

## 2018年度 入学試験問題

# 英 語

### (帰国生入試)

[注意]

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 解答用紙は、問題冊子の中にはさんであります。試験開始の合図があったら、解答用紙を取り出して受験番号と氏名を記入し、QRコードシールをはりなさい。
3. 解答はすべて解答用紙に記入しなさい。
4. 問題冊子の余白等は自由に使って構いません。
5. 試験終了後、解答用紙のみ提出し、問題冊子は持ち帰りなさい。

1 Write your answer in English.

Question 1 Fill in each blank using the SAME word which has different meanings to fit these sentences.

- Lisa is more than a ( ) for Peter in tennis.
- I thought we'd have primrose walls to ( ) the bath.

Question 2 What do you subtract from  $\frac{3}{5}$  to leave a difference of  $\frac{1}{2}$  ?

**\*Answer in full words, not in numbers.**

Question 3 A panda is a herbivorous mammal which feeds on ( ).

Question 4 What household appliance is used to store food for a long period of time?

Question 5 Which adjective describes how wet shoes sound: muddy, soggy, squeaky?

Question 6 We had to get (admission / application / permission / prescription) to set up an antenna in front of the main entrance.

**\*Choose the appropriate word.**

2 Read a conversation between two English teachers. Then read the passage that mentions the key points discussed in their conversation. The passage contains 10 blanks. For each blank, choose the best word or phrase that matches what was stated or implied in the conversation. Write on your answer sheet the letter, (A), (B), (C) or (D) corresponding to your choice.

Yoko: Hey, Mike! Great to see you again. Are you still teaching English to kindergarten kids?

Mike: Well, actually, I changed my workplace. Now I teach English at Sakura High School.

Yoko: Wow, that must be a big change. Sakura High is one of the most competitive schools in Tokyo. Your students must study really hard for entrance exams.

Mike: That's right. In fact, a couple of days ago one of my students came up to me and asked me to solve some English questions in an exam set by a certain national university in Japan.

Yoko: So you gave it a try?

Mike: Yes, I did.

Yoko: How did you get on?

Mike: Well, as a matter of fact I didn't do well. I only managed to give right answers to half of the questions. I'd definitely not have passed it, ha! ha! No, it's no laughing matter. One thing that amazed me was that almost all of the instructions were in Japanese, so it was hard to understand what to do. Besides, quite a large part of the exam involved translation from English into Japanese. This made me feel the examiners weren't particularly interested in finding out how well the examinees could use English. Their main interest was in seeing how well they knew Japanese.

Yoko: Oh, come on, Mike. That's going too far. Look, exams of that kind are primarily for Japanese students wanting to get into Japanese colleges. That's why so much Japanese is used or required.

Mike: Well, it seems odd to me, Yoko. OK, let's imagine the opposite situation. If you were sitting for a test of Japanese, and you saw lots of English used in it, would you feel like it could be called a test of Japanese?

Yoko: I see what you mean. But I think the people who make exam questions like the ones you tried know what they're doing.

Mike: What do you mean?

Yoko: Well, Japanese teachers of English like me have long believed that if you can put certain English structures into proper Japanese, it shows you're clever. Actually, there are certain structures that they use for translation questions over and over again.

Mike: That sounds interesting! What sort of structures do you have in mind? Give me one or two examples.

Yoko: Sentences including omissions, or inversions, for example. Let me think.... OK, take this one, "This DVD consists of part A and part B, and that DVD part C and part D." If you understand that

the verb phrase 'consists of' is omitted in the second clause, then you'll be regarded as intelligent.

Mike: So you mean English exam questions in Japan are a kind of intelligence test? They aren't necessarily testing your command of English?

Yoko: Mike, you sound a bit too extreme again! Examinees usually have to answer a lot of questions in a short time, and those questions often include writing English passages of a certain length. And listening comprehension tests are very common these days. I believe that what's called 'exam English' in Japan is generally useful in testing whether examinees have the working knowledge of English they're supposed to have.

