

2022年度 一般選抜 学力検査 (外国語)

「コミュニケーション英語Ⅰ・コミュニケーション英語Ⅱ・
コミュニケーション英語Ⅲ・英語表現Ⅰ・英語表現Ⅱ」

設問【1】～【7】

【1】～【7】	マーク式 解答番号 <input type="text" value="1"/> ～ <input type="text" value="57"/>
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【1】 次の対話文が自然な流れをもつように、 ～ に入る最も適当な応答文を、それぞれ①～④の中から選びなさい。

解答番号は、(1) ～ (6) 。

(配点 18 点)

[A couple are talking.]

A :

- (1) ① I'm thinking of cancelling our trip north in Golden Week. How about you?
- ② Can you never decide where to go on our holiday during this Golden Week?
- ③ Do you have anything to do with booking a holiday for us in Golden Week?
- ④ Are you thinking of making a trip somewhere during Golden Week this year?

B : Yes, we really should do something. It's been so long since we went anywhere.

A :

- (2) ① That's true. And now they say that it's safe to travel again.
- ② Yes, it was. But it was such a wonderful holiday, wasn't it?
- ③ It was longer than that. Didn't they go to Okinawa recently?
- ④ I completely agree. All our friends are happy that we can't.

B : They do say that, but I think it's better to go somewhere inside Japan this time.

A : 3

- (3) ① I agree. I'm getting a little tired of seeing nothing but Japan these days.
- ② I'm not so sure. Going last time was a much better idea, in my opinion.
- ③ You're right. A trip abroad is still risky. Is there a place you'd like to go?
- ④ You can't be serious! Nobody ever thinks of going sightseeing in Japan.

B : I've always fancied seeing Hokkaido in the spring.

A : Yes. They say the North is very beautiful at that time of the year.

B : 4

- (4) ① That's why my desire to go there is not as strong as it was before our marriage.
- ② Don't I remember you saying that you went to Hokkaido before we got married?
- ③ I've told you several times that going to Hokkaido was one of my biggest dreams.
- ④ Going there in the spring means you might meet far too many college students.

A : Yes, I did. I went with some of my college friends. It was fun.

B : 5

- (5) ① I'm surprised that you can still remember it. It was so very long ago!
- ② Yes, it must have been. Your friends must have been a great crowd!
- ③ It can't have been that amusing. Hokkaido doesn't welcome students.
- ④ Memories when you're older are so much sweeter, don't you think?

A : Don't be so rude! I'm not that old! I can recall every moment.

B : 6

- (6) ① Even though you were almost the same age as all the others? Wow!
- ② I wouldn't phone them so often, if I were you. It's far too troublesome.
- ③ So, if you're OK, can we fetch the computer and check things out?
- ④ I was only joking. Hey, let's check out some travel deals on the Web.

A : Relax, I know you were! Let's look on the computer. The screen is so small on my phone.

【2】 次の各組において、それぞれ①～⑦の語を空所に入れて日本語とほぼ同じ意味の英文を完成させたい。その場合、 ～ に入れるのに最も適当なものを、それぞれ①～⑦の中から選びなさい。なお、文頭にくる単語も小文字で示してある。

解答番号は、(1) ～ (6) 。（配点 24 点）

- (1) グローバリゼーションは情報通信技術の革新などの新しい要素を含んでいることは言うまでもないが、グローバリゼーションとかつての帝国主義的な世界の構造との間に一定の歴史的な連続性があることも否定できない。

that globalization involves new elements such as innovations of information-communication technology, but it cannot be denied that there is some it and the imperial world structure in the past.

- ① between ② continuity ③ goes ④ historical
⑤ it ⑥ saying ⑦ without

- (2) 世界を生み出すのは言語である。言葉はすでにそこにある既存の現実を言い表したり、それを映し出したりするだけでなく、現実それ自体を作り上げ、人々にその現実を信じさせる働きももっているのだ。

It is language that gives birth to the world: words or reflect the existing reality that is already there, but also work to create the reality itself and that reality.

