

平成30年度

上宮高等学校

入学考査問題

英語

(注意) 解答はすべて解答用紙に記入しなさい。

受験番号	名前

I 次の英文を読み、本文の内容に一致するものを後の1～17から5つ選んで、番号で答えなさい。

Can animals really think? Can they make decisions by using some information? For years, scientists have talked about these questions. Now, many of them believe that some animals have the *brain power to understand new situation, make decisions, and plan for the future. Here are some examples of animal *intelligence that scientists have studied.

A young *chimpanzee in the US did something that surprised scientists. The scientists put some oranges under the ground. He knew where the oranges were, but when other chimpanzees were in the area, he *pretended that he did not know the *location. Later, when the other chimpanzees were sleeping, he went to the spot, found the oranges, and ate them. How amazing!

A kind of bird in Japan did also something surprising. She came up with a new way to get her food. When she saw some fish in a pond, she found a way to catch some. First, she found a branch and broke it into small pieces. Then, she took it to the pond and put it in the water. Finally, when the fish swam over to the branch, she was able to catch one for her lunch. This shows how the bird was able to make and use a *tool well.

In the US, another kind of bird surprised his trainer. The trainer began to work with him 15 years ago. The trainer taught him to talk, count, and answer simple questions. He was very good at these things. He even said, "I'm sorry" when he answered a question and made a mistake. But he once did something surprising outside the room. When he had to go to the doctor's office, he became upset. When the trainer started to leave, he said, "Come here. I love you. I'm sorry. I want to go back." He thought, "I'm doing something wrong." Maybe he was able to use language to show his feelings.

In Italy, scientists showed that an *octopus could learn how to work by watching how another octopus worked. In this experiment, an octopus which did not know how to open a bottle to get to a shell inside could watch another octopus which knew how. After watching how the second octopus did it, the first octopus was able to open the bottle. Before then, many scientists believed that only *mammals could learn by watching others.

Through these examples, we have many questions about animals and how they think and act. Animals have more intelligence than robots. Perhaps animals act from *instinct and *memorized rules. These examples show that more scientists think that animals really can think. What do you think?

【注】 brain power : 知力・知能 intelligence : 知能 chimpanzee : チンパンジー
pretended : pretend(～のふりをする)の過去形 location : 場所
tool : 道具 octopus : タコ mammals : mammal(哺乳類)の複数形
instinct : 本能 memorized : memorize(記憶する)の過去分詞形

1. 多くの科学者は、動物は考えることはできるが行動することができない、と信じている。
2. チンパンジーは食べ物を隠すことがあるが、眠っている間に隠した場所を忘れてしまう。
3. オレンジのありかを科学者は知っていたが、チンパンジーにはわからなかった。
4. アメリカのある若いチンパンジーは、オレンジを使って科学者を驚かせることができた。
5. アメリカのある若いチンパンジーは、他のチンパンジーがいるときに自分がオレンジのありかを知らないふりができた。
6. チンパンジーは仲間が眠っている間に、エサを横取りすることができた。
7. 日本ではうまく道具を作ったり使ったりすることができる鳥がいる。
8. 日本のある鳥は池への道を見つけて、その池で魚を捕まえた。
9. 筆者は、アメリカでは感情を表すのに言葉を使う鳥がいる可能性があると思っている。
10. アメリカのある鳥は、トレーナーが診療室から姿が見えなくなると、けたたましく鳴いた。
11. アメリカのある鳥は、質問に答えるときはいつも「ごめんなさい」と言った。
12. タコはボトルを開けるために貝殻を使うことができる。
13. タコは他のタコの行動を見て学習することができる。
14. 科学者たちは実験で3匹のタコを使用した。
15. 動物は本当に考えることができる、と思っている科学者が多くなっている。
16. 動物の行動は人間の影響を受ける。
17. ロボットは動物の行動を手助けする。

II 次の英文を読み、後の問いに答えなさい。

Donna Ashlock, a 14-year-old girl from California, was very sick. She had a bad heart. “Donna needs a new heart,” her doctors said. “She must have a new heart, or she will die soon.”

Felipe Garza, 15, was worried about Donna. Felipe was Donna’s friend. He liked Donna very much. He liked her *freckles, and he likes her smile.

Felipe talked to his mother about Donna. “I’m going to die,” Felipe told his mother, “and I’m going to give my heart to Donna.”

Felipe’s mother didn’t pay much attention to Felipe. “Felipe is only joking,” she thought. “Felipe is not going to die. He’s strong and healthy.”

But Felipe was not healthy. “My head really hurts,” he often told his friends. Felipe never told his parents about his headaches.

One morning Felipe woke up with a pain in his head. ①The pain was so terrible that he couldn’t stand up without his mother’s help. His parents *rushed Felipe to the hospital. Doctors at the hospital had terrible news for his parents. “Felipe’s *brain is dead,” the doctors said. “We can’t save him.”

His parents were very sad. “Felipe wanted to give his heart to Donna,” they told the doctors.

In a short time the heart began to *beat.

The *operation was a success. Felipe’s heart was beating in Donna’s body, but Donna didn’t know it. Her parents and doctors didn’t tell her. They waited until she was stronger; then they told her about Felipe. “I feel very (X),” Donna said, “but I want to say (Y)’ to Felipe.” She smiled.

Three months after the operation Donna Ashlock went back to school. She has to go to hospital every month and take medicine every day.

Felipe’s brother John says, “When we see Donna, we think of Felipe. She has Felipe’s heart in her. That gives us great peace.”

