

受験番号

問題 (1)

次の英文を読んで、以下の設問に答えなさい。

- [1] On Christmas Eve when I was in fifth grade, with the clock creeping toward midnight, my father told my mother that he was heading out to buy some gifts.
- [2] My father was out of work and we were living in a rundown rental house where more than once the water and electricity were cut off because we hadn't paid the bills. My parents argued a lot about money. The tension over money was a constant nervous hum in the house, like the hiss of a high-voltage wire.
- [3] (1)The coming of Christmas made it worse.
- [4] At 8 p.m. on that Christmas Eve, Santa, meaning my parents, had no gifts ready. Earlier that day, after an argument, my dad had gone out for a while, and when he came home, he had scored some money from who knows where. With Santa's deadline zooming in, he announced he was setting off for some last-minute shopping.
- [5] In my family, the eight kids always went to bed early on Christmas Eve because, unlike (2)the unfortunate children forced to wait until morning to discover what Santa had brought, we got to stumble up in the dark just past the witching hour, sometimes with reindeer hooves still clopping on the roof.
- [6] So on this evening, as my father left, my mother told my siblings to get into their pajamas. (3)Then she pulled me aside.
- [7] "Once Dad gets back," she explained, "there won't be much time to wrap the gifts, sign Santa's gift tags and get everything under the tree on schedule. As the oldest, could you help?"
- [8] (4)The shock. The thrill. Me?
- [9] By that age, I knew who Santa was and wasn't, but being included in the conspiracy, sworn to secrecy, (5)elevated me to full adulthood.
- [10] Awhile later, my father returned, his armes full of boxes and bundles. He disappeared to the family room downstairs while my mother and I wrapped gifts quietly and fast in the kitchen. When we were done, I carried a batch of Santa's goods down to be placed around the tree.
- [11] (6)What I saw standing in the doorway of the family room is still vivid in my mind: My father was kneeling next to the tree, assembling a bicycle. One of my brothers had asked for a bike, an outrageously large request that none of us was sure (7)could be met, and yet here it was, being put together by my dad, who for the first time in a long time seemed to be at peace.
- [12] I look back on all this as the night when I realized how much it meant to my parents to give Christmas gifts to their children, and also as the night when I realized that gift-giving can cause anxiety and require work.
- [13] I'm sure I received gifts that year too, but I have no memory of what. What I remember is the bicycle, and my parents' effort to make us happy, and the rare look of calm on my father's face as he put that bike together.
- [14] In this season of gift-giving, we're often transported back to childhood. (8)A lot of what we believe about giving and receiving comes from our early days. I've always been glad that my siblings and I grew up without expecting a lot at Christmas. I can't swear (9)all the others feel this way, but I think they would agree that (10)whatever we got was plenty.

[15] In some ways, growing up that way hasn't served me. I've never been comfortable with extravagant and excessive gift-giving, which has distanced me from the rituals of the season.

[16] It's not that I don't like gifts. I do. I give them when I mean them, and I appreciate what I (11). When I look around my home and see gifts from people I love, I like feeling the human beings present in those objects. But ⁽¹²⁾the things are just markers of those relationships, not measures.

(Adapted from "A Lot Can Come from Not Expecting Much at Christmas" by Mary Schmich)

問1 下線部 (1) の具体的な内容として最も適当なものを下から一つ選び、その番号を書きなさい。

1. クリスマスが近づくにつれて、お金を巡って父母が言い争うことが多くなった。
2. クリスマスが近づくにつれて、高圧線の発する騒音がさらにひどくなってきた。
3. クリスマスがやってきたのに、お金がなくて電気も水も止められてしまった。
4. クリスマスがやってきたのに、父親は外に出て働かなければならなかった。

問2 下線部 (2) の "children" が "unfortunate" である理由として最も適当なものを下から一つ選び、その番号を書きなさい。

1. どの家の子どもたちも、真夜中に起き出してサンタを見たりトナカイの足音を聞いたりすることを許されないから
2. 筆者の家の子どもたちは、貧しいために、クリスマスであってもたくさんの贈り物を期待することができないから
3. 普通の家の子どもたちは、クリスマス・イブになると、いつもより早い時間にベッドに入らなければならないから
4. 普通の家の子どもたちは、夜が明けて朝にならないとクリスマスの贈り物を開けることができないから

