

公募型学校推薦選抜 出題のねらい

英 語

募集要項に記載されています通り、英語①は標準的なレベルで総合的な英語力をはかる問題とし、英語②は特に英語力を必要とする学科が選択問題として指定する問題であり、英語①と比較して難易度はやや高めとしています。

基礎評価型-英語①

I はアメリカ合衆国最高裁判事にまでなったR.B.ギンズバーグに関する内容の長文読解問題です。背景知識を駆使しながら、未知語を推測する問題をはじめ、本文の文脈を把握していないと正答を導くことができないように設定しています。リーディング力を測定するため、主軸とする問題は内容に関する正誤問題や、内容理解確認問題を中心に設定しています。日々の授業でのリーディングの鍛錬が試されます。

II の文法問題では、語彙をはじめ、イディオムを問う問題も設定しています。文法についてはシステムを知っていれば解答できるのではなく、文脈を把握して正答を導くことができるものを設定しています。いずれも高等学校で学習する基本的なものが中心となっています。

III の英作文問題では、日本語文の内容を英訳する整序問題です。高等学校で学ぶ語彙や文法を使ってできる英作文を、時制やイディオム、語順などに気を付けて並べ替える問題です。語彙と文法の総合的な正確さを測定するための問題として設定しています。日ごろの英語学習からアウトプットする練習をしておきましょう。

基礎評価型-英語②

I は映画製作の歴史に関する内容の長文読解問題です。英語の難易度をやや上げることで基礎評価型-英語①との差異を出しています。簡単なフレーズの意味を問うような問題に見えるものも、本文の文脈を把握していないと正答を導くことができないように設定しています。リーディング力を測定するため、主軸とする問題は内容に関する正誤問題や、内容理解確認問題を中心に設定しています。日々の授業でのリーディングの鍛錬が試されます。

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かを測るための問題として設定しています。重要構文と呼ばれる問題も日ごろの英語学習から練習しておきましょう。

総合評価型-英語①

I はアフリカにおける象と人間の共存に関する内容の長文読解問題です。幾つかの穴埋め問題では、前後の文脈を把握していないと正答を導くことができないように設問しています。リーディング力を測定するため、主軸とする問題は内容に関する正誤問題や、内容理解確認問題を中心に設定しています。日々の授業でのリーディングの鍛錬が試されます。

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総合評価型-英語②

I は世界における様々な娯楽やゲームとその変遷と伝播に関する内容の長文読解問題です。英語の難易度をやや上げることで総合評価型-英語①との差異を出しています。幾つかの穴埋め問題では、語彙力や文法力を必要とするのみならず、本文の文脈を把握していないと正答を導くことができないように設定しています。リーディング力を測定するため、主軸とする問題は内容に関する正誤問題や、内容理解確認問題を中心に設定しています。日々の授業でのリーディングの鍛錬が試されます。

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数 学

全体を通して

大問が全部で3題で、それぞれ独立した分野の問題になっています。各分野について、教科書の基礎事項が理解できているかどうか。また、それらの知識を応用した、思考力が必要な問題にも対応できるかどうか。このような力をみることを狙いとしています。

全問マークシート式であるため、答えだけが合っていれば正解ですが、前問が次の問題を解くヒントになっていることもあり、出題の流れにうまく乗ることで解答がしやすくなる場合もあります。日頃の問題演習では、基礎的な学力に加え、問題全体を広くみて先を見通す力を養っておくことが、問題攻略のカギとなります。

基礎評価型-数学①

第1問：数と式、整数の性質の分野の問題です。

[1]は必要条件か十分条件かを判定する問題であり、その方法や、命題の真偽の判断が正しくできるかをみるための基本的

な問題です。「かつ」「または」という用語の理解や不等式の成立・不成立の判断力をみています。[2]は整数の約数の個数に関する問題で、素因数分解を利用して正しい個数を数え上げることができるか、後半では和集合を正しく把握できているかどうか、その知識を問うことを狙いとした問題です。

