

英 語

(90分 200点)

注意事項

- ① 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- ② 解答にはHBまたはBの黒鉛筆（シャープペンシルはHBまたはBの芯であれば使用可）を使用下さい。
- ③ マークシートの解答用紙には、氏名、受験番号、科目を記入する欄と受験番号、解答科目をマークする欄があります。
- ④ 解答方法は、マーク式（解答番号を選択する方式）です。マークシートの解答用紙にマーク下さい。

例えば、と表示のある問いに対して③と解答する場合は、次の（例）のように解答番号10の解答欄の③にマーク下さい。

（例）

解答番号	解 答 欄									
10	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

- ⑤ 試験中に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、手を高くあげて監督者に知らせ下さい。

英語

1

次の問 1～問 15 の空欄 ～ に入る最も適切なものを、それぞれ①～④から 1 つずつ選び、解答欄にマークしなさい。

問 1 Tom really wanted to win the big eating contest; but now he regrets part in it.

- ① take
- ② took
- ③ taking
- ④ taken

問 2 Oh, what a mess! This whole building cleaning.

- ① is needed
- ② to be need
- ③ needs
- ④ needed to

問 3 When Joan into the store, the hat flew off her head.

- ① was running
- ② is running
- ③ has been running
- ④ is going to run

問 4 Can you to it that everyone gets a copy of this document?

- ① see
- ② mind
- ③ consider
- ④ care

問 5 “Must I leave now?”

“No, you . You can stay here if you want to.”

- ① need to
- ② ought to
- ③ must
- ④ don't have to

問6 “Hurry up! The bus is coming.”
“Wait! I have to have my hair .

- ① doing
- ② do
- ③ to do
- ④ done

問7 “You shouldn’t make that you are an executive.”
“No kidding. Yesterday you said I should behave like a company president.”

- ① consider
- ② suppose
- ③ think
- ④ believe

問8 I have to through with this assignment by tomorrow morning.

- ① keep
- ② use
- ③ give
- ④ get

問9 “What a great picture! I can’t believe this was painted just for pleasure.”
“Some amateurs are actually to professional artists in some skills.”

- ① superior
- ② better
- ③ more
- ④ stronger

問10 Tom asked two salesclerks where to get a Japanese-French dictionary, but of them knew.

- ① neither
- ② both
- ③ no
- ④ either

問 1 1 How much is the bus to Suita city?

- ① cost
- ② fare
- ③ bill
- ④ tuition

問 1 2 This software enables students living in different countries to communicate .

- ① with each other
- ② to one other
- ③ by itself
- ④ for itself

問 1 3 I would like to go to Himeji Castle first; I have never been there .

- ① prior
- ② before
- ③ ago
- ④ previous

問 1 4 They couldn't catch any goldfish in the artificial pond.

- ① lived
- ② live
- ③ lively
- ④ alive

問 1 5 "I cannot imagine TV programs will be like in twenty years."
"I am wondering if there would be a TV program at all then."

- ① how
- ② where
- ③ what
- ④ that

問題は次のページに続く

2

次の問1～問8について、与えられた語(句)を並べ替えて英文を完成させるとき、空欄 ～ に入る語(句)をそれぞれ①～⑥から1つずつ選び、解答欄にマークしなさい。但し、文頭に来る語であっても小文字にしてある。

問1 私は授業中彼にその物語を朗読させた。

I _____ _____ _____ class.

- ① the story ② during ③ him
④ read ⑤ had ⑥ aloud

問2 どうしてそんな素晴らしい考えを思いついたのですか。

_____ _____ _____ _____ a brilliant idea like this?

- ① made ② up ③ come
④ you ⑤ what ⑥ with

問3 私の友人はもはや以前の友人ではない。

My friend _____ _____ _____ _____ .

- ① he ② what ③ is
④ no longer ⑤ be ⑥ used to

問4 父は私が弁護士になるという夢をあきらめたと聞いてがっかりした。

My father _____ _____ _____ _____ had given up my dream of becoming a lawyer.

- ① hear ② disappointed ③ I
④ to ⑤ that ⑥ was

問5 私は息子が医者であることを誇りに思っている。

I _____ _____ a doctor.

- ① of ② son ③ proud
④ am ⑤ my ⑥ being

問6 スイカはアフリカ原産とされています。

Watermelons _____ _____ _____ Africa.

