

# 令和3年度 入学者選抜試験問題

## 英 語

実施日時：令和3年1月19日（火） 10:15～11:05

\*下記の〈注意事項〉をよく読み、監督者の指示を待ちなさい。

### 〈注意事項〉

#### — 開始前 —

1. 監督者の〈開始〉の指示があるまで、この問題冊子の中を開けない。
2. 解答用紙には、解答欄のほかに下記の2つの記入欄がある。その説明と解答用紙の「注意事項」を読み、2項目の全てに記入またはマークする。
  - ・ **受験番号欄** 上段に受験番号を記入し、下欄にマークする。
  - ・ **氏名欄** 氏名・フリガナを記入する。
3. 解答用紙に汚れがある場合には、挙手で監督者に知らせる。
4. この表紙の受験番号欄に受験番号を記入する。

#### — 開始後 —

1. 問題は2ページから10ページまでの各ページに印刷されており、第1問～第3問の3題で構成されている。  
開始後確認してページの落丁、乱丁、印刷不鮮明等がある場合は、挙手で監督者に知らせる。
2. 解答は全て解答用紙の所定の欄へのマークによって行う。たとえば、

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と表示のある問いに対して2と解答する場合は、次の〈例〉のように解答番号3の解答欄②をマークする。

#### 〈例〉

解答 番号	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
3	①	●	③	④	⑤	⑥	⑦	⑧	⑨	⑩

3. マークする際はHBの鉛筆でマーク欄を適切にマークすること。
4. 質問等がある場合は、挙手で監督者に知らせる。
5. 試験開始後の途中退出はできない。

受験番号

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(問題は次のページから始まる)

第1問 次の英文を読んで、後の問い（問1～問8）に答えなさい。（配点50点）

Helen Adams Keller was born in Tuscumbia, Alabama on June 27, 1880. 《中略》

She was born a normal, healthy, beautiful baby, and was greatly loved by her parents. At the age of nineteen months, however, Helen suddenly became ill with a very high fever. The doctor who ( 1 ) care of her, the only doctor in town, had no cure for her illness and he feared she would die. Perhaps Helen had \*scarlet fever. But penicillin had not yet been discovered. Then, just as suddenly as (X)it came, the fever left. The child's (a)recovery brought great joy to her parents. ( 2 ) with this joy came also a great sadness. The illness had left the little girl blind and deaf. And because she could not hear, she quickly became mute as well.

Little Helen struggled to escape ( 3 ) her dark, silent world. Guided by her sense of smell and her sense of touch, she moved by herself around the house and garden. She invented some signs to (b)indicate what she wanted. When these signs did not work, which was often, she reacted like an animal. She screamed in anger and cried out wildly. In (i)their mistaken love, her parents allowed her to do whatever she wished. As time passed and she grew older and stronger, however, several events occurred that warned (P) [①had ②they ③do ④to ⑤them] something to protect Helen and their household: when some water fell on her clothes, she tried ( 4 ) them in the fireplace and set herself on fire before being saved; when she learned how to turn a key in a lock, she locked her mother in a room for three hours; and when she found her baby sister in the cradle of her favorite doll, she went into a fit of anger and tipped over the cradle. 《中略》

When the Kellers brought Helen to a famous eye specialist in Baltimore, he told them Helen had a very good mind but he could not give her back her sight and hearing. The eye specialist then sent them to Washington to see Alexander Graham Bell, the man who created the telephone. Because his wife was deaf, Dr. Bell knew a good deal about teaching deaf people. Dr. Bell suggested they get in touch with the Perkins Institute in Boston. He thought it possible they could find a teacher there who could help Helen.

Ever present in the minds of Mr. and Mrs. Keller was the thought that if no way (Q) [①be ②to ③educate ④found ⑤could] Helen at home, they might find it necessary to place their little daughter in an (c)institution. This was the thought that gave (Y)them the energy to explore whatever other possibility they could find.

