

平成 29 年度入学者選抜学力検査問題

英 語

(配 点)

①	10 点
②	15 点
③	24 点
④	15 点
⑤	15 点
⑥	21 点

(注 意 事 項)

- 1 問題冊子は指示があるまで開かないこと。
- 2 問題冊子は 1 ページから 8 ページまでです。
検査開始の合図のあとで確かめること。
- 3 解答用紙に氏名と受検番号を記入し、受検番号と一致したマーク部分を塗りつぶすこと。
受検番号が「0 (ゼロ)」から始まる場合は、0 (ゼロ)を塗りつぶすこと。
- 4 検査中に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づいた場合は、手を高く挙げて監督者に知らせること。
- 5 解答には、必ず**HB の黒鉛筆**を使用すること。なお、解答用紙に必要事項が正しく記入されていない場合、またはマーク部分が「マーク部分塗りつぶしの見本」のとおり塗りつぶされていない場合は、解答が無効になることがあります。「マーク部分塗りつぶしの見本」は、解答用紙に記載してあります。
- 6 解答を訂正するときは、きれいに消して、消しくずを残さないこと。
- 7 一つの解答欄に対して、複数のマーク部分を塗りつぶしている場合は、有効な解答にはなりません。
- 8 解答は、解答用紙の指定された解答欄のマーク部分を塗りつぶすこと。指定された解答欄以外のマーク部分を塗りつぶしても有効な解答にはなりません。

1 次の〔A〕〔B〕それぞれの指示に従って答えなさい。

〔A〕 下の各組のそれぞれの語について、最も強く発音される位置に正しく下線が引かれているものを一つずつ選びなさい。

- (1) ア agree イ believe ウ continue エ decide
- (2) ア among イ behind ウ between エ during
- (3) ア hospital イ influence ウ island エ museum
- (4) ア energy イ language ウ message エ program
- (5) ア foreign イ international ウ necessary エ traditional

〔B〕 下のそれぞれの組で、下線部の発音が他と異なる語を一つずつ選びなさい。

- (6) ア already イ head ウ leave エ said
- (7) ア afternoon イ choose ウ food エ wood
- (8) ア favorite イ later ウ practice エ raise
- (9) ア dear イ early ウ hear エ year
- (10) ア children イ machine ウ charity エ touch

2

次の1～5の会話文の()に入る適切なものを、それぞれ下のア～エの中から一つずつ選びなさい。

1 A: Is this your ticket? I found this on the floor by your seat.

B: () Thank you very much.

ア No, I can't find my seat.

イ You've lost your ticket.

ウ I guess it's mine, then.

エ No, it's difficult to find one.

2 A: Take this medicine before you go to bed.

B: ()

A: Don't do that. It will make you sleepy.

ア Do you sleep in the bed?

イ Do you want to go to bed now?

ウ Can I take care of you?

エ Can I take it in the morning?

3 A: When you go to a restaurant and you have a choice, which do you choose, rice or bread?

B: (), so if I go out, I choose bread.

A: Me, too. I love bread.

ア You have no choice

イ It has been closed

ウ I always eat rice at home

エ You hate both of them

4 A: What did you eat for breakfast today?

B: ()

A: Why not?

B: I got up late.

ア I had breakfast, too.

イ I want to eat something.

ウ I have nothing to do.

エ I ate nothing this morning.

5 A: May I speak to Mr. John Green, please?

B: Oh, is that you, Fred?

A: Yes...

B: () How have you been, Fred?

ア It's me!

イ It's mine!

ウ There she is!

エ Here it is!

3 次の文章は、アフリカの太鼓(drum)に関するものです。これをよく読んで、後の問いに答えなさい。

[Redacted text with gaps (1) through (6)]

(注) Yoruba ヨルバ族(の), ヨルバ語 Nigeria ナイジェリア
depend on ~ ~によって決まる voice 声 note 音調
rhythm リズム match ~ ~に合う

問1 本文中の(1)~(6)に入れるのに適切なものを、それぞれア~エの中から一つずつ選びなさい。

- (1) ア dream イ job ウ care エ plan
- (2) ア so イ then ウ but エ and
- (3) ア afraid イ excited ウ favorite エ careful
- (4) ア low or high イ short or long ウ little or much エ difficult or easy
- (5) ア war イ peace ウ harvest エ practice
- (6) ア listens イ listened ウ speaks エ spoken

問2 次の1と2が説明しているものを、本文中の下線ア~カからそれぞれ一つずつ選びなさい。

- 1 a system of communication by written or spoken words
- 2 information about something that happened a short time ago

4

次の1～5の会話文の()内の語句を並べ替え、それぞれの文を完成しなさい。解答は、()内において3番目と5番目にくるものの記号を選びなさい。

- 1 A: How many (ア does イ fly ウ hours エ it オ take カ to) to Australia?
B: About eight hours.
- 2 A: I have something important to ask you.
B: What is it?
A: Please (ア about イ anyone ウ don't エ meeting オ our カ tell) today.
B: Sure, it's just between the two of us.
- 3 A: Have you ever seen old Japanese money used a hundred years ago?
B: No, I (ア don't イ it ウ know エ like オ looks カ what).
A: I have some. Look.
B: Oh, it's interesting.
- 4 A: Where did you go last summer?
B: Can you guess? I went (ア famous イ most ウ of エ one オ the カ to) places in the world.
A: Well, did you go to Hawaii?
B: No, I went to Paris!
- 5 A: I think more people speak English than any other language in the world. Is that right?
B: No, it isn't. Chinese is spoken by the largest number of people.
A: So, English (ア isn't イ language ウ should エ study オ the only カ we) then.
B: You're right.

