

2024 年 度

# 英 語

## 注 意

1. 監督者の合図があるまでは問題冊子と解答用紙を開かないでください。
2. 別紙の解答用紙は、マーク用解答用紙(1)と記述用解答用紙(2)とに分かれています。指定された解答欄をまちがえないように注意してください。
3. 解答用紙(1)は直接コンピューターにかけますので、折りまげたり、よごしたりしないでください。また、枠で囲まれた部分以外には記入しないでください。
4. 解答用紙(1)にマークするときは該当する○にはっきりとマークしてください。

マークのしかた (良い例) ●  
(悪い例) ⊖ ⊗ ⊙ ⊕

(万年筆、ボールペンなどは使用してはいけません)

5. 解答用紙(1)に誤ってマークした場合には、消しゴムで跡が残らないように丁寧に消し、消しかすをきれいに払ってください。
6. 試験開始後、解答用紙(1)には、氏名、受験番号を記入し、さらにその受験番号をマークしてください。なお、受験番号を記入するときには解答用紙(1)の〔**受験番号記入上の注意**〕をよく読んで、まちがいのないようにしてください。  
解答用紙(2)には、氏名、受験番号を記入してください。
7. 試験問題はこの冊子の 1～8 ページに記載されています。  
問題冊子の余白部分は、メモとして利用して構いません。  
各問題はほぼ同じ配点になっています。それを念頭に時間配分してください。
8. 試験終了後、この問題冊子は持ち帰ってください。

- 1 次の文章を読み、設問(a)～(e)にもっとも適切なものを1～4の中から1つ選びなさい。

Fake news is a type of disinformation that includes articles and videos deliberately designed to trick people. This often involves discussion of facts taken out of context. Without proper context, facts can seem to support the viewpoint that a certain group of people want to promote. Fake news also favors language that makes people angry or upset, using people's emotions to change their opinions.

Though much of the information that fake news contains is false, it is intentionally presented in a way to make the news appear to be factual. In short, fake news fools us by pretending to be real reporting. To avoid spreading fake news, TV stations and news websites must check carefully to make sure information is correct, and use reliable sources and objective language. Fake news does not follow such standards, but it tricks people into thinking it does. Of course, sometimes real reporters make mistakes, get facts wrong, or use sources that may be untrustworthy. However, such mistakes are not fake news. The mistakes were not intentional. The reporters did not mean to deceive people. Usually, such reporters will post corrections after they have made a mistake.

Disinformation has been around for centuries. One thousand years ago, false stories were spread throughout Europe to create a negative image of Jewish people. In the 1700s, disinformation encouraged racism in the American colonies. And in the 1800s, slaves faced violence after false stories accused them of crimes.

Until the late 1800s, the news media consisted of extremely biased newspapers. Writers insulted politicians, and changed facts to support their views. The 1830s saw the beginning of "penny presses." These were cheap newspapers that used shocking language, with no regard for accuracy. One

report from 1835, “The Great Moon Hoax,” claimed there were aliens living on the moon. The story was completely false, but that newspaper became a bestseller. In the 1890s, to attract more readers, newspapers developed a practice known as “yellow journalism”: they reported rumors as if they were facts, and used shocking headlines to grab people’s attention. News reporting, opinions, and fiction were all mixed together.

In the early 1900s, the public finally began to demand the truth from the news. Objective factual reporting was a good business model: newspapers became successful without shocking stories and headlines, and many made strict guidelines for reporters. One common standard still used today is to carefully check information before sharing it. Another is to always provide context for data and facts. That way, readers get the full story. A third standard is that reporters must correct their errors. Finally, a fourth is that reporters should treat all views equally and never take a side.

Disinformation still exists, but established news media are typically not the ones spreading it. Because of the internet, now anybody can create news without having to following professional standards.

Adapted from: Gatling, A. (2021). *Fake News in Focus*. Minnesota: North Star Editions.

- ( a ) What is the main topic of the passage?
1. The nature and history of fake news.
  2. The negative aspects of mixing opinions.
  3. The role of social media in disinformation.
  4. The use of shocking language in the media.

( b ) According to the passage, which of the following counts as fake news?

- 1 . Any news report that makes people emotional.
- 2 . Disinformation spread intentionally.
- 3 . News that features a variety of viewpoints.
- 4 . Stories that contain unintentional errors.

( c ) How did newspaper companies increase their sales in the 1800s?

- 1 . By competing for readers who were interested in factual news.
- 2 . By double checking all the information they published.
- 3 . By publishing sensational stories and using shocking headlines.
- 4 . By spreading stories that increased hatred of Jewish people.

( d ) Which of the following is NOT a standard for objective reporting?

