

令和4年度 入学試験問題

# 外 国 語

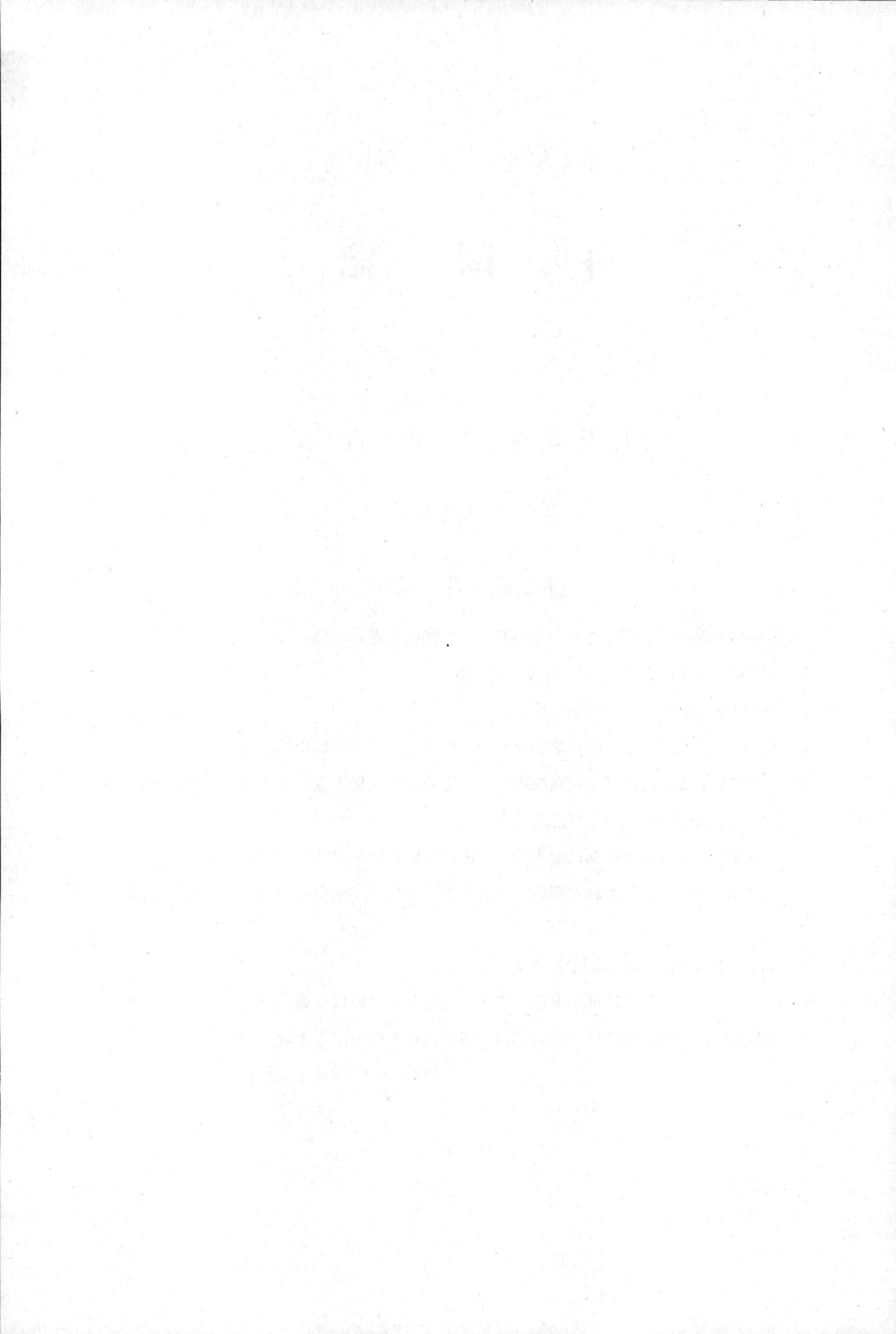
英 語

2月25日(金) 10:00—11:45

(全学部共通)

