

2020 年度 1 学期  
立教英国学院高等部 2 年  
英語 実力テスト

(2020年4月20日(月)実施)

注意事項

- ・ 解答は解答用紙に丁寧な字で記入すること。
- ・ 判断しにくい場合は×となることがあるので注意すること。
- ・ 濃い目のシャープペン、鉛筆などを使い、はっきり記入してください。

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クラス：          番号：          名前：

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A. (     ) から適する語を選び、記号で答えなさい。

1. Ken felt like ( ア. crying / イ. to cry / ウ. cried ) when he heard the news.
2. My father bought a ( ア. using / イ. to use / ウ. used ) car last year.
3. That shirt looks fine. It doesn't need ( ア. ironing / イ. to iron / ウ. ironed ).
4. That shirt looks fine. You don't need ( ア. ironing / イ. to iron / ウ. ironed ) it.

B. 日本語に合うように【     】の動詞を適切な形に変えて \_\_\_\_\_ を埋めなさい。

解答用紙には \_\_\_\_\_ 部分のみ答えなさい。

1. 私は子供のように扱われるのが好きではない。  
I don't like \_\_\_\_\_ treated like a child. 【 be 】
2. 何度も試みた末にスパイはその家に入ることができた。  
After \_\_\_\_\_ attempts, the spy was able to enter the house. 【 repeat 】
3. 私たちは変化しつつある状況に対処しなければならない。  
We must deal with the \_\_\_\_\_ situation. 【 change 】
4. 先生はクラスで彼が寝ているところを見つけた。  
The teacher caught him \_\_\_\_\_ in the class. 【 sleep 】
5. 私がジョンにそのニュースを話したとき、彼は驚いたように見えた。  
When I told John about the news, he seemed \_\_\_\_\_. 【 surprise 】

C. 【     】内の語句を並べかえて意味が通じる英文を作りなさい。

解答用紙には【     】内のみ書きなさい。

1. I'll be as quick as I can. I 【 waiting / want / keep / don't / to / you 】.
2. He had to submit his English report today. He 【 his / was / writing / report / busy 】 yesterday.
3. I now regret saying what I said. I 【 it / have / shouldn't / said 】.

D. 次の各組の文がほぼ同じ内容になるように、(     )に適する語を書きなさい。

解答用紙には (     ) 内のみ書きなさい。

1. a. I'll study here. Do you mind it, mom?  
b. Do you mind (     ) (     ) (     ), mom?
2. a. As soon as Kate received a letter, she started crying.  
b. (     ) (     ) a letter, she started crying.

E. (     ) に当てはまる適切な単語を選択肢から選び、必要があれば適切な形に変えて答えなさい。なお、選択肢には使用しない語も含まれています。

1. I'm trying to concentrate. Please stop (     ) so much noise!

2. I enjoy (     ) to music every day.

3. Have you finished (     ) the newspaper yet?

4. It's better to avoid (     ) during the rush hour.

5. I've given up (     ) to learn Korean. I was making no progress.

6. Would you mind not (     ) me all the time? Let me speak!

選択肢：     answer     read     try     pay     interrupt  
              lose     listen     live     travel     make

F. Read the following information and answer the questions.

### Getting from Heathrow to Central London

**Heathrow Airport has superb London connections to suit every passenger's budget and requirements.**



**Heathrow Express:**

The fastest link between Heathrow and Central London. Non-stop trains run to Paddington every 15 minutes, and journey time is 15 minutes from Terminals 2 and 3 (a few minutes more from Terminals 4 or 5).

**London Underground:**

The most cost-effective way to London. Piccadilly Line trains run from all terminals, and journey time is 50–60 minutes.

**TfL Rail:**

Local trains run to Paddington via local stations in West London every 30 minutes. Journey time is 31 minutes from Terminals 2 and 3.

**National Express Coach:**

Coaches run throughout the day, offering journey times of 40–80 minutes to Victoria Coach Station, Central London.

The first service departs from Victoria Coach Station at 03:00 and arrives at Heathrow's Central Bus Station (for Terminals 2 and 3) at 03:40. The bus arrives at Terminal 5 at 03:55 and Terminal 4 at 04:10.

**Feltham Rail Link:**

The 285 bus links Heathrow with Feltham Rail Station, where there are frequent trains to London Waterloo. Combined journey time is one hour and 40 minutes.

**Taxi:**

London taxis are available outside each terminal. The cost to Central London is between £45 and £70, and the journey time is approximately one hour. For a large-sized taxi, please book in advance.