第2問：2次関数の分野の問題です。グラフの軸や頂点の位置、最大値・最小値、グラフとx軸との位置関係など、この分野では典型的な内容の出題で、2次関数の基本的な考え方やその応用力をみるための問題といえます。本問では、(1)でa、bの値を求めたあと、これを用いて次の問題を解くため、(1)の正解が必須となります。それゆえに慎重に取り組む必要があります。(2)～(4)は2次関数の問題ではよく出題される内容のもので、標準的な問題に対応できる力をみています。

第3問：図形と計量の分野の問題です。三角形と外接円が与えら

英語（基礎評価型）

英 語 ①

I 次の文章を読んで、後の(1)～(5)の各問いに答えなさい。
解答番号は 1 ～ 10。

Ruth Bader Ginsburg faced many challenges to become a lawyer. In 1956, she was one of only nine women at Harvard Law School (out of 500 students!). She and her female classmates were even banned from using one of the libraries on campus. But that didn't stop her from following her dream—which led her to become the first Jewish person and second woman to serve on the U.S. Supreme Court—the highest court in the country.

Joan Ruth Bader was born in Brooklyn, New York, on March 15, 1933. Many girls in her school were also called Joan, so she decided to go by her middle name. Ruth's parents did not go to college. 1 they knew that education was important and encouraged her to learn as much as she could. She studied government while on a scholarship at Cornell University, then enrolled at Harvard Law School two years after she married her husband, Martin “Marty” Ginsburg, in 1954. After he graduated, the family moved to New York City, and Ginsburg transferred to Columbia Law School, where she graduated in 1959.

At that time, many women did not work outside their homes, and some men believed that women weren't as capable as men to work for pay. So even though Ginsburg graduated from law school with top grades, she couldn't find a job as a lawyer. Instead, she became a professor at Rutgers University in New Jersey. When students asked her to teach a class on how women were treated under the law, Ginsburg discovered some unfair practices—for instance, some working mothers weren't provided health insurance by their companies, even though their male coworkers were. This helped ⁽²⁾fuel her interest in fighting for

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2024 基礎評価型 英語①

women's equality.

While she was teaching at Rutgers, Ginsburg found out that she was being paid less than male professors. Then she found out that other women were being paid less, too! She and her female colleagues demanded equal pay from the university—and they got it. Soon Ginsburg was fighting many cases in court to help people who were being treated unfairly because of their gender—for instance, she won a case to allow pregnant women and women with children to serve in the military. Then in 1972, she helped start the Women's Rights Project for the American Civil Liberties Union, an organization that argues for fair treatment of all U.S. citizens. Through this project, Ginsburg won five out of six gender equality cases in front of the Supreme Court.

Now people were thinking about Ginsburg whenever they thought about equal protection for women under the law. In 1980, President Jimmy Carter appointed her to the U.S. Court of Appeals (the court that hears cases from lower courts when people don't agree with the decision). Then on August 10, 1993, President Bill Clinton appointed Ginsburg to the U.S. Supreme Court. Ginsburg was one of nine Supreme Court justices, and many times she disagreed with their decisions. But she wrote very powerful statements whenever she disagreed, called a dissenting opinion, and soon she earned the nickname the “Great Dissenter.”

⁽³⁾Sometimes those statements led to Congress passing new laws. One time in 2007, the Supreme Court heard a case from a woman named Lily Ledbetter who discovered she was being paid less than her male co-workers. Most of the Supreme Court justices said she had waited too long to come to court, and Ledbetter lost her case. But because of Ginsburg's dissenting opinion, Congress passed a law two years later changing those time limits—and therefore giving women more

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2024 基礎評価型 英語①

protection.

Ruth Bader Ginsburg served on the Supreme Court every day until her death on September 18, 2020. She was 87 years old. For days afterward, the Supreme Court grounds in Washington, D.C., were covered in flowers and messages from people all across the country, who remembered and respected how she always fought for equality and was never afraid to disagree with anyone.