- ① believe ② express ③ in ④ make
⑤ only ⑥ not ⑦ people

- (3) ドイツの有名な指揮者は、真実は人の中にあるのではなく、人と人との間にあるのだと述べたことがある。これはたぶん指揮者としての経験に基づいた洞察だろうが、しかしそれは人間社会の全体にも当てはまることだろう。

A famous German conductor once said that truth does not reside in people, but between people. This insight was 9
experience as a conductor, but it will also human
society as a whole.

- ① based ② be ③ his ④ of
⑤ on ⑥ probably ⑦ true

- (4) 科学者という存在は今日の社会ではすっかり定着して、当たり前のようにになっているが、現在のような意味で科学者と呼ばれる人々は150年前にはほんの一握りだったし、200年前には皆無だったと言ってもよい。

The existence of scientists has become firmly established and commonplace in today's society, but 150 years ago, there were
 people who could be called scientists in the current
sense, and it could be said 10 200 years ago.

- ① handful ② a ③ none ④ of
⑤ only ⑥ there ⑦ were

- (5) 現代において学際的な研究が求められているのは、現代社会の諸問題の解決を見出すためにはそれが必要だからである。たとえば、環境問題などの複合的な問題は、学問分野の分業を乗り越えなければ解決することは難しいだろう。

Interdisciplinary research is required now just because it is needed to various problems in modern society. It will be difficult for us to solve complex issues such as environmental problems 11 of labor in academic fields.

- ① division ② find ③ overcoming ④ solutions
⑤ the ⑥ to ⑦ without

- (6) 彼女は、結婚に関する新しい法案に対する両方の態度に共感を抱かざるを得ない。彼女の一家の伝統からするなら、それは理にかなっていないと思うし、自分自身の結婚生活を踏まえるなら、それに賛成の一票を投じたくなるのだ。

She cannot but be sympathetic 12 the new marriage bill: her family tradition leads her to question its reasonableness, but her personal experience of married life encourages her to .

- ① attitudes ② both ③ it ④ for
⑤ to ⑥ toward ⑦ vote

【3】 次の(1)～(11)の各文には4か所下線が施してある。そのうち1か所を訂正すれば、その文は正しい英文になる。その箇所をそれぞれ①～④の中から選びなさい。解答番号は、(1)

13

 ～(11)

23

。(配点 22 点)

(1) It was the idea of evolution ①developed by Darwin ②what helped biologists ③understand how organisms could change ④over time.

13

(2) Although ①grew under various climates, the crop is ②best suited to places ③with mild temperatures and moderate ④rainfalls.

14

(3) ①Despite her efforts, ②the wounds of the painful experience may remain ③depth in her soul, and take ④long to heal.

15

(4) The price of a product is ①basically determined by the amount of ②material and labor used ③in making ④them.

16

(5) Bats are distributed ①in almost anywhere in the world ②except in extremely cold areas ③such as polar ④regions.

17

(6) ①Among the ②most important novelists in England in ③the nineteenth century ④are being Charles Dickens, the Brontë sisters and George Eliot.

18

(7) ①For about a hundred years or so, ②it has been a shift from severe punishment of ③criminal offenders ④to their rehabilitation.

19

(8) The word “crisis” is ①said to be ②derived from a Greek word, which originally ③was meant “the turning ④point of a disease”.

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(9) As ①a means of communication, the telephone is not ②such commonly used ③as it ④used to be twenty or thirty years ago.

21

(10) Although there ①exist a great deal of research on the ②workings of the human brain, ③much remains to be ④done.

22

(11) The “Spanish flu” that began in 1918 ①is reported to have ②effected the lives of about ③a third of the world’s population and ④led up to 50 million deaths.

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【4】 次の(1)～(4)のAの文に対するBの応答として、最も不適切なものを、それぞれ①～④の中から選びなさい。

解答番号は、(1) ～(4) 。

(配点 16 点)

(1) A : We could go out to eat tonight, unless you'd rather not.

