

令和4年度 入学者選抜学力検査問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、問題冊子及び解答用紙の中を見てはいけません。
- 2 解答用紙は3枚あります。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の枚数の過不足や汚れ等に気がついた場合は、手を挙げて監督者に知らせてください。
- 4 試験開始後、すべての解答用紙に受験番号、志望学部及び氏名を記入してください。受験番号の記入欄は各解答用紙に2箇所あります。
- 5 解答はすべて解答用紙の指定された解答欄に記入してください。
- 6 問題冊子の余白は適宜使用してください。
- 7 各問題の配点は200点満点としたときのものです。
- 8 試験終了後、問題冊子は持ち帰ってください。

I Read the following text and answer the questions. (配点 65)

Even the most outgoing* students can expect only limited contact with their professors while in the classroom. No teacher — good or bad — can (or should) focus on a single student for an extended period of class time. But outside the classroom these opportunities abound*. Students can clear up confusions, have their questions answered fully, and go much deeper into the material, even pursuing independent research. Contact outside the classroom also lays the foundation for developing a professional relationship.

Contact is hard to overestimate*. Although most professors try to make sure their lectures are understandable, any given presentation might fly right over a student's head. Sometimes other students can help, but relying on them isn't always a good idea. There's a tacit* guarantee that the professor knows the material. Assuming that other students know what they are talking about could be a big mistake. In a one-on-one situation a good teacher should be able to explain the material much better than a student could. An office hour* is a quick remedy for many a muddle*. Clearing up confusion can make you feel more relaxed and confident about the course. The professor will often end up going beyond the (1) material, giving you new insights and a privileged status.

According to a common myth, office hours are only for students in trouble; students who understand the material fully don't need them. Wrong! Discussing the subject with a professor can bring a subject matter to life in a way that an everyday lecture can't. Your first meeting with your professor can even lead to a special project, another great way to interact* and develop a relationship.

Of course, merely showing up to office hours is not enough. Getting the most out of your visit always takes some care and preparation, but the benefits of academic support and reliable contacts are well worth the effort.

(3)

In many schools, professors are required to hold regular office hours. Even if your professor has a set time to be in her* office, make an appointment. Most professors are busy. Sometimes they miss their office hours. Scheduling an appointment in advance is more than polite; it could save you a lost afternoon.

Arrange the appointment in person after class. Keeping track of student appointments might not rank top among your teacher's priorities, though, so make the process as painless for her as possible. Ask if she would like you to e-mail her. She can easily put an e-mail appointment in her diary; it's harder for her to do that in an emptying classroom. If this is your first private contact with your professor, this meeting affords you the chance to introduce yourself. The more familiar you are to your professor the more concern and attention you will receive.

It's not always easy to approach your professor. Some students have no trouble doing so; they are wholly relaxed and confident with their instructors. Others aren't so lucky. You may feel shy and awkward

approaching the teacher. Maybe she doesn't seem like the warmest person, or maybe you feel self-conscious approaching her. Remember, though, that you have every right to make an appointment to see her. This first encounter needn't be long at all; just introduce yourself, and say you'd like to set up a time to meet with her. Will she be in office hours this week? Give her a specific* time and confirm that she can make it. Thank her, and say you'll see her then. Easy! ⁽⁴⁾

One obvious point is that you should know your professor's name. (Professors are continually amazed when students cannot recall the name of a teacher they had just the term before or, even worse, someone they are taking that very term!) You also want her to know *your* name, which is another reason to also e-mail her. Sending an e-mail provides her with one more reminder should your poor, absent-minded* professor forget who you are. And believe us — it happens.

Whenever e-mailing a professor, less is more! Keep your message as (5) as possible. A lot of professors will only skim* long e-mails anyway. Be sure to send an e-mail that will show your current return e-mail address. Perhaps give your telephone number, so your professor can reach you if she needs to reschedule. In your e-mail, if you're asking a question, make the question prominent and don't include anything that isn't necessary. The more extraneous* material the more likely your main point will be overlooked.

(Ernie Lepore and Sarah-Jane Leslie, *What Every College Student Should Know*,
Rutgers University Press, 2002)

*注

outgoing: 社交的な

abound: 数多くある

overestimate: 過大評価する

tacit: 暗黙の

office hour: 教員に面談できる時間 (帯)

muddle: 混乱

interact: 交流する

her: [原文のまま。この文章では、男女を問わず人を表す代名詞として用いられている。
she も同様]

specific: 具体的な

absent-minded: 忘れっぽい

skim: ざっと目を通す

extraneous: 関連性のない

Questions:

1. Answer the following questions concerning (1)–(5) in the text. Write the letter (a, b, c, or d) on your answer sheet.

(1) Choose the most appropriate word to fill in the blank.

