

平成 29 年度 入 学 試 験 問 題

英 語

(時間 50 分)

[注意事項]

1. 試験開始の合図まで中を開けてはいけません。
2. 受験番号、氏名を解答用紙に記入しなさい。
3. 試験問題は 7 題あります。問題が抜けていたり、印刷がはっきりしない場合は申し出なさい。
4. 解答は解答用紙に記入しなさい。
5. 解答用紙だけを提出しなさい。

A. 次の英文は Leo Lionni による 1998 年に出版された絵本の 1 部である。英文を読んで、後の設問に答えなさい。

At the edge of the woods there was a pond, and there a minnow and a tadpole swam among the weeds. They were inseparable friends.

One morning the tadpole discovered that during the night he had grown two little legs. “Look,” he said triumphantly. “Look, I am a frog!” “Nonsense,” said the minnow. “(1)How could you be a frog if only last night you were a little fish, just like me!”

They argued and argued until finally the tadpole said, “Frogs are frogs and fish is fish and that’s that!”

In the weeks that followed, the tadpole grew tiny front legs and his tail got smaller and smaller.

And then one fine day, a real frog now, he (A)climbed out of the water and onto the grassy bank.

The minnow too had grown and had become a full-fledged fish. (2)He often wondered where his four-footed friend had gone. But days and weeks went by and the frog did not return.

Then one day, with a happy splash that shook the weeds, the frog jumped into the pond. “Where have you been?” asked the fish excitedly. “I have been about the world — hopping here and there,” said the frog, “and (3)I have seen extraordinary things.”

“Like what?” ask the fish. “Birds,” said the frog mysteriously. “Birds!” And he told the fish about the birds, who had wings and two legs, and many, many colors. As the frog talked, his friend saw the birds fly through his mind like large feathered fish. “What else?” asked the fish impatiently.

“Cows,” said the frog. “Cows! They have four legs, horns, eat grass, and carry pink bags of milk.”

“And people!” said the frog. “Men, women, children!” And he talked and talked until it was dark in the pond.

But the picture in the fish’s mind was full of lights and colors and marvelous things and he couldn’t sleep. Ah, if he could only jump about like his friend and see that wonderful world.

And so the days went by. The frog had gone and the fish just lay there dreaming about birds in flight, grazing cows, and those strange animals, all dressed up, that his friend called people.

One day (4)he finally decided that (B)come what may, he too must see them. And so with a mighty whack of the tail he jumped clear out of the water onto the bank.

He landed in the dry, warm grass and there he lay gasping for air, unable to breathe or to move. "Help," he groaned feebly.

Luckily the frog, who had been hunting butterflies nearby, saw him and with all his strength pushed him back into the pond.

Still stunned, the fish floated about for an instant. Then he breathed deeply, letting the (C)clean cool water run through his gills. Now he felt weightless again and with an ever-so-slight motion of the tail he could move to and fro, up and down, as before.

The sunrays reached down within the weeds and gently shifted patches of luminous color. This world was surely the most beautiful of all worlds. He smiled at his friend the frog, who sat watching him from a lily leaf. "(5)You were right," he said. "(6)."

minnow: 小魚 tadpole: オタマジャクシ wonder: ～を不思議に思う

excitedly: 興奮して impatiently: 堪えきれず whack: バシッ (と強く叩く音) gasp: ハッ
と息を飲む unable to: ～できない to and fro: 行ったり来たり

1. 下線部(1)の内容を表すものを1つ選び、記号で答えなさい。

- ア. たった一晩でカエルから魚になれるはずがない。
- イ. たった一晩で魚からカエルになれるはずがない。
- ウ. どうやったらカエルだけが魚になれるのか。
- エ. どうやったら魚だけがカエルになれるのか。

2. 下線部(2)のさかなの気持ちを表すものを1つ選び、記号で答えなさい。

- ア. 自分の4本の足がどこかへ行ってしまって悲しい気持ち
- イ. 自分は小魚から成魚になることができて嬉しい気持ち
- ウ. カエルの4本の足がどこに行ってしまったかわからない不安な気持ち
- エ. カエルが自分の知らない世界に行ってしまう不安な気持ち

3. 下線部(3)で、カエルは池の外で何を見ましたか。本文に書かれている全てのものを日本語で挙げなさい。

4. 下線部(4)で、さかなが決心したことを1つ選び、記号で答えなさい。

- ア. 手足を生やしてカエルになること
- イ. カエルのように地上へ上がり、色々なものを見ること
- ウ. 今の自分の世界にとどまり安全に生活すること
- エ. 池で飛び跳ねて、自分の跳躍力を試すこと

