確認問題
271

大学別・難関大 CHECK TEST

早稲田大学 教育学部 英語攻略チートシート 確認問題集

早稲田教育学部型の確認問題22問。論争型の長文で下線部・筆者の意図・段落の機能・組み合わせ空所・位置指定整序を本番の形で。

元のチートシートへ

月　日　名前　　／22問

表で解いて、裏で答え合わせ。まちがえた所は元のシートへ。

◆ Ⅰ 次の英文を読み、設問に答えよ

[1] It is often argued that texting and social media are ruining young people's ability to write. Teachers complain about abbreviations creeping into(1) essays, and newspaper columns regularly announce the death of good grammar. Such fears are hardly new.(2) Every generation, it seems, is convinced that the language is falling apart in the hands of the next. [2] Admittedly, some features of online writing do appear in places where they do not belong. A student who writes "u" instead of "you" in a formal essay has made a mistake, and it is right to correct it. But to conclude from such errors that young people cannot write is to confuse a lapse in judgment with a lack of ability(3). Most students who text in abbreviations know perfectly well that a job application calls for a different style. [3] In fact, some researchers argue that young writers switch between styles more skillfully than critics assume. Writing a message that is brief, clear, and suitable for a particular friend requires a sensitivity to audience, which is exactly the skill that writing teachers try to develop. Far from destroying literacy, everyday digital writing may give young people more practice in writing than any previous generation has had. [4] This is not to say that nothing has been lost. Long, careful reading, the kind that builds the patience needed for complex writing, may well be declining, and that deserves attention. But the solution is to [A] such reading, not to [B] the informal writing that young people do every day.

1 The underlined part (1) can best be replaced by ＿＿＿.

a suddenly attacking　b being removed from
c gradually entering　d being corrected in

2 What is meant by the underlined sentence (2)?

a Such fears are completely groundless.
b Young people are not afraid of making mistakes.
c People have worried about language decline for a long time.
d These fears have only recently appeared.

3 Why does the author mention a student who writes "u" instead of "you"?

a To give an example of a creative use of language
b To prove that young people can no longer write formal English
c To argue that teachers should stop correcting students' essays
d To admit that online habits can cause real errors before arguing that they do not show a lack of ability

4 What does the author imply by the underlined part (3)?

a Students who make such mistakes have poor judgment in every situation.
b Teachers often misjudge their students' abilities on purpose.
c Students who make such mistakes can write well but sometimes choose the wrong style.
d Students lack the ability to write formal essays.

5 What is the main point of paragraph [3]?

a Short messages are always clearer than long essays.
b Digital writing may actually develop an important writing skill.
c Writing teachers should use social media in class.
d Young people write fewer messages than before.

6 Which best describes the relationship between paragraphs [2] and [3]?

a [3] contradicts the position the author takes in [2].
b [3] gives a specific example of the problem described in [2].
c [2] concedes a point to critics, and [3] goes further by suggesting digital writing may be beneficial.
d [2] states the author's conclusion, and [3] repeats it in different words.

7 Blanks [A] and [B] can best be filled by ＿＿＿.

a [A] encourage　[B] condemn　b [A] encourage　[B] promote
c [A] discourage　[B] promote
d [A] discourage　[B] condemn

8 Which of the following is NOT in line with the author's view?

a A decline in long, careful reading is a legitimate concern.
b Young people today get less writing practice than earlier generations did.
c Text abbreviations should not appear in formal essays.
d Writing to a specific friend involves awareness of audience.

9 Which of the following is the most appropriate title for the passage?

a How to Write a Job Application
b Is Texting Really Ruining Writing?
c The Death of Good Grammar
d Why Schools Should Ban Smartphones

◆ Ⅱ 次の英文を読み、設問に答えよ

[1] Many teachers have been told that every student has a preferred "learning style," such as visual, auditory, or physical, and that lessons work best when they match it. The idea is attractive, and it is supposedly(1) backed by science. [2] Critics contend, however, that the evidence is far from convincing(2).