B :

- ① What problem exactly do you have with this idea?
- ② I'm feeling a little tired today. Let's stay at home.
- ③ That's a good idea. We're watching too much TV.
- ④ If we do that, would you mind driving us there?

(2) A : I'm not sure that those shoes go with this dress.

B :

- ① They look fine to me. That color goes with anything.
- ② You worry too much. Your outfit matches perfectly.
- ③ I agree. You'd better accompany them on your own.
- ④ Yes, I think so too. Those black ones might be better.

(3) A : Our daughter loves studying. She never takes a break.

B :

- ① You're so lucky. Mine is far too relaxed about her homework.
- ② Yes, accidents can sometimes happen if you're not so careful.
- ③ Are you sure she's actually studying, and not on social media?
- ④ Great; but it's also very important to relax or play sometimes.

(4) A : I'd be grateful if you could decide whether to accept the position, or not.

B :

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- ① It's difficult. I have many reasons for choosing either way.
- ② I would honestly like a little longer to think about this.
- ③ You seem to have an opinion. Tell me what you think.
- ④ My position hasn't changed. I've been here all the time.

【5】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) ～(5) 、II (1) ～(5) 。(配点 40 点)

Around the world, more than half of people — (a)estimates vary from 60 to 75 per cent — speak at least two languages. So to be monolingual, as many native English speakers are, is to be in the minority, and perhaps to be missing out.

The first words ever uttered may have been as far back as 250,000 years ago, once our ancestors stood up on two legs, allowing fine control of breathing to develop. And when humans got one language, it wouldn't have been long before we had many.

Languages change and develop through social pressures. Over time, different groups of early humans would have found themselves speaking different languages; then, in order to communicate with other groups — for trade, travel and so on — it would have been necessary for some members of a family or band to speak other tongues.

We can get some idea of how (b)prevalent multilingualism may have been from the few hunter-gatherer peoples who survive today. “If you look at modern hunter-gatherers, they are almost all bilingual” says Thomas Bak of the University of Edinburgh. “The rule is that one mustn't marry anyone in the same tribe or clan to have a child — it's taboo. So every single child's mum and dad speak a different language.”

Being so (c)bound up with identity, language is also deeply political. The emergence of European nations and the growth of imperialism during the 19th century meant it was regarded as disloyal to speak anything other than the one national language. This perhaps contributed to the widely-held opinion — particularly in Britain and the U.S. — that bringing up children to be bilingual was harmful to their health and to society more generally.

There were warnings that bilingual children would be confused by two languages, have lower intelligence, low self-esteem, behave in antisocial ways, even develop a split personality. It is a view that persisted until very recently, discouraging many immigrant parents from using their own mother tongue to speak to their children. This is in spite of a 1962 experiment, (d)ignored for decades, which showed that bilingual children did better than monolinguals in both verbal and non-verbal intelligence tests.

However, research in the last decade is revealing many benefits for bilinguals. It's all to do with how our ever-flexible minds learn to multitask. Researchers have been studying the capacity for language to change people's perspectives — how they see the world around them. In one experiment, English and German speakers were shown videos of people moving, such as a woman walking towards her car or a man cycling to the supermarket. English speakers focus on the action and typically describe the scene as “a woman is walking” or “a man is cycling”. German speakers, on the other hand, have a wider worldview and will include the goal of the action: they might say (in German) “a woman walks towards her car” or “a man cycles to the supermarket”. Part of this is grammatical. Unlike German, English has the -ing ending to describe actions that are ongoing. When English-German bilinguals were tested, however, whether they were action- or goal-focused depended on which country they were tested in. If tested in Germany, they were goal-focused: in England, they were action-focused, no matter which language was used, showing how interconnected culture and language can be in (e)determining a person's worldview.

(From the website: Why being bilingual keeps your brain fit)

I According to the passage, choose the best answer.

(1) How did the number of languages spoken by humans increase?

