

2022年度
一般選抜 二期 試験問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
- 3 解答用紙には解答欄以外に次の記入欄があるので、それぞれ正しく記入し、マークしなさい。
 - ① 氏名欄
氏名を正しく記入しなさい。
 - ② 受験番号欄
受験番号（7桁の数字）を記入し、さらに受験番号マーク欄にマークしなさい。
正しくマークされていない場合は、採点できないことがあります。
- 4 解答は、解答用紙の解答欄にマークしなさい。例えば、解答番号 1 と表示のある問いに対して⑤と解答する場合は、次の(例)のように解答番号1の解答欄の⑤にマークしなさい。

(例)

解答番号	解 答 欄								
1	①	②	③	④	⑤	⑥	⑦	⑧	⑨

- 5 試験時間は60分です。
- 6 試験終了後、問題冊子は回収しますので持ち帰らないでください。

〔 I 〕 次の英文を読み、後の問いに答えなさい。

In Japan, tests are an important part of education. Students have to take tests to get into university, high school, junior high school and sometimes even elementary schools. But what do these tests really measure? Many people think that children only have to memorize facts to score well on these tests. Few tests adopted to evaluate public school education measure creativity or problem-solving skills.

Many parents and educators feel that Japanese students are not being prepared for the real world. As the world becomes more connected, the facts that these students are memorizing can easily be looked up on the Internet and the tests are becoming more irrelevant. Some teachers are fed up with the old ways of doing things. They feel that it is time to change how Japanese children are being taught. The world has changed, and schools have to educate the whole person instead of preparing students for tests.

Whole Person is a new system of education. Instead of making students memorize facts and dates, teachers show students how to think for themselves. There needs to be a connection between students and the world that they are a part of. Students should not just sit and listen and absorb information from their teachers. They should be questioning, acting and experimenting. In Whole Person Education, students ask questions and then discover the answers with their classmates. In the Whole Person classroom, teachers (4) to give knowledge to students. Rather, teachers are guides who help the students learn by themselves and from each other.

There are four basic principles of Whole Person Education. First, the best way to learn is by doing. Children are given a problem and discover their own way of solving it. They might fail again and again, but that is (5). Teachers will help guide them toward a possible solution, but they should never give them the answer.

A second principle is the importance of working together. In the real world, solutions are rarely found by just one person alone. Groups of people help each other to solve difficult problems. In a Whole Person classroom, students put their heads together and work with their teachers to answer questions. The whole class is a group working together.

Helping students understand themselves better is another important principle of Whole Person Education. This method is about discovering the world but also about discovering the child. Students have to try to understand their own ideas and emotions.

Finally, students should understand how they interact with the rest of the world and how the world interacts with itself. This is a critical principle of the method. (6) learning about facts, students must look deeper. This kind of “big picture” thinking is one of the most important ideas in Whole Person Education.

出典 Hot Topics Japan

1. 空所 (4) ~ (6) に入れるのに最も適切な語句を1つずつ選び、番号で答えなさい。

[解答番号は ~]

- | | | | |
|-------|--------------------------------|---|--------------------------------|
| (4) | ① never fail | ② do not try | |
| | ③ are quite eager | ④ are often quick | <input type="text" value="1"/> |
| (5) | ① part of the learning process | ② not allowed in the classroom | |
| | ③ a disappointment to everyone | ④ an obstacle to discovering the answer | <input type="text" value="2"/> |
| (6) | ① Simply by | ② Aiming at | |
| | ③ Instead of | ④ For the purpose of | <input type="text" value="3"/> |

2. 下線部(1)について述べたものとして、本文の内容に一致するものを1つ選び、番号で答えなさい。

[解答番号は]

- (1) these tests
- ① They are becoming more and more meaningful.
 - ② They try to measure how creative someone is.
 - ③ Their value is being questioned now.
 - ④ They have a lot to do with the real world.

3. 下線部(2)、(3)の内容に最も近いものを1つずつ選び、番号で答えなさい。[解答番号は ~]

- (2) Some teachers are fed up with the old ways of doing things.
- ① Some teachers are interested in how ancient people lived their lives.
 - ② Some teachers are familiar with older people's wisdom.
 - ③ Some teachers are satisfied with the traditional type of education.
 - ④ Some teachers are bored with the conventional style of education.
- (3) There needs to be a connection between students and the world that they are a part of.
- ① Students must be connected to the world they are in.
 - ② Students must connect the world into one.
 - ③ Students and some areas of the world must be connected.
 - ④ Students and the world must be connected only partly.

