英　語

2023 年度（令和 5 年度）

入 学 試 験 問 題

受　験番　号	

1．注 意 事 項

(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)　この問題冊子は 16 ページあります。

　　　試験中に，問題冊子の印刷不鮮明，ページの落丁・乱丁および解答用紙の汚れなどに気づいた場合は，手を挙げて監督者に知らせてください。

(3)　問題冊子の表紙の受験番号欄に受験番号を記入してください。

(4)　解答用紙には，氏名，受験番号の記入欄および受験番号のマーク欄があります。それぞれに正しく記入し，マークしてください。

(5)　問題冊子のどのページも切り離してはいけません。

(6)　**辞書機能や計算機能，通信機能などをもつ機器等の使用は禁止します。使用している場合は不正行為とみなします。**

(7)　試験終了後，解答用紙はもちろん，問題冊子も持ち帰ってはいけません。

2．解答上の注意

(1)　解答用紙の左下に記載している「注意事項」を読んでください。

(2)　問題は　Ⅰ ，Ⅱ ，Ⅲ　の 3 つの大問があります。

I 問 1 ~ 問 18 について，（ ① ）~（ ⑱ ）に入れるのに最も適当なものを
ⓐ~ⓓのうちから一つずつ選べ。

問 1 Cathy wrote at the end of her thank-you letter, "Please （ ① ） me to
your family."

ⓐ remind   ⓑ remember

ⓒ recover   ⓓ remain

問 2 Let's start by discussing poverty, which for many years （ ② ） been
one of the biggest concerns to humans.

ⓐ have   ⓑ to have

ⓒ having   ⓓ has

問 3 The children say that it's a lot of （ ③ ） to play video games with
their friends on the Internet.

ⓐ fun   ⓑ funny

ⓒ fan   ⓓ fans

問 4 Jennifer decided （ ④ ） last to move to a quieter place for a more
self-sufficient life.

ⓐ with   ⓑ on

ⓒ at   ⓓ in

問 5 Anna seems to be extremely busy for the time （ ⑤ ） owing to her
very demanding job.

ⓐ be   ⓑ to be

ⓒ been   ⓓ being

問 6 The town is located in one of the most densely (⑥) areas of the country.

ⓐ populate
ⓑ populated
ⓒ population
ⓓ populates

問 7 That (⑦) the elderly couple made was based mostly on recent changes in their living circumstances.

ⓐ claim
ⓑ claimer
ⓒ claims
ⓓ claimed

問 8 Why don't you follow (⑧) advice you may be given by the experts in the field?

ⓐ if
ⓑ though
ⓒ whatever
ⓓ whenever

問 9 You cannot emphasize the importance of health (⑨) much.

ⓐ to
ⓑ too
ⓒ on
ⓓ enough

問10 There has been a great (⑩) of confusion among the participants.

ⓐ many
ⓑ much
ⓒ deal
ⓓ number

問11 These significant points should always (⑪) in mind when you talk to other people.

ⓐ bear
ⓑ born
ⓒ be bearing
ⓓ be borne

問12 The marathon runner can hardly get up near the goal, let (⑫) run.

ⓐ into
ⓑ alone
ⓒ down
ⓓ it

問13　The school （　⑬　） on certain duties at lunch time to parent volunteers in order to encourage community cooperation.

  ⓐ　passed   ⓑ　promoted

  ⓒ　avoided   ⓓ　adopted

問14　（　⑭　） all the rain and cold weather this weekend, I haven't been outdoors even once.

  ⓐ　Up to   ⓑ　How come

  ⓒ　What with   ⓓ　As of

問15　The restaurant we dropped by （　⑮　） us sixty dollars for our steak dinner.

  ⓐ　cost   ⓑ　spent

  ⓒ　withdrew   ⓓ　charged

問16　Paul:　How was your travel in Canada, Greg?

  Greg:　It couldn't have been （　⑯　）, Paul.　I enjoyed myself far more than I had expected.

  ⓐ　well   ⓑ　so

  ⓒ　better   ⓓ　worse

問17　If your students are not used （　⑰　） in a collaborative manner in class, please try this new activity to develop their communication skills.

  ⓐ　to work   ⓑ　to working

  ⓒ　work   ⓓ　working

問18　Our old social system has more or （　⑱　） collapsed and a new era is about to begin.

  ⓐ　less   ⓑ　yet

  ⓒ　else   ⓓ　few

The spread of emotion from person to person or throughout an organization or even an entire society is an important subfield in the new science of emotion, generating in recent years a tenfold[*1] increase in the number of annual studies. Psychologists call the phenomenon "emotional (19) contagion."

