
平成29年度

桐蔭学園 高等学校 学力検査問題

英 語 第 1 回

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注意事項

1. 試験開始の合図があるまで、この冊子の中を見てはいけません。
2. 机の上には、鉛筆・消しゴム・受験票・座席券・時計以外のものを置いてはいけません。受験生どうしの貸し借りもできません。また、机の中には、自分のマークシート冊子以外、何も入れてはいけません。
3. 携帯電話は、必ず電源を切って、かばんの中に入れておいてください。
4. 問題冊子の印刷が見えづらかったり、ページが不足したりしている場合、また、鉛筆を落としたり、体の調子が悪くなったりした時は、だまって手をあげてください。
5. 問題冊子の余白などは、自由に利用してかまいませんが、どのページも切りはなしてはいけません。
6. 問題は10ページまであります。

1 次の英文を読んで、後の設問に答えなさい。なお、*の付いている語(句)には本文の最後に注があります。

What do English teachers find frustrating* about Japanese students? If you ask any English teacher, you'll probably get the same answer: "Japanese students are so afraid to make mistakes!"

Most teachers agree that 【 1 】. So when students don't make mistakes — or don't talk at all — teachers worry that they aren't learning.

"My students are so shy!" says Chris, an English teacher from Canada. "At first, I thought it was cute. But now I worry that 【 2 】."

Chris teaches at a school during the day and gives private lessons in the evening. On his day off, he teaches a class of elderly women at the community center. "Actually, (1)that class is my best class," says Chris. "Those women aren't as shy as the younger students! In fact, they ask me lots of personal questions. It is a little embarrassing!"

"Most of my students are really serious about studying English and it is great," he says. "We Canadians have two national languages but few of us spend so much time and money studying a second language."

But some of the students, he says, are a little too serious. They ask him about very small things. And 【 3 】!

For example: "What is the difference between 'I'd like a hamburger, please' and 'I'll have the hamburger, please'?"

To this question, Chris will answer: "Uh, 'a hamburger' is just a hamburger, and 'the hamburger' is the hamburger on the menu."

The dialogue* will continue:

Student: "Huh? So which is correct?"

Chris: "They're both correct. You can say either."

Student: "But what do you say?"

Chris: "Uh, I don't know. I probably say both, at different times. But it doesn't matter. Both are okay. Both will get you a hamburger."

At this point, the student will become silent and look confused.

"I think [4]," says Chris. "But the truth is that both phrases are totally fine. English is a very flexible* language. And the goal is just to get the hamburger, right?"

Chris and the other teachers at his school often talk about (2)these topics. Actually, he's discovered that different teachers have different ways of saying things! Sometimes the differences depend on the teacher's native country. Sometimes Chris discovers that men and women have different ways of saying things. Other times, it's impossible to explain the difference. Sometimes native speakers even say things incorrectly* just "because they have always been saying it."

"(3)The goal should be (A), not (B). I don't even think perfect English exists," says Chris.

Certainly, most Westerners' Japanese skills are (4) from perfect. And most Westerners aren't embarrassed at all about making mistakes in Japanese! Chris is also studying Japanese and he explains: "I'm just so happy if I can communicate. Grammar* is the (5) thing on my mind."

However, one thing worries Chris: "Japanese people never tell me when I make a mistake. I think they don't want to embarrass me. But I'm not embarrassed! I want to improve. And the only way to improve is to learn from your mistakes. As a teacher, I know that!"

He also wonders: "If Japanese people are so worried about perfection, why don't they expect Westerners to speak perfect Japanese? Why do they think it is okay for us to speak imperfect* Japanese, but not okay for them to speak imperfect English? I don't understand (6)that at all! Why are they harder on themselves than on us?"

Chris often hears stories from his students who go overseas. “They have to repeat themselves once, and then they think they are not good enough. I have to repeat myself all the time in Japanese. It’s actually good practice! Many people believe going overseas is ‘show time.’ But it’s not show time. It is still practice. It is always going to be practice.”

Chris worries that his students get too nervous, and that is bad for their communication. Chris thinks his students need to do more role-playing in class. But his students hate role-play! “It’s strange. When I studied French in school, the role-plays were my favorite part,” says Chris. “It was fun to play different characters and act silly.”

Now he’s a teacher himself and he says: “(7)I will (_____) it’s possible. It will be a good lesson. Forget the grammar. But I think all my students will not be happy!”