問3 下線部 (3) で、母親は筆者に対して何をしたのか、その答えとして最も適当なものを下から一つ選び、その番号を書きなさい。

1. 着替えを急がせるために筆者の脇腹を突っついた。
2. 注意を引くために筆者のパジャマの袖を引っ張った。
3. 話したいことがあって筆者のほうを振り向いた。
4. 二人だけで話をするために筆者を皆から引き離れた。

問4 下線部 (4) で、筆者が "shock" と "thrill" を味わった理由として最も適当なものを下から一つ選び、その番号を書きなさい。

1. クリスマスの贈り物としては高額な自転車を父親が買ってきたから
2. クリスマスの贈り物を準備する手伝いをしてほしいと母親に頼まれたから
3. クリスマスの贈り物を運んでくるのはサンタではなく両親であることがわかったから
4. クリスマスの贈り物を用意するために両親がいかに苦労しているかを知ったから

問5 下線部(5)で、筆者が「完全な大人の仲間入りをした」ように感じた理由として最も適切なものを下から一つ選び、その番号を書きなさい。

1. 家が貧しくて高価な贈り物を用意できないことを理解しているから
2. 贈り物を準備する母親を弟妹たちには内緒で手伝うことになるから
3. サンタの正体が誰であるかを知っているから
4. 八人の子どもたちのなかで最年長であるから

問6 下線部(6)で、筆者は何を見たのか、その答えとして最も適切なものを下から一つ選び、その番号を書きなさい。

1. 贈り物に囲まれたクリスマスツリー
2. クリスマスツリーの脇に置かれた自転車
3. 自転車を組み立てている父親
4. 父親に自転車をねだっている弟

問7 下線部(7)の“could be met”の主語を下から一つ選び、その番号を書きなさい。

1. an outrageously large request
2. none of us
3. one of my brothers
4. Santa

問8 下線部(8)を文脈を踏まえて和訳しなさい。

問9 下線部(9)が意味するものとして最も適切なものを下から一つ選び、その番号を書きなさい。

1. 筆者と面識のないすべての人びと
2. 筆者の家族を除くすべての人びと
3. 筆者の弟妹たち全員
4. 筆者を除くすべての人びと

問10 下線部(10)の意味として最も適切なものを下から一つ選び、その番号を書きなさい。

1. 贈り物が何であるかにかかわらず、子どもたちは贈られた物に満足しなかった。
2. 子どもたちにとっては、贈り物の中身よりも贈り物の数のほうが大事だった。
3. どれほど貧しくても、父親はクリスマスの贈り物にお金を惜しまなかった。
4. どんな贈り物であっても、子どもたちにとっては大きな贈り物だった。

問 11 空所（ 11 ）に入る単語として最も適当なものを下から一つ選び、その番号を書きなさい。

1. do
2. get
3. give
4. mean

問 12 下線部（12）からわかる筆者の贈り物についての見解として最も適当なものを下から一つ選び、その番号を書きなさい。

1. 相手が何を欲しがっているかを知らなければ、贈り物をする意味がない。
2. 相手との親密さの度合いに応じて、贈り物に費やす金額も変わってくる。
3. 相手に対する真心がこもっていれば、ささやかな贈り物でも十分である。
4. 相手によって贈り物の金額を変えたりすると、人間関係を大いに損なう結果になる。

問題 (2)

次の英文を読み、空所に入る語として最も適当なものを 1 ～ 4 から一つ選び、その番号を書きなさい。

A.

One way cultural values are reflected in language is through kinship terms. For instance, kinship terms in English are organized by (1)_____ (*brother vs. sister, father vs. mother, son vs. daughter, etc.*), (2)_____ (*daughter, mother, grandmother, great-grandmother, great-great-grandmother, etc.*), and lineage (direct lineage: *mother, son, vs. collateral lineage: aunt, nephew*). There is also blood relation versus relation by (3)_____, with terms like *step-sibling, half-sibling, mother-in-law*, and so on.

Studying kinship terms in a specific language can help us determine what characteristics the speakers value or consider relevant to social organization. In Seneca, a language spoken in New York state and parts of Canada, the same words are used for one's mother and her sisters, one's father and his brothers, one's grandmother and her sisters, and one's grandfather and his (4)_____. This reflects a social relationship whereby one's parent and their same-sex siblings are considered to have the same relationship with each other's children.

