

2020年度 入学試験問題

英 語

注 意

- (1) 解答用紙には受験番号の記入欄が3か所ある。
3か所とも正確、明瞭に記入すること。
- (2) 解答用紙には氏名の記入欄が1か所ある。
正確、明瞭に記入すること。
- (3) 解答はすべて解答用紙の所定欄に記入すること。
解答用紙の裏面は使用してはならない。
- (4) 問題紙の本文は16ページある。
試験開始後、落丁・損傷がないか確認すること。
- (5) 試験終了後、問題紙は各自持ち帰ること。

[I] 次の文章を読んで設問に答えなさい。[*印のついた語句は注を参照しなさい。](75点)

As you walk from classroom to classroom at Tibba Khara school on the outskirts* of Lahore, Pakistan's second-biggest city, the children seem to disappear. Pandemonium* ^(a)prevails in the first classroom, packed with five- and six-year-olds in their first year of school. But pass through the next few rooms, with progressively older classes, and both the number of pupils and the volume level ^(b)steadily diminish. By the time you reach the class of ten- and eleven-year-olds, there are just a handful of pupils left, silently studying.

This pattern of school attendance, steadily declining with age, is not unique to Pakistan. The global share of children who do not attend primary school has fallen from 28% in 1970 to 9% in 2016. But progress is ^(c)stalling, and is less impressive than it appears. The share of children not attending school has fallen (Y) less than one percentage point since 2007. Some 63 million children of the relevant age do not go to primary school. Another 200 million do not attend secondary school. And although roughly the same proportion of children start school in rich and poor countries, most in poor countries do not finish. Fully 96% of children in the OECD club of mostly rich countries attend secondary school through to the age of sixteen. In poor countries the share is just 35%.

The highest dropout rates are in sub-Saharan* Africa, north Africa and the Middle East. Girls from poor rural families fare especially badly. Fewer than one in 20 such girls in sub-Saharan Africa can be expected to finish secondary school. Worldwide, ⁽⁷⁾girls remain twice as likely never to start school in the first place.

^(d)In principle the world is committed to making sure every child attends school until the age of sixteen. In 2015 the members of the UN

^(e)pledged that by 2030 “all girls and boys will complete free, equitable and quality primary and secondary education.” (中略) What if that were to happen?

Perhaps naturally, educationists assume that it would lead to millions more children cramming their brains with knowledge. But ^(f)evidence from schools in poor countries suggests otherwise. Many children learn precious little in their classes. If you want to find an uneducated child in today’s world, argues Lant Pritchett, an economist at Harvard University, “you can find them in school.”

The extent of the failure is immense. According to a survey of three east African countries (Kenya, Tanzania and Uganda) published in 2014, three-quarters of pupils in the third year of primary school could not read a sentence such as: “The name of the dog is Puppy.” In rural India almost the same share could not subtract 17 from 46, or perform similar calculations with two-digit numbers. Research by the Centre for Global Development (CGD), a think tank, suggests that in half of the developing countries for which they have data, less than 50% of women who left school after the age of eleven can read a sentence. (中略)

If the children not in school began attending, it is therefore unlikely that they would learn much either. To understand why, consider what happens — or does not happen — in classrooms. According to data from the World Bank, rates of teacher absenteeism in developing countries range from 11% to 30%. In Uganda the rate is 60%. And teachers who do show up often cannot teach. In South Africa, for example, nearly 80% of primary-school maths teachers have knowledge of the subject below that expected of a sixth-grade pupil. ^(g)(中略)

Poverty makes educating children much harder. Children who turn up ^(h)tired and hungry struggle to pay attention. Teachers who do not have books, equipment or electricity cannot concentrate ⁽ⁱ⁾on teaching arithmetic*
^(g)

and language. (中略)

It sounds like a counsel of despair. If every child went to school, millions more would sit in woeful*, boring classrooms. But while this sounds awful, it would probably still be good for them, their families and broader society. For, as Justin Sandefur of CGD points out, there is plenty of evidence that even when children do not learn much at school, they still do better for having gone.