1. What is this information about?  
A. Accommodations.    B. Dining out.    C. Sightseeing.    D. Transportation.
2. How many options are presented to get to Central London?  
A. Four.    B. Five.    C. Six.    D. Seven.
3. Which option is the fastest to Central London?  
A. Heathrow Express.    B. London Underground.  
C. TfL Rail.    D. National Express Coach.
4. Which option offers the cheapest fare to Central London?  
A. Heathrow Express.    B. London Underground.  
C. TfL Rail.    D. National Express Coach.
5. How often does Heathrow Express run per hour?  
A. Twice.    B. Three times.    C. Four times.    D. Five times.
6. National Express Coach is ...  
A. an airplane service.    B. a bus service.  
C. a railway service.    D. a taxi service.
7. You need to make a reservation for ...  
A. a large-sized taxi.    B. the 285 bus.  
C. London Underground.    D. TfL Rail.

G. 次の文を読んで、問いに答えなさい。

Cameron is no ordinary dog, and not just because he was born on Valentine's Day. To Maggie, a first-grader at Burgundy Farm Country Day School, the Labrador<sup>1</sup> with chestnut-brown eyes and "really fluffy"<sup>2</sup> black hair who spends most days on campus is more like a friend. When Cameron is near, Maggie feels "really, really happy," she said. "I feel safe around him," she added. "He'll lie down and ask me to scratch his tummy,"<sup>3</sup> she explained, because Cameron likes Maggie.

Cameron is one of a number of dogs at Burgundy, a private day school in Alexandria, Virginia. Dogs started showing up there when the head teacher of the school, Jeff Sindler, brought his Labrador, Luke, to the main office building where he works. Later, Sindler adopted Cameron and brought him to his workplace, too, where the dog, which Maggie describes as "really cute," became a school favorite.

⑥ They don't care if you're good at basketball, or a great reader, or popular," Sindler said. "They just want to be loved — equal opportunity," he added. Cameron and the other dogs on campus — always on a leash and with their owner — go a long way toward (A) students' social and emotional well-being, he mentioned. They reduce tension and soothe anxiety, and generate happy feelings from students. "They bring out some basic and important emotions," he said, and the dogs are especially helpful for children and adults who (B) social interactions. Just as important, dogs on school grounds set a positive, welcoming tone.

According to research carried out at the Yale Innovative Interactions Lab, there is something distinctive<sup>4</sup> about dogs that makes them so companionable<sup>5</sup>. (C) cats or snakes, dogs have evolved together with humans for about 30,000 years, leading them to develop skills that make them capable of understanding social and emotional cues<sup>6</sup> from humans. For example, they make eye contact, they follow where a person points, and when frightened, they seek comfort from humans. And according to Yale University researcher Molly Crossman, who studies how humans interact with dogs, "there is encouraging, preliminary evidence that dogs might reduce stress." Hospitals, nursing homes, courthouses, colleges and universities, and other groups have eagerly reacted to ⑦ such studies and have brought in dogs and other animals. But there's one large group that's usually excluded from the introduction of dogs: children in public schools. With the exception of service and police dogs, ordinary dogs are largely (D) public schools.

But a new program started in New York City that introduces dogs into ordinary classrooms may be (E) the no-dogs rule. The Comfort Dog Pilot Program was launched in fall 2016 by the Department of Education. It pairs selected dogs from the North Shore Animal League America, a pet rescue and adoption organization, with participating New York City schools. Begun as a trial period with seven schools, the program expanded at the start of the 2017 school year to include a total of 42 varied elementary, middle, and high schools. Some of the dogs are even used in teachers' lesson plans to encourage empathy<sup>7</sup>, cooperation, and decision-making. "⑧ It's an innovative approach to social-emotional learning," said Miranda Barbot, a spokeswoman at the New York City Department of Education.

Nina is a 9-month-old puppy with a toffee-colored coat. Rescued from a shelter in Virginia, she was taken to New York and now goes most days to Abraham Lincoln High School in Brooklyn with Dave Robinson, an assistant principal there who adopted her. Robinson and school principal Ari A. Hoogenboom (F) the Comfort Dog Program when they heard how well it had worked in elementary and middle schools around the city. "Our attitude was, if something's good, let's do it ⑨ here," Hoogenboom said.

Nina gets to work early. In the morning, she holds office hours (with Robinson) so that students can drop in for social visits. After lunch, she spends two hours in counseling sessions with small groups of kids, where she "does the basic stuff," Robinson said, such as wagging her tail, looking at students with her cute eyes and showing affection to all. Hoogenboom and Robinson said she has had a positive effect on both students and teachers. (G) at counseling sessions has increased because kids want to see Nina, and her presence in the meetings gets students to talk more openly.

Crossman from Yale University is careful to point out that public enthusiasm for the benefit of dogs as support animals (H) actual evidence that dogs do in fact ease anxiety. "Dog-crazy humans are so hopelessly partial to<sup>8</sup> the animals that they might imagine emotional benefits that do not exist. Further research into this is needed," she said. "But many students and teachers believe in ⑩ them. If by some decree<sup>9</sup> all dogs were forced to leave campus, something special would be lost," said Max, an eighth-grader at Burgundy who is especially happy when the math teacher's dog runs around during exams.

