

問題は第 1 問から第 4 問までである。

解答番号は 1 ~ 45 までである。

解答は各選択肢の中から 1 つ選び、解答用紙の該当する箇所を鉛筆でぬりつぶすこと。

第 1 問 次の問い (問 1~10) の [1] ~ [10] に入る最も適当なものを、それぞれ ① ~ ④ のうちから 1 つずつ選べ。

[解答番号 [1] ~ [10]]

問 1 A: Why were you late for school today?

B: If my watch [1] slow, I could have caught the 7:30 bus.

- ① have not been ② had not been
③ would not be ④ would not have been

問 2 He is used to [2] on the left because he has lived in Japan for a long time.

- ① drive ② driving
③ driven ④ have driven

問 3 [3] not be able to come, please let us know as soon as possible.

- ① Do you ② Are you
③ Since you ④ Should you

問 4 Please see [4] it that a detailed instruction manual is attached to the computer.

- ① by ② in ③ to ④ with

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問 5 The TV reporter rushed to the spot [5] the criminal was being arrested.

- ① which ② that ③ where ④ what

問 6 If I [6] you that, you might not have gotten in trouble with him.

- ① tell ② were told
③ have told ④ had told

問 7 It is essential that the exact cause of the trouble [7] no later than the end of this week.

- ① understands ② will understand
③ be understood ④ understandable

問 8 Athletes who participate in the Olympic Games must be very [8] about drugs they take, because even common painkillers may contain some prohibited substances.

- ① cautious ② informal
③ indifferent ④ random

問 9 It's [9] help carry my bag up the stairs.

- ① as kind as you ② kind of you to
③ for you to kindly ④ that you would kindly

問 10 What kind of training do you [10] to become an Olympian?

- ① challenge ② prepare
③ submit ④ undergo

- 2 -

第 2 問 次の問い (問 1~5) において、与えられた語句を並べかえて空所を補い、英文を完成させよ。解答は [11] ~ [20] に入るものの番号のみを答えよ。

[解答番号 [11] ~ [20]]

問 1 正しい決断の助けになるように、できるだけ多くの情報を得ることはよいことである。

It is a good idea to get as much information as you () ([11]) () ([12]) () the right decision.

- ① can ② help ③ make
④ to ⑤ you

問 2 他の言語を学べば、よその国の人たちと意思の疎通を図ることができる。

Learning another language () ([13]) () ([14]) () in a different country.

- ① communicate with ② enables ③ people
④ to ⑤ you

問 3 我々に足りないのは有能な人材だということがわかった。

I found we had a () ([15]) () ([16]) () () .

- ① of ② qualified ③ shortage
④ slight ⑤ staff

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問 4 若い頃に時間を無駄にしなればよかった。

I wish I () ([17]) () ([18]) () when I was young.

- ① not ② so much ③ wasted
④ had ⑤ time

問 5 これが返事をいただく最後の機会になります。

This is () ([19]) () ([20]) () me your answer.

- ① give ② the ③ chance
④ last ⑤ to

- 4 -

第3問 次の文章を読み、問い(問1~3)に答えよ。

[解答番号 ~]

The world of **(a)** fermentation remains *shrouded in mystery, reliant largely **(ア)** the experience and knowledge of “craftsman” fermenters. The biological mechanisms at work are little understood. Now a new research project is underway to produce high-quality bio-resources by letting artificial intelligence (AI) learn the mysteries of fermentation. We spoke with Ken Kasahara of the Chitose Laboratory Corp., which is serving as the hub for a project bringing together universities, companies and governments in Japan.

“Biotechnology is being developed all over the world, but Japan is considered a leader in the field of microbial cultivation. The context for **(1)** this is the country’s proud and diverse tradition of fermentation. And yet, just as the quality of wine or sake fluctuates year to year, fermentation will always vary depending on **(イ)**. So a key task is to try to achieve stabilized production of bio-resources. One way of doing that is to let AI learn about the fermentation process by which microorganisms grow, and then analyze various data to understand the **(b)** optimal conditions for growth.”

If such cultivation technology research progresses, we may become able to produce petroleum-replacing fuels, *resins, plastics and more — all from microorganisms. Kasahara adds that if we could further utilize the characteristics of fermentation, a form of production different from the current **(ウ)** model could also be realized.

