確認問題
296

大学別・難関大 CHECK TEST

関関同立 英語の共通点と大学別の特徴 確認問題集

関関同立型の確認問題24問。学校で習う文法4択、同意語選択と和訳、対になる語句、会話中の英訳を本番の形で解く。

元のチートシートへ

月 日 名前 ／ 24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 空所に入る最も適切なものを選べ（文法・語法4択）

1 I could ＿＿ hear the speaker because the microphone was not working properly.
a barely b mostly c closely d nearly

2 This species of tree is native ＿＿ the mountains of central Japan.
a for b to c with d in

3 The museum, ＿＿ was built in 1890, is the oldest in the city.
a what b where c that d which

4 My brother ＿＿ for the exam since early this morning, so he must be tired by now.
a studies b was studying c had studied
d has been studying

5 Never ＿＿ such a moving speech.
a I have heard b have I heard c did I heard d I heard

6 It was very considerate ＿＿ you to call me when I was sick.
a of b with c for d to

7 Ken can't swim, ＿＿ can his brother.
a nor b too c so d either

8 The students were made ＿＿ the classroom after school.
a cleaning b cleaned c clean d to clean

9 Your idea sounds ＿＿ to me. Let's discuss it at the next meeting.
a interested b interest c interestingly d interesting

◆ Ⅱ 次の英文を読み、設問に答えよ（同志社型）

Many students today study with their phones beside them, switching between their textbooks and messages from friends. They often claim that this habit does not (a)hinder their learning; some even say it helps them stay relaxed. Research, however, paints a different picture. When people try to do two tasks that both require attention, they do not really do them at the same time. Instead, the brain switches rapidly between them, and each switch carries a small cost. (イ)These costs, though too small to notice individually, add up to a considerable loss over the course of an evening. What is more, students who multitask tend to (b)overestimate how well they are doing, which makes them unlikely to change their habits. This does not mean that phones must be banned from study rooms. A simple strategy is to keep the phone out of sight and check messages only during planned breaks. (c)By and large, students who try this find that they finish their work sooner and remember it better. The lesson is not that technology is the enemy, but that attention is a limited (d)resource that deserves to be spent wisely.

10 下線部(a)に最も近い意味のものを選べ。
a keep track of b make up for c get in the way of
d take advantage of

11 下線部(b)に最も近い意味のものを選べ。
a judge as better than it really is b fail to notice at all
c judge as worse than it really is d tell others about

12 下線部(c)に最も近い意味のものを選べ。
a Above all b By chance c On the whole d At once

13 下線部(d)に最も近い意味のものを選べ。
a rule b pleasure c habit d supply

14 本文の内容と一致するものを1つ選べ。
a Keeping phones out of sight while studying can help students work more efficiently.
b Students who multitask usually realize that their work is suffering.
c The author believes that phones should be banned from study rooms.
d The brain can do two tasks that require attention at exactly the same time.

◆ Ⅱ（続き）

15 下線部(イ)を和訳せよ。

◆ Ⅲ 空所に入る最も適切な語を選べ（対になる語句）

16 We should weigh the pros and ＿＿ carefully before making a decision.
a minus b cons c negatives d contras

17 Sooner or ＿＿, you will have to tell him the truth.
a late b last c latter d later

18 ＿＿ and foremost, I would like to thank my parents for their support.
a Best b Front c Most d First

19 Tomorrow's game will be a make-or-＿＿ moment for the team.
a fail b lose c break d end

20 Every now and ＿＿＿, I visit my grandparents in the countryside.

a then　b soon　c there　d here

Ⅳ 次の会話文を読み、空所(1)(2)に入る最も適切なものを選べ。また[ア][イ]の日本語を英語に訳せ(同志社型)

Mika: Hi, Tom. You look tired. (1) ／ Tom: I stayed up late finishing my report. It's due today. ／ Mika: Oh, no. Did you finish it? ／ Tom: Yes, but only just. [ア もっと早く始めておけばよかったよ。] ／ Mika: I know how you feel. I always put things off until the last minute, too. ／ Tom: Really? You always seem so organized. ／ Mika: (2) Actually, I've started using a planner this term. [イ 毎日やることを書き出すと、思っていたより時間があることに気づくんだ。] ／ Tom: That sounds useful. Maybe I should try it.

21 (1)

a Sounds like fun.　b Is everything all right?
c You're welcome.　d Here you are.

22 (2)

a I wish that were true!　b That's what I said.　c Never mind.
d Yes, I'm very organized.

