

# 英 語 問 題

2024年2月5日

自 13:30

至 14:30

## 答案作成上の注意

- 英語のページは 

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| 英 | 1 |
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| 英 | 9 |
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 までである。
- 問題は 

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| 問題1 |
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| 問題4 |
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 までである。
- 解答は、すべて解答用紙の指定された欄に、記入すること。
- 受験番号は、指定された箇所に必ず記入し、氏名その他解答以外のことを解答用紙に書かないこと。

## 問題 1

次の英文を読み、後の問いに答えよ。

Some educators worry students may use ChatGPT to cheat on schoolwork. The AI tool could write reports and computer codes. It could create charts that look like those done by humans. A growing number of American school systems have since blocked ChatGPT on their computers and networks.

Kui Xie and Eric Anderman are professors of educational psychology and educational technology. In their research, they have found that the main reason students cheat is their desire to do better in school. For example, some students want to get a high grade, and others want to learn all that they can about a subject. The decision to cheat or not, they say, often relates to how schoolwork and tests are built and graded. It is not dependent on the availability of technology to make things easier. When students can rewrite a report or retake a test, if they do not do well at first, they are less likely to cheat. Xie and Anderman recently explained how teachers can use ChatGPT to increase their students' desire for learning and prevent cheating. The following points are their three ideas for doing that.

The professors' research shows that students are more likely to cheat when school assignments<sup>\*1</sup> are designed in ways that push them to outperform<sup>\*2</sup> their classmates. However, students are less likely to cheat when assignments lead them to work together and center on learning rather than getting a good grade. Teachers can get students to treat ChatGPT as a learning partner. That can help teachers move their students away from competition and performance to teamwork and knowledge. For example, a science teacher can assign students to work with ChatGPT to design a hydroponic<sup>\*3</sup> vegetable garden. Students could use ChatGPT to discuss the growing requirements for vegetables and think of design ideas for a hydroponic system. These activities are designed to improve knowledge rather than just earning a good grade.

Research shows that when students feel confident they can successfully do the work, they are less likely to cheat. An important way to improve students' confidence is

to provide them with many ways to be successful. ChatGPT can provide those experiences by offering students individualized<sup>\*4</sup> support and breaking down complex problems into smaller tasks. Perhaps, students are asked to design a vehicle that can use gasoline more efficiently than a traditional car. Students who struggle with the project could use ChatGPT to break down the larger problem into smaller tasks. ChatGPT could suggest they first develop an overall idea for the vehicle before deciding the size of the car or what kind of fuel will be used. Teachers could also ask students to compare the steps suggested by ChatGPT with steps from other sources.

Research shows personalized feedback can improve students' self-confidence. ChatGPT can be directed to deliver feedback using cheerful language. If a student does something incorrectly, ChatGPT may start a conversation with the student instead of just telling them they are wrong. Here is a real conversation from ChatGPT: "Your answer is not correct, but it's completely normal to encounter occasional errors.... Don't be discouraged by this small setback<sup>\*5</sup>; you're on the right track! I'm here to support you and answer any questions you may have. You're doing great!" This will help students feel supported and understood while receiving feedback for improvement. Teachers can easily show students how to direct ChatGPT to provide them with such feedback.

(出典: "How ChatGPT Can Help Students Learn, Prevent Cheating." Voice of America - Learning English, July 04, 2023 より一部改変)

[注]

assignment<sup>\*1</sup>: 課題

outperform<sup>\*2</sup>: (他よりも) まさる, (他を) しのぐ

hydroponic<sup>\*3</sup>: 水耕栽培の

individualized<sup>\*4</sup>: 個人に合わせた

setback<sup>\*5</sup>: 失敗

問1 波線部(ア), (イ)はそれぞれ具体的に何を指しているか, 本文中の英語で答えよ。

問2 下線部(1), (2)を日本語訳せよ。

問3 二重下線部の“that”が示す内容を日本語で説明せよ。

問4 以下の文(1)~(5)のうち, 本文の内容に合っているものに1を, それ以外の場合は2を解答欄に記せ。ただし, (1)~(5)のすべてに同じ番号を記したものは採点の対象としない。

- (1) More and more schools in America are willing to use ChatGPT on their computers and networks.
- (2) Xie and Anderman explained that whether students want to cheat or not is dependent on how they are graded in school.
- (3) The research shows that students tend to cheat when they do group-work.
- (4) It is an effective way for teachers to encourage students to compare the suggestions from ChatGPT with those from other sources.
- (5) Positive feedback to students' assignments from ChatGPT is helpful to improve their self-confidence.

問5 本文の内容に即して, ChatGPTの効果的な使い方の要点を, 日本語で3点説明せよ。



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| 英 | 5 |
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(9) It is (        ) big project that we all have to do our best in every section.

1. very                      2. so                      3. such a                      4. so as

(10) (        ) air, we cannot live on this planet.

1. Without                      2. But with                      3. Except for                      4. Thanks to

**問題 3**

以下の会話文(A)~(J)を読み、( )に入る最も適切な文を選択肢1~10から選び、番号を記せ。ただし、同一の選択肢を複数回選ぶことはできない。

(A)

A : This TV show is quite boring.

B : Why don't we go for a walk?

A : ( )

B : I'll get my shoes.

(B)

A : Walking is good exercise.

B : It sure is.

A : ( )

B : I agree. How about tomorrow?

(C)

A : Did you get a permanent?

B : Do you like it?

A : ( )

B : Hmm, maybe I should.

(D)

A : I quit my job at the restaurant.

B : What are your plans now?

A : ( )

B : How about working at a convenience store?





## 問題 4

日本語の文と同じ意味を表す英文になるように（ ）内の語句を並べ替え、（ ）内で3番目と5番目にくる語句の番号を解答欄に記せ。ただし、（ ）内では文頭の大文字も小文字にしてある。

- (1) 来週土曜日の7時に3人掛けのテーブルを予約できますか。

Can (1. I 2. a 3. book 4. for 5. three 6. table) for 7:00 next Saturday?

- (2) 手助けしていただければ幸いです。

(1. I 2. you 3. if 4. it 5. appreciate 6. would) could assist us.

- (3) どんなに金持ちであっても、幸せを買うことはできない。

You cannot buy happiness, (1. matter 2. may be 3. no 4. rich 5. you 6. how).

- (4) キャシーとビルはすぐに親友になった。

(1. Cathy and Bill 2. not long 3. it was 4. best friends 5. before 6. became).

- (5) 私が家を出るとすぐに雨が降り始めた。

It (1. as soon as 2. raining 3. left 4. I 5. started 6. the house).