

平成30年度 入学試験問題

英 語

(6 0 分)

〔 注 意 〕

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- ① 問題は[1]~[5]まであります。
 - ② 解答用紙はこの問題用紙の間にはさんであります。
 - ③ 解答用紙には受験番号、氏名を必ず記入のこと。
 - ④ 各問題とも解答は解答用紙の所定のところへ記入のこと。
 - ⑤ リスニング問題は試験開始10分後に始めます。
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白 紙

問題は次のページから始まります。

1 (リスニング問題) この問題は試験開始10分後に始まる。

これから放送する対話文は、アメリカからの留学生 Jane と男子大学生の Osamu によるものである。次の設問 A と設問 B にそれぞれ答えよ。なお、対話文と設問 A の質問は 2 度放送される。また、放送中に問題用紙にメモをとってもかまわない。

設問 A 対話文の内容について英語で 4 つの質問を行う。それぞれの質問に対する最も適切な答えを選び、記号で答えよ。ただし、もし適切な答えがない場合は (オ) と答えよ。

(1)

- (ア) For one year.
- (イ) For two years.
- (ウ) For three years.
- (エ) For four years.

(2)

- (ア) Sightseeing.
- (イ) Food.
- (ウ) Hot springs.
- (エ) Shopping.

(3)

- (ア) About an hour.
- (イ) About three hours.
- (ウ) About eight hours.
- (エ) About ten hours.

(4)

- (ア) To eat local food.
- (イ) To go to hot springs.
- (ウ) To visit temples.
- (エ) To play with deer.

設問 B この対話文の内容に一致するように、下記の英文の空所に入る最も適切な 1 語を答えよ。

According to the conversation, taking a bus is the () way to get to Osaka.

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2 次の英文をよく読み、本文の内容に合う最も適当な英文を4つ選び、記号で答えよ。

Miss Martha Meacham kept a small bakery in her city.

One day in spring, the bell of her bakery rang, and a man came in.

“Two loaves of old bread, please,” the customer said.

He showed no interest in other kinds of bread. From that day, he always bought the same bread.

The customer looked a middle-aged man, but actually he was young. His clothes were not clean. But he was handsome and had very good manners. Martha began to take an interest in him and expected that he would come to her shop more often.

Three weeks later, the man came and ordered the same bread. When she received five cents, she saw red and brown spots on his fingers. She thought then that he was an artist and very poor.

Martha wanted to know his job. One day she brought a painting to the shop. She hung it on the wall behind the counter. A few days later, the man came in and ordered the old bread as usual. Then he looked at the painting and asked her about it. He seemed to be interested in it.

“Yes, he must be an artist,” she thought.

One day, Martha thought he began to look thinner and tired. She wanted to give him something good to eat, but she couldn't do anything then. The next Tuesday morning, she made her mind. There was a pound of fresh butter in the shelf. With a bread knife she cut the old loaves, and put a lot of butter in them.

Near lunch time, the man came in as usual. He put his money on the counter and said, “Two loaves of old bread, please.” She quickly wrapped his two loaves of bread with paper and her gift. Miss Martha smiled to herself. Her dream came true.

Near the evening the front door bell of the bakery rang. Somebody was coming in. Martha hurried to the counter. Two men were there. One was a young man whom she had never seen before. The other was the artist. His face was red with anger. Martha was terribly shocked at his anger, and could not speak at all.

“What a fool you are! I will tell you...,” the customer cried, but he was so excited that

he could not talk. Then the other man said, "I'll explain why he is so angry. His name is Anderson. The loaves of your old bread damaged his work. He is a painter. He has been working hard for three months and drawing a plan for a new city hall. It is a prize competition. He finished inking the lines yesterday. He always makes his first drawing in pencil, and uses ink later. After the inking, he erases the pencil lines. He uses old bread to do the work. That's better than an eraser."

Martha suddenly covered her face with her hands and began to cry. She understood everything.

The next day Martha went to his office. As soon as she saw Mr. Anderson, she said in tears, "My name is Martha Meacham. Yesterday I caused you such trouble. I'm so sorry."

"Miss Meacham," he said with a smile. "Yesterday I was terribly shocked to see the dirty finish of my drawing. At first I didn't understand why it got dirty. That was not what I always buy at your shop. So I got very angry. I'm very sorry."

"May I ask you a question?" he added.

"Oh, yes. Go ahead," she said.

"I want to talk with you over a cup of coffee. Are you free tomorrow?"

She felt like she was over the moon.

"Why not?" she replied.

- (ア) Martha began to be interested in the customer because she wanted him to order different kinds of bread.
- (イ) The young man seemed poor to Martha because he couldn't pay five cents every day.
- (ウ) At first Martha thought that the customer was an artist because his clothes were not clean.
- (エ) Martha gave a special gift to the customer because she thought he was unhealthy.
- (オ) Mr. Anderson, a young painter drawing a city hall, always bought old bread for his job.
- (カ) When she passed her gift to Mr. Anderson near lunch time, he was pleased with it and paid five cents as usual.
- (キ) When she looked at Mr. Anderson's angry face, she was disappointed because he didn't like her gift.
- (ク) Martha began to cry because she found that her special gift made his work dirty in the end.
- (ケ) After she said sorry to the young man, she felt happy because she made a promise to meet him again.