- ① originated ② thought ③ in
④ to ⑤ have ⑥ are

問7 これは大変すばらしい本なので、あなたに読んでもらいたい。

This is _____ _____ _____ _____ want you to read it.

- ① I ② great ③ such
④ a ⑤ that ⑥ book

問8 口に食べ物をいっぱいに入れたままでしゃべってはいけません。

Don't _____ _____ _____ .

- ① your ② full of ③ with
④ mouth ⑤ speak ⑥ food

3

次の英文の空欄 ～ に入る最も適切な会話を、
それぞれ①～⑦から 1 つずつ選び、解答欄にマークしなさい。同じ選択肢を繰り返して用いることはできません。

Every day at three o'clock Mrs. Markham waited for her son, Willie, to come out of school. They walked home together. If asked why she did it, Mrs. Markham would say, “ ”

As they left the schoolyard, Mrs. Markham inevitably asked, “ ”

Willie would begin to talk, then stop. He was never sure his mother was listening. She seemed preoccupied with her own thoughts. She had been like that ever since his dad had abandoned them six months ago. No one knew where he'd gone. Willie had the feeling that his mother was lost too. It made him feel lonely.

One Monday afternoon, as they approached the apartment building where they lived, she suddenly *tugged at him. “Don't look that way,” she said.

“Where?”

“ ”

Willie stole a look over his shoulder. A man, whom Willie had never seen before, was sitting on a red plastic milk *crate near the curb. His gray hair hung like a ragged curtain over his dirty face. His shoes were torn. Rough hands lay upon his knees. One hand was *palm up. No one seemed to pay him any mind. Willie was certain he had never seen a man so utterly alone. It was as if he were some spat-out piece of chewing gum on the pavement.

“ ” Willie asked his mother in a hushed voice.

Keeping her eyes straight ahead, Mrs. Markham said, “He's sick.” She pulled Willie around. “Don't stare. It's rude.”

“ ”

As Mrs. Markham searched for an answer, she began to walk faster. “He's unhappy,” she said.

“ ”

“Come on, Willie, you know perfectly well. He's begging.”

“Do you think anyone gave him anything?”

“I don't know. Now, come on, don't look.”

“Why don't you give him anything?”

“ ”

出典: Excerpt from “What Do Fish Have To Do With Anything?” by Avi. Copyright (c) 1994 by Avi, from his book WHAT DO FISH HAVE TO DO WITH ANYTHING? AND OTHER STORIES (Candlewick Press). Used by permission of Brandt & Hochman Literary Agents, Inc. Any copying or distribution of this text is expressly forbidden. All rights reserved.

注 *tug at : ～を引っ張る *crate : 箱 *palm up : 手のひらを上にして

- ① At that man over there.
- ② How was school?
- ③ Parents need to watch their children.
- ④ We have nothing to spare.
- ⑤ What kind of sick?
- ⑥ What's he doing?
- ⑦ What's the matter with him?

Last year around Halloween, I was invited to participate in a carnival for Tuesday's Child, an organization that helps children with the AIDS virus. I was asked to attend because I'm on a television show; I went because I care. I don't think that most of the kids recognized me as a celebrity. They just thought of me as a big brother who came to play with them for the day. あ I think I liked it better that way.

At the carnival they had all kinds of booths. I was drawn to one in particular because of all the children that had gathered there. At this booth, anyone who wanted to could paint a square. Later that square was going to be sewn together with the others, to make a *quilt. The quilt would be presented to a man who had dedicated much of his life to this organization and would soon be retiring.

They gave everyone *fabric paints in bright, beautiful colors and asked the kids to い [① something / ② would make / ③ beautiful / ④ paint / ⑤ the quilt / ⑥ that]. As I looked around at all the squares, I saw pink hearts and bright blue clouds, beautiful orange sunrises and green and purple flowers. The pictures were all bright, positive and uplifting. All except for one.

The boy sitting next to me was painting a heart, but it was dark, empty, lifeless. It lacked the bright, vibrant colors that his fellow artists had used.

At first I thought maybe he took the only paint that was left and it just 43 to be dark. But when I asked him about it, he said his heart was that color because his own heart felt dark. I asked him why and he told me that he was very sick. Not only was he very sick, but his mom was very sick also. He said that his sickness was not ever going to get better and neither was his mom's. He looked straight into my eyes and said, う "There is nothing anyone can do that will help."

