の長所と短所について
70 語から 100 語程度で英語で書きなさい。

次の観点から採点を行います。

（1）語数制限（最低語数）を満たしているかどうか。
（2）質問に対する答えになっているかどうか。
（3）内容を説明するための適切な具体例が使われているかどうか。
（4）自分の言葉で表現しているかどうか（ただ本文の内容をコピーしていないかどうか）。
（5）正確な文法と適切な語彙が使われているかどうか。