(1) 1 に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 1。

- ① Although
- ② Because
- ③ But
- ④ Or

(2) 下線部(2)fuelの意味に最も近いものを、次の①～④から1つ選び、マークしなさい。解答番号は 2。

- ① discourage
- ② express
- ③ soothe
- ④ stimulate

(3) 下線部(3)Dissenterの意味に最も近いものを、次の①～④から1つ選び、マークしなさい。解答番号は 3。

- ① a person who earns a nickname
- ② a person who is a justice
- ③ a person who makes a decision
- ④ a person who makes objections

(4) 本文の内容に合うように、次の1～3の与えられた部分に続く最も適当なものを、それぞれ①～④から1つずつ選び、マークしなさい。

解答番号は 4 ～ 6。

1. According to the second paragraph, when Ruth Bader was in school, 4 .

- ① many girls were called by their middle names
- ② she decided to drop her middle name
- ③ she was praised by her classmates because of her middle name
- ④ there were many girls who had the same first name as her

2. According to the third paragraph, when Ruth graduated from law school, women were 5 .

- ① believed to be as capable as men
- ② not treated equally at all
- ③ unable to find jobs as professors
- ④ usually working outside their homes

3. According to the sixth paragraph, most of the members of the Supreme Court said that Lily Ledbetter came to court 6 .

- ① to lose her suitcase
- ② to wait for too long
- ③ too early
- ④ too late

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2024 基礎評価型 英語①

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2024 基礎評価型 英語①

(5) 本文の内容に合うように、次の1～4の与えられた部分に続く最も適当なものを、それぞれ①～④から1つずつ選び、マークしなさい。

解答番号は 7 ～ 10 。

1. According to the article, when Ruth started working for Rutgers, she was earning 7 .
- ① just as much as the male teachers
② less than her male co-workers
③ more money than male professors
④ little compared to her female colleagues

2. According to the article, the person who gave Ruth the position on the highest court in the U.S. was 8 .
- ① a Supreme Court justice ② Martin Ginsburg
③ President Bill Clinton ④ President Jimmy Carter

3. According to the article, not including Ruth, the number of justices on the U.S. Supreme Court was 9 .
- ① one ② eight ③ nine ④ ten

4. According to the article, Ruth held her position on the U.S. Supreme Court for 10 years.
- ① 20 ② 27 ③ 40 ④ 87

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2024 基礎評価型 英語①

II 次の(1)～(5)の 11 ～ 15 に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は 11 ～ 15 。

- (1) Please 11 smoking in this hospital.
- ① allow to ② go out of
③ refrain from ④ stop from
- 解答番号は 11 。

- (2) My brother's daughter Laura is my favorite 12 .
- ① cousin ② family ③ nephew ④ niece
- 解答番号は 12 。

- (3) The latest book by the popular novelist 13 her readers' expectations.
- ① came down ② came on to
③ came up to ④ came with
- 解答番号は 13 。

- (4) Although Naoko's parents had said “no” for a long time, they finally 14 her go to the concert.
- ① banned ② let ③ made ④ permitted
- 解答番号は 14 。

- (5) Ken was the 15 person I had expected to see during my stay in Australia.
- ① end ② last ③ late ④ less
- 解答番号は 15 。

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2024 基礎評価型 英語①

III 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、()の中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の中から1つずつ選び、マークしなさい。

解答番号は 16 ～ 25 。

- (1) 姉は、私に彼女の3匹の猫の世話をするように要求した。
- My elder sister (① care ② her ③ insisted ④ my ⑤ of ⑥ on ⑦ taking ⑧ three) cats.

解答番号は3番目 16 , 6番目 17 。

- (2) この機械はどこか調子がおかしいようだ。
- There (① be ② machine ③ seems ④ something ⑤ this ⑥ to ⑦ with ⑧ wrong).

