確認問題
291

大学別・難関大 CHECK TEST

東京大学 英語 大問別の特徴と対策 確認問題集

東大型の確認問題21問。要約・文補充・英作文・誤り指摘・下線部和訳・物語読解を本番の形で1つずつ体験する。

元のチートシートへ

月　日　名前　／21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 次の英文を読み、設問に答えよ(1(A)型)

Most of us treat boredom as a problem to be solved as quickly as possible. On a train or in a waiting room, we reach for our phones the moment we have nothing to do. Yet a growing number of psychologists argue that boredom is not simply an empty state but a useful signal. It tells us that what we are doing no longer satisfies us, and it pushes us to look for something more meaningful. In some experiments, people who had first performed a dull task, such as copying a long list of numbers, later came up with more creative ideas than people who had not. If we fill every quiet moment with entertainment, we may never hear this signal. The point, then, is not to seek boredom for its own sake, but to stop running away from it the instant it appears.

1 筆者の主張として最も適切なものを選べ。

a 創造性を高めるために、退屈な作業を意図的に増やすべきだ
b 退屈はより意味のあることを求めさせる合図なので、現れてすぐに逃げずに受け止めるべきだ
c 退屈な作業をした人は、どんな場合でもそうでない人より創造的になる
d 退屈を解消できるので、待ち時間にはスマートフォンを使うべきだ

2 この英文を日本語で要約するとき、原則として省いてよい部分を選べ。

a 退屈は単なる空白ではなく役に立つ合図だという考え
b 退屈は今の活動に満足していないことを知らせるという説明
c 退屈からすぐに逃げるのをやめるべきだという結論
d 数字の一覧を書き写す退屈な作業の後で、創造的なアイデアが増えたという実験

◆ Ⅰ(続き)上の英文の内容を70～80字の日本語で要約せよ

3 (字数には句読点を含める)

◆ Ⅱ 次の英文の空所(1)～(3)に入る最も適切な文を選べ。また(ア)の( )内の語を並べかえて意味の通る英文にせよ(1(B)型)

When something beautiful or unusual happens in front of us, our first impulse is often to take a picture of it. (1) Some researchers, however, suspect that the camera may actually weaken our memories. In studies of museum visitors, people who photographed objects later remembered fewer details about them than people who simply looked at them. (2) Knowing that the image is safely stored, we seem to let the camera (ア)(do / for / most / of / remembering / the / us). This does not mean that we should leave our phones at home. (3) When visitors were asked to photograph one particular part of an object, such as the face of a statue, their memory of the whole object improved rather than declined.

4 (1)

a The way we use the camera, rather than the camera itself, may be what counts.
b Doing so feels like a way of making sure that we will never forget the moment.
c One explanation is that we treat the camera as a kind of external memory.
d As a result, museums in many countries have banned photography altogether.

5 (2)

a Doing so feels like a way of making sure that we will never forget the moment.
b One explanation is that we treat the camera as a kind of external memory.
c As a result, museums in many countries have banned photography altogether.
d The way we use the camera, rather than the camera itself, may be what counts.

6 (3)

a Doing so feels like a way of making sure that we will never forget the moment.
b One explanation is that we treat the camera as a kind of external memory.
c As a result, museums in many countries have banned photography altogether.
d The way we use the camera, rather than the camera itself, may be what counts.

◆ Ⅱ(続き)語句整序

7 (ア)の( )内の語を並べかえて、空所の前の let the camera に続く形で書け。

◆ Ⅲ 英作文(2(A)・2(B)型)

8 「成長する」とはどういうことか。あなたの考えを、具体例を1つ挙げて60～80語の英語で述べよ。

9 次の日本語を英語に訳せ。「便利な道具は、私たちから何かを奪うこともある。地図アプリのおかげで道に迷うことは減ったが、そのかわり、私たちは町の様子を自分の目で覚えようとしなくなった。」

10 次の日本語を英語に訳せ。「何かを始めるのに遅すぎることはないとよく言われるが、それを本気で信じている大人は多くない。」

◆ Ⅳ 下線部のうち、誤りを含むものを1つ選べ(4(A)型)

11 The number of students who choose(A) to study abroad have(B) increased steadily over(C) the past decade, according to(D) a recent survey.

a (A) b (B) c (C) d (D)

12 Mika found life in Tokyo exciting(A) at first, but after a few months she began to miss the quiet streets(B) of her hometown, which(C) she had not visited since(D) three years.

a (A) b (B) c (C) d (D)

