

英 語

(注意事項)

1. 試験開始までに表紙の注意事項をよく読んでください。
2. 試験開始の合図があるまで、この冊子を開いてはいけません。
3. 試験開始の合図があったら、すぐに用紙の種類と枚数を確かめ、受験番号をすべてに記入してください。

・表紙	1枚
・英語その1	1枚
・英語その2	1枚
・英語その3	1枚
・英語その4	1枚
・英語その5	1枚
4. 配付された用紙の種類や枚数が異なる場合や印刷が不鮮明な場合は、手を挙げて監督者に知らせてください。
5. 試験終了後、すべての用紙を回収します。
6. 問題並びに答案用紙の裏面を草案に使用しても構いませんが、採点の対象にはなりません。

受験番号

令和 3 年度入学者選抜試験問題並びに答案用紙 (英語その 1)

I 次の英文を読み、次のページの設問に答えなさい。(*がついた語は脚注がある)

I had worried myself sick over Sergei's mother coming to see me. I was a new teacher, and I gave honest accounts of the students' work. In Sergei's case, the grades were awfully low. He was an extremely bright sixth-grader whose knowledge "leaked out at the elbow," as we said. He discussed adult subjects with nearly adult comprehension, but he couldn't read his own handwriting. His math grades were ①abysmal, for the same reason. His work in no way reflected his abilities, and I knew it. So when his mother made arrangements for a ②conference, I felt panicky, as if I were being called to account for Sergei's poor work.

Additionally, I knew his parents were communists, and I'd just finished teaching a unit on democracy. So I was trying to *marshal my resources, in case I had to have a political-philosophical discussion about the curriculum that I really would rather avoid. In short, I had new-teacher ③jitters. Defending one's actions in the face of a parent's opposition is one of the most difficult tasks of even the experienced, and I had taught for only about six months.

So when Sergei's mom entered the room, my palms were (あ). I was completely unprepared for her kisses on both my cheeks. "I came to thank you," she said, *baffling me beyond speech. Because of me, she said, Sergei had become a different person. I was responsible for all this. Sergei's psychologist had spoken at length with Sergei's mom, and she wanted to tell me how grateful she was for the (a) I had *nurtured in her son. She kissed me again and left.

I sat, ④stunned, for about a half-hour, wondering what had just happened. How in the name of all that's holy had I made such a life-changing difference to that boy—without even knowing it? It scared me more profoundly than any experience in my teaching career, before or since. And I knew I absolutely had to figure it out, because so much benefit, unthinkingly *bestowed, could just as easily have been so much harm. And I never wanted to be the agent of a harm so huge, especially if it could be delivered essentially accidentally.

What I finally came to remember was one day, several months before, when some students were giving reports in the front of the class. Jeanne spoke quietly, and to encourage her to *project her voice when it was her turn, I had said, "Speak up. Sergei's the expert on this; he's the one you have to convince, and he can't hear you in the back of the room." ①That was it. I knew it as soon as I remembered the incident, because from that day, Sergei had sat up straighter, paid more attention, smiled more, became happy. And it was all because he happened to be the last kid in the last row. Had another child sat there, I'd have probably said the same thing with the substitution of another name. ②God really does work in mysterious ways, and I thank God that the boy who most needed (い) was the one who took the last seat that day, and that Jeanne, usually the class clown, spoke softly that day, too.

It taught me one of the most valuable lessons I've *gleaned over the years, and I'm thankful that it came early and positively. We are so ⑤fragile. Our children are more so, and a small kindness can indeed make a life-determining difference. I became (う) that day. I became much, much more (え) of what I say in front of students. And I hope that, though Sergei moved shortly thereafter, he did well in life, because he gave me more than I gave him.

Source: *Chicken Soup for the Teacher's Soul* by Jack Canfield and Mark Victor Hansen

*注: marshal=整理する, baffling>baffle=当惑させる, nurtured>nurture=はぐくむ, bestowed>bestow=与える, project=声を遠くまで通らせる, gleaned>glean=少しずつ収集する

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受験番号

令和 3 年度入学者選抜試験問題並びに答案用紙 (英語その 2)

1. 下線部①～⑤の語の意味に最も近いものをそれぞれの選択肢の中から一つずつ選び、その記号に○を下さい。

- | | | | |
|------------------|--------------|-------------|-------------|
| ① ア excellent | イ absent | ウ poor | エ difficult |
| ② ア confidence | イ plan | ウ agreement | エ meeting |
| ③ ア nerves | イ sickness | ウ happiness | エ sadness |
| ④ ア disappointed | イ worried | ウ surprised | エ ashamed |
| ⑤ ア dark | イ frustrated | ウ neglected | エ delicate |