Mike: I'm not sure about that. The student who asked me about the exam can't speak English very well. He says that he always gets top grades in English tests at school and that all the English words and phrases and sentence structures he learns are ones that are likely to come up in exams. But he isn't interested in whether he'll actually be able to use them. I wonder if it would be possible to give speaking tests as part of exams.

Yoko: Now the Japanese government is trying to design a new exam system that will enable universities to look at each student's personality, thinking abilities and motivation. Interviews conducted in English are included in this idea.

Mike: Good, then the exams would be a lot more meaningful.

Yoko: There are several problems though. It would be hard for students to prepare for an exam that has no definite answers. And such a test might involve the interviewers' subjective feelings; therefore, it could be unfair. Students have also raised the following question: "If I fail the interview, does that mean my character has been rejected by the university?"

Mike: I see. But I personally think that if the new exam requires students to have an interview in English, it would encourage students to make use of their knowledge of English grammar and vocabulary when conversing in English.

.....

Mike and Yoko are English teachers working at different high schools. Mike talks about an episode that happened at his school a few days ago. He was asked by a student to solve English questions from a university exam. However, he could solve ( 1 ) half of them. He thought he'd certainly have failed had he taken the exam.

What surprised him was ( 2 ) Japanese was used in the exam. He had ( 3 ) that what examiners wanted to find out was not the students' ( 4 ) English but their knowledge of Japanese. Yoko explains to him that although an English test has lots of Japanese in it, examiners have their own reasons for doing this. She says Japanese teachers of English have a ( 5 ) idea that students who can put complex English structures with omissions or inversions into proper Japanese are ( 6 ). For

example, when you read the sentence, “Should you meet her, you’d be astonished,” if you can understand that the first clause means “( 7 ) you should meet her,” you are regarded as sharp.

She emphasizes the effectiveness of this kind of English exam by mentioning that such exams require ( 8 ) and writing and listening abilities as well. Mike ( 9 ) what she says, since his student, who always gets an A in English, cannot speak English very well. Yoko then refers to the government’s new measures for universities to ( 10 ) students’ qualities through various means, including interviews in English. Common criticisms are that such interviews might lack objectivity and would also imply a judgment of students’ personalities. Despite these disadvantages, Mike believes the exam should include an interview so that students could apply their English knowledge to oral communication.

1 . (A) hardly (B) barely (C) less than (D) more than	2 . (A) very little (B) too many (C) not much (D) how much
3 . (A) the impression (B) the criticism (C) the doubt (D) the belief	4 . (A) interest in (B) talent of (C) command of (D) potential in
5 . (A) positive (B) controversial (C) false (D) traditional	6 . (A) motivated (B) smart (C) diligent (D) dull
7 . (A) When (B) After (C) If (D) As	8 . (A) intelligence (B) speaking (C) speed (D) vocabulary
9 . (A) definitely agrees with (B) absolutely denies (C) totally misunderstands (D) still doubts	10. (A) apply (B) improve (C) define (D) evaluate

3 Rearrange the words or phrases below in the parentheses.

Question 1 Please (all / can get / closer together / get / I / so / you) in the photograph.

Question 2 The book was (be / in / it / not / said / she / where / would).

\*eliminate ONE word.

Question 3 He doesn't (be / have / it / takes / to / what) a leader.

Question 4 This is the hottest summer (had / the last / have / that / for / we) ten years.

Question 5 There is about (as / much / water / in / as / the sea / forty times) on land.

4 Read the passage and answer the questions that follow.

Learning is a human function. Kids learn naturally and effortlessly well before they become students. Students learn complexly in their non-school endeavors. Yet when it comes to education, students — young through old — use an unnatural approach to learning, a method that leaves students perplexed and educators frustrated.

Below are three research-based facts students must understand about memorization so they can advance toward deeper learning and higher performance.

1 . Memorization is the beginning, not the end of learning.

Whether working with college or high school students, kids or adults, I've realized that students attribute their academic success to great memorization skills. The percentage of study and reading time students spend simply on memorizing is not only astonishing, but it is unnatural. The human brain innately uses a range of thinking skills when interacting with the world.