When researchers have tested whether matching lessons to a student's preferred style improves results, they have generally found little or no effect. Students may well have preferences, but preferring something is not the same as learning better from it. [3] To be sure, the popularity of the idea is understandable. It tells teachers that every child can succeed if taught in the right way, which is a generous and hopeful message. The danger is that it can lead teachers to label children ("He's a visual learner") and to stop offering them the variety that all learners need.

10 What does the author's use of the word (1) "supposedly" suggest?

a The author believes the science behind the idea is strong.
b The author has personally tested the idea.
c The author doubts that the idea is really supported by science.
d The author thinks science is not relevant to teaching.

11 The underlined part (2) can best be replaced by ＿＿＿.

a difficult to find　b extremely convincing
c not at all convincing　d convincing only to experts

12 According to paragraph [2], what have researchers generally found?

a Students learn best from the style they prefer.
b Most students have no learning preferences at all.
c Matching lessons to preferred styles makes little difference.
d Visual learners perform better than other students.

13 Which best describes the function of paragraph [3]?

a It offers new evidence that supports learning styles.
b It summarizes the research described in paragraph [2].
c It explains how to identify a child's learning style.
d It acknowledges the appeal of the idea before pointing out a risk.

14 Which of the following would the author most likely agree with?

a Students' preferences should be ignored completely.
b The learning-styles idea has no appeal for teachers.
c Teachers should offer a variety of methods to all students.
d Teachers should identify each child's learning style early.

Ⅲ 日本語に合うように( )内の語を並べかえたとき、4番目と5番目に来る語の組み合わせを選べ(文頭の語も小文字で示してある)

15 これは読書が役に立たないと言っているのではない。(is / this / to / not / say / that / reading) is useless.

a not — to　b is — not　c to — say　d say — that

16 その本は、思っていたほど難しくはなかった。The book (was / as / difficult / not / as / I / had / expected).

a not — as　b as — difficult　c difficult — as　d as — I

17 大切なのは、どれだけ長く勉強するかではなく、どう勉強するかだ。What matters (is / not / how / long / you / study / but) how you study.

a how — long　b you — study　c not — how　d long — you

18 その問題は、私たちが想像していたよりはるかに複雑であることがわかった。The problem (turned / out / to / be / far / more / complex) than we had imagined.

a far — more　b out — to　c be — far　d to — be

Ⅳ 空所に入る最も適切なものを選べ

19 ＿＿＿, the new policy has some drawbacks, but its benefits clearly outweigh them.

a Therefore　b Consequently　c Admittedly　d Similarly

20 The museum's new exhibition is ＿＿＿ from complete; several rooms are still closed.

a free　b far　c away　d apart

21 Smartphones are ＿＿＿ making us more connected than ever. Yet many people say they feel lonelier than before.

a namely　b accordingly　c consequently　d supposedly

22 "Exams matter. This is not to say that grades are everything." の2文目の働きとして最も適切なものを選べ。

a 1文目の主張に具体例を加える
b 1文目の主張の範囲を限定する
c 1文目とは無関係の話題を始める　d 1文目の主張を撤回する

1 **c　gradually entering**
creep into＝(いつの間にか)忍び込む。教師が不満を言う対象なので、略語が作文に入り込んでいること。suddenly は creep(そっと這う)の速さと逆。

2 **c　People have worried about language decline for a long time.**
hardly new＝決して新しくない。直後の Every generation … is convinced … が言い換え。「根拠がない」は筆者の含みに近いが、この文が直接言っていることではない。

3 **d　To admit that online habits can cause real errors before arguing that they do not show a lack of ability**
Admittedly(確かに)で始まる譲歩の具体例。直後の But が本音。例そのものの説明ではなく、例が議論の中で果たす役割を選ぶ。→ シートの『Why does the author mention…?』