(Adapted from *Language Files 12* by Department of Linguistics, The Ohio State University)

- | | | | | |
|-----|------------------|-------------|---------------|-----------------|
| (1) | 1. age | 2. gender | 3. language | 4. social class |
| (2) | 1. communication | 2. culture | 3. generation | 4. law |
| (3) | 1. education | 2. marriage | 3. religion | 4. trade |
| (4) | 1. brothers | 2. parents | 3. sisters | 4. sons |

B.

Reputations are (1)_____ from one group member to another through a variety of means. Group members observe each other as social actors and understand each other (2)_____ those observations. They convey the conclusions of these observations to others. One powerful form of conveyance is *gossip*, a cherished social (3)_____ for human actors that likely goes back to the beginnings of human language. Gossip is actually a good thing (mostly) in group life, as social actors (4)_____ what others will say about them behind their backs and, therefore, try to display their best behaviors.

(Adapted from *The Art and Science of Personality Development* by D. P. McAdams)

- | | | | | |
|-----|---------------|----------------|----------------|----------------|
| (1) | 1. admitted | 2. omitted | 3. submitted | 4. transmitted |
| (2) | 1. away from | 2. based on | 3. relevant to | 4. unaware of |
| (3) | 1. attitude | 2. consequence | 3. group | 4. practice |
| (4) | 1. anticipate | 2. avoid | 3. enhance | 4. trust |

問題 (3)

次の英文の空所に入る最も適切な語（句）を 1 ～ 4 から一つ選び、その番号を書きなさい。

- (1) Her explanation was () from clear, and it left everyone confused.
1. away 2. far 3. too 4. way
- (2) You shouldn't enter the room with your cap ().
1. above 2. in 3. into 4. on
- (3) I'll be () if anyone needs extra help with the reading.
1. around 2. beneath 3. toward 4. within
- (4) My father let me () his computer when I was in high school.
1. be used 2. use 3. using 4. to use
- (5) We are grateful () the support of our friends and family.
1. for 2. on 3. to 4. with
- (6) I heard my name () at the meeting.
1. mention 2. mentioned 3. mentioning 4. to mention
- (7) I was forced () on my trip to Australia.
1. give up 2. giving up 3. to give up 4. to giving up
- (8) She can swim () among her team members.
1. as fast as 2. fast 3. faster than 4. the fastest
- (9) Look! There's a spider () the ceiling.
1. at 2. in 3. on 4. to
- (10) We looked and looked, but the document was () to be found.
1. anywhere 2. everywhere 3. nowhere 4. somewhere

問題 (4)

次の日本文に合うように、1～6の語(句)を並べ替え、英文を完成させなさい。解答欄には、それぞれAとBに入る語(句)の番号を書きなさい。なお、問題文中では、文頭に来るべき単語も小文字で書いてある。

- (1) 会社の経営の仕方に何らかの変化があってもいい頃だ。

It's time _____ A _____ B _____ run.

- | | | |
|-----------------|----------------|---------|
| 1. in the way | 2. is | 3. made |
| 4. some changes | 5. the company | 6. were |

- (2) ビリーはチームから外されたため怒った。

Billy was _____ A _____ B _____ the team.

- | | | |
|------------|----------|---------|
| 1. because | 2. cut | 3. from |
| 4. he | 5. upset | 6. was |

- (3) 問題は、政府がAIを規制するためにどのような措置を取るべきかということだ。

The question _____ A _____ B _____ to regulate AI.

- | | | |
|----------------|---------|-----------|
| 1. governments | 2. is | 3. should |
| 4. steps | 5. take | 6. what |

- (4) 電話で彼女の声聞いた瞬間、心が落ち着いた。

_____ A _____ B _____ on the phone, I felt calm.

- | | | |
|-----------|--------|----------|
| 1. heard | 2. her | 3. I |
| 4. moment | 5. the | 6. voice |

- (5) 学生は、毎回の授業前に課題の教材を読んできるところになっています。

Students _____ A _____ B _____ materials before each class.

- | | | |
|---------|-------------|-------------|
| 1. are | 2. assigned | 3. expected |
| 4. read | 5. the | 6. to |

- (6) 家族の皆は、より大きな家に引っ越すことを検討している。

The family members are _____ A _____ B _____ a bigger house.

- | | | |
|----------------|-----------|-------|
| 1. discussing | 2. moving | 3. of |
| 4. possibility | 5. the | 6. to |