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3 次の英文をよく読み、あとの問いに答えよ。(＊は、あとに注釈のあることを示す。)

I've always had a strong *moral sense, and I feel *guilty easily. Once, as a kid, after stealing five dollars from my mother's wallet, I didn't sleep well for two nights because of the feelings of *shame. When my mom finally found out, she didn't scold me but said that my feelings of shame was *punishment enough. You may think that my sense of right and wrong is enough to stop my bad behavior — but in fact I tell lies all the time.

As you know, ①I'm not alone. A 1996 study by Dr. Bella DePaulo at the University of Virginia showed that most people tell a lot of lies. She studied 147 people between the ages of 18 and 71 and found that most of them lied at least once or twice a day. She discovered that college students lied to their mothers in one of every two conversations. Another study showed that 75 percent of people lie to their friends, 73 percent to their brothers or sisters, and 69 percent to their husband or wife. And, I should say that most people are actually good at this because about three out of every four lies are not discovered.

Most people do not think that telling lies is really such a bad thing. Dr. Leonard Saxe of Brandeis University says that it isn't nearly as bad as it seems because lying helps to *escape punishment. If you are late for work because you forgot to set your alarm, you should tell your boss that you were caught in a heavy traffic. In these kinds of situations, people don't have unkind *intentions — they're just trying to *avoid trouble. And ②lies like this really don't give any trouble.

In fact, not being able to lie could show developmental problems in young children. As soon as kids are old enough to play and talk, they are taught that they must be always honest. But they don't remember the lesson for long. The *Institute of Child Study at the University of Toronto researched 1,200 children aged 2 to 17. It found that while only about two out of ten 2-year-olds were able to lie, by age 4 that number had ③skyrocketed to nine out of ten. Dr. Kang Lee *admits that (④) a child's habit of lying may worry his or her parents, it's actually a normal thing to do. When a child is lying, it means that the child has developed important skills such as the ability to *recognize what other people know and don't know.

But kids don't always learn to lie on their own. Some of them learn to lie from people who tell them not to tell lies. Here is an example. Parents often tell children to always

be honest. But when little Jimmy receives a very *ugly sweater which his Aunt Betty made, Mom tells Jimmy that, in order to avoid hurting Aunt Betty's feelings, he should say he loves the gift. You can see what's going on, right? Though she doesn't want Jimmy to tell a lie, she actually tells her son to. In some situations, it can help one avoid hurting others' feelings and help to avoid *conflict. From an early age, children know that lies are (⑤) if there is a good reason.

Lying is part of human nature, and children learn to do it at a very early age from the same people who teach them moral sense. While I think that being honest is best in certain situations, there's actually a big gray area. From now on, I'm not always going to feel guilty about lying.

- *) moral : 道徳的な guilty : 罪の意識がある shame : 恥 punishment : 罰
escape : 逃れる intention : 意図 avoid : 避ける institute : 研究所
admit : 認める recognize : 認識する ugly : 醜い conflict : 争い

問 1 次の英文を入れるのに最も適当な箇所はどこか。本文中の ~ より
選び、記号で答えよ。

And in doing so, she teaches her son that there is something useful in telling lies.

問 2 下線部①は具体的にどういうことか。本文の内容に即して 30 字以内の日本語（句読点を含む）で答えよ。

問 3 下線部②が指している内容として最も適当なものを選び、記号で答えよ。

- (ア) 仕事に遅れたのは目覚まし時計のセットをし忘れたからだというような嘘。
(イ) 仕事に遅れたのは交通渋滞に巻き込まれたからだというような嘘。
(ウ) 仕事に遅れたのはトラブルを避けたかったからだというような嘘。
(エ) 仕事に遅れたのは罰を受けたくなかったからだというような嘘。

問 4 下線部③の本文中での意味として最も適当なものを選び、記号で答えよ。

- (ア) increased very fast (イ) became much worse
(ウ) dropped very fast (エ) went high up in the sky

問 5 (④) に入る最も適当な語を選び、記号で答えよ。

- (ア) so (イ) though (ウ) but (エ) because

問6 (⑤)に入る最も適切な語を選び、記号で答えよ。

(ア) wrong (イ) easy (ウ) dangerous (エ) necessary

問7 本文の内容に合う最も適切な英文を2つ選び、記号で答えよ。

(ア) When the writer was a child, he stole some money from his mother and he was severely scolded by her.

(イ) According to the study of Dr. Bella Depaulo, almost all people tell a lie every day.

(ウ) Almost all people think that telling a lie is a bad thing and they try hard to avoid lying.

(エ) A child can lie because he or she knows what other people know and don't know.

(オ) All people begin to tell a lie after they are taught how to do it by their mothers or other people.

