

令和3年度 英語1教科入試
入学試験問題 (2月4日)

英 語 (60分)

注 意

- 1 この問題用紙は、試験開始の合図で開くこと。
- 2 問題用紙と解答用紙に受験番号・氏名を記入すること。
- 3 答えはすべて解答用紙に記入すること。
- 4 印刷がわからない場合は申し出ること。
- 5 試験終了の合図でやめること。

受験番号		氏名	
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東京都市大学等々力中学校

1 空所に入れるのに最も適切なものを選び、記号で答えなさい。

1. Her sympathy was () in her attitude.

ア appear イ appearance ウ apparent エ appealing

2. The shy boy blushed at her ().

ア component イ complicated ウ compliment エ comprehension

3. A man of weak morals will lack ().

ア hurt イ dignity ウ obesity エ survival

4. He was () of the announcement made by the government.

ア traitor イ odd ウ nuisance エ skeptical

5. The student was not () at the graduation ceremony.

ア attend イ fame ウ attendance エ present

2 次の語句を日本語の意味に合うように並べかえたとき、() 内で2番目、5番目、8番目にくるものを選び、記号で答えなさい。ただし、文頭にくるべき語も小文字にしてあります。

1. その国の生活水準は改善していると報じられている。
(ア be イ living ウ improving エ standard オ of カ reported キ is ク to
ケ the country's) .
2. 息子が宿題を終わらせるまで家からは出て行かせない。
(ア his homework イ my son ウ I エ leave オ home カ won't キ let ク finishing
ケ without) .
3. ドアポケットに物が引っかからないようご注意ください。
Please (ア the door pocket イ be ウ not エ anything オ careful カ caught キ to
ク get ケ in) .
4. 私の妹は、暗くなる前に私が帰ってくると思っている。
My sister (ア dark イ to ウ it エ expects オ before カ me キ come ク gets
ケ home) .
5. 親は子どもたちがオンラインゲームで長時間過ごすのをやめさせなければならない。
Parents (ア on イ from ウ to エ spending オ too much time カ discourage キ have
ク their kids) online games.
6. 授業の開始時間を守ることは大切だ。
(ア you イ is ウ on エ be オ important カ for キ that ク it ケ time) the start of the
lesson.
7. 私は胸を高鳴らせながら自分の名前が呼ばれるのを待っていた。
I (ア beating イ my heart ウ to エ my name オ with カ waiting for キ be ク called
ケ was) .
8. 私たちがしてきたことは間違いではないと思う。
(ア we イ don't ウ have エ done オ is カ wrong キ what ク I ケ think) .

3 次の問いに答えなさい。

A. 次の会話文の空所に入る最も適切な選択肢を、記号で答えなさい。

Yuta: Hey there, Reina. How's the semester going?

Reina: It's going pretty well. All of my classes are excellent, and I'm really into the drama club.

Yuta: That's great. What makes you like the drama club so much?

Reina: Well, the main reason is that the plays we do are really cool. It's also really (1).

Yuta: Why do you say that?

Reina: Well, lots of reasons, but I guess it's mainly because I have to memorize my lines in the plays. It takes more than a month to remember all of them. However, I guess what I like most about it is performing on stage. It's awesome.

Yuta: Personally, I'm more into sports these days. In fact, I'm thinking of joining the tennis club at university.

Reina: Oh really? I prefer golf actually. I started playing recently with my dad, and it's really good fun!

Yuta: It seems to me that tennis is a more demanding sport than golf. One reason is that tennis requires better hand-eye coordination. Also, just look at how fast-paced tennis matches are.

Reina: So, you don't think that golf is difficult.

Yuta: No, that's not what I mean. Of course, golf isn't easy. (2) that tennis is more tiring, so the players have to be more athletic.

1. ア sociable
イ creative
ウ challenging
エ flexible

2. ア What I'm trying to say is
イ I don't think
ウ One of the reasons is
エ What's even more important is

B. 次の会話文を読んで、あとの問いに記号で答えなさい。

Ryo: Hi Yuko. Have you seen the film *Lucy*? In it, Morgan Freeman plays a scientist, and he said that humans only use 10% of their brain capacity. Can you believe that?

Yuko: No, I haven't seen it and after what you said, I don't think I will.

Ryo: What? Why not?

Yuko: Well, I've been interested in neuroscience for a while, and I can tell you that the idea that we only use 10% of our brain is actually a myth. I watched a TED talk that showed how human beings use 100% of their brain capacity. In fact, the brain is a very efficient, energy-demanding organ that is always fully used even when it is suffering from information overload.

Ryo: What do you mean by that?

Yuko: Well, it simply means that there's usually far too much in our environment for the brain to fully process. So, to solve this overload problem, evolution devised a solution, which is the brain's attention system. Attention allows us to notice, select and direct the brain's resources.

