

2017年度 一般入試C日程

英 語

〔注 意 事 項〕

1. 試験開始の合図があるまで、問題冊子の中を見てはいけません。
2. 問題冊子は15ページ、解答用紙はマーク・シート1枚です。監督者の指示に従って確認しなさい。
3. 問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
4. マークは、マーク・シートに記載してある「記入上の注意」をよく読んだうえで、正しくマークしなさい。
5. 受験番号及び氏名は、マーク・シートの所定欄に正確に記入し、また受験番号欄の番号を正しくマークしなさい。
6. 監督者の指示があってから、マーク・シートの左上部にある「科目欄」に受験する科目名を記入しなさい。
7. 試験終了後、問題冊子は持ち帰りなさい。

英 語

(60分 100点)

解答番号(1)~(38)

第1問 次の問い (問1~10) の日本語の意味を表す英文を完成させるために、空欄
[1] ~ [10] に入れるのに最も適切なものを、それぞれ下の①~④の
中から一つ選びマークしなさい。(配点 20)

問1 ここできみに会えるとは思ってもみなかったよ。

You are the [1] person that I expected to see here.

- ① best ② last ③ most ④ very

問2 メアリーは昨夜遅く、というよりも今朝早く帰宅した。

Mary came home late last night, [2] rather early this morning.

- ① and ② but ③ nor ④ or

問3 新たな問題が生じて、私たちはそれに対処せざるを得ない。

A new problem has [3] and we have to cope with it.

- ① arisen ② arrived ③ caused ④ come

問4 ジョンが昨日、東京にいたはずがない。その時僕はニューヨークで彼を見かけたのだから。

John [4] in Tokyo yesterday. I saw him in New York then.

- ① can't be ② couldn't have been
③ should have been ④ shouldn't be

第2問 次の問い（問1～5）の会話の ～ に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選びマークしなさい。（配点 15）

問1 John: What are you going to major in?

Ayako: .

John: Oh, I'm interested in it, too. Perhaps we may take some of the same classes.

- ① I want to play in the major league
- ② I wonder if I should study the social sciences
- ③ I'd appreciate it if you could help me
- ④ I'm planning to study psychology

問2 Bob: I'm looking for a shirt that will go with these pants.

Clerk: How about this? .

Bob: Thanks. I'll take it.

- ① It'll go with your shoes
- ② It'll match them
- ③ They'll fit you
- ④ You'll find it easy

問3 Jack: Hey, Mike. You look tired. What's up?

Mike: I've been up all night studying for the final exams. .

Jack: I'm sure most students feel the same way. Regret doesn't help.

- ① After they're over, I'm going to travel to Japan
- ② I wish I had started studying earlier
- ③ They are very difficult to pass
- ④ You also have to study for them

問4 Mina: Excuse me. What's a good place to visit in this city?

Anne: . There's a good beach for a walk there.

Mina: Thanks. I'll check it out.

- ① Here are some good pieces of advice
- ② I recommend going to the lake
- ③ Sorry, I'm a stranger here
- ④ We have many good museums

問5 Doris: What are we going to order?

Yuriko: .

Doris: Are you serious? That wouldn't be enough for me.

- ① I hope it won't be out of order
- ② I'll order you to serve lunch
- ③ I'm just having a bowl of soup
- ④ I'm so hungry that I could eat a horse

第3問 次の問い（問1～5）において、それぞれ①～⑤の語（句）を並べ替えて空所を補い、日本文の意味を表す英文を完成させなさい。解答は、16 ～
25 に入れるものの番号をマークしなさい。ただし、文頭にくる語も小文字にしてある。（配点 15）

問1 ブライアンは上司が気難しくて困っている。

Brian is _____ 16 _____ 17 _____

- ① being ② difficult ③ his boss
 ④ upset ⑤ with

問2 あなたにあんなことはしてほしくなかったですね。

I _____ 18 _____ 19 _____ that.

- ① done ② hadn't ③ rather
 ④ would ⑤ you

問3 救援隊はその地震の被災者に水と食料を供給した。

The relief team _____ 20 _____ 21 _____
 water and food.

- ① of ② provided ③ the earthquake
 ④ the victims ⑤ with

問4 父は私に宿題をやりかけにしておかないように言いました。

My father told me _____ 22 _____ 23 _____

- ① half-finished ② leave ③ my homework
 ④ not ⑤ to

問5 万が一私の留守中に誰かが来たら、いないと言ってください。

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absence, tell them

I'm out.