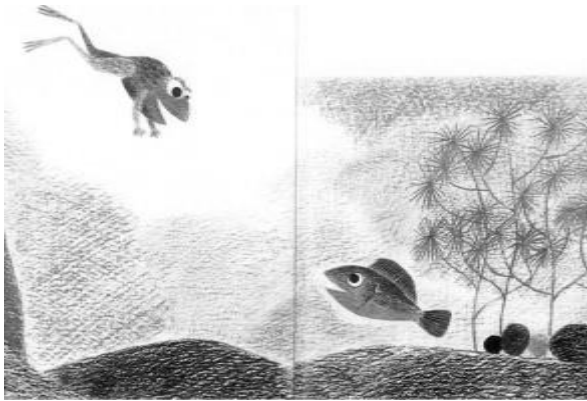
5. 下線部(5)のさかなの気持ちを表すものを1つ選び、記号で答えなさい。

- ア. 自分は今の世界から抜け出せなくて諦めている
- イ. カエルが自分の危機を救ってくれて感謝している
- ウ. 自分とカエルは違うから、自分の夢は叶わなくて悲しい
- エ. 今の自分の姿と自分の住むこの世界が好きだ

6. 空所(6)には、この絵本のタイトルであるさかなのセリフが入ります。記号で答えなさい。

- ア. Fish is Fish
- イ. We Must Go to the New World
- ウ. Fish is better than Frog
- エ. Frog is better than Fish

7. 物語の順番に合うように、以下の絵を並び替え、記号で答えなさい。



ア



イ



ウ



エ

8. 本文の内容と一致するものを2つ選び、記号で答えなさい。

ア. The frog came back soon after he went out from the pond.

イ. The fish couldn't imagine what the frog talked about because he had no legs.

ウ. The fish jumped out of the pond but he couldn't breathe on the land.

エ. The frog helped the fish because the frog was really worried about the fish and stayed near the pond.

オ. The fish found that the world he lived in was the most beautiful and decided that he would live as fish.

9. 下線部(A)の単語の発音をする際、発音をしない箇所はどこか。下線で示された箇所が正しいものを1つ選び、記号で答えなさい。

ア. climb イ. climb ウ. climb エ. climb

10. 下線部(B)の動詞と、活用の仕方(原形-過去形-過去分詞形)が同じものを1つ選び、記号で答えなさい。

ア. say イ. run ウ. understand エ. keep

11. (C)の単語の下線部と同じ発音を下線部に持たない単語を1つ選び、記号で答えなさい。

ア. mean イ. year ウ. eat エ. easy

B. 次の英文を読んで後の設問に答えなさい。

There is a colorful story about why doughnuts have holes. (1)Nobody knows if the story is true, but it's still considered a pretty good explanation of why the doughnut is such an interesting shape.

[あ] The story goes back to the year 1847, when a 16-year-old American sailor from Maine named Hanson Gregory was making doughnuts. At the time, doughnuts were not called doughnuts—they were simply called “fried cakes,” or sometimes “twisters.” These fried cakes had two shapes at the time: they were either cut into a diamond, or they were made into a long strip of dough that was folded in half and then twisted.

[い] The problem with these cakes, said Gregory, was that when you fried them, the edges would get cooked thoroughly but the center would stay soft and raw. As Gregory made the cakes, he had an idea. Why not get rid of the center, so the whole cake could be fried (2)evenly?

[う] So Gregory picked up the round lid off of a pepper container and punched a hole out of the center of the doughnuts that he was making. He fried them up, and just like he thought, the whole cake fried nice and evenly. There was no more uncooked, raw center—only delicious, fried cake. Ever since then, doughnuts (A) made with holes in the middle.

[え] At just around the same time doughnuts were gaining popularity in America, so were bagels, which were mostly sold in New York. The bagel makers made bagels with a hole in the center so they could put them one on top of the other on a stick, like a tower. This saved space when displaying the bagels. Some people say that doughnut makers liked this idea and started making holes in doughnuts so they could be displayed the same way.

(ニナ・ウェグナー『意外と知らない世の中の「なぜ?」』、2013年、IBC パブリッシング)

1. 本文中の[あ]から[え]のうち、次の文を入れるのにもっとも適切な箇所を選び、記号で答えなさい。

However, there is another story.

2. 下線部(1)の意味としてもっとも適切なものを1つ選び、記号で答えなさい。

- ア. もしこの話が本当ならば、みんな知っている。
イ. もしこの話が本当ならば、だれも知らない。
ウ. この話が本当かどうかは、みんな知っている。
エ. この話が本当かどうかは、だれも知らない。

3. 下線部(2)の語とほぼ同じ意味の語を1つ選び、記号で答えなさい。

- ア. simply イ. equally ウ. fast エ. slowly

4. 空所(A)に入れるのにもっとも適切な語(句)を1つ選び、記号で答えなさい。

- ア. were イ. had ウ. have エ. have been

5. 以下の英文の中から、本文の内容と異なるものを4つ選び、記号で答えなさい。

- ア. There are some stories about the origin of the shape of doughnuts.
- イ. Hanson Gregory was a 16-year-old sailor who came from America.
- ウ. Around 1847, doughnuts were sometimes called “doughnuts.”
- エ. There were two shapes of fried cakes.
- オ. The problem with the fried cakes was that there was uncooked center.
- カ. Gregory made a hole out of the doughnuts with pepper.
- キ. Most bagels were sold in New York.
- ク. Some bagels had a hole in the center like doughnuts.
- ケ. Bagels were displayed on a tower.
- コ. Some people believe that doughnut makers started making holes in doughnuts to display them.