- a. requiring b. required c. requirement d. require

(2) Choose the best description for this word in the context of the text.

- a. a traditional story b. a mistaken belief
c. a tale about gods d. a university rule

(3) Which is the most appropriate title for the five paragraphs following (3)?

- a. Checking Office Hours of the Teacher
b. How to Write an E-mail to the Teacher
c. Being Confident When You Talk to the Teacher
d. Approaching the Teacher

(4) Choose the best description for this phrase in the context of the text.

- a. to be successful in your career
b. to produce something
c. to be able to be present at a place
d. to survive after a serious illness or accident

(5) Choose the most appropriate word to fill in the blank.

- a. brief b. long c. detailed d. much

2. Explain the meaning of the underlined part (A) by filling in the blank using 6 words or less.

Some students might _____.

3. What does phrase (B) mean? Fill in the blanks ①–③ with an appropriate word.

You might (①) a lot of (②) waiting for your professor to (③) to her office.

4. List the merits the authors clearly mention for sending an e-mail to your teacher, using no more than 12 words of English for each.

- (①).
- The teacher will remember your name, and you will remember your teacher's name.
- (②).
- You can notify your teacher of your phone number.

5. According to the authors, which is the best way to ask your professor a question outside the classroom?

Write the letter (a, b, c, or d) on your answer sheet.

- a. Catch the professor in the classroom after class.
- b. Knock on the door of the professor's office during her office hour.
- c. Send your professor a long e-mail.
- d. Visit the professor by appointment.

II 次の英文は、小説の一部です。アフリカのジンバブエに生まれた語り手 (narrator) の主人公は、アメリカに移住して生活を送っています。

文章を読み、以下の設問に答えなさい。(配点 65)

Things begin to go wrong when we miss our turn and get lost on the way to Dumi's wedding in South Bend, Indiana. But it's not like we know we're lost; Aunt Fostalina is taking a nap in the front seat because she worked overnight, and TK, sitting beside me, is busy as usual, iPod on his lap, loud headphones in his ears. I am behind Uncle Kojo, who's driving, nodding to that weird* Ghanaian* music that sometimes makes him forget himself, like maybe there's something inside his head that's calling him away to somewhere far.

We've () left the houses and stores behind, now we're just driving between stretches and stretches of maize* fields, which make me keep expecting to see hoers* bent double, tilling*; boys walking in front of ox-drawn plows*, leading the oxen, the sounds of their whistles and cracking whips in the air, hoes hitting the earth, voices of women urging one another with song. There are always moments like this, where it almost looks like the familiar things from back home will just come out of nowhere, like ghosts.

No matter how green the maize looks in America, it is not real. They call it corn here, and it comes out all wrong, like small, sweet, too soft. I don't even bother with it anymore because eating it is really a disappointing thing, it feels like I'm just insulting my teeth. I watch the fields stretch endlessly and it starts to make me nervous because I can't imagine what could be coming next. Maybe thick forests with lions and tigers and monkeys swinging from branches and stuff because you just never know.

Uhmmn, maybe we need to use the navigator, Uncle Kojo, I say, leaning forward and speaking into his ear. I know he doesn't like being told what to do, but still. I am not surprised when he just keeps nodding to his music like I haven't spoken. A long while ago, after we got off the highway, Uncle Kojo started cussing* the navigator in his language because it kept saying, Recalculating, turn right, turn right, recalculating, even though we were on a long stretch and there was no way to turn right. In the end Uncle Kojo just yanked* the navigator off its thing, handed it to me over his shoulder, raised the volume on the radio, and started listening to his music.

When I get tired of looking at the endless fields and the back of Uncle Kojo's head I fish* my Hello Kitty case from my purse and take out my mirror and lip gloss*. I kind of like my face today, even though it looks strange, because Aunt Fostalina did it with makeup for the wedding since she says I'm now a teen. If I were standing outside of myself and saw this face I would maybe say, Who is that?* because I wouldn't recognize it at first, but at the same time it also looks interesting and I'm happy with it. My only regret is that it's summer and schools are closed so I really can't show it off, but I've decided that come fall, this is the face I'm taking to Washington Academy.