Ryo: Well, that's a shame. I liked the idea that I might be able to access unused parts of my brain somehow and then I could pass all my tests.

Yuko: If you want to pass your tests, just focus your attention on what you need to study and let your brain use 100% of its resources to help you pass! It's as simple as that. And don't take for gospel something you learned about in a Hollywood film!

1. Why did Yuko say "I don't think I will"?

- ア Because she is too busy studying neuroscience to see the film.
- イ Because she prefers watching a TED talk to going to the movies.
- ウ Because she learned our brain is energy-demanding and it is always overloaded.
- エ Because she thinks the film doesn't tell the truth from the scientific point of view.

2. How does a human brain overcome the problem of information overload?

- ア It focuses on all the information carefully to process it.
- イ It concentrates on the most important things.
- ウ It starts to use only 10% of its power to save energy.
- エ It helps people to access unused parts of their brain.

3. Which phrase is closest in meaning to don't take for gospel?

- ア Don't believe everything you see or read.
- イ Don't talk about things unless you understand them fully.
- ウ Always do your own research.
- エ Always try to understand everything.

C. 次の会話文を読んで、あとの問いに記号で答えなさい。

Haruto: Hi there, Mai. Have you heard about Greta Thunberg?

Mai: Oh, it rings a bell. She's Swedish, isn't she?

Haruto: That's right. She won a climate change essay competition in a local newspaper and then she started holding weekly protests outside the Swedish Parliament building.

Mai: But what about her studies? Doesn't she go to school?

Haruto: Well, she goes to school but not on Fridays. On Fridays she stands outside Parliament with a "School Strike for Climate" sign. Now, loads of students have joined her. Not just in Sweden but around the world!

Mai: Really? Don't they get into trouble?

Haruto: That's the point. She believes that it's the only way to get governments to take the future seriously. If governments around the world don't work together to cut carbon emissions, then it's going to be left to young people to solve these problems in the future.

Mai: Are you thinking of joining the strike?

Haruto: I'm definitely thinking about it, but it's a big decision. I don't want to annoy my school or harm my studies, but how else can we get the government to transform their policies and take these ideas seriously?

Why is Haruto thinking about joining the strike?

- ア Because he wants to collect information in order to win an essay competition.
- イ Because he thinks otherwise the government won't change their approach to help with climate change.
- ウ Because he really admires Greta Thunberg and thinks it is a good idea not to go to school on Fridays.
- エ Because he wants to understand how going on strike can help him in the future.

D. 次の会話文を読んで、あとの問いに記号で答えなさい。

Yukiko: Hey there, Sota. How often do you use social media?

Sota: Me? Probably too much!

Yukiko: Same here. I've been reading about it, though, and I think I need to cut down how much I use it.

Sota: Really? But you're always on your phone!

Yukiko: I know and that's the problem. I love using my phone and looking at social media. It's so much fun. Plus my mum and dad are on social media all the time.

Sota: I know! My mum and dad are on Facebook all the time. And then they have the cheek to complain about how much I use it. They're such hypocrites.

Yukiko: That's true. But I think it's more than that. I read a report recently saying that there is a very clear connection between time spent using things like Twitter, Instagram or Facebook and depression in teenagers.

Sota: But you're not depressed, are you?

Yukiko: No, not at all. But equally, I do feel quite bored with things when I put my phone down. And after reading the report, it makes me wonder if all that time spent looking at social media is not good for me. I'm thinking about using one of those apps that limits how much time I can spend looking at my phone or something like that.

Sota: That's a good idea. Really, I should do something similar. Hey, why don't we both do it? That way we can encourage and help each other.

Yukiko: That's a wonderful idea. Thanks a lot!

What made Yukiko think about limiting her time looking at social media?

- ア Her mum and dad are always complaining about the time she spent on her phone.
- イ Sota asked her to use an app that limits the amount of time she can use her phone.
- ウ She read a report about the link between social media use and unhappiness in young people.
- エ She thinks her mum and dad are hypocrites for saying she shouldn't use her phone while they look at social media a lot, too.

4 次の英文を読んで、あとの問いに答えなさい。

I would like to confess about an embarrassing experience I had when I was young. The president of a company asked me to set up a lunch meeting with a famous critic. The president was known to be a successful business person and had good leadership skills. But that time, he must have been very nervous to meet with the critic for the first time as he wasn't as confident as usual.

Before the lunch, a waiter asked us about the drinks. The critic said, "I'll have my usual Campari and soda," and asked us, "What would you guys like to have?" The president replied, "I'll have the same," and his secretary said, "Me, too," then I, sat at the seat of least honor, said, "Me, too," without thinking. The critic was surprised and asked us, "Why did you order the same thing as me? I doubt you usually drink alcohol at lunch, do you? And I would assume you don't normally drink Campari, do you?" The president, his secretary and I all blushed in shame.