## 注 意 事 項

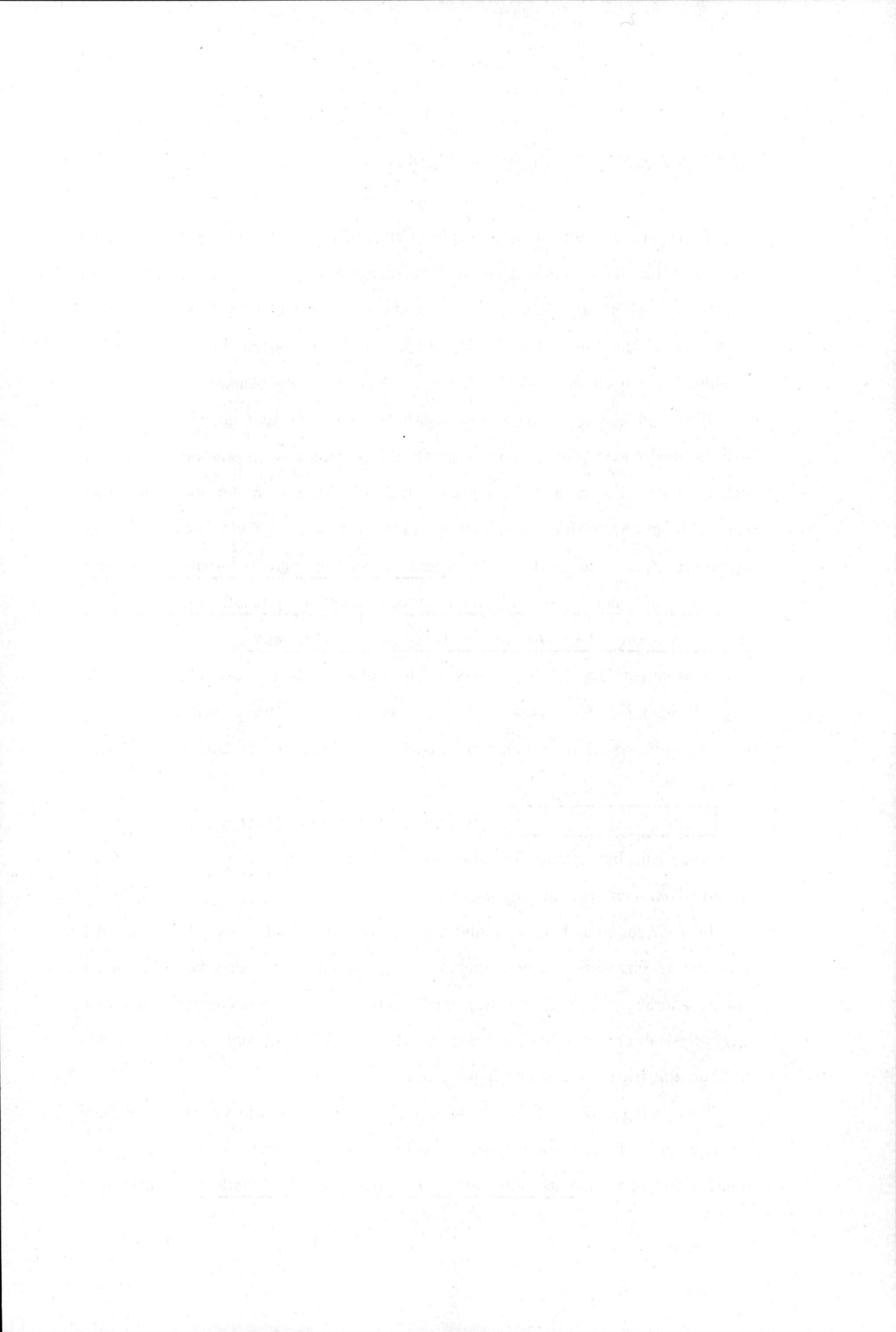
1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、16ページである。
3. 問題冊子とは別に答案紙が6枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の2箇所受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了後、退室の許可があるまでは、退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。