(NoViolet Bulawayo, *We Need New Names*, Vintage Books, 2014)

*注

weird: 奇妙な	Ghanaian: ガーナの
maize: トウモロコシの一種	hoer: くわを振るって畑を耕す人
till: (畑を) 耕す	plow: (牛, 馬, トラクターなどが引く耕作用の) すき
cuss: ののしる, 悪態をつく	yank: ぐいと引っ張る
fish: 引っ張り出す	
lip gloss: リップグロス (つやを出すために唇に塗る化粧品)	
Who is that?: [原文のまま。"Who is that?" の " " が省略されている]	

設 問

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)の () に入る単語として最も適切なものを以下から選び, その記号を書きなさい。
a. distant b. long c. near d. short
3. 下線部(3)について, 語り手はなぜ "not real" だと述べているのか。具体的に日本語で説明しなさい。
4. 下線部(4)について, "still" に続くべき内容を補って日本語に訳しなさい。
5. 下線部(5)を日本語に訳しなさい。
6. 次の記述の中の出来事を, 時間の流れの中で起きた順序に並べかえて, 記号で答えなさい。
 - a. Uncle Kojo drove their car through fields of maize.
 - b. Uncle Kojo ignored the instructions of the navigator.
 - c. The narrator took her lip gloss out of her purse.
 - d. Aunt Fostalina made the narrator's face look different.

- Ⅲ-1 以下の学校からのお知らせメールと、後の Matt と Rina の会話の内容がつながるように、(1)～(6)の空所を適切な英語で埋めなさい。Rina はイギリスに来てまだ2週間の日本人留学生です。Matt は Rina と同じ高校に通っている地元の高校生です。(配点 30)

Important information for all Brookfield High School students

Footbridge Closed: November 1 ~ November 30, 2022



As you know, our school buildings have been barrier-free since they were rebuilt in 2002, but at that time the footbridge, which connects Brookfield High School to the Oldbury Park district, was only provided with steps on the Oldbury Park side. Brookfield City is now proposing to upgrade the footbridge so that it will have a barrier-free slope, like the one shown in the photo. In the long term, this will improve access for all our students, but you will not be able to use the footbridge in November. While the upgrading work is being carried out, students who usually use the footbridge should cross the motorway via the Silver Street road bridge, even though it may mean a longer journey for some of you. However, students who live in the Oldbury Park district should use the North Road subway to come to school. Mr. Greenwood, our headteacher, is going to negotiate with Brookfield City to discuss whether the plans can be changed in any way so as to reduce the negative impact on our students. If you have any good suggestions that might help, please send them to Mr. Greenwood at, greenwood@bhs.bt.uk, before April 30.

Conversation

Rina: Hey, Matt. What's this message from school all about? I'm confused.

Matt: Hi, Rina, let me help you. I just got that message too! Well, it means we're going to have a longer walk to school in November!

Rina: Why can't we come the usual way?

Matt: (1) _____.

Rina: But the footbridge is the only way I know! How will we get across the highway in November?

Matt: Well, the first suggestion in the message is that we (2) _____. Here, I'll show you a map on my smartphone.

Rina: I see, but it looks like going that way means walking for almost an extra kilometer to get to school, and it would be another extra kilometer to get home again.

Matt: That's why the message says there's another option for students like us who live in Oldbury Park. We will use the North Road subway.

Rina: The subway?! I didn't know (3) _____ in Brookfield! Is there a station somewhere near school?

Matt: Of course there isn't! I'm sorry. I was forgetting that in Japan you've been studying American English. In British English, a 'subway' is the name for a tunnel for pedestrians so that people can walk under a busy road or a railway.

Rina: Thanks for telling me. So, in British English, (4) _____?

Matt: We call it an 'underground railway', but in London, most people call it 'the Tube'. Oh, and by the way, in British English people say 'motorway' rather than 'highway'.

Rina: I see. So, we can go under the motorway rather than over it?

Matt: That's right. My parents used to go that way to school when the motorway was first built, but the city didn't build streetlights near the entrance and that means that it's quite frightening after dark. Because of that, the subway was never popular with students and when the school was rebuilt the students campaigned for a footbridge directly connected to school. Our problem is that we will have to use the subway in November.

Rina: That's not good. What are we going to do when we come home from orchestra practice at 7 o'clock?

