

## 英 語

(問 題)

2022年度

〈R04161161〉

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は3～9ページに記載されている。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汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべてHBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. 解答用紙記入上の注意
  - (1) 解答用紙の所定欄（2箇所）に氏名および受験番号を正確に丁寧に記入すること。
  - (2) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
  - (3) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。
  - (4) 解答用紙は折り線のところで山折りにしてから解答すること。
  - (5) 解答に同じ記号が不自然に続く場合は該当部分を無効とするので注意すること。
5. 解答はすべて所定の解答欄に記入すること。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも解答用紙は必ず提出すること。
8. この問題冊子は持ち帰ること。

**A**

I～Ⅲの指示に従って設問に答えなさい。

I. 空所に入る最も適切なものをア～エから1つ選び、その記号を書きなさい。

(1) What was your trip to Hawaii ( )?

ア. do                      イ. go                      ウ. see                      エ. like

(2) I don't agree ( ) a new car.

ア. of his buying              イ. with his buying              ウ. that his buying              エ. at him to buy

(3) A shop assistant came to me and asked whether I was being ( ).

ア. taking care of              イ. took care              ウ. taken care of              エ. taken care

(4) This is a picture of the place ( ) I visited last year.

ア. which                      イ. where                      ウ. to which                      エ. it

(5) I thought the beach would be crowded today, but there was ( ) there.

ア. almost nobody              イ. not very busy              ウ. very few people              エ. only a little crowded

II. 以下の日本語に合うように、空所に入る語を答えなさい。なお、( ) 内に示された文字がある場合は、その文字で始まる語を書くこと。

(1) 昨日、体育の授業で足を痛めたけど、痛みはもうない。

I hurt my foot in gym class yesterday, but the pain is (g ) now.

(2) 子供のころ、恥ずかしがり屋だった。

I ( ) to be shy when I was a kid.

(3) 朝ごはん食べなかったの?—うん、食べなかったよ。

Didn't you eat breakfast? — ( ), I didn't.

(4) これは海外旅行で最も役立つアプリだ。

This is the most useful ( ) for travelling abroad.

(5) その映画を早く見たくてうずうずするよ。

I can't (w ) to see the movie.

III. 以下のア～エのうち、誤りを含むものをそれぞれ1つずつ選び、例にならって誤りを訂正しなさい。

例) He studies such hard that he will surely pass the entrance examination.

(イ) → so hard

(1) To make a better world, what we need is education for every children.

(2) This department store has shops as many as that one does. You don't need to visit both of them.

**B** 次の英文を読んで、設問に答えなさい。

Art and science may seem totally different. One needs creative ideas, and ( 1 ) hard data—or some people believe so. However, the two have a lot of things in [ 2 ]. Both take a lot of creativity. People also use both to better understand the world around us. Now, a study finds that art can also help students better remember what they learned in science class.

Mariale Hardiman is an education specialist at Johns Hopkins University in the USA. Back when she was a school principal, she had noticed that students who used art in the classroom were more interested. They might listen more carefully. They might ask more questions. They might volunteer more ideas.<sup>(3)</sup> What's more, students seemed to remember more of what they had been taught when their lessons had included 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 worked with other researchers and six local schools.

The researchers worked with teachers in 16 fifth-grade classrooms. They chose 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 sing or rap the information instead. Another example: traditional science classes often use charts and graphs. The art classrooms instead had students draw pictures and create other types of art. Everyone would get the same information—just learn it in different ways.

The team then randomly put each of the 350 students in either a traditional science classroom or an art-focused one. Students then learned science using that approach for the whole unit, which is about three weeks. When they started 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 [both / students / how / did / see / in] types of classes.<sup>(5)</sup>

Before and after each unit, students took tests. They took a third one about two months later. This one checked how well they still remembered what they had learned in the unit. The research team also looked at how well each student performed on a reading test. This let them compare how well students with different types of learning abilities did in art and non-art classrooms.