4. 次の英文の空所に入れるのに適切なものを3つ選び、番号で答えなさい。解答の順序は問いません。

[解答番号は ~]

In Whole Person Education, students are encouraged to ().

- ① look for answers themselves
- ② imitate the way their teachers solve problems
- ③ learn as many facts as possible
- ④ cooperate to solve problems
- ⑤ understand what they think and feel
- ⑥ spend a lot of time reading books

5. 本文の表題として最も適切なものを1つ選び、番号で答えなさい。

〔解答番号は **10**〕

- ① Why Tests Are Important in Japan
- ② What Schools Cannot Teach Children
- ③ A New Method of Education
- ④ Discovering the World Around You

〔Ⅱ〕 次の英文の内容と合っているものを後の①～⑨から5つ選び、番号で答えなさい。解答の順序は問いません。

〔解答番号は **11**～**15**〕

People often ask me what I enjoy most about living in Japan.

While many people might expect me to mention the delicious food or fascinating culture, I always have one thing at the top of my list: trains.

Usually when I say this to Japanese people, my answer is met with either laughter or confusion. After all, trains are just a part of everyday life in Japan. I'm sure that for people who grow up here, it is easy to take the world-class transportation system for granted.

But whether it's a short trip around Tokyo or a longer journey on a *bullet train, I am always amazed at the convenience and efficiency of Japanese trains.

That convenience was clear to me two years ago when I had to travel from Tokyo to Osaka as quickly as possible due to a family emergency. It took a little over three hours to go from my front door to the doorstep of my *in-laws' house. Especially during stressful times, a relaxing trip on a bullet train can be a life-saver, and it's comforting to know that you can immediately make that type of trip quickly and safely.

In my homeland of Canada, the distance between the country's two largest cities, Toronto and Montreal, is about the same as between Tokyo and Osaka. But to travel from one city to the next it takes at least five hours by car — with perfect traffic and weather and no bathroom breaks — and slightly more by train. Flying is an option but flights are expensive, especially when buying tickets close to the day of departure. The airports in both cities are also far from the city center, making the journey less convenient. In short, there is no convenient, stress-free way to travel between the two cities.

When my wife and her family joined me on a trip to Canada last autumn, they were shocked at the small size of the subway system in Toronto and the high number of cars packed onto expressways. When we took a trip to the countryside, they were shocked for a different reason: There was *lush farmland and forests as far as the eye could see and too many lakes to count. They were also surprised to see such a large amount of land with not even a small town nearby.

I realized at that time that there were things I took for granted about my home country as well. While it's okay to appreciate Japan for its wonderful trains, I should also appreciate Canada for its vast landscapes and natural beauty.

As the saying goes, the grass is always greener on the other side of the fence!

*bullet train…新幹線 *in-law…姻戚（婚姻によってできた、血のつながりのない親戚）
*lush…青々とした

出典 *The Japan Times Alpha* (October 30, 2020)

- ① 日本の電車が気に入っている、と私が言うと、多くの日本人は当然のことだと受け止める。
- ② 東京周辺の短距離の移動であっても、電車を使うのは便利で効率的だと思う。
- ③ 2年前に大阪の親戚を訪ねたとき、自宅から先方の家までの所要時間は3時間ちょっとだった。
- ④ トロント (Toronto) ・モントリオール (Montreal) 間の距離は東京・大阪間の距離とほぼ同じである。
- ⑤ トロントからモントリオールまで電車で行くと、所要時間は5時間弱である。
- ⑥ モントリオールの空港は、町の中心からかなり離れたところにある。
- ⑦ 昨秋、妻たちとカナダに行ったとき、妻たちはトロントの地下鉄の素晴らしさに驚いた。
- ⑧ カナダの田舎を旅したとき、妻たちは単調な景色に退屈していた。
- ⑨ 妻たちとカナダを旅したとき、私はカナダの自然の美しさを再認識した。

〔Ⅲ〕 次の各組の中で、第一アクセント（第一強勢）の位置が他の語と異なるものを1つ選び、番号で答えなさい。 [解答番号は 16 ~ 20]

