

Examination 20 min

次の英文を読んで、以下の設問に答えなさい。

“What are we celebrating today?”

I asked the above question at the beginning of every one of my classes. Sometimes I asked it a little differently, as in, “Who has
5 good news?” or “Who has something good to say?” However I
((a)) it, it always meant the same thing. It was a call for
celebrating life, for focusing on what’s right and what’s good. And
it was always fun! It was part of a life-affirming ritual that started
by accident in the 1970-71 school year and continued until I
10 stopped classroom teaching in 2001 — thirty years of celebrating!

Believe it or not, this little ritual started as the result of ⁽⁷⁾two things that usually have a negative nuance, especially with students: current events and homework. At the high school level I often taught courses in United States history and in American
15 government. Whenever I taught either of these two subjects, there was a nightly homework assignment in current events. The average high school kid is sadly ((b)) about anything unrelated to music, sports, and other forms of entertainment, so reading the actual news section of a newspaper was a completely new
20 experience for most of them.

Within a few weeks they ^①got the hang of it and were actually surprised at their newly developed ability to carry on an intelligent conversation about what was going on in a world they hardly knew existed just a short time before. Just as we were settling into our

25 routine, a student's innocent comment ②jolted me. He said, "You know, for being such a positive teacher, you sure give a negative homework assignment." Somewhat startled, I replied with, "What do you mean?" He simply stated that most of the news was bad news.

30 We had a long class discussion about ()this, and agreed on one thing: We needed to receive more good news. This is something I thought over for quite some time. By requiring my students to read all this bad news I was ③jeopardizing my reputation with many of them as "Mr. Positive."

35 I was now more determined than ever to prove to my students that there was something to celebrate every day and to work a daily dose of good news into our learning environment. So the next day at the beginning of class I asked, "What are we celebrating today?" They thought I meant that it was some day of historical
40 significance, and they should know it. So, I said, "Let me ask it a different way: Who has good news? Who has something good to say?" Since this was the first time I'd started class that way, they were a bit ((c)). I said, "(A)Since you're having such a hard time finding good news in the newspaper, let's see if we can find some
45 in our own lives."

Over the years of doing this, we heard just about every bit of good news possible. Some were small things, some were huge things. But most important was that my students learned to look for the good in everyday life and then to share it with others. This
50 simple little ritual also had a ((d)) effect. Each day we added

to the good news of the previous day, and so on. And each day my students increased their awareness of all the good news going on around them all the time. They looked for it, they found it, and they celebrated it by sharing it with others.

設問(1) 本文中の空所((a))～((d))を埋めるのに最も適切な語を、それぞれ(イ)～(ニ)から一つ選び、記号で答えなさい。

(a) (イ) felt (ロ) put (ハ) taught (ニ) took

(b) (イ) anxious (ロ) disillusioned
(ハ) uninformed (ニ) worried

(c) (イ) amused (ロ) disappointed
(ハ) moved (ニ) puzzled

(d) (イ) bottom-up (ロ) build-up
(ハ) close-up (ニ) top-down

設問(2) 本文中の下線部(ア) two things と(イ) this のそれぞれの意味内容を日本語で簡潔に説明しなさい。

設問(3) 本文中の下線部①～③を他の語句で置き換えるとすれば、どれが最も適切か。それぞれ(イ)～(ニ)から一つ選び、記号で答えなさい。

- ① (イ) became suspicious of it (ロ) became tired of it
(ハ) came to suspend it (ニ) came to understand it
- ② (イ) angered (ロ) convinced
(ハ) pleased (ニ) shocked
- ③ (イ) damaging (ロ) enhancing
(ハ) maintaining (ニ) restoring

設問(4) 本文中の下線部(A)の意味を日本語で表しなさい。

設問(5) 本文の内容に合っているものを(イ)～(ホ)から二つ選び、記号で答えなさい。

- (イ) 本文で提案されている「お祝い」の趣旨は、歴史的な出来事を記念することではない。
- (ロ) 悪い報道に接しても、それを肯定的な見方でとらえれば、人生に対する積極性がはぐくまれる。
- (ハ) 「お祝い」探しをすることで、生徒たちは日常生活に対して、より肯定的な見方をするようになった。
- (ニ) 世の中には悪い出来事もあれば良い出来事もあるが、「お祝い」に値することは見つけにくい。
- (ホ) 生徒たちは悪いニュースにばかり接していたので、喜ばしい出来事を一緒に「お祝い」することができなかった。