Ⅳ(続き)[ア][イ]を英語に訳せ

23 [ア]もっと早く始めておけばよかったよ。

24 [イ]毎日やることを書き出すと、思っていたより時間があることに気づくんだ。

解答・解説　関関同立 英語の共通点と大学別の特徴

1　**a　barely**
barely＝かろうじて～する(ほとんど～ない)。マイクの不調で聞こえにくかった。nearly hear(ほぼ聞く)、mostly hear(たいてい聞こえた)は because 以下と合わない。→ シートの『関西学院：文法4択を落とさない』

2　**b　to**
native to＋場所＝～原産の・～に固有の。日本語の「～に」につられて in を選ぶのが典型的な誤り。

3　**d　which**
コンマの後の非制限用法で、後ろに主語が欠けているので主格の which。that は非制限用法に使えない。where は後ろが完全な文のとき。

4　**d　has been studying**
since＋起点で、今も続く動作は現在完了進行形。so he must be tired by now(今は疲れているはず)が現在とのつながりを示す。過去完了は過去の一点が基準のとき。

5　**b　have I heard**
否定の副詞 Never が文頭に出ると疑問文の語順(倒置)。did I heard は did の後なのに過去形で誤り(did I hear なら文法上は可)。

6　**a　of**
kind・considerate・careless など人の性質を評価する形容詞は It is ～ of＋人＋to do。easy・necessary など事柄の評価なら for。

7　**a　nor**
否定文に続けて「～もそうではない」は nor／neither＋倒置。so can his brother は肯定の同意。either は文末で not ～ either の形。

8　**d　to clean**
make O 原形(使役)を受動態にすると be made to do と to が復活する。能動態なら The teacher made them clean the classroom。

9　**d　interesting**
sound＋形容詞＝～に聞こえる。アイデアは人の興味を引く側なので -ing。副詞は補語になれない。

10　**c　get in the way of**
hinder＝妨げる。直後の「むしろリラックスに役立つ」と対になる語で、help or hinder の組み合わせ。make up for は「埋め合わせる」、keep track of は「把握する」。

11　**a　judge as better than it really is**
over-(過度に)＋estimate(見積もる)＝過大評価する。だから習慣を変えようとしない、という後半とつながる。worse は逆の意味。

12　**c　On the whole**
by and large＝概して(generally)。At once は「すぐに」、By chance は「偶然」、Above all は「何よりも」。→ シートの『対になる語の組み合わせ』

13　**d　supply**
resource＝資源・蓄え。limited(限られた)と結びつき、spent wisely(賢く使う)の目的語になるので「蓄え」。注意力をお金のように使うものとして描いている。

14　**a　Keeping phones out of sight while studying can help students work more efficiently.**
out of sight にすると finish their work sooner and remember it better。禁止は This does not mean で否定され、同時処理は do not really do them at the same time に反する。

15　**こうした損失は、一つ一つは小さすぎて気づかないが、一晩のうちに積み重なって、かなりの損失になる。**
採点ポイント：①These costs＝切り替えごとの小さな損失 ②though too small to notice individually(though they are の省略、too ～ to do)③add up to(積み重なって～になる) ④over the course of an evening(一晩の間に)。

16　**b　cons**
pros and cons＝長所と短所・賛否。weigh the pros and cons(損得を比べる)で覚える。

17　**d　later**
sooner or later＝遅かれ早かれ。語順は sooner が先。latter は「後者」で、時間の比較級ではない。

18　**d　First**
first and foremost＝何よりもまず。foremost＝最も重要な。スピーチの冒頭の定番。

19　**c　break**
make or break＝成否を決める。a make-or-break moment＝正念場。make(成功させる)と break(壊す)の対。

20　**a　then**
(every) now and then＝時々(occasionally)。here and there は「あちこちに」で場所の表現。

21　**b　Is everything all right?**
「疲れて見える」の後で事情を尋ね、Tom が理由(夜更かし)を答えている。Here you are は物を渡すとき、You're welcome はお礼への返事。

22　**a　I wish that were true!**
「きちんとして見える」への返し。直前で「いつも先延ばしにする」と言っているので「そうだったらいいけど」。Yes, I'm very organized は自分の発言と矛盾する。

23　**I should have started it earlier.**
過去の後悔は should have p.p.(～すべきだった)か I wish I had p.p.。it は report。別解：I wish I had started earlier.

24　**When I write down what I have to do every day, I realize that I have more time than I thought.**
「やること」は what I have to do、「書き出す」は write down。「思っていたより」は than I thought(than I had expected も可)。会話の流れに合う平易な英語で。→ シートの『同志社型の和訳・英作文のコツ』

もっと無料で学ぶなら
原田英語.com
究極の英単語帳(PDF印刷)・共テ単 キョウテタン・共通テスト満点チートシート・英文法大全・英作文超絶採点くん・時事英語ナビ…
受験に役立つ無料の英語アプリと、約2,800本の記事。
原田英語.com
ほかのチートシート
(全439本・無料)