

平成22年度
宇都宮短期大学附属高等学校入学試験問題

英 語

注 意

- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 試験時間は、板書されている時間割のと通りの50分間です。
- 3 問題数は大きな問題が6問で、表紙を除いて10ページです。
- 4 解答用紙は1枚で、答え方はマークシート方式です。
- 5 監督者の指示にしたがって、試験開始前に受験番号と氏名を解答用紙のきめられた欄に書き、さらに受験番号をマーク欄にマークしなさい。
- 6 答えは、解答用紙に記載されている〔解答マーク記入上の注意〕、および試験開始前に行われたマークシート練習プリントにしたがって、ていねいにマークしなさい。
- 7 試験中に質問があれば、手をあげて監督者に聞きなさい。
- 8 監督者の「やめ」の合図があったら、すぐやめて、鉛筆をおきなさい。

1 放送に従って、次の**A**と**B**の問いに答えなさい。

A 放送される英文の応答として、最も適当なものを選びなさい。

- 1 **ア** That's a good idea.
イ I'm all right.
ウ What do you think about your school?
エ It is great.

- 2 **ア** No, not at all.
イ Yes, we are.
ウ Yes, let's.
エ No, it isn't.

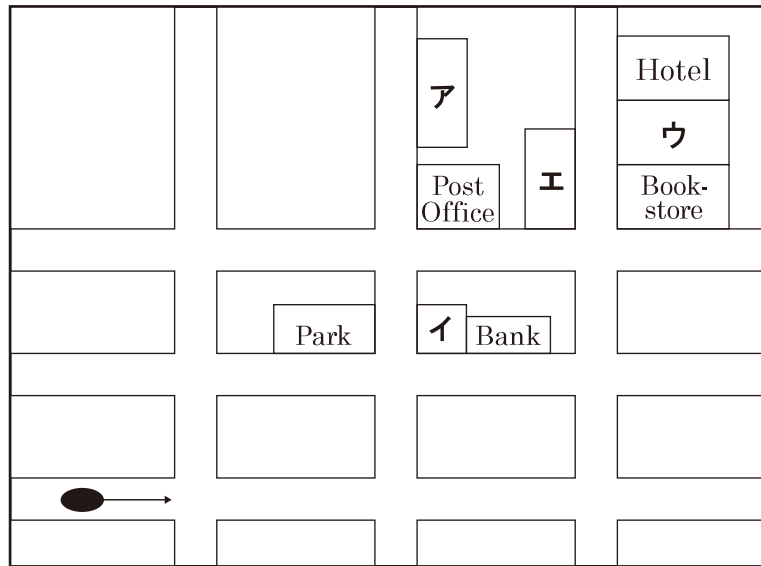
- 3 **ア** Thank you very much.
イ I'll help you at any time.
ウ Yes, please.
エ What can I do for you?

- 4 **ア** It will take ten minutes by bus.
イ My school is not far from the museum.
ウ About ten kilometers. It's too far to walk.
エ Two years ago, I went there.

- 5 **ア** I like seasons.
イ I like winter the best.
ウ Yes, I do.
エ It is the most beautiful season.

B 放送される英文と質問文を聞き、その答えとして最も適切なものを選びなさい。

1



- 2 ア For ten days.
イ For four days.
ウ For eight days.
エ For twelve days.
- 3 ア On pages 45-86.
イ To play tennis.
ウ To finish his homework.
エ Math.
- 4 ア A French restaurant.
イ A Japanese restaurant.
ウ They won't eat lunch.
エ Yes, they will.
- 5 ア 25 dollars.
イ 50 dollars.
ウ 75 dollars.
エ 125 dollars.

2

次の 1 から 5 までの問いに答えなさい。

- 1 次の文にでてくる 5 人の中で、3 番目に身長が高い人の名前を選びなさい。

Ken is not as tall as Takashi. Toshio is taller than Takashi and Yuki. Yuki is shorter than Ken. Kazuo is the tallest of the five.

ア Toshio イ Ken ウ Takashi エ Yuki

- 2 文中の下線部が示す内容として最も適当なものを選びなさい。

A : We'll play some games with the students and teach them English songs.

B : That's nice.

A : Yes. We do that when we visit schools on Saturday.

ア 生徒たちに英語の勉強を教えること。

イ 土曜日に一緒にゲームをするために学校を訪れること。

ウ 生徒たちとゲームをしたり、彼らに英語の歌を教えること。

エ 生徒たちからゲームを教わったり、彼らに英語の歌を作らせたりすること。

- 3 次の英文の (1) と (2) に入る最も適当な語の組み合わせを選びなさい。

(1) I came home for lunch that day, I didn't tell Mother anything about the problem. But she saw my (2) face, and asked, "Is there anything I can do for you?"

