

高等学校 英語

解答についての注意点

- 1 解答用紙は、マーク式解答用紙と記述式解答用紙の2種類があります。
筆答試験後にリスニングテストを行います。リスニングテストの問題用紙および解答用紙は筆答試験終了後に配付します。
- 2 大問 **1** と大問 **2** については、マーク式解答用紙に、大問 **3** と大問 **4** については、記述式解答用紙に記入してください。
- 3 解答用紙が配付されたら、まずマーク式解答用紙に受験番号等を記入し、受験番号に対応する数字を、鉛筆で黒くぬりつぶしてください。
記述式解答用紙は、全ての用紙の上部に受験番号のみを記入してください。
- 4 大問 **1** と大問 **2** の解答は、選択肢のうちから、問題で指示された解答番号の欄にある数字のうち一つを黒くぬりつぶしてください。
例えば、「解答番号は 」と表示のある問題に対して、「**3**」と解答する場合は、解答番号 の欄に並んでいる ① ② ③ ④ ⑤ の中の ③ を黒くぬりつぶしてください。
- 5 間違っぬりつぶしたときは、消しゴムできれいに消してください。二つ以上ぬりつぶされている場合は、その解答は無効となります。
- 6 その他、係員が注意したことをよく守ってください。

指示があるまで中をあけてはいけません。

1 次の(1)～(25)の各英文の()内に入る最も適切な語(句)はどれか。

①～④から一つ選べ。

(1) After thinking alone for four months without consulting anyone, she finally () on a rather advanced business expansion.

- ① embarked ② emerged ③ endeared ④ endorsed

解答番号は

(2) My daughter didn't book either of the two flights for her business trip to Hokkaido because she found () arrived before her meeting.

- ① all of them ② both of them ③ either of them ④ neither of them

解答番号は

(3) So many people were lining up for the popular *ramen* that they had to wait for () three hours to get one.

- ① briefly ② hardly ③ lately ④ nearly

解答番号は

(4) Adolescents might have many difficulties throughout their school lives. However, we want them to learn to deal with and overcome the () they face, not to escape from them easily.

- ① addresses ② adhesives ③ admissions ④ adversities

解答番号は

(5) Glenn's grandmother left him an old picture when she passed away. He had its value () by an antique dealer and was surprised to hear it was worth over \$6,000.

- ① assessed ② deflated ③ eliminated ④ inhibited

解答番号は

(6) I hear that the festival wasn't popular, but it attracted a good () of fans this year.

- ① breakout ② layout ③ scout ④ turnout

解答番号は

(7) We should operate this facility on the () that every child should have the same opportunity to learn, regardless of any background.

- ① prefix ② prelude ③ premise ④ preservation

解答番号は

(8) The man predicts technology will () many industries in the future.

- ① berate ② debate ③ integrate ④ participate

解答番号は

(9) Since my friend drinks protein three times a day, I want to recommend that he should drink one without ().

- ① additives ② affirmatives ③ executives ④ representatives

解答番号は

(10) I apologized to Fred for being late, but he was very (). He told me not to worry about it.

- ① chaotic ② genetic ③ gracious ④ momentous

解答番号は

(11) Although the new comic was initially criticized for the ordinary situations, as the stories (), many readers get into the attractive characters.

- ① understate ② unfasten ③ unhinged ④ unfold

解答番号は

(12) I tried to contact the credit card company's call center to get some information on how to use the points on my card, but it turned out I couldn't () to them at all.

- ① break up ② find contact ③ get question ④ get through

解答番号は

(13) Be aware that the light on the desk over there will be () by the staff if not used for 30 minutes.

- ① turned at ② turned for ③ turned off ④ turned to

解答番号は

(14) The announcement informed all the students that they would have to take a detour while the walls of the school building on the north side ().

- ① fixed ② has fixed ③ were being fixed ④ would have been fixed

解答番号は

(15) I'll urge my brother to go to the English conversation lesson because when I refer someone there both of us () a 10,000 yen coupon.

- ① received ② receiving ③ will receive ④ would receive

解答番号は

(16) The renowned educator's latest book () a large number of tips on how to improve English writing skills in class.

- ① containing ② contains ③ is contained ④ contents

解答番号は

(17) If you are indecisive and worried about it, the fact () indecision is not necessarily due to ignorance and slow thinking may give you some comfort.

