

2009年度 推薦入学試験 B日程

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てください。
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てください。
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、問題冊子は持ち帰ってください。

英 語

(60分 100点)

解答番号(1)～(25)

I 次の文章を読み、後の設問(1)～(10)に対する解答として最も適切なものをそれぞれの選択肢から 1 つ選びなさい。なお、設問の都合上、本文を[A]～[G]の部分に分けてある。また、本文中の下線部および空欄の番号は、設問の番号と一致している。
(40点)

[A] Trying hard to be brave, Cat sat down on the cold pavement and wondered what to do next. The mysterious stone sent by Professor Katzenberg was inside the church hall. If she couldn't get her hands — paws — on it, she might never be human again. Even if she went home, her parents wouldn't know her. They would think their daughter had been kidnapped. And when they were searching for a kidnapped daughter, they wouldn't have time to notice a strange orange cat. A terrible picture came into Cat's mind of her poor, grieving parents giving her to a shelter for unwanted pets. She would be adopted by strangers and spend the rest of her life having to beg for food ('MEOW') and being pushed off armchairs.

[B] She held out her front paws. (2) Then she could write a note to Mum and Dad — something like, 'Help! I am your daughter!' But even if they believed her, what could they do for her, except buying her a collar and a basket?

[C] (3a) Of course — Eric was a cat. (3b) She must go home at once to consult him. Luckily, her home was only round the corner. (3c)

[D] It was the sort of journey that cats — real cats — did all the time, without feeling any stress. For this amateur cat, however, it was very (4). The smells kept taking her attention away from what she was trying to do. They were as distinct as faces — each smell had its own personality.

She smelt several other cats, and knew just from their smells that two of them were clever, but one was rather stupid. She smelt the hurry of rats in the buildings and their desire for food. She ran past bags of garbage that people had put out for collection and smelt rotten food.

[E] The house where the Great Dane lived had a very strong and unpleasant smell of him. Cat's heart beat uncomfortably. The dog himself was watching her through the downstairs window. The human part of her head heard two barks. The cat part heard a shout that she could almost understand — like a voice calling something in a foreign language. She rushed past him as fast as she could, very glad that the humans never allowed this enormous beast out on his own.

[F] A fly flew past Cat's head. It had a delicious smell — like meat. Before she knew what she was doing, she found herself catching the fly between her two front paws and throwing it into her mouth. The human part of her was sickened. Yeuch! She was actually *eating a fly*! It struggled against her tongue, making a loud noise, 'Bzzzz'. She knew she should let it out of her mouth, but she couldn't. It was too delicious — a real treat like potato chips or candy for a girl. And anyway, who cared about flies? They were⁽⁷⁾ cunning creatures who deserved everything they got.

[G] Cat stopped. She shook her small orange head several times, to clear ⁽⁹⁾it. Since when had she thought flies were 'cunning'? She chewed the delicious, disgusting treat in her pointed teeth, and worried that the cat part of her was starting to take over. If she stayed like this for too long, would she turn back into a girl who behaved like a cat? Would she find herself curled up on top of the heater during classes, or try to rub herself against Mrs Slater's legs?

[設問]

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

- ① Cat の両親は Cat が猫の姿に変えられたことを知っていた
- ② Cat の両親は家に見慣れない猫がいることに気づいた
- ③ Cat はよその家にもらわれて行くことになっていた
- ④ 猫の姿に変えられた Cat を元の姿に戻すための手立ては教会の中にあった

(2) 空欄(2)に入る文として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① First she had no idea where she was.
- ② Maybe she could still hold a pencil.
- ③ Now she was a real cat.
- ④ Suddenly her parents gave her some food.

(3) 空欄(3a), (3b), (3c)に入る文が、順不同で以下の(ア)～(ウ)に示されている。Cat の取った行動の描写として最も適切な組み合わせを、次の①～④の中から1つ選びマークしなさい。

- (ア) Cat was on the point of crying with despair, when she remembered Eric.
- (イ) He would understand her, and she had always thought that he looked wise.
- (ウ) On all four shaking legs, Cat began to run quickly along the pavement.