4 **c　Students who make such mistakes can write well but sometimes choose the wrong style.**
lapse in judgment(一時的な判断ミス)と lack of ability(能力不足)を区別せよ、という含み。次の文の「求人の応募には別の文体が要ると分かっている」が裏づけ。

5 **b　Digital writing may actually develop an important writing skill.**
sensitivity to audience(読み手への感覚)＝作文教師が育てたい力、と結びつけている。always clearer は言い過ぎ、授業でSNSは本文にない提案。

6 **c　[2] concedes a point to critics, and [3] goes further by suggesting digital writing may be beneficial.**
[2]は譲歩→反論(能力不足ではない)、[3]は In fact で「むしろ役立つ」とさらに踏み込む。余白に段落ごとの機能(譲歩・根拠など)をメモしておけば即答できる。

7 **a　[A] encourage　[B] condemn**
長い読書の減少は問題→それを促すべき(encourage)。若者の日常の書き言葉は筆者が擁護してきたもの→非難すべきでない(condemn)。2×2の表と見て、確信のある空所から決める。

8 **b　Young people today get less writing practice than earlier generations did.**
[3] more practice in writing than any previous generation と逆。ほかは[2]「直すのは正しい」、[3]「読み手への感覚」、[4]「注意に値する」に一致。NOT の向きに丸。

9 **b　Is Texting Really Ruining Writing?**
[1]の通説に疑問を投げ、[4]まで筆者の立場(悪者扱いは誤り)が一貫する。The Death of Good Grammar は筆者が否定する側の見出し。

10 **c　The author doubts that the idea is really supported by science.**
supposedly＝～ということになっている。疑いを含む語で、直後の Critics contend … far from convincing へつながる。字面より筆者の温度感で選ぶ。

11 **c　not at all convincing**
far from ～＝～には程遠い(否定の強調)。直後の little or no effect が裏づけ。far(遠い)につられて「見つけにくい」を選ばない。

12 **c　Matching lessons to preferred styles makes little difference.**
little or no effect の言い換え。「好みが全くない」は may well have preferences と矛盾。最後の選択肢は批判される側の主張そのもの。

13 **d　It acknowledges the appeal of the idea before pointing out a risk.**
To be sure(なるほど)で人気の理由を認め、The danger is … で危険を指摘する譲歩→主張の段落。To be sure は Admittedly と同じ譲歩の合図。

14 **c　Teachers should offer a variety of methods to all students.**
最終文 the variety that all learners need が筆者の立場。「好みを完全に無視」は言い過ぎ、「魅力がない」は[3]と逆。

15 **c　to — say**
This is not to say that reading is useless. This is not to say that ～(～と言っているのではない)は主張の範囲を限定する論争型の定番。

16 **c　difficult — as**
The book was not as difficult as I had expected. not as 原級 as の間に形容詞。had expected は「読む前に予想していた」で過去より前。

17 **d　long — you**
What matters is not how long you study but how you study. not A but B で A・B ともに how の名詞節にそろえる。how long を1つのかたまりに。

18 **c　be — far**
The problem turned out to be far more complex than we had imagined. turn out to be＝～だとわかる。far は比較級を強める。かたまりを作ってから指で数える。

19 **c　Admittedly**
Admittedly(確かに)で欠点を認め、but の後で本音(利点が上回る)。譲歩の後ろが筆者の主張。Therefore・Consequently は因果で前の文が必要。

20 **b　far**
far from complete＝完成には程遠い。セミコロンの後の「まだ閉じた部屋がある」が根拠。free from は「～がない」で意味が合わない。

21 **d　supposedly**
supposedly＝～ということになっている。直後の Yet(しかし)で反対の事実が来るので、疑いを含む語が入る。皮肉の合図として読む。

22 **b　1文目の主張の範囲を限定する**
「試験は大事」だが「成績がすべて」とまでは言わない、と誤解を防ぐ限定。撤回ではなく範囲の調整。筆者の主張の幅を読み取る合図。

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