Students who read at or above their age level did just as well in both types of classes. Those ( 6 ) had lower reading scores improved; students reading below their age level gained 10% 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<sup>(7)</sup> to sing the songs or raps that they learned after finishing the unit. "The more we hear something, the more we remember it," Hardiman says.<sup>(8)</sup>

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 went back to a regular science class. Hardiman says that these students appeared to use some of the art techniques after going back to a traditional class. "Some continued to sketch or sing to help them remember information," she adds. "This shows that the arts may help students use creative ways of learning by themselves."<sup>(9)</sup>

Her team shared its results in a research magazine. "The study takes art as a way of teaching science very seriously," says Jaime Martinez. He's a science, technology, engineering,<sup>(10)</sup> arts and math specialist in New York City. He was not part of the study. "It's understandable that the authors might see their new results as a useful way to help low level readers," he says. But he also thinks there are more ( 11 ) results from using arts in the classroom. Researchers and teachers find that students in art-focused classes develop creativity and learn to work together better.

The arts can be [ 12 ] for everyone, Hardiman agrees. "All educators should learn how to use the arts as a teaching tool to improve learning."

※ページ下部に出典を追記しております。

1. 本文のタイトルとして最もふさわしいものをア～エから1つ選び、その記号を書きなさい。

- ア. Science Helps Low Level Readers Get Better Scores    イ. American Research Has Changed Art Education  
ウ. Art Can Make Learning Science Easier    エ. Partnership in Research Is Important

II. 空所 (1), (6), (11) に入る最も適切なものをア～エから1つ選び、その記号を書きなさい。

- (1) ア. another                      イ. others                      ウ. the others                      エ. the other  
(6) ア. students                      イ. people                      ウ. who                      エ. which  
(11) ア. quick                      イ. positive                      ウ. several                      エ. straight

III. 空所【2】に入る“c”で始まる1語、空所【12】に入る“h”で始まる1語をそれぞれ答えなさい。

IV. 下線部 (3), (8), (9) とほぼ同じ意味になるように、空所にそれぞれ最も適切な語を書き入れなさい。なお、( ) 内に示された文字がある場合は、その文字で始まる語を書くこと。

- (3) They might volunteer more ideas. = They might suggest more ideas (w ) being asked.  
(8) The more we hear something, the more we remember it  
= How well we remember something (d ) on how many times we hear it  
(9) students use creative ways of learning by themselves  
= students use art-focused methods on their (o )

V. 下線部 (4) の授業例として最もふさわしいものをア～エから1つ選び、その記号を書きなさい。

- ア. Students read the textbook aloud to learn new information.  
イ. Students draw pictures to learn something new from a graph.  
ウ. Students start a new topic to avoid getting bored.  
エ. Students use music to memorize new scientific words.

VI. 下線部 (5) の【        】内の語を文意が通るように並べかえて書きなさい。

VII. 下線部 (7), (10) の語の最も強く読まれる部分を1つ選び、その記号を書きなさい。

- (7) con-tin-ued                      (10) en-gi-neer-ing  
      ア    イ    ウ                      ア    イ    ウ    エ

VIII. Hardiman とその研究に関する記述として最もふさわしいものをア～エから1つ選び、その記号を書きなさい。

- ア. Hardiman, after becoming a researcher, first noticed the reaction of students differed if art was introduced to classes.  
イ. Hardiman realized singing songs in class was more effective than drawing pictures for remembering scientific words.  
ウ. Hardiman found that students were as motivated in art-focused class as in usual science class.  
エ. Hardiman wanted to test not only if art influences learning but also the amount of influence.

IX. Hardiman の実験結果が下記の表があらわす通りであると仮定した場合、(1) ～ (4) に当てはまる語または数字をア～クから1つずつ選び、その記号を書きなさい。

Average test scores in ( 1 ) after taking each type of class		
Types of classes Students' ( 2 ) level	Traditional science class	Art-focused science class
Above age	( 3 )	89
At age	78	78
Below age	65	( 4 )

ア. reading    イ. science    ウ. art    エ. 99    オ. 89    カ. 80    キ. 72    ク. 65

X. 本文の内容と合致しているものをア～エから1つ選び、その記号を書きなさい。

- ア. Students in six public schools and 350 more from other schools were all put together and divided into 16 classes.  
イ. Certain groups of students had to study the same unit twice using two different ways of learning.  
ウ. Students who took traditional classes first performed better after they changed classes, but the other students got worse.  
エ. Some students who took classes involving art got even higher scores in a test given months after they studied the unit.