I told him I was sorry that he was sick and I could certainly understand why he was so 44 . I could even understand why he had made his heart a dark color. But ... I told him that it isn't true that there is nothing anyone can do to help. Other people may not be able to make him or his mom better ... but we can do things like give bear hugs, which in my experience can really help when you are feeling sad. I told him that if he would like, I would be happy to give him え one so he could see what I meant. He instantly crawled into my lap and I thought my own heart would burst with the love I felt for this sweet little boy.

He sat there for a long time and when he had had enough, he jumped down to finish his coloring, I asked him if he felt any better and he said that he did, but he was still sick and nothing would change that. I told him I understood. I walked away feeling sad, but recommitted to this cause. I would do whatever I could to help.

45 the day was coming to an end and I was getting ready to head home, I felt a tug on my jacket. I turned around and standing there with a smile on his face

was the little boy. He said, “My heart is changing colors. It is getting brighter ... I think those bear hugs really do work.”

On my way home I felt my own heart and realized it, too, had changed to a brighter color.

注 *quilt : キルト (中に綿・羊毛・羽毛などを挟んだ生地を、装飾を兼ねて四角く刺し子に縫った上掛け布団、または布団掛け) *fabric paint : 布地用の絵の具

問1 下線部あ I think I liked it better that way.と、下線部う “There is nothing anyone can do that will help.”の内容を最もよく表しているものを、それぞれ①～④から1つずつ選び、解答欄にマークしなさい。

あ

- ① 筆者は自分がテレビのショーに出演しているから、Tuesday’s Child のカーニバルに参加するよう招かれたと思っている。
- ② 筆者は Tuesday’s Child の活動が非常に有意義であるので、自ら進んでその活動に参加したと考えている。
- ③ 筆者は Tuesday’s Child の子どもたちが、筆者が有名人ではなく自分たちと遊んでくれるお兄さんのようなものだと思っていたのであれば、その方が良かったと考えている。
- ④ 筆者は自分が Tuesday’s Child のカーニバルに参加する方がよいと思ったのは、あまりにも独りよがりであるのではないかと考えている。

う

- ① 誰にも役に立つようなことなんかできやしないんだ。
- ② 誰にも何もできないから、助けが必要なんだ。
- ③ 誰も何もしないことが助けになるんだ。
- ④ 誰も役に立たないから、何もしないんだ。

問2 下線部い の語 (句) を並べ替えて、文脈に合うように英文を完成させるとき、2番目と5番目に来る語 (句) をそれぞれ①～⑥から1つずつ選び、解答欄にマークしなさい。

2番目: 5番目:

問3 ～ に入る最も適切なものを、それぞれ①～④から1つずつ
選び、解答欄にマークしなさい。

- ① failed ② continued ③ came ④ happened

- ① happy ② sad ③ satisfied ④ cruel

- ① Despite ② As ③ If ④ Owing to

問4 下線部えの one が指すものを①～④から1つ選び、解答欄にマークしなさい。

- ① a bear hug ② a dark color ③ a thing ④ an experience

問5 本文の内容と一致する英文を①～⑤から2つ選び、解答欄にマークしなさい。但し、解
答の順は問わないものとします。

- ① The writer was invited to take part in a carnival for Tuesday's Child against his will.
- ② At the carnival the writer became interested in a booth where children painted squares that would be made into a quilt.
- ③ At the carnival the writer was ignored by all the children and he could not have a deep relationship with them.
- ④ At the booth where children painted a square, only one boy did not use bright colors.
- ⑤ At the booth where children painted a square, the writer talked to a boy, but he did not say anything.

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Al didn't talk [49] he was four years old. Even when he started talking, it was clear he was using language differently to most kids. His mind was different right from the start — he was less interested in people and more focused on spotting patterns, and he wanted explanations for everything he saw. He asked people incessant 'why' questions, to understand how things worked. It was exhausting for his listeners. His unstoppable curiosity was at one level refreshing, yet his need for complete explanations was also often just too [50] for others. He was clearly a [51] kind of child.

He showed some other unusual characteristics too. [あ], he would chant Thomas Gray's 'Elegy Written in a Country Churchyard' over and over (a habit that lasted his whole life). At school, his teachers became *exasperated with his persistent questioning. One teacher, [い], described Al's brain as 'addled', meaning confused. But Al's mind was anything but confused. Rather, his relentless questions were requests for greater clarity because he found other people's explanations of how things work vague. He wanted to build up an orderly, evidence-based picture of the world. [う], everyone else's way of thinking was sloppy and imprecise.

