

A

## 2022 年度入学者選抜学力検定問題

## 英 語

2022 年 2 月 1 日 10 : 30 ~ 11 : 30

## 注 意

1. 本冊子は 12 ページである。落丁，乱丁，印刷不鮮明の箇所などがあった場合には申し出ること。
2. 解答用紙(マークシート)に受験番号を記入し，それをマーク欄にもマークすること(マークには鉛筆を使用)。
3. 解答は，解答用紙の解答欄にマークすること。例えば，18と表示のある問いに対して④と解答したいなら，下の例のように，解答番号 18 の解答欄の④の中をぬりつぶすこと。

解答 番号	解 答 欄
18	① ② ③ ● ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

4. 受験番号が正しくマークされていない場合は，採点されないことがあるので注意すること。

I 次の英文を読み、設問に答えよ。

English spelling is more regular than most people think. Researchers who analyzed 17,000 words found that no less than 84 percent of them were spelled according to a regular pattern and that only 3 percent were so unpredictable that they needed to be memorized. Other studies have reported similar results of 75 percent regularity or more. So, there is reason to doubt the suggestion that English spelling is confusing.

But if this is so, then why do English children spend many hours each week practicing their spellings at school and at home? And why are there many adults who, having given so much time and energy to this task, are still unable to spell with confidence? According to some estimates, as many as 2 percent of the population struggle with spelling.

The answer is simple: children are rarely taught how to spell. Instead, they are told to learn spellings by memorizing them, and are tested regularly on the spellings they have learned. But learning something by memorizing it doesn't explain what you have learned. In order to understand the English spelling system, children need to be given reasons for why the spellings are as they are, and told about how spellings relate to the way words are pronounced. Yet children are rarely taught these principles, so spelling becomes a massive and boring memory task. And as a result, they never develop a sense of the system itself. So, when they hear a new word, they have to guess how it is spelled.

Teachers are often surprised that children who quickly learn to read may find spelling difficult. They assume that the ability to spell follows naturally from the ability to read. But actually, there is no connection between the two—completely different skills are involved. Spelling involves a set of active and conscious processes that are not required for reading. This is demonstrated by the fact that you can read by focusing on just some of the letters or words and then guessing the rest. By contrast, you cannot spell this way because when

you write, every letter needs to be correct. Also, more things can go wrong when you try to spell than when you try to read. Take the word *meet*. When you see this word on the page, there is only one possible way of pronouncing it, so reading it aloud is easy. But if you hear this word pronounced, without ever having seen it written down, and then try to write it, you have to consider at least three possibilities: is it *meet*, *meat*, or *mete*? The task you face as a speller is far greater than the one you face as a reader.

出典 *The English Language*, 2<sup>nd</sup> edition (David Crystal) の記述を一部改変

1. 本文の内容に一致するものをそれぞれ一つ選び、その番号をマークせよ。

- ① Children memorize spelling patterns in 75 percent of English words.
- ② Most people think that English spelling is not very regular.
- ③ Only 3 percent of people memorize the spellings of the words they write.
- ④ The researchers suggested that English spelling is confusing.
- ① Adults do more hours of spelling practice each week than children do.
- ② A lot of English adults do not know how to spell the word 'confidence.'
- ③ Many people made an effort to practice their spellings when they were children.
- ④ More than 2 percent of the population have problems with spelling.

- ③
  - ① Children already know about the relation between spelling and pronunciation, so they don't need to learn about it.
  - ② Children are usually taught how to understand the spelling system of English.
  - ③ If you just memorize something, it doesn't necessarily mean that you understand it.
  - ④ It is more effective to memorize spellings than to learn spelling as a system.
  
- ④
  - ① Children are tested on the spellings they have memorized.
  - ② Children have to guess how to spell new words because learning to spell is a boring task.
  - ③ Learning the principles of spelling involves a lot of memorization.
  - ④ Teachers always explain to children why words are spelled the way they are.
  
- ⑤
  - ① After learning to read, children naturally develop the ability to spell.
  - ② Everyone knows there is no connection between spelling ability and reading ability.
  - ③ Reading requires a different set of skills from spelling.
  - ④ Teachers get surprised when they see children who quickly learn to read.

2. 本文の内容に一致しないものをそれぞれ一つ選び、その番号をマークせよ。

- 6 ① In 3 percent of the words analyzed by researchers, it was not possible to guess their spelling.
- ② It's easier to make a spelling error than to make an error when reading.
- ③ Spelling a word correctly means getting every letter right.
- ④ When you read, you need to pay attention to every letter and every word that is written.
- 7 ① Learning to spell is a bigger challenge than learning to read.
- ② Some adults struggle with spelling because they weren't taught how to spell as children.
- ③ The pronunciation of *meet* is easy to predict from the spelling.
- ④ The word *meet* is not difficult to spell correctly if you know the pronunciation.

