

2020 年度 全学統一入学試験

英 語

【 注 意 事 項 】

- (1) 試験監督の指示があるまでは、問題冊子を開いてはいけません。
- (2) 解答時間は 60 分です。
- (3) この問題冊子は 12 ページ、問題は【I】から【IV】までです。
- (4) 解答用紙は 1 枚です。
- (5) 乱丁・落丁、印刷不鮮明などがある場合、手を挙げて試験監督に申し出なさい。
- (6) 解答用紙には、必ず受験番号・氏名を正確に記入し、受験番号マーク欄にも受験番号を正確にマークしなさい。
- (7) 解答はすべて別紙の解答用紙の所定欄にマークしなさい。
- (8) 試験開始から終了までの間は、試験教室から退出できません。
- (9) 問題冊子および解答用紙は室外に持ち出してはいけません。

【I】 次の英文の ～ に入る最も適切なものを、それぞれ①～④の中から選び、番号をマークしなさい。

問1 I couldn't a new school uniform. Therefore I made do with a used one.

- ① afford ② conserve ③ dispose ④ recycle

問2 I've never seen such a big pumpkin. How much does it ?

- ① have weigh ② weigh ③ weigh to ④ weight

問3 Jonathan cheating on a test. Now he's in big trouble.

- ① found out ② got caught ③ passed away ④ was taken

問4 Video assistant referee system has been introduced to the FIFA World Cup. There are four situations it can be used.

- ① what ② where ③ which ④ why

問5 We had to go through the security checkpoint before entering the stadium. We were made all our bags there.

- ① open ② opened ③ opening ④ to open

問6 A: Are you going to accept the job offer?

B: I'll wait Friday before making a decision.

- ① by ② on ③ to ④ until

問7 Over a fifth of Japan's population is now 70 years old or older. The ageing population will an increasing problem.

- ① account ② collapse ③ pose ④ regret

問8 Great ape species live in cooperating groups. some birds, who work together to gather food for their social group.

- ① Neither are ② Neither do ③ So are ④ So do

問9 You should giving your child an e-reader. Studies have shown that children absorb stories better when they read them in print.

- ① avoid ② encourage ③ prevent ④ recommend

問10 There were not enough chairs to and some people had to sit on the floor.

- ① care about ② go around ③ hand in ④ take place

問11 The painting has turned out to be a fake. If it were real, it millions of dollars.

- ① cost ② costs ③ will cost ④ would cost

問12 A: Why are you furious with the interviewers?

B: They me with personal questions.

- ① complimented ② embarrassed ③ inspired ④ realized

問13 A fire has caused massive damage to the famed Notre Dame Cathedral. I wonder how long to restore it.

- ① does it take ② it will take ③ will it take ④ will take it

問14 Sign into Student Services Online. You can register classes keep track of your attendance.

- ① as far as ② as little as ③ as much as ④ as well as

問15 Go over your application form again before you submit it. Make sure you haven't any necessary information.

- ① added up ② brought up ③ included in ④ left out

問16 The mayor was arrested for drunk driving. He had no choice resign.

- ① as for ② as to ③ but for ④ but to

【Ⅱ】 次の会話文を読み、後の問い（問1～5）に答え、 ～ に入る番号をマークしなさい。

Advisor: Hello. You must be Helen. What can I do for you today?

Helen: Uh, yes. Helen Frank. Well, I'm on a small scholarship, but I'm having a hard time paying all my bills. I'd like to find some part-time work to supplement my income.

Advisor: I'm sure we can help you. We get a lot of students in your situation. Let's get the ball rolling, shall we? First of all, how many hours a week do you think you can work?

Helen: I'm pretty short of cash, so I'd say up to twenty, maybe.

Advisor: Twenty? You might want to reconsider that. Remember you have to leave time to go to classes, do home study and assignments AND for the everyday stuff too.

Helen: Do you think ?

Advisor: That's still pushing it a bit, but you might manage it. Did you have any particular kind of work in mind?

Helen: I hadn't really thought about it. What kind of work is available?

Advisor: The easiest jobs to get are working as a store clerk or waiting on tables. You'd easily get the hours, but the pay isn't that great.

Helen: I don't think either of those would be my cup of tea. I'd prefer a job that's a bit more fun or interesting.

Advisor: Do you have anything in particular in mind? Something related to your studies or a hobby or so on.

Helen: Well, I'm majoring in media and journalism, if that helps.

Advisor: That's a bit of a long shot, but let me do a quick search. Hey, you know I think you're in luck.

Helen: Great. What's the job?

Advisor: The local newspaper is looking for a part-timer. They have both a printed version and an online version.

Helen: Gosh. That sounds ideal. I'd love to be actually doing journalism at the same time I'm studying it.

Advisor: Whoa! Hold your horses, Helen. It's not exactly working as a journalist.

Helen: Huh? What do you mean?

Advisor: They're looking for an office assistant. Someone to file documents, run errands, make coffee, et cetera.

Helen: So, no Pulitzer Prize in my immediate future, hah hah. I suppose it would be , though, and help pay my way through college. Can you arrange an interview for me?

