確認問題
305

大学別・難関大 CHECK TEST

関西大学 英語の特徴と対策 確認問題集

関大型の確認問題26問。気持ちで選ぶ会話文、相対位置で答える並べ替え、物語文の空所、下線部の推測を全問マークで。

元のチートシートへ

月　日　名前　　／26問

表で解いて、裏で答え合わせ。まちがえた所は元のシートへ。

〔Ⅰ〕A 次の会話文の空所(1)～(5)に入る最も適切なものを選べ

(Two students are talking after class.) Saki: How did the chemistry exam go? Jake: Terrible. I forgot my calculator, so I had to do all the calculations by hand. Saki: (1) You studied so hard for it. Jake: Yeah. Well, it can't be helped. Anyway, the professor said there'll be an extra assignment for anyone who wants to raise their grade. Saki: (2) So you still have a chance. Jake: Right. Oh, and guess what? I got the internship at the publishing company! Saki: (3) You've wanted to work there for years. Jake: Thanks. I start in July. By the way, did my notes help you last week? Saki: A lot. Thanks so much for lending them to me. Jake: (4) Do you need them again? Saki: Actually, could I borrow them for one more day? Oh, wait. (5) I just remembered that the slides are online.

1 空所(1)

a What a shame.　b Good for you!　c Same here.
d That's a relief.

2 空所(2)

a I'm not so sure about that.　b It can't be helped.
c That's a relief.　d Same here.

3 空所(3)

a It can't be helped.　b Good for you!　c Never mind.
d I'm not so sure about that.

4 空所(4)

a What a shame.　b Don't mention it.　c I can't wait.
d You must be kidding.

5 空所(5)

a Don't mention it.　b Never mind.　c I can't wait.
d Good for you!

〔Ⅰ〕B 与えられた文に続けて(A)～(F)を並べ、意味の通る段落にする。問いの位置に来るものを選べ

与えられた文:On hot summer days, the roofs of buildings can become much hotter than the air around them. (A) As a result, the rooms below it stay cooler, and people need to use their air conditioners less. (B) This is especially true of dark roofs, which absorb most of the sunlight that falls on them. (C) For this reason, a number of cities now offer money to building owners who paint their roofs white. (D) A white roof, by contrast, reflects much of that sunlight back into the sky. (E) However, white roofs are not the best choice everywhere. (F) In places with long, cold winters, the heat that dark roofs absorb can actually help keep buildings warm.

6 与えられた文の次に来るもの

a (A)　b (B)　c (C)　d (D)

7 (B)の次に来るもの

a (A)　b (F)　c (D)　d (C)

8 (D)の次に来るもの

a (F)　b (A)　c (E)　d (C)

9 (A)の次に来るもの

a (C)　b (E)　c (B)　d (F)

10 (E)の次に来るもの

a (C)　b (B)　c (A)　d (F)

〔Ⅱ〕次の英文を読み、A 空所(1)～(4)に入る最も適切なもの、B 設問の答えとして最も適切なものを選べ

When Hana moved into the apartment building, the first thing she noticed was the piano music coming from the floor above. Every evening at seven, someone played the same slow piece, stopping now and then and starting again from the beginning. Her mother said it must be a student practicing for a concert, but Hana was not so sure. The playing sounded far (1) careful for a student, as if each note were being chosen one at a time. One evening the music stopped halfway through and did not start again. The next evening there was silence, and the evening after that, too. Hana was surprised to find that she missed it. On the fourth day, she decided to (2) what had happened, and she climbed the stairs. An old man opened the door. Behind him, Hana could see the piano, its lid closed. He explained that he had hurt his left wrist and could no longer play the second half of the piece, which had been his late wife's favorite. "I suppose it's silly," he said, (3) at the floor, "practicing for a concert no one will hear." Hana thought for a moment. She had taken piano lessons for six years, though she had stopped when they moved. "I could play the left-hand part," she said, "if you play the right." The man looked at her for a long time. Then he stepped aside and opened the door wider. That evening, the music from the floor above was a little uneven, and it stopped more often than before. But for the first time, the piece was played (4).

11 A 空所(1)

a so　b enough　c such　d too

12 A 空所(2)

a take after　b give in　c put off　d find out

13 A 空所(3)

a looks　b to look　c looking　d looked

14 A 空所(4)

a by a music student　b all the way to the end
c only halfway through　d without a single mistake

15 B Why did Hana go upstairs on the fourth day?

a She missed the music and wanted to know why it had stopped.
b She had heard that the man had hurt his wrist.
c Her mother asked her to complain about the noise.
d She wanted to take piano lessons from the man.