13 Because the bridge had been badly(A) damaged by the storm, the city decided to reopen(B) it until repairs were(C) completed, forcing(D) drivers to take a long detour.

a (A) b (B) c (C) d (D)

14 Not until she read the letter a second time did she realize(A) how much her grandfather had cared(B) about her, and she regretted not to visit(C) him more often while(D) he was alive.

a (A) b (B) c (C) d (D)

15 Of the two proposals, the second was clearly(A) the more practical(B), since(C) it required less(D) workers and cost much less money.

a (A) b (B) c (C) d (D)

◆ Ⅴ 下線部を和訳せよ(4(B)型)

16 Many people believe that talent is something we are born with. What the research suggests, however, is that it is not so much the ability we start with as the way we practice that determines how far we go.

17 Children in the town used to swim in the river every summer. When a factory was built upstream, the water became dirty and the river was fenced off. It was only after the factory closed decades later that the children's grandchildren could do what their grandparents had taken for granted.

18 Today, anyone with a smartphone can find thousands of articles on almost any topic in seconds. This means that the more information we have access to, the more important it becomes to decide what we can safely ignore.

◆ Ⅵ 次の物語を読み、設問に答えよ(5型)

On the morning of the piano recital, Ken could not eat breakfast. He had practiced the piece hundreds of times, yet his hands felt as if they belonged to someone else. When his name was called, he walked to the stage without looking at the audience. The first few bars went well. Then, halfway through, his mind went completely blank. For what seemed like an hour but was probably three seconds, he sat frozen. Somewhere in the hall, a small child laughed. Strangely, the sound did not hurt him. It reminded him of his little sister, who always laughed when he made mistakes at home, and he found himself smiling. His fingers found the next note on their own. When he finished, he realized that, for the first time, he had been playing for himself rather than for the judges.

19 Ken の気持ちの変化として最も適切なものを選べ。

a 失敗に腹を立てていたが、会場にいた妹に励まされて演奏を続けた

b 最初から落ち着いていたが、審査員の視線が気になって集中を失った

c 不安で体が固くなっていたが、笑い声で緊張がほぐれ、最後は自分のために演奏できた

d 自信に満ちていたが、子どもに笑われて傷つき、演奏を途中でやめてしまった

20 本文中の For what seemed like an hour but was probably three seconds の意味として最も適切なものを選べ。

a Ken stopped playing for about an hour.

b The audience waited three seconds before laughing.

c Ken felt that the pause was very long, although it was actually very short.

d Ken practiced for an hour before the recital started.

21 Why did the child's laugh not hurt Ken?

a He believed that the child was laughing at someone else.

b He was used to being laughed at by large audiences.

c It made him think of someone who laughed at his mistakes in a friendly way.

d He was too nervous to hear it clearly.

1 **b　退屈はより意味のあることを求めさせる合図なので、現れてすぐに逃げずに受け止めるべきだ**

最終文 not A but B の B(逃げるのをやめる)が主張。「意図的に増やす」は not to seek boredom for its own sake に反する。「どんな場合でも」は実験の言い過ぎ。

2 **d　数字の一覧を書き写す退屈な作業の後で、創造的なアイデアが増えたという実験**

In some experiments 以下は主張を支える具体例。要約では主張と根拠(合図であること・その働き)を残し、例は原則捨てる。→ シートの『1(A) 要約』

3 **退屈はすぐ解消すべき問題とされがちだが、今の活動に満足していないと知らせ、より意味のあることを求めさせる合図なので、現れた瞬間に逃げずに受け止めるべきだ。**

採点ポイント:①一般の見方(すぐ解消すべき)との対比 ②合図であること ③その働き(不満を知らせ、意味あるものを求めさせる)④結論(逃げずに受け止める)。実験やスマホの例は入れない。

4 **b　Doing so feels like a way of making sure that we will never forget the moment.**

Doing so＝写真を撮ること。「忘れないための手段に思える」→ 次の however(しかし実は記憶を弱める)と対比がきれいにつながる。One explanation は説明すべき事実がまだないので入らない。

5 **b　One explanation is that we treat the camera as a kind of external memory.**

直前の実験結果(撮った人の方が覚えていない)の理由を述べる文。直後の Knowing that the image is safely stored がその説明の続き。美術館の撮影禁止は本文にない話で流れを切る。

6 **d　The way we use the camera, rather than the camera itself, may be what counts.**

「スマホを置いていけという意味ではない」→「大事なのは使い方」→ 具体例(一部分だけを撮ると記憶がよくなった)。rather than による対比が前後をつなぐ。→ シートの『1(B) 文の補充』