C. Larry は新入生で、寮の先輩の Tom と話をしています。次の会話文を読み、空所(1)
～(5)にあてはまるもっとも適切なものを1つずつ選び、記号で答えなさい。

Larry: I'm sure glad you're here to help, Tom. (1)

Tom: What are you looking for?

Larry: (2)

Tom: (3) Are you sick?

Larry: No, but I've been playing a lot of tennis, and my shoulder hurts. Maybe I can get something for it.

Tom: Here's a map of the campus. (4)

Larry: Thanks. (5)

Tom: Sure, but after a few weeks, everyone knows where most of the buildings are.

Larry: I think it will take me longer to learn. I don't have a good sense of direction.

Tom: I have that problem, too, but most of the places are recognizable. The library is one example.

Larry: That's right! All of the art works in front of the building really make it noticeable.

- ア. Do a lot of new students get lost?
- イ. What's the matter?
- ウ. The health center is right over here.
- エ. The health center.
- オ. I can't find a thing on this campus.

D. 次の各組の対話文が成立するように、空所に入る最も適切なものを1つずつ選び、記号で答えなさい。

1. A: Where should I meet you?

B: ()

ア. Anywhere.

イ. How about around six?

ウ. Yes, I should meet you.

エ. Certainly, sir.

2. A: May I ask you a favor?

B: ()

ア. Don't worry, I'm busy.

イ. No, thanks. I have enough of it.

ウ. Of course. What can I do?

エ. You're welcome.

3. A: How long have you been in Okinawa?

B: ()

ア. Three times.

イ. In a week.

ウ. For the first time.

エ. For a week.

4. A: You have never been to Okinawa, have you?

B: ()

ア. Yes, I didn't.

イ. Yes, I haven't.

ウ. No, I didn't.

エ. No, I haven't.

5. A: How was the trip to Australia last month?

B: ()

ア. I really enjoyed the trip.

イ. I'm so glad to hear that.

ウ. That sounds great.

エ. I'm afraid it was an awful novel.

E. 次の各組の英文がほぼ同じ意味になるように空所に補うべき語を答えなさい。ただし、空所が2つ以上ある問題は、(*)の部分のみを答えなさい。

1. You need to buy a new cap.

It is ()()(*) to buy a new cap.

2. Tom said nothing when he left the classroom.

Tom left the classroom (*) saying anything.

3. The woman living in the house is my aunt.

The woman (*)() in the house is my aunt.

4. It started to rain yesterday evening, and it is still pouring.

It ()(*)()() yesterday evening.

5. Larry is the fastest swimmer in his school.

()(*) student in his school can swim as fast as Larry.

F. あなたが以下のような状況の時に、どのように言うべきか。()内の単語を形を変えずに用いて、解答欄の英語に合うように英語1文で表現しなさい。その際、解答欄の{ }の中の語数を5語～15語とする。ピリオドやカンマなどの記号は語数に数えない。短縮は1語と数える。

例 : They're from England, but they can speak Japanese well. → 9語

1. 友達と一緒にいて、あの店の前で音楽を聴いている女の子が好みであることを伝えるとき。
(listening, front)
2. 次の土曜日の予定を聞かれて、特に予定がないことを相手に伝えるとき。(I, nothing, next)
3. 天気予報を見て、残念なことに明日の降水確率が100%だとわかり、「明日絶対雨だよ」とつぶやくとき。(rainy)
4. 初デートでレストランに入り、好きな食べ物を相手に尋ねるとき。(you)
5. 食べ物を勧められたが、お腹がいっぱいで、それを断るとき。(too, to)

G. 次の文章は日本の地名について述べられています。適切な地名を選び、記号で答えなさい。

1. Most of all, this place is famous for good food. The phrase "*kuidaore*" is heard so frequently here that it's practically the city motto. Delicacies from *okonomiyaki* to conveyor-belt sushi were invented here and continue to thrive.
2. To most people, this place means just one thing. The name will forever evoke thought of 6 August 1945, when it became the target of the world's first atomic bomb attack.
3. For much of its history, this place *was* Japan. Even today, it is *the* place to go to see what Japan is all about. Here is where you'll find all those things you associate with the Land of Rising Sun: ancient temples, colorful shrines and sublime gardens. Indeed, it is the storehouse of Japan's traditions, and it's even the place where the Japanese go to learn about their own culture.
4. Even though it's just a 20 minute train ride south of central Tokyo, it has an appealing flavor and history all its own. Locals are likely to cite the uncrowded, walkable streets or neighborhood atmosphere as the main draw, but for visitors it's the breezy bay front, creative arts scene, multiple microbreweries, jazz clubs and great international dining.

5. This place defies the image of Japan as a crowded nation. It's a different world up here, or at least it feels like it, with 20% of Japan's land area but only 5% of its population. Japanese identify this northern land with its wildlife and mountains, greenery and agriculture, snowy winters, temperate summers and arrow-straight roads disappearing into the horizon.

(*lonely planet Japan*, Lonely Planet Publications Pty Ltd)

ア. 北海道 イ. 広島 ウ. 大阪 エ. 横浜 オ. 京都