① anyone

② come

③ in

④ my

⑤ should

第4問 次の英文の文意にそって ～ に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選びマークしなさい。(配点 20)

A diary, or journal, is a permanent personal record that is kept of events, thoughts, and ideas associated with an individual. While some cultures think of diaries as being mainly a female pastime, the fact is that journaling, or keeping a diary, is an activity that . Keeping a diary is an excellent means of recording experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

. Some people choose to utilize a diary as a means of recording day to day events, sometimes noting experiences that were out of the ordinary. Other people choose to write in a diary only when something new and exciting occurs in their lives. While not a daily record of events, the diary does provide a means of preserving memories associated with important happenings, such as births, deaths, marriages, promotions and other experiences that are likely to be of importance even after many years have passed.

For some people, a diary is . People who undergo a life-changing experience such as the death of a loved one or a divorce are sometimes urged by *counselors to utilize a diary as a means of allowing restrained emotions to have some type of outlet. The ability to put down emotions and thoughts that are hard to share with another person in written form may help the individual to undergo a release of sorts and begin to move along in the healing process.

While the process for keeping a diary once involved securing a private journal with blank pages waiting to be filled with text, . With the invention of computers and various types of voice technology, people now choose to journal in a number of different mediums. A diary can be created using word processing software and saved as a file. One of the advantages

of this approach is that it is possible to conduct a keyword search of the document 30.

(出典 : <http://www.wisegeek.com/what-is-a-diary.htm> 一部改変)

(注) counselor 「カウンセラー, 相談相手」

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- ① has something to do with cultural traditions
- ② is popular among young people
- ③ is practiced largely by women
- ④ people of both genders engage in regularly

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- ① Diaries should be written solely for a journalistic purpose
- ② One absolutely strict rule governs how to keep a diary
- ③ There are some rules governing all diaries
- ④ There is no one proper way to keep a diary

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- ① a form of therapy that may help the individual to get through a crisis
- ② a kind of secret chamber where the individual can hide his or her treasure
- ③ a sort of place in which the individual can learn a lot of things
- ④ an outlet in which the individual discusses daily events in his or her life

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- ① it has become too difficult
- ② it remains a popular activity
- ③ that is no longer the case
- ④ the situation still remains

- ① as long as the word processing software can be updated
- ② in order to quickly locate any recorded thoughts or feelings connected with a given event or experience
- ③ so as to erase as quickly as possible what you think is unnecessary to keep secret
- ④ so far as the license of the word processing software permits

第5問 次の文章を読み、下の問い（問1～8）に答えなさい。なお、設問の都合上、本文を [A]～[E] の部分に分けてある。（配点 30）

ジャーナリストを目指す小学5年生の Cara は、新聞を作って金曜日に学校に掲示したが、その論説欄に担任の Larson 先生の怠慢な授業態度を批判する内容を書いたため、先生の怒りを買う。以下の文章は、週が明けた最初の授業の場面である。

[A] Clearing his throat again, Mr. Larson said, “How many of you looked at a Sunday paper this weekend?” Slowly, almost all the kids raised their hands.

Without taking her eyes off her book, Cara raised her hand, too.

Mr. Larson said, “How many of you looked at the *Chicago Tribune*?”

Over half of the same hands went up again.

“Fine — hands down. Now, how many of you read a part of the *Tribune* other than the comics?”

That question thinned out the crowd. Only four kids kept their hands up: Cara and Joey and two other boys.

Mr. Larson continued, “Now. How many of you read something other than the comics and the sports section in the *Tribune*?” Joey and the two other guys lowered their hands, and now only Cara had her hand up. Her face was pale, and her lips were pressed into a thin line, but she kept her hand up.

[B] “You can put your hand down, Cara,” said Mr. Larson. “But tell me, can you remember any particular story you read in the *Tribune*?”

Cara looked right at Mr. Larson now, and looking at him made her feel better. He wasn't mad at her, Cara could tell.

Lowering her hand, Cara spoke carefully, at first with a little shake in her voice. “I remember all the stories I read in the *Tribune*. The lead story on page one was about the meeting on the Middle East crisis, the second

lead story was about the murder rate in Chicago compared to New York City, and then there were about three other smaller stories, including one about the oldest horse on the Chicago police force.”

Mr. Larson raised his eyebrows. “You say you remember *all* the stories you read? Did you read the whole first section of the paper?”

Cara nodded.

“How about the Arts and Living section?”

Another nod.

“Finance? ... Travel?”

Cara nodded, then nodded again.

“So what you’re saying,” said Mr. Larson, “is that basically, you read the entire *Chicago Tribune* this Sunday?”

[C] The kids in the class had been following this exchange like a crowd watching a tennis match, their eyes going from one player to the other. All eyes were on Cara. In a steady, clear voice she said, “Well, maybe not every word in the whole paper — but yes, I read the whole thing.”

With his eyes locked on hers, Mr. Larson said, “How about ... the **editorials**?”