5 次の文章および下の表をよく読んで、後の問いに答えなさい。

Takashi is a student of Sakura Junior High School. He is in the third grade. Mayumi is Takashi's classmate. She is one of the twenty girls in her class. Sakura Junior High School has only one third grade class, and there are thirty-six students in the class.

One day, the third grade students of Sakura Junior High School went to Kyoto on a school trip. Three teachers went with the students. They took a Shinkansen train and arrived at Kyoto Station at 9:00.

After arriving at Kyoto Station, the students broke into groups to travel around the city by taxi. Before the students came, each group made a plan to visit at least three places in the city of Kyoto on the first day. Each taxi could carry four passengers. The teachers went around the city by bus.

Takashi's group visited Kinkaku-ji first. At the next place, they met Mayumi's group that came from Ginkaku-ji. They had lunch together.

At 17:30, all the students and the teachers gathered at the hotel. The rooms for the boys were on the second floor, and the rooms for the girls were on the third floor. Each room for the students had three beds and each room for the teachers had one bed.

(注) break into ~ ~に分かれる at least 少なくとも, 最小限 passenger 乗客
gather 集合する

桜中学校修学旅行 見学地滞在時間				
	金閣寺	銀閣寺	清水寺	二条城
A 班	9:30 - 11:30	12:00 - 13:00	15:30 - 17:00	13:30 - 15:00
B 班	9:30 - 11:30	12:00 - 13:00	13:30 - 15:00	15:30 - 17:00
C 班	13:00 - 15:00	/	9:30 - 12:30	15:30 - 17:00
D 班	9:30 - 11:00	16:00 - 17:00	11:30 - 13:30	14:00 - 15:30
E 班	15:00 - 17:00	9:30 - 11:00	11:30 - 14:30	/
⋮	⋮	⋮	⋮	⋮
⋮	⋮	⋮	⋮	⋮

[問い] 本文の内容から考えて、次の1～5の英文の()に入る適切なものをア～エの中からそれぞれ一つずつ選びなさい。

1 There are () boys in Takashi's class.

ア 16 イ 20 ウ 36 エ 40

2 The students of Sakura Junior High School used at least () taxis.

ア 9 イ 10 ウ 11 エ 12

3 Takashi was in group ().

ア A イ B ウ C エ D

4 Mayumi had lunch at ().

ア Kinkaku-ji イ Ginkaku-ji ウ Kiyomizu-dera エ Nijo-jo

5 The students and teachers of Sakura Junior High School needed at least () hotel rooms.

ア 12 イ 13 ウ 15 エ 16

6 次の文章は、台風(typhoon)やハリケーン(hurricane)などの嵐(storm)に関するものです。これをよく読んで、後の問いに答えなさい。

In different parts of the world, big storms are named in different ways. They are called “typhoons” in Japan and they 1 . However, in the United States, big storms are called “hurricanes,” and they have names like “William” or “Emily.” In 2012, Hurricane Sandy damaged a lot of cities in the United States. This storm caused 125 billion dollars in damage. Why was it named “Sandy”?

The naming of hurricanes started almost two hundred years ago. The first was in 1825 when Hurricane Santa Ana hit Puerto Rico. Later, the U.S. military began to use women’s names to remember hurricanes more easily. In 1953, the American National Hurricane Center started naming hurricanes. The names were used in news reports so 2 .

Today, both men’s and women’s names are kept on six different lists for Atlantic hurricanes. One list is used each year. The first storm name begins with the letter “A,” the first letter of the English alphabet. The second storm gets a name that starts with “B,” the second letter of the English alphabet, and so on. But names that start with the letters Q, U, X, Y, and Z are not on the lists. After all six lists are used, they are reused from the beginning. However, 3 , so their names are never used for hurricanes again.

Seven years before Hurricane Sandy hit a lot of cities, much of the city of New Orleans was damaged by Hurricane Katrina. Hurricane Katrina caused 50 billion dollars in damage. Now a lot of Americans remember those two hurricanes because they were terrible.

Some hurricanes come near land but then turn back out to sea without causing any damage. When that happens, people will sometimes name their children after that storm 4 .

(注) damage 損害(を与える) cause ~ dollars in damage ~ドルの損害をもたらす
billion 10億 Puerto Rico プエルトリコ
the U.S. military アメリカ軍 Atlantic 大西洋の
letter 文字 alphabet アルファベット
New Orleans ニューオーリンズ
name ~ after ... …にちなんで ~に名前をつける