- | | | | | |
|-------------------------|------------------|--------------------|-------------------|----|
| 1. ① o-bey | ② ful-fill | ③ man-age | ④ re-ply | 16 |
| 2. ① an-noy | ② e-qual | ③ mod-ern | ④ sur-face | 17 |
| 3. ① at-mo-sphere | ② rec-og-nize | ③ mu-se-um | ④ av-er-age | 18 |
| 4. ① el-e-va-tor | ② in-ves-ti-gate | ③ lit-er-a-ture | ④ nec-es-sar-y | 19 |
| 5. ① ex-tra-or-di-nar-y | ② vo-cab-u-lar-y | ③ con-tem-po-rar-y | ④ an-ni-ver-sar-y | 20 |

〔Ⅳ〕 次の文中の（ ）に入れるのに最も適切なものを選び、番号で答えなさい。 [解答番号は 21 ~ 30]

1. It is said that this novel is based (21) his real experience.
① to ② for ③ by ④ on
2. Their volunteer team has decided to provide food to the (22) of the earthquake.
① religions ② roles ③ taxes ④ victims
3. It is considered (23) to ask someone about their salary.
① rude ② ashamed ③ tiny ④ aware
4. I am often (24) about whether I should use 'at' or 'in' to refer to a place.
① celebrated ② confused ③ established ④ translated
5. I felt so sleepy that I could (25) keep my eyes open.
① mostly ② simply ③ hardly ④ likely

6. Here, the rainy season usually (**26**) until about the end of July.
① ends ② stops ③ lasts ④ finishes
7. If it hadn't snowed so heavily, I (**27**) here yesterday.
① arrived ② had arrived ③ could arrive ④ would have arrived
8. She has more than ten animals at home, (**28**) two dogs and three cats.
① include ② includes ③ including ④ included
9. The concert will be held outside in front of the school building (**29**) the weather is bad.
① unless ② even ③ however ④ no matter
10. (**30**) do you think gave me this flower?
① Who ② Why ③ How ④ Where

〔V〕 次の会話文を完成させるために最も適当なものを選び、番号で答えなさい。

[解答番号は **31** ~ **35**]

1. A: Thank you for visiting today.
B: Thank you for inviting me. I had a splendid time.
A: (**31**)
B: I definitely will.
① Come back soon. ② Me, too.
③ Will you take me home? ④ Do you enjoy yourself?
2. A: Good morning.
B: Good morning. I'd like to see Mr. Smith, please.
A: (**32**)
B: Yes, I am supposed to see him at 10:00.
① Do you suppose he is out of the office? ② Do you have an appointment?
③ Do you have the time? ④ Would you like to leave a message?
3. A: You play tennis, don't you?
B: Yes, I do.
A: (**33**)
B: About twice a week.
① How long have you played it? ② Let's play together sometime, shall we?
③ When did you play it last? ④ Do you play it often?

4. A: Hi, I'm Dr. Wilson. What brings you in today?

B: ([34])

A: When did that start?

B: It started early this morning.

① Business brought me here.

② I have a stomachache.

③ I have had a fever for three days.

④ I'm not sure what it is.

5. A: ([35])

B: You can call me Nancy.

A: All right, Nancy.

B: I'm from Houston, Texas.

① Can I call you now?

② I wonder who named you.

③ Where are you from, Ms. Green?

④ I haven't seen you in a while.

〔VI〕 次の英文が日本語の内容を表すように下の①～⑤を並べ替えたときに、2番目と4番目に来る語句を番号で答えなさい。ただし、文頭に来る語も小文字で書いてあります。

〔解答番号は [36] ～ [45] 〕

1. 私は多くのことを試してみましたが、何をやっても効果がありませんでした。

I tried many things but () ([36]) () ([37]) ().

① I

② had

③ nothing

④ any effect

⑤ did

2. 私たちが最後に彼女と会ったのは先週でした。

() ([38]) () ([39]) () we last saw her.

① was

② last week

③ that

④ on

⑤ it

3. 彼女に助言を求めるといのはよい考えのようでした。

It looked () ([40]) () ([41]) () for advice.

① her

② like

③ ask

④ a good idea

⑤ to

4. サッカーは世界中で行われているスポーツです。

Soccer () ([42]) () ([43]) ().

① all around

② played

③ a sport

④ is

⑤ the world

5. 私たちがよく昼食を買うコンビニが、最近閉店することを決めました。

() ([44]) () ([45]) () to close.

① has recently decided

② we

③ where

④ often buy lunch

⑤ the convenience store