

2012年度 一般1月入学試験 後期

英 語

〔注 意 事 項〕

1. 試験開始の合図があるまで、問題冊子の中を見てはいけません。
2. 問題冊子は13ページ、解答用紙はマーク・シート1枚です。監督者の指示に従って確認しなさい。
3. 問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
4. マークは、マーク・シートに記載してある「記入上の注意」をよく読んだうえで、正しくマークしなさい。
5. 受験番号及び氏名は、マーク・シートの所定欄に正確に記入し、また受験番号欄の番号を正しくマークしなさい。
6. 監督者の指示があってから、マーク・シートの左上部にある「科目欄」に受験する科目名を記入しなさい。
7. 試験終了後、問題冊子は持ち帰りなさい。

英 語

(60分 100点)

解答番号(1)~(40)

第1問 次の問い (問1~10) の日本語の意味を表す英文を完成させるために、空欄 ~ に入れるのに最も適切なものを、それぞれ下の①~④の中から一つ選びマークしなさい。(配点 20)

問1 ナンシーはきっと別の道を通ったに違いない。

Nancy by another road.

- ① had to go
- ② has gone
- ③ must go
- ④ must have gone

問2 私は、コーヒーは濃いのが好きだ。

I like my coffee .

- ① deep
- ② fat
- ③ hard
- ④ strong

問3 この本は二度読む価値がある。

This book is worth twice.

- ① read
- ② reading
- ③ to be read
- ④ to read

問4 騒音で声が通らなかった。

I could not make myself on account of the noise.

- ① found
- ② heard
- ③ listened
- ④ taken

問5 家に着いた時, 雪はすでに雨に変わっていた。

The snow had to rain when I got home.

- ① disappeared ② gone ③ moved ④ turned

問6 この子供たちの世話をするのはいやですか。

Do you have any to taking care of these kids?

- ① dislike ② objection ③ opinion ④ problem

問7 姫路はお城で有名な町です。

Himeji is a city is famous for its castle.

- ① what ② where ③ which ④ whose

問8 需要と供給のバランスを取るのは易しくない。

It is not easy to balance and demand.

- ① gain ② loss ③ supply ④ trade

問9 この映画は初恋の記憶を呼び起こすことでしょう。

This movie will back memories of your first love.

- ① bring ② get ③ pull ④ return

問10 街角で偶然ウィリアムと出会った。

I across William on a street corner.

- ① came ② found ③ met ④ saw

第2問 次の問い（問1～5）の会話の ～ に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選びマークしなさい。（配点 15）

問1 Alex: Hi. How's it going?

Helen: Actually, I'm in kind of a bad mood.

Alex: Yeah. I hope it clears up soon.

- ① I feel really good about it.
- ② I really like my new job.
- ③ I think I may have lost my wallet.
- ④ It's this weather. I'm sick of it!

問2 Noel: What's up?

Liam: Yeah, I'm looking for my car key. You haven't seen it, have you?

Noel: Sorry, no.

- ① Are you feeling okay?
- ② Are you lost?
- ③ Have you got a car?
- ④ Have you lost something?

問3 Mother: Do your homework!

Daughter: Mother! I'm watching this!

Mother: You know the rules — homework first, TV later.

- ① I don't have any homework today.
- ② I have a TV in my room.
- ③ I'll do it later.
- ④ I've already finished it.

問4 Paula: He promised to meet me at 7 and didn't come until 8!

Barbara: Yeah.

Paula: Yeah, it's really annoying!

- ① He always keeps his promises.
- ② He's always doing things like that!
- ③ When did he finally arrive?
- ④ Where did he meet you?

問5 Ann:

Betty: No, I haven't finished my breakfast yet.

Ann: Well, hurry up or we'll miss the train.

- ① Are you hungry?
- ② Are you ready to go?
- ③ Have you had a good time?
- ④ Have you missed me?

第3問 次の問い(問1～5)において、それぞれ下の①～⑤の語句を並べ替えて空
所を補い、日本語の意味を表す英文を完成させなさい。解答は 16 ~
25 に入れるものの番号をマークしなさい。(配点 15)

問1 部長はケイトに二度と遅刻しないように言った。

The manager told _____ 16 _____ 17 _____
again.