Beginning at around two years old, toddlers incessantly ask, *What is this, Mommy? What is that, Daddy?* I call this the “what stage.” This is a basic stage of learning in which kids are acquiring and storing information in their little minds. Soon afterwards, at around three years of age, children advance beyond asking *what* questions to asking *why* questions. It's as if their minds have accumulated enough basic information and now want to make sense of what it has stored.

Children effortlessly progress from wanting only to identify objects to needing understanding of why the objects exist. Students must allow this natural mode of inquiry to unfold throughout their academic lives.

2 . Memorization has distinct characteristics.

Students habitually make improper judgments about their knowledge. They often report recognizing the content on tests, but they are not prepared to interact with the content in the ways that exam questions demand. Students need to know that memory-based knowledge is both fragile and fleeting. Information processed only at the memorization level is delicate. Students must use other thinking skills, along with memorization skills, to fortify their knowledge.

Students need to realize that memorized information will vanish! It's not a question of “if” but “when” their knowledge will be inaccessible. How many times have students become excited as they recognized that the wording of a test question matched material they'd studied, only to find that the knowledge they had accumulated was missing in action? This is a chief cause of the widespread sentiment among students that teachers are trying to trick them on tests. The students didn't do anything

necessarily wrong when studying. It's just that memorized knowledge requires an adequate cue to activate it, and rigorous exams are cue-less.

3 . Memorization feels like learning, but is actually not learning.

Memorization is a wonderful counterfeit for learning. As students memorize, they accumulate learning outcomes. They are able to recall and retrieve terms and ideas from memory that they were completely or largely unaware of before studying. This process of accumulation creates feelings of mobility in learning, internal affirmations that students are moving along and progressing in their knowledge. However, they never move beyond the shallowest type of interaction. In essence, they never stop asking *what questions*. They actually short-circuit their mind's instinctive desire to follow up those what questions with a deeper string of questions.

(Adapted from "Three things every student must know to move beyond memory-based learning.")

Question 1 What is "unnatural" about the way students approach learning?

- 1 . They need too much time studying only before a test.
- 2 . They do not spend enough time memorizing.
- 3 . They do not spend enough time studying.
- 4 . They spend too much time memorizing.

Question 2 What does the author mean "Memorization is the beginning, not the end of learning"?

- 1 . Memorization is a skill that will enhance as you get older.
- 2 . Learning will always involve more memorization.
- 3 . Learning involves not just memorization of facts but making sense of those facts.
- 4 . Memorization is an approach to learning that will become natural over time.

Question 3 What is one characteristic of memorized knowledge?

- 1 . Memorized knowledge will disappear only when written down.
- 2 . Memorized knowledge will disappear unless the teachers are trying to trick you.
- 3 . Memorized knowledge is only temporary unless combined with deeper thinking skills.
- 4 . Memorized knowledge is only temporary even if you take many exams.

Question 4 What does the author mean by “It’s not a question of “if” but “when” ”?

- 1 . Memorization is a skill that needs to be recognized and valued soon.
- 2 . Students should ask “when” questions instead of “if” questions.
- 3 . All of the students can be taught to learn deeply in time.
- 4 . Memorized knowledge will disappear after time has passed.

Question 5 What does the author mean “Memorization is a wonderful counterfeit for learning”?

- 1 . Memorization gives a false impression of learning.
- 2 . Memorization is a positive goal of learning.
- 3 . Memorization is a wonderful substitute for learning.
- 4 . Memorization is an honest way of learning.

5 Read the passage and answer the questions that follow.

Why do Japanese use the centigrade scale which helps them to express how hot or cold they are feeling only in limited degrees of temperature, when if they used the Fahrenheit scale they would be able to state this in a more precise and accurate range of degrees to show how hot or cold they are?

The following explanation will support the difference between the two scales.

Anders Celsius, a Swedish astronomer, invented centigrade — the Celsius thermometer scale in 1742. He based the scale on 0 degrees for the freezing point and 100 degrees for the boiling point of water. The centigrade thermometer scale thus has a 100-degree spread between water's freezing and boiling points.

It was 25-30 years earlier that Daniel Fahrenheit, a German physicist, invented the Fahrenheit scale. He based his scale on 32 and 212 degrees, respectively, for the freezing and boiling points of water, a 180-degree range. Zero on his scale is the temperature of an equal mixture of salt and ice.