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4 次の英文は、日本でも昨年流行した、ハンドスピナー (fidget spinner) についての英文である。本文をよく読み、あとの問いに答えよ。(＊は、あとに注釈のあることを示す。)

A friend recently asked me if my children had “fidget spinners” yet. I had never heard of a fidget spinner, so she showed me a picture of it and told me that they could help some kids to *focus while they play with them.

The next day, my 14-year-old son came (あ) my bedroom to ask me a question, and I noticed something (い) his hand. “What’s that?” I asked him. “My fidget spinner,” he said. “I bought it on *Amazon a few weeks ago.”

Two things became clear: I no longer know everything my child is buying (う) himself on Amazon, and fidget spinners are officially a thing. And they are: Mandy Wideman, a mother of three children in Alabama, told me, “①They’re huge here in Birmingham! I just drove to two stores tonight to look for them. One had sold out and the other one said they had sold over 200 today and over 2,500 in the last week!”

Soon, my own children were asking me to buy more fidget spinners in different colors, and one of my children’s teachers began keeping some fidget spinners in her desk for kids who could *benefit from using them in class.

It seems that fidget spinners are the new *craze. They are separating parents and teachers *as to whether they are good or bad for kids and their classroom environments. Some parents believe children benefit from having a fidget spinner in class with them, but because they can cause classroom *distractions, some schools do not allow their students to use them.

“As the teacher, I am (②) your child’s toy,” wrote Zawacki in her essay. “It is difficult for me to do my job when some of my students use fidget spinners during my class. They are not as helpful as we thought.”

But some parents say fidget spinners are not toys but *therapy tools that help their children focus; they (③) tell their children to stop using them in the classroom. Some students are actually allowed to use fidget spinners at school in order to focus. Those children won’t be able to use the tools they actually need, if schools *ban the use of fidget spinners.

Ro Marks, mother of Ben, 13, and Danny, 10, in Lawrenceville, New Jersey, told us, “Our middle school just banned them, but my son has been allowed to use them. I have already written a letter to the school about this. Although he can still be allowed to use it, he doesn’t want to. This is because it will now draw unwanted attention towards him by his classmates. Solving a problem simply by making a ban is not always good and creates a more serious problem. Plus, ④ kids who don’t need them as therapy toys will maybe lose interest in them in about two weeks.”

Adam Greenberg, a special education and social studies teacher in Springfield, Virginia, told that he thinks the answer to the fidget-spinner *debate is somewhere in the middle. “I think students and parents need to include their teachers in that discussion,” he said, and pointed out that even for children who need a fidget spinner as a therapy tool, they are not a “*cure-all.”

Dr. Deborah Gilboa, a child development expert, agreed with Greenberg. “The important thing is great communication ⑤ with your (A) and with your (B). Does a fidget spinner help your child to focus better on what’s happening in class, with fewer distractions? Or does it take your child’s attention away from learning? Give it a few tries — anything new is said to be a distraction. But if this is still a problem at the end of the school week, it’s time to (⑥).”

- *) focus : 集中する Amazon : インターネット上の最大の店
benefit : 利益を得る craze : 一時的流行 as to : ～に関して
distraction : 混乱のもと therapy tool : 治療するための道具
ban : 禁止 (する) debate : 議論 cure-all : 万能薬

問 1 (あ) ~ (う) に入る最も適当な語を選び、記号で答えよ。ただし、同じ語を複数回用いてはならない。

(ア) for (イ) into (ウ) in

問2 下線部①が指している内容として最も適切なものを選び、記号で答えよ。

(ア) バーミンガムの街では、ハンドスピナーを売っている店が大型だということ。

(イ) バーミンガムの街では、ハンドスピナーの問題が深刻だということ。

(ウ) バーミンガムの街では、ハンドスピナーの売れ行きが莫大だということ。

(エ) バーミンガムの街では、ハンドスピナーの大きさが巨大だということ。

問3 (②)に入る最も適切な表現を選び、記号で答えよ。

(ア) worried about (イ) pleased with

(ウ) surprised at (エ) excited by

問4 (③)に入る最も適切な表現を選び、記号で答えよ。

(ア) have to

(イ) want to

(ウ) don't forget to

(エ) don't want to

問5 下線部④を日本語にせよ。

問6 下線部⑤の(A)、(B)にそれぞれ入れるのに、最も適切な語(句)の組み合わせを選び、記号で答えよ。

(ア) (A) parents (B) child

(イ) (A) parents (B) child's teacher

(ウ) (A) child (B) child's teacher

(エ) (A) child (B) child's fidget spinner

問7 (⑥)に入る最も適切な語を選び、記号で答えよ。

(ア) play with it outside

(イ) leave it at home

(ウ) bring it to school

(エ) buy it on Amazon

問題は次のページに続きます。

5

次の日本語を英語に直せ。

- ① 君は誰が空港で彼女を待っていると思いますか。
- ② 眼鏡をかけている男を昨夜見かけたのを覚えています。
- ③ 彼女がアメリカへ行ってしまったと知って驚いている。

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