- 1 . Correcting unintentional mistakes.
- 2 . Giving readers the complete story.
- 3 . Mixing news, fiction, and opinion.
- 4 . Reporting without taking a side.

( e ) What can we conclude from this passage?

- 1 . Disinformation is not a recent phenomenon.
- 2 . Honesty has long been important in journalism.
- 3 . Objective reporting is unrealistic.
- 4 . There is no fake news on the internet.

- 2 次の対話文を読み、設問(a)～(e)にもっとも適切なものを1～4の中から1つ選びなさい。

*Two students are discussing a homework assignment.*

Jin Yong: Next week's assignment is pretty difficult, isn't it? Have you decided on your country yet? I'm going to talk about Finland. I've read some surprising things about their approach.

Tom: Yeah, I read a little about Finland while I was searching online, but I couldn't find much. This topic is the hardest of the year. I'm still thinking about it.

Jin Yong: Did you know that there is almost no homework at Finnish schools, yet they rank highest in the world in math and science scores?

Tom: Really? I would imagine that countries with lots of homework would score higher.

Jin Yong: Right? Another surprising thing I learned is that Finland only accepts the top 10% of the candidates who apply to become teachers, and teachers need a master's degree to teach at Finnish primary schools.

Tom: Wow, that would definitely promote a higher level of teaching.

Jin Yong: Yes, the Finnish education system has lots of interesting aspects. There are more breaks during a school day to give students a chance to refresh their minds. And, on average, there are only three classes a day, which gives teachers time and opportunity to create and update lessons to make them more effective.

Tom: How about class sizes and testing?

Jin Yong: Classes are much smaller than in other Western education systems, so teachers have a chance to get to know each student's

individual needs. And rather than using testing, they encourage project-based learning, so students get to work together and learn through doing things rather than just memorizing stuff. Isn't that great?

Tom: It is. I would appreciate that kind of approach. I think it's a more natural way to learn.

( a ) What is the main topic of this conversation?

- 1 . Merits of Finland's education system.
- 2 . Project-based learning in primary schools.
- 3 . Ways of researching class assignments.
- 4 . Western education systems in general.

( b ) Which of these is true of Finland's primary schools?

- 1 . Less than 10% of Finnish people can apply to work there.
- 2 . Most teachers work for less than three hours a day there.
- 3 . Only a person with a master's degree can teach there.
- 4 . Teachers are not allowed to create lessons there.

( c ) Which of the following is a feature of the Finnish education system?

- 1 . Frequent examinations.
- 2 . Memorization.
- 3 . Overworked teachers.
- 4 . Pair and group activities.

( d ) What do these students think about the education system in Finland?

- 1 . Both are impressed by it.
- 2 . Neither approves of it.
- 3 . Jin Yong thinks it is good, but Tom does not.
- 4 . Tom thinks it is good, but Jin Yong does not.

( e ) It can be inferred from the conversation that \_\_\_\_\_.

- 1 . both students are interested in ways of learning
- 2 . neither student is prepared for the next class
- 3 . teachers in Finland have a difficult and stressful job
- 4 . teachers in Finland have no chance to know their students personally

- 3 幼少期に育った環境と空間認識能力の関係について以下の文章はどのように説明しているか、150字～180字の日本語でまとめなさい。解答には(1)地方と都市部で育った人の能力の差、(2)実験の詳細、(3)今後検証すべきこと、の3点を必ず含めること。

Childhood environment plays an important role in developing navigation abilities in children. The latest research suggests that people who grow up in rural areas may be better at finding their way around than those who grow up in urban areas. This is because children who grow up in more complex environments, such as rural areas with curving country roads and different building styles, develop stronger navigational skills.

A study conducted by neuroscientists\* and game developers collected data from nearly 400,000 people in 38 countries by using a video game called “Sea Hero Quest.” In this game, players control a boat in search of various targets. In the experiment, those who grew up outside of cities performed better on average than those who grew up in cities. The difference between them was most obvious in countries where cities are made up of a simple, consistent pattern of streets.

However, while these findings suggest that childhood environment may play a great role in navigation abilities, other factors such as age, gender, education, and sense of smell can also impact navigational performance. Further research is needed to understand the precise influence of childhood environment on navigation abilities.

Adapted from: Sanders, L. (April 1, 2022). Science news: Where you grew up may shape your navigational skills. Retrieved from <https://www.sciencenews.org/article/navigation-skills-childhood-city-grid-country>

〔注〕 neuroscientist 神経科学者



- 4** 次のテーマで100～150語程度のエッセーを，具体例を挙げながら英語で書きなさい。

If you could start your own business or company right now, what kind of business or company would it be, and why?