“I think the development of bio-derived energy and plastics will eventually become important, but if we tried to secure the current production volumes, we would need a lot of agricultural land,” Kasahara said. “So we decided to focus on making **(エ)** of many varieties of fermented products. For example, meat substitutes have been attracting attention recently, and now we’re seeing fermentation deployed in the development of flavors that might enhance those

products. In addition, there is a movement to use *algae, which are said to be high in protein, as food products, and we are conducting research to use fermentation in algae cultivation. Since there are limits to establishing large-scale production bases in terms of both funding and **(オ)**, it is important to spread production bases between regions and continue to make products suited to local climates at limited scale.

Since fermented products are traditionally produced and consumed locally, that same approach can be applied to scientific or technological research. In addition, as people’s tastes are diversifying, it is better to meet the needs of the world by making products according to the **(カ)** of each region rather than mass-producing them uniformly. I think if we can develop more efficient fermentation techniques as a result of this analysis, we will be able to present a new model of a **(o)** circular economy to the world.”

The bio-economy will transform the dinner tables of the future — and the key to the transformation may be research into Japanese fermentation.

出典 : Sustainable Japan Magazine by the Japan Times, June 28, 2021 一部改変

注) *shrouded つつまれて *resins 樹脂 *algae 藻類

問1 本文中の下線部 **(a)** ~ **(o)** に最も近い意味を表すものを、それぞれ

① ~ ③ のうちから1つずつ選べ。

[解答番号 ~]

(a) fermentation

- ① a state of political or social excitement and confusion
- ② the chemical breakdown of a substance by bacteria, yeasts, etc.
- ③ the action or process of applying a fertilizer to soil or land

(b) optimal

- ① connected with the sense of sight
- ② best or most favorable
- ③ expecting good things to happen

(o) circular

- ① connected with the natural environment
- ② sent to a large number of people
- ③ moving around in a circle

問2 本文中の **(ア)** ~ **(カ)** に入る最も適当なものを、それぞれ

① ~ ③ のうちから1つずつ選べ。

[解答番号 ~]

(ア)

- ① by
- ② on
- ③ to

(イ)

- ① the experience and knowledge
- ② the quality and the quantity
- ③ temperature and humidity

(ウ)

- ① cultivation
- ② AI
- ③ mass-production

(エ)

- ① high quality
- ② large quality
- ③ small quantities

(オ)

- ① productions
- ② locations
- ③ products

(カ)

- ① local tastes
- ② same approach
- ③ limited scale

問3 本文中の下線部 (1) の内容として、最も適当なものを ① ～ ③ のうちから1つ選べ。

[解答番号]

(1) this

- ① Japan is considered a leader in the field of microbial cultivation.
- ② Biotechnology is being developed all over the world.
- ③ A new research project is underway to produce high-quality bio-resources.

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“If my kids know what I’m doing and why I’m doing (オ), they can then feel like they’re part of the team that’s making this happen,” she says.

Even though kids are *transitioning back to in-person classrooms, experts say the insights they’ve gained into their parents’ work lives over the past year have likely led to positive emotional developments. Here’s how you can maximize the (C) time you have of working and schooling together from home.

How can parents continue to integrate their work life in a way that benefits their children’s social and emotional development? Experts offer up these ideas.

Take your kids to work. Invite children to spend a morning with you. “Allow them to observe different *facets of your work day, such as listening in on one of those virtual Zoom meetings or watching you give a presentation,” says Susan Hanold, a vice president in *ADP’s Strategic Advisory Services group, who writes and speaks about remote work culture. Spend your lunch break together, and let children ask questions about what they observed.

Help kids practice problem solving. Ask your child’s opinion on something you’re struggling with at work. For example: I have to choose between two projects with the same short deadline. What do you think I should do?

Let kids (D) the experts. Show children a presentation you’re working on or a project you’re developing, and ask how they’d make it better.

Change it up. Like many parents, Westring started out sharing a table with her kids as they all worked on different devices. But the default setup isn’t always best, she notes. Brainstorm with kids on how to *tweak the work environment to benefit everyone. For instance, can you designate 30 minutes each morning to answer e-mails while your kids read or do homework nearby, then retreat to (E) spaces? Experiment with the new setup for two weeks, then evaluate whether it served your family well.

Create transition time. Model work-life balance by building in transition time between work and “at home.” For instance, Kossek suggests a family walk or a change of clothes after the workday is through.

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第4問 次の文章を読み、問い(問1~3)に答えよ。

[解答番号 ~]

Watching their parents work from home has helped kids develop emotional skills—and maybe see Mom and Dad in new ways.

Natalie Serianni was in a Zoom meeting when one of her colleagues alerted her (ア) a child behind her. With her headphones and tall desk chair, the Seattle, Washington, English professor hadn’t noticed her second grader—who’s remote learning this year—sneaking into the home office.