3月上旬までに、東進公式サイト  
「東進ドットコム」解答速報ページに  
解答例を掲載する予定です。  
解答のポイントについても随時更新の予定です。  
成績帳票とあわせて解答例を確認し、  
しっかり復習することで、志望校の学習に役立てましょう。



<https://www.toshin.com>



I 次の英文を読み、下記の設問に答えなさい。

There are few things on this planet that give me greater joy than making my home the most comfortable, relaxing place possible. So, one winter a few years ago, when my fiancé had a bout of insomnia, I sprang into action, gathering all the things that held promise for a great sleep: black-out curtains, a white noise machine, and the cult favorite—a weighted blanket.

Weighted blankets, which cost anywhere from \$100 and up, are a sleep aid usually made in a duvet style, with the many squares throughout filled with heavy beads. Lovers of the weighted blanket claim that under its weight they can relax faster, leading to a better and deeper sleep. These blankets weigh anywhere from 5 to 14 kg, and manufacturers generally recommend choosing one that's not more than 10 percent of your body weight, although this seems to be just a rule of thumb and not based on scientific study.<sup>(1)</sup>

“Absolutely love it,” my friend Greg Malone tells me over Facebook one day. “Rotating shifts makes [ a ] to sleep hard, but my girlfriend got me one as a gift, and I have found it's made a big difference in falling and staying asleep.”

① However, Deep Pressure Therapy (DPT)—the act of using firm but gentle pressure on the body to reduce anxiety—has been practiced for centuries in various forms.

In 1987, a limited study found that many college students who used DPT reported feeling less anxious after [ b ] full-body pressure for 15 minutes (in an adorably titled “Hug'm Machine”), although the researchers did not note any physical changes like lowered heart rate or blood pressure that would indicate the participants were more relaxed.

That being said, a 2016 study found that patients who used a weighted blanket while having their wisdom teeth removed tended to have a slower heart rate than patients who underwent the procedure without, which may<sup>(2)</sup>

indicate that they were more relaxed. However, many patients didn't report feeling more relaxed, and since they each only went through the procedure once, it's difficult to tell if the weighted blanket was the key to calming down.

② Some say that simply the fact that a weighted blanket makes it more difficult to toss and turn at night makes for a better night's sleep, while others claim it has something to do with [ c ] the blood vessels on the surface of our skin that causes our heart rate to slow down. It also could be that the feeling reminds us of times when we felt the safest, like getting a hug from someone who cares for us or when our parents would swaddle us as newborns.

③ Similar to how many people adore the feeling of a soft blanket against their skin or can't relax without their favorite scented candle burning, others might connect with the feeling of gentle, full-body pressure. The trick is finding the sensory cue that makes you the most comfortable.

"Weighted blankets have been around for a long time, especially for kids with autism or behavioral disturbances," Dr. Cristina Cusin, an assistant professor of psychiatry at Harvard Medical School, told Harvard Health. "It is one of the sensory tools commonly used in psychiatric units. Patients who are in distress may choose different types of sensory activities—holding a cold object, [ d ] particular aromas, manipulating dough, building objects, doing arts and crafts—to try to calm down."

④ My fiancé immediately disliked the 9-kg blanket I had picked up and said it made him feel like he was trapped. He's not alone in this.

(3) "I liked it at first, but then as the night went on, I felt trapped," Heather Eickmann, a family friend, told me. "Also, I sleep on my side, and it really started to make my hip and knee joints ache."