解答番号は3番目 18 , 6番目 19 。

- (3) 裁判官はその法律を、人々が銃を持つことを禁じるものとして解釈した。
- The judge (① as ② from ③ interpreted ④ law ⑤ owning ⑥ people ⑦ prohibiting ⑧ the) guns.

解答番号は3番目 20 , 6番目 21 。

- (4) この新しいコンピューターは、私の古いものよりも3倍のメモリーを備えている。

This (① as ② computer ③ has ④ memory ⑤ much ⑥ new ⑦ three ⑧ times) as my old one.

解答番号は3番目 22 , 6番目 23 。

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2024 基礎評価型 英語①

(5) 彼は1週間早くその報酬を受け取れると当てにしていた。

He (① a ② counting ③ on ④ payment ⑤ receiving ⑥ that ⑦ was ⑧ week) earlier.

解答番号は3番目 24 , 6番目 25 。

(英語①問題 おわり)

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2024 基礎評価型 英語①

英語（基礎評価型）

英語 ②

I 次の文章を読んで、後の(1)～(9)の各問いに答えなさい。
解答番号は 1 ～ 10。

Movies have been one of the most popular forms of entertainment for over a century. The first example of a moving picture was a short clip of a running horse made in 1878 in America by Eadweard Muybridge. As technology improved, the popularity of movies increased, and by the early twentieth century millions of people regularly attended movie theaters. But until the 1920s all movies were silent. Any dialogue by characters or descriptions of time and location and so on were shown as text projected onto the screen for a few seconds between action scenes in movies. Any sound in the movie theatres was provided by live orchestras that played music alongside the showing of the film.

This changed in 1927 with the release of the movie *The Jazz Singer* starring popular singer Al Jolson. The first part of the film is without spoken dialogue but with some pre-recorded music. 1, seventeen minutes into the film Jolson speaks the famous words, “Wait a minute, wait a minute, you ain’t heard nothing yet.” This was the end of the silent movie era and the new films, which were called “talkies,” became the most popular form of entertainment for the next 30 years until the rise of television in the 1950s.

When people talk about movies or other screen entertainment, they usually use expressions like “watch a movie” or “see a movie.” The central idea is that movies are a visual form of entertainment. The performances of the actors, the use of special effects, the lighting of the scenes, and the direction of the camera are all important aspects of any movie. But these are mostly connected to the visual part of the film. Equally important, 2 not recognized as much, is the sound

design. When the actors perform, they do it in front of the camera and there is usually a microphone in place to record their words. But this is not the end of the process for creating the sound of a movie. Many other professionals contribute to the sound of a movie that audiences hear.

3 there are microphones on the set or stage when the filming takes place, these microphones cannot record all of the sounds needed. The actors’ voices are important, but other sounds such as footsteps, opening doors, pouring drinks, and so on, cannot be recorded effectively by the microphones used for the actors’ voices. Often the sounds are too quiet. If the microphone is sensitive enough to catch these sounds, it will also catch other kinds of small background noises such as camera sounds and the actors’ breathing that are not needed in the final version.

To solve this problem, a professional called a Foley artist creates the sounds in a separate sound studio. These are everyday sounds that are needed by the director in the film. The Foley artist will recreate a wide range of sound effects, such as the sounds of footsteps on a stone or wooden floor, the sound of wood burning, the sounds of fingers on a computer keyboard, and any of the other hundreds of sounds that a film might need. After recording the sounds in the sound studio, the Foley artist will pass the recordings to the post-production team.

These recordings are just part of the final soundtrack of the film. There are also sounds that were recorded on the film set such as the actors’ dialogue. Another part of the sound design are any sound effects not created by a Foley artist such as explosions, waves on a beach, aircraft engine noise, and so on. A further aspect of the sound design is the music that is used in the film. There are two kinds of music in film. One kind is called “diegetic” music. This refers to music that the

characters in the story can hear. For example, if the story has the actors attending a concert or playing a musical instrument, then the people watching the movie will also hear music that the actors hear in the story. A second kind is non-diegetic music and this is the music that only the audience can hear. This helps to create mood, show excitement or tension, or signal the entry of a character. Finally, all of these different sounds, from dialogue to music, to sound effects are combined and added to the final version of the film.