Advisor: Of course. Let me get a few details from you first.

問 1 Why is Helen talking to the advisor?

- ① She wants to quit college in order to work.
- ② She needs advice about her studies.
- ③ She needs more money to live on.
- ④ She wants to go and work for a media company.

問 2 Which of the following best fits in ?

- ① I should work even longer than that
- ② I should just stick to studying
- ③ ten hours would be doable
- ④ my education is more important than money

問 3 What is Helen's opinion about the advisor's first job suggestions?

- ① She has always wanted to work in a café.
- ② They're not something she would enjoy doing.
- ③ She refuses to do either of the jobs.
- ④ She doesn't want to have to work long hours.

問 4 What does the advisor think at first about getting a job related to media or journalism?

- ① Helen may have to work too many hours.
- ② Such jobs will be available anytime.
- ③ Helen is lucky to be studying journalism.
- ④ That kind of work is rarely available for students.

問 5 Which of the following best fits in ?

- ① a complete waste of my time
- ② a good way to learn the ropes
- ③ a lot more than I can handle
- ④ the best of all possible worlds

【Ⅲ】 次の文章を読み、後の問い（問1～6）に答え、 ～ に入る番号をマークしなさい。

Driving fast on a clear road is for many people one of the pleasures of modern life. It seems to express all the feelings of power and independence that the daily heavy work so cruelly denies us. Speed limits then become just another restriction to be pushed aside by people taking pride in their proper freedom. But now, it seems, all this is to come to an end. A directive approved by the European commission, which will apply in the UK whether or not we leave the EU, will require all new cars sold after 2022 to contain devices that will discourage drivers from speeding, either by limiting the effect of the accelerator pedal or simply by warning them as seatbelt warnings do today. This technology already exists and was in fact widely welcomed by the motoring press when it appeared on the mass market Ford Focus*.

Once it becomes compulsory in all new cars though, we can expect resistance to increase. It is almost impossible to construct a good argument against the technological enforcement of existing law, but this won't stop people trying. One motoring journalist has already suggested that drivers will be so frustrated to find others are observing the speed limit that they will overtake them recklessly — and that will of course be the fault of the new technology, not the overtaking driver.

Speed limits are held to be an intrusion of personal liberty in a way that only some drug laws are, and they are at present even more widely ignored. This is bad for two reasons. The most obvious is safety. Speed does kill. Other things being equal, a collision will be more dangerous at higher speeds. Arguments about driver skill are irrelevant here. For any given degree of skill, higher speeds give less time to react. Then there is the environmental argument: so long as cars are powered by non-renewable resources, whether directly or indirectly, the extra energy they use when driving faster must contribute to climate change. From the driver's point of view, these are irrelevant things but everyone, driver or not, must also live on this burning planet.

Perhaps the best arguments people who resist the new regulations would make are those that concentrate on the hazards of automation more generally. They would say there is a recognized tendency for drivers to put too much trust in automated systems, or to be bored into inattention by their apparent reliability. This has led to a couple of fatal crashes in the US. But those were the result of systems that offer to steer the car as well as to control its speed. It is difficult to imagine such problems of deadly boredom arising on the crowded winding roads of Europe.

The speed limitations are only part of the package of measures proposed. They may not even be the most important. It's possible that the most significant will be the forced introduction of data recorders, like airplane black boxes, which can be inspected after crashes to find their cause. The data will be for the most part anonymized* and temporary, but this will help to make both cars and drivers safer.

(注) Ford Focus 「フォード・フォーカス (フォード・モーターが製造する自動車)」
anonymize 「匿名にする」

(Adapted from “The Guardian view on killing speed: a sensible restriction”
< <https://www.theguardian.com/commentisfree/2019/mar/29/the-guardian-view-on-killing-speed-a-sensible-restriction> >)

問 1 What does the underlined part “all this is to come to an end” mean?

- ① People who enjoy their freedom by driving fast will no longer be able to do so.
- ② People who work hard every day to gain power don't have to do so any more.
- ③ People who have gotten away with speeding will be arrested no matter what.
- ④ People will not be denied feelings of power and independence any more.

問 2 Which is mentioned about the technology that will prevent drivers from speeding?

- ① The technology will be approved by European countries by 2022.
- ② All new cars sold after 2022 must adopt the technology except in the UK.
- ③ Some form of such technology is already commercially available today.
- ④ Drivers will be discouraged from using cars that contain such technology.

問 3 Which best expresses the author's opinion about speed limits?

- ① It is natural for drivers to get frustrated by others who observe speed limits.
- ② Speed limits should be eliminated because they violate personal freedom.
- ③ Skilled drivers may exceed speed limits because they can react quickly.
- ④ Speed limits should not be ignored because driving too fast is deadly.

問 4 Which best expresses the author's opinion about speeding when driving a car powered by non-renewable energy?

- ① Speeding must be helpful to climate change.
- ② Speeding has a negative impact especially on drivers.
- ③ Speeding is irrelevant to drivers themselves.
- ④ Speeding affects non-drivers as well as drivers.