- ① which ② of which ③ that ④ this

解答番号は

(18) We wanted to inquire as to () Mark had called back again before noon.

- ① as ② whereas ③ then ④ whether

解答番号は

(19) The famous performers had no clue () caused the lights in the auditorium to suddenly get brighter during the dance contest.

- ① what ② when ③ why ④ how

解答番号は

(20) () the cost may be, tablets for students must be updated right now. Students need them to learn comfortably and effectively in class.

- ① However ② Whatever ③ Whenever ④ Whoever

解答番号は

(21) The vice-principal, Ms. Sullivan, had the teacher show the ALTs around their school () she was taking an important call from the Board of Education.

- ① among ② by ③ lest ④ while

解答番号は

(22) My lesson plan () to the principal by Thursday. I have a demo lesson to show some teachers in our area about how to assess students appropriately.

- ① must be submitted ② must submit ③ submits ④ submitted

解答番号は

(23) I furiously ran to the station () I didn't miss the last train.

- ① in case ② so much as ③ so that ④ that is

解答番号は

(24) () I not convinced it is possible to further develop all students' competence in English, I wouldn't want to become a teacher. I'll be a teacher definitely.

- ① If ② Had ③ Have ④ Were

解答番号は

(25) We have to make hotel reservations by no () than the end of this school year in order to finalize the plans for the next school year.

- ① greater ② later ③ longer ④ more

解答番号は

2 次の英文を読み、あとの(1)～(8)の問いに答えよ。

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出典：Four-Dimensional Education

Charles Fadel, Maya Bialik, Bernie Trilling

Center for Curriculum Redesign

97ページ本文9行目から100ページ本文10行目まで

Charles Fadel, Maya Bialik, Bernie Trilling, “Four-Dimensional Education”

- (1) 下線部① self-defeating patterns of behavior について説明した次の英文の と に入る最も適切な語句の組合せを、①～④から一つ選べ。 解答番号は

In a fixed mindset, people believe intelligence is static and see effort as . It leads to a desire to look smart and therefore a tendency to give up easily and . As a result, they may plateau early and achieve less than their full potential.

- | | |
|---|---|
| ① <input type="text" value="A"/> fruitless or useless | <input type="text" value="B"/> avoid challenges |
| ② <input type="text" value="A"/> fruitless or useless | <input type="text" value="B"/> embrace challenges |
| ③ <input type="text" value="A"/> the path to mastery | <input type="text" value="B"/> avoid challenges |
| ④ <input type="text" value="A"/> the path to mastery | <input type="text" value="B"/> embrace challenges |

(2) 本文中の (ア) に入る最も適切な語句を、①～④から一つ選べ。 解答番号は

- ① by institutionalization ② through practice ③ via subtraction ④ without effort

(3) 本文中の ～ に入る最も適切な語の組合せを、①～④から一つ選べ。

解答番号は

- | | | | |
|---|---------------------------------------|---------------------------------------|--|
| ① | <input type="text" value="1"/> fixed | <input type="text" value="2"/> growth | <input type="text" value="3"/> learning |
| ② | <input type="text" value="1"/> fixed | <input type="text" value="2"/> growth | <input type="text" value="3"/> performance |
| ③ | <input type="text" value="1"/> growth | <input type="text" value="2"/> fixed | <input type="text" value="3"/> learning |
| ④ | <input type="text" value="1"/> growth | <input type="text" value="2"/> fixed | <input type="text" value="3"/> performance |

(4) 本文中の ～ のうち、次の英文を入れるのに最も適切な場所を、①～④から一つ選べ。 解答番号は

In clinical research for example, the half-life of truth is 45 years.

- ① ② ③ ④

(5) 本文中の (イ) に入る最も適切な語を、①～④から一つ選べ。 解答番号は

- ① apply ② implicate ③ require ④ share

(6) 下線部②の語を、文全体の意味が通るように並べ替えた時、2番目と5番目に入る語の組合せとして最も適切なものを、①～④から一つ選べ。 解答番号は

- | | |
|---------------------|-----------------|
| ① 2番目 (is) | 5番目 (believe) |
| ② 2番目 (necessary) | 5番目 (that) |
| ③ 2番目 (one) | 5番目 (is) |
| ④ 2番目 (to) | 5番目 (that) |

(7) メタ学習 (meta-learning) について説明した次の英文の () 内に入れるのに最も適しているものを、①～④から一つ選べ。 解答番号は

Meta-learning is the internal processes by which we reflect on and adapt our learning. More () methods that focus on metacognition for deeper learning — such as setting and monitoring one's learning goals, and growing one's capacity to persist despite difficulties — have been shown to result in more permanent learning gains.