16 B What can be inferred from the last paragraph?

a Hana and the old man played the piece together.
b The old man decided to give a concert in public.
c Hana's mother practiced the piece with the man.
d The old man's wrist had completely healed.

17 B Which best describes the story as a whole?

a An old man teaches a girl to play the piano for a concert.
b A student practices hard and finally wins a piano competition.
c A girl helps her neighbor complete a piece of music that means a lot to him.
d A girl complains about the noise and makes her neighbor stop playing.

◆〔Ⅲ〕次の英文を読み、設問の答えとして最も適切なものを選べ

[1] Anyone who has asked a computer expert for help knows the feeling: the explanation is accurate, yet it leaves you more confused than before. The problem is not that experts are poor communicators by nature. It is that once we know something, it is remarkably hard to imagine not knowing it(1). Psychologists call this the "curse of knowledge." [2] The curse shows up everywhere. Teachers skip steps that seem obvious to them but are not obvious to beginners. Writers of instruction manuals use terms that only other specialists understand. Even parents giving directions to their home may say, "Turn left at the old bakery," forgetting that the bakery closed years ago and that a visitor would never recognize the building. [3] What makes the curse so difficult to overcome is that simply warning people about it does little good. Knowing that you might be unclear does not tell you which parts of your explanation are unclear. The more effective solution is to borrow someone else's ignorance.(2) Some companies, for example, test their manuals by asking new employees to follow them while experts watch silently. Every time a newcomer hesitates, the experts learn something about their own blind spots. [4] In this sense, beginners are not simply people who need to be taught. They are also a valuable source of information for those who teach them.

18 A 下線部(1)の意味に最も近いものを選べ。

a People who know a lot do not want to share what they know.
b Experts usually forget what they learned when they were young.
c It is easy to learn something new but hard to remember it.
d It is difficult to put ourselves in the position of someone who lacks our knowledge.

19 A 下線部(2)から読み取れることとして最も適切なものを選べ。

a Companies should hire only people who have no experience.
b People should stop asking experts for help.
c Experts can find unclear points by watching how people without their knowledge react.
d Experts should pretend to know less than they actually do.

20 A Why does the author mention the old bakery in paragraph [2]?

a To show that old buildings are often hard to find.
b To explain why many small shops have closed.
c To show how people forget that others do not share their knowledge.
d To give advice on how to give clear directions.

21 B What is the role of paragraph [4]?

a It introduces a completely new problem.
b It draws a conclusion about the value of beginners.
c It raises an objection to the solution in paragraph [3].
d It gives another example of the curse of knowledge.

22 B Which of the following agrees with the passage?

a Most instruction manuals are written by beginners.
b Experts are naturally poor at explaining things.
c Warning people about the curse of knowledge is not enough to solve the problem.
d New employees are usually asked to write their own manuals.

◆〔Ⅳ〕空所に入る最も適切なつなぎ言葉を選べ

23 The tickets sold out within an hour. ＿＿＿, many fans were unable to attend the concert.

a In other words　b Nevertheless　c For instance
d As a result

24 The plan sounds simple. ＿＿＿, it would be very expensive to carry out.

a However　b For example　c In addition　d Therefore

25 We didn't take the bus to the station. ＿＿＿, we walked along the river.

a Therefore　b Moreover　c Finally　d Instead

26 My brother is a vegetarian; ＿＿＿, he does not eat meat or fish.

a nevertheless　b in other words　c however　d instead

1 **a What a shame.**
電卓を忘れて試験が散々→「それは残念」。直後の「あんなに勉強したのに」も同情の流れ。shame は「恥」ではない。Good for you! は成功を喜ぶ表現で逆の気持ち。

2 **c That's a relief.**
成績を上げる課題がある→「ほっとした」。後の So you still have a chance. とつながる。It can't be helped.(仕方ない)はあきらめで、前向きな流れと合わない。

3 **b Good for you!**
インターンに受かった友人に「やったね」。後の「何年も前から働きたがっていたよね」も祝福。感情の方向(喜び)を先に決めてから選ぶ。

4 **b Don't mention it.**
Thanks so much へのお礼の返事=「どういたしまして」。You're welcome. と同じ。You must be kidding.(冗談でしょ)は驚きで、お礼への返事にならない。

5 **b Never mind.**
スライドがネットにあると思い出した→今の頼みは「もういいよ」。Never mind. は自分の発言を取り消す時にも使う。Don't mind. とは言わない。