7 **(let the camera) do most of the remembering for us**

let＋O＋原形(do)。do the remembering＝覚えるという作業をする、most of the＋名詞、for us(私たちの代わりに)。「覚える仕事の大半をカメラに任せる」という意味。

8 **In my view, growing up means learning to see things from other people's point of view, not simply being able to do more. Take, for example, a classmate I used to find difficult. When I learned that he took care of his sick mother every evening, I understood why he often seemed tired and unfriendly. Since then, I have tried to imagine other people's situations before judging them. This, I believe, is real growth.(74語)**

採点ポイント:①定義を問う問いに1文目で答える ②常識の裏返し(できることが増える、ではない)③1つの場面を具体的に ④例と主張のつながり(This is real growth)⑤語数の範囲。→ シートの『概念テーマ×具体例のネタ帳』

9 **Convenient tools can also take something away from us. Thanks to map apps, we get lost less often, but in return, we no longer make the effort to learn what our town looks like by observing it with our own eyes.**

採点ポイント:「奪う」は take away from、「覚えようとしなくなった」は no longer make the effort to、「町の様子」は what our town looks like と和文和訳してから書く。別解:we have stopped trying to remember ～。

10 **People often say that it is never too late to start something, but not many adults really believe it.**

採点ポイント:it is never too late to do、主語のない「言われる」は People often say か It is often said that で。「多くない」は not many / few。believe it の it が前半の内容を受ける。

11 **b　(B)**

主語は The number(数)で単数。has increased が正しい。a number of students(多くの学生)なら複数扱い、と区別する。who choose は students を受けるので複数で正しい。

12 **d　(D)**

three years は期間なので for three years。since は起点(since 2023 / since she left)に使う。find＋O＋形容詞の exciting、非制限用法の which は正しい。

13 **b　(B)**

文法は正しいが文脈に合わない。壊れた橋は修理まで「閉鎖する(close)」もので、だからこそ遠回りを強いられる。4(A)は文脈との矛盾も疑う。→ シートの『4(A) 誤り指摘』

14 **c　(C)**

regret doing＝(過去に)～したことを後悔する。not visiting(または not having visited)が正しい。regret to do は「残念ながら～する」。Not until が文頭なので did she realize の倒置は正しい。

15 **d　(D)**

workers は可算名詞の複数なので fewer workers。less は不可算名詞(less money)に。2つの比較で the＋比較級(the more practical)は正しい形。

16 **しかし、研究が示唆しているのは、どこまで伸びるかを決めるのは、最初に持っている能力というよりもむしろ練習の仕方だということだ。**

採点ポイント:①What … is that ～(～ということだ)②強調構文 it is ～ that determines ③not so much A as B(AというよりむしろB)④how far we go(どこまで行けるか)。however の訳も忘れない。

17 **数十年後に工場が閉鎖されて初めて、子どもたちの孫の世代は、祖父母が当たり前だと思っていたこと、つまり川で泳ぐことができるようになった。**

採点ポイント:①It was only after ～ that …(～して初めて…)②take ～ for granted(当然と思う)③what の中身(川で泳ぐこと)を補うと理解が伝わる ④decades later(数十年後)。

18 **誰でも数秒で膨大な記事を見つけられるということは、利用できる情報が多ければ多いほど、何なら無視しても差し支えないかを決めることが重要になるということだ。**

採点ポイント:①This の中身(誰でもすぐ大量の記事を探せること)を補う ②the 比較級 ～, the 比較級 … ③形式主語 it＝to decide ④what we can safely ignore(安全に無視できるもの)。→ シートの『ここで減点！』

19 **c　不安で体が固くなっていたが、笑い声で緊張がほぐれ、最後は自分のために演奏できた**

朝食が食べられない・手が他人のよう(不安)→ 頭が真っ白(硬直)→ 笑い声で微笑む(ほぐれ)→ 自分のために弾いた(解放)。妹は思い出しただけで会場にはいない。

20 **c　Ken felt that the pause was very long, although it was actually very short.**

what seemed like ～＝～のように思えたもの。本人の感覚(1時間)と実際(3秒)の対比で、緊張の大きさを表している。

21 **c　It made him think of someone who laughed at his mistakes in a friendly way.**

It reminded him of his little sister … and he found himself smiling が根拠。家で失敗を笑う妹を思い出して微笑んだので、悪意のある笑いではなく親しみの記憶になった。