

# 一般選抜A日程 問題用紙 <英語> (5-1)

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1 次の文章を読み、各問に答えなさい。

At the beginning of every month, I get my students to ask each other five questions: What are their goals for this term? Did they do anything to achieve their goals? What are their top three words or phrases from the last month? Did they use any recently learned words or phrases? And finally, did they have any small wins in English in the last month?

The questions about their goals and ( ① ) they used any recently learned words or phrases are to help me write their reports at the end of the term. They have full-time jobs, so (a) 【can, it, do, is, study, they, a bonus, outside, if, extra, class】. I'm only really interested in their answers to the other two questions. Learning about my students' top three words or phrases gives me an idea of what's important to them.

I also love hearing about their small wins. (b) I want to find out about their successes in English, no matter how tiny they are. One student said that a word we learned in class came ( ② ) in a quiz he was doing and he got that question correct. Another said that he was doing an English listening exercise and heard "How's it going?" Before, he probably would've been confused by it, but as we've been using it at the beginning of every class, he wasn't confused. And another said that ( ③ ) two separate occasions, a friend and some family members \*unexpectedly asked him if he knew the English word for those very noisy insects that appear in summer. "I do! It's 'cicada'!" he replied triumphantly.

The idea is that getting students to talk about their small wins will give them some confidence and show them the relevance of what we are doing in class. I always give my own examples for the last month, in the hope that my motivation to learn Japanese will rub ( ④ ) on them. My latest small win was during a conversation with the owner of an Italian restaurant in my neighbourhood. We were talking about an expensive-looking new machine that she had just put ( ⑤ ) the corner of the restaurant. She mentioned the word ketsuro (condensation), which I had just learned. I was so happy to have picked up, understood and recalled this recently learned word that I had to refocus myself so that I could pay attention to the rest of our conversation.

(c) When learning a language, we're often so focused on what we get wrong that we often don't notice what we actually get right. (d) It doesn't need to be big. Just enough to make you want to \*high-five someone. So, what were your small wins in English in the last month?

(Adapted from <https://alpha.japantimes.co.jp/article/essay/202009/51553/>)

[注] \*unexpectedly 思いがけなく \*high-five ハイタッチ

# 一般選抜A日程 問題用紙 <英語> (5-2)

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問1 空所 ( ① ) ~ ( ⑤ ) に当てはまる最も適切な語を、それぞれ (ア) ~ (エ) の中から1つ  
選び記号で答えなさい。

- ① (ア) although      (イ) that      (ウ) whether      (エ) if
- ② (ア) from      (イ) about      (ウ) for      (エ) up
- ③ (ア) on      (イ) for      (ウ) of      (エ) by
- ④ (ア) off      (イ) out      (ウ) in      (エ) up
- ⑤ (ア) to      (イ) on      (ウ) in      (エ) up

問2 下線部 (a) の【      】内の語句を、下の文意に合うように並べ替えなさい。

「授業以外でさらに学習ができればそれはもうけものだ」

問3 下線部 (b) を和訳しなさい。

問4 下線部 (c) を和訳しなさい。

問5 下線部 (d) が指す最も適切な語を、文中から1語で抜き出しなさい。

問6 次の (ア) ~ (オ) の中から、本文の内容に合っているものを1つ選び記号で答えなさい。

- (ア) 5つの質問の答えのうち、筆者が最も興味のあるものは目標に関することだ。
- (イ) 毎回の授業の開始時のフレーズがクイズに出て正解したという生徒がいる。
- (ウ) 「セミ」の質問に答えられた生徒は、その質問を受けたことに少し戸惑った。
- (エ) 「結露」という単語は、筆者が最近学んだばかりの単語だった。
- (オ) 筆者は、イタリアレストランのオーナーに日本語を教えてもらっている。

# 一般選抜A日程 問題用紙 <英語> (5-3)

- 2 次の文章中の空所 ( ① ) ~ ( ⑤ ) に入る最も適切なものを (ア) ~ (オ) の中から1つずつ選び記号で答えなさい。

The \*geological formations at and below the seafloor today, particularly where volcanic processes are at work (think, \*hydrothermal vents), hold the longest-term memories of the hot water-rock reactions that may have \*spawned the first \*stirrings of life on the planet and continue to provide carbon and ( ① ) to life in the ocean.