【注】 freckles : freckle(そばかす)の複数形

rushed : rush～to… ～を…へ急いで連れて行く

brain : 脳

beat : 鼓動する

operation : 手術

問1 本文の ～ に入る4つの文が、順不同で下のア～エに示されています。意味の通る文章にするのに最も適当なものを、それぞれ1つ選んで、記号で答えなさい。

- ア But they remembered Felipe's words.
- イ But she is living a normal life.
- ウ Felipe didn't want Donna to die.
- エ He had terrible headaches sometimes.

問2 下線部①を日本語に直しなさい。

問3 本文の に入る4つの文が、順不同で下のア～エに示されています。意味の通る文章になるように文を並べ替え、記号で答えなさい。

- ア Other doctors took out Donna's heart and put Felipe's heart in her body.
- イ The doctors took out Felipe's heart and rushed the heart to Donna.
- ウ Then they said to his parents, "We can give Felipe's heart to Donna."
- エ The doctors did several tests.

問4 本文の(X)と(Y)に入る語・語句の組み合わせとして最も適当なものを、下から1つ選んで、記号で答えなさい。

- ア (X) happy (Y) Thank you
- イ (X) happy (Y) I'm sorry
- ウ (X) sad (Y) Thank you
- エ (X) sad (Y) I'm sorry

問5 次の英語はこの文章のタイトルになる名詞を説明したものです。その名詞1語を答えなさい。ただし、最初の文字はgで始まります。解答用紙には最初の文字も含めて答えなさい。

something you give someone, for example, to thank them or because you like them

Ⅲ 次の会話文の (①) ~ (⑥) に入る最も適当なものを、後のア~ケからそれぞれ1つ選んで、記号で答えなさい。文頭の文字も小文字で表しています。ただし、同じ記号は1度しか使ってはいけません。

Mike : OK, (①)

Meg : Wonderful! Hey! That's *the Empire State Building, right?

Mike : (②)

Meg : Hey, I know that *statue. It's *the Statue of Liberty.

Mike : Yes. You can climb right to the top of that statue. The views are amazing.

Meg : *Mmm, (③)

Mike : It has lots of things to do, too. Central Park has some great lakes, and (④)

Meg : It's in the middle of the city, right?

Mike : Yes. (⑤)

Meg : Wow, there really is a lot of traffic, (⑥)

Mike : Yes. So people call New York "the city that never sleeps."

【注】 the Empire State Building : エンパイア・ステートビル statue : 彫像
the Statue of Liberty : 自由の女神像 Mmm : うーん

ア even at night!

イ that's right.

ウ how much?

エ I can't wait.

オ so it's easy to go there.

カ I'll show you my hometown.

キ the city is beautiful.

ク do you use a map?

ケ it's a great place to go *jogging.

【注】 jogging : ジョギング

IV 次の各日本文の意味を表すように [] 内の語を並べかえるとき、(①)～(⑧)に入る語を、それぞれ記号で答えなさい。ただし、文頭にくる語も小文字にしてあります。

1. 手遅れにならないうちに、地球を救うためにあらゆる手だてを講じなければならない。

We () (①) () () (②) () () () late.

- | | | | | |
|----------|-------------|-----------------|---------|--------|
| ア before | イ do | ウ everything to | エ it is | オ must |
| カ save | キ the earth | ク too | | |

2. 私は兄に自転車の乗り方を教えてと頼んだ。

() () () (③) () () (④) to ride a bike.

- | | | | | |
|---------|-------|-----|------|------------------|
| ア asked | イ how | ウ I | エ me | オ my big brother |
| カ show | キ to | | | |

3. 私が買いたいと思っている車はそんなに高くない。

() () (⑤) () () () (⑥) () ().

- | | | | | | |
|-------|--------|-------------|------|-------|-----|
| ア to | イ so | ウ the car | エ is | オ not | カ I |
| キ buy | ク want | ケ expensive | | | |

4. この本を読んだおかげで、イギリスの生活がいくらかわかった。

() () (⑦) () () () (⑧) () () ().

- | | | | | | |
|--------|-----------|--------|--------|--------|--------|
| ア idea | イ England | ウ some | エ life | オ this | カ gave |
| キ of | ク book | ケ in | コ me | | |

V 次の1～12の英文の中から、文法的に誤りのないものを5つ選んで、番号で答えなさい。

1. Nancy gave me a nice present in my birthday.
2. Tom bought a book me.
3. Is Hiroshi go to the concert tomorrow?
4. My uncle has lived in this town for twenty years.
5. Peter is the youngest of the five members.
6. You have not to go home.
7. I would like to go to the concert with you.
8. I was stolen my bicycle yesterday.
9. I have a lot of movies to see them.
10. I want you to play the piano.
11. Who break the window of the classroom?
12. The boy kicking a ball is Harry.

VI 次の各組の英文がほぼ同じ意味になるように、(①) ~ (⑩) に入る最も適当な英語 1 語を、それぞれ答えなさい。

1. My mother plays the piano very well.
My mother is a (①) (②).
2. I have never seen such a tall building.
This is (③) (④) building that I have ever seen.
3. There are a lot of beautiful rivers in Japan.
(⑤) (⑥) a lot of beautiful rivers.
4. Ms. Tanaka was our French teacher.
Ms. Tanaka (⑦) (⑧) French.
5. Please tell me the way to the post office.
(⑨) (⑩) I get to the post office?

VII 次の各組の語で下線部の発音が他と異なるものを、次のア～エからそれぞれ 1 つ選んで、記号で答えなさい。

1. ア chair イ chance ウ character エ church
2. ア through イ through ウ group エ through
3. ア dangerous イ famous ウ age エ area

VIII 次の 1 ~ 8 の語の中で、第 1 アクセント (´) の位置が正しいものを 3 つ選んで、番号で答えなさい。

1. ádvíce 2. eleméntary 3. éncourage 4. contínué
5. convénience 6. elevátor 7. ídea 8. hótél