

# 平成27年度 英語問題

I. 次の(1)～(5)の単語の下線部の発音と同じ発音を含む語を、それぞれ( )の中から1つ選び、その番号をマークしなさい。

- (1) head ( ① teach ② break ③ ready ④ reach )
- (2) arrive ( ① like ② bridge ③ sir ④ fifth )
- (3) thought ( ① though ② short ③ there ④ throw )
- (4) handed ( ① stopped ② worked ③ wanted ④ called )
- (5) south ( ① could ② without ③ enough ④ famous )

II. 次の各組の単語の中で、最も強く発音する音節の位置が他の4語と異なるものを1つ選び、その番号をマークしなさい。

- (1) ① Oc-to-ber ② build-ing ③ dif-fi-cult ④ in-ter-est-ing ⑤ moun-tain
- (2) ① sec-ond ② Eu-rope ③ or-ange ④ be-come ⑤ for-est
- (3) ① al-read-y ② dif-fer-ent ③ an-oth-er ④ be-gin-ning ⑤ i-de-a
- (4) ① per-haps ② with-out ③ Ju-ly ④ be-lieve ⑤ hun-dred
- (5) ① im-por-tant ② news-pa-per ③ fam-i-ly ④ yes-ter-day ⑤ beau-ti-ful

III. 次の各英語が説明する語を下から1つ選び、その番号をマークしなさい。

- (1) the outside top covering of a building
- (2) a sea animal which is the largest on the earth
- (3) a book of words and their meanings
- (4) a room or a building where many books are kept
- (5) a large shop selling different kinds of goods

- |            |         |           |               |              |
|------------|---------|-----------|---------------|--------------|
| ① whale    | ② tower | ③ library | ④ shopping    | ⑤ dictionary |
| ⑥ elephant | ⑦ roof  | ⑧ kitchen | ⑨ supermarket | ⑩ textbook   |

IV. 次の各会話文の ( ) 内に最も適切なものを下から1つ選び、その番号をマークしなさい。

- (1) Yoichiro : Marie, may I swim in this river?  
Marie : No, you must not. It is deep and the water is very cold. It is ( ) to swim in it.
- (2) Yoichiro : Do you know which is bigger, the sun or the moon?  
Marie : Of course I know. The sun is ( ) bigger.
- (3) Yoichiro : What did you do yesterday?  
Marie : I went to the ( ). There were many people swimming there.
- (4) Yoichiro : Excuse me, but where is the National Museum?  
Marie : Go straight along the street, and you'll see it ( ) the right.
- (5) Yoichiro : Please don't tell this to anyone, Marie?  
Marie : All right. This is just ( ) you and me.

① interesting	② pool	③ either	④ on	⑤ dangerous
⑥ very	⑦ between	⑧ station	⑨ in	⑩ much

V. 次の各文の内容を表すように、( ) 内に最も適切なものを下から1つ選び、その番号をマークしなさい。

- (1) 窓のそばで本を読んでいる少女はジェーンです。 The girl ( ) a book near the window is Jane.
- (2) メアリーはピアノが買えるほどお金持ちです。 Mary is rich ( ) to buy a piano.
- (3) 君はあの男の人が誰か知っていますか。 Do you know ( ) that man is?
- (4) 急ぎなさい、さもなければ学校に遅れますよ。 Hurry up, ( ) you will be late for school.
- (5) ビルは彼のクラスの他のどの少年より背が高い。 Bill is taller than ( ) other boy in his class.

① any	② some	③ who	④ enough	⑤ whose
⑥ or	⑦ and	⑧ reading	⑨ many	⑩ reads

VI. 次の各文の ( ) 内から適切な語を1つ選び、その番号をマークしなさい。

- (1) ( ① Though ② But ③ Before ④ As ) he is more than sixty years old, he looks young.
- (2) In Japan we take ( ① on ② in ③ of ④ off ) our shoes in our house.
- (3) He is one of the greatest scientists ( ① which ② whom ③ that ④ whose ) lives in New York.
- (4) My uncle has lived in Osaka ( ① before ② since ③ until ④ for ) 1975.
- (5) Ms. Sato ( ① is ② are ③ has ④ have ) loved by all the students.

Ⅶ. 次の各文の内容を表すように、( ) 内の語・語句を並べかえなさい。そして2番目と4番目にくるものの組み合わせを下から1つ選び、その番号をマークしなさい。

(1) この花はなんてきれいなんだろう。

(ア. is イ. flower ウ. pretty エ. how オ. this)!

(2) この機械の始動のしかたがわかりますか。

Do (ア. how イ. know ウ. start エ. to オ. you) this machine?

(3) 私はあなたに博物館へ行ってもらいたい。

I (ア. the museum イ. to go ウ. you エ. to オ. want).

(4) 今までこんな美しいバラを見たことがありますか。

Have you (ア. roses イ. beautiful ウ. ever エ. seen オ. such)?

(5) あれは彼の父が働いている銀行です。

That is (ア. the bank イ. his ウ. works エ. where オ. father).

① アーエ

② イーエ

③ イーオ

④ ウーア

⑤ ウーイ

⑥ ウーエ

⑦ エーイ

⑧ エーオ

Ⅷ. 次の対話文の( A )～( E )に入る適切なものを下から1つ選び、その番号をマークしなさい。

Teacher : Are you interested in English, Naoko?

Naoko : Not so much. ( A )

Teacher : Well, do you study English every day?

Naoko : Yes, almost every day.

Teacher : Good. ( B )

Naoko : About fifteen minutes.

Teacher : Only fifteen minutes! ( C ) Study it longer.

