

目白研心高等学校
帰国生入学試験問題 **A**

英語

〈注 意〉

- (1) 時間は 50 分です。
- (2) 問題用紙は 1 ページから 4 ページまであります。最初に確認下さい。
- (3) 問題は 【1】 から 【4】 まであります。答えはすべて解答用紙に記入下さい。
- (4) 問題 【1】 はリスニング問題です。音声にしたがって解答下さい。
- (5) 筆記用具は HB の鉛筆またはシャープペンシルと消しゴムを用意下さい。

受 験 番 号	番
氏 名	

【1】 Listening Test

Listen to a conversation between a student and a professor and choose the best answer to the questions. On your answer sheet, **write the number** of the answer you have chosen. You can take notes while you listen if you need. The conversation will **not** be repeated.

1. (1) To find out who else is working on his group presentation.
(2) To discuss how to resolve a problem his group is having.
(3) To set up a meeting with his group and the professor.
(4) To discuss the issue his group has developed for their presentation.
2. (1) “Your question is too hard for me to answer.”
(2) “Can you please specify what your presentation is about?”
(3) “Your question is a really good one.”
(4) “I can’t answer until I understand better what your question is.”
3. (1) They are concentrating on dividing up the roles too early.
(2) They have come up with too many issues.
(3) They need to determine more than one issue.
(4) They have determined the issues but not the solutions.
4. (1) Find the main issue the company is facing.
(2) Determine how to organize their presentation.
(3) Determine the main issues and how to solve them.
(4) Determine which part of the presentation each student should work on.
5. (1) To outline how the students should organize the presentation.
(2) To apologize for not knowing the students should organize the presentation.
(3) To clarify that the students should discuss two issues.
(4) To suggest that there are many possible ways to organize the presentation.

【出題の意図】

対話を聴き、その概要や重要情報を聴きとれるかをみる問題です。対話の場面は学校、病院、買い物、課外活動、ボランティア活動など、日常生活を通して生徒が経験したり、推測できたりできるものを選んで出題します。

【2】 Grammar

Choose the one word or phrase that best completes each sentence below. On your answer sheet, write the number of the answer you have chosen.

- (1) “Do you know what Junko is doing?”
“Well, she () a book when I saw her a while ago.”
① was reading ② may be reading ③ is reading ④ has been reading
- (2) You are late. We () for you for an hour.
① have been waited ② waited ③ had waited ④ have been waiting
- (3) “When () here?” “Just now.”
① were you arriving ② have you arrived
③ are you arriving ④ did you arrive
- (4) I () hard for the exam about this time tomorrow.
① will study ② am studying ③ have been studying ④ will be studying
- (5) He sold the TV set which he () only a few months before.
① has used from ② has watched ③ got in ④ had bought
- (6) The child tried hard ().
① not to cry ② to not cry ③ to cry not ④ crying not
- (7) She sat () her children.
① surround ② surrounding ③ surrounded by ④ to surround
- (8) I didn't know John's address. So I wasn't able to contact him.
=() John's address, I wasn't able to contact him.
① Not to know ② Not known ③ Not knowing ④ No knowing
- (9) All things (), we can say Mary is an excellent nurse.
① consider ② to consider ③ considered ④ considering
- (10) The commuter trains are filled with people () newspapers, books, and magazines.
① who reads ② and read ③ to read ④ reading

【出題の意図】

文法、および単熟語の語法に関わる知識をみる問題です。

【3】 Reading Test

Read the following passage and summarize it in Japanese. You need to write more than 240 letters.

You know about AI (Artificial Intelligence), but you may not have heard of AS (Artificial Stupidity). AS is a movement to invent machines which are deliberately designed to be useless or even not to work.

The mastermind of AS is Simone Giertz, a Swedish inventor who builds stupid robots.

Giertz's robots are intended to be incompetent. Here is Giertz's lipstick robot at work. First of all, notice that it fulfills an unnecessary function. People can put on lipstick very well without a robot. Next, notice that it doesn't work very well. Actually, that is the whole point.

If you would buy the lipstick machine, you might also be interested in Giertz's breakfast machine. If you are too busy to make breakfast for yourself, the breakfast machine will put breakfast cereal in your bowl and pour the milk while you relax with a book.

Maybe Giertz is just making jokes. But maybe there is a method to her madness. Her robots ask us to take a hard look at AI. Labor-saving robots are taking over many jobs that we can easily do for ourselves. That may actually be harmful. If you have a robot that will run to the fridge to get you a soda while you're watching TV, you'll spend more time on the sofa watching TV and drinking sugary drinks. That can lead to obesity, diabetes, and heart disease. Pretty soon you'll need to buy exercise machines to counteract the effect of the labor-saving machines. So who is stupid?

Simone Giertz's robots remind us that AI, just like human intelligence, advances by trial and (a lot of) error. Paradoxically, AS, by deliberately being stupid, points the way to enlightenment.

【出題の意図】

英語の長文を読んで、日本語で要旨をまとめる力をみる問題です。長文をそのまま日本語に訳す力をみる問題ではなく、文章の論点とそれを支える情報を理解し、理解したことを他者に伝える日本語運用力をみる問題です。扱う長文は、受験生が所属する学年の本校生徒が学習しているレベルのものを出题します。語彙の豊富さ、文法・語法の正確さ、文や段落間のつながり、文章構造の論理性などが評価基準です。

【4】 Writing Test

Write an English essay that describes the most memorable experience you had in the overseas country you lived in until recently. Give two reasons why this experience made an impact on you. There is no word limit.

【出題の意図】

受験生が海外の生活を通して考えたことを、説得力をもって他者に伝える英語運用力をはかる問題です。語彙の豊富さ、文法・語法の正確さ、文や段落間のつながり、文章構造の論理性などが評価基準です。