You chat with a colleague. You notice you feel a bit uncomfortable. You're becoming anxious. As you walk away, you remember you were feeling fine before you started the chat. You realize that your colleague often has that effect on you. She tends toward anxiety, and after speaking with her, so do you. Why does that happen?

Historically, human survival depended on the ability to function within a social context. We have to understand others and find ways of forming a connection. Synchronizing emotions helps facilitate[*2] that connection. As a result, humans, like other primates[*3], are natural mimics. Partners in conversation tend to sync rhythms. When babies open their mouths, mothers tend to open theirs, too. People imitate smiles, expressions of pain, affection, embarrassment, discomfort, and disgust. Even laughter is contagious. That's (㉒) television comedies have laugh tracks[*4] and late-night talk-show hosts do their monologues in front of studio audiences that have been primed[*5] (and implored) to laugh. To those listening at home, the same jokes that seem hilarious[*6] with an audience responding in the background often fall flat when (23) there is none.

The kind of mimicry I'm talking about arises not from conscious intention (24) but from our unconscious. We aren't aware we are doing it. Some of the mimicking even depends on reaction times that are not achievable through

conscious intent. For example, in a classic study, it took Muhammad Ali*⁷ 190 milliseconds to spot a signal light and 40 milliseconds more to throw a punch in response. But studies of college students engaged in social interaction show that they sometimes synchronize their facial and body movements to those of others within 21 milliseconds. That lightning synchrony is only possible (26) because it comes from subcortical*⁸ brain structures that are outside our conscious control. In fact, people who consciously try to mirror others usually look phony*⁹.

One of the effects of emotional contagion is that people's degree of happiness tends to reflect that of their friends, family, and neighbors. We are, (㉗), whom we hang out with. At least that's the conclusion of a recent (28) collaboration between Harvard and the University of California, San Diego that followed the lives of 4,739 individuals over a period of twenty years. The subjects in that study were not a random group of strangers; they were a huge social network. For each subject, the group included, on average, 10.4 others to whom that individual had some social tie — family members, neighbors, friends, even friends of friends — for a total of more than 53,000 interconnections. The subjects were interviewed every two to four years to ascertain their degree of happiness and document any changes in their social ties. The data was computerized and analyzed employing the sophisticated mathematics of network analysis. The conclusion: people surrounded by happy people tend to be happy themselves and are more likely to be happy in the future — due to the *spread of happiness*, not just a tendency for people to associate with similar individuals.

[Leonard Mlodinow, *Emotional: How Feelings Shape Our Thinking* より抜粋]

(Notes)   *¹ tenfold: ten times as great

*² facilitate: to make a process easier or possible

*³ primate: a specific group of animals among mammals

*⁴ laugh track: prerecorded laughter added to the soundtrack of a television show

*⁵ prime: to inform or instruct beforehand

*⁶ hilarious: extremely comical

*⁷ Muhammad Ali: one of the most famous and greatest professional boxers

*⁸ subcortical: 皮質下（の）

*⁹ phony: not real

問19　What is the phenomenon here?   (　⑲　)
      (19)
　ⓐ　The sudden increase in social studies on emotion

　ⓑ　The variety of opinions shared among people

　ⓒ　The field study of emotion in an organization

　ⓓ　The transmission of emotion among human beings

問20　According to the episode in the second paragraph, which of the
　　　following is true?   (　⑳　)

　ⓐ　You feel relaxed in the presence of your colleague.

　ⓑ　You start to feel uneasy as you talk with your colleague.

　ⓒ　You meet your colleague after having faced some stress.

　ⓓ　You can't stand listening to the complaints of your colleague.

問21 According to the third paragraph, which of the following is true?

(㉑)

ⓐ Humans have vainly continued to make efforts to form a social connection.

ⓑ Humans like other primates that are good at creating natural rhythms.

ⓒ Humans have used the ability to imitate others' emotions for survival.

ⓓ Humans hardly make use of smiles in communicating with their babies.

問22 Choose the most appropriate word to fill in (㉒). (㉒)

ⓐ what

ⓑ for

ⓒ why

ⓓ in

問23 What does the phrase fall flat mean here? (㉓)
㉓

ⓐ To fail to be amusing

ⓑ To become more effective

ⓒ To prove to be harmful

ⓓ To lose flexibility

問24 What is unique about the mimicry the writer is talking about? (㉔)
㉔

ⓐ The mimicry is determined by skill and practice.

ⓑ The mimicry is supported by deliberate intent.

ⓒ The mimicry is planned in advance.

