

2015 年度入学者選抜試験問題

英 語

(60 分)

- 【注 意】 問題は I—A から V—C まで、22 ページある。
解答はすべて別紙の解答用紙に記入すること。
文字は正確に読みやすく書くこと。
* の語には(注)に訳語が与えられている。

I-A 放送問題

これから英語の文章を聞いてもらいます。その内容が下のア～エと合っていれば○を、そうでなければ×を書きなさい。同じ文章を2回読みます。

- ア. 1800年代には、すでに小型カメラが発明されていた。
- イ. 1900年代に George Eastman が小型のカメラを発明した。
- ウ. Kodak Brownies は安価なカメラだった。
- エ. Brownies の普及により、1ドルで写真を1枚撮ることができた。

I-B 放送問題

あなたはケヤキ市への観光客です。最寄りの空港からケヤキ市の中心地をむすぶバスの中で放送がありました。それを聞いて、1～3の英語に続くもっとも適切な内容をア～ウからそれぞれ選び、記号を○で囲みなさい。同じ文章を2回読みます。

1. With a Keyaki Card, you
 - ア. can enjoy visiting many museums for free.
 - イ. don't have to pay any money at some restaurants.
 - ウ. can go to any place by taxi.

2. If you want to use a Keyaki Card for three days, you have to pay
 - ア. \$35.
 - イ. \$48.
 - ウ. \$50.

3. You can buy a Keyaki Card at
 - ア. train stations.
 - イ. restaurants.
 - ウ. museums.

II - A

次の1～3において、枠内の文がそれぞれの文章中(ア)～(ウ)のどこかに入ります。もっとも適する場所を選び、記号を○で囲みなさい。

1. For example, it should be off while you are washing the dishes.

It's important to use water carefully. Here are some ways you can use less water. First, be sure to turn off *faucets *tightly. They should not *drip in the bathroom or in the kitchen *sink. (ア) Second, do not keep the water running for a long time. Turn it off while you are doing something else. (イ) Finally, in the summer you should *water your garden in the evening. (ウ) In that way you will not lose a lot of water. During the day, the sun makes the earth dry quickly.

(注)

faucet : 蛇口 tightly : きつく drip : 垂れる sink : 流し・シンク
water : 水をまく

2. He had to worry about this his whole life.

The life of a scientist was not always easy in the 1500s. (ア) In fact, Galileo got into trouble because of his science ideas. His ideas were not the same as the *religious ideas at the time. Many religious people did not agree with him. (イ) He even went to *prison for some time. But no one could stop him from thinking. (ウ) He continued to look for *scientific answers to his questions about the world.

(注)

religious : 宗教的な・信仰心が強い prison : 牢屋 scientific : 科学的な

3. They have many different ideas about this.

Scientists may know a lot about the outside of the earth, but they are still not sure about the inside. (ア) For example, they understand how mountains are made and what a *volcano is, but they do not know when a volcano will send hot rock into the air. Scientists are also not sure about how the earth was made. (イ) There are still many difficult questions for scientists who study the earth. (ウ)

(注)

volcano : 火山

II-B

次の1～3の対話文を読み、[] 内に入るもっとも適切な表現をア～エよりそれぞれ選び、記号を○で囲みなさい。

1. (Two students are talking in their classroom.)

Student 1: Did you know that Mr. Smith was a basketball player?

Student 2: No, really? I hope he will come to our team to *coach us.

Student 1: I do, too. We need somebody to teach us how to play well. Why don't we go and ask him to come to our club this weekend?

Student 2: []

(注)

coach : 指導する

ア. Yes, he can.

イ. That's a good idea.

ウ. I didn't know that.

エ. It was great.

2. (A teacher and a student are talking at school.)

Student: Mr. Smith, I heard you played basketball. Do you still play it?

Teacher: Well, I was in a team for many years, but I left the team after I started to teach at this school. I still like to play it when I have time.

Student: I'm in the basketball team now and we are going to have a game soon. Could you please come to see our team this weekend? We really need help.

Teacher: I see. That sounds interesting. I may have time this weekend.

Student: Really? []

- ア. We are happy that you will be a member of our team.
- イ. Everybody has time.
- ウ. I'm so glad to hear that.
- エ. Thank you for asking.

3. (A teacher and a student are talking in the gym.)

Student: Thank you for coming to see our team today. We really learned a lot and it was fun. We will try hard in the game.