Some benefits are economic. Attending school for longer is associated with earning more in later life, in part because those with additional schooling are more likely to get non-agricultural jobs and move to cities. This may indicate that young people are in fact learning (あ)(い) at school that is (う)(え)(お)(か) by researchers. (中略)

Parents will send their children to school if they feel it will give them a better shot at life. They will keep them at home if they believe their children can make more money for the household working the fields or the marketplace, or if they worry for their children's safety in the classroom. So efforts to reform schools and improve teaching would result (Z) more children enrolling* in (and completing) school. But even without such reforms, the implication from the research is clear. If every child went to school, no matter how terrible, they would benefit. Even a bad school, it turns out, is better than no school at all.

(The Economist, July 7, 2018)

[注] outskirts 郊外

pandemonium 無秩序

sub-Saharan サハラ砂漠以南の

arithmetic 算数

woeful 嘆かわしい

enrolling (enroll 入学する)

I - A 空所(Y)と(Z)に入るもっとも適切なものを次の1～4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

- (Y) 1 at 2 by 3 in 4 on
(Z) 1 by 2 for 3 in 4 of

I - B 下線部 (a)～(j) の意味・内容にもっとも近いものを次の1～4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(a) prevails

- 1 dominates 2 estimates 3 hesitates 4 stimulates

(b) diminish

- 1 decrease 2 rise 3 stabilize 4 vary

(c) stalling

- 1 accelerating 2 coming to a halt
3 continuing 4 making a fresh start

(d) In principle

- 1 Academically 2 In fact
3 In theory 4 Unexpectedly

(e) pledged

- 1 argued 2 denied 3 doubted 4 promised

(f) turn up

- 1 arrive 2 exercise 3 go home 4 start work

(g) concentrate

- 1 carry 2 decide 3 exist 4 focus

(h) shot at

- 1 chance in 2 drink of 3 hit by 4 point at

(i) implication

- 1 indication 2 instruction
3 introduction 4 invitation

(j) turns out

- | | |
|----------------------|--------------------------|
| 1 can be collapsed | 2 can be concluded |
| 3 is argued heatedly | 4 is dismissed instantly |

I - C 波線部 (ア)~(エ) の意味・内容をもっとも的確に示すものを次の 1 ~ 4 の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(ア) girls remain twice as likely never to start school in the first place

- 1 half of the girls will never get the first prize at school
- 2 girls remain twice as unlikely to attend top-level schools as boys
- 3 the number of girls who remain stuck in the first grade has doubled
- 4 the number of girls not even entering school remains twice as large as that of boys

(イ) cramming their brains with knowledge

- 1 absorbing a lot of information
- 2 learning about the mechanism of the brain
- 3 going to cram schools
- 4 suffering from brain fever

(ウ) have knowledge of the subject below that expected of a sixth-grade pupil

- 1 have knowledge of the topic that sixth-grade pupils are interested in
- 2 have less knowledge of mathematics than the standard for sixth-grade pupils
- 3 know little about the sixth-grade pupils whom they are teaching
- 4 have little knowledge of the recent research on sixth-grade pupils

(±) It sounds like a counsel of despair.

- 1 Children seem to need a counsellor to cure depression.
- 2 It seems that people want to have a serious discussion.
- 3 The music played by children sounds very sad.
- 4 The situation described here seems to be hopeless.

I - D 二重下線部の空所(あ)～(か)に次の1～8の中から選んだ語を入れて文を完成させたとき、(あ)と(か)に入る語の番号を解答欄に記入しなさい。同じ語を二度使ってははいけません。選択肢の中には使われないものが二つ含まれています。

young people are in fact learning (あ)(い) at school that is
(う)(え)(お)(か) by researchers

- | | | | |
|----------|-------------|----------|-----------|
| 1 being | 2 heard | 3 not | 4 nothing |
| 5 picked | 6 something | 7 useful | 8 up |

I - E 本文の意味・内容に合致するものを次の1～8の中から三つ選び、その番号を解答欄に記入しなさい。

- 1 At Tibba Khara school in Pakistan, an almost equal number of first-year pupils and eleventh-year pupils are studying.
- 2 Worldwide, the percentage of children who go to school has been improved since 1970, and the progress was particularly dramatic during the period between 2007 and 2016.
- 3 Although there is not so much difference between rich and poor countries in the proportion of children starting school, only about one third of children attend secondary school in poor countries.
- 4 Although the world has much interest in children's education, the United Nations has so far not recognized the need to solve the problem.