For many parents, every day has turned into Take Your Child to Work Day. An October 2020 Pew Research Center survey found that 43 percent of employed parents had the option to work from home; of that group, about seven (イ) 10 parents did so most or all of the time.

Although Serianni’s colleagues were amused by her child’s *surprise cameo, telecommuting parents are often under serious strain as they *juggle jobs and child care. In 2020, 50 percent of these parents found it difficult to complete their work without interruptions, compared (ウ) 20 percent of telecommuters who didn’t have children under 18.

While adults working from home face (エ) challenges, kids watching them are affected, too. Before the pandemic, work was a *nebulous thing that parents did, separate from family life, says Janine Domingues, a clinical psychologist with the Child Mind Institute. Children might have been able to name their parents’ occupations but couldn’t actually explain what they did all day. Now kids are getting a real-life visual of their parents’ jobs.

This ongoing view might offer children more growth opportunities than a one-time Take Your Child to Work Day—and has impacted family dynamics (オ) well. When kids understand their parents’ jobs, they feel (カ) in their parents’ career success, says Alyssa Westring, a professor of management at DePaul University and co-author of Parents Who Lead.

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Share your day with kids. Try the high-low exercise, in which you describe a positive and negative part of your day. For example: My high was finishing a huge project. My low was getting a disappointing e-mail from a client. Sharing openly helps bring parents and children closer, Domingues says. “That dialogue then opens up kids to then be able to share similarly with you.”

出典 : Gina Rich, National Geographic, April 21, 2021

注) *surprise cameo 飛び入り出演 *juggle 上手にやりくりする
 *nebulous 不明瞭な *transition(ing) back 戻る *facet 面
 *ADP (Automatic Data Processing) 米国の大手給与計算アウトソーシング会社
 *tweak 調整する

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問1 本文中の(ア)～(オ)に入る最も適当なものを、それぞれ①～③のうちから1つずつ選べ。

[解答番号 31 ~ 35]

- (ア) 31
① for ② on ③ to
- (イ) 32
① by ② in ③ within
- (ウ) 33
① for ② to ③ with
- (エ) 34
① as ② for ③ so
- (オ) 35
① it ② so ③ that

問2 本文中の(A)～(E)に入る最も適当なものを、それぞれ①～③のうちから1つずつ選べ。

[解答番号 36 ~ 40]

- (A) 36
① produce ② production ③ productivity
- (B) 37
① invested ② investigative ③ investing
- (C) 38
① remainder ② remained ③ remaining
- (D) 39
① be ② being ③ to be
- (E) 40
① separate ② separated ③ separation

問3 次の(1)～(5)を読み、本文の内容と合致するものには①を、合致しないものには②をマークせよ。

[解答番号 41 ~ 45]

- (1) Natalie は遠隔授業の最中に、受け持ちのクラスの生徒が彼女の後ろにいるのに気づかなかった。
41
- (2) パンデミックの後になると、子供たちは親の仕事内容が分かるようになった。
42
- (3) 自分の子供たちを Zoom 会議に参加させ、親と一緒にプレゼンテーションさせた後、昼休みに昼食を共にすると、子供たちに感想を聞くことができる。
43
- (4) 「締め切りが迫っている企画が2つあるのだが、どうすればいいと思う？」という質問などを子供にすると、子どもの問題解決の実践になる。
44
- (5) 在宅勤務が終わったら、子供と散歩に出たり、着替えたりすることも、仕事と家庭のバランス感覚を保つのに役立つ。
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2022年度 一般選抜 I 期第1回
英語 正解表

解答番号	正答	解答番号	正答
1	2	24	2
2	2	25	3
3	4	26	3
4	3	27	3
5	3	28	2
6	4	29	1
7	3	30	1
8	1	31	3
9	2	32	2
10	4	33	3
11	4	34	1
12	5	35	1
13	5	36	3
14	1	37	1
15	3	38	3
16	2	39	1
17	1	40	1
18	2	41	2
19	4	42	1
20	5	43	2
21	2	44	1
22	2	45	1
23	3		

