

2014年度 一般2月入学試験

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14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)~(38)

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
1 ~ 10 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 彼女は塩を砂糖と間違えた。

She mistook the salt 1 the sugar.

- ① at ② by ③ for ④ in

問2 社会学を学べば学ぶほど、おもしろいと思うようになった。

The more I studied sociology, 2 I found it.

- ① the more interested ② the more interesting
③ the most interested ④ the most interesting

問3 店のマネージャーは、なぜ客が減ったのか説明できなかった。

The manager couldn't 3 for why fewer customers came into
the shop.

- ① account ② describe ③ explain ④ suggest

問4 10年後の日本はどのようになっているのだろうか。

What will Japan be 4 in ten years?

- ① become ② going ③ how ④ like

問5 私はどうしたらよいかわからず途方にくれた。

I was at a what to do.

- ① loss ② problem ③ wander ④ way

問6 あの時彼が私を助けてくれなかったら、今の私はないだろう。

If he hadn't helped me then, I what I am now.

- ① cannot have been ② shouldn't have been
③ won't be ④ wouldn't be

問7 仕事がとても大変だったので、私は週末、たいてい家にいた。

so exhausting, I mostly stayed at home on weekends.

- ① Being the job ② Is the job
③ The job being ④ The job is

問8 その市は1980年代に人口が大きく増加した。

That city a large growth in population in the 1980s.

- ① dealt ② exploded ③ improved ④ saw

問9 彼の成功の望みは、たとえあるとしてもごくわずかしかない。

There is little, if , hope of his success.

- ① any ② ever ③ not ④ so

問10 暗くなる前に家に帰ったほうがいいよ。

You had better go home before it dark.

- ① get ② gets ③ is getting ④ will get

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 Tim: Can you meet me at six tomorrow morning?

Lee: .

Tim: All right, let's say 6:30.

- ① Earlier is better
- ② Let's make it another day
- ③ That'll be fine
- ④ That's a little too early

問2 Henry: My TV is being repaired, so I won't be able to see the game
on Saturday.

Carlos: .

Henry: Really? That'd be great. Thanks.

- ① Come and watch it with me
- ② I wish I could go with you
- ③ That's too bad
- ④ The game won't be interesting

問3 Paul: Mike, would you be willing to write an essay for the student newspaper?

Mike: ?

Paul: Thanks a lot. I really didn't know who else I could ask.

- ① How come
- ② How could I
- ③ Who knows
- ④ Why not

問4 Annie: I've got to catch the train to Kyoto. Do you have the time?

Stephen: .

Annie: Thanks. I'll have to hurry.

- ① I'm sorry I'm busy now
- ② It's 5 minutes to noon
- ③ No, I don't think so
- ④ Sure, I'll go with you

問5 Mary: The students gave a wonderful performance today.

Susan: It moved me to tears.

Mary: I can't praise them enough.

- ① I couldn't agree with you more.
- ② Their performance was quite boring.
- ③ We shouldn't have gone to see the play.
- ④ Why do you criticize them so much?

第3問 次の問い（問1～5）において、それぞれ①～⑤の語句を並べ替えて空所を補い、日本文の意味を表す英文を完成させなさい。解答は、

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 ～

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に入れるものの番号をマークしなさい。（配点 15）

問1 私がパーティーに行かないのには、ちゃんとした理由がある。

I have a

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 to the party.

- ① for ② going ③ good
④ not ⑤ reason

問2 どんなことがあっても、私たちはくじけずにこの計画をやり遂げる。

Nothing can

18

19

 this plan.

- ① carrying ② discourage ③ from
④ out ⑤ us

問3 彼女は普段どんな番組を見ていますか。

What kind

20

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 on television?

- ① does ② of ③ programs
④ she ⑤ usually watch

問4 どこへ行っても自分が正しいと思うことをしなさい。

Wherever you may go, do

22

23

 _____.

- ① is ② right ③ think
④ what ⑤ you

問5 大統領が言ったことを理解するのは容易ではなかった。

What _____ 24 _____ 25 _____.

