

令和4年度入学試験問題

受験上の注意

1. 監督の指示により、解答用紙に受験番号（算用数字）、氏名、フリガナを記入し、受験番号および該当する試験日をマークしてください。
記入については解答用紙の注意事項に従ってください。
2. 問題冊子の解答番号と解答用紙の番号を間違えないように注意してください。
3. 英語の問題は、2～15ページにあります。試験開始の合図があったら、まずページ数を確認してください。
4. 受験票を試験時間中は、机上の受験番号の下に呈示しておいてください。
5. 質問、その他用件があるときは、手を上げて合図してください。
6. 試験時間中の退場は認めません。
7. 試験時間は60分です。
8. この問題冊子は持ち帰ってください。

開始の合図があるまで開かないでください

英語

[1] 次の [1] ~ [5] の文中で適切でない語(句)を①~⑤のうちから一つずつ選び、
解答番号 [1] ~ [5] の解答欄にマークしなさい。

- [1] Exercise is to the body what as thinking is to the brain.
① ② ③ ④ ⑤
- [2] There is any evidence whatsoever that competition in broadcasting has ever reduced costs.
① ② ③ ④ ⑤
- [3] People tend to believe that the huge economic growth experienced in Japan is partly due people's exclusiveness and narrow-mindedness.
① ② ③ ④ ⑤
- [4] The Tower of London, located on the north bank of the Thames, had been used to a prison and a fortress for many centuries.
① ② ③ ④ ⑤
- [5] To my fact, I was surprised to discover that many of them opposed the war in Vietnam.
① ② ③ ④ ⑤

[2] 次の [6] ~ [10] の空所に入れるのに最も適切な語(句)を①~⑤のうちから一つずつ選び、解答番号 [6] ~ [10] の解答欄にマークしなさい。

- [6] _____ they were educated to live instead of to earn and spend!
① Could ② I want ③ About ④ If only ⑤ What
- [7] At most, he will get one fourteenth of total profits _____ .
① if all ② if any ③ if some ④ if none ⑤ no matter if

- 8 The budget was large _____ to allow me to conduct additional experiments.
① wonderful ② enough ③ thought ④ good ⑤ well
- 9 She was certainly familiar _____ his work.
① to ② of ③ by ④ out ⑤ with
- 10 _____ what we will, he never changes his mind.
① Tell me ② Go ③ Say ④ So ⑤ May

[3] 次の11～16の日本語を表す英文を完成させるとき、文中の空所Xに入れるのに最も適切な語を①～⑤のうちから一つずつ選び、解答番号11～16の解答欄にマークしなさい。

- 11 写真が絵にとって代わるときが、急速に近づいてくるだろう。
The time () () approaching () photography (X)
() painting.
① fast ② replace ③ when ④ is ⑤ will
- 12 30分たったら私の部屋に来てもらいたいのだが。
I () appreciate () () you (X) join me in my room
() thirty minutes.
① it ② in ③ would ④ if ⑤ could

13 私の特論は、人類も精一杯努力すれば、自然の容赦ない破壊力に打ち勝つことができるのではないか、ということである。

I have (X) maintained that () strenuous effort () could () the impartial destructiveness of ().

- ① always ② defeat ③ nature ④ with ⑤ mankind

14 その保存状態がてんでばらばらなので、どういう性質のものかまるでわからなくなってしまう。

The confusing diversity of their () of preservation can () their () (X) () obvious.

- ① but ② anything ③ nature ④ make ⑤ modes

15 若い世代は年上の者を責める理由をたくさん持っていないわけではない。

It's () (X) the younger generation doesn't have () () reasons () accuse its elders.

- ① plenty ② not ③ that ④ to ⑤ of

16 クラスメートはたいてい15になっていたが、ジリアンだけは遅くて、学年半ばの2月4日でやっとその歳を迎える。

Most had () turned fifteen, () Gillian the last one in her class; she wouldn't be fifteen () the fourth of February, halfway (X) () school year.

- ① until ② the ③ with ④ already ⑤ through

[4] 次の [17] ~ [22] の日本語に最も適する英文を①~⑤のうちから一つずつ選び、
解答番号 [17] ~ [22] の解答欄にマークしなさい。

[17] 1週間以上長持ちしたノートは少ししかない。

- ① Few notebooks lasted less than a week.
- ② Few notebooks lasted only a week.
- ③ Few notebooks lasted more than a week.
- ④ Few notebooks lasted long during a week.
- ⑤ Few notebooks lasted more through a week.

[18] このことの重要性は、いくら言っても足りないくらいである。

- ① The importance of this can hardly be exaggerated.
- ② The importance of this can hard be exaggerated.
- ③ The importance of this may hardly exaggerated.
- ④ The importance of this should hard be exaggerated.
- ⑤ The importance of this hardly be exaggerated.