- ① アーイーウ
- ② アーウーイ
- ③ ウーアーイ
- ④ ウーイーア

(4) 空欄(4)に入る表現として最も適切なものを、次の①～④の中から 1 つ選びマークしなさい。

- ① frightening and difficult
- ② pleasant and easy
- ③ safe and sound
- ④ sick and tired

(5) [D]の内容に一致しないものを、次の①～④の中から 1 つ選びマークしなさい。

- ① Cat は漂ってくるのにおいに気を取られた
- ② Cat はにおいで猫の頭の良し悪しがわかった
- ③ Cat はネズミのにおいを感じて建物の中に急いだ
- ④ Cat は腐敗した食べ物のおいをかいだ

(6) [E]の内容に一致しないものを、次の①～④の中から 1 つ選びマークしなさい。

- ① 大型犬が住む家からはその犬の強烈なおいが漂っていた
- ② 大型犬が住む家を Cat はできるだけ急いで走り過ぎた
- ③ 大型犬の叫んでいる言葉が Cat には分かるような気がした
- ④ 大型犬は家の外に放し飼いにされていた

(7) 下線部 They were cunning creatures who deserved everything they got の⁽⁷⁾内容として最も適切なものを、次の①～④の中から 1 つ選びマークしなさい。

- ① 猫は俊敏な生き物なのでどのようなハエでも簡単に捕まえることができる
- ② 猫は利口な生き物なので何でも手に入れることができる
- ③ ハエは賢い生き物なので観察する値打ちがある
- ④ ハエはずる賢い生き物なのでどのような目にあってもいいのだ

(8) [F]の内容に一致しないものを，次の①～④の中から 1 つ選びマークしなさい。

- ① Cat は口に入れたハエを一度吐き出した
- ② Cat は飛んできたハエを両方の前足ではさんで捕まえた
- ③ ハエは Cat にとってとてもおいしいごちそうだった
- ④ ハエは Cat の口の中で大きな音を立てて暴れた

(9) 下線部 it⁽⁹⁾ が指すものとして最も適切なものを，次の①～④の中から 1 つ選びマークしなさい。

- ① 頭
- ② におい
- ③ ハエ
- ④ 前足

(10) [G]の内容に一致するものを，次の①～④の中から 1 つ選びマークしなさい。

- ① Cat は授業中丸くなって眠った
- ② Cat は人間の姿に戻りたくないと思った
- ③ Cat は猫の役を演じられるか不安だった
- ④ Cat はハエをかんで食べた

Ⅱ 次の文章を読み、後の設問^{(11)～(25)}に対する解答として最も適切なものをそれぞれの選択肢から 1 つ選びなさい。なお、設問の都合上、本文を[A]～[K]の部分に分けてある。また、本文中の下線部および空欄の番号は、設問の番号と一致している。

(60点)

[A] One characteristic that raises us above the animals is our use of symbols. But Dr. John Wolfe's experiments have shown us that the ability to understand symbols is not just a human talent. He introduced six young chimpanzees to that popular human symbol — money. The result was that the chimps not only learned to use money, but, like many people, became absolutely mad about it.

[B] The chimpanzees were introduced to a vending machine called the Chimp-O-Mat, which would yield up one grape when a white plastic “coin” was put in it. When Dr. Wolfe showed a young chimp named Moos how he could win himself a grape by putting in one of the white plastic chips, Moos immediately picked up another chip, pushed it awkwardly into the machine, then stuck out his paw and waited for the grape to drop out.

[C] In addition to the white plastic chips, the chimps were given brass ones to put into the machine, but nothing came out because they were worthless. The chimps soon learned this. When white and brass chips were tossed into their cage, the three female chimps rushed to pick up the white chips but never touched the brass ones. Dr. Wolfe next adjusted the machine so that the grape would not drop out until several minutes after a chip had been inserted. This greatly angered the customers. Moos would put in the coin; then put his paw into the cup. ⁽¹²⁾When no grape dropped out, he shook the machine violently. ⁽¹³⁾

[D] Now that the six chimps were madly in love with money, would they value it enough to work for it? (14)

[E] The white plastic “money” to buy the grape could now be obtained

in no way except by hard work. The handle they had to lift to get the chip weighed eighteen pounds, difficult for a chimp to raise; (15) the formerly lazy chimps not only quickly mastered the new, more difficult operation, but also demonstrated great eagerness to work for money.

