

高等学校 英語問題

1 (放送による聞き取り問題)

これから放送される英文は、ある少年が自分の仕事について語ったものです。話の内容に関する次の5つの問いの答えとして最も適切なものをア～エの中からそれぞれ一つ選び、記号で答えなさい。英文は2回放送されます。放送は30秒後に始まるので、それまで設問と選択肢に目を通しておきなさい。

(1) How old is Kenta now?

- ア 11.
- イ 12.
- ウ 13.
- エ 14.

(2) Why was Kenta's grandfather sent to the hospital?

- ア Because he had a terrible headache.
- イ Because he had a traffic accident.
- ウ Because he got injured at home.
- エ Because he ate something bad at dinner.

(3) What did Kenta's grandfather do when he heard Kenta's decision?

- ア He thanked Kenta for it, but he was probably very sad.
- イ He thanked Kenta for it, but he was probably very sorry.
- ウ He said nothing about it, but he was probably very angry.
- エ He said nothing about it, but he was probably very happy.

(4) How long did it take Kenta to finish his job on the first day?

- ア 60 minutes.
- イ 90 minutes.
- ウ 120 minutes.
- エ 150 minutes.

(5) What does Kenta sometimes receive when he brings newspapers to the families?

- ア A new bike.
- イ Some money.
- ウ Some fruits or drinks.
- エ Some letters of thanks.

2 次の会話文を読んで、(1)～(5)に入るのに最も適切な英文を、ア～エの中からそれぞれ一つ選び、記号で答えよ。

Tim : Today I'll tell you the interesting history of an English word. The word is 'October'. Do you know what it means, Miki?

Miki : Yes, of course. (1). Right?

Tim : Good. By the way, did you know 'octo' in that word means 'eight', not 'ten'?

Miki : (2).

Tim : You think it's strange, don't you? The reason is that people started their calendars with March a long time ago.

Miki : Do you mean (3)?

Tim : That's right, Miki. At first there were no Januaries and no Februaries in their calendars, and a year in those days had only ten months. So actually October was the eighth month!

Miki : Wow, I'm surprised to hear that.

Tim : I think some English words can be more interesting if you know their histories.

Miki : Yes, I really think so, too.

Tim : Now I have another question about 'octo', Miki. Can you guess what octopus means in English?

Miki : I understand 'octo' means eight, (4).

Tim : Well, here's a hint: 'pus' in the word means 'feet'.

Miki : I see. It's something that has eight feet. Oh, I've got it. (5).

Tim : O.K. What's your answer, Miki?

Miki : It's an animal living in the sea. We call it *tako* in Japanese. It has eight feet!

Tim : You're right, Miki. 'Octopus' means 'eight feet'.

Miki : How interesting! I'd like to learn more about the histories of English words.

- (1)
- ア It's the month after November
 - イ It's the tenth month of the year
 - ウ I learned how to spell it at school
 - エ There are twelve months in a year

- (2)
- ア Yes, but I don't think so
 - イ Yes, but it's natural
 - ウ No, that's new to me
 - エ No, I've heard about it

- (3) ア March was the first month of the year
イ March was the third month of the year
ウ March was the eighth month of the year
エ Marth was the last month of the year
- (4) ア and I know it lives in the sea
イ and I can say it in Japanese
ウ but I still have no idea what it is
エ but I don't know such an animal
- (5) ア I want to know what it is called
イ I want you to tell me the answer
ウ You ask me how many feet it has
エ You don't have to say any more

3 次の英文(1)～(5)の下線部ア～エには誤った箇所がそれぞれ一つある。その記号と正しい語(句)を書け。

- (1) Every ア child in the family イ were waiting ウ for the party エ to start yesterday.
- (2) ア How イ long ウ is it from here to the エ nearest station?
— It's about three kilometers.
- (3) This is ア one of the イ most popular ウ song エ among young people in Japan.
- (4) There are ア a lot of イ languages all over the world, ウ aren't エ they?
- (5) Taro ア did his イ homework ウ hard when I エ entered his room a few minutes ago.

4 次の(1)～(5)の2文がほぼ同じ意味になるように、空所に適切な語をそれぞれ一つ入れよ。

- (1) Tomoko can play the piano very well.
Tomoko is a very () ().
- (2) Will you tell me your birthday?
Will you tell me () you were ()?
- (3) No other island in the world is larger than Greenland.
Greenland is () () island in the world.
- (4) I'd like to know the name of this flower in English.
() do you () this flower in English?
- (5) All the houses in this village were built about a century ago.
All the houses in this village are about one () years ().