【出題分野・テーマ】

入試日程	問題番号	出題分野・テーマ	難易度
一般選抜Ⅰ期 (第1回)	第1問	文法・語法 (短文・対話文空所適語句補充 10問)	標準
	第2問	英作文 (語順整序 5問)	標準
	第3問	長文読解「発酵を活用する日本企業の取り組み」 (語義選択 3問, 空所適語句補充 6問, 下線部内容解釈 1問)	やや難
	第4問	長文読解「在宅ワークをする親への提案」 (空所適語句補充 10問, 内容一致 / 不一致判定《和文の選択肢》 5問)	やや難
一般選抜Ⅱ期 (第1回)	第1問	文法・語法 (短文空所適語句補充 10問)	標準
	第2問	英作文 (語順整序 5問)	標準
	第3問	長文読解「環境にやさしいデニム作り」 (語義選択 4問, 空所適語句補充 5問, 文章整序 1問)	やや難
	第4問	長文読解「熱中症のメカニズムとフランスの酷暑」 (空所適語句補充 10問, 内容一致 / 不一致判定《和文の選択肢》 5問)	やや難
一般選抜Ⅲ期 (第1回)	第1問	文法・語法 (短文・対話文空所適語句補充 10問)	標準
	第2問	英作文 (語順整序 5問)	標準
	第3問	長文読解「竹の有用性」 (語義選択 5問, 空所適語句補充 3問, 下線部内容解釈 2問, 内容要約文選択 1問)	やや難
	第4問	長文読解「冬至と夏至について」 (空所適語補充 11問, 内容一致 / 不一致判定《和文の選択肢》 5問)	やや難

【出題傾向】

試験は全日程マークシート方式、試験時間は60分である。出題構成は、文法・語法問題1題、整序英作文問題1題、長文読解問題2題の大問4題で、マーク数はⅠ期・Ⅱ期が45、Ⅲ期が47である。

第1問は文法・語法などの知識を問う空所補充問題で、高校で学習する標準的な文法・語法、熟語の知識を問う問題が出題されている。日程によっては、短い会話内の空所に適切な受け答えを入れる形式が含まれる場合もある。第2問は5つの選択肢を並べ替えて、提示された和文の内容となる英文を完成させる整序英作文問題である。問われる文法・構文は標準的なものが多い。第3問・第4問はいずれも550～650語程度の長文を読み、内容についての理解を語義選択や空所適語(句)補充で問う出題が多い。第3問では、それらに加え、指示語を含む下線部の内容解釈、文章整序、内容要約文選択などが出題されている。第4問では、空所適語(句)補充と、和文の選択肢が本文の内容と一致するかどうかを判定することが問われている。いずれの長文問題も英字新聞や時事問題などを扱うマガジンの記事などから出題されており、時事的で幅広いトピックが取り上げられている。難しい語には語注が付してあるが、必要最低限の語注しか提示されておらず、語彙レベル・内容の難度は高めである。また、Ⅲ期の第3問・第4問は、他日程と比べ、長文の総語数だけでなく出題数も2問多く、難度が若干高いと言える。

【学習対策】

第1問・第2問の対策は、受験用標準レベルの文法・語法中心の問題集を何度も繰り返し演習することである。文法・語法だけでなく熟語も出題されるので、頻度の高いものを中心に学習しておく必要がある。また、会話特有の基本的な表現についての知識も問われることがあるので、受験用の文法・語法問題集にあるような、よく使われる会話表現も覚えておこう。

第3問・第4問の長文問題の最も有効な対策は、習慣的に英文を読むことである。長文を読むのが苦手な受験生は、易しめの短文から始めて徐々に長さやレベルを上げていくと、無理なく求められるレベルに到達できるだろう。出題の傾向を考えると、受験用の問題集だけでなく英字新聞の記事にも読み慣れておくことをお勧めしたい。まずは学生向けの英字新聞から挑戦してみよう。様々なトピックの長文を、時間を意識しながら正確に読み進める練習をすることが有効であろう。その際、わからない語句があったら文脈から見当をつけながら読み進めること、および、ディスコースマーカーの前後での論理展開を確認しながら読むことを意識してみよう。

本学の試験では、語彙の知識が非常に重要となってくる。まずは標準的な単語集を1冊完成させておこう。さらに、長文読解の演習中に会った語句の意味は、見直し学習の際に必ず確認し、積極的に知識を定着させるように心がけ、確実に語彙を増やしていこう。

やや難しいレベルの長文が2題出題されているため、試験時間内にすべてを解き終えるには長文問題に十分な時間を取れるように時間配分を考える必要がある。事前に十分に練習しよう。例えば、第4問に取り組む際には、本文内容一致問題で提示されている和文選択肢に先に目を通してから長文を読むことが時間短縮に有効かもしれない。他日程の問題も含め、過去問を大いに活用し、自分にとって最適な取り組み方や時間配分を見つけていくとよいだろう。計画的に学習を進め、合格を勝ち取ろう。