[19] 公共交通機関を利用する客が3分の1減った。

- ① Passengers on all forms of public transportation dropped in one third.
- ② Passengers on all forms of public transportation dropped at one third.
- ③ Passengers on all forms of public transportation dropped to one third.
- ④ Passengers on all forms of public transportation dropped for one third.
- ⑤ Passengers on all forms of public transportation dropped by one third.

20 学生たちはようやく普通のキャンパスライフを送れるようになった。

- ① The students are finally able to enjoying a normal campus life.
- ② The students are finally able to enjoys a normal campus life.
- ③ The students are finally able to enjoyable a normal campus life.
- ④ The students are finally able to enjoy a normal campus life.
- ⑤ The students are finally able to enjoyed a normal campus life.

21 彼らはただただひたすら親切にしてくれた。

- ① They were kind only to me.
- ② They were only much kind to me.
- ③ They were only so kind as me.
- ④ They were only too kind to me.
- ⑤ They were only just kind to me.

22 そんなの朝飯前だ。

- ① It is a piece of bread.
- ② It is a piece of cake.
- ③ It is a piece of breakfast.
- ④ It is a piece of joke.
- ⑤ It is a piece of egg.

[5] 次の英文を読んで、問 1・問 2 に答えなさい。

Plucked from the Burning

The room seemed light already, yet the bed curtains were closed, and the nursemaid had not got him up. Jacky lay puzzled for a moment, then put out his head from the [23] four-poster. He saw streaks of fire on the ceiling.

In the lurid* glow he noticed that Molly and Anne, two of his sisters who slept in the same great bed with him, were gone, and the other bed, where the nurse slept with Patty and baby Charles, was empty. Five-year-old Jacky ran to the open door. The floor outside was ablaze. He ran back and climbed onto a chest of drawers near the window and pulled at the latch.

Above him the thatched roof of the rectory* crackled and burned in the strong northeast wind. Below, a crowd of neighbors were gathered in the yard and were trying to [24] douse the flames. Jacky edged onto the windowsill as far as he dared. He saw a man point up, then call out that he would fetch a ladder.

Another cried, "There will not be time!" This tall, [25] burly neighbor leaned against the wall while eager hands helped a lighter man to climb onto his shoulders. As the heat behind Jacky grew intense, the fellow stood upright, stretched his arms, and [26] plucked the boy out of the window. At that moment the roof fell in, "but it fell inward, or we would have all been crushed at once."

They carried Jacky to the house where the family had taken refuge.* Apparently Hetty, who was eleven, had been woken by a piece of burning thatch and had given the alarm. Their father, the rector* of Epworth, had run to the room where his wife slept apart because she was ill and pregnant. She woke their eldest daughter, and they dashed through the flames to safety.

Then the rector rushed upstairs to the nursery. The maid seized baby Charles and ordered the others to follow, but no one noticed that Jacky lay fast asleep through the

[27] uproar. When the rector realized the child was missing, he tried to get up the stairs again, but they were on fire and would not bear his weight. In agony of mind he knelt in the hall and [28] commended John Wesley's soul to God.

But here was Jacky safe and sound, "a brand plucked out of the burning." The Reverend* Samuel Wesley, his house in ashes, his books and writings gone, cried out in joy: "Come, neighbors! Let us kneel down! Let us give thanks to God! He has given me all eight children. Let the house [29] go. I am rich enough!"

【From Wesley: The Preacher, by John Pollock, Kingsway, 1989】

注

lurid : 不気味に赤く輝く

rectory : 牧師館

take refuge : 避難する

rector : 牧師

reverend : 牧師

問 1 [23] ~ [29] の下線部の語の意味に近い語(句)を①~⑤のうちから一つずつ選び、解答番号 [23] ~ [29] の解答欄にマークしなさい。

[23] four-poster

- ① window ② ceiling ③ roof ④ bed ⑤ door

[24] douse

- ① put on ② put out ③ put off ④ put up ⑤ put over

[25] burly

- ① old ② lean ③ wise ④ young ⑤ strong

26 pluck

- ① shout ② buy ③ pull ④ fly ⑤ drop

27 uproar

- ① noise ② dream ③ hour ④ night
⑤ unconsciousness

28 commend

- ① praise ② recommend ③ bring ④ pray
⑤ put into care

29 go

- ① disappear ② continue ③ move ④ survive ⑤ travel

問2 30～33の問いの答えとして最も適切なものを①～⑤のうちから一つずつ
選び、解答番号30～33の解答欄にマークしなさい。

30 How was Jacky saved from the fire?

- ① By himself.
② By his mother.
③ By neighbors.
④ By the rector.
⑤ By the maid.

31 Who noticed the fire first?

- ① Jacky.
- ② Hetty.
- ③ A crowd of neighbors.
- ④ The rector.
- ⑤ The maid.

32 Why did the rector stop trying to rescue Jacky?

- ① Because Jacky had already been saved by the neighbors.
- ② Because he was stopped by the neighbors.
- ③ Because he knew God would save Jacky.
- ④ Because he knew that Jacky was not upstairs.
- ⑤ Because he realized the stairs would fall soon.