With the weighted blanket making my partner's sleep worse, I decided to give it a try myself. And while I didn't find it too heavy to curl up under, the 9-kg blanket did turn making the bed into a small strength exercise. Overall, I tend to be a good sleeper, so swapping out blankets didn't make any outstanding differences to the quality of my snooze. However, later that summer, 数ヶ月間その加重毛布を使ってみたら、まったく別の理由で夜中に目をさまして(5)いるのに気づいた。 The blanket was HOT.

【出典：Jones, Emma. "Can Weighted Blankets Help You Sleep Better?" Healthing のウェブサイトから, 11 May 2021. 出題の都合上, 原文の一部に変更を加えている。】

#### 設 問

1. 下線部(1)を日本語に訳しなさい。ただし, "one" の具体的内容を文脈に即して明らかにすること。
2. 下線部(2)の具体的内容を文脈に即して 30 字以内(句読点も含む)の日本語で説明しなさい。
3. 下線部(3)の具体的内容を文脈に即して 35 字以内(句読点も含む)の日本語で説明しなさい。
4. 下線部(4)を日本語に訳しなさい。
5. 下線部(5)を英語に訳しなさい。

6.  ~  に入るもっとも適切な文章を下記の(ア)~(カ)から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (ア) However, for as many people who love the weighted blanket, there seem to be just as many theories for why it may help.
- (イ) It also might not be due to any specific physiological facts, but instead a preference.
- (ウ) Regardless of how you like to sleep at night, a weighted blanket might be unaffordable.
- (エ) The weighted blanket may not have been the cure of my insomnia.
- (オ) There aren't any studies that prove weighted blankets do indeed help people fall and stay asleep.
- (カ) Weighted blankets aren't for everyone, however.

7. [ a ] ~ [ d ] に入るもっとも適切な語を以下から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (ア) compressing    (イ) cutting    (ウ) experiencing    (エ) getting
- (オ) sleeping    (カ) smelling    (キ) throwing    (ク) watching



## II 次の英文を読み、下記の設問に答えなさい。

It's week twelve of physics class, and you get to attend a couple of sessions with a new, highly rated instructor to learn about static equilibrium and fluids. The first session is on statics; it's a lecture. The second is on fluids, and it's an active-learning session. One of your roommates has a different, equally popular instructor who does the [ イ ]—using active learning for statics and lecturing on fluids.

In both cases the content and the handouts are [ ロ ]; the only difference is the delivery method. During the lecture the instructor presents slides, gives explanations, does demonstrations, and solves sample problems, and you take notes on the handouts. In the active-learning session, instead of doing the example problems himself, the instructor sends the class off to figure them out in small groups, wandering around to ask questions and offer tips before walking the class through the solution. At the end, you fill out a survey.

In this experiment the topic doesn't matter; the teaching method is what shapes your experience. I expected active learning to win the day, but the data suggest that you and your roommate will both enjoy the subject more when it's delivered by lecture. You'll also rate the instructor who lectures as more effective—and you'll be more [all, courses, likely, of, physics, say, taught, that, to, way, were, wish, you, your].

Upon reflection, the appeal of dynamic lectures shouldn't be [ ハ ]. For generations, people have admired the rhetorical eloquence of poets like Maya Angelou, politicians like John F. Kennedy and Ronald Reagan, preachers like Martin Luther King Jr., and teachers like Richard Feynman. Today we live in a golden age of spellbinding speaking, when great orators engage with and educate audiences with unprecedented influence. Creatives used to share their methods in small communities; now they can accumulate enough YouTube and

Instagram subscribers to populate a small country. Pastors once gave sermons to hundreds at church; now they can reach hundreds of thousands over the Internet in megachurches. Professors used to teach small enough classes that they could spend individual time with each student; now their lessons can be broadcast to millions through online courses. It's clear that these lectures are entertaining and informative. The question is whether they're the [ ニ ] method of teaching.