Teacher: Thank you, too, for inviting me to see your team. I think you have a good team.

Student: I do, too. But we need to know more about how to practice for games.
[]

Teacher: Well, sure. But I'm not free every weekend. You can come to my *staffroom if you need help on *weekdays after school.

Student: Yes, we will. It really was a great help today.

(注)

staffroom : 職員室 weekday : 平日

- ア. When will you help us next time?
- イ. Have you ever helped other teams before?
- ウ. Are you free every weekend?
- エ. Could you come to coach us again?

II - C

次の文章を読み、1～4の段落の主題としてもっとも適切なものをア～オからそれぞれ選びなさい。

- ア. One man's idea: The Elephant Orchestra
- イ. An unusual group of musicians
- ウ. The importance of saving animals
- エ. The music played by elephants
- オ. The work of the *TECC

1. In the town of Lampang in northern *Thailand, there is an *unusual group of musicians. They play many different kinds of music—everything from traditional Thai songs to music by *Beethoven. Both children and adults love this group. What makes them so popular? Is it their music? Their looks? Yes, it's both of these things, but it's also something else—they are elephants.

2. These musical elephants started at the Thai Elephant Conservation Center (TECC) in Lampang. The TECC protects elephants. It teaches people to understand and care for these huge, but gentle animals. Like many zoos around the world, the TECC encourages elephants to paint.

3. Richard Lair works with the TECC. He knows a lot about elephants. He says some of the animals' paintings are very good. But, in fact, elephants hear better than they see. And so he had an idea. If elephants are smart and they have good ears, maybe they can play music. To test his idea, Lair and a friend started the Thai Elephant Orchestra. During a performance, the elephants play a variety of *instruments, like the drums and the *xylophone. The animals also use their

voices and *trunks to make sounds.

4. But can elephants really enjoy music? Yes, says Lair. They're very *creative. Humans encourage the animals to play, but the elephants make their own songs. They don't just copy their trainers or humans. There are now CDs of the group's music, and it earns money for the TECC. The music these artists create is really amazing.

(注)

TECC : タイ象保護センター Thailand : タイ unusual : 普通でない
Beethoven : ベートーベン instrument : 楽器 xylophone : 木琴
trunk : 象の鼻 creative : 創造力豊か

II-D

次の1～5が文章の内容と合っていれば○を、そうでなければ×を書きなさい。

1. パレードの前にジェフリー(Jeffrey)は部屋の掃除をし、犬の散歩にいった。
2. パレードでボーイスカウトやガールスカウトがチョコレートを配っていた。
3. パレードが終わったあとにステージが設置されバンドの演奏があった。
4. パレードには500人以上もの演者が参加し、2時間続いた。
5. パレードでジェフリーは消防自動車に乗ることができてうれしかった。

It was, as usual, a hot and sunny July 4th—*Independence Day. Eight-year-old Jeffrey was excited about the parade which was held every year. He wanted to see everything, and he wanted to see it now. But the parade wasn't going to start until 10 o'clock. His mom, Julia, told him he had to be a good boy to go to the parade. She told him to clean his room and take the dog for a walk. When he finished the things that he had to do, she walked with him to Main Street.

The parade was going to pass two miles along this street. The parade was wonderful, just like in other years. It started with the high school *band and a *marching band. Then there were *clowns, *jugglers, foreign cars, fast cars and old cars. *Boy Scouts, *Girl Scouts, students from various elementary schools and local business people who were throwing out free chocolates with their *name cards were walking between the cars.

Three bands played music from their moving stage. The parade had more than 500 performers and continued for two hours. Flags, *balloons and trash boxes were everywhere. The streets were full of people. About 200 dogs also came to see the parade with their owners. Most of them were *barking and playing with each other.

The last part of the parade was the *fire trucks shooting water at all the kids who were shouting and laughing in the street. Jeffrey ran out with about 20 other kids and got very *wet. Water was coming out of his shoes when he finally came back to his

mother. A big smile was on his face.

“That was great, mom!” he said. “Did you see that? When I grow up, I’m going to be a *firefighter.”