The Kellers acted quickly on Dr. Bell's suggestion and wrote to the director of the Perkins Institute. The director recommended Anne Sullivan as a teacher for Helen. She

arrived at the Keller home when Helen was almost seven years old. 《中略》

Helen Keller's education began the day Anne Sullivan arrived and established her authority. She was (d)firm. She insisted that Helen obey her. Helen learned slowly and with difficulty that with Anne there were rules of (e)conduct she must respect. Having been almost totally blind herself for many years of her childhood, Anne understood Helen in a way that her parents could not. She knew what it felt like to be blind, and then to be liberated from the darkness. Anne began immediately to teach Helen a special \*sign language. This sign language, used by the deaf and dumb, was invented by Spanish monks who had to live in silence and could not use speech to talk with each other. Different hand positions ( 5 ) different letters. At first Helen thought this was a new kind of game. She learned quickly to do as Anne did, but her association of the spelling of words in her hand with objects, persons and emotions did not come easily. There were many trials. 《中略》

It was when Anne spelled the word “water” in one hand while holding the other hand under running water that Helen began to understand. A new expression shone on her face. This was the big breakthrough—the discovery that everything had a name. Immediately, (ii)Helen stamped her foot on the ground, and Anne spelled out the word “ground.” She pointed to herself, and Anne spelled out the word “Helen.” She pointed to Anne, and Anne spelled out the word “teacher.” She was “teacher” to Helen for the next fifty years!

(出典 *Helen Keller*, IBC パブリッシングを基に改変)

(注)

\*scarlet fever : しょうこう熱

\*sign language : 手話

問1 下線部(a)~(e)の意味として最も適当なものを、次の①~④の中から一つずつ選びなさい。

(配点 各2点)

- (a) recovery                        
① problem                      ② discovery                      ③ matter                      ④ comeback
- (b) indicate                        
① bring out                      ② break out                      ③ keep out                      ④ point out
- (c) institution                        
① welfare facility                      ② kindergarten                      ③ city hall                      ④ system
- (d) firm                        
① sincere                      ② honest                      ③ determined                      ④ active
- (e) conduct                        
① fight                      ② behavior                      ③ motivation                      ④ project

問2 空所(1)～(5)に入れるものとして最も適当なものを、次の①～④の中から一つずつ選びなさい。

(配点 各2点)

(1)

- ① took                      ② got                      ③ brought                      ④ went

(2)

- ① After                      ② And                      ③ But                      ④ Although

(3)

- ① in                      ② from                      ③ of                      ④ for

(4)

- ① to dry                      ② drying                      ③ on drying                      ④ to be drying

(5)

- ① got rid of                      ② got out of                      ③ stood out                      ④ stood for

問3 下線部(X)(Y)の内容として最も適当なものを、次の①～④の中から一つずつ選びなさい。

(配点 各3点)

(X) it                     

- ① the fever  
② penicillin  
③ cure  
④ this joy

(Y) them                     

- ① Dr. Bell and his wife  
② Mr. and Mrs. Keller  
③ Mr. Keller and Dr. Bell  
④ Mr. and Mrs. Keller and Helen

問4 下線部(P) [①had ②they ③do ④to ⑤them] の [ ] 内の語を並べかえて正しい英文にするとき、4番目にくる語を、次の①～⑤の中から一つ選びなさい。

(配点 3点)

- ① had            ② they            ③ do            ④ to            ⑤ them

問5 下線部(Q) [①be ②to ③educate ④found ⑤could] の [ ] 内の語を並べかえて正しい英文にするとき、4番目にくる語を、次の①～⑤の中から一つ選びなさい。

(配点 3点)

- ① be            ② to            ③ educate            ④ found            ⑤ could

問6 下線部(i)の理由として最も適当なものを、次の①～④の中から一つ選びなさい。

(配点 3点)

- ① 両親はヘレンの育児に自信がなかったから。
- ② 両親はヘレンに真の愛情を感じていなかったから。
- ③ 両親はヘレンを早く自立させようと考えていたから。
- ④ 両親はヘレンの望む通りにさせていたから。

問7 下線部(ii)の行動をしたヘレンの気持ちはどのようなものだったと推測されるか、最も適当なものを、次の①～④の中から一つ選びなさい。

(配点 3点)

- ① Helen felt depressed.
- ② Helen became angry.
- ③ Helen was extremely happy.
- ④ Helen was very sad.



問8 本文の内容に合うように、(1)～(3)の英文の空所を補うのに最も適当なものを、次の①～④の中から一つずつ選びなさい。

(配点 各4点)

(1) Helen could not control her emotions, ( ). 

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- ① before Anne Sullivan began to educate her
- ② when she went to the Perkins Institute
- ③ although she was always kind to others
- ④ because she was very firm and strong

(2) The special sign language which Anne taught Helen was made by ( ). 