次の英文を読んで、設問に答えなさい。Ⅰ～Ⅷの解答は最も適切なものを1つ選び、記号で答えること。

Coffee. That's my favorite cup of kindness.

There are times when nothing can get me out of bed and out the door faster than thinking about the warm, sweet taste of my favorite drink. It's one of the many little things helping me survive college—especially 8:00 a.m. classes!

As I pull up a chair at the Starbucks counter and wait for my order, I think that other simple forms of kindness can be offered, even by someone who hasn't had their coffee yet—like holding the door open. Believe it or not, that smallest of gestures can help someone start their day better.

In fact, earlier this morning, a sleepy-looking stranger had stopped to hold the door open for me. We had a quick exchange of “Thank you so much” and “You're welcome,” and that was all it took to put a pre-coffee smile on my face.

So once I get my coffee, because I'm earlier than usual, instead of hurrying to class, I decide to sit there at the counter and enjoy my coffee. **The decision is a lucky one**, because I wouldn't have wanted to miss what happens next.

When I first notice the woman walking past me join the line to order, I can see that she is really nervous. Although it has nothing to do with me, I can't avoid hearing her nervously tapping her heels against the floor. And when I hear a man in line speaking to her, I can't help listening in.

The man is just making small talk—something about how the weather is nicer than it normally is in February—and soon, as they chat, the tapping of her shoes stops. One of the things she has told him is that she is on her way to a job interview and is very nervous. “I've been fighting my anxiety since I woke up this morning, but I can't let it stop me.”

When it's her turn to order, the man who has been talking to her for the last five minutes offers to pay for her tea. Before she can say no to his thoughtfulness, he adds, “Good luck with the interview!”

As I watch her order, then take the tea and walk to the exit, I'm surprised to see that she is no longer the same nervous woman who'd walked past me just fifteen minutes earlier. Instead, I see someone confident and excited to enjoy the day ahead.

That man who bought her tea was probably just getting himself a coffee before work, but luckily he appeared at just the right time to be there for this woman—at a moment when she didn't even know she needed his kindness. The free drink was nice, but what was truly kind was how he helped her forget her nervous thoughts, letting her know, “You're going to do great!”

What if we all followed his example? If, instead of just watching others, we all offer simple, small gestures in everyday difficult situations, we can make a difference.

So if you ever see someone who seems to be a little nervous, **be the guy at Starbucks** and start a conversation. Anxiety is real, and it's not just in our heads. But also, don't be angry if the person you'd like to help says no. Remember that fighting anxiety can be difficult. Experts say that anxiety is the most common mental illness.

Sometimes we feel powerless to help others. However, as I'm sitting, putting my books away and drinking the last of my coffee, I realize how powerful it can be to simply listen to someone else's problems and, most of all, to let them know they've been heard and seen.

**I. What would be the best title for this story?**

- A. The Importance of Making Small Talk at Cafes
- B. The Importance of Anxiety for All Kinds of People
- C. The Importance of Making People Feel Seen and Heard
- D. The Importance of Getting Yourself Out of Difficult Situations

**II. What had put a smile on the author's face before her coffee this morning?**

- A. getting up earlier than she usually does
- B. a stranger saying, “Thank you so much”
- C. getting a chair at the Starbucks counter
- D. having someone hold the door open for her

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**III. Which of the following is NOT true about the author?**

- A. She is a student at college.
- B. She finds early morning classes difficult.
- C. She is a little late for class today.
- D. She often takes her coffee to go.

**IV. Why does the author write, "The decision is a lucky one"?**

- A. Because she was able to find a seat at the counter.
- B. Because she saw a woman receive some kindness.
- C. Because she was helped by a kind stranger at Starbucks.
- D. Because she received a free drink that morning.