Naoko : But I have a lot of things to do after school.

Teacher : Do you? Then, if you get up earlier, you can have more time to study English.

Naoko : ( D ) Oh, no! It's more difficult for me.

Teacher : But you have to study English for your future.

Naoko : OK. ( E )

① I'll do my best.

② I can find some time.

③ How long do you study?

④ Could you help me, please?

⑤ Because I'm not good at it.

⑥ Not really.

⑦ Get up earlier?

⑧ Too short.

IX. 次の感想文を読んで、下の要約した文の（ ）内に入る適切な語を1つ選び、その番号をマークしなさい。

I am Mary and an ALT. I have visited seven junior high schools and have taught about 1,000 students since I came to Japan two years ago. I have found some differences between American and Japanese students. I'll write about them here.

First, in Japan, junior high school students study English as a foreign language. Students can listen to native speakers and learn about foreign cultures in class because most Japanese teachers of English teach with ALTs. In America, students do not begin studying a foreign language until senior high school. I have never heard of ALTs teaching in American classrooms.

Next, in Japan, when English teachers ask students, "How are you?" in class, students usually say, "I'm fine, thank you. And you?" or "So-so." They learn other words to answer, but they do not often use them. In America, students usually give more \*candid answers. "I'm all right," "I'm great!" or "I feel sick today." If you are sick, saying "I'm fine" is not candid. I think it is better to \*express your \*own feelings.

Third, Japanese students clean their schools every day. Teachers clean, too. In America, students and teachers do not clean their schools because workers that schools have clean them. I think it is good for students and teachers to clean because it teaches students \*responsibility. By working together, students and teachers can have more time for \*communication.

These are some differences that I have found. It is important for American and Japanese students to learn about them. Then they can understand each other better.

\*(注) candid 率直な      express ～を表現する      own 自身の      responsibility 責任  
communication 意思の疎通、伝達

Mary has taught at seven junior high schools ( 1 ) two years in Japan. She ( 2 ) some differences between American and Japanese students. Most Japanese teachers of English taught with ALTs, ( 3 ) students could listen to native speakers and learn about foreign cultures in class. Most Japanese students usually answered, "I'm fine, thank you. And you?" when they ( 4 ) asked, "How are you?" She thought it was good that students and teachers cleaned their schools ( 5 ). She said that it was important to learn about these differences.

- |       |        |         |           |            |
|-------|--------|---------|-----------|------------|
| ① so  | ② have | ③ found | ④ were    | ⑤ in       |
| ⑥ for | ⑦ but  | ⑧ same  | ⑨ finding | ⑩ together |

X. 次の英文を読んで、あとの問いに答えなさい。

Osamu was born in Osaka in 1928. His mother often read some interesting *\*manga* stories to him. He liked drawing pictures and writing stories.

When Osamu was a boy, *\*World War II* started. Many people died in front of him. It was a *\*horrible* sight. When the war *\*ended*, Osamu thought, "I'm so glad that I didn't die. Life is very important." He learned it from the war.

During the war, he didn't stop drawing *manga*. Some people thought it was a bad thing to draw *manga* during the war. "Don't stop it," his *\*art* teacher said to him. "You are very good at drawing *manga*. Don't stop it. It will help you in the future."

After the war, he studied at college to become a doctor. His parents also wanted him to become a doctor. But Osamu had a dream. He wanted to become a *\*cartoonist* and write many *manga* stories. He couldn't *\*decide* which way to go. Osamu asked his mother, "I want to work as a doctor, but I want to write *manga* stories, too. What should I do?" His mother said, "What do you really like, Osamu?" "If I become a doctor, I will be able to make ア a lot of money and I can be great. But I really like *manga*," he answered. "Then, it's easy," said his mother. "It's not easy for me, Mother." His mother then said, "You should do the thing you really like." When he heard this, Osamu decided to be a cartoonist at last.

Osamu wrote many *manga* stories. In 1963, *\*Tetsuwan Atom* began on TV. People enjoyed ( イ ) his *manga* stories on TV. He died in 1989. Many people still love his books and read them. Have you ever read any of ウ them?

\*(注) *manga* 漫画 World War II 第二次世界大戦 horrible sight 恐ろしい光景  
end(ed) 終わる art 美術の cartoonist 漫画家 decide(d) 決心する  
*Tetsuwan Atom* 漫画『鉄腕アトム』

- (1) 第二次世界大戦から Osamu が学んだことは何であったか、①～④の中から1つ選び、その番号をマークしなさい。
- ① 父の偉大さ                      ② 生命の大切さ                      ③ 学問の尊さ                      ④ 母の優しさ
- (2) 下線部ア a lot of を1語にすると、適切なものはどれか、①～④の中から1つ選び、その番号をマークしなさい。
- ① much                              ② little                              ③ very                              ④ many
- (3) ( イ )に補うものとして適切なものはどれか、①～④の中から1つ選び、その番号をマークしなさい。
- ① watches                          ② watched                          ③ to watch                          ④ watching
- (4) 下線部ウ them が誰あるいは何を指しているか、①～④の中から1つ選び、その番号をマークしなさい。
- ① オサムと母                      ② オサムと先生                      ③ オサムの本                      ④ オサムの両親
- (5) 本文中に述べられていることがらと合っている文を、①～④の中から1つ選び、その番号をマークしなさい。
- ① Osamu didn't draw *manga* during the war.  
② Osamu's art teacher told him to become a doctor.  
③ Osamu's parents didn't want him to become a doctor.  
④ Osamu didn't stop drawing *manga* during the war.