

令和 2 年度入学者選抜試験問題表紙

英 語

(注意事項)

1. 試験開始の合図があったらすぐに枚数確かめ、受験番号を全てに記入してください。

表紙 1 枚

英語その 1 1 枚

英語その 2 1 枚

英語その 3 1 枚

英語その 4 1 枚

英語その 5 1 枚

2. 試験終了後、全ての用紙を回収します。

3. 用紙が不足していたり、印刷が不鮮明なときは手を挙げて監督者に知らせてください。

受 験 番 号

令和 2 年度入学者選抜試験問題並びに答案用紙（英語その 1）

I 次の英文を読み、下の設問に答えなさい。（\*がついた語は脚注がある）

When I was growing up, my reading ability was severely \*impaired.

I couldn't read at all in my early years of elementary school. I'd look at the words on the page, but they made no sense. I couldn't sound them out, I couldn't connect the symbols printed there with the language I knew and used every day.

①Back in the 1950s, when I was young, there were only two reasons you couldn't read in the third grade. You were stupid, or you were stubborn. But I was just \*baffled, and frustrated, and always worried about school.

People didn't start talking about②dyslexia until ten years after I was in third grade and they didn't start really helping typical kids with it until ten years after that. Today, I ( A ) classified as dyslexic.

As it was, I got Fs in elementary school, with the occasional D. My \*savior was my grandmother—my mom's mother Sonia, a classic \*4-foot-10 Jewish grandmother. She was always telling me I was something ( あ ).

My mother was ③upset—her son was failing third grade! She went off and found me a reading tutor, who slowly taught me to \*lasso the letters and the words on the page. My grandmother, on the other hand, was totally ④imperturbable. It was a real \*counterpoint.

She just kept telling me, “( い ). Your curiosity is good. Think big!” My grandmother⑤could see beyond the report card; it felt like she could see inside my head. She knew I was as hungry to learn as every other kid. I just had a hard time satisfying that hunger.

My grandmother really helped make me something of a dreamer. She said to me,⑥“Don't let the system define you. You're already defined—( い )!”

( B ) to a boy in elementary school—“Don't let the system define you!” But thank goodness she did. My grandmother taught me a lot, but one of the most important things she \*imparted was that ( C ) one champion.

When you can't read, and then when you've learned to read with real effort, a couple of things happen. First, in school, you hide out. If you can't do the reading, you can't answer the teacher's questions in class. So I was always ⑦ducking, not raising my hand, trying to be invisible. I was trying to avoid being ⑧humiliated.

When reading is hard work, you're cut off from the ease with which people learn by reading. And you're cut off from stories. For most people, reading is simply an unthinking tool—sometimes it's hard, when the material is hard, but often it's a source of joy or fun or pleasure. It's always a source of great stories.

But reading itself was so hard for me, I didn't \*curl up with a book just for fun, just to be carried off to a different world the way so many kids are—and adults, too, of course. And I couldn't decide the way a sixth grader might that I was interested in something—the solar system, whales, Abe Lincoln—and go check out a stack of books on that topic from the library.

I had to be \*resourceful to learn what I wanted to learn, and also patient and determined.

My reading ability gradually improved throughout high school. If what I had was dyslexia, I seemed to grow out of it as I grew up. As an adult, I do read—I read scripts and newspapers, books and magazines, memos and email. But every page is an effort. The work never fades. Reading for me, reading for someone who is dyslexic, I think, is a little bit like what math is for many people: you have to work so hard at getting the problem into your brain that you can lose track of the point of the problem itself. Even today, in my sixties, the physical effort of reading \*drains some of the pleasure I might take from whatever it is I'm reading.

What I think is amazing is that, despite my struggle with reading, two vital things survived: the joy I find in learning, and my passion for stories. I was the kid who wanted nothing more than to avoid questions in the classroom, and now I ⑨relish the chance to be an eager student, to ask questions of people who are themselves discovering the answers.

I was the kid who didn't have the pleasure of losing himself in all those great growing-up classics—\*James and the Giant Peach, \*Charlotte's Web, \*Dune, \*A Wrinkle in Time, \*The Catcher in the Rye—but now I spend my life helping create exactly those kinds of completely \*absorbing stories, just on screen.

Source: *A Curious Mind: The Secret to a Bigger Life* by B. Grazer and C. Fishman

\*注 impaired>impair=損なう, baffled>baffle=当惑させる, savior=救済者, 4-foot-10=約147センチメートル, lasso=捕える, counterpoint=対照的なもの, imparted>impart=伝える, curl up=体を丸くする, resourceful=創意に富んだ, drain=取り去る, James and the Giant Peach=児童文学作品の題名, Charlotte's Web=児童文学作品の題名, Dune=SF小説の題名, A Wrinkle in Time=SF小説の題名, The Catcher in the Rye=長編小説の題名, absorbing=夢中にさせる

From A CURIOUS MIND: The Secret to a Bigger Life by Brian Grazer and Charles Fishman. Copyright © 2015 by Brian Grazer. Reprinted with the permission of Simon & Schuster, Inc. All rights reserved.