5 次の日本語を英語に直せ。ただし、(1)は下線部のみ解答すること。

- (1) Ken : ①この部屋は暑くないですか。
Jane : そうですね。②窓を開けましょうか?
- (2) 英語は世界の多くの国で話されています。

Do you remember ①(last / you / had / any / night / dreams)? Can you remember whom you were with, what you were doing or even what you were wearing? Some people often remember their dreams clearly. Other people remember their dreams so poorly that they don't think they dream. The fact is, (A), that everybody dreams.

There are five stages of sleep. When we begin to fall into a sleep, we enter a very light *state of unconsciousness. This is Stage One. At this stage, a sudden sound or movement can easily *wake us up. Stage Two is a deeper sleep. In that sleep, our *heart rate and *brain activity slow down dramatically. This goes on through Stage Three. Stage Four is a very deep sleep almost the same as a *coma. Our bodies are sleeping deeply at this point, but we are still not yet dreaming. Dreaming doesn't begin until Stage Five. At Stage Five some very interesting things happen. Our heart rate and brain activity suddenly increase and almost all of our *muscles stop moving. The only muscle that still moves is the eye muscle. Our eyes begin to move very quickly in Stage Five. They often move as our eyes move in our dreams. This is called *rapid eye movement or REM for short. These five cycles repeat themselves all through the night. The difference is that the time of Stage Five becomes longer and longer with each cycle. Toward morning, Stage Five can go on for about an hour. This is why we dream the most just before waking up.

②Scientists still do not know what dreams really are or what causes them. Some people believe that they are just a process that our brain uses to throw away information we don't need. Other people think that dreams are messages from our hearts and minds that show us our true feelings toward our problems. We don't remember them when we wake up in the morning. But they say we can use them to understand our deepest feelings.

There are many different levels of clearness in dreams. Some dreams are just unclear scenes of images. You are looking at the scenes from outside. Another type of dream is *lucid dreaming. In these dreams, the dreamer has control over his or her actions and can sometimes even change the people who act in the dream. *Experts say that with practice, all of us can have dreams with clear images. The (X) is to ask ourselves (even in our dreams!), "Am I dreaming?"

The world of dreams is so large. If we pay attention to them, they can teach us much about ourselves and give us very useful ideas. Because the *average person sleeps over 20 years in his or her life, it is a (Y) not to use this time.

(B), there is a good way of remembering dreams. I'll tell you. After you wake up, stay in bed for some time, keep your eyes closed and think about the dream you have just seen. I have remembered my dreams clearly many times ③this way. Try it and enjoy your dreams.

- (注) *state of unconsciousness : 無意識状態 *wake~up : ~を目覚めさせる
 *heart rate : 心拍数 *brain : 脳 *coma : 昏睡状態 *muscle : 筋肉
 *rapid : 速い *lucid : 明快な *expert : 専門家 *average : 平均的な

- (1) 下線部①の () 内の語を、意味が通るように並べかえよ。
 (2) (A) と (B) に入るのに最も適切な語を次のア~エの中からそれぞれ一つ選び、記号で答えよ。ただし、書き出しの大文字、小文字は区別しなくてよい。

ア by the way イ however ウ for example エ especially

- (3) 次の表は睡眠の5つの段階(ステージ)で起こる状況をまとめたものである。それぞれの空所に適切な日本語を入れて、表を完成せよ。

睡眠ステージ	状 況
ステージ1	突然の (i) で容易に目が覚めることがある。
ステージ2	心拍数や脳の活動が劇的にゆるやかになる。
ステージ3	ステージ2の状況が続く。
ステージ4	昏睡状態とほとんど同じ (ii) となる。
ステージ5	心拍数や脳の活動が突然高まり、(iii) を除くほとんどすべての筋肉が動きを停止する。

- (4) 下線部②を them が指すものを明らかにして日本語に直せ。
 (5) (X) と (Y) に入るのに最も適切な語を次のア~エの中からそれぞれ一つ選び、記号で答えよ。ただし、同じものを繰り返し用いてはならない。

ア chance イ future ウ waste エ secret

- (6) 下線部③の this way が指す具体的な内容を日本語で答えよ。
 (7) 次の1~6の中から、本文の内容と一致しないものを二つ選び、それぞれ番号で答えよ。

- 1 私たちが夢を見ているのはステージ5においてのみである。
- 2 睡眠のステージは夜通しまったく同じように繰り返される。
- 3 私たちが最もよく夢を見るのは、朝の目覚める直前である。
- 4 夢は脳が不必要な情報を捨てるプロセスとも考えられている。
- 5 人は訓練次第で夢の中の自分の行動を制御することができる。
- 6 夢の世界は一様に不明瞭で、ぼやけた場面しか目に映らない。

7 次の文章を読み、後の問いに答えよ。

Jeff smiled at the girl sitting next to him. Only a few minutes ago, they were playing for different teams, but now they were becoming good (A).

