

平成 25 年度 六年制普通科入学試験問題

英 語

[1] 次の英文を読んで、あとの問いに答えなさい。

Mary Joe, a 12-year-old girl from Seattle, was very sick. She wanted to play outside just like any other children in her class. (1) But [without / sick / she / couldn't / feeling / run] because she had a bad heart. "Mary needs a new healthy heart," her doctors said. "She must have a new heart, or she will die soon." But who can give a healthy heart? Everyone has only one heart.

Tom Harrison, 13, was very much worried about Mary. Tom was Mary's best friend at school. They always played outside after school. He loved Mary very much. He loved Mary's beautiful long hair and gentle smile. Tom didn't want Mary to die. To Tom, Mary meant (2). She was his whole world.

One day, Tom talked to his mother about Mary. "I think I'm going to die soon," Tom told his mother, "I want to give my heart to Mary when I die." Tom's mother didn't pay much attention to Tom's words. "Tom is just joking as usual," she thought. "He is not going to die. Why in the world is he going to die? My son is strong and healthy!"

But Tom was not healthy after all. He had terrible headaches sometimes. "My head really hurts," he often told his friends at school. But Tom never told (3)his parents about the headaches because he didn't want them to worry.

One morning, Tom woke up with a sharp pain in his head. He felt dizzy, and he couldn't breathe. The Harrisons took Tom to the hospital in a hurry. Doctors at the hospital examined Tom quickly. After the examination, they had terrible news for the Harrisons. "Tom's brain is (4)dead," the doctors said. We are so sorry that we couldn't save him. He is not going to wake up. You will never be able to talk to your son." The Harrisons were very sad. But then they remembered (5)Tom's words. They told the doctors about it. The doctors thought about it for a while. Then they told the Harrisons, "Yes. We can give Tom's heart to Mary."

On September 11, 2003, the doctors took out Mary's heart. Then they put Tom's heart in her chest. In a short time, the heart began to move. (6)The operation was a great success! Tom's heart was moving in Mary's chest. But Mary didn't know it because her parents and the doctors decided not to tell her about it. (7)They decided to wait until she was ready to *accept the fact.

Two months later, they finally told her about Tom. "I feel very sad," Mary said, "but I'm thankful to Tom. I miss him so much. But he is always with me in my heart."

Three months after the operation, Mary Joe was able to go back to school. She still has to take medicine twice a day. But she lives a normal life now. She can run around with her friends. She even joined a local soccer team. Now she is practicing very hard to be able to play just like her idol, David Beckham.

Tom's brother Paul says, "When I see Mary playing soccer, I remember my brother. At first, it made me sad to see her playing around but (8)not any more. Because I know he is still alive in Mary's body. (9)[great / gives / that / happiness / me]."

* accept 受け入れる

問 1 下線部(1) (9)の[]内の語を並べかえて英文を完成させなさい。ただし文頭に来る語も小文字にしてあります。

問 2 (2)に入れるのに最もふさわしい語を次のア～エから選び、記号で答えなさい。

ア anything イ nothing ウ something エ everything

問 3 下線部(3)とほぼ同じ意味を持つ英語を本文中から 2 語で抜き出さなさい。

問 4 下線部(4)と反対の意味を持つ英語を本文中から抜き出さなさい。

問 5 下線部(5)の内容を表す一文を本文中から抜き出さなさい。

問 6 下線部(6)の内容を具体的に日本語で説明しなさい。

問 7 下線部(7)を和訳しなさい。

問 8 下線部(8)の内容を省略されている部分も含め日本語で説明しなさい。

問 9 次の日本文ア～エのうち本文の内容と一致するものを一つ選び、記号で答えなさい。

ア トムとメアリーは放課後いつも外でサッカーをした。

イ トムの両親はトムの頭痛のことを以前から知っていた。

ウ 手術後すぐに両親と医者はメアリーにトムのことを伝えた。

エ 手術後メアリーは薬を毎日飲まなければならない。

[2] 英文を読み以下の問いに答えなさい。

Alice: Did you know that in Rome, a long time ago, *Latin was spoken by most people?

Bryan: Yes. Why?

Alice: Well, now, in Rome the (1) language is Italian.

Bryan: Yes, I know that. I also know that Latin is spoken only in the church and in the Vatican. But now nobody really speaks Latin for communication.

Alice: Yes. In the Middle Ages the smaller languages like French, German, and English were getting popular. French is spoken in France, Canada and some countries in Africa and elsewhere, while German is spoken in Germany, Switzerland and some other places in Europe. *As for English, it's spoken all over the world. But (2)Latin today has disappeared *completely.

Bryan: That's right. Look at English. It's changed so much. Long ago, it was a small language. (3)In the Middle Ages, [thought / English / to / greater / French / was / than / be] by the upper classes in England.

Alice: You're right. However, today, English is spoken by more people than French.

Bryan: How interesting!

Alice: I'm from New Zealand, and my *ancestors spoke Maori. But Maori has become the second official language of my country only recently. Before, it was only English.

Bryan: Why? Did many people think that English was better?

Alice: Yes. But now, Maori is used in government, television, and even in university classes. (4)It's borrowed many words from English and its *vocabulary was increased by making new words.

Bryan: That's really interesting, because English has also borrowed many words from French and other languages.

Alice: Exactly! So, I think, (5)all languages are equal. Languages have always borrowed words and have always created new words and have always changed all the time. Maori has changed like this, and we can use Maori for *discussing science or *philosophy today.