(注)

Independence Day : (アメリカの)独立記念日 band : 音楽団

marching band : 楽隊 clown : ピエロ juggler : 大道芸人

Boy Scout : ボーイスカウト Girl Scout : ガールスカウト

name card : 名刺 balloon : 風船 bark : ほえる

fire truck : 消防自動車 wet : 濡れた firefighter : 消防士

II - E

次の文章は Charles Robert Darwin(ダーウィン)について書かれたものです。枠内の1～6が内容と合っていれば○、そうでなければ×を書きなさい。

1. Charles became interested in nature because his father asked him to look after their garden.
2. Charles was so careful that he could count a large number of flowers.
3. Charles didn't like reading because he often forgot about the things written in books.
4. Charles was a very good student and liked to learn and stay at school.
5. Charles was a fast runner, and he ran to school with Erasmus.
6. Charles's teacher didn't imagine that Charles would be a famous scientist.

Charles Robert Darwin was born on February 12, 1809, in Shrewsbury, a small village in England. His family was rich. His father was a great doctor. His mother, Susanna, was the daughter of a rich man, too. The Darwin family lived in a large house called "The Mount." It was near the River Severn.

Charles loved his home. Even when he was a boy he was very interested in studying about nature. He spent hours in the family garden. Once, his father asked Charles to count the *peony flowers in the garden. Charles counted 384 flowers! Already Charles was learning to look carefully at nature.

Charles liked climbing trees, watching birds, and taking walks. He played and fished on the *banks of the river. Best of all, Charles loved collecting. He collected stones, *pebbles and birds' eggs. (He made sure to take only one egg from each nest.) When he wasn't *exploring or collecting, Charles was reading a book.

During this time in England, many boys were sent to live at school. When Charles was nine, his father sent him to Shrewsbury School. Charles hated it. He didn't like

sleeping in a room with a lot of other boys. He wasn't good at remembering things. Every time Charles had to learn a *poem, he forgot it two days later.

Charles also missed home. He was very close to his older brother Erasmus. He was glad his school was not so far away. Sometimes in the evening Charles went out.

Charles often ran home to see his family and Spark, his dog. Then he had to run fast to get back before the school doors closed for the night. Luckily, he was a fast runner!

At home, Charles and Erasmus had their own *chemistry *lab. Charles loved doing *experiments so much that his friends called him "Gas."

One day, Charles's teacher heard about the lab. He said Charles was wasting his time. How wrong this teacher was!

(注)

peony : シヤクヤク (植物) bank : 土手 pebble : 小石
explore : 探検する poem : 詩 chemistry : 化学 lab : 研究室
experiment : 実験

Ⅲ-A

次の文章を読み、その内容と合うように、下の1～5の空欄に適切な1語を入れなさい。ただし、指示されている頭文字に続けて書くこと。

1. With sign language, we can communicate with people who have problems with their (e).
2. Both sign language and spoken language have (c) language systems, such as *vocabulary, *grammar and *sentences.
3. Even in the same country, there is a (d) in the sign language deaf people use.
4. Deaf children can learn language in a natural way because they have learned sign language since they were (b).
5. People known as signers help deaf people to (u) spoken language.

For some people, learning a spoken language is impossible. This is true for deaf people (people who can't hear). Instead of a spoken language, deaf people can learn sign language. In this language, people communicate by moving their hands in special ways. Deaf people can use sign language with other deaf people or with hearing people who learn sign language.

Sign language is like spoken language in most ways. Both sign language and spoken language have vocabulary, grammar and sentences. In spoken language, you make different sounds with your mouth. In sign language, you move your hands. Different ways of holding your hand have different meanings. First, you can have your hand open or closed. Second, you can have your hand in front of your head or in front of your *chest. Third, you can move your hand up or down. And fourth, you can have your hand *facing up or down.

People use sign language all around the world, but every country has its own sign language. There are differences inside a country as well. In *Switzerland, for example, there are five different ways of using Swiss German Sign Language. In the United States, the 500,000 people who use American Sign Language don't all use it the same way. People in different parts of the country have different signs for things.

For children, learning sign language is no different from learning any other language. They can begin learning the signs when they are still small babies. If the parents are deaf, their children will learn sign language from them. If these children are able to hear, they can also learn spoken language from other people. Deaf children sometimes have parents who can hear. These parents often learn sign language when their deaf children are born. In that way, they can communicate with their children.

In many countries, people called *signers* help deaf people. The signers are not deaf, but they know sign language, and they can *translate spoken language into sign language. Signers sometimes work for television *channels. Some television programs will show a signer in one corner of the screen. The signer translates everything during the program. Some meetings at universities or churches have a signer at the front of the room. In this way, deaf people can follow what is happening. Sign language has made a big difference in the lives of deaf people.