- ① coercive ② inept ③ regressive ④ strategic

(8) 次の①～④の英文を読み、本文で述べられている内容と最も合うもの一つ選べ。

解答番号は

- ① Alfred Binet believed that the intelligence of an individual was a fixed quantity.
- ② In one study, researchers found that ethicists were more ethical when making decisions in their lives.
- ③ People who can review the process of their learning can face their weak spots and improve themselves.
- ④ Performance-oriented students tend to believe that abilities can be developed through hard work.

3 次の英文を読み、あとの(1)～(9)の問いに答えよ。

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出典：What Philosophy Can Teach You About Being a Better Leader
Alison Reynolds, Dominic Houlder, Jules Goddard, David Lewis
Kogan Page
134ページ本文20行目から136ページ本文24行目まで

Alison Reynolds, Dominic Houlder, Jules Goddard, David Lewis, “What Philosophy Can Teach You About Being a Better Leader”

(1) 下線部①の内容を最も適切に表しているものを①～④から一つ選び、番号で答えよ。

- ① After the meeting where you have been able to build a consensus with colleagues, you can also enjoy discussions with them another time at a restaurant table.
- ② As is usual, you need to have already built rapport with your colleagues through open communication in order to get your proposal approved by them in a meeting.
- ③ Even if you believe you have succeeded in forging an arrangement in a meeting, those concerned will gather off-site, feeling free to voice concerns about the decision.
- ④ Once you realize that your idea has been accepted among others in a meeting, you may become liable to forget that most of them actually had different opinions.

(2) 本文中の に入る最も適切な語を①～④から一つ選び、番号で答えよ。

- ① mental ② personal ③ physical ④ social

(3) 下線部②の内容を表す英語を書け。

(4) 下線部③の意味を日本語で書け。

(5) 下線部④が表す内容について、30字以下の日本語で書け。

(6) 下線部⑤の意味を日本語で書け。

(7) 下線部⑥の内容を説明した文として最も適切でないものを①～④から一つ選び、番号で答えよ。

- ① As long as we base our judgements on solid facts without inclinations or hunches, our repeated attempts to convince one another will be in vain.
- ② If we argue that putting a great deal of value on reasoning is the only way to deepen our mutual understanding, we will emphasize our feelings.
- ③ If we regard our own view of logical thought as most reasonable without considering the views of others, it will prevent us from knowing each other.
- ④ Unless we keep in mind that what has happened to us affects how we feel, we will end up with failures to communicate our ideas effectively.

(8) 次の英文を入れるのに最も適切な場所を、本文中の ～ から一つ選べ。

We can only do so by starting with an exploration of his or her intuition.

(9) 下線部⑦の語を、文全体の意味が通るように並べ替えて書け。

4 次の(1)、(2)の問いに答えよ。

(1) 次の①～③の内容を表す英語を書け。

学校教育全体及び各教科・科目等の指導を通してどのような資質・能力の育成を目指すのかを明確にしながら、教育活動の充実を図るものとする。その際、生徒の発達の段階や特性等を踏まえつつ、次に掲げることが偏りなく実現できるようにするものとする。

- ① 知識及び技能が習得されるようにすること。
- ② 思考力、判断力、表現力等を育成すること。
- ③ 学びに向かう力、人間性等を涵養^{かん}すること。

(「高等学校学習指導要領(平成30年告示)解説 総則編」より)

(2) 高等学校学習指導要領(平成30年告示) 解説 外国語編 英語編において、英語コミュニケーションIの「書くこと」の領域目標では、「社会的な話題について、使用する語句や文、事前の準備などにおいて、多くの支援を活用すれば、聞いたり読んだりしたことを基に、基本的な語句や文を用いて、情報や考え、気持ちなどを論理性に注意して文章を書いて伝えることができるようにする。」とある。

これらを踏まえ、高等学校英語教員として生徒の書く力を高めるために、授業でどのような言語活動に取り組むか。留意点を含め、100語程度の英語で書け。

解答の際は、次の記入例にならって書き、コンマやピリオドなどの記号は語数に含めないこと。

記入例					
Do	you	know	what	date	it
is	today?	Well,	it's	August	21.