受験番号

令和 2 年度入学者選抜試験問題並びに答案用紙（英語その 2）

1. 下線部①～⑤の語の意味に最も近いものをそれぞれの選択肢の中から一つずつ選び、その記号に○を下さい。

- |                  |              |                |             |
|------------------|--------------|----------------|-------------|
| ① ア embarrassing | イ emphasized | ウ disappointed | エ surprised |
| ② ア delight      | イ calm       | ウ indifferent  | エ impatient |
| ③ ア smiling      | イ losing     | ウ hiding       | エ reading   |
| ④ ア disgusted    | イ irritated  | ウ pleased      | エ ashamed   |
| ⑤ ア enjoy        | イ offer      | ウ miss         | エ deny      |

2. 下線部(1)が表す内容に最も近いものを次の選択肢の中から選び、その記号に○を下さい。正解は一つとは限らない。

- |                                    |  |
|------------------------------------|--|
| ア People were stupid and stubborn. | イ People did not talk about dyslexia.      |
| ウ Dyslexia did not exist.          | エ Dyslexia was yet to be fully understood. |

3. 下線部(2)はどのような状態をさすか日本語で説明下さい。

4. 空欄（ あ ）に入る最も適切な語を次の選択肢の中から一つ選び、その記号に○を下さい。

- |           |           |          |       |
|-----------|-----------|----------|-------|
| ア strange | イ special | ウ stupid | エ new |
|-----------|-----------|----------|-------|

5. 空欄（ い ）には同じ文が入るが、最も適切なものを選択肢の中から一つ選び、その記号に○を下さい。

- |                   |                  |                     |                   |
|-------------------|------------------|---------------------|-------------------|
| ア You're puzzled. | イ You're stupid. | ウ You're protected. | エ You're curious. |
|-------------------|------------------|---------------------|-------------------|

6. 下線部(3)について、筆者の祖母は何について理解していたのか、日本語で説明下さい。

7. 空欄（ A ）（ B ）（ C ）に入る適切な語句を次の選択肢の中から一つずつ選び、その記号に○を下さい。

- |                                |                           |                           |                            |
|--------------------------------|---------------------------|---------------------------|----------------------------|
| （ A ） ア have been              | イ might have been         | ウ have maybe been         | エ had been                 |
| （ B ） ア How bad to say         | イ What she wanted to say  | ウ How good to say         | エ What a thing to say      |
| （ C ） ア all you really need is | イ all she really needs is | ウ only you really need is | エ only she really needs is |

8. 下線部(4)の意味に最も近いものを選択肢の中から一つ選び、その記号に○を下さい。

- |                                    |  |
|------------------------------------|--|
| ア You cannot rely on anyone ever.  | イ You never know how the system works for you. |
| ウ Only you can decide who you are. | エ No one can understand your difficulties.     |

9. 筆者の祖母が筆者にしてくれたことを選択肢の中から一つ選び、その記号に○を下さい。

- |  |
|--|
| ア She found him a reading tutor.                               |
| イ She encouraged him to read more.                             |
| ウ She told him that his interest in things was very important. |
| エ She encouraged him to eat more to satisfy his hunger.        |

10. 本文中で述べられているものを次の選択肢の中から一つ選び、その記号に○を下さい。

- |   |
|---|
| ア Thanks to the author's grandmother, the author could read like the other kids.      |
| イ The school system does not properly support students who have reading disabilities. |
| ウ Dyslexia can become less of a problem with family support and self-determination.   |
| エ Teachers do not have enough resources to help students with reading disabilities.   |
| オ People with dyslexia should read the classics to appreciate good writing.           |

受験番号

小計

令和 2 年度入学者選抜試験問題並びに答案用紙（英語その 3）

II 次の英文を読み、下の設問に答えなさい。（\*がついた語は脚注がある）

Traditionally whatever is worn on the head, whether or not it grows there naturally, is a sign of the mind beneath it. The hat therefore, like the hair, expresses ideas and opinions.<sup>(1)</sup> Since the head is one of the most vulnerable parts of the body, many hats also have a protective function, shielding their wearers from extremes of climate and from human aggression. The man's hat of the nineteenth and early twentieth century, which was derived ultimately from the medieval helmet, protected its wearer both physically and psychologically. The heavy crown \*deflected blows; the brim shaded the face from strong sunlight and close scrutiny; the conventional shape expressed the conventionality of the mind it covered. The stiffer the hat, in general, the ( a ) the social class of its wearer and/or the ( b ) conventional his views: the aristocrat in his topper, \*the City man in his bowler, were literally hard-headed.<sup>(2)</sup> The symbolically appropriate disadvantage of<sup>(3)</sup> such hats was that they were easy to knock off if anyone dared to do so. Working men and boys, on the other hand, wore soft cloth caps, less \*formidable-looking but harder to remove; their prestige, such as it was, was ( c ) easily damaged by direct assault.