* Latin ラテン語 *as for ～ に関しては *completely 完全に *ancestors 祖先
*vocabulary 語い * discuss ～について論議する *philosophy 哲学

問1 (1)に入れるのに適切な語を、次のア～エから選び記号で答えなさい。

ア same イ foreign ウ wrong エ common

問2 下線部(2)とほぼ同じ内容を表す英文を、次のア～エから選び記号で答えなさい。

ア Latin is used all over the world.
イ Some people speak Latin today.
ウ No one uses Latin for communication.
エ Latin is never spoken in Europe any longer.

問3 下線部(3)の[]内の語を並べかえて、意味が通るようにしなさい。

問4 Itの指す物を具体的に示し、下線部(4)を和訳しなさい。

問5 下線部(5)の理由を、本文中の文を参考にして分かりやすく日本語で説明しなさい。

[3] 日本語に合うように()内の語を並べかえて英文を完成させなさい。ただし、文頭にくる語も小文字にしてあります。

(1)私の母が去年買ってくれたカバンをなくしてしまいました。

[bag / bought / I / lost / have / my / the / mother / me / for] last year.

(2)英語を話すとき、間違いを恐れてはいけません。

[be / you / of / don't / mistakes / afraid / speak / making / when] English.

(3)その庭はたくさんの落ち葉で覆われていた。

[was / the / lot / fallen / covered / with / garden / a / leaves / of].

(4)私は彼に何か冷たい飲み物をくれるように頼んだ。

[to / me / cold / something / I / drink / to / him / asked / give].

(5)その地域で何語が使われているか見当もつかない。

[spoken / I / no / what / have / is / language / idea] in the area.

(6)私は出来るだけたびたびあなたに会いたいです。

[as / I / often / like / see / to / you / as / possible / would].

[4] CとDの関係がAとBの関係と同じになるように、()内に適語を入れなさい。

	A	B	C	D
(1)	one	first	nine	()
(2)	small	large	private	()
(3)	science	scientist	music	()
(4)	well	better	bad	()
(5)	woman	women	foot	()

[5] 次の英文を読んで、あとの問いに答えなさい。

When you visit Hiroshima Peace Memorial Park, you can find the Children's Peace Monument. It was built (1) Sasaki Sadako and all children who were killed (2) the atomic bomb. The atomic bomb was dropped on Hiroshima on August 6th, 1945. About 200,000 people were killed.

Sadako was one (3) them. She had *leukemia and had to stay in hospital for a long time. One day, one of her friends came to see her. She said to Sadako, "If you *fold one thousand *paper cranes, you will be healthy again." Sadako believed her words and started to fold cranes that night. But after she folded six hundred and forty-four cranes, she died. She was fourteen years old.

(4) [who / *moved / some / American children / Sadako / read / were / about] by the story. They thought that it was a sad story, but they were given a lot of courage. They thought they wanted to do something for peace. They heard that Japanese children built a *monument for Sadako in 1958. (5) They decided to do the same thing. They collected a lot of money (6) 50,000 children of the United States. Another monument was built in Albuquerque (7) August 6th, 1995. Their wish is (8) write on it :

*This is our cry. This is our *prayer. Peace in the world.*

*leukemia 白血病 *fold 折る *paper crane 折り鶴 *move 感動させる *monument 記念碑 *prayer 祈り

問1 (1) (2) (3) (6) (7)に入れるのに最もふさわしい語をそれぞれ次のア～オから選び、記号で答えなさい。

ア by イ from ウ for エ on オ of

問2 下線部(4)の[]内の語を並べかえて英文を完成させなさい。ただし、文頭にくる語も小文字にしてあります。

問3 下線部(5)を、they, the same thing が何を表しているかを明らかにして、日本語に訳しなさい。

問4 下線部(8)の語を適切な形に直しなさい。

問5 次の英文ア～エのうち本文の内容と一致するものを一つ選び、記号で答えなさい。

ア A peace monument was built in the United States in 1963.

イ Sadako finished folding one thousand paper cranes.

ウ A monument for Sadako was built in 1958 by Japanese children.

エ American children gave a lot of courage to Japanese children.

[6] 次の英文を読んで、あとの問いに答えなさい。

We sometimes tell jokes to be good friends with people around us. (1) Little children [to / make / have fun / to / like / interesting jokes] with each other.

American children like jokes. A six-year-old American girl told this joke, "What animal is good (2) using computers?" Can you guess? The answer is 'a mouse.' It is easy and nice, isn't it? We use 'a mouse' when we use a computer.

An American boy of ten told a joke like this: A teacher told a student (3) was speaking too much in the class, "Bob, don't speak so much. Be quiet in my class. Do you understand me?" Bob answered, "I'm sorry. I understand you well.

(4) I must be quiet in your class because a lot of students are sleeping."

Another little boy told this joke: "Which is faster, hot or cold?" This is a strange question. How can you tell? The answer is (5), because you can catch a cold. Do you understand? It's a little difficult.

When we feel something is wrong but we don't want to say it, jokes help. Here's an example: A woman was waiting (6) a train at a station, but it didn't come at the right time. She was angry and asked the station master, "You know, trains are always late. Why do we need the timetable?" The station master answered, (7) How [know / can / a timetable / are late / that / without / the trains / we]?"

問1 下線部(1)の[]内の語を並べかえて英文を完成させなさい。

問2 (2) (3) (6)に入れるのに最もふさわしい語を次のア～オから選び、記号で答えなさい。

ア for イ with ウ at エ who オ which

問3 下線部(4)を日本語に訳しなさい。

問4 (5)に入れるのにふさわしい一語を本文中から抜き出しなさい。

問5 下線部(7)の[]内の語を並べかえて英文を完成させなさい。