ア (1) When (2) good

イ (1) When (2) sad

ウ (1) If (2) warm

エ (1) If (2) happy

- 4 次のメモは健二君にお母さんが残したものです。その内容として最も適当なものを選びなさい。

To Kenji

I won't be home until 10:00. Please cook and eat dinner with Father this evening.

From Mother

- ア 夕食は父親と一緒に外食ですますこと。
- イ 夕食は母親が作っておくということ。
- ウ 夕食は父親と一緒に作って食べること。
- エ 夕食は母親が帰宅するまで待つこと。

5 次の対話文を読んで、後の<質問>に対する答えとして最も適当なものを選びなさい。

A : I went to college in America.

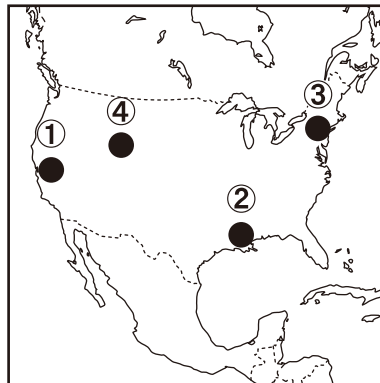
B : Oh, really? Where in America? New York?

A : No. I went to West University in San Francisco. It is on the west coast.

<質問>

Where was A's university?

- ア ① イ ②
- ウ ③ エ ④



3 次の () に入る最も適当な語(句)を選びなさい。

- 1 Tom has to wash his brother's car, () he?
 ア hasn't イ doesn't ウ won't エ mustn't
- 2 My mother () when I came home.
 ア has cooked イ is cooking ウ cooks エ was cooking
- 3 () don't you come to my house this afternoon?
 ア Why イ Where ウ How エ What
- 4 () of the players has done his best in the game.
 ア Some イ Both ウ Each エ All
- 5 Yuri will stay in Nikko () Sunday.
 ア at イ in ウ since エ until

4

次の対話文の（ ）に入る最も適切なものを選びなさい。

1 A : We are going to play tennis tomorrow, but it's raining now. Will it be fine tomorrow?

B : ()

ア No, it won't be easy.

イ Yes, I'll be fine.

ウ Yes, I hope so.

エ No, we don't like it.

2 A : Look at the woman running over there. ()

B : Of course. She is our music teacher.

ア Where is she going?

イ Do you know who she is?

ウ How is she?

エ Do you know what she has?

3 A : Do you think it's hot in this room?

B : Yes, I think so.

A : ()

B : Thank you.

ア Can you open the windows?

イ Please open the windows.

ウ Let's open the windows.

エ Shall I open the windows?

4 A : Please tell me where Utandai Fuzoku High School is.

B : Oh! That's my school. I'm going to school now. ()

A : Thank you.

ア Please ask someone.

イ Please come with me.

ウ Please show me the way.

エ Please take me there.

5 A : We're going to have a baseball game today. Is it all right?

B : That's fine, if you play after 3 o'clock.

A : Will you join us? We need a good player.

B : ()

ア Sure. But I'm not so good.

イ Sure. But I'm good at baseball.

ウ Sure. But I have nothing to do this afternoon.

エ Sure. But I'm a good player.

5

次の英文は、健一君が米国オレゴン州(Oregon)を訪問したときの体験を授業でスピーチしたものです。これを読んで、1 から 5 までの問いに答えなさい。

Have you ever made *haiku* in English?

Over the blue lake

Two little birds play and sing

A song of friendship.

How do you like it? My American friend, Bob, wrote this *haiku* about the great time we spent together in Oregon.

Last fall I had a chance to visit Oregon. I stayed there for two months and went to an American school.

One day, in the English class, the teacher suddenly said to me, “Kenichi, would you please talk to the class about *haiku* tomorrow?” I didn’t know much about *haiku* (①) I wanted to talk about my own culture to young people in America. After I went home, I read a book about *haiku* I brought from Japan, and (②) to talk about it to my friends.

The next day, I was very nervous in front of the class. But I ③ 1 best 2 to 3 did 4 explain 5 my how to make *haiku*. I couldn’t speak in English very well, but my friends were interested in my speech. At the end of the class all the students made their own *haiku* in English. The teacher said to me, “④ You did a wonderful job!” I was very proud.

Speaking in English is of course very important. But I believe it is also important to tell something about our own culture to people in other countries.

(注) *haiku* = 俳句 nervous = 不安な at the end of = ~の終わりに
proud = 誇りに思う

1 本文中の (①) に入る最も適当なものを選びなさい。

- ア and I didn’t say “Yes.”
- イ but I didn’t say “No.”
- ウ but I said “No.”
- エ and I said “Yes.”