あ

It also reminded me of my favorite physics teacher, who got stellar reviews for letting us play ping-pong in class but didn't quite make the coefficient of friction stick. To be clear, I'm not suggesting eliminating lectures altogether. I just think it's a problem that lectures remain the dominant method of teaching in secondary and [ ホ ] education. *Expect a lecture on that soon.*

In North American universities, more than half of the science professors spend at least 80 percent of their time lecturing, just over a quarter incorporate bits of interactivity, and fewer than a fifth use truly student-centered methods that involve active learning. In high schools it seems that half of the teachers lecture most or all of the time. Lectures are not always the best method of learning, and they are not enough to develop students into lifelong learners. If you spend all of your school years being fed information and are never given <sup>(4)</sup> the opportunity to challenge it, you won't develop the tools for rethinking that you need in life.

【出典：Grant, Adam. *Think Again: The Power of Knowing What You Don't Know*. Viking, 2021, pp. 190-193. 出題の都合上、原文の一部に変更を加えている。】

## 設 問

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)の文意がもっとも適切に通るように括弧内の 14 語を並べ替え, 3 番目, 5 番目, 12 番目, 14 番目の語をそれぞれ書き出しなさい。
3. 下線部(3)はどのような時代を指しているか, 文脈に即して 40 字以内(句読点も含む)の日本語で説明しなさい。
4. 下線部(4)を日本語に訳しなさい。
5. 空欄 

|   |
|---|
| あ |
|---|

 を構成する次の(A)~(E)の文を文脈にもっとも適した順に並べ替えなさい。
  - (A) In the end, this research convinced me I was wrong.
  - (B) In the physics experiment, the students took tests to gauge how much they had learned about statics and fluids.
  - (C) It turns out that despite enjoying the lectures more, they actually gained more knowledge and skill from the active-learning session.
  - (D) The result surprised me as I believed for a long time that we learn more when we're having fun.
  - (E) This required more mental effort, which made it less fun but led to deeper understanding.

6. [ イ ]～[ ホ ]に入るもっとも適切な語を選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (A) boring            (B) higher            (C) ideal            (D) identical  
(E) lower            (F) opposite            (G) optimistic            (H) pessimistic  
(I) realistic            (J) surprising

7. 以下の文のうち、本文の内容に合致するものを1つ選び、記号で答えなさい。

- (A) Active learning is likely to be less effective in fields outside science.  
(B) The author believes that the active learning method is overrated.  
(C) The results of the experiment suggest that the more students enjoy the class, the more they are likely to learn.  
(D) The students' responses to the survey were different from what the author had expected.  
(E) The success of active learning depends on the popularity of the instructor.

**III** Lucy is a British schoolgirl who lives in Oxford. She is talking to her father, Fred, in the kitchen of their home. Read the conversation below and answer the following questions.

**Lucy:** Good morning, Dad. Oh, sorry for yawning. What are you doing <sup>(a)</sup> with that microwave oven? It looks heavy. Do you need a hand with moving it?

**Fred:** I think I'll be OK, Lucy. I'm just going to put it in the car and take it to the city dump.

**Lucy:** Couldn't you send it away to be repaired?

**Fred:** It's ten years old and well out of warranty now, so I very much doubt that the manufacturer would do it. They probably don't even carry the spare parts anymore.

**Lucy:** That's a shame. Oh, I know what! Why not take it to the Repair Café near my school?

**Fred:** What's that? I've never heard of it.

**Lucy:** It's brilliant! We visited it as part of our environmental science course <sup>(b)</sup> recently. It's a meeting place where people can get together to mend broken items cooperatively. And have a chat and a cup of coffee!

**Fred:** I'm all ears. Tell me more.

**Lucy:** Well, the first Repair Café was started by a Dutch woman called Martine Postma in Amsterdam in 2009. 彼女は、使い捨て文化で環境が破壊されて、ゴミの量が地球規模で増えることを心配してたんだよ。 <sup>(1)</sup> She wanted to find a local solution to this global problem.