- ① be ② Kate ③ late
④ not ⑤ to

問2 どっちの箱を選んでも同じことだよ。

Whichever _____ 18 _____ 19 _____ .

- ① box ② choose ③ the same
④ will be ⑤ you

問3 医者の見解では、彼は入院治療が必要だ。

His doctor's _____ 20 _____ 21 _____
hospital treatment.

- ① he ② is ③ needs
④ opinion ⑤ that

問4 私の立っていた場所からは、その塔は見えませんでした。

I couldn't see _____ 22 _____ 23 _____ was
standing.

- ① from ② I ③ the place
④ the tower ⑤ where

問5 ビジネスで成功したいのであれば、人に信頼される人間になりなさい。

If you want _____

24

25

 _____, you should be a reliable person.

- ① business ② in ③ it
④ make ⑤ to

第4問 次の英文の文意にそって ～ に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選びマークしなさい。(配点 20)

Sevenses is fun to play on your own or with a friend. It is called Sevenses because there are seven parts to it. Take a small rubber ball or tennis ball outdoors with you, and find a wall to throw it against.

Start with the number seven — throw the ball against the wall seven times and catch it as it falls. You can use both hands.

Now for number six — throw the ball against the wall and let it bounce on the ground before you catch it. Do this six times.

You do not need for number five — with the flat of your hand, bounce the ball on the ground five times without stopping. Catch it at the end.

Number four is harder — lift one leg off and throw the ball at the wall under your knee. Catch it as it bounces back, before it falls. Do this four times.

Number three is harder still — throw the ball against the wall and when it comes back, bounce it on the ground twice with your hand, then hit it back to the wall. Catch it before it bounces. Do this three times.

Number two — throw the ball at the wall and let it bounce back to you. You have to turn right around before you catch it. Do this twice.

And , number one — throw the ball against the wall and quickly clap your hands behind your back before you catch it. Do not let it bounce. Do this once.

The aim of the game is to go through all the numbers without making a mistake. If you do make a mistake, pass the ball to your friend. When it is your turn again, you can either start where you left off or, to make it harder, go back to the .

Go through the game using both hands first. Then try catching the ball

one-handed. To make the game really 30, play it with your eyes covered.

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- | | |
|------------|--------------|
| ① the ball | ② the ground |
| ③ the wall | ④ your hand |

27

- | | |
|------------|--------------|
| ① the ball | ② the ground |
| ③ the wall | ④ your hand |

28

- | | |
|-------------------|-----------|
| ① all of a sudden | ② finally |
| ③ first of all | ④ usually |

29

- | | |
|-------------|--------|
| ① beginning | ② best |
| ③ end | ④ most |

30

- | | |
|-------------|----------|
| ① difficult | ② equal |
| ③ extra | ④ formal |

第5問 次の文章を読み、下の問い（問1～8）に答えなさい。なお、設問の都合上、本文を [A]～[E] の部分に分けてある。（配点 30）

[A] “Carpe diem” — “Seize the day.” This is a rule I have lived by my ⁽³¹⁾entire life. It tells us to live each day to the fullest, making use of every opportunity, and to appreciate every moment of your life. My students must hear this rule a thousand times a year. It is part of who I am as a teacher and a person; it is the way I live my life and it is my wish for my students that they can learn how important it is to make the most of each and every day of their lives.

[B] I recently took a group of nine students from Harlem to North Carolina for a week. I just packed them in a van and we ⁽³²⁾took off for a road trip that I know changed their lives forever. Before we left New York, I said to the kids, “We are going to make the most of this week. We are going to live each day to the fullest, and anything you get the chance to do in North Carolina, I want you to do it; ⁽³³⁾even if it is new or different or scary, I want you to go for it!”

[C] I had them make an agreement with me that during the week we would all live up to the “carpe diem” philosophy, and during that week, they didn’t let me down. Kids who were afraid of heights were climbing rock walls, kids who had never been in water were learning to water-ski, and kids who had never seen a whole pig being cooked and then eaten part of it were asking if they could eat the tongue ... and they did! It was a wild week of adventure, fun, and new experiences. We finished off the week at an amusement park. Now, I do not like roller coasters; they scare me to death, and I was going to break the agreement because of my fear. ⁽³⁴⁾Can you believe it, I was going to be the one to let the group down and not live up to my own advice? I couldn’t help it, I was just so afraid. Then one of my students looked at me and quoted a line I had said to him many times

before, “Mr. Clark, you’d better get busy living, or get busy dying.”