Women's hats, too, once had important symbolic meanings, though here social role rather than social status was uppermost. Throughout most of the nineteenth century all respectable wives, widows and \*spinsters wore not one but two symbolic head coverings. Except for young unmarried girls, an indoor cap of muslin or silk, trimmed with lace and/or ribbon, was an essential part of the everyday costume. It was \*donned \*on arising, and could be dispensed with only for formal evening entertainments.<sup>(4)</sup> Usually this cap was white, expressing the conventional purity and delicacy of the mind within; if the woman was in \*mourning it might be black (more suitable as a container of sad thoughts) or trimmed with a black ribbon.

When the middle-class woman left her house, even to walk in the garden, she put on a hat or bonnet — over her cap if she wore one. She thus shielded her pure and private thoughts, covering them with an elaborate and conventional representation of contemporary public femininity. A well-dressed female who appeared out of doors without her hat, or indoors without a cap (if she was old enough to wear one), was assumed to be emotionally distracted, mentally disturbed or of loose morals.

By the 1890s caps had been given up by all but the elderly or exceptionally \*prim; but men's and women's hats continued to flourish for the next half-century, offering a remarkable ( A ) of expressive form. In America the hat was a status ( B ) of a special kind. These were the great years of European immigration, and as boatload after boatload of hatless peasants landed, those who wanted to make it plain that they were not themselves ignorant “\*greenhorns,” or that they were of a higher class ( C ) than most immigrants, took ( D ) to wear hats.

Source: *The Language of Clothes* Vol. II by Alison Lurie

\*注 deflect = かわす, the City man = (the City の) 実業家, formidable = 物々しい, spinsters = 未婚女性《古・軽蔑的》, donned > don = 着る, on arising = 朝起きてすぐ, mourning = 喪の期間, prim = 取り澄ました, greenhorns = 初心者

Reprinted from "LANGUAGE OF CLOTHES BOOK2" by  
Alison Lurie EIHOSHA.

受験番号

令和 2 年度入学者選抜試験問題並びに答案用紙（英語その 4）

1. 下線部(1)を日本語に訳しなさい。

2. 空欄 ( a )～( c ) を補うのに適切な組み合わせのものを以下のア、イ、ウから選一つ選び、その記号に○をしなさい。

- ア：( a ) more ( b ) higher ( c ) less  
イ：( a ) less ( b ) more ( c ) higher  
ウ：( a ) higher ( b ) more ( c ) less

3. 下線部(2)の説明として最も適切なものを以下の文の中から一つ選び、その記号に○をしなさい。

- ア Upper-class men are literally hard-headed.  
イ The upper or middle-class status can be easily damaged.  
ウ Working men wanted to knock off the City man's hat.  
エ Few working men dared to challenge upper-class men.  
オ Upper-class men wore more formidable-looking hats.

4. 下線部(3) “such hats” の具体例として適切なものをすべて、以下の語群から選び、記号に○をしなさい。

- ア：topper イ：bowler ウ：cloth caps エ：bonnet オ：head coverings

5. 下線部(4)について、なぜ “white” なのか説明している部分を日本語に訳しなさい。

6. 以下のア～オの文について、本文の内容と合っている場合は T、合っていない場合は F に○をしなさい。

- ア T・F As a symbol of their status, women's hats were even more important than men's hats.  
イ T・F In the nineteenth century, some women wore two head coverings.  
ウ T・F A well-dressed middle-class woman who wore no hat was regarded as a woman of loose morals.  
エ T・F Wearing a hat was assumed to be a respectable women's way of showing their femininity.  
オ T・F Women who wore caps were in the minority at the end of the nineteenth century.

7. 空欄 ( A )～( D ) を補うのに最も適切な語を以下の語群から選び、解答欄に書きなさい（1語1回）。

care origin symbol variety

(A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_ (D) \_\_\_\_\_

受験番号

小計

## 令和 2 年度入学者選抜試験問題並びに答案用紙（英語その 5）

Ⅲ 次の問いに対するあなた自身の考えを導入、本文、結論を含め、150 語程度の英語で書きなさい。なお、あなたの考えの根拠を少なくとも 3 つ挙げて書きなさい。

Should the number of foreign workers coming to Japan be increased?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

受験番号

小計