2. 空欄 (あ) (い) (う) (え) に入る最も適切な語を次の選択肢から一つ選び、その記号に○を下さい。

- | | | | |
|--------------------|------------|------------|------------|
| (あ) ア burning | イ flushing | ウ blushing | エ sweating |
| (い) ア punishment | イ blame | ウ praise | エ prize |
| (う) ア kinder | イ stricter | ウ crueler | エ calmer |
| (え) ア scared | イ fond | ウ tolerant | エ careful |

3. 空欄 (a) に入る最も適切な語を次の選択肢の中から一つ選び、その記号に○を下さい。

- | | | | |
|---------------|----------------|----------------|-------------------|
| ア self-hatred | イ self-respect | ウ self-defense | エ self-expression |
|---------------|----------------|----------------|-------------------|

4. 下線部(1)が表す内容に最も近いものを次の選択肢の中から一つ選び、その記号に○を下さい。

- | | |
|--------------------------|------------------|
| ア Suddenly I understood. | イ Now it's over. |
| ウ That was true. | エ I heard it. |

5. 筆者が Jeanne に言った言葉とは何か、言った言葉をすべて日本語で答えよ。

6. 下線部(2)が指す内容はどのようなことか、日本語で具体的に答えよ。

7. 次の文は、本文中の空欄 のどこに入るか一つ選び、下の [] 内の記号に○を下さい。

He talked of how much he loved me, he had made friends for the first time, and for the first time in his twelve years, he had recently spent an afternoon at a friend's house. []

8. 次のア～エの文について、本文の内容と合っている場合には T、合っていない場合には F に○を下さい。

- | | | |
|---|--------------|--|
| ア | <u>T · F</u> | Although Sergei was a bright student with nearly adult comprehension, his school work was poor. |
| イ | <u>T · F</u> | Sergei's mother had a discussion with the teacher because of the teacher's political-philosophical views about the curriculum. |
| ウ | <u>T · F</u> | Sergei's psychologist spoke to the mother about how Sergei's teacher needs to encourage belief in himself. |
| エ | <u>T · F</u> | The teacher realized that it was very important to understand why Sergei had changed. |

9. 本文の内容として最も適切なものを次の選択肢の中から一つ選び、その記号に○を下さい。

- | | |
|---|---|
| ア | Thinking about how a student has improved, a teacher concludes that nothing happens by chance. |
| イ | Being a teacher is difficult because they have to defend their actions in the face of opposing parents. |
| ウ | Reflecting on a positive discussion with a parent, a teacher realizes that chance happenings can have a big impact. |
| エ | Education is not about how one teaches but the way that students are allowed to express themselves in a meaningful way. |

受験番号

小計

令和 3 年度入学者選抜試験問題並びに答案用紙 (英語その 3)

II 次の英文を読み、次のページの設問に答えなさい。(*がついた語は脚注がある)

Reading history is like watching a tennis match. The ball keeps changing sides. To many observers, the 1960s and the 1980s seemed like opposite sides of a tennis court, or a (ア), or a pendulum swing.

The 1960s was a time of high drama — of overalls and backpacks and peace symbols — with marches in the streets and *sit-ins at lunch counters. People who had been kept out of (イ) banged on opportunity's doors and pushed them open. It was messy, it was *exhilarating, it was problem-filled. It was an attempt to do something about long-ignored ①injustices. Much was achieved, but the action of the '60s — its dreams and its drugs — got all mixed up.

The '80s were different. This time the drama was so (ウ) that sometimes hardly anyone noticed. Mostly the revolution took place in corporate headquarters, on Wall Street's money exchanges, in people's minds, and in Congress — but it was effective. Some called it a ②conservative reaction to the excesses of the liberal decades that preceded it. Goals changed. Most voters no longer thought government should be used to solve social problems. Labor unions lost power.

Business was the focus of the '80s (and the '90s, too). New jobs, new wealth, new financial practices, and *astounding new technology began (エ) the ways we live and work and think. New groups of business people got very rich, while many middle-class families found themselves working harder and longer for a smaller portion of the national pie.

More moms were going to work (at home, kids often had less supervision), but sometimes even two incomes weren't enough to keep up (A) the *enticing new lifestyles.