問 5 What does the author think about automated systems? 26

- ① Drivers should not put their trust in automated systems.
- ② Automated systems are hazardous because they don't let drivers get bored.
- ③ You cannot blame the systems that control speed alone for the fatal accidents.
- ④ Automated systems are problematic on the crowded winding roads of Europe.

問 6 Which best express the main idea of this article? 27

- ① There should be a way to enjoy driving fast and protect the environment at the same time.
- ② Compulsory devices that control speed and record data while driving will serve road safety.
- ③ Developing useful technology is more important than forcing more regulations.
- ④ Data recorders should be introduced for drivers' safety rather than speed limitations.

問題は次のページに続きます。

【IV】 次の文章を読み、後の問い（問1～6）に答え、 ～ に入る番号をマークしなさい。

Art and science may seem like polar opposites. One involves the creative flow of ideas, and the other cold, hard data — or so some people believe. In fact, the two have much in common. Both require a lot of creativity. People also use both to better understand the world around us. Now, a study finds, art also can help students remember better what they learned in science class.

Mariale Hardiman is an education specialist at Johns Hopkins University. Back when she was a school principal, she had noticed that students who used art in the classroom were more engaged. They might listen more intently. They might ask more questions. They might volunteer more ideas. What's more, students seemed to remember more of what they had been taught when their lessons had involved art. But Hardiman knew the only way to test whether and how well art might really improve learning was to test it with an experiment. So she teamed up with other Johns Hopkins researchers and six local schools.

The researchers worked with teachers in 16 fifth-grade classrooms. The scientists took the traditional science lessons and created art-focused versions of them. In a traditional science classroom, for instance, students might read aloud from a book. In the art-focused class, they might now sing or rap the information instead. Another example: Traditional science classes often use charts and graphs. The art classrooms instead had students create collages and other types of art. Everyone would get the same information — just learn it in different ways.

The team then randomly assigned each of the 350 students to either a traditional science classroom or an art-focused one. Students then learned science using that approach for the entire unit — about three weeks. When they switched to a new topic, they also changed to the other type of class. This way, each student had both an art-focused class and a standard one. Every unit was taught both ways, to different groups of students. This let the researchers see how students did in both types of classes.

Before and after each phase of the experiment, students took tests. They took a third one 10 weeks later. This one measured how well they still remembered what they learned two months earlier. The research team also looked at how well each student performed on the state reading test*. This let them compare how art and non-art classrooms affected students with different types of learning abilities.

Students who read at or above their grade level did just as well in both types of classes. Those who had lower reading scores gained much more of the science if it had been taught in an art-focused class. In some cases, Hardiman says, kids actually performed better in the third test, months later, than in those taken earlier. And classroom teachers reported “that many students continued to sing the songs or raps that they learned after finishing the unit,” Hardiman notes. “The more we hear something, the more we retain it,” she says.

Students who started off in regular classes performed better after they moved into an art-focused class. But those who started in an art-focused class did well even when they switched back to a regular science class. Says Hardiman, these students appeared to use some of the art techniques after switching back to a traditional class. “Some continued to sketch or sing to help them retain information,” she notes. “This suggests that .

Her team shared its results February 7 in *Trends in Neuroscience and Education*.

(注) the state reading test 「州統一読解力テスト」

(Adapted from “Art can make science easier to remember”

<<https://www.sciencenewsforstudents.org/article/art-can-make-science-easier-remember>>)

問1 What had Mariale Hardiman noticed about students who used art in the classroom when she was a school principal?

- ① They were more popular among classmates.
- ② They participated in class more actively.
- ③ They were distracted from studying.
- ④ They kept their ideas to themselves.

問2 What was the purpose of Mariale Hardiman and her team’s experiment?

- ① To find out which requires more creativity, art or science.
- ② To find out if students who listen more intently ask more questions.
- ③ To find out whether students who volunteer are better learners.
- ④ To find out whether and to what extent art helps students learn.

問3 Which is an example of what “the art-focused class” was like in this experiment?

- ① Students read aloud what is written in a book.
- ② Students sang or rapped what they had to learn.
- ③ Charts and graphs were used to present data.
- ④ Teachers and students painted pictures to present data.

問 4 What did the students who participated in this experiment do?

- ① Each student studied either art or science for about three weeks.
- ② Each student studied both art and science for about six weeks.
- ③ Each student was exposed to both art-focused and traditional instruction.
- ④ Each student took a reading test two months before the experiment.

問 5 Which is implied by the results of this experiment?

- ① Students with lower reading scores benefit more than others from art-focused lessons.
- ② Art-focused lessons aren't suitable for students who read above their grade level.
- ③ Tests should be given 10 weeks after the lessons rather than right after the lessons.
- ④ Students get confused when they are taught using more than one method of instruction.

問 6 Which best fits in the blank ?

- ① students who are good at drawing and singing may become good learners
- ② students may be flexible enough to adapt themselves to different instruction
- ③ the arts may help students apply creative ways of learning on their own
- ④ contemporary arts may encourage students more than traditional arts