Chris also worries that his students are too stiff*. He thinks this causes more communication problems than grammar mistakes do. This is why he thinks so: “English is a more polite language than you think. It is a different kind of politeness from that of Japanese. There are no special verbs* to learn in English. But you should always be friendly to other people, and that is important,” explains Chris. “Start every situation with a ‘hi’ and a smile. This is the way to be polite. And make eye contact, too. In Western culture, making eye contact shows sincerity. (8)You’ll (_____): at the rental car counter, at McDonalds, and so on. It can be hard at first. But when you get used to* it, it becomes natural,” he says.

(Adapted from *Jon’s Chopsticks*)

注: frustrating	いらいらする	dialogue	対話	flexible	柔軟な
incorrectly	不正確に	grammar	文法	imperfect	不完全な
stiff	堅苦しい	verbs	動詞	get used to	～に慣れる

問1 空所【 1 】～【 4 】に入れるのに最も適当なものを次の①～④の中からそれぞれ一つずつ選び、その番号をマークしなさい。

- ① I'm not able to do my job as a teacher
- ② my students will be disappointed at my answer
- ③ the best way to learn is to make mistakes
- ④ some of these questions are hard to answer

問2 下線部(1)が指すものとして最も適当なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① the class Chris teaches at school
- ② the private lessons in the evening
- ③ the class at the community center
- ④ the class for Canadians to study a second language

問3 下線部(2)の内容を表す文として最も適当なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① There are several ways of saying things for the same purpose.
- ② Different people may have different opinions.
- ③ Teachers must teach students the best expression to get what they want.
- ④ Japanese people don't like to learn different expressions.

問4 下線部(3)の(A)と(B)に入れるのに最も適当な語(句)の組み合わせを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① (A) perfection (B) English skills
- ② (A) communication (B) perfection
- ③ (A) differences (B) communication
- ④ (A) English skills (B) differences

問5 空所(4)、(5)に入れるのに最も適当なものをそれぞれ次の①～④の中から一つずつ選び、その番号をマークしなさい。

- (4) ① different ② far ③ made ④ kept
(5) ① first ② difficult ③ useful ④ last

問6 下線部(6)の内容を表すものとして最も適当なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① 日本人は間違いを極端に恐れるのに英語力を上達させたいと思っていること。
② 日本にいる外国人は日本語を間違えても恥ずかしいと思わないこと。
③ 日本人は外国人の日本語には甘いのに、自分たちの英語に厳しすぎること。
④ 日本人はせっかく留学しても、自分から英語を話そうとしないこと。

問7 下線部(7)、(8)のそれぞれの英文を、下に示した語(句)を並べかえて完成させるとき、(A)、(B)に入るものを次の①～⑦の中からそれぞれ一つずつ選び、その番号をマークしなさい。

(7) I will () () (A) () () (B) () it's possible.

- ① an hour ② my ③ give ④ role play
⑤ if ⑥ of ⑦ students

(8) You'll () () (A) () () (B) () :

- ① things ② smoother ③ be ④ how
⑤ surprised ⑥ go ⑦ much

問8 本文の内容と一致するものを次の①～⑦の中から三つ選び、その番号をマークしなさい。

- ① Chris thinks that elderly women are so shy that they can't ask him some personal questions.
- ② Chris thinks that some Japanese students are too worried about small things in English expressions.
- ③ Most foreigners understand that role-plays are the best way to learn Japanese.
- ④ It is not important for students to try to show their perfect English skills when they go overseas.
- ⑤ Most Japanese students hate role-plays because it is not polite to play different characters.
- ⑥ Few Japanese students think improving English skills is more important than learning polite manners.
- ⑦ Smiling and eye contact are very polite manners in Western culture.

2 次の英文を読んで、後の設問に答えなさい。なお、*の付いている語(句)には本文の最後に注があります。

Becky originally signed onto Facebook to help her business. She was a writer and wanted to sell more of her books by creating a page on a social network. Other writers told her that it helped, and they even found more writing jobs through their connections.

Becky signed up. She set up her page and started to look for what this social network had to offer. She found many old friends of her high school and college days, and linked* up with them again.

Then, one day Becky saw a name she knew: Sara Harmon. With other old friends, Becky took a chance* and asked to “friend” them. With Sara Harmon, (1)it was different. Though they were best friends for more than ten years, they fell out* during their high school days and never spoke again.