- 5 According to Lant Pritchett, you can expect to find children full of precious knowledge in every school in today's world thanks to the constant efforts to teach them.
- 6 The quality of education that many children receive in some developing countries is so poor that they cannot even read a simple sentence nor do an easy calculation.
- 7 In developing countries, the rate of teachers neglecting their work is very high, but this is not a problem in Uganda, where the rate is lower than in other countries.
- 8 More efforts have to be made in order to improve the quality of education, but even without any improvements, schools are still beneficial for children.

〔Ⅱ〕 次の文章を読んで設問に答えなさい。[*印のついた語句は注を参照しなさい。](75点)

You must read this article to understand it, but many people feel reading is not how they learn best. They would rather listen to an explanation or view a diagram. Researchers have formalized those intuitions* into theories of learning styles. These theories are influential enough that many states require future teachers to know them and to know how they might be used in the classroom. But there's no good scientific evidence that learning styles actually exist.

Over the last several decades, researchers have proposed dozens of theories, each suggesting a ^(a) scheme to categorize learners. The best known ^(A) proposes that some of us like words and others like pictures, but other theories make different distinctions: whether you like to solve problems intuitively or by analyzing them, for example, or whether you prefer to tackle a complex idea with an overview or by diving into details. If one of ^(b) these theories were right, it would bring important benefits. In the classroom, a brief test would categorize children as *this* type of learner or *that*, and then a teacher could include more of *this* or *that* in their schooling. In the workplace, a manager might send one employee a memo but communicate the same information to another in a conversation.

Does such matching work? To find out, researchers must determine individuals' supposed learning style and then ask them to learn something in a way that matches or conflicts with it. For example, in an experiment testing the visual-auditory theory, researchers determined subjects' styles by asking about their usual mental strategies. Do you spell an unfamiliar word by sounding it out or visualizing the letters? Do you give directions in words or by drawing a map? Next, researchers read statements, and participants rated either how easily the statement prompted a mental ^(c)

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image (a visual learning experience) or how easy it was to pronounce (an auditory learning experience). The auditory learners should have remembered statements better if they focused on the sound rather than if they created visual images, and visual learners should have shown the opposite pattern. But they didn't.

The theory is wrong, but, curiously, people act as though it's right — they try to learn in accordance (X) what they think is their style. When experimenters asked research participants to learn a new task and gave them access to written instructions and to diagrams, the people who thought of themselves as verbalizers went for words, and the self-described visualizers looked at pictures. But tests showed they didn't learn the task any faster because they adhered to their purported* style.

In another experiment, researchers eavesdropped on* brain activity to show that people will mentally change a task to align with* what they think is their learning style. Researchers used stimuli* that were either pictures (a blue-striped triangle) or verbal descriptions (“green,” “dotted,” “square”). While in a brain scanner, participants had to match successive stimuli, but they never knew whether a picture or words would pop up next. When self-described visual learners saw words, the visual part of their brain was active. They were transforming the verbal stimulus into a picture. Likewise, verbal areas of the brain were active when verbal learners saw a picture. They were describing it to themselves. But again, these efforts were in vain. People performed the task no better when the stimuli matched what they thought of as their learning style.

The problem is not just that trying to learn in your style doesn't help — it can cost you. Learning style theories ignore the fact that one mental strategy may be much better suited than another to a particular task. For example, consider the theory that differentiates intuitive and reflective thinking. The former is quick and relies (Y) associations in

memory; the latter is slower and analytic. Whatever your purported style, intuitive thinking is better for problems demanding creativity, and reflective thinking is better for formal problems like calculations of probability. An intuitive thinker who mulishly* sticks to his supposed learning style during a statistics test will fail.