[F] When given free access to the machine, the chimps worked so fast that the attendants began to fear for their health. In one ten-minute period,⁽¹⁶⁾ Moos lifted that heavy handle 185 times. He was in such a rush to earn⁽¹⁷⁾ money that he didn't even pick up each chip as he lifted the handle, but instead brushed it to the floor, where a pile was growing.

[G] Gradually, however, Moos developed restraint and worked hard only when he was low on chips and hungry for grapes. When he had a lot of chips, he was only mildly interested in the Work Machine. Also, if the scientist gave him a free pile of chips before bringing out the Work Machine, Moos would lift the handle only a few times. But if he had no chips, he would lift the handle at least one hundred times before stopping.

[H] When human workers earn money, they can't spend it immediately. The money is saved up for them and then they get it all in a weekly or monthly check. Could the six chimps show some such self-control in waiting to spend their hard-earned chips? Some could not. Velt, for example, wanted to run to the Chimp-O-Mat and use his chips the moment he earned them. If the Chimp-O-Mat wasn't available, he soon lost interest. Moos and Bimba, on the other hand, were quite willing to work hard to earn chips even if they couldn't spend their money until the following day.

[I] When the Work Machine had been mastered by all six chimps, Dr. Wolfe introduced a further human-like change to the Chimp-O-Mat. A brass chip was still worthless and a white chip was worth one grape. But when a blue chip was put into the machine, two grapes dropped out. A red chip bought a drink of water.

It takes fairly high intelligence to comprehend that coins have

(20) values. The chimps soon showed that they understood this, though. Blue chips were chosen instead of the once-treasured white chips when both were available. If the chimps were deprived of water until they were thirsty, they always chose (21a) chips over either the (21b) or (21c) ones.

[J] The unpleasant side of the money economy was soon apparent as the chimpanzees became accustomed to it. Once friendly chimps became⁽²²⁾greedy or suspicious of neighbors, and the stronger chimps began hurting the weaker ones. For example, when a large supply of chips was placed in a cage with Bula and Bimba, Bula took charge of almost all of them. When the Chimp-O-Mat was rolled up to their cage, Bula pushed Bimba aside and began spending her huge pile on the orange slices that were on the menu that day. As Bula sucked one orange slice after another, Bimba cried out, asking (23) a chance to get at the machine. Instead of moving aside, Bula began handing poor Bimba the peels she (24) dry.

[K] All these experiments were highly entertaining. But they are also significant. They prove that chimpanzees can comprehend symbols that represent food and water. Since symbols are necessary for intelligent, human-like thinking, it would appear that these chimps had at least the basic tools for simple thought.

[設問]

(11) [B]の内容に一致しないものを、次の①～④の中から選び1つマークしなさい。

- ① Chimp-O-Mat にコインを入れると、ブドウが出てくる
- ② Moos は Chimp-O-Mat からブドウが出てくるのを、手を出して待ち構えた
- ③ Moos は怖がって、すぐには Chimp-O-Mat にコインを投入しなかった
- ④ Wolfe 博士は、Moos に Chimp-O-Mat の使い方を教えた

(12) 下線部 this⁽¹²⁾ の内容として最も適切なものを、次の①～④の中から選び1つマークしなさい。

- ① 白いプラスチック製のコインに加えて真鍮^{しんちゆう}のコインが必要なこと
- ② 白いプラスチック製のコインも真鍮のコインも価値がないこと
- ③ 真鍮のコインではなく白いプラスチック製のコインに価値があること
- ④ 真鍮のコインの後に白いプラスチック製のコインの投入が必要なこと

(13) 下線部 When no grape dropped out⁽¹³⁾ の理由として最も適切なものを、次の①～④の中から選び1つマークしなさい。

- ① Chimp-O-Mat に投入したコインの数が不足していたから
- ② Chimp-O-Mat に入っていたブドウがすべてなくなっていたから
- ③ Moos が Chimp-O-Mat を乱暴に揺すったために故障してしまったから
- ④ ブドウが Chimp-O-Mat から出てくるまでの時間がわざと長くされていたから

- (14) 空欄(14)に入る4つの文が、順不同で以下の(ア)～(エ)に示されている。[D]の内容を筋の通ったものにするのに最も適切な組み合わせを、次の①～④の中から1つ選びマークしなさい。

(ア) The chimps were shown that when a large handle was lifted, they could reach in and pick up one grape.