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- ① Dr. Bell, who knew how to teach deaf people
- ② a famous eye doctor coming from Baltimore
- ③ the director of the Perkins Institute in Boston
- ④ Spanish monks living in the world of a limited communication

(3) The big breakthrough which Anne Sullivan brought Helen was that ( ). 

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- ① the Kellers understood how Helen was educated nicely
- ② Anne Sullivan became a best friend as well as a teacher to Helen
- ③ Helen found out the connection between words and objects
- ④ Helen was able to express her gratitude to her parents

第2問 次の英会話文の空所（1）～（5）に入れるのに最も適当なものを、①～④の中から一つずつ選びなさい。(T=Tommy, J=Jun) (配点 各6点)

T: I saw children put up bamboo trees with papers and cards of beautiful colors and other things. ( 1 )?

J: They are the trees for the Star Festival.

T: The Star Festival? I've never heard of it. ( 2 )?

J: It's the festival of stars which comes from an old story. We call the festival "Tanabata" as well. Shall I tell you the story?

T: ( 3 )? I'm all ears.

J: Once upon a time, there lived two stars, a boy star and a girl star, one on each side of the Milky Way. They loved each other so much that they wanted to marry.

T: The stars are getting married! ( 4 )!

J: But there was a strong boy star living near the Milky Way, and he did not like it.

T: I'm sure he also loved the girl star.

J: The strong star told them that they could meet only once a year. That's the night of July the seventh.

T: And that's the night of the Star Festival.

J: You're right. On the day, people write their wishes on the cards and tie them to the bamboo trees. Shall we go and write ours?

T: ( 5 ).

(1)

- ① Do you know what they are
- ② Do you know which is correct
- ③ Do you know where I come from
- ④ Do you know how to operate it

(2)

- ① Who is it
- ② When is it
- ③ How is it
- ④ What is it

(3) 

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- ① What can I do
- ② Why don't you
- ③ May I help you
- ④ How can I tell you

(4) 

23
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- ① What a success story
- ② How dangerous
- ③ What a romantic story
- ④ How miserable

(5) 

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- ① Yes, let's
- ② No, you don't have to
- ③ You never know
- ④ No, I don't

第3問 次の英文(問1～問10)の空所に入れるのに最も適当なものを、①～④の中から一つずつ選びなさい。(配点 各2点)

問1 If I read the book again this weekend, I  it three times.

- ① am reading    ② read    ③ have read    ④ will have read

問2 The car wouldn't start, so we came  foot.

- ① for    ② in    ③ on    ④ by

問3 He visited San Francisco,  is well-known for the Golden Gate Bridge.

- ① where    ② that    ③ what    ④ which

問4 , he remained silent at the meeting.

- ① Knowing not what to say    ② Not knowing what to say  
③ Knowing what not to say    ④ Not knowing to what say

問5 She  to the movies two or three times a month.

- ① goes usually    ② usually goes  
③ is going usually    ④ is usually going

問6 She  you think she is.

- ① isn't as kind as    ② isn't kind enough for  
③ isn't kind as for    ④ isn't so kind that

問7 I asked my parents to lend me some money, but  of them helped me.

- ① both    ② none    ③ neither    ④ every

問8 I am very tired now, so if I  on bed, I would sleep right away.

- ① lie down    ② lied down    ③ lay down    ④ had lain down

問9 Learning is one thing, and teaching is .

- ① another    ② other    ③ the other    ④ anything

問10 It was careless  you to leave your umbrella in the train.

- ① for    ② of    ③ on    ④ to











## 英語A【解答】

受験校	受験番号	フリガナ	
		氏名	

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### 第1問 (配点50点)

	問1				
	1	2	3	4	5
解答	④	④	①	③	②
配点	2	2	2	2	2

	問2				
	6	7	8	9	10
解答	①	③	②	①	④
配点	2	2	2	2	2

	問3		問4	問5	問6	問7
	11	12	13	14	15	16
解答	①	②	④	②	④	③
配点	3	3	3	3	3	3

	問8		
	17	18	19
解答	①	④	③
配点	4	4	4

### 第2問 (配点30点)

	20	21	22	23	24
解答	①	④	②	③	①
配点	6	6	6	6	6

### 第3問 (配点20点)

	25	26	27	28	29
解答	④	③	④	②	②
配点	2	2	2	2	2

	30	31	32	33	34
解答	①	③	③	①	②
配点	2	2	2	2	2