2 本文中の (②) に入る最も適切なものを選びなさい。

- ア tried hard イ wrote English words
ウ learned how to speak エ learned a lot

3 下線部③の語を並べかえて意味の通る英文にするとき、最も適切な組み合わせを選びなさい。

- ア 3 - 5 - 1 - 2 - 4 イ 3 - 5 - 4 - 2 - 1
ウ 4 - 2 - 5 - 1 - 3 エ 4 - 5 - 3 - 1 - 2

4 下線部 ④ の理由として最も適切なものを選びなさい。

- ア 日本の文化をアメリカの生徒たちに伝えてくれたから。
イ 英語でとても上手に説明することができたから。
ウ クラスのすべての生徒が英語で俳句を作ったから。
エ 健一の作った俳句がすばらしかったから。

5 本文の内容と一致するものを選びなさい。

- ア Kenichi studied about *haiku* very hard in the school library.
イ Kenichi taught the American students how to make *haiku*.
ウ The American students didn't listen to Kenichi because he didn't speak English well.
エ The American students made *haiku* in Japanese.

6

次の *Jane* (ジェーン) と *Emily* (エミリー) の対話文を読んで、1 から 6 までの問いに答えなさい。

Jane is a high school student in Canada. She went to Japan in June last year. At school she is talking with her friend Emily about her trip to Japan.

Jane : I was glad to learn many things in Japan, and one of them was very interesting to me.

Emily : What was it ?

Jane : Japanese people use many English words. I thought they like English.

Emily : (**A**) did you think so?

Jane : I stayed with a Japanese family. The children called their father and mother “papa” and “mamma.” When I was walking on the street, I saw a lot of English words on the signs of stores. At restaurants, many English words were used on the menus. When I listened to songs made (**B**) Japanese singers, I heard a lot of English words in them.

Emily : (**I**) It is easy (**C**) people speaking English to understand what they mean.

Jane : But there are some words that we cannot understand. Do you know (**D**) *shu kurimu* is ?

Emily : *Shu kurimu* ? It sounds like “shoe cream.” Is it some cream for cleaning shoes?

Jane : No, but I thought so, too, when I heard it first. In Japan, it means a cream puff.

Emily : (**II**) I don’t want to eat anything that sounds like something for my shoes.

Jane : One day, my Japanese family asked, ① “Would you like to have some *shu kurimu* ?” I said, ② “No, thank you.” But when I saw what it was, I said, “Oh, yes. I like it very much.”

Emily : (**III**) I know you like sweet things very much.

Jane : *Shu kurimu* is written in *katakana*, so some Japanese people think it is English and they think we can understand it. But I ③ 1 that 2 to 3 want 4 know 5 them is not right.

Emily : Why do Japanese people use many English words? They have beautiful Japanese words.

Jane : I don’t know. We have to know much about Japanese culture to answer that question.

Emily : It is not easy to know cultures in other countries, but I will try.

Jane : I enjoyed my trip to Japan very much, and it taught me a lot of things. I think you should go to Japan, too, because ④.

(注) papa = パパ mamma = ママ menu = メニュー
shoe = くつ cream = クリーム cream puff = シュークリーム
funny = おかしい, おもしろい sweet = 甘い

1 本文中の (A) から (D) に入る最も適当な語の組み合わせを選びなさい。

- ア (A) What (B) for (C) to (D) why
イ (A) How (B) with (C) of (D) why
ウ (A) Why (B) by (C) for (D) what
エ (A) Why (B) in (C) for (D) that

2 本文中の (I) から (III) に入る最も適当な文の組み合わせを選びなさい。

- ア (I) That's right. (II) It's funny! (III) I see.
イ (I) It's funny! (II) That's right. (III) Really?
ウ (I) That's right. (II) It's funny! (III) That's right.
エ (I) I see. (II) Really? (III) It's funny!

3 下線部①とほぼ同じ意味を表すものを選びなさい。

- ア Did you buy some *shu kurimu*?
イ Do you make some *shu kurimu*?
ウ Did you eat some *shu kurimu*?
エ Do you want to have some *shu kurimu*?

4 下線部②の理由として最も適当なものを選びなさい。

- ア 甘い物が好きではないから。
イ くつみがき用のクリームだと思ったから。
ウ 食べたかったが遠慮したから。
エ まだ日本の生活に慣れていなかったから。

5 下線部③の語を並べかえて意味の通る英文にすると、最も適切な組み合わせを選びなさい。

ア 3 - 2 - 4 - 5 - 1

イ 3 - 5 - 2 - 4 - 1

ウ 4 - 1 - 3 - 5 - 2

エ 4 - 5 - 2 - 3 - 1

6 下線部④に入る最も適切なものを選びなさい。

ア you can eat *shu kurimu*

イ you can learn a lot of things

ウ you can see many English words on the signs of stores

エ you can hear many English words in Japanese songs