(イ) This chip would still buy them one grape at the Chimp-O-Mat.

(ウ) To find the answer, Dr. Wolfe constructed a device called the Work Machine.

(エ) When they had learned to lift the handle, Dr. Wolfe arranged that, instead of a grape, they would find a white chip.

① アーエーイーウ

② アーウーエーイ

③ ウーアーエーイ

④ ウーエーイーア

- (15) 空欄(15)に入る語として最も適切なものを、次の①～④の中から選び1つマークしなさい。

① as

② if

③ therefore

④ yet

(16) 下線部 In one ten-minute period の意味として最も適切なものを、次の①～④の中から選び 1 つマークしなさい。

- ① 10分間に
- ② 10分に 1 回の間隔で
- ③ 10分の 1 の期間で
- ④ 110分間に

(17) 下線部 in such a rush to earn money の結果、Moos がとった行動として最も適切なものを、次の①～④の中から選び 1 つマークしなさい。

- ① コインを拾い上げる代わりに、はたいて床に落とした
- ② 取っ手を上げたときにコインを拾い上げられなくなった
- ③ 取っ手を上げるたびにコインを手で拾い上げる代わりに、ほうきで掃いた
- ④ 山ができるようにコインを腕でかき集めた

(18) [G]の内容に一致するものを、次の①～④の中から 1 つ選びマークしなさい。

- ① Moos は、必死で取っ手を動かすすぎて腕を痛めてしまった
- ② 機械を動かす前にたくさんのコインを与えられると、Moos は数回しかハンドルを上げなくなった
- ③ コインがない場合、Moos は機械が止まるまでに取っ手を少なくとも 100 回上げる必要があった
- ④ 自由に使えるコインが手に入ると、Moos はコインではなく機械にのみ興味を示すようになった

(19) [H]の内容に一致するものを、次の①～④の中から1つ選びマークしなさい。

- ① Moos と Bimba は、たとえ翌日までコインが手に入らなくても熱心に働く
- ② Moos と Bimba は、手に入れたコインをすぐに使いたいという気持ちを抑えることができる
- ③ Velt は、コインを手に入れるとすぐに、それを他のチンパンジーに渡したがる
- ④ Velt は、他のチンパンジーが Chimp-O-Mat を使っていると、コインを使わずに貯める

(20) 空欄(20)に入る語として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① different
- ② equal
- ③ important
- ④ insignificant

(21) 空欄(21a), (21b), (21c)に入る語の組み合わせとして最も適切なものを、次の①～④から1つ選びマークしなさい。

- ① blue — white — brass
- ② brass — red — blue
- ③ red — blue — white
- ④ white — brass — red

(22) 下線部 Once friendly chimps became greedy or suspicious of neighbors の⁽²²⁾ 内容として最も適切なものを、次の①～④から 1 つ選びマークしなさい。

- ① かつては仲の良かったチンパンジーたちが、欲張りになって憎み合い出した
- ② かつては友好的だったチンパンジーたちが、欲張りになったり、周りの仲間に対して疑い深くなったりした
- ③ 仲の良かったチンパンジーたちが、一度欲張りになって憎み合い出すと
- ④ 友好的だったチンパンジーたちが、一度欲張りになったり、周りの仲間に対して疑い深くなったりすると

(23) 空欄(23)に入る語として最も適切なものを、次の①～④の中から 1 つ選びマークしなさい。

- ① for
- ② in
- ③ to
- ④ with

(24) 空欄(24)に入る語句として最も適切なものを、次の①～④の中から 1 つ選びマークしなさい。

- ① had sucked
- ② have sucked
- ③ is sucking
- ④ was sucked

(25) この文章の要約として最も適切なものを，次の①～④の中から 1 つ選びマークしなさい。

- ① チンパンジーは興味を持続させることができない
- ② チンパンジーはコインの価値を人間の赤ん坊より早く理解する
- ③ チンパンジーは自動販売機の使い方を理解できない
- ④ チンパンジーはシンボルを理解することができる