Although conforming to learning styles doesn't help, we can learn a few lessons from this research. First, (あ)(い)(う) to (え) a task (お)(か) your style, transform your thinking to match the task. The best strategy for a task is the best strategy, irrespective (Z) what you believe your learning style is. Second, don't let your purported style be a self-fulfilling prophecy of failure or an excuse for resignation. ^(f)“Sorry I mixed up the dates — I'm just not a linear thinker” is bunk*. ^(e)Likewise, don't tell your child's teacher that she is struggling in class because the teacher is not adjusting to her learning style. Finally, the idea of tuning tasks to an individual's style offered hope — a simple change ^(f) might improve performance in school and at work. We've seen that that doesn't work, but this research highlights hope of another kind. We are not constrained by our learning style. Any type of learning is open to any ^(g) of us.

(By Daniel T. Willingham, writing for *The New York Times*,
October 4, 2018)

[注] intuitions 直感

purported 自ら称している

eavesdropped on (eavesdrop on ~を密かに探知する)

align with ~に合わせる

stimuli stimulus の複数形

mulishly 強情に

bunk たわごと、でたらめ

II - A 空所(X)と(Y)と(Z)に入るもっとも適切なものを次の1～8の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。同じ語を二度使ってはいけません。

- | | | | |
|-------|------|--------|--------|
| 1 at | 2 by | 3 from | 4 of |
| 5 off | 6 on | 7 out | 8 with |

II - B 下線部 (a)～(g) の意味・内容にもっとも近いものを次の1～4の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。

(a) decades

- | | |
|------------------------------|---------------------------|
| 1 periods of days and nights | 2 periods of ten years |
| 3 periods of twelve months | 4 periods of twenty years |

(b) tackle

- | | |
|--------------------|---------------------|
| 1 attempt to grasp | 2 avoid analysis of |
| 3 slowly build up | 4 teach in depth |

(c) prompted

- | | | | |
|-----------|--------------|-----------|------------|
| 1 changed | 2 eliminated | 3 induced | 4 replaced |
|-----------|--------------|-----------|------------|

(d) adhered to

- | | | | |
|-------------|------------|-----------|------------|
| 1 abandoned | 2 followed | 3 learned | 4 resisted |
|-------------|------------|-----------|------------|

(e) resignation

- | | | | |
|----------------|-------------|--------------|---------------|
| 1 carrying out | 2 giving up | 3 taking off | 4 throwing up |
|----------------|-------------|--------------|---------------|

(f) tuning

- | | |
|--------------|-----------------|
| 1 adjusting | 2 challenging |
| 3 continuing | 4 demonstrating |

(g) constrained

- | | |
|--------------|----------------|
| 1 bound | 2 disappointed |
| 3 stimulated | 4 thrilled |

II - C 点線部 (A) a scheme to categorize learners の例としてこの段落で挙げられていないものを次の 1~4 の中から一つ選び、その番号を解答欄に記入しなさい。

- 1 grasping a general overview vs. breaking down into specifics
- 2 reading descriptions vs. looking at illustrations
- 3 doing experiments vs. reading a large number of books
- 4 using intuition vs. taking an analytical stance

II - D 波線部 (ア)と(イ) の意味・内容をもっとも的確に示すものを次の 1~4 の中から一つ選び、その番号を解答欄に記入しなさい。

(ア) it can cost you

- 1 it could spoil your style
- 2 it could result in a negative effect
- 3 it may cause you to pay a fee
- 4 it may take less time

(イ) a self-fulfilling prophecy of failure

- 1 a prediction of failure that can result in an actual failure
- 2 a selfish refusal to accept your failure to take responsibility
- 3 an optimistic conviction that you will never fail
- 4 an unsatisfactory and traumatic experience of failure

II - E 二重下線部の空所(あ)~(か)に次の 1~8 の中から選んだ語を入れて文を完成させたとき、(あ)と(か)に入る語の番号を解答欄に記入しなさい。同じ語を二度使ってはけません。選択肢の中には使われないものが二つ含まれています。

(あ)(い)(う) to (え) a task (お)(か) your style,
transform your thinking to match the task

- | | | | |
|-----------|-------------|----------|--------------|
| 1 instead | 2 making | 3 match | 4 regardless |
| 5 of | 6 transform | 7 trying | 8 to |