## II 次の英文を読み、設問に答えよ。

What is a belief? Often we talk about things without having a clear idea of what they really are. Most people treat a belief as if it's a real thing, when it's actually nothing but feeling certain about what something means. If you say you believe that you're intelligent, all you're really saying is, "I feel certain that I'm intelligent." That sense of feeling certain allows you to make use of resources that help you act intelligently to produce the results you want. We all have access to the answers for virtually anything, but often our lack of belief causes us to be unable to use the capacity that lies within us.

To understand what a belief is, we can start by thinking about what it's based on: an idea. There are a lot of ideas you may think about but don't really believe. For example, let's look at the idea that you are a kind person. Stop for a second and say to yourself, "I'm a kind person." Now, whether "I'm a kind person" is an idea or a belief will be determined by the degree of certainty you feel when you say it. If you think, "Well, I'm not really a kind person," what you're really saying is, "I don't feel very certain that I'm a kind person."

How do we turn an idea into a belief? Let me offer you a simple way of understanding the process.<sup>(A)</sup> If you think of an idea as a table with only two legs, it becomes clear that an idea doesn't feel as solid as a belief. Without its legs, that table can't even stand by itself. A belief, on the other hand, is a table with enough legs to support itself. But if you really believe "I'm a kind person," how do you actually know you are kind? You know it because you have evidence for it — evidence from your own experiences of what sort of person you are. These experiences are like the legs that make your table solid and make your belief certain.

What are some of the experiences you've had that make you feel certain that you are kind? Maybe someone has told you that you are a kind person. Or maybe you do things that make other people appreciate you. Maybe you feel

kind towards other people, and just by feeling kind you are showing kindness to others. And yet, all of these experiences mean nothing until you use them to support the idea that you are kind. As you do so, the legs make you feel solid (certain) about the idea and allow you to begin believing it. Your idea feels solid, and now it's a belief.

出典 *Notes from a Friend* (Anthony Robbins) の記述を一部改変

1. 本文の内容に一致しないものをそれぞれ一つ選び、その番号をマークせよ。

- 8
- ① If you believe you are intelligent, then it is true you are intelligent.
  - ② If you feel certain about something, then you believe it.
  - ③ People are wrong in thinking that beliefs are real things.
  - ④ We can talk about things without being certain what those things are.
- 9
- ① Beliefs are founded on ideas.
  - ② For everyone, the idea "I'm a kind person" is a belief.
  - ③ It depends on how certain you feel about something as to whether or not you believe it.
  - ④ People do not necessarily believe all of the ideas they think about.
- 10
- ① A belief based on experiences is certain, just as a table with all of its legs is solid.
  - ② Evidence for the ideas you have is based on your beliefs.
  - ③ You know you are kind when you have evidence for it.
  - ④ Your own experiences can provide evidence to support your beliefs.

2. 本文の内容に一致するものをそれぞれ一つ選び、その番号をマークせよ。

11 ① Beliefs are ideas that you feel certain about because you have evidence.

② Experiences follow from the things you believe to be true.

③ Whether or not you are kind is determined by the beliefs of others.

④ Whether or not you are kind is determined by what you believe.

12 ① Experience means nothing unless you are kind.

② Feeling kind means believing you are kind.

③ For beliefs, experiences can be thought of as the legs of a table.

④ The legs of a table provide evidence for a belief.

13 ① An idea is as solid as a table with all of its legs.

② Beliefs cannot support themselves with only two legs.

③ If a belief is not supported by evidence, then it is just an idea.

④ There is a simple process for turning a belief into an idea.

3. 下線部(A)の意味にもっとも近い文を一つ選び、その番号をマークせよ。

14 ① Changing an idea into a belief.

② Explaining what a belief is.

③ Thinking about an idea.

④ Understanding what an idea is.



### Ⅲ 次の英文を読み、設問に答えよ。

In Australia, it's normal to exchange friendly greetings and have casual conversations with people you don't know ( ア ). Neighbours might talk to each other in this way, as might people who work together and even sometimes people ( イ ) next to each other on a bus. ( 15 ), there are important things to understand about this friendly behaviour. Firstly, a false image has been created in movies and on television of a relaxed Australian who happily says 'hello' to everyone he meets. Australian people themselves are aware of such an image and they don't always like it. ( ウ ) it may be usual in the countryside to greet strangers, it is not something that people do in towns and cities.

( 16 ), when someone starts a polite conversation, this is not necessarily a sign of friendliness in a deeper sense. Neighbours may be in the habit of greeting each other and sharing comments about the weather, but they will be ( エ ) to avoid topics of a more personal nature. The ability to take part in a social conversation requires ( オ ) linguistic skills but also some knowledge of what is and what is not acceptable in a particular culture. ( 17 ), Australians seem to follow the British in restricting their conversation to topics which will not result in disagreement or cause any bad feeling between the speakers. ( 18 ), topics such as politics, religion and even money are ones to avoid. When people discuss ( カ ) such as these, they cannot help expressing strong opinions.