- ① Regular contact between human groups until 250,000 years ago spread the variety of languages, though this trend is now reversing.
- ② Those early humans who had learned to stand up could better understand the speech of those tribes who had yet to adopt this posture.
- ③ More and more contact between groups speaking different languages made learning each other's tongue necessary for communicating.
- ④ English was one of the original human languages, so it was useful to help speakers of other languages to master different forms of speech.

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(2) What are we told about hunter-gatherer peoples?

- ① The old habit of marrying across tribes is no longer practiced in modern times.
- ② Because of frequent intermarriage, the numbers of such peoples are rising fast.
- ③ They encourage their children to teach two languages to each of their parents.
- ④ Even nowadays, marriages outside the tribe or group are normal and expected.

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- (3) What was the effect of Europe settling into separate nations?
- ① Nationalism led to pressure on inhabitants of each nation to use only that nation's language.
 - ② Politics forced each people to use the different languages of their neighbors to help trade.
 - ③ The reduction of the use of foreign languages led Britain and the U.S. to see harmful effects.
 - ④ The major English-speaking countries saw this new European bilingualism as dangerous. 30
- (4) How have attitudes towards bringing up children bilingually changed?
- ① Unlike before, it is now generally accepted that bringing up a child bilingually has dangerous effects.
 - ② It is now clear that reducing bilingualism has had a positive result in raising intelligence and self-esteem.
 - ③ Recent research now shows that bilingualism has mostly beneficial effects on children's learning.
 - ④ Results from modern intelligence testing have shown that the findings of a 1962 report were mistaken. 31
- (5) Why did the Germans and the English react differently to the video test?
- ① No speakers of one of these languages could understand the other, so they gave different answers.
 - ② The nature of each language gives its speakers a different worldview, thus affecting their responses.
 - ③ German speakers focused on the action rather than the goal of each video, contrary to the English.
 - ④ Which language they were using at the time of testing led to either a goal- or action-focused response. 32

【6】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) ～(5) 、II (1) ～(5) 。（配点 40 点）

Nowadays the word ‘hero’ is often used (a) lightly; but some characters can truly be called ‘heroic’. One such man is Ernest Shackleton. Born in Ireland in 1874, he moved to England with his family and grew up there. He loved reading, and developed a passion for adventure. After leaving school he went to sea, where hard work and ability led him to becoming a captain at 24 years old.

Around that time there was a growing interest in exploring the almost unknown continent of Antarctica, and Shackleton joined several expeditions there over the next ten years. However, the one that he is best remembered for is the Imperial Trans-Antarctic Expedition of 1914-17, a planned journey of 2,900 kms across the continent.

Despite the (b) outbreak of the First World War in August 1914, Shackleton’s expedition was allowed to proceed. He chose his crew on the basis that character was just as important as technical ability. He distributed jobs around the ship equally among officers, scientists and seamen to promote feelings of companionship, and socialized with his crew in the evenings with songs and games.

Their ship *Endurance* reached the Weddell Sea by Antarctica, but ice made progress more and more difficult. Eventually the ship became stuck in the ice. It drifted with the ice for months, and the pressure of the ice began to break up the ship. Shackleton (c) reluctantly gave the order to abandon ship, and the crew and their possessions were moved onto the ice. *Endurance* finally sank below the surface in November. The party, on their large piece of floating ice, hoped eventually to reach land, but had no luck. The men had to get into their small lifeboats and head for the nearest land.

After five terrifying days in big seas, they arrived exhausted on Elephant Island, a mountainous, uninhabited rocky island with no vegetation or animals, far from any centre of population.

There was no realistic chance of being rescued, as very few ships ever passed there. Shackleton decided to take one of their small boats, only six metres long, with five crew members across the stormy sea on a journey of over 1,300 kms to the nearest island with any population, South Georgia. Through the amazing navigational skill of the captain, Worsley, they reached South Georgia 15 days later, but were forced to land on the southern shore because of storms. The port was in the north; Shackleton left three of his men with the boat, and with the other two somehow crossed 50 kms of wild, snowy mountains with only a simple cutting tool and 16 metres of rope. It took them 36 hours.