The whole class stopped breathing again. But Cara didn’t 35. “Editorials?” Cara said. “I always read the editorials. It’s the part of the paper I like the best, so I save it for last. Some people like to save ... the *sports* section for last. But I like the editorials.”

As Cara said “the sports section,” Mr. Larson was surprised that she knew he loved reading that section. *Wow — this one doesn’t miss a thing!* he thought to himself. Out loud he said, “And why do you like the editorials so much, Cara?”

[D] Cara was all set to say, “Because an editor can speak right up and tell the world if someone is being *lazy* or *stupid* or *mean*.” Those harsh words were already forming in her mouth. But then she remembered what

her mom had said on Friday night — about always telling the truth but adding some mercy.

And in that moment between the thought and the spoken word, it struck Cara that Mr. Larson didn't have to be doing or saying any of this.⁽³⁶⁾ He could have just walked into class, poured himself a cup of coffee, and hidden behind his newspaper all afternoon. Why was he asking her all these questions? And then Cara saw it. Mr. Larson was being a teacher. He was telling her that her editorial had been correct — true. And now Mr. Larson was giving Cara a chance to add a little mercy, if she wanted to.

[E] Mr. Larson prompted her, “You like the editorials because ... why?”

Cara took another few seconds, choosing her words with great care. “Because it’s where the newspaper can say the things that are hard to say, and it’s where the newspaper apologizes if it makes a mistake. It’s where you get to see the heart of the newspaper.”

Mr. Larson smiled, and his pale eyebrows went up as he said, “The heart of the newspaper? I didn’t know newspapers had hearts.”

Cara couldn’t help smiling a little herself, and she said, “Only the good newspapers have hearts.”

(出典：Andrew Clements, 1999, *The Landry News*, Atheneum 一部改変)

(注) editorial 「(新聞などの) 社説, 論説」

問1 下線部 thinned out の意味に最も近いものを、次の①～④の中から一つ選びマークしなさい。⁽³¹⁾ 31

- ① decreased ② increased ③ selected ④ surprised

問2 [A] の内容に一致しないものを、次の①～④の中から一つ選びマークしなさい。 32

- ① Cara は手を挙げ続けた最後の一人になったことで誇らしく思い、満足した
- ② Chicago Tribune 紙を見たとき答えた子どものうち、マンガ以外の部分を読んだのは4人しかいなかった
- ③ 日曜日に新聞を見た子どもたちの半分以上は Chicago Tribune 紙を見ていた
- ④ ほとんどすべての子どもたちが日曜日に新聞を見たとき答えた

問3 下線部 right と意味・用法が同じ right を含む英文を、次の①～④の中から一つ選びマークしなさい。 33

- ① Freedom of speech is a right of all Japanese people.
- ② It is quite right for him to scold his son.
- ③ Our school is right across the river.
- ④ Turn right, and you'll see the library in front of you.

問4 下線部 Mr. Larson raised his eyebrows における Mr. Larson の心境として最も適切なものを、次の①～④の中から一つ選びマークしなさい。 34

- ① Cara が最後まで手を下げなかったことに対する称賛の気持ち
- ② Cara が自分の話をきちんと聞いていなかったことに対する怒りの気持ち
- ③ Cara が日曜日に読んだ記事をすべて覚えていると言ったことに対する驚きと疑いの気持ち
- ④ Cara の声が震えていることに気が付いたことで生じた、Cara に対する同情の気持ち

問7 [D]の内容に一致するものを、次の①～④の中から一つ選びマークしなさい。

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- ① Cara は Larson 先生がいつものように教室に入り、コーヒーを注いで午後
の間ずっと新聞を読みふけているのを見て、いっそう激しく先生を批判しよ
うとした
- ② Cara は Larson 先生の様子がいつもと違うことに気がつき、自分の書いた
批判を先生が受けとめてくれていることを理解した
- ③ Cara は金曜日の晩に母親から忠告されたことを思い出したものの、いつも
の調子で Larson 先生に残酷な言葉を投げかけてしまった
- ④ Cara は金曜日の晩に母親から忠告されたことを忘れて、Larson 先生にひど
い言葉を投げかけてしまった

問8 [E]の内容に一致するものを、次の①～④の中から一つ選びマークしなさい。

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- ① Cara は Larson 先生の間いかけに対して終始緊張した面持ちで答え、最後
までほほ笑むことはなかった
- ② Cara は、論説というものは新聞社が言いにくいことを言ったり、間違いを
犯した時に謝罪したりする場であると答えた
- ③ Larson 先生は Cara が自分の質問になかなか答えないので業を煮やして
Cara を叱責した
- ④ Larson 先生は Cara の「論説は新聞の心臓である」という回答に満足せず、
険しい表情を崩さなかった