6 **b (B)**
This is especially true of dark roofs の This が「屋根が気温より熱くなる」を受ける。(D)の that sunlight は日光がまだ出ていないので不可。→ シートの『代名詞・指示語』

7 **c (D)**
by contrast(対照的に)で黒い屋根⇔白い屋根を対比。that sunlight は(B)の the sunlight that falls on them を指す。(A)の it は単数で、複数の dark roofs を受けられない。

8 **b (A)**
白い屋根が日光をはね返す→As a result 下の部屋が涼しい。below it の it=a white roof。(C)の For this reason は「冷房が減る」という利点を受けるので(A)の後。

9 **a (C)**
冷房の使用が減る→For this reason 市が白く塗る所有者にお金を出す。(E)の However を先に置くと、補助金の話が「白が最善でない場所」の後になり流れが崩れる。

10 **d (F)**
「白い屋根はどこでも最善ではない」(主張)→寒い地域では黒い屋根の熱が役立つ(具体)。(F)が最後。一般→具体の流れと However の位置で決まる。

11 **d too**
too+形容詞+for ～=～にしては…すぎる。一音ずつ選ぶような慎重さ=学生にしては慎重すぎる→だから学生ではないと思った。far は too を強める語で far so とは言わず、enough は careful enough の語順、such は名詞と組む。

12 **d find out**
音楽が止まった理由を「突き止める」ために階段を上った。find out=調べて知る。put off(延期する)では階段を上る行動と合わない。

13 **c looking**
he said, looking at the floor=床を見ながら言った(付帯状況の分詞構文)。主語 he が「見る」側なので現在分詞。looked では接続詞なしに動詞が2つ並ぶ。

14 **b all the way to the end**
老人は後半が弾けなくなっていた→2人で弾いて初めて最後まで演奏された。uneven(不ぞろい)とあるので「ミスなし」は不可。for the first time が決め手。

15 **a She missed the music and wanted to know why it had stopped.**
she missed it(音楽がなくて寂しかった)と find out what had happened の2か所を合わせた選択肢。けがのことはドアを開けてから知ったので順序が逆。

16 **a Hana and the old man played the piece together.**
左手を弾くという申し出→ドアを大きく開けた(承諾)→その夜、演奏は少し不ぞろいだが最後まで。2人で弾いたと推測できる。人物の関係と話の展開から読む空所・設問。

17 **c A girl helps her neighbor complete a piece of music that means a lot to him.**
亡き妻の好きだった曲を、少女の助けで最後まで弾けた話。苦情・レッスン・コンクールはどれも本文にない。部分ではなく全体の流れで選ぶ。

18 **d It is difficult to put ourselves in the position of someone who lacks our knowledge.**
「知らない状態を想像できない」=知識のない人の立場に立てない。下線部の英語の言い換え問題。「忘れる」「共有したがらない」は本文にない読み替え。

19 **c Experts can find unclear points by watching how people without their knowledge react.**
「他人の無知を借りる」は比喩。直後の例(新人が戸惑う所で専門家が盲点を知る)から推測する。表面の意味ではなく、例とセットで中身を読む。

20 **c To show how people forget that others do not share their knowledge.**
パン屋は「知識の呪い」の具体例。自分は知っているが訪問者は知らない、という点が要。例は段落の主張(The curse shows up everywhere)を支える役割で読む。

21 **b It draws a conclusion about the value of beginners.**
In this sense で前の内容をまとめ、「初心者は教える側にとって貴重な情報源」と結論づける。段落ごとに役割(主張・例・解決策・結論)をメモしておくと速い。

22 **c Warning people about the curse of knowledge is not enough to solve the problem.**
simply warning people about it does little good の言い換え。「専門家は生まれつき説明が下手」は第1段落で not と否定されている。

23 **d As a result**
売り切れ(原因)→行けないファンが多かった(結果)。as a result=その結果。Nevertheless は予想に反する内容が続く時。

24 **a However**
「簡単そう」⇔「実行には大金がかかる」の対立。however=しかし。Therefore は根拠→結論で、論理がつながらない。

25 **d Instead**
バスに乗らなかった→その代わりに歩いた。instead は前に述べた行動の代わりを示す。Moreover(さらに)は同じ方向の追加。

26 **b in other words**
ベジタリアン=肉も魚も食べない人、と同じ内容を言い換えている。in other words=言い換えれば。however・nevertheless は対立・譲歩の内容が続く時。