

※一部非公開

令和 4 年度入学試験問題（前期日程）

英 語

注 意 事 項

1. 受験番号を解答用紙の所定の欄(4 か所)に記入すること。
2. 解答はすべて解答用紙の所定の欄に記入すること。
3. 解答用紙の他に、下書き用紙を配付するので、取り違えないように注意すること。
4. 解答時間は、100 分である。

- 1** 次の英文の杜説を読んで、以下の各問に答えなさい。(30点)

非公開

非公開

- *1 renewable energy 再生可能エネルギー
- *2 advanced economies 経済発展国
- *3 decarbonizing 脱炭素化する
- *4 power supply mix 電力供給の構成(比)
- *5 hydraulic power 水力発電

Adapted from an editorial of *The Japan Times* (August 17, 2020). Retrieved from
<https://www.japantimes.co.jp/opinion/2020/08/17/editorials/japan-target-renewable-energy/>

問1 本文中の空欄(A)～(E)に入る最も適切な語を選択肢 a～d から一つ選び、記号で答えなさい。(5点)

- | | | | | |
|-----|--------------|-------------|------------|------------|
| (A) | a. delete | b. keep | c. promote | d. suspend |
| (B) | a. half of | b. equal to | c. double | d. triple |
| (C) | a. for | b. of | c. to | d. with |
| (D) | a. by | b. in | c. on | d. out |
| (E) | a. encourage | b. enhance | c. hold | d. prevent |

問2 下線部(ア)“they”が表す英語の語句を、本文から抜き出して書きなさい。(2点)

問3 次の(1)～(4)の各問について、本文の内容に合致するものを選択肢 a～d から一つ選び、記号で答えなさい。(8点)

- (1) What happened after the melt-downs at the Fukushima No. 1 nuclear power plant?
 - a. Coal supply from overseas dramatically increased.
 - b. Many coal-fired plants were shut down.
 - c. More electricity was generated by thermal plants.
 - d. The nation's electricity demands went up.
- (2) What is implied by the underlined phrase (イ) “such criticism”?
 - a. Japan depends highly on coal-fired plants.
 - b. Japan plans to reduce its carbon dioxide emissions.
 - c. Japan regards 120 coal plants as less efficient.
 - d. Japan will terminate a majority of coal plants by 2030.
- (3) Which of the following is the closest to the underlined (ウ) in meaning?
 - a. It is unlikely that the nuclear plants will be in full operation again soon.
 - b. The nuclear plants are widely used, but their operation should be reduced.
 - c. The speed at which the nuclear plants generate electricity will be faster.
 - d. There is a good chance that the nuclear plants will run again soon.

- (4) Which of the following best describes the current energy landscape in Japan?
- a. Most of the coal power plants are shut down and the construction of unfinished plants has stopped.
 - b. Nuclear power plants have been revived and now generate as much energy as before the 2011 disaster.
 - c. The Japanese government turned to the use of natural gas as a major resource of power generation.
 - d. The use of power generated by thermal power plants remains too high to meet the targets of the Paris Agreement.

問 4 下線文(X)について、次の問いに日本語で答えなさい。(6点)

- (1) 下線文(X)の文中にある“the move”が指す具体的な内容は何か、答えの末尾を「～という動き」にして、50字以内で答えなさい。なお数字を含める場合は、1桁^{けた}を1字として数えること。
- (2) 下線文(X)において“the move”がなぜ不十分かを答えなさい。

問 5 下線文(Y)の“those problems”とは何か、日本語で簡潔に二つ答えなさい。(2点)

問 6 筆者の意見に最も合うものを選択肢(1)～(4)から一つ選び、記号で答えなさい。(2点)

- (1) Because the Japanese policy of replacing coal-based plants with more nuclear power has failed, Japan should turn to increasing its use of renewable energy.
- (2) It is regrettable but understandable that the Japanese government cannot achieve its goal of decreasing carbon dioxide emissions.
- (3) Japan should keep using coal-fired plants for its energy needs because there is no alternative to supply inexpensive electricity to the nation.
- (4) The Japanese government should restart the majority of coal-fired power plants in order to meet the 2030 de-carbonization goal.