[D] My own words, back in my face — and they worked. I found myself, with the kids at my side, getting on each and every ride. I had never really enjoyed amusement parks before that day, but because I abandoned all fear, and got busy living, I loved every minute of it. I was living. That week, we were all living.

[E] How wonderful it would be to live an entire life with such freedom to try new things, experience the unknown, and face our fears. It is hard for many adults to step out there and take those chances, but kids are more willing to try things that make them nervous and truly live life. If we can teach them to welcome that feeling when they are young, hopefully it will stay with them for the rest of their lives.

問1 下線部“Carpe diem”—“Seize the day.”について、文章中の記述と合わないもの⁽³¹⁾を、下の①～④の中から一つ選びマークしなさい。

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- ① この言葉に従って、筆者はこれまでの人生を過ごしてきた
- ② この言葉は一日一日を精一杯生きろという意味である
- ③ この言葉は筆者が考案したものである
- ④ この言葉を筆者の生徒たちは頻繁に聞かされている

問2 下線部 took off の意味として最も適切なものを、下の①～④の中から一つ選び⁽³²⁾マークしなさい。

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- ① 出発した
- ② 中止した
- ③ 取り外した
- ④ 離陸した

問3 下線部 even if it is new or different or scary, I want you to go for it!⁽³³⁾ の意味として最も適切なものを、下の①～④の中から一つ選びマークしなさい。

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- ① それが今までに経験のないことや恐ろしいことだからなおさら、私はそれをやりたい
- ② それが誰もやらないような恐ろしいことだからなおさら、君たちには頑張ってやってもらいたい
- ③ たとえそれが今までに経験のないことや恐ろしいことであっても、君たちには頑張ってやってもらいたい
- ④ たとえそれが誰もやらないような恐ろしいことであっても、私はそれをやりたい

問4 下線部 Can you believe it, I was going to be the one to let the group down and not live up to my own advice?⁽³⁴⁾ の意味として最も適切なものを、下の①～④の中から一つ選びマークしなさい。

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- ① 信じられるかい。私だけが集団行動になじめず、自分の言ったことを守れなかったんだ。
- ② 信じられるかい。私はグループを一つにまとめて落ち着かせようとしたのに、誰も私の忠告を守ってくれなかったんだ。
- ③ 信じられるかい。私は生徒たちを引率しているのだから、私の忠告を守って生活してもらわないといけなかったのに。
- ④ 信じられるかい。私一人がみんなをがっかりさせ、自分自身の言ったことに従えなくなるところだったんだ。

問5 段落 [C] で述べられた旅行について、文章中の記述に当てはまるものを、
下の①～④の中から一つ選びマークしなさい。 35

- ① 泳ぎの得意な子どもに水上スキーをさせた
- ② 高所恐怖症の子どもにロッククライミングをさせた
- ③ 豚肉が嫌いな子どもに豚の舌肉を食べさせた
- ④ 私の予想に反して、体調不良で倒れる子どもは一人もいなかった

問6 下線部 they の指す内容として最も適切なものを、下の①～④の中から一つ
選びマークしなさい。⁽³⁶⁾ 36

- ① living and dying
- ② my own words
- ③ roller coasters
- ④ the kids

問7 段落 [D] の記述に当てはまらないものを、下の①～④の中から一つ選びマー
クしなさい。 37

- ① 筆者と子供たちは一緒に乗り物に乗った
- ② 筆者と生徒たちはこの週、本当に充実した時を過ごした
- ③ 筆者は恐怖心を捨ててジェットコースターに乗った
- ④ 筆者はこの日初めて遊園地に来た

問8 段落[E]の記述に当てはまるものを、下の①～④の中から一つ選びマークしなさい。

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- ① 一生未知のことに挑戦し続けるような生き方は危険であり、お勧めしない
- ② 子どもに比べて大人のほうが、自らの意志で不安や恐怖を克服しやすい
- ③ 子どもの頃に恐怖を克服することを学ばせておけば、きっとそれはその後の人生でも生かせる
- ④ 人生には自分を向上させるチャンスが何度もあるので、それを確実につかむべきである