**V. What does the author think is the kindest part of the man's gesture?**

- A. appearing at just the right moment
- B. buying a cup of tea for the woman
- C. walking to the exit with the woman
- D. helping the woman forget her anxiety

**VI. Which of the following is true about the woman the author sees?**

- A. She has a job interview the next day.
- B. She spends about 15 minutes in the Starbucks.
- C. She is tapping her heels because she is late.
- D. She says no at first to the man's offer to pay for her.

**VII. Which of the following is NOT true about the woman the author sees?**

- A. She was too nervous to sleep the night before.
- B. She is less anxious when she leaves the Starbucks.
- C. She does not drink her tea inside the Starbucks.
- D. She stops her nervous gesture after the man speaks to her.

**VIII. What does the author say about anxiety?**

- A. It's a problem that many people have.
- B. It's something that is only in our heads.
- C. It's easy to fight, even without help.
- D. It's important not to let it stop you.

**IX. The author writes, "be the guy at Starbucks." How can you "be the guy at Starbucks" in your school life? Complete the sentence on the answer sheet.**

D

次の英文を読んで、設問に答えなさい。Ⅰ～Ⅵの解答は最も適切なものを1つ選び、記号で答えること。

※この問題は、著作権の関係により掲載できません。

**I. Why was “action” Nick’s middle name?**

- A. Because his parents gave him that name.
- B. Because he is good at making his ideas a reality.
- C. Because he likes to act on stage with his friends.
- D. Because his body moves without thinking.

**II. Why did Nick’s friends go to the Penny Store?**

- A. Because they had a secret meeting at the store.
- B. Because they needed to buy a pen for school.
- C. Because they wanted to talk to the lady at the store.
- D. Because they were asked to help complete Nick’s plan.

**III. When Janet was buying a pen at the store, Nick was smiling. Why?**

- A. Because he thought that the lady was very funny.
- B. Because Janet was the fifth kid to buy a pen that day.
- C. Because the lady wasn’t surprised by Janet’s request.
- D. Because the pen that Janet bought was a different color.

**IV. Which of the following is true about Mrs. Granger?**

- A. She always closes her eyes when she is angry.
- B. She doesn’t want anyone to cause trouble in her class.
- C. She was smiling when she talked to Nick.
- D. She makes all the students laugh in class.

**V. Which of the following is true about the “performance” in English class?**

- A. Nick’s mother didn’t get him the pens he had asked for.
- B. Nick threw a pen to John because he had forgotten one.
- C. Nick quietly picked up the pen that was on the floor.
- D. Nick was able to catch the pen, but he chose not to.

**VI. Why was Nick amazed at his brave action after English class?**

- A. Because he continued his plan with Mrs. Granger.
- B. Because he pretended to have lost his pen.
- C. Because he didn’t give his pen to Mrs. Granger.
- D. Because he didn’t answer Mrs. Granger’s question.

**VII. Based on the story, what word best fits in ( 1 )? Write a word from the passage.**

**VIII. The following is Nick’s idea. Write a word to fill in each blank.**

“I think a word becomes a real word when ( a ) uses it naturally. My final goal is to have my new word printed in a ( b ).”

[以 下 余 白]



英語

(解答用紙)

<R04161161>

受験番号	万	千	百	十	一
氏名					

(注意) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。

<R04161161>

受験番号	万	千	百	十	一
氏名					

(注意) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。

A

I. (1) (2) (3) (4) (5)

II. (1) (2) (3) (4) (5)

III. (1)( ) → (2)( ) →

B

I. II. (1) (6) (11)

III. 【2】 【12】

IV. (3) (8) (9)

V. (4)

-----折 り 線-----

VI. (5) This let the researchers types of classes.

VII. (7) (10) VIII.

IX. (1) (2) (3) (4)

X.

C

I. II. III. IV.

V. VI. VII. VIII.

IX. I can “be the guy at Starbucks”

D

I. II. III.

IV. V. VI.

VII.

VIII. (a) (b)

A

I. II. (1), (2), (3) II. (4), (5) III.

B

I. II. III. IV. V.

VI. VII. VIII. IX. X.

C

I. II. III. IV. V. VI. VII. VIII. IX.

D

I. II. III. IV. V. VI. VII. VIII.