- (1) 1 に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 1。
- ① Additionally ② However
③ Of course ④ Therefore
- (2) 2 に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 2。
- ① but ② nor ③ or ④ so
- (3) 3 に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 3。
- ① As ② Because
③ Even though ④ If
- (4) 下線部(4)effectively の意味に最も近いものを、次の①～④から1つ選び、マークしなさい。解答番号は 4。
- ① comparatively ② effortfully
③ influentially ④ successfully

- (5) 下線部(5)this problem の意味に最も近いものを、次の①～④から1つ選び、マークしなさい。解答番号は 5。
- ① Camera sounds are too noisy.
② Everyday sounds the director needs are not important.
③ The actors’ breathing is too soft to record.
④ The microphone catches unnecessary sounds.
- (6) 下線部(6)a Foley artist について本文中に示されていないものを、次の①～④から1つ選び、マークしなさい。解答番号は 6。
- ① A Foley artist is a specialist who recreates many kinds of sound effects.
② A Foley artist makes sounds the directors need.
③ A Foley artist records various sounds in a room separate from the set or stage.
④ A Foley artist removes noises that are not needed in the final version.
- (7) 次の1～5を古い順から並べたものを、次の①～④から1つ選び、マークしなさい。解答番号は 7。
1. A famous singer’s words were heard in the movie for the first time.
2. A short picture of a moving horse was made.
3. Any character dialogue was projected on a screen in written form.
4. Television appeared and became popular.
5. The new “talkies” became more popular than the silent movies.
- ① 1・2・3・5・4 ② 2・1・3・4・5
③ 2・3・1・5・4 ④ 3・1・5・2・4

- (8) 本文の内容に合うように、次の1と2の与えられた部分に続く最も適当なものを、それぞれ①～④から1つずつ選び、マークしなさい。

解答番号は 8 と 9。

1. According to the third paragraph, 8 .

- ① a microphone put in front of the actors picks up all the sounds of the movie
② many professionals pay a lot of money to create good sound effects
③ people tend to imagine the visual parts when they think about a movie
④ the visual parts of a movie are more emotional than the sound parts

2. According to the last paragraph, 9 .

- ① “diegetic” music expresses a character's feeling or emotion as a sound
② non-diegetic music is played by a character in a movie
③ the audience can hear only “non-diegetic” music in a movie
④ the sound of a violin played by a character is “diegetic” music

- (9) 本文の内容に照らして、**適当でないもの**を、次の①～④から1つ選び、マークしなさい。解答番号は 10。

- ① It is difficult for microphones on the set to accurately record sounds other than the actors' voices.
② The final version of the movie is composed of many kinds of sound effects.
③ The movie *The Jazz Singer* is a pre-recorded musical without spoken dialogue.
④ Two important aspects of modern movies are the visual form and the sound effects.

- Ⅱ 次の(1)～(5)の 11 ～ 15 に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は 11 ～ 15。

(1) We felt 11 to the woman for her kindness.

- ① agreeable ② delightful
③ grateful ④ respectable

解答番号は 11。

(2) If the train had not been delayed, I 12 in Tokyo now.

- ① were to be ② will be
③ will have been ④ would be

解答番号は 12。

(3) 13 his many hours of study, he did not get a good grade on the math test.

- ① Because of ② Besides
③ Despite ④ Instead of

解答番号は 13。

(4) I went into the stadium and found the spectators 14 by the close game.

- ① excited ② exciting
③ have excited ④ to excite

解答番号は 14。

(5) I think 15 natural that she should feel angry.