But his mother was worried. 【 ア 】 She could see that her son was frequently being *reprimanded in class and put down by his teachers, and she worried this would damage his self-confidence. 【 イ 】 She needed to act decisively. So, when he was eleven, she decided to pull him out of school completely and homeschool him. 【 ウ 】 But given his *insatiable appetite for knowledge and the school viewing him so negatively, this seemed the right thing to do. Her child had a right to learn in the way that suited his different kind of mind. 【 エ 】

[え 1] the *constraints of a conventional school, Al's mother watched with amazement as her son *devoured books at home and at the local library. When Al read an account of how something worked, whether it was in chemistry or physics, he would rush down to the basement of the house to conduct his 'experiments', to prove that the explanation was true. [え 2] school, he could finally pursue his passion for seeking patterns in the world without a teacher telling him to sit still, stop asking questions and do what he was told. Homeschooling was a liberating gift from mother to son. No longer imprisoned by group learning, Al could finally choose what, when and how to learn, through individual learning. This suited his mind perfectly, because he was never content to be told by a teacher how something worked, but instead always wanted to *verify it. He needed to question all evidence and test things out for himself. His was a mind that didn't follow the crowd. Instead, he wanted to understand things from first principles, to check that his knowledge was true.

Al's mother could clearly see that her son's learning style was different. Some described it as rigid, precise and exhaustive. For example, when it came to reading in the library, Al would start by reading the last book on the bottom shelf, then

systematically read every book in the order it was on the shelves, not randomly jumping around the bookshelves. He would follow an unbending rule: one book at a time, in a strict, linear sequence, so he could be sure he hadn't missed any information. Even though he was most interested in scientific and technical books, he would never *deviate from his rule. And he loved rules, because rules were themselves patterns.

- 注 *exasperated : 憤慨して *reprimand : 叱責する
 *insatiable : とどまるところを知らない *constraint : 制約
 *devour : むさぼり読む *verify : 立証する
 *deviate : 逸脱する

問1 ~ に入る最も適切なものを、①~④から1つ選び、解答欄にマークしなさい。

- ① after
- ② because
- ③ that
- ④ until

- ① few
- ② little
- ③ many
- ④ much

- ① common
- ② different
- ③ gentle
- ④ rude

問2 [あ] ~ [う] に語句を入れ英文を完成させるとき、どの組み合わせが最も適切か。
 ①~⑥から1つ選び、解答欄にマークしなさい。

- | | | |
|----------------------------|--------------------------|--------------------------|
| ① [あ] For example | [い] from his perspective | [う] In frustration |
| ② [あ] For example | [い] in frustration | [う] From his perspective |
| ③ [あ] From his perspective | [い] for example | [う] In frustration |
| ④ [あ] From his perspective | [い] in frustration | [う] For example |
| ⑤ [あ] In frustration | [い] for example | [う] From his perspective |
| ⑥ [あ] In frustration | [い] from his perspective | [う] For example |

問3 次の文を入れるのに、最も適切な位置はどこか。①～④から1つ選び、解答欄にマークしなさい。This was not a decision she took lightly.

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- ① 【 ア 】
- ② 【 イ 】
- ③ 【 ウ 】
- ④ 【 エ 】

問4 [え1][え2]に共通して入る表現を①～④から1つ選び、解答欄にマークしなさい。

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- ① Thanks to
- ② In spite of
- ③ Speaking of
- ④ Free of

問5 本文の内容と一致する英文を①～⑧から3つ選び、解答欄にマークしなさい。但し、解答の順は問わないものとします。

55

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- ① Al apparently used a different language spoken abroad when he began to speak.
- ② People didn't seem that interesting to Al and he was eager to understand how things worked.
- ③ Al always got confused and sometimes even angry when he didn't get proper explanations.
- ④ Al wasn't satisfied with others' explanations because he didn't think they were clear and precise.
- ⑤ Al's mother decided to teach him by herself at home because it was his desire.
- ⑥ Al's appetite for knowledge got bigger and bigger, because his mother taught him every subject very well.
- ⑦ When Al wanted to conduct an experiment, he went down to the basement because he tried to keep it secret.
- ⑧ What was important to Al was not to be taught how things worked but to prove it by himself.

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