ⓓ The mimicry is employed without awareness.

問25 According to the studies in the fourth paragraph, which of the following is true? (㉕)

ⓐ Muhammad Ali spotted a signal light and threw a punch in 230 milliseconds.

ⓑ An unconscious reaction caused Muhammad Ali to throw a punch in 190 milliseconds.

ⓒ The college students tended to copy others' facial and body movements at all times.

ⓓ Those majoring in communication were able to reply to others within 21 seconds.

問26 Which of the following is closest in meaning to the word lightning here?
㉖
(㉖)

ⓐ steadily brightening

ⓑ extremely quick

ⓒ slightly illuminated

ⓓ infrequently flashing

問27 Choose the most appropriate phrase to fill in (㉗). (㉗)

ⓐ by comparison

ⓑ on no account

ⓒ for the first time

ⓓ in a sense

問28 According to the passage, which of the following is true about the recent collaboration?   (㉘)

ⓐ More than 4,000 subjects were required to report any changes in their social obligations for two to four years.

ⓑ The data collected from 53,000 interconnections was too huge to be analyzed by the complex mathematics of network analysis.

ⓒ The happiness of an individual was liable to be affected by that of the people associated in the same social network.

ⓓ The spread of happiness occurred only when people stuck to the same close connections permanently.

I was twenty-seven when I started teaching full-time. The month before, I'd quit my job at McKinsey, a global management consulting firm whose New York City office occupied several floors of a blue-glass skyscraper in midtown. My colleagues were a bit <u>bewildered</u> by my decision. Why leave a company
(29)
that most of my peers were dying to join — one regularly singled out as one of the world's smartest and most influential?

Acquaintances assumed I was trading eighty-hour workweeks for <u>a more</u>
(30)
<u>relaxed lifestyle</u>, but of course, anyone who's been a teacher knows that there's no harder job in the world. So why leave? In some ways, it was consulting, not teaching, that was the detour*¹. Throughout college, I'd tutored and mentored kids from the local public schools. After graduation, I started a tuition-free academic enrichment program and ran it for two years. Then I went to Oxford and completed a degree in neuroscience, studying the neural mechanisms of dyslexia*². So when I started teaching, I felt like I was (㉛).

Even so, <u>the transition</u> was abrupt. In a single week, my salary went from
(32)
Seriously? I actually get paid this much? to *Wow! How the heck do teachers in this city make ends meet?* Dinner was now a sandwich eaten hurriedly while grading papers, not sushi ordered in at the client's expense. I commuted to work on the same subway line but stayed on the train past midtown, getting off six stops farther south: the Lower East Side. Instead of pumps, pearls, and a tailored suit, I wore sensible shoes I could stand in all day and dresses I wouldn't mind getting covered in chalk.

My students were twelve and thirteen years old. Most lived in the housing projects*³ clustered between Avenues A and D. This was before the

neighborhood sprouted hip*4 cafés on every corner. The fall I started teaching there, our school was picked for the set of a movie about a rough-and-tumble school in a distressed urban neighborhood. My job was to help my students learn seventh-grade math: fractions*5 and decimals*6 and the rudimentary*7 building blocks of algebra*8 and geometry*9.

Even that first week, it was obvious that some of my students picked up mathematical concepts more easily than their classmates. Teaching the most talented students in the class was a joy. They were, quite literally, "quick studies." Without much prompting, they saw the underlying pattern in a series
(34)
of math problems that less able students struggled to grasp. They'd watch me do a problem once on the board and say, "I get it!" and then work out the next one correctly on their own.

And yet, at the end of the first marking period, I was surprised to find that some of these very able students weren't doing as well as I'd expected. Some did very well, of course. But more than a few of my most talented students were earning lackluster*10 grades or worse.

(㊱), several of the students who initially struggled were faring better than I'd expected. These "overachievers" would reliably come to class every day with everything they needed. Instead of playing around and looking out the window, they took notes and asked questions. When they didn't get something the first time around, they tried again and again, sometimes coming for extra help during their lunch period or during afternoon electives. Their hard work showed in their grades.

Apparently, aptitude did *not* (㊲) achievement. Talent for math was different from excelling in math class.

This came as a surprise. After all, conventional wisdom says that math is a subject in which the more talented students are expected to excel, leaving classmates who are simply "not math people" behind. To be honest, I began

the school year with that very assumption. It seemed a sure bet that those for whom things came easily would continue to outpace their classmates. In fact, I expected that the achievement gap separating the naturals from the rest of the class would only (㊳) over time.

I'd been distracted by talent.