Consequently, because centigrade has a 100-degree range compared to Fahrenheit's 180-degree range between water's freezing and boiling points, Fahrenheit measures temperature with smaller units. In conclusion, people measuring the temperature using the Fahrenheit scale are more sensitive to the slightest changes in temperature.

The same thing applies to the measuring of distances in miles and kilometers. For example, 5 miles is equivalent to 8 kilometers. So people who are measuring distance in kilometers — for example, the Japanese — find the system for measurement easier than people who are measuring distance in miles — for example Americans — as kilometers measure in smaller units. Thus, the comparison between Celsius and Fahrenheit is like the difference between miles and kilometers, respectively the imperial and metric systems of measurement.

Today, Fahrenheit is used mainly in the U.S. and centigrade is used particularly in countries that use the metric system, but scientists worldwide use centigrade.

Japan, of course, uses centigrade. But I would encourage the common Japanese people, in view of their generally sensitive, even artistic nature, to seriously consider switching to Fahrenheit.

It is strongly advised that Japanese scientists, even businessmen and industrialists, retain centigrade as it is accepted worldwide. But in my opinion, the common Japanese man-in-the-street is continually being deprived of the right to express in Fahrenheit degrees how warm or cold he feels that day.

What's the difference between centigrade and Fahrenheit in practical terms, you may ask? Like when two Japanese meet and discuss the weather in August what do they discuss?

A common summer greeting in Tokyo when Sakura meets Taku in August is, "It's hot, isn't it?" And Taku's usual response is, "It sure is." However, Taku might add: "This morning's paper says the temperature's been over 30 degrees for seven days in a row."

Thirty degrees centigrade is on the warm side for Tokyoites. In Fahrenheit that's 86 degrees. Tokyo is humid, of course, which makes 86 degrees seem hotter than it actually is, but for now let's forget humidity and talk only about temperature.

If the temperature in Tokyo rose 5 degrees from 30 degrees on Wednesday to 35 degrees on Thursday, that weather news would be the top story at 7:00 p.m. on TV.

The equivalent of 35 centigrade is 95 degrees Fahrenheit. So if the temperature rises 5 degrees in Tokyo, it rises 9 degrees in Fahrenheit.

What the difference means, in practical terms, is that someone who is used to thinking in Fahrenheit terms can "feel" temperature in more finite degrees. Worded another way, an American, who thinks in Fahrenheit terms, can detect a much subtler change in temperature than a Japanese, who thinks in centigrade terms.

Centigrade, unfortunately, robs the common Japanese people of the potential to express more precisely their true feelings toward temperature fluctuation. Therefore, this can only happen when the Japanese government is meteorologically enlightened.

Note : Fahrenheit…華氏 (かし)      Celsius (centigrade)…摂氏 (せっし)      ※両方とも温度の単位

Question 1 Choose from 1-6 below, two words or phrases that are most closely related to Celsius.

- |                         |                       |                |
|-------------------------|-----------------------|----------------|
| 1 . a 180-degree spread | 2 . the metric system | 3 . scientists |
| 4 . sensitive           | 5 . finer             | 6 . subtle     |

Question 2 Complete the sentence below by filling in the blanks with numbers.

気温が摂氏 ( ) 度から ( ) 度に上がったとすると、5度上がったことになる。これを華氏に変えると ( ) 度から95度に上がり、その差は ( ) 度ということになる。

Question 3 Below is a Japanese translation of the underlined part in the passage. Fill in the blanks with appropriate Japanese expressions.

残念ながら、摂氏は普通の日本人が ( ) する可能性をうばってしまっている。

Question 4 Choose the best statement that matches the content of the passage.

- 1 . The Celsius thermometer scale was established long before they invented Fahrenheit.
- 2 . We can say that the Japanese are more sensitive to distance measured in kilometers than those who measure distance in miles.

- 3 . Japanese summer is usually so humid and uncomfortable that we may sometimes forget about the temperature.
- 4 . Because the Japanese do not have a keen sense of temperature, the Japanese Government is striving to introduce the Fahrenheit system.