

令和 5 年度入学者選抜試験問題表紙

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 5 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)

By now the images of an in-flight movie were on the monitor in front of her, but Erika never saw them. Her own internal picture show continued with its competing images—the scene changing from towering mountains (ア) the towering skyscrapers of Singapore. After two years in Ecuador, her father had been transferred once more, and for the thirteen years since then—including the four years she attended university in Wisconsin—Erika had considered Singapore her home. Now she knew Singapore would never truly be home. But the question continued to haunt her: Where was home?

Still refusing to dwell on (1) that topic, her mind searched (イ) a new show to look at. Pictures of countless scenes from other places she had visited with her family through the years appeared—the Kathmandu Valley in Nepal at the beginning of the rainy season, *the monkey cup plants in the Malaysian rain forest, *the Karen tribal people in the hills of northern Thailand, winter on the South Island of New Zealand, *the water-derrick wells of the Hortobágy in Hungary. One after another the images flashed in her mind's eye. Even to herself, it seemed incredible how much she had done, seen, and experienced in her first twenty-three years of life. The richness and (A) of the world she knew was beyond measure—but what (2) good did that do her today?

Finally, the other pictures ran out and Erika was left with the visions of life in Singapore that kept returning, insisting (ウ) a paramount spot in the show. Now instead of places, however, she saw people—her amazing collection of friends from the International School in Singapore: Ravi, Fatu, Sam, Kim Su, Trevor, Hilary, Mustapha, Dolores, Joe. One after another they came to her memory. How many races, nationalities, styles of dress, cultures, and religions did these friends represent? With diversity as their *hallmark, who could say what was “normal”?

Erika never stopped to wonder that others might be surprised to know that this diversity among her friends reflected the norm rather than the exception of her life. Instead, she reminisced on how she hated parting from them each summer when her family returned to the States for vacation. (It was never America or the United States—simply “the States.”) Somehow, she always felt much more like (3) a fish out of water with her Stateside peers than she did in Singapore.

For the first time since the airplane had lifted off, *a wry smile came to Erika's face. She remembered how strange she had felt the first time her American cousins had asked her to go “cruising.” She presumed they meant some type of boat ride—like when she and her friends in Singapore rented a *junk and sailed to a small island for a day of sunbathing, swimming, and picnicking. She was eager to go.

To her amazement, cruising for her cousins had nothing to do (エ) boats and water. Instead, it meant endless driving about town with no apparent purpose. Eventually, they parked at a shopping mall and simply stood around. As far as Erika could see, it seemed their purpose was to block aisles rather than purchase any goods. (4) What was the point?

For Erika, “going home” meant something entirely different than it (5) did for her parents. When her parents spoke of “going home,” they meant returning to the States each summer. For her, “going home” meant returning to Singapore (オ) the end of summer. But where was home now? The *nagging question returned.

Source: *Third Culture Kids: Growing Up Among Worlds* by David C. Pollock and Ruth E. Van Reken

*注 : the monkey cup plants = ウツボカズラ植物, the Karen tribal people = カレン族の人々, the water-derrick wells = はねつるべ井戸, hallmark = 特徴, a wry smile = 苦笑い, junk = 帆船, nagging = 絶えず悩ませる

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受験番号

令和 5 年度入学者選抜試験問題並びに答案用紙 (英語その 2)

1. 空欄 (ア) ~ (オ) に入る最も適切な前置詞を下からそれぞれ 1 つ選び記入しなさい。ただし、同じ語を 2 回以上使用してはならない。

at, to, with, for, on

(ア) _____ (イ) _____ (ウ) _____

(エ) _____ (オ) _____

2. 下線部(1)の内容を日本語で具体的に説明しなさい。
-

3. 空欄 (A) に入る語として deep を適切に語形変化させて記入しなさい。

(A) _____

4. 下線部(2)と同じ意味と用法のものを下から 1 つ選び、記号に○をしなさい。

- (a) Your passport is good for another three years.
(b) Money can be exchanged for goods and services.
(c) A bit more exercise would do you good.
(d) It seems that she is staying with us for good.

5. 下線部(3)は Erika のどのような心境を表したものか日本語で説明しなさい。
-

6. 下線部(4)の意味に最も近いものを下から 1 つ選び、記号に○をしなさい。

- (a) Why did they get the point?
(b) How come their purpose was apparent?
(c) What they did meant nothing.
(d) What they did was to the point.

7. 下線部(5)は何を指すか適切な語を下から 1 つ選び、記号に○をしなさい。

- (a) went (b) meant (c) differed (d) returned

8. 以下の (a) ~ (e) 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○をしなさい。

- (a) T · F Erika sees images of her life in the in-flight movie.
(b) T · F Erika thinks that she has done, seen and experienced a lot, but it does not help her now.
(c) T · F For Erika, it is natural that friends around her have a variety of backgrounds.
(d) T · F Erika has never been to America or the United States.
(e) T · F Erika does not believe that the States is her home, but instead believes that Singapore is her home after all.