(注)

vocabulary : 語い grammar : 文法 sentence : 文 chest : 胸
facing up or down : 上または下に向ける Switzerland : スイス
translate : 翻訳する channel : チャンネル

このページには問題がありません。

IV-A

次の文章中の①～⑦の()内の語を使い、文を完成させなさい。ただし1語とは限らない。必要ならば語を正しい形に直すこと。

Nat lived in a small town in England. He always stayed in England for his holidays, but then last year he thought, "I ①(never / be) outside this country since I was born. All my friends go to Spain, and they like it very much, so this year I'm going to go there, too."

First he went to Madrid and stayed in a small hotel for a few days. On the first morning, he went out for a walk. In England, people drive on the left, but in Spain they drive on the right. Nat ②(forget) about this, and while he ③(cross) a busy street, he ④(hit) by a bicycle.

Nat ⑤(lie) on the ground for a few seconds and then he ⑥(sit) up and said, "Where am I?"

An old man ⑦(sell) maps at the side of the street came to Nat and said, "Do you need a map?"

IV-B

次の文章中の①～④の()内の語句を並べ替え、文を完成させなさい。文頭の文字は大文字にすること。

John was a farmer. He lived in a small village with his wife and his children. Once a week he went to the town ①(he / on his farm / produced / sell / things / to) and to buy other things he wanted.

One day John had a very bad toothache. During the night he was not able to sleep, and when morning came, the pain was still terrible. He never went to a dentist before, but John ②(a dentist / see / decided / go / to / and).

On his way, he passed a house with a sign 'David Brown, Dentist'. When he arrived there, he was taken into the room by a nurse and put in a chair. The dentist came and ③(after / a few / his mouth / in / looked) minutes.

"This is very bad," the dentist said. "This tooth must be taken out right now, or it will give you a lot of trouble. If I just pull it out, it will be very painful, and you will have to pay five pounds. ④(any / it / out / pain / pulling / without) costs six pounds, because I will give you an *injection. Which would you like? Please think about it." After he said this, the dentist left the room.

When the dentist came back to the room, John wasn't there!

(注)

injection : 注射

V-A

中学3年の英語の授業で「アジアの国」という題目で英語の文章を作ることになりました。(A)は中学2年生のときに書いた対話文です。これを参考にして中学3年になって書いたものが(B)です。[]内に与えられた語句を順番通りに使用して作文しなさい。ただし、与えられた語句の形は変えないこと。答えは複数の文にしてもかまわない。

(A)

Me: Today we learned about *Tibet and a person called David-Neel at school.

Grandfather: Tibet! It's one of the Asian countries, isn't it?

Me: Right! It's on a high plateau in Asia. A plateau is an area of flat land. It is also *surrounded by higher mountains.

Grandfather: I see. Then, who is David-Neel?

Me: She was a French woman who studied *Buddhism. She went to Tibet in 1924.

Grandfather: Really?

Me: Yes. You can go there now, but at that time, most *foreigners could not enter this country. It was very difficult for them to cross the *border.

(B)

Tibet has been a *secret and *mysterious country to most of the world for centuries. It's on a high plateau in Asia. [higher mountains / around / few foreigners / able / border] David-Neel went there in 1924.

(注)

Tibet : チベット surround : 囲む Buddhism : 仏教 foreigner : 外国人
border : 国境 secret : 神秘的な mysterious : 謎の

V-B

あなたは英語の授業で意見文を書くことになりました。テーマは「休暇」です。下の英語の問いを読み、①～③の [] 内に10語以上の英語を入れて文を完成させなさい。ただし指定された語を順番通りに使うこと。

問い：‘How many vacation days do you need for summer?’

答え：

I need 30 vacation days each year.

First of all, I need 30 days because ①[time / family].

I also need 30 days because ②[music / concerts].

Finally, I really need this many days because ③[travel / world].

V-C

文化祭で上演する英語劇の台詞をクラスで書くことになりました。あなたはナレーター役の台詞を英語で書きます。以下の情報を参考に登場人物(Anna Kimm)を紹介する文章を完成させなさい。ただし①～③の内容を解答欄に与えられた英語に続けて書くこと。

名前：Anna Kimm

年齢：16歳

住んでいる所：シカゴ(Chicago)

- ① 好きなこと：高層ビルの写真をとること
- ② 週末の日課：図書館でさまざまな国の高層ビルの本を読むこと
- ③ 将来の夢：世界一高いビルに住む