問7 次の(1)～(5)について、本文の内容に合致するものには○、合致しないものには×を記入しなさい。(5点)

- (1) The current target share of renewable energy in 2030 is lower than that of coal-fired power generation.
- (2) Japan favors coal power plants because their electricity is relatively inexpensive and not affected much by location.
- (3) Other industrialized countries will increase their number of coal-fired plants.
- (4) Japan's efficient coal plants produce less carbon dioxide than natural gas plants.
- (5) Japan had hoped to reduce its carbon emissions by increasing the use of nuclear power.

2 次の英文を読んで、以下の各問に答えなさい。(30点)

非公開

非公開

非公開

*1 cognitive functioning 認知機能

Adapted from an online article by Cindi May, "Does music boost your cognitive performance? The answer depends on your personality." *Scientific American*. (May 3, 2020) Retrieved from <https://www.scientificamerican.com/article/does-music-boost-your-cognitive-performance/>

問1 本文中の空欄(A)～(F)に入る最も適切な語や語句を選択肢a～dから一つ選び、記号で答えなさい。(6点)

- | | | | | |
|-----|-----------------|------------------|-----------------|----------------------|
| (A) | a. especially | b. generally | c. in addition | d. on the other hand |
| (B) | a. Consequently | b. In short | c. In spite of | d. Nevertheless |
| (C) | a. basically | b. during | c. for instance | d. while |
| (D) | a. additionally | b. furthermore | c. however | d. significantly |
| (E) | a. Besides | b. In comparison | c. In contrast | d. Thus |
| (F) | a. Commonly | b. For one thing | c. Similarly | d. Supposedly |

問2 本文中の下線部(1)～(5)について、意味が最も近い単語を選択肢a～dから一つ選び、記号で答えなさい。(5点)

- | | | | | |
|-----|-----------------|-----------------|------------------|--------------------|
| (1) | a. accumulates | b. includes | c. realizes | d. strengthens |
| (2) | a. approaching | b. approving | c. comprehending | d. evaluating |
| (3) | a. because of | b. in place of | c. instead of | d. irrespective of |
| (4) | a. considerable | b. natural | c. physical | d. stable |
| (5) | a. extreme | b. insufficient | c. medium | d. minimal |

問3 下線部(ア)と(イ)を、それぞれ日本語に訳しなさい。(4点)

問4 本文の内容に合致するように、空欄①～⑤に入る適語を下記の選択肢 a～h から一つ選び、記号で答えなさい。ただし、同じ記号は一回のみ使用できるものとする。(5点)

The article discusses whether listening to music helps students learn better. It reports that the answer depends on a student's personal response toward external (①), the difficulty of the learning task, and the complexity of the (②). With respect to students' personal tendencies, those who require (③) external stimulation tend to learn worse, especially when doing a (④) task while listening to music that has drums and bass. On the other hand, for students who need low external stimulation, listening to music facilitates their learning in general. They do better on all tasks and music conditions except when they work on a (⑤) task while listening to simple music, in which case there is no difference between listening to music or doing a task in silence. That being the case, however, when the task is highly difficult, music does not help students' learning. Therefore, these individual differences must be taken into account when students decide to listen to music while studying.

- | | | | |
|------------|---------|----------|------------------|
| a. simple | b. low | c. task | d. stimulation |
| e. complex | f. high | g. music | h. concentration |

問5 次の(1)～(5)について、本文の内容と一致するように、下線部にあてはまる最も適切なものを、選択肢 a～d から一つ選び、記号で答えなさい (10点)

(1) _____ is not an example of a difficult task.

- a. Doing homework
- b. Finding a letter in lists of words
- c. Studying for exams
- d. Text comprehension

(2) In paragraph 1, "to make a difficult task more tolerable" means to make the task _____.