And, of course, today's ocean is filled with life — more life than land can support. And this life \*encodes memories of its ancestors and of earlier oceanic conditions in its genetic information, the DNA and the RNA that directs the production of protein and ( ② ) of life.

Inherent to all of this life is the \*entity we call a “virus.” We are not the only ones to experience viral \*infection and \*pandemics; infective viruses exist for ( ③ ), from the smallest of bacteria to the largest of marine mammals in the ocean.

Some infections are \*lethal to the host, others neutral or ( ④ ); humans have an ancient \*retrovirus to thank for the evolution of the \*mammalian \*placenta, for example (the placental wall is constructed of a retrovirus protein).

Lethal viruses can cause whole populations to crash (think, \*starfish along the U.S. West Coast, or \*phytoplankton blooms in the ocean), but, importantly, they can recover due to genetic memories held by an individual organism or the \*collective ecosystem.

To fully understand the origins of the coronavirus that has spread in human societies across the globe and transformed the nature of human health, society and connectivity, we look to a source few have discussed: ( ⑤ ) it holds.

(Adapted from <https://www.scientificamerican.com/article/the-ocean-carries-memories-of-sars-cov-2/>)

[注] \*geological formation 地層 \*hydrothermal vents 熱水噴出孔 \*spawn 生み出す \*stirrings 兆し  
\*encode 暗号化する \*entity 存在 \*infection 感染 \*pandemics 世界的流行病 \*lethal 致死性の  
\*retrovirus レトロウイルス \*mammalian 哺乳類 \*placenta 胎盤 \*starfish ヒトデ  
\*phytoplankton blooms 植物プランクトンの大増殖 \*collective 集団の

- (ア) every living organism  
(イ) even beneficial  
(ウ) the ocean and the memories  
(エ) the other building blocks  
(オ) energy resources

# 一般選抜A日程 問題用紙 <英語> (5-4)

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3 次の英文を指示に従って書き換えなさい。

(ア) She promised that she would come to see me this morning. (to 不定詞を用いて)

(イ) Who founded this college? (Whom を文頭にして)

4 次の日本語の意味になるように ( ) 内に入る最も適切なものを (ア) ~ (エ) の中から1つ選び記号で答えなさい。

問1 静かにして！外で妙な音が聞こえる。

Be quiet! I ( ) a strange noise outside.

(ア) hear            (イ) am hearing    (ウ) was hearing    (エ) had heard

問2 彼女はそんなプレゼントでは満足しないだろう。

She would not ( ) such a gift.

(ア) satisfy        (イ) satisfy with    (ウ) get satisfied by    (エ) be satisfied with

問3 昨日のうちに報告していたら、こんなに叱られることはなかったのに。

If I ( ) it yesterday, I wouldn't have been scolded so much.

(ア) report        (イ) reported        (ウ) have report        (エ) had reported

問4 どうしてここに来なかったのか理由を教えてください。

Can you tell me ( ) you didn't come here?

(ア) what            (イ) which            (ウ) why            (エ) when

問5 ケイは英語を覚えるのに苦労しています。アキもまたそうです。

Kei is having difficulties learning English, and ( ).

(ア) so is Aki        (イ) as Aki is        (ウ) also Aki does        (エ) neither does Aki

# 一般選抜 A 日程 問題用紙 <英語> (5 - 5)

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5 次の英文の下線部(ア)～(エ)のうち、間違いのあるものを1つずつ選び記号で答えなさい。

問 1 She (ア)couldn't (イ)distinguish (ウ)between metal (エ)with plastic.

問 2 We (ア)will get (イ)in touch (ウ)with you (エ)by the phone.

問 3 The key (ア)of (イ)learning English words (ウ)is (エ)to pronounce them aloud.

問 4 It (ア)pays (イ)on the long run (ウ)to buy (エ)goods of high quality.

問 5 You (ア)have practiced (イ)so much (ウ)that I am (エ)sure your win.