The girl was about twelve years old. She had blond hair and beautiful deep blue eyes. Her name was Sally and she went to Dorval Elementary School. She was playing for their handball team a few minutes ago. Now she was sitting on a bench with a *swollen knee.

Sally looked at Jeff and smiled back. Jeff thought she was beautiful. Dorval's coach came over to Sally with an ice pack for her knee. He said he was sorry he took a long time and gave her the ice pack. After a minute or two, he walked off and Jeff and Sally were alone again on the bench. They watched the game.

When they turned to watch a play in the game, the ice pack slipped off Sally's knee and fell to the floor. Jeff picked it up for Sally and put it back on her knee. They watched the game and talked for a few minutes before Jeff had to go back in the game.

Only a few minutes ago they were playing against each other. Now Jeff, back in the game, was thinking about Sally. Sally was Dorval's goalkeeper and Jeff was a forward for the Henderson Elementary School team. When one player from Dorval dropped the ball, Jeff got it and passed it to Dave, a teammate. He passed it on to Mary and she threw it at the goal as hard as she could. Sally jumped to one side and caught the ball, but when she put her leg down to keep her balance, she *twisted her knee and fell down. Jeff and some people from both teams came over to her. Jeff looked at her leg and helped her stand up. Sally smiled at Jeff and said, "Thank you." Then Jeff and Sally walked to the bench and sat down together.

Soon the game was over. The players shook hands with each other and Jeff returned to the bench of Sally's team. The coach came over and shook hands with Jeff. "Thanks," he said. Sally tried to get up from the bench. Jeff noticed and went to help her ①to do so. Sally thanked him and they walked slowly toward the gym door. When they were coming near the door, Jeff saw his mother. She was talking with another woman. The two women walked over to them. ②(mother / other / Sally's / the / was / woman).

They all went outside to the *parking lot. Jeff helped Sally so she could get into the back of the car. The two mothers shook hands and said they were going to see each other again soon. Sally smiled at Jeff. "Thank you," she said again. Jeff smiled back at her. Then she pulled some paper and a pencil out of her bag, wrote something quickly, and gave him a piece of paper with her email address. Jeff looked at the paper, and knew this was the beginning of a good (B).

(注) *swollen knee : はれてしまったひざ *twist : ひねる *parking lot : 駐車場

- (1) 下線部①が示す内容を日本語で書け。
- (2) 下線部②の () 内の語を、意味が通るように並べかえよ。ただし、文頭の語も小文字で示している。
- (3) (A) と (B) に入るのに最も適切な語を次のア～カの中からそれぞれ一つ選び、記号で答えよ。

ア friend	イ friends	ウ friendship	エ friendships	オ teammate	カ teammates
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- (4) 次のア～カは、それぞれ本文の出来事について述べたものである。これらを実際に起きた順番に並べたとき、2番目と5番目に来る出来事をそれぞれ記号で答えよ。

ア Jeff と Sally はベンチに並んで座る。	イ Sally はプレー中にひざのけがをする。
ウ Jeff と Sally は同じ試合でプレーする。	エ コーチが Jeff に感謝の言葉をかける。
オ コーチが Sally に氷パックをわたす。	カ Jeff は倒れた Sally を助け起こす。

- (5) 次の1～10の中から、本文の内容と一致しないものを四つ選び、それぞれ番号で答えよ。

- 1 Jeff and Sally were both elementary school students.
- 2 Sally was alone on the bench before the coach came over.
- 3 Jeff got the ball when Sally's teammate dropped it.
- 4 Mary received the ball from Dave and threw it to the goal.
- 5 Sally dropped the ball at the goal and fell down.
- 6 When the game was over, Jeff returned to Sally on the bench.
- 7 After the game, Sally shook hands with the coach.
- 8 Sally went out of the gym with Jeff.
- 9 Sally and Jeff smiled at each other after she got in the car.
- 10 Sally and Jeff gave their email addresses to each other.