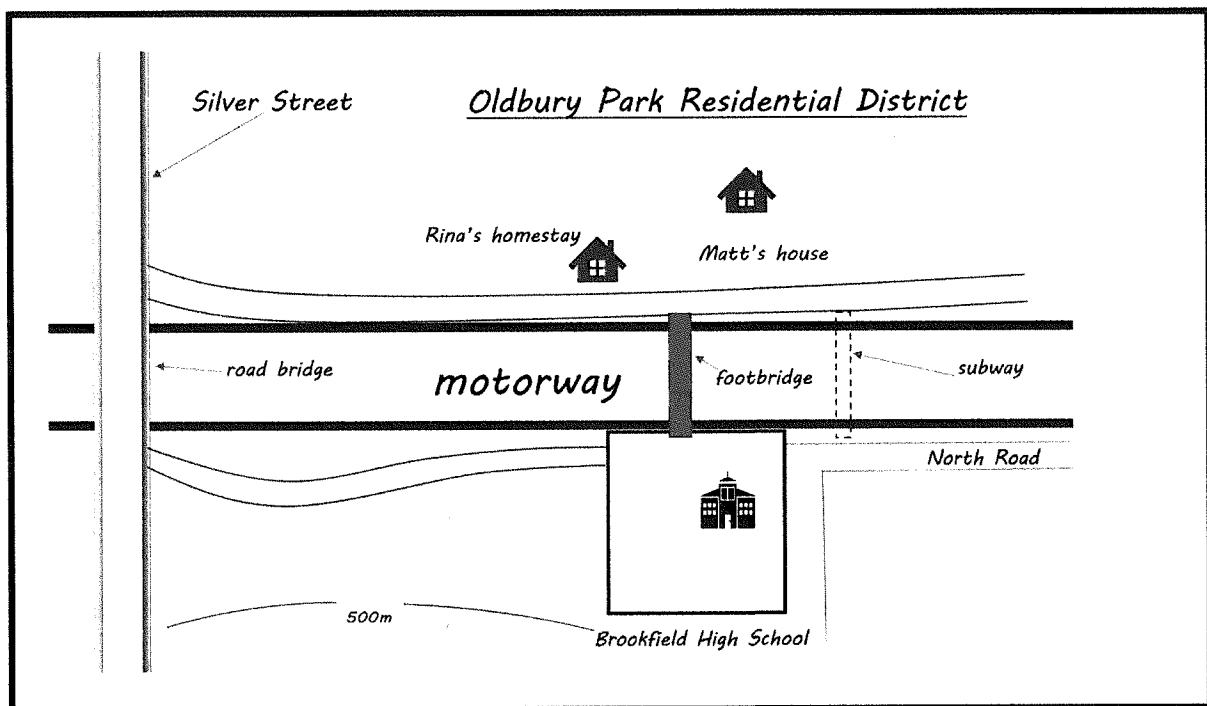
Matt: Wait a minute! The message says that Mr. Greenwood will try to change the plans. I wonder whether the work could be done at (5) _____.

Rina: Like in the summer, for example, when there's no school. That's a great idea!

Matt: Exactly! I will send our suggestion to Mr. Greenwood, but I'll talk with my parents about this problem first. They might have some other good ideas.

Rina: What can I do to help? I know! I'll take a photo of the entrance to the subway. It will help people understand why students don't (6) _____ after dark.

Map on Matt's smartphone



Ⅲ-2 翌週、Matt は校長先生にメールを書いています。以下の①～④の内容を含んだ英語を解答用紙の所定の欄に記入し、メールを完成させなさい。(配点 40)

- ① 11 月から 8 月への工事時期の変更
- ② 夏休み中に登校する生徒数の減少
- ③ 地下道使用に対する生徒の不安の緩和
- ④ 校長と市への、提案を考慮してほしいという要望

Dear Mr. Greenwood,

Last week I received the e-mail message about the school footbridge.

I have an idea which would reduce the negative impact on the students of Brookfield High School who live in the Oldbury Park district.

I think ① _____.

There are two reasons why this would be a positive change:

First, ② _____.

Second, because the evenings are lighter at that time of year,

③ _____ if they have to get to the other side of the motorway.

If the plans cannot be changed, my parents think that Brookfield High School should provide a temporary shuttle bus service for students who live in the Oldbury Park district.

My parents say that the subway is not safe after dark.

④ _____.

Yours sincerely,

Matt Jones (Class 13A, Brookfield High School)