- ① far ② it ③ much ④ so

解答番号は 15。

- Ⅲ 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、()の中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑥の中から1つずつ選び、マークしなさい。

解答番号は 16 ～ 25。

(1) 私たちは風邪をひかないように、暖かいものを身に着けていた。

We were (① clothes ② not ③ so ④ that ⑤ warm
⑥ we ⑦ wearing ⑧ would) catch a cold.

解答番号は3番目 16 , 6番目 17。

(2) 空飛ぶ車にはどこにでも行ける便利さがある。

Flying (① cars ② freedom ③ give ④ go ⑤ the
⑥ to ⑦ wherever ⑧ you) you want.

解答番号は3番目 18 , 6番目 19。

(3) 常識のある人なら、それがどんなに間違っているかわかるだろう。

A person (① common ② how ③ it ④ realize ⑤ sense
⑥ with ⑦ would ⑧ wrong) is.

解答番号は3番目 20 , 6番目 21。

(4) その患者が鳥インフルエンザに感染していると医師は確信した。

The doctor was (① bird ② convinced ③ infected ④ patient
⑤ that ⑥ the ⑦ was ⑧ with) flu.

解答番号は3番目 22 , 6番目 23。

英語（基礎評価型）

(5) 彼女の旅に必要なお金をあげたことで、彼女は私に感謝した。
She (① for ② her ③ me ④ money ⑤ providing
⑥ thanked ⑦ the ⑧ with) she needed for her trip.
解答番号は3番目 、6番目 。

(英語②問題 おわり)

英語（総合評価型）

英 語 ①

I 次の文章を読んで、後の(1)～(10)の各問いに答えなさい。
解答番号は ～ 。

The elephants stood face-to-face in a cloud of dust. Their big ears fanned out and their tusks almost locked.

A group of schoolkids gazed in awe from a truck parked on the roadside. They had come from a village just outside Makgadikgadi Pans National Park, in Botswana, Africa. “Are the elephants fighting?” someone asked.

“No, it’s a game,” another child said. “They’re playing.”
Kolobetso, 13, was quiet. “She’d grown up with a fear that elephants are dangerous,” Walona Sehularo, who was in the truck that day, told *TIME for Kids*. He works with Elephants for Africa (EFA), a group that is trying to protect elephants and help people live peacefully alongside them.

In parts of rural Africa, elephants roam freely and come into frequent contact with people. Many people fear them. Some see them as . Conflict between people and elephants is common.

EFA wants to change that. It hopes villagers will learn to value the animals in their backyard. One of the group’s goals is to inspire young people to be conservation leaders. “I want to instill in them a sense of ownership over their environment,” Sehularo says.

by poaching in other parts of Africa, elephants have long found safety in Botswana. Conservationists say it is to more elephants—around 130,000—than any other country in Africa. Much of Botswana’s land is protected, which allows the animals to migrate safely. On any given day, herds of them can be found along the Boteti River.

But elephants also wander onto farms. They eat and trample crops.

In some cases, farmers respond by killing them. People have also been hurt or killed in conflicts.

Kate Evans is EFA’s founder. “Farmers don’t want to hurt elephants,” she says. “They just want to produce enough crops to feed their families and to sell at market.” She and her team work with farmers to guard their land from elephants.

EFA also tracks elephants’ movements and supplies data to the government. This information is used to which land is best for farming and which land should be for animals.

Botswana’s large elephant population attracts wealthy tourists to Makgadikgadi Pans, but few local children can afford to visit. By leading them on expeditions there, EFA aims to teach kids to love the park and its wildlife. This might even inspire kids to pursue careers as park officers, guides, or researchers. , elephants would become an opportunity, not a threat.

When Kolobetso and her classmates toured the park, they saw elephants drinking from a natural pool. One of the males headed straight for the truck, defending its herd. Then it turned and walked away. The kids were amazed. “It was one of those moments you cannot explain,” Sehularo says. “It fills you with an indescribable joy.”

What about Kolobetso? She started to enjoy spotting elephants. She even said she would like to return to the park someday. For Sehularo, it meant he was making a real difference.