II - F 本文の意味・内容に合致するものを次の1～8の中から三つ選び、その番号を解答欄に記入しなさい。

- 1 It has been scientifically proven in research that people have their own learning style, which all school teachers worldwide are expected to know and use in the classroom.
- 2 In order to ascertain an individual's supposed learning style, researchers asked people about their habitual mental strategies for spelling unfamiliar words or giving directions.
- 3 People who were categorized as auditory learners actually remembered the statements that were read to them better when they focused on the sound instead of creating visual images.
- 4 When experimenters gave people the option of either written instructions or diagrams to accomplish a task, people chose them at random regardless of their supposed learning style.
- 5 In an experiment that observed people's brain activity with a brain scanner, the participants experienced visual and auditory stimuli in a regular sequence.
- 6 It is not an effective strategy for reflective thinkers to cling to their supposed learning style when working on problems that demand creativity.
- 7 When a learner is having a hard time following a lesson in a class, it is necessary to ask the teacher to employ the learner's learning style in order to ensure a better learning achievement.
- 8 It is better to be adaptable and use different mental strategies, depending upon the task you are facing.

II - G 本文中の太い下線部を日本語に訳しなさい。

People performed the task no better when the stimuli matched what they thought of as their learning style.

〔Ⅲ〕 次の対話を読んで設問に答えなさい。(50点)

(*John, a tourist, finds the English section in a Japanese bookstore.
Keiko is reading a book there.*)

John: Oh good, here are some English books.

Keiko: I'm sorry there's only a small section, but, you know, not so many Japanese people buy English books.

John: Please don't apologize! _____ (a) _____ What's more, it looks bigger than I expected.

Keiko: You'll find mainly popular novels, introductions to Japan, biographies, and books about politics and international topics.

John: _____ (b) _____ I just want something to read on the train while I'm travelling around Japan. What have you got there, if I may ask?

Keiko: (*Holds up the book.*) It's Timothy Truffle's book, *Incredible Japan*. Ever since I started studying English seriously, I've been fascinated with the things foreigners write about my country.

John: It sounds like the sort of book I should read while I'm here. (*He picks up a copy and reads from the back cover.*) "One of the best books on Japan this century. Truffle explores the heart of this fascinating, mysterious, Asian country." _____ (c) _____ But goodness me, look at the price! 3,200 yen for a paperback.

Keiko: Yes, I'm afraid all the English books here are quite expensive. You would find them much cheaper online.

John: Then I'm surprised the Japanese still use a bookstore like this.

Keiko: _____ (d) _____ Don't you think? Of course, a store like this can't sell at the same low prices as huge international companies that sell everything online. But it's so nice to be able

to come in here and actually open up the books and look inside.

John: Yeah, I know what you mean. I didn't support my local bookstore back home much. _____ (e) _____ Now I feel guilty! I suppose there are millions of people like me. [ほんの少しのお金を節約しようとして、私たちは地元の小さなお店をつぶしてしまっているんだ。] Yet they make our communities lively and interesting.

Keiko: I'm glad you agree! I feel strongly about this. And so often these savings are really insignificant. Think about how much it's cost you to come to Japan. _____ (f) _____ Even if you do pay an extra 1,000 yen for Timothy Truffle's book, it's just a tiny, tiny fraction of your total budget!

John: Wow! _____ (g) _____ So, do you mean we should think about every purchase in terms of our larger expenditure?

Keiko: Yes! People should think much more about how their use of money shapes the world around them.

John: Well, I'll do something for this store and pay 3,200 yen for this copy of *Incredible Japan!*

Keiko: _____ (h) _____

III - A 空所 (a)~(h) に入るもっとも適切なものを次の 1~10の中からそれぞれ一つ選び、その番号を解答欄に記入しなさい。同じ選択肢を二度使ってはいけません。選択肢の中には使われないものが二つ含まれています。

- 1 You are missing my point.
- 2 But it would be tragic if they didn't!
- 3 I'm impressed there is an English section.
- 4 I mean, flights, hotels, trains, meals, and so on.
- 5 I'm not looking for anything in particular.
- 6 Wow, that's a good recommendation!
- 7 I know that book.

- 8 But when it closed I felt really sad.
- 9 I never really thought about it like that before.
- 10 And I'm buying one too.

Ⅲ－B 本文中の [] 内の日本語を英語で表現しなさい。

ほんの少しのお金を節約しようとして、私たちは地元の小さなお店をつぶしてしまっているんだ。