受験番号

小計

令和 5 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)

People seek advice and give advice, propose marriage and end marriage, land jobs and lose jobs, pass the *buck and pass the time—and they do all these things by exchanging words. Conversation is so ⁽¹⁾universal and ubiquitous that an alien observer could be forgiven for concluding that human beings were mainly designed to eat, sleep, and vibrate their *vocal cords in each other's presence. Conversation is common, but it is not simple, which is why modern computers can pilot aircraft and perform surgery but still cannot carry on anything but a ⁽²⁾parody of a conversation. To converse, people must generate and comprehend language in real time, alternate turns in rapid sequence, infer what their partners know and want to know, remember what has and hasn't been said, and much more. ⁽³⁾Conversation is a bundle of complex tasks that seem simple only because human beings generally do them well and fail to notice when they do them poorly.

One of those tasks is ending. Although some conversations are terminated by external circumstance—a train arrives, a school bell rings, a bar closes—in many cases, people who have decided to start talking must also decide to stop. Psychologists, *linguists, and communications scholars have studied the “closing rituals” that people use to end their conversations—the stock phrases (“It's been great talking to you”), verbal *gambits (“I've got a thing at noon”), and subtle *segues (“So anyway”)—but they have not studied how and when people decide to use them. On the face of it, this may not seem like a particularly difficult question. After all, people converse for a wide variety of reasons, from resolving disputes and seeking *solace to exchanging gossip and maintaining friendships, and achieving the goal that brought them to a conversation provides an obvious point for ⁽⁴⁾their departure. If *conversants come to a conversation with the same goal, then we might expect their conversation to end when they have achieved it, and if they come with different goals, then we might expect their conversation to end when the first of them has achieved it. Two employees who meet to find the best date for the company picnic may part ways when they find ⁽⁵⁾one, and two strangers who chat for pleasure at a party may continue until one of them grows *weary, makes an excuse, and wanders away. If conversation is a means by which people achieve a variety of goals, then conversations should end when one or both conversants has done just that.

But ending conversations may not be as simple (A) it sounds. One of the primary goals of conversation is to establish and maintain social relationships, and so conversants typically observe *a host of conventions that are designed to protect each other's feelings. Terminating a conversation when one's partner wants to keep talking or *perpetuating a conversation when one's partner wants to stop are both social *ruptures that can *undermine relationships and reputations, so rather than simply ending when they want to, conversants may try to end at a time that takes both their desires and their partner's desires (B) account. If so, then ending conversations may be a “coordination problem,” much like the prisoner's dilemma, in which a person's actions depend on what they think another person will and wants to do. Research shows that coordination problems are readily solved when players can communicate honestly, but honestly communicating a desire to terminate a conversation may itself be a social rupture. As such, conversants may mask such desires rather than communicating them, thereby depriving each other (C) the very information they need to solve the coordination problem that ending a conversation poses.

Source: “Do conversations end when people want them to?” by Adam M. Mastroianni, Daniel T. Gilbert, Gus Cooney, and Timothy D. Wilson

*注：buck = 責任, vocal cords = 声帯, linguists = 言語学者, gambits = 切り出し, segues = 移行, solace = 癒し, conversants = 会話に参加している人, weary = うんざりした, a host of = たくさんの, perpetuating > perpetuate = 持続させる, rupture(s) = 決裂, undermine = 傷つける

受験番号

令和 5 年度入学者選抜試験問題並びに答案用紙 (英語その 4)

1. 下線部(1)の意味内容として最も近いものを下から 1 つ選び、記号に○を下さい。

- (a) interesting (b) widespread (c) convenient (d) creative

2. 下線部(2)の言い換えとして最も適切なものを下から 1 つ選び、記号に○を下さい。

- (a) example (b) work (c) imitation (d) comedy

3. 下線部(3)を日本語に訳して下さい。

4. 下線部(4)の内容を日本語で具体的に説明して下さい。

5. 下線部(5)の one が指す内容を英語で答えなさい。

6. 空欄 (A) ~ (C) に入る最も適切な 1 語を次の中から選びなさい。ただし、同じ語を 2 度使用してはならない。

as, into, like, of, on, with

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

7. 以下の (a) ~ (e) 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。

- (a) T · F It might seem to someone from another planet that humans only really engage in three activities.
(b) T · F When people are having a conversation, they need to use “closing rituals” if their train arrives or a school bell rings.
(c) T · F If a person starts talking with a stranger at a party, they have to continue their conversation until one of them wants to leave.
(d) T · F An important aspect of conversations is not to hurt the other person’s feelings.
(e) T · F People should always be honest in communicating their desire to end a conversation.

受験番号

小計

令和 5 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。

There is almost no homework and no national exams in Finland for children up to the age of 16. Should Japan have the same system?

受験番号

小計