Gradually, I began to ask myself hard questions. When I taught a lesson and the concept failed to gel*11, could it be that the struggling student needed to struggle just a bit longer? Could it be that I needed to find a different way to explain what I was trying to get across? Before jumping to the conclusion that talent was destiny, should I be considering the importance of effort? And, as a teacher, wasn't it my responsibility to figure out how to sustain effort — both the students' and my own — just a bit longer?

At the same time, I began to reflect on how smart even my weakest students sounded when they talked about things that genuinely interested them. These were conversations I found almost impossible to follow: discourses on basketball statistics, the lyrics to songs they really liked, and complicated plotlines [whom / longer / who / about / to / was no / speaking] and why. When I got to know my students better, I discovered that all of them had mastered any number of complicated ideas in their very complicated daily lives.
(40)

[Angela Duckworth, *Grit: The Power of Passion and Perseverance* より抜粋]

(Notes)   *¹detour: a longer, indirect route

*²dyslexia: a medical condition that makes it difficult for someone to read and spell

*³housing project: a publicly-funded housing development for low-income families

*⁴hip: trendy and fashionable

*⁵fraction: 分数

*⁶decimal: 小数

*⁷rudimentary: basic

*⁸algebra: 代数学

*⁹geometry: 幾何学

*¹⁰lackluster: lacking in excellence

*¹¹gel: to take shape and become clearer

問29 Which of the following is closest in meaning to the word bewildered?
(29)

(㉙)

ⓐ envied

ⓑ mystified

ⓒ inspired

ⓓ persuaded

問30 What did the writer's acquaintances regard as a more relaxed lifestyle?
(30)

(㉚)

ⓐ Teaching full-time

ⓑ Working for the consulting company

ⓒ Organizing an academic enrichment program

ⓓ Enjoying a rural life

問31 Choose the most appropriate phrase to fill in (㉛).　　(㉛)

ⓐ in trouble

ⓑ left alone

ⓒ off the point

ⓓ back on track

問32 Which of the following is the best example of the result of the ㉜ transition?　　(㉜)

ⓐ The writer's longer commute to work included six train transfers.

ⓑ The writer enjoyed sandwiches for dinner at a more leisurely pace.

ⓒ The writer switched from high fashion to more practical clothes.

ⓓ The pleasure of making ends meet was met by the writer's new salary.

問33 What did the writer say about the school's neighborhood?　　(㉝)

ⓐ The neighborhood was an affluent, prosperous area of the Lower East Side.

ⓑ The neighborhood was later to become an area with lots of stylish cafés.

ⓒ The neighborhood was selected as the location for a carefree fantasy movie set.

ⓓ The neighborhood was distinguished by schools teaching many tough subjects.

問34 What characterizes quick studies here?　　(㉞)
㉞

ⓐ Those who can memorize or understand something very easily

ⓑ Studies that are done very quickly in science and math

ⓒ Subjects that are literally easy for anyone to learn

ⓓ Books that are available for quick reference

問35 What surprised the writer about the top students? (㉟)

ⓐ None of the top students had impressive grades.

ⓑ The top students' grades met the writer's expectations.

ⓒ The vast majority of the top students failed in the end.

ⓓ Not all the top students' grades turned out as the writer had expected.

問36 Choose the most appropriate word or phrase to fill in (㊱). (㊱)

ⓐ In theory

ⓑ In contrast

ⓒ Consequently

ⓓ Fundamentally

問37 Choose the most appropriate word to fill in (㊲). (㊲)

ⓐ guarantee

ⓑ analyze

ⓒ reject

ⓓ disturb

問38 Choose the most appropriate word to fill in (㊳). (㊳)

ⓐ vanish

ⓑ shrink

ⓒ remain

ⓓ widen

問39 What idea did the writer gradually begin to hold with more experience
as a teacher?   (㊴)

ⓐ If only given enough time, every student is sure to answer any math
question.

ⓑ If the students are genuinely interested in math, they can deal with
any life issue.

ⓒ The writer's trust in the decisive influence of talent in math is the
most important thing.

ⓓ Perseverance and effort by the writer and the students alike can be of
significance.

問40 Choose the most appropriate combination of (X) and (Y)
when you complete the phrase by arranging the words and phrase in
brackets:

[whom / longer / who / about / to / was no / speaking] (㊵)
⑽
    [(   )(X)(   )(   )(   )(Y)(   )]
⑽

ⓐ (X) to   (Y) about
ⓑ (X) whom   (Y) longer
ⓒ (X) who   (Y) to
ⓓ (X) about   (Y) speaking