**Fred:** That's what they call "thinking globally, acting locally," isn't it?

**Lucy:** Exactly. She also wanted to address the decline in community spirit amongst urban dwellers and do something about people's loss of practical skills and ingenuity.

**Fred:** And the idea caught on?

**Lucy:** Very much so. The concept has grown into a global movement. The one in Oxford started about four years ago.

**Fred:** Impressive! What kind of things do they repair?

**Lucy:** Oh, all sorts. Electrical appliances, clothes, furniture, crockery, bicycles, and even toys.

**Fred:** How successful are they at repairing things?

**Lucy:** Well, of course, they cannot guarantee to fix every item brought to them, but they have a fairly good success rate. One study found that on average 60 to 70 percent of items were repaired. The rate is higher for some items such as bicycles and clothes but lower for things like laptop computers.

**Fred:** I can understand that. Just between you and me, I think some electronics manufacturers deliberately make products in such a way that you cannot disassemble them and repair them unless you have specialized tools and equipment.

**Lucy:** Yes, and that's where Repair Cafés can help. But these cafés are not just about repairing things for people. They are places where we can meet others, share ideas, and be inspired. The volunteer repairers are very keen to involve the visitors in thinking about the repair and actually carrying out the repair themselves. They also encourage people to think about living together in more sustainable communities.

**Fred:** I suppose you could say they are about repairing our minds, not just our things.

**Lucy:** Quite so, although often the two are very closely related. Many people attach sentimental value to old things that might, for example, be part of their family history.

**Fred:** I see what you mean. It almost sounds too good to be true. Is

there a catch? For example, how much does it cost?

**Lucy:** Advice and help from the repairers is free, but people who use the café are invited to make a donation. That money is used to cover the costs involved in running the café. If specific spare parts are needed, the repairers will advise you on how to obtain them.

**Fred:** Well, that's marvelous! Then I'll take this old microwave there. Are they open today?  
(e)

**Lucy:** Yes, and I'll come with you. I've got a pair of jeans that are badly in need of some attention.

## QUESTIONS

1. Translate the underlined part after (1) into English.
2. What does the underlined phrase after (2) mean? Select the most appropriate expression from the list below.
  - (A) became popular
  - (B) hit a dead end
  - (C) occurred to you
  - (D) played a significant role
  - (E) worked in practice
3. The underlined phrase after (3) means the value of an object which is derived from personal or emotional association rather than its material worth. Give ONE object that has "sentimental value" for you and explain why it has such value. Your answer should be between 15 and 20 English words in length.

(Indicate the number of words you have written at the end of your answer.)
4. Select the most appropriate words from the list below to indicate how the speakers say the underlined parts in (a) to (e). Do not use any word more than ONCE.

|                      |               |                |
|----------------------|---------------|----------------|
| (イ) conspiratorially | (ロ) cunningly | (ハ) decisively |
| (ニ) enthusiastically | (ホ) haltingly | (ヘ) indecently |
| (ト) lovingly         | (チ) politely  | (リ) sleepily   |
| (ヌ) suspiciously     |               |                |



5. Based on the conversation, which TWO of the following statements are true?

- (A) Fred decided to repair his microwave oven because it had sentimental value.
- (B) Fred has never volunteered at a Repair Café.
- (C) Lucy and Fred cannot afford to visit many Repair Cafés.
- (D) Lucy and Fred each have something they would like repaired.
- (E) Lucy has carried out the repair of her jeans herself.
- (F) Lucy has visited a Repair Café but not the one in Oxford.

(空白ページ)

**IV** Read the information and follow the instructions below.

The figure below displays data concerning how much money office staff paid for milk used in coffee or tea each week in their shared break room in the UK. The staff would pay anonymously via an “honesty box.” The researchers in this experiment attached a new image each week (y axis) above the drink prices in the office. The amount paid (x axis) varied week by week after controlling for weekly consumption variation.