“Many in my country think, ‘Why should I care about the animals?’ But the only way things get better is if people care. When they own the fight, conservation will win.”

In Botswana, the Boteti River flows along the western edge of Makgadikgadi Pans National Park. During the dry season, when water is scarce elsewhere, the river attracts large numbers of elephants.

Researchers say the threat of poaching in surrounding countries has driven more and more elephants into Botswana. Much of the land is protected. For now, the country may be the safest place on Earth for elephants.

- [注1] tusk (ゾウ・イノシシなどの) きば
[注2] *TIME for Kids* アメリカの学習用雑誌の名称
[注3] instill ～を徐々に教え込む
[注4] poach 密猟する
[注5] trample ～を踏みつける

- (1) に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① farmers ② hunters ③ pests ④ pets
- (2) に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① Being threaten ② Threaten
③ Threatened ④ Threatening
- (3) に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① a place ② an area ③ danger ④ home
- (4) に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① control ② determine ③ ignore ④ persuade

- (5) に入れるのに最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① By far ② By the way
③ In this way ④ Though

- (6) 下線部(6) he was making a real difference の意味の説明としてふさわしくないものを、次の①～④から1つ選び、マークしなさい。
- 解答番号は 。
- ① He knew how different the elephants were.
② He noticed that Kolobetso started to like the elephants.
③ He started to feel that his job was worthwhile.
④ He was having a positive effect.

- (7) 下線部(7) When they own the fight, conservation will win. の意味の説明として最も適当なものを、次の①～④から1つ選び、マークしなさい。
- 解答番号は 。
- ① Caring about elephants leads to improving their environment.
② Their fight will result in Africa's victory over the elephants.
③ There are many ways to win over conservationists.
④ Wildlife conservation efforts are usually not linked to nature conservation.

- (8) 本文に関する記述として最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① EFA aims to foster a love of wildlife by bringing children to see the park.
② In rural Africa, people seldom have contact with elephants.
③ Researchers say fear of poaching in neighboring countries has driven more elephants out of Botswana.
④ There is little conflict between people and elephants.
- (9) 本文に関する記述として **適当でないもの** を、次の①～④から1つ選び、マークしなさい。解答番号は 。
- ① EFA hopes that farmers will learn to care for elephants in their own backyard.
② Farmers are upset with conservationists in Botswana.
③ Kate Evans works with farmers to protect their lands from elephants.
④ Wealthy tourists visit Makgadikgadi Pans National Park to see wild elephants.
- (10) 本文の内容に合うように、次の与えられた部分に続く最も適当なものを、次の①～④から1つ選び、マークしなさい。解答番号は 。
- The best title for this article is 。
- ① A History of EFA
② Ecosystems of Wild Animals
③ The Elephant Population in Africa
④ Wildlife Lessons

- Ⅱ 次の(1)～(5)の ～ に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。
- 解答番号は ～ 。

- (1) He gave me on what I should do in the case of an accident.
- ① a few advices ② an advice
③ many advices ④ some advice
- 解答番号は 。
- (2) I found most of the questions easy, but the last one was me.
- ① beyond ② from ③ on ④ over
- 解答番号は 。
- (3) There isn't a parking lot near Central Station, is really a problem.
- ① how ② what ③ where ④ which
- 解答番号は 。
- (4) He has lived in New York and London, but he doesn't like of them.
- ① either ② most ③ neither ④ none
- 解答番号は 。
- (5) If only I home five minutes earlier this morning!
- ① had left ② have left
③ was left ④ would leave
- 解答番号は 。

英語（総合評価型）

Ⅲ 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、()の中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の中から1つずつ選び、マークしなさい。

解答番号は 16 ～ 25。

(1) 私の弟は失業するまで、仕事はあつて当たり前だと思っていた。

My brother (① for ② granted ③ he ④ his ⑤ job
⑥ lost ⑦ took ⑧ until) it.