33 Who is Jacky's father?

- ① John.
- ② Hetty.
- ③ Charles.
- ④ Samuel.
- ⑤ The burly neighbor.

[6] 次の英文を読んで、問 1・問 2 に答えなさい。

Help from the Other Side

IN THE COURSE of my readings, the Other Side helped me answer many of the big questions I'd long [34] grappled with.

Why are we here? To learn. To give and receive love. To be the agents of positive change in the world.

What happens when we die? We [35] shed our bodies but our consciousness endures.

What is our true purpose on this earth? To grow in love – and to help others do the same.

The Other Side has also helped me answer a question that still [36] confounds many thinkers: Do we have free will to chart the course of our lives, or are our futures already mapped out? The Other Side has shown me a model of existence that is generous enough to [37] encompass both free will – the ability to act at one's own discretion* – and predeterminism, which is the belief that all events and actions are decided in advance. It is a beautifully simple model I call “free will vs. points of fate.”

Our existence is mapped out by a dazzling array of destination points that are in place before we are born. These are the points of fate – a continuum of all the crucial events, decisive moments, and significant people that constitute our time [38] here. Think of them as stars in the night sky, a collection of beacons* spread across a broad canvas.

The Other Side has shown me that we create the actions that move us from one point of fate to the next. We are the ones who connect the dots. We make the decisions that move us from one point to another, and in the process, we shape and create the picture of our lives.

Each one of us comes into this life with unique gifts and unique contributions to make. Finding and honoring our true selves will always help us navigate our points of

fate.

We must learn to recognize our own light. We must always let our truths and gifts and light guide our paths.

There are no “right” or “wrong” paths – just different lessons we learn on different paths. There are, however, definitely higher and lower paths, and taking the higher one can make learning our lessons easier. If we honor our own truths, our unique gifts, and our own light, we create a very beautiful picture indeed. And if we [39] consistently do this, we find ourselves on our true path.

While we are choosing which path to take, our loved ones on the Other Side are hoping that we will make the best choice – and even at times exerting pull to help us find it. They want us to be the best versions of ourselves and achieve happiness and fulfillment*.

Ultimately, though, it is up to us to make the choices, and that is where free will comes in. Sometimes we make decisions that lead us down a path of fear rather than a path of love. When that happens, we can [40] veer off course and become lost.

But we must never forget that we all have the innate* capacity to honor the pull and get back on the true path.

【Excerpt(s) from THE LIGHT BETWEEN US: STORIES FROM HEAVEN. LESSONS FOR THE LIVING. by Laura Lynne Jackson, copyright © 2015 by Laura Lynne Jackson LLC. Used by permission of Spiegel & Grau, an imprint of Random House, a division of Penguin Random House LLC. All rights reserved.】

注

discretion : 思慮分別

beacon : 目印

fulfillment : 目標達成

innate : 生来の

問 1 34 ~ 40 の下線部の語の意味に近い語(句)を①~⑤のうちから一つずつ選び、解答番号 34 ~ 40 の解答欄にマークしなさい。

34 grapple

- ① struggle ② grasp ③ inquire ④ support ⑤ solve

35 shed

- ① take to ② take after ③ take on ④ take out
⑤ take off

36 confound

- ① help ② please ③ anger ④ confuse ⑤ disappoint

37 encompass

- ① surround ② refuse ③ decide ④ confine ⑤ include

38 here

- ① in the dazzling array ② in the night sky ③ on earth
④ on the Other Side ⑤ in the decisive moments

39 consistently

- ① contrastively ② conclusively ③ constantly
④ contemptibly ⑤ constructively

40 veer

- ① delay ② turn ③ speed up ④ see ⑤ disappear

問2 41～45の問いの答えとして最も適切なものを①～⑤のうちから一つずつ
選び、解答番号41～45の解答欄にマークしなさい。

41 What are the two elements of the model of existence given by the Other Side?

- ① Bodies and consciousness.
- ② Free will and predeterminism.
- ③ Stars and beacons.
- ④ Gifts and contributions.
- ⑤ Discretion and advancement.

42 What assists us to navigate our fates?

- ① Believing in God.
- ② Taking the higher path.
- ③ Honoring our true selves.
- ④ Making the best choice.
- ⑤ Getting back to the true path.

43 What are our loved ones on the Other Side hoping for us?

- ① Our believing in God.
- ② Our taking the higher path.
- ③ Our honoring their true selves.
- ④ Our making the best choice.
- ⑤ Our getting back to the true path.

44 What is meant by the Other Side?

- ① God.
- ② Our ancestors.
- ③ The world before the present world.
- ④ The present world.
- ⑤ The world after the present world.

45 What is the most likely occupation of the author?

- ① A science writer.
- ② A nursery school teacher.
- ③ A bookseller.
- ④ A psychic.
- ⑤ An archeologist.