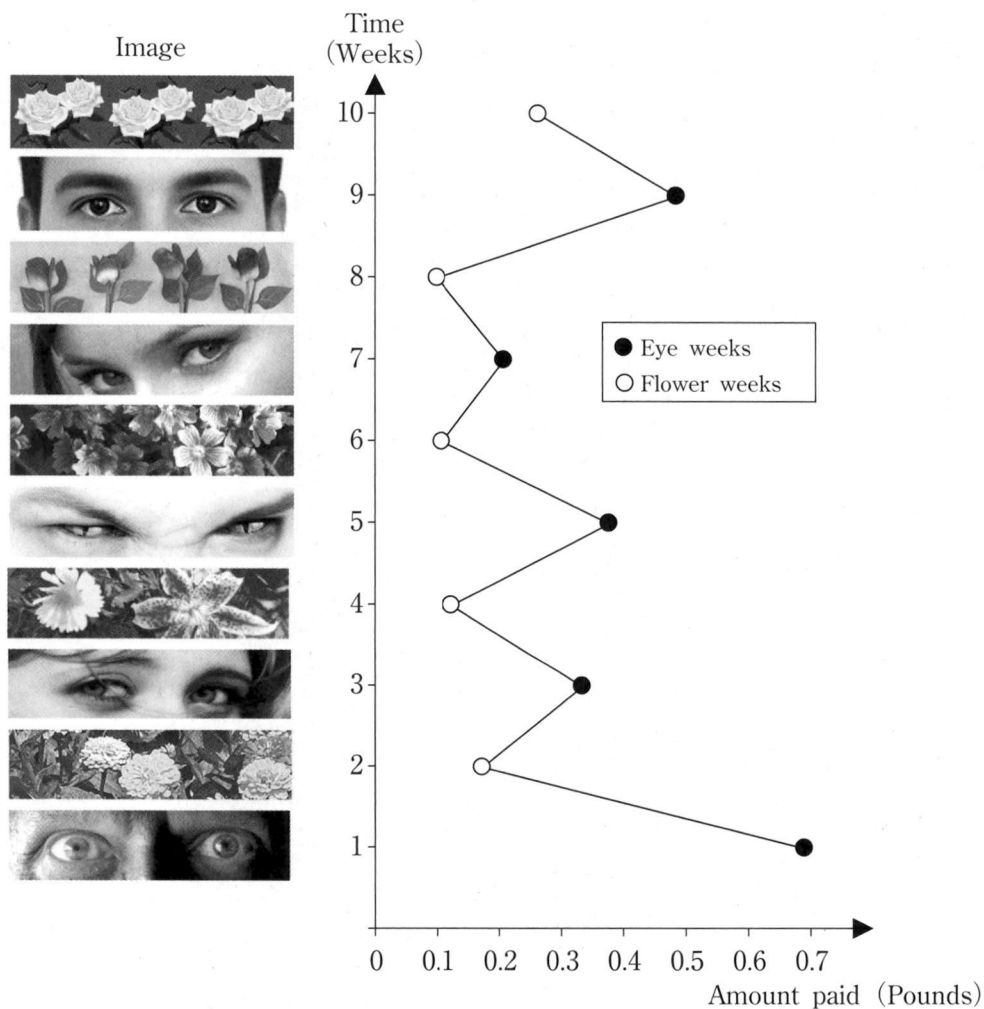


Figure: Pounds paid per liter of milk consumed as a function of week and image type.

Describe the relation between the x axis and y axis in the figure and give ONE possible reason for what you have described. Your answer should be between 40 and 50 English words in length.

(Indicate the number of words you have written at the end of your answer.)

(Source: Bateson, Melissa, Daniel Nettle, and Gilbert Roberts. "Cues of Being Watched Enhance Cooperation in a Real-World Setting." *Biology Letters*, 2006, vol. 2, p. 413.)