After arriving at the little port, Shackleton immediately arranged for a boat to pick up the other three members, then he set out to organize the rescue of the 22 crewmen they had left on Elephant Island. Sea ice stopped his first attempts, but finally he ^(d)persuaded Chile to provide a ship. It reached Elephant Island on August 30th 1916, by which time his men had been there for over four months. Miraculously, in spite of the terrible living conditions and lack of food, all the crew were still alive. Shackleton and his entire crew had survived, and finally could return home.

Even today with our modern technology, Shackleton's amazing journey, how they could ^(e)endure such hardships with so little equipment, with just the powerful will to live, is hard to believe. Shackleton and his crew were really heroes.

(From various internet sources)

I According to the passage, choose the best answer.

(1) What are we told about Ernest Shackleton's early life?

- ① The family's move away to Ireland had an important and lasting effect on his character.
- ② His love of adventure led him to a career at sea and a passionate interest in Antarctica.
- ③ The label of 'hero' was very suitable for him, until he decided to leave school for work.
- ④ Because he was so young, he was made a ship's captain in spite of his lack of ability.

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(2) How can we best describe his attitude as a leader of men?

- ① He believed that all the work to be done on his ship should be given only to those seamen trained to do it.
- ② He insisted that senior officers should not become too familiar with men of lower status, and keep apart.
- ③ He believed that the best way to create a good team was to involve everyone in all aspects of life on the ship.
- ④ He insisted that playing games and singing songs together was much more important than getting any work done.

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(3) What happened to the expedition in the Weddell Sea?

- ① Their ship was destroyed by the ice, and they were forced to search for safety on dry land.
- ② *Endurance* could make progress through the ice, but the small boats were much harder to use.
- ③ The seamen had to break up *Endurance* because they needed the materials to move on.
- ④ They put their ship onto a large piece of ice so that it could float more easily through the sea.

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(4) Why was the journey to South Georgia so remarkable?

- ① No one had ever heard of this island before, so finding it was very lucky.
- ② Many storms were expected, but never came, so the boat arrived safely.
- ③ The six-metre voyage ended up taking Shackleton and his crew 15 days.
- ④ The voyage in such a small boat was so long and full of danger to the men.

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(5) How did Shackleton finally rescue all his men?

- ① He took his small boat back to the southern shore of South Georgia and picked them up.
- ② He managed to get help from another government to send a rescue ship to Elephant Island.
- ③ He arranged for a ship called the *Sea Ice* to collect three men first, after getting everyone else.
- ④ He travelled without food in difficult conditions until he could finally rescue all 22 seamen.

42

II Choose the word that can best replace the underlined word.

- (1) (a) lightly : ① cheerfully ② infrequently
 ③ ironically ④ easily

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- (2) (b) outbreak : ① termination ② start
 ③ prospect ④ approval

44

- (3) (c) reluctantly : ① unwillingly ② swiftly
 ③ firmly ④ hastily

45

- (4) (d) persuaded : ① challenged ② commanded
 ③ convinced ④ chased

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- (5) (e) endure : ① enjoy ② repeat
 ③ conclude ④ tolerate

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【7】 次の英文を読み、下記の設問 I、II に対する最も適当な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) ～(5) 、II (1) ～(5) 。(配点 40 点)

I'll start with the rules of behaviour on public transport, as these (a) illustrate the problems faced by the English when we step outside the security and privacy of our homes.

Our main coping mechanism on public transport is a form of what psychologists call 'denial': we try to avoid acknowledging that we are among a scary crowd of strangers, and to maintain as much privacy as possible, by pretending that they do not exist — and, much of the time, pretending that we do not exist either. The denial rule requires us to avoid talking to strangers, or even making eye contact with them, or acknowledging their presence in any way unless absolutely necessary. At the same time, the rule imposes an obligation to avoid drawing attention to oneself and to mind one's own business.

It is common, and considered entirely normal, for English commuters to make their morning and evening train journeys with the same group of people for many years without ever exchanging a word. The more you think about this, the more (b) utterly incredible it seems; yet everyone I spoke to confirmed the story.