解答番号は3番目 16、6番目 17。

(2) 彼女がうそつきでないということは、少し考えればわかるでしょう。

A moment's (① is ② not ③ she ④ tell ⑤ that
⑥ thought ⑦ will ⑧ you) a liar.

解答番号は3番目 18、6番目 19。

(3) 私は、彼が仕事中にこの電話を私用に使うことを認めない。

I disapprove (① calls ② him ③ making ④ of ⑤ on
⑥ phone ⑦ private ⑧ this) while at work.

解答番号は3番目 20、6番目 21。

(4) 部屋は小さければ小さいほど、暖房費用がより少なくて済む。

The smaller a room is, (① cost ② heat ③ it ④ less
⑤ the ⑥ to ⑦ us ⑧ will) it.

解答番号は3番目 22、6番目 23。

(5) もしあなたのご親切な援助が無かったら、その計画はだめになるところでした。

If (① assistance ② been ③ for ④ had ⑤ it ⑥ not
⑦ kind ⑧ your), the whole plan might have blown up.

解答番号は3番目 24、6番目 25。

(英語①問題 おわり)

英語（総合評価型）

英 語 ②

Ⅰ 次の文章を読んで、後の(1)～(7)の各問いに答えなさい。

解答番号は 1 ～ 10。

Humans have always found time to enjoy themselves with various pastimes. Most societies and cultures have a history of organized sporting events and competitions. The modern Olympic Games had their origins in sporting competitions in ancient Greece and the ancient Romans had a variety of public sporting events, including horse racing and sword fighting in the Colosseum in Rome and other cities. In ancient times, ball sports were played in places as far apart as China and Mexico. In addition to these active sporting competitions, since earliest times, people have also found ways to enjoy games and pastimes indoors.

Board games have been developed in various places around the world. Perhaps one of the earliest board games was a game called Senet which was played by ancient Egyptians as much as five thousand years ago. This game involved moving pieces around a board marked with squares. Originally, the game was not played with dice. Instead, players had some flat sticks. One side was white and one side was black. The sticks were thrown in the air and when they landed, 1 'black side-up' and 'white side-up' sticks decided how many places you could move your piece on the board.

Other cultures developed their own board games in very early times. The game known as 'Go' which is still played in many east Asian countries is thought to have been invented in Korea around 200 B.C. It is thought that chess was originally invented in Iran around 600 A.D., although the game was based on a much older board game from India. The early form of the game of chess spread to Europe in the Middle

Ages, but the rules were gradually changed over the years. For example, originally the queen was the weakest piece on the chessboard, but as the rules changed, the queen became the 2 piece. The modern game of chess is played all over the world and championships are held to decide the best players—who often become very famous.

In addition to these games like chess that needed strategy and concentration to play and win, there were also games of chance. One of the basic ways to introduce chance into a game was by using ⁽³⁾ dice. (The word 'dice' was originally a plural word meaning two or more of the objects. The word for a single object was 'die' but in modern times the word 'dice' can be used for one or more than one of the items.) The origins of dice are not clear. Very early dice, dating back thousands of years, have been discovered in Iran, India, and northern Scotland. There are references to playing games with dice in the Bible and the holy books of Hindus and Buddhists. Even though gambling was against the law in ancient Rome, many Romans were keen gamblers and wall paintings found in houses at the city of Pompeii show people playing dice games.

Playing cards probably originated in China as that culture invented a way of making paper and cards. The idea gradually spread to Europe. The modern set of cards, with four suits (hearts, diamonds, clubs, spades) and ten numbered cards, and three 'face' cards (Jack, Queen, King), was invented in France in the fifteenth century. 4, dominoes were also invented in China, with the earliest recorded mentions of dominoes in the tenth century A.D. It is not clear what connection exists between Chinese dominoes and western dominoes. They were first mentioned in Europe in the mid-eighteenth century in France and Italy. It is possible that they were brought to Europe by traders returning from business trips to China.