- ① not easy ② said ③ the president
④ to understand ⑤ was

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。*のついた語句には注がついている。(配点 20)

For most of Acacia Woodley’s 10 years, she has noticed people staring at her and, at times, whispering about her. The sixth-grader at Palm Bay Elementary School has learned to stand up for herself. Born without a right hand and with a differently sized left one, she has willingly accepted what she calls her “difference.” It’s part of what makes Acacia, Acacia.

“Some people say they feel sorry for me. I tell them ,

” she said. “I don’t care that I’m different. I like that I’m different.”

Moving from the Caribbean to South Carolina, then to Arizona, and finally Florida, Acacia realized there were *bullies everywhere.

After arriving in Brevard, she decided to do something about it. She proposed a place where anyone could go when they , when they could use some support or encouragement, or even a hug.

The place is a “friendship bench.” If a student sits on the bench, it’s a signal to classmates — and nearby adults — it’s time to become a friend. Acacia borrowed the idea from something she’d seen in South Carolina.

Acacia’s first friendship bench sits in the Palm Bay Elementary School lobby, a brightly painted place to sit.

So far, it’s been put to good use and has proven such a popular idea that other schools .

Principal Lori Migliore uses the bench almost every day as a positive end to what is often a hurtful encounter between children. After *winding up in the principal’s office for *horsing around or *shoving, students sit together on the friendship bench.

Leaning against various words painted on the back rest — “respect” is on one side, “encourage” — students are asked to come up with a

joint effort to make the school better.

Recently, a pair of boys said they would pull out some weeds from the front of the school, a job Migliore usually does herself.

“It’s limitless,” Migliore said of the bench’s possible uses. “We’ve just scratched the surface.”

What’s clear is that it’s 30.

(注) *bully 「いじめっ子」

*wind up in the principal’s office for ～ 「～で校長室に行くことになる」

*horse around 「ばか騒ぎをする」

*shove 「小突く」

(出典 : <http://tweentribune.com/tween/6th-grader-combats-bullying-bench>)

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- ① I agree
- ② not to
- ③ to take care of me
- ④ why I feel sorry for myself

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- ① got some money
- ② had to criticize others
- ③ needed a friend
- ④ wanted to be alone

28

- ① are inquiring about one, too
- ② refuse to introduce one
- ③ will take no notice of it
- ④ won’t be able to hide it

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- ① by the way
- ② in the way
- ③ on the contrary
- ④ on the other

30

- ① a mysterious space for teachers
- ② a safe space for kids
- ③ an unnecessary service for the school
- ④ an unpleasant zone for students

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]～[F]の部分に分けてある。*のついた語句には注がついている。（配点 30）

[A] Philly entered our lives on January 10, 2013. We were heading back to our police station (Los Angeles Police Department Southeast Division) when we noticed a brown dog lying on the sidewalk on the corner of 108th Street and Central. We noticed that his ribs were sticking out so we assumed that he was very hungry and needed some food and water. We drove to a nearby restaurant to get a plateful of meat and a bottle of water to give to him. 32-a. We attempted to feed him and when he tried to get up to eat, he cried. We looked closer and noticed he had scratches on his body and that his left front leg was *swollen.

[B] 32-b. Five hours! We knew we had to do something. 32-c. We put him in the back of our police car and drove him straight to the *vet. While in the car we had to name him. So the three of us named him 33 our *sergeant, Phil, who is one of the best managers you can have. So “Philly” it was. We let him know his name and he started moving his tail, looking happy. Philly had been hit by a car and left on the sidewalk for hours and here he was, moving his tail for us. Philly, you are our hero!

[C] When we got to the vet they advised us that he had a severely broken left front leg and he needed emergency surgery. We were also advised that he had two broken ribs. We looked at each other, then the surgeon and then back at each other again and begged her to work with us. We said we would do whatever necessary to save him and that he deserved a better life. She said, “OK, let’s see what we can do.”⁽³⁴⁾

[D] We waited until the vet came out. We felt as if we had to wait forever. The vet told us Philly had a microchip planted inside his body and gave us the owner’s contact information. There we were, police officers

tracking a dog's chip so we could find his owner. We were excited to hear that he actually belonged to someone, and we thought his owner could be searching for him. 35! We found the owner and went to his house in person. We told the owner about Philly, where we found him and the extent of his injuries. We told the owner that he needed to have emergency surgery as soon as possible. The owner responded, "36". We don't want to fix him." Excuse me! Repeat that! No way! No how! We had the owner sign over his rights to Philly on the spot. There we were, Philly's new parents.