(Adapted from a work by Linda Flanagan)

- (注) 1. Labrador ラブラドル・レトリバー(犬の種類) 2. fluffy ふわふわした 3. tummy おなか  
4. distinctive 特有の 5. companionable 親しみやすい 6. cue 合図, しぐさ  
7. empathy 共感 8. be hopelessly partial to ～ ～に盲目的な愛情を持つ 9. decree 命令

[1] 本文の (A) ~ (H) それぞれに入れるのに最も適当なものを(1)~(4)から一つ選びなさい。

- |                        |                 |                    |                      |
|------------------------|-----------------|--------------------|----------------------|
| (A) (1) financing      | (2) improving   | (3) preventing     | (4) recording        |
| (B) (1) are used to    | (2) excel at    | (3) struggle in    | (4) study about      |
| (C) (1) As a result of | (2) As well as  | (3) Due to         | (4) Unlike           |
| (D) (1) absent from    | (2) afraid of   | (3) satisfied with | (4) trained for      |
| (E) (1) challenging    | (2) confirming  | (3) marketing      | (4) supporting       |
| (F) (1) advertised     | (2) applied for | (3) created        | (4) were doubtful of |
| (G) (1) Anxiety        | (2) Attendance  | (3) Research       | (4) Silence          |
| (H) (1) goes against   | (2) goes before | (3) goes beyond    | (4) goes by          |

[2] 下線部㉔~㉙それぞれの意味または内容として、最も適当なものを(1)~(4)から一つ選びなさい。

㉔ They

- (1) The young students at a private day school
- (2) The dogs spending time on school campuses
- (3) The farm animals kept on a school campus in Virginia
- (4) The teachers who bring their dogs to school to help students

㉕ such studies

- (1) studies into how dogs and cats socialize with humans
- (2) studies into the behavior of dogs when they feel threatened
- (3) studies into how dogs can help decrease anxiety in humans
- (4) studies into how dogs can be trained to interact with humans

㉖ It

- (1) Expanding the Comfort Dog Pilot Program
- (2) Encouraging empathy among teachers in New York City
- (3) Introducing dogs into ordinary New York City classrooms
- (4) Selecting dogs for the North Shore Animal League America

㉗ here

- (1) at a shelter for dogs in Virginia
- (2) at one particular high school in Brooklyn
- (3) in the New York City Department of Education
- (4) at one of the seven schools where the program was first piloted in New York City

㉘ them

- (1) humans who are partial to dogs
- (2) the emotional benefits of support dogs
- (3) decrees that ban dogs from school campuses
- (4) research findings in regards to the use of support dogs

H. ターゲット：解答用紙には、番号のみ答えなさい。(例：① → 1、 ② → 2)

H2 英単語ターゲット1400 [4訂版] (No. 1306～1400)

【A】空所に入る適切な語(句)を1つ選びなさい。

- (1) 染色された後、布は冷水に浸される。 [p. 334, 1307]  
After dyeing, the cloth is ( ) in cold water.  
① begged ② bet ③ soaked ④ dyed
- (2) 校則に従うことを拒む生徒もいる。 [p. 336, 1310]  
Some students refuse to ( ) to school rules.  
① soak ② bet ③ conform ④ refrain
- (3) 彼はその女性のハンドバッグを盗んだことを告白した。 [p. 338, 1316]  
He ( ) to stealing the woman's purse.  
① conformed ② confessed ③ leaned ④ faded
- (4) コーヒーをかき回すのにスプーンを貸してもらえますか。 [p. 344, 1341]  
Will you lend me a spoon to ( ) my coffee?  
① slap ② stir ③ seize ④ dispose
- (5) 私はその細い道を十分すぎるほどに用心して運転した。 [p. 344, 1346]  
I drove along the narrow road with extreme ( ).  
① friction ② circulation ③ regulation ④ caution
- (6) その兵士たちは敵に情けをかけないように訓練されている。 [p. 346, 1348]  
The soldiers are trained to show no ( ) to the enemy.  
① quarrel ② friction ③ mercy ④ nursery
- (7) 自らの良心に従いなさい。 [p. 346, 1352]  
Let your ( ) be your guide.  
① conscience ② glory ③ fraction ④ grief
- (8) 読書が私の一番好きな気晴らしだ。 [p. 346, 1354]  
Reading is my favorite ( ).  
① mercy ② sorrow ③ conscience ④ pastime
- (9) 窓から海がちらりと見えた。 [p. 346, 1355]  
I caught a ( ) of the ocean from the window.  
① glimpse ② grave ③ glory ④ grief
- (10) 森にはえさを求めるどう猛な動物たちがたくさんいる。 [p. 352, 1381]  
The forest is full of ( ) animals searching for food.  
① sincere ② supreme ③ naked ④ fierce
- (11) すべての新聞が政府に激しい攻撃を行った。 [p. 354, 1392]  
All the newspapers made ( ) attacks on the government.  
① magnificent ② savage ③ superficial ④ static
- (12) 我々は使われていない耕作地の利用法を考えなければならない。 [p. 356, 1393]  
We have to think of how to utilize ( ) cropland.  
① static ② holy ③ faint ④ idle
- (13) 今朝私はのどが痛く、熱も少しあった。 [p. 356, 1395]  
I had a ( ) throat and a slight fever this morning.  
① sore ② tidy ③ faint ④ savage