'After a while', one commuter told me, 'if you see the same person every morning on the platform, and maybe sit opposite them on the train, you might start to just nod to each other when you arrive, but that's about as far as it goes'. 'How long is "a while"?' I asked. 'Oh, maybe a year or so. It depends; some people are more outgoing than others, you know!'

This informant — a young woman working as a secretary for a PR agency in London — was not an especially shy person. In fact, I would have described her as quite the opposite: friendly, lively, and sociable. I

am quoting her here because her responses are typical. Almost all of the commuters I interviewed said that even a brief nod ^(c)constituted a fairly drastic escalation of intimacy, and most were highly ^(d)cautious about progressing to this stage, because, as another typical commuter explained, ‘once you start greeting people like that — nodding, I mean — unless you’re very careful, you might end up starting to say “Good morning” or something, and then you could end up actually having to talk to them’.

But what would be so ^(e)awful, I asked each of my informants, about a brief friendly chat with a fellow commuter. This was clearly regarded as an exceptionally stupid question. Obviously, the problem with actually speaking to someone was that if you did this once, you might be expected to do it again — and again. Having acknowledged the person’s existence, you could not go back to pretending that they did not exist, and you could end up having to exchange polite words with them every day. You would almost certainly have nothing in common, so these exchanges would be highly awkward or embarrassing. Or else you would have to find ways of avoiding the person — standing at the other end of the platform, for example, or hiding behind the coffee kiosk, and deliberately choosing a different carriage on the train, which would be rude and equally embarrassing. The whole thing would become a nightmare; it didn’t bear thinking about.

(Fox, K. (2005) *Watching the English*)

I According to the passage, choose the best answer.

(1) What does the writer mean by 'denial'?

- ① It means that when a traveller is spoken to by a stranger, they refuse to answer.
- ② It refers to the fact that no traveller on a train will allow another one to sit down.
- ③ It means that the writer is refusing to accept that any passengers exist on trains.
- ④ It refers to the way in which travellers pretend that neither they nor others exist.

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(2) How do English commuters on trains normally behave?

- ① They like to socialise as much as possible with all the other travellers.
- ② They prefer to watch other travellers, unless they do anything funny.
- ③ They would rather keep their privacy, and never speak to other people.
- ④ They attract attention to themselves by getting on and off the trains.

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(3) Why was the writer a little surprised at the PR agency secretary's comments?

- ① Her attitude towards other commuters and her usual personality differed greatly.
- ② Her way of speaking was very rude and aggressive, and this made her feel angry.
- ③ The secretary had a long way to travel, so when she began talking, it was a shock.
- ④ The writer was not expecting the PR lady to ask her for her opinion about trains.

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(4) What were commuters' attitudes about nodding?

- ① Nodding was a useful way of telling the other person that they would welcome a chat.
- ② Nodding could lead to the problem of another person expecting more communication.
- ③ Nodding was a secret form of communicating with strangers who were around them.
- ④ Nodding could tell other people that you preferred to sleep, rather than talk to them.

51

(5) How did some commuters react to the writer's question about having a chat with another traveller?

- ① They could not see why she asked it, as chatting to someone would mean having to continue that relationship.
- ② They thought that after all, it might be a very good way to start a friendly relationship with another commuter.
- ③ They immediately realized that the writer was making fun of them, and got off the train as soon as possible.
- ④ They wondered why they had never thought before of asking other travellers on the train a similar question. 52

II Choose the word that can best replace the underlined word.

(1) (a) illustrate : ① show ② match
 ③ cut ④ terminate 53

(2) (b) utterly : ① easily ② verbally
 ③ willingly ④ extremely 54

(3) (c) constituted : ① prevented ② meant
 ③ changed ④ forbade 55

(4) (d) cautious : ① excited ② attracted
 ③ careful ④ serious 56

(5) (e) awful : ① legal ② terrible
 ③ sad ④ necessary 57