[E] This was when we called the vet and let her know what was happening. We said, "We are going to do this. We have to do this." Who could ever turn their back on a great dog like this? ⁽³⁷⁾

[F] As a team we agreed to raise enough money to cover the expenses we would need to save Philly. The vet agreed to work with us and accept payment as the charity money came in. Philly underwent surgery to repair his left front leg which was broken at the elbow. The vet put an artificial elbow held together with screws and pins into his body. During this surgery they noticed that he had some foreign matter in his stomach. They attempted to *suction out the contents and were unsuccessful. Because of this, they had to operate on his stomach and proceeded to remove large pieces of plastic among other materials. Now, Philly is recovering and becoming a strong boy.

(注) *swollen 「はれあがった」

*vet 「獣医 (veterinarian の短縮形)」

*sergeant 「巡査部長」

*suction out 「吸引して取り出す」

(出典 : <http://rescuingphilly.chipin.com/rescuing-philly> 一部改変)

問1 [A]の内容に一致するものを、次の①～④の中から一つ選びマークしなさい。

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- ① 筆者たちが勤務する警察署に戻る途中、108番街と中央通りの交差点でフィリーが車にはねられるのを目撃した
- ② 筆者たちがフィリーの体に傷があるのに気がついたのは、フィリーを二回目に見た時であった
- ③ フィリーが鳴いてエサをねだるので、筆者たちは仕方なく近くのレストランに行って肉と水を手に入れた
- ④ フィリーはあばら骨が皮膚を突き破って出ているほどの大けがをしていたので、筆者たちは急いで獣医に連れていくことにした

問2 以下の(A)～(C)の文を空欄 ・ ・ に入れる時、その順番として最も適切なものを、次の①～⑥の中から一つ選びマークしなさい。

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- (A) From that point on he was ours and we were going to try to save him
- (B) When the public saw us attempting to help him, they told us that he had been lying in the same spot for at least five hours
- (C) When we returned he was in the same exact spot

- ① (A) — (B) — (C) ② (A) — (C) — (B) ③ (B) — (A) — (C)
- ④ (B) — (C) — (A) ⑤ (C) — (A) — (B) ⑥ (C) — (B) — (A)

問3 空欄 **33** に入る語として最も適切なものを、次の①～④の中から一つ
選びマークしなさい。

- ① after ② before ③ over ④ under

問4 下線部 he deserved a better life の意味として最も適切なものを、次の①
～④の中から一つ選びマークしなさい。 **34**

- ① 彼には1日でも長く生きてほしい
② 彼にはもっと優れた働きをしてほしい
③ 彼の命を救うことが私たちの使命だ
④ 彼はもっとまじな生活ができていいはずだ

問5 空欄 **35** に入る文として最も適切なものを、次の①～④の中から一つ
選びマークしなさい。

- ① We could defeat it ② We should give up
③ We turned out to be right ④ We were mistaken

問6 空欄 **36** に入る文として最も適切なものを、次の①～④の中から一つ
選びマークしなさい。

- ① Let him die ② Make him lie on my bed
③ Send him back to us ④ Wait for him

問7 下線部 Who could ever turn their back on a great dog like this? の意

味として最も適切なものを、次の①～④の中から一つ選びマークしなさい。

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- ① このような素晴らしい犬に頼ることができるなんて、誰にも想像できない
- ② このような素晴らしい犬に巡り合う機会なんて、そうそうありはしない
- ③ このような素晴らしい犬を捕獲できるなんて、誰にも考えられはしない
- ④ このような素晴らしい犬を見捨てることなんて、誰にもできはしない

問8 [F] の内容に一致しないものを、次の①～④の中から一つ選びマークしな

さい。 38

- ① 獣医は、フィリーの手術費の支払いを、寄付金が集まるまで待つことに同意した
- ② 筆者たちは、フィリーを救うために必要な費用を募金で集めることにした
- ③ フィリーの胃の中の大きなプラスチックの異物は、吸引によって取り除くことができた
- ④ フィリーの左前脚のひじの部分が折れていたため、人工関節を埋め込んだ