The '80s were the *heyday of the “yuppies” (“young urban professionals”), who traveled, experimented, set trends, spent money, influenced the media, and didn't feel bound by (オ) ideas.

New peoples, arriving from Asia, Africa, and Latin America, quickly made an impact. They even got grocery stores (B) change. Instead of being a white-bread culture, we were suddenly eating pita, and tacos, and focaccia. You could find hummus and mangoes and cilantro and lemongrass on shelves where a few years earlier bananas and apples were as far as variety took you.

It may all have been too *frantic for some Americans, who turned to meditation and inward-looking lifestyles. Some, who were outside the ③mainstream, joined *gun-toting, *defiantly independent groups.

The times demanded brains. In the late 1970s, Californians Steven Jobs and Stephen Wozniak, operating out of Jobs's garage, developed a small computer. By 1977, sales of that computer, the Apple II, had reached \$118 million. The personal computer was just getting started. Bill Gates saw its future and started selling software for computers. By 1990, he was one of the world's richest men.

And computers were only part of the story. They were joined by *fiber optics, cable TV, satellites, fax machines, copiers, scanners, cellular phones, the Internet, automatic teller machines (ATMs, or cash machines), and an array of imaginative services. The new technology quickly became inexpensive enough for ordinary people to have in their homes and businesses. All that increased ④choices. Some Americans began going to work in home offices. And some started educating their children at home, as part of vigorous home-schooling movement.

Education was clearly a key to success in the Information Age, but, in international comparisons, our 12th-grade students' scores — especially in math and science — were (C) or near the bottom of the heap. Schools in many cities, like factory-age *relics, seemed primarily oversized warehouses for young people. State and local tax revolutions — begun in California and copied elsewhere — cut school (カ) at the very time we needed to increase it.

Source: *All the People: 1945-1999* by Joy Hakim

*注: sit-ins = 座り込み抗議, exhilarating = わくわくさせる, astounding = びっくりするような, enticing = 魅惑的な, heyday = 全盛期, frantic = 平静を失った, gun-toting = 銃を持った, defiantly = 挑戦的に, fiber optics = 光ファイバー, relics = 遺物

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受験番号

令和 3 年度入学者選抜試験問題並びに答案用紙 (英語その 4)

1. 空欄 (ア) に入る最も適切な語を下から選び、番号に○を下さい。

- (1) marathon (2) Wimbledon (3) coin (4) money

2. 空欄 (イ) ~ (カ) に入る最も適切な語を下から選び記入下さい。ただし、同じ語を 2 回以上使用してはならない。

spending, transforming, power, old, quiet

(イ) _____ (ウ) _____ (エ) _____

(オ) _____ (カ) _____

3. 空欄 (A) ~ (C) に入る最も適切な一語をそれぞれ記入下さい。

(A) _____ (B) _____ (C) _____

4. 下線部(1)~(3)の意味として最も適切なものをそれぞれ選び、記号に○を下さい。

- (1) (a) behavior in which someone claims to have certain moral principles or beliefs
 (b) unfair actions or events
 (c) determination to do something that you have decided to do

- (2) (a) not willing to accept changes or new ideas
 (b) supporting or allowing gradual political changes
 (c) sympathetic in the way you deal with people

- (3) (a) the main area of land that forms a country
 (b) a narrow flow of water that moves across the land
 (c) the most common ideas or methods

5. 下線部(4)について、具体例を 2 つ日本語で述べなさい。

6. 以下のア~オの文について、本文の内容と合っているものには T、合っていないものには F に○を下さい。

- ア T · F The 1960s was a period when the people without authority tried to change things that were seen as unfair.
 イ T · F The 1980s was a time for ordinary people to be more open and expressive, resulting in one of the more liberal decades.
 ウ T · F Yuppies were able to travel, spend money and set trends because they had the benefit of an American education.
 エ T · F People arriving in the U.S. from overseas during the 1980s brought very little of their culture with them.
 オ T · F Even the average person was able to have the new technology that began to appear in the 1960s.

受験番号

小計

令和 3 年度入学者選抜試験問題並びに答案用紙 (英語その 5)

Ⅲ 次の問いに対するあなた自身の考えを、導入、本文、結論を含め、150語程度の英語で書きなさい。なお、あなたの考えの根拠を少なくとも 3 つ挙げて書きなさい。

One of the prefectures in Japan recently made a rule to limit the time for gaming and internet activities for children under 18 years old to one hour a day. Do you agree with this rule?

受験番号	小計