出典 *English: One Language, Different Cultures* (Eddie Ronowicz & Colin Yallop)の記述を一部改変

1. 文脈上、空所 15 ~ 18 に入れるのもっとも適切な語句をそれぞれ一つ選び、その番号をマークせよ。なお、一つの語句は一度しか使えない。

- ① However      ② In general      ③ Secondly      ④ Therefore

2. 文脈上, 空所(ア)~(カ)に入れるのもっとも適切な語句をそれぞれ一つ選び, その番号をマークせよ。

- 19 (ア) ① all            ② it            ③ them            ④ well
- 20 (イ) ① are sitting    ② sit            ③ sitting          ④ they sit
- 21 (ウ) ① Because        ② Since        ③ Unless          ④ While
- 22 (エ) ① cared            ② careful       ③ careless        ④ take care
- 23 (オ) ① just              ② just only     ③ not              ④ not just
- 24 (カ) ① it matters       ② matters       ③ no matter       ④ they matter

IV 次の会話を読み、設問に答えよ。

Tom : Hey, Andy. Do you have ( ア )?

Andy : Sure. What is it?

Tom : There's ( 25 ) I'd like to talk to you about.

Andy : Is ( 26 ) the matter?

Tom : No, ( 27 ). ( 28 ) is okay. But I'm thinking of quitting my job.

Andy : Really?

Tom : Yes. I want to go back to university and do further study.

Andy : ( イ ).

Tom : The fact is, I miss university life and I'd love to be a student again.

Andy : Well, I agree that student life is fun, but I'm ( ウ ) it's a good idea.

Tom : Why not?

Andy : Two reasons. You enjoy your work, don't you?

Tom : I guess so.

Andy : And in addition, you get a good salary, ( エ )?

Tom : ( オ ) good, yes.

Andy : So, quitting your job is a big decision.

Tom : That's true. Well, I ( カ ) your advice.

Andy : You're welcome.

1. 文脈上、空所 25 ~ 28 に入れるのもっとも適切な語をそれぞれ一つ選び、その番号をマークせよ。なお、一つの語は一度しか使えない。また、文頭に来るべき語にも大文字は使用していない。

① anything      ② everything      ③ nothing      ④ something

2. 文脈上, 空所(ア)~(カ)に入れるのもっとも適切な語句をそれぞれ一つ選び, その番号をマークせよ。

29 (ア) ① a moment    ② an advice    ③ a question    ④ a time

30 (イ) ① I believe    ② I expect    ③ I see    ④ I surprise

31 (ウ) ① doubt    ② not doubt    ③ not sure    ④ sure

32 (エ) ① aren't you    ② either    ③ isn't it    ④ right

33 (オ) ① A lot    ② Hardly    ③ Pretty    ④ Such

34 (カ) ① appreciate    ② grateful    ③ offer    ④ thank

V 次の日本語とほぼ同じ意味になるように、それぞれに与えられた語句をならべかえて文を完成させ、空所 35 ~ 40 に入る語句の番号をマークせよ。なお、文頭に來るべき語にも大文字は使用していない。

1. 受験者は、少なくとも試験が始まる 30 分前に到着する必要がある。

Candidates ( ) ( 35 ) ( ) ( ) ( ) ( ) 30 minutes  
( ) ( 36 ) ( ) starts.

- ① are                      ② arrive                      ③ at                      ④ before  
⑤ exam                      ⑥ least                      ⑦ required                      ⑧ the  
⑨ to

2. どんなに時間がかかっても、このプロジェクトを完了しなければならない。

( ) ( ) ( ) ( 37 ) ( ), ( ) ( 38 ) ( )  
this ( ).

- ① complete                      ② how                      ③ it                      ④ long  
⑤ must                      ⑥ no matter                      ⑦ project                      ⑧ takes  
⑨ you

3. その惑星に生命が存在するかもしれない可能性が示唆された。

( ) that ( 39 ) ( ) ( ) ( ) ( 40 ) ( ) ( )  
been ( ).

- ① be                      ② has                      ③ life                      ④ may  
⑤ on                      ⑥ that planet                      ⑦ suggested                      ⑧ the possibility  
⑨ there

2022年度 東北学院大学 英語 解答速報(2月1日実施分)

全学部型(文・経済・法・教養の全学科・全コース)

解答

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

※35と36,37と38,39と40は完答のこと。

講評

問題	問題形式	難易度
I	長文読解	標準
II	長文読解	難
III	空所補充問題(短文)	標準
IV	空所補充問題(会話文)	標準
V	整序問題	標準

大問Ⅰ、Ⅱは長文読解。Ⅰは言語をテーマにしたもの。例年よく出題されるので受験生は準備しておきたい。Ⅱの長文読解は難。抽象的な内容・論理展開を、限られた時間で正確に読むことが求められる。Ⅰ、Ⅱともに内容(不)一致問題のみの出題であった。Ⅲは空所補充問題で前後の文脈から接続語を選ぶもの、正確な文構造や文法理解を問うものであった。Ⅳの会話文も出題形式はⅢと同様。Ⅰ、Ⅱで長文力、Ⅲ、Ⅳで文法力が問われている。Ⅴは整序問題が3問で標準的な難易度であった。単語力・文法力を身につけ、英文をはやく正確に読む練習が必要で、特にⅠ、Ⅱの正誤問題で差をつけたい。