英単語ターゲット1900 [5訂版] (No. 1~360)

**[B]** 空所に入る適切な語(句)を1つ選びなさい。

- (1) グローバル化は表面的な変化しかもたらさないと主張する人たちもいる。 [p. 24, 27]  
Some people ( ) that globalization brings only superficial change.  
① suggest ② wonder ③ argue ④ compare
- (2) 組合は10%の昇給を要求した。 [p. 26, 36]  
The union has ( ) a ten percent pay rise.  
① found ② demanded ③ noticed ④ forced
- (3) 著者は身体障がい者が社会的に排除されていると主張する。 [p. 26, 37]  
The author ( ) that disabled people are socially excluded.  
① suggests ② claims ③ affects ④ stores
- (4) 厄介な状況が成長の機会になることはよくあることだ。 [p. 30, 49]  
Difficult ( ) frequently turn out to be opportunities for growth.  
① qualities ② situations ③ benefits ④ opportunities
- (5) もしアメリカ人がもっとまともな食事をとるなら、彼らの全般的な健康状態は向上するだろう。 [p. 40, 88]  
If Americans ate better, their ( ) health would be better.  
① certain ② scientific ③ native ④ general
- (6) 日本人の話し手は一定の定型表現を使って謙遜を表す。 [p. 46, 108]  
Japanese speakers ( ) modesty by using certain fixed expressions.  
① produce ② express ③ describe ④ argue
- (7) DNA鑑定は、チンパンジーと人間が共通の先祖を有していることを示している。 [p. 70, 207]  
DNA evidence ( ) that chimpanzees and humans share a common ancestor.  
① seeks ② indicates ③ represents ④ involves
- (8) 彼の会社は熟練労働者の不足にひどく苦しんでいる。 [p. 78, 233]  
His company is ( ) greatly from a shortage of skilled workers.  
① surviving ② referring ③ suffering ④ depending
- (9) 私は人々が自由時間をどのように使うかに関する調査を行っている。 [p. 78, 236]  
I'm ( ) a survey on how people spend their free time.  
① containing ② controlling ③ complaining ④ conducting
- (10) 彼は大学を卒業した後、アメリカの会社に勤めた。 [p. 78, 237]  
After he ( ) from university, he worked for an American company.  
① attended ② graduated ③ associated ④ preserved
- (11) ガソリンエンジンだけで動く自動車はなくなるだろう。 [p. 88, 278]  
There will be no motor ( ) powered solely by gasoline engines.  
① mediums ② vehicles ③ structures ④ fuels
- (12) 我が社は昨年の経済を直撃した危機を乗り越えた。 [p. 108, 349]  
Our company survived the ( ) that hit the economy last year.  
① cause ② content ③ situation ④ crisis

# 2020年度第1学期 実力テスト 高等部2年 英語 解答用紙

クラス： \_\_\_\_\_ 番号： \_\_\_\_\_ 名前： \_\_\_\_\_

A. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

B. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

C. 1. I'll be as quick as I can. I \_\_\_\_\_.  
2. He had to submit his English report today. He \_\_\_\_\_ yesterday.  
3. I now regret saying what I said. I \_\_\_\_\_.

D. 1. \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ 2. \_\_\_\_\_ / \_\_\_\_\_

E. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

F. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
6. \_\_\_\_\_ 7. \_\_\_\_\_

G. [1]. (A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_ (D) \_\_\_\_\_ (E) \_\_\_\_\_  
(F) \_\_\_\_\_ (G) \_\_\_\_\_ (H) \_\_\_\_\_  
[2]. ㊶ \_\_\_\_\_ ㊷ \_\_\_\_\_ ㊸ \_\_\_\_\_ ㊹ \_\_\_\_\_ ㊺ \_\_\_\_\_

H. Target より 【英単語】

【A】 (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
(6) \_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_ (10) \_\_\_\_\_  
(11) \_\_\_\_\_ (12) \_\_\_\_\_ (13) \_\_\_\_\_

【B】 (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
(6) \_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_ (10) \_\_\_\_\_  
(11) \_\_\_\_\_ (12) \_\_\_\_\_