Sara and Becky, both 7 years old at the time, met in 1960 when their families moved to a new town. 【 1 】 They did everything together and every night they spoke on the telephone for hours.

As they got older, they remained friends. They did homework, went shopping, took part in each other’s family meetings, and even went to summer camp together. Becky’s mother often said that her daughter spent more time at Sara’s apartment than she did at her own; Sara’s mother said (2)the same thing about her own daughter.

When they started high school, something changed. Sara was more popular than Becky was. Becky was jealous*. Sara noticed that Becky was often in a bad mood and unfriendly to her.

It happened one afternoon. 【 2 】 It was not about what Becky was suffering from. It was about something that had no connection. Both said things they didn’t really mean. They stopped talking to each other. They usually passed each other in school and

pretended* to pay no attention to each other. (3)This continued until they finished high school. 【 3 】

Becky went to college. As a freshman, she heard of Sara's father's death. She loved Sara's father. He was funny and made his daughter and her friends happy. Becky didn't see him in years, but (4)she sometimes missed him. She wanted to write a letter or call Sara on the telephone but did neither.

She went on with her life. She graduated from college and worked as a teacher. Then, she met her husband. Together, they had two children. When the children were young, the family moved to Arizona. Becky began writing stories and books. One story was about the friendship necklaces that she and Sara bought for each other. Becky said to herself, "(5)?".

Becky decided to take a chance. After almost 40 years, she sent a message to Sara.

In less than an hour, she received a reply. "Do you remember when we bought those friendship necklaces?" Sara wrote. "I still have mine."

Becky replied, "I have mine, too." Then she added the story of her own writing about the necklaces. "Oh, my God!" Sara replied. "It seems like just yesterday! That was fun."

With that, the friendship began again. They caught up with each other's lives. 【 4 】

After about a year, Sara and her husband flew to Arizona for a vacation. Becky invited them to her home for a barbecue. Sara was wearing her friendship necklace. Becky was wearing hers, too.

(Adapted from *Best Friends Forever*)

注: link つながる

take a chance いちかばちかやってみる

fall out 仲たがいでする

jealous ねたむ

pretend ふりをする

問1 下線部(1)の理由として最も適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① because she was a very nervous person
- ② because they were once best friends and later they had no talks
- ③ because Becky didn't see her for a long time
- ④ because she was special and other people took care of her

問2 下線部(2)が表す内容として最も適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① Sara spent more time with Becky than any other student
- ② Sara spent more time playing with Becky than studying
- ③ Sara spent more time at Becky's apartment than she did at her own
- ④ Sara spent more time studying with Becky at home than at school

問3 下線部(3)が指す内容として最も適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① They never tried to make friends again
- ② They remained best friends
- ③ They went on fighting every day
- ④ They kept visiting each other's home

問4 下線部(4)が表す内容として最も適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。

- ① she sometimes felt relief when she thought of him
- ② she sometimes felt happy because he didn't make a mistake
- ③ she sometimes felt proud that she once was like a member of his family
- ④ she sometimes felt lonely because she wasn't able to see him

問5 空所(5)に入る英文を、下に示した語(句)を並べかえて完成させるとき、(A)、(B)に入るものを次の①～⑧の中からそれぞれ一つずつ選び、その番号をマークしなさい。ただし、文頭に来る語も小文字にしてあります。

() () () (A) () (B) () ()

- ① those days ② as clearly ③ I ④ Sara
⑤ as ⑥ do ⑦ still remember ⑧ does

問6 空所【 1 】～【 4 】に入れるのに最も適当なものを次の①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

- ① They went their separate ways.
② They began talking on the telephone again.
③ They became best friends.
④ They said bad things to each other.

問7 本文の内容と一致するものを次の①～⑦の中から三つ選び、その番号をマークしなさい。

- ① Becky joined a social network mainly because she wanted to look for an old friend of hers.
② Becky and Sara became friends when they were in college and they were best friends.
③ Becky was shocked when Sara said to Becky, "My father died."
④ One story written by Becky was about the friendship necklaces that she and Sara bought for each other.
⑤ Becky didn't send a message to Sara when she knew about Sara's father's death.
⑥ About a year after their friendship began again, Sara and her husband moved to Arizona and started to live there.
⑦ After they didn't hear from each other for a long time, Becky and Sara found their true friendship again.

(お わ り)