Surprisingly, the meeting went very well because the Campari "incident" led to the critic's favorite topic, which is "Why Japanese agree with other people so easily?" In the end, our shame turned into a good subject of conversation. Looking back, I still don't know why I ordered the darn Campari soda, though.

Generally speaking, Japanese are cooperative, follow the rules, and try to do the same as other people. The positive side of these characteristics are shown when people have to line up for water at the time of natural disasters, or form queues and ride on public transportation such as trains and buses in an orderly manner. This kind of behavior would usually lead to a big "Thumbs up!" But the flip side of these characteristics can lead to a situation like the "Campari soda incident" that I wrote about earlier. We tend to feel comfortable if we do the same thing as others without having to think. One's own "individuality" becomes buried under the group mentality.

Japanese educational circles have long been aware of this, and the importance of "developing one's individuality" has been an essential theme for a long time. "*Yutori* education (a more relaxed education policy)" was implemented to find "one's own unique quality" and to give more time to this search rather than simply increasing knowledge. But after the criticism that "*Yutori* education" could be the cause of declining academic achievement, this more relaxed education policy was reversed. Another answer to the question of "how to develop one's individuality" hasn't yet been found. This lacking in personality, which is a characteristic of Japanese people, often caused by peer pressure in society is hard to change. I'm not a specialist in education, and I know that the teachers are trying their best to improve the current situation. But in my humble opinion, it seems that parents expect too much from "school education." Isn't it good enough that the schools have extracurricular activities for the students? Isn't it a better and faster way to develop children's personality if the parents can show them the benefits of not only engaging in activities in the local community but also through simply being oneself?

Parents can prove to them that even if they are not self-assertive, they will be respected when they act differently from their "neighbors" as long as it doesn't bother other people. That should be enough. I hope to see the world where the nicest compliment is something like, "It is a little bit different, but that's OK!" It would be nice to hear that regularly in Japan. If society respects the independent values of others, people won't become isolated. Surprisingly, when you look at the Japanese people individually, there are many interesting and "strange" ones. A person who has a unique hobby and knows it deeply, who knows very well about the local history, who has hidden abilities, who has had a bumpy life, is usually unique and engaging. It's a pity if they hide their personalities for fear of "isolation." Oh, for what it's worth, I've decided not to order "Campari soda" at a restaurant anymore.

1. Why did the author mention the incident at lunch time?
 - ア To show how successful a business person the president was.
 - イ To show the critic's ironic personality.
 - ウ To illustrate that Japanese people often agree with others without thinking.
 - エ To show that all the people there liked the same drink by chance.
 - オ To explain that Japanese people tend to feel confident.

2. Which of these ideas does the author NOT mention about Japanese people?
 - ア Their way of speaking is polite.
 - イ They're willing to work together.
 - ウ They tend to obey rules.
 - エ They don't mind doing the same thing as others.

3. Which answer is the closest in meaning to the underlined phrase lead to a big "Thumbs up!" ?
 - ア To be regarded as mysterious.
 - イ To earn high praise.
 - ウ To chorus "Cheers" before they start drinking.
 - エ To agree with other people easily.

4. Choose the INCORRECT statement about "*Yutori* education."
 - ア The Japanese government thought "*Yutori* education" could help students to develop their personality.
 - イ It's based on the idea that one's own unique quality is more important than simple knowledge.
 - ウ Having been criticized for worsening academic ability, it was abolished.
 - エ After "*Yutori* education", some other solutions were developed.

5. Which of the following statements would the author agree with?
 - ア Peer pressure from society can be removed by Japanese educational programs.
 - イ Teachers in Japan should try harder to develop students' individuality.
 - ウ Parents in Japan shouldn't expect more than extracurricular programs.
 - エ Adults in Japan should stay home as much as possible and teach their children by themselves.

6. Choose the TWO words which are closest in meaning to the underlined word "strange."

ア assertive	イ different	ウ independent
エ isolated	オ local	カ unique
キ pitiful	ク valuable	ケ fearful

7. 日本人に対する筆者の考えとして最も適切なものを、記号で答えなさい。
 - ア 自分の願いを叶えるためなら、周囲に多少迷惑をかけても気にしてはいけない。
 - イ 周囲に迷惑をかけないためにも、自己主張を強くしすぎてはいけない。
 - ウ たとえ周囲から孤立しようとも、自分自身の個性を大切にすべきだ。
 - エ 自分が周囲の人と違うことを、心配しすぎてはいけない。
 - オ 周囲の人に合わせる事ができるという国民性を、今後も大切にすべきだ。

8. 本文の内容に合うように、以下の空所を日本語で埋めて文を完成させなさい。
 筆者は、もうレストランでカンパリソーダを注文するのはやめようと思った。なぜなら、

5 Please write an essay of 80-100 words on the following topic.

Some people say that technological inventions, such as mobile phones, are decreasing the amount of social interaction between people.

Do you agree or disagree? Why?