- a. less manageable
- b. more manageable
- c. less reasonable
- d. more reasonable

- (3) Gonzalez and Aiello did not _____.
- a. add lyrics to the music
 - b. alter the complexity of the music
 - c. assess listener personality
 - d. manipulate the difficulty of the tasks
- (4) The Boredom Proneness Scale _____.
- a. controls for practice and fatigue effects
 - b. helps people remember more challenging word pairs
 - c. identifies the degree to which external stimulation is necessary
 - d. requires students to search for the letter A in lists of words
- (5) Music has positive learning effects for students with low need for external stimulation when they _____.
- a. are engaged in an extremely challenging task
 - b. are least excited about the task at hand
 - c. are working on a moderately challenging task
 - d. listen to the music accompanied by interesting lyrics

- 3** 次の対話文を読んで、以下の各問に答えなさい。(10点)

非公開

非公開

Adapted from "Interchange Video Teacher's Guide Two" (1996) by Jack C. Richards & Chuck Sandy, Cambridge University Press.

問1 対話文中の空欄(1)～(6)に、与えられている文字で始まる最も適切な英単語(1語)を書きなさい。ただし、文字数は下線の数と一致させること。(6点)

(1) e_____

(2) w____

(3) n_____

(4) d____

(5) t____

(6) s_____

問2 対話文中の(X)と(Y)に入る最も適切な表現を、選択肢a～dから一つ選び、記号で答えなさい。(4点)

(X)

- a. Alice's cooking is awful.
- b. Brenda's cooking is awful.
- c. My cooking is great.
- d. Your cooking is great.

(Y)

- a. look for another one.
- b. take your time.
- c. they've all been rented.
- d. you'd better hurry.

- 4 次のグラフは、将来やりたい仕事があるかどうかについて、学校段階別にその割合(%)を調査し、2016年、2018年、2019年の結果を表したものです。このグラフから、どのような傾向が読み取れますか。また、なぜそのような傾向になるとあなたは考えますか。合わせて150語程度の英語で書きなさい。文法や綴りも採点の対象になるので注意すること。(30点)

非公開

出典：「子供の生活と学びに関する親子アンケート調査 2020」

https://berd.benesse.jp/up_images/research/oyako_tyosa_2020.pdf

(東京大学社会科学研究所・ベネッセ教育総合研究所、令和3年3月5日)より転載。

一部改変。

【 解 答 例 】

1

問 1

(1)	(2)	(3)	(4)	(5)
c	c	a	b	d

問 2

coal-fired power plants

問 3

(1)	(2)	(3)	(4)
c	a	a	d

問 4

(1)	2030年までに150ある石炭火力発電所のうち100を非効率として、完全あるいは一時的に停止する（という動き）（48字）
(2)	停止される火力発電所の多くは規模が小さく、効率的として稼働し続ける発電所の二酸化炭素排出量は大きいいため、全体としての削減量は20%にとどまるから

問 5

再生可能エネルギーの他国より高いコスト

再生可能エネルギーの不安定な電力生産

問 6

1

問 7

(1)	(2)	(3)	(4)	(5)
○	○	×	×	○

問 1

(A)	(B)	(C)	(D)	(E)	(F)
d	d	d	c	d	c

問 2

(1)	(2)	(3)	(4)	(5)
d	d	d	a	c

問 3

(ア)	誰にでも当てはまる (もの・規則)
(イ)	価値 (値打ち) がある

問 4

(1)	(2)	(3)	(4)	(5)
d	g	f	e	a

問 5 (各 2 点, 計 10 点)

(1)	(2)	(3)	(4)	(5)
b	b	a	c	c

問 1

(1)	(2)	(3)
e <u>n</u> o <u>u</u> g <u>h</u>	w <u>o</u> r <u>k</u>	n <u>o</u> i <u>s</u> y
(4)	(5)	(6)
d <u>e</u> a <u>l</u>	t <u>a</u> k <u>e</u>	s <u>h</u> o <u>r</u> t

問 2

(X)
d

問 3

(Y)
d

The graph shows the percentages of elementary (4th to 6th grades), junior high school, and high school students in 2016, 2019, and 2020 with plans for their future jobs. Of the three groups, highest percentages of elementary school students and lowest percentages of junior high students knew what job they wanted. This group trend continued with the percentages for each school level decreasing over the three years.

In my opinion, elementary school students are most hopeful about their future because they have not yet learned enough about themselves and the real world. They can dream freely and chose to be whatever they want. However, as they become older and start learning about their strengths and weaknesses in junior and senior high schools, they may find their choices harder. With the COVID-19 pandemic's impact on their learning, I believe the number of students with future job plans will continue to decrease.

(150 words)