

1 下線部の発音がほかと異なるものを選び、記号で答えなさい。

1. ア ancient イ native ウ navigate エ sail ()
 2. ア interested イ mind ウ skill エ traditional ()
 3. ア fell イ friend ウ need エ successfully ()

2 () 内の語を適切な形にしない。

1. I am looking for a chair (make) for very young children. ()
 2. Who is the boy (fly) a toy plane over there? ()

3 日本語に合うように () に適切な語を書きなさい。

1. この美しい絵を見てください。
 Take () () () this beautiful picture.
 2. 彼がダンスするのを見てからずっと、私はマイケルのファンだ。
 () () I saw him dance, I have been fan of Michael.
 3. 彼女は医者になる決心をした。
 She () () () () to become a doctor.

4 次の日本語を英語にしない。

1. これは坂本龍馬によって書かれた手紙です。

 2. その男性はあなたに会うためにはるばる日本へやって来た。

入試にチャレンジ () 内に入るもっとも適切なものを選びなさい。

1. The students () in the library are very diligent. (11 東北学院大)
 ア read イ reads ウ reading エ to be read ()
 2. Mary had a very healthy diet; she only ate vegetables () on the farm. (11 広島工大)
 ア grow イ grew ウ grown エ to grow ()

1 第 1 アクセントの位置がほかと異なるものを選び、記号で答えなさい。

1. ア culture イ honor ウ repair エ voyage ()
 2. ア direction イ familiar ウ important エ navigate ()
 3. ア ecology イ navigation ウ participate エ successfully ()

2 各組の英語が似た意味になるように () に適切な語を書きなさい。

1. They are going to take part in a boat race next week.
 They are going to () in a boat race next week.
 2. Do you know their language very well?
 Are you () () their language?

3 日本語に合うように () 内の語句を並べかえなさい。

1. 彼女は学校へ行く途中でそのネコを見つけた。
 (she / school / her / the cat / found / on / to / way).

 2. これは彼がその試合で使ったラケットだ。
 (this / he / the game / is / used / which / in / the racket).

 3. 2 番ホームに到着の電車は嵐のため 10 分遅れています。
 (at / the train / platform 2 / because of / arriving / ten minutes / is) the storm.
 _____ the storm.

4 次の日本語を英語にしない。

1. 私たちは「禁煙」と書いてある看板を見た。(「禁煙」No Smoking)

 2. 彼女がパーティーで着ていたドレスは彼女の母によって作られた。

入試にチャレンジ () 内に入るもっとも適切なものを選びなさい。

1. The building () you see is the library. (10 東京国際大)
 ア whose イ which ウ what エ whom ()
 2. The novel () she wrote is read all over the world. (11 大阪学院大)
 ア what イ which ウ whose エ when ()

1 下線部の発音がほかと異なるものを選び、記号で答えなさい。

1. ア alert イ earth ウ learn エ part ()
 2. ア leave イ peacefully ウ steadily エ team ()
 3. ア around イ found ウ south エ southern ()

2 第1アクセントの位置がほかと異なるものを選び、記号で答えなさい。

1. ア explore イ ancient ウ ocean エ value ()
 2. ア connected イ miracle ウ steadily エ universe ()
 3. ア harmonious イ interested ウ relationship エ traditional ()

3 () 内の語を適切な形にしなさい。

1. The language (speak) in this country is German. (10 駒澤大改) ()
 2. Please look at the figure (show) at the bottom of the brochure. (10 札幌大改)
 ()
 3. Can you see the young man (lie) on the ground over there? That's my brother.
 Let's go and say hello to him. (14 秋田県立大) ()
 4. My father was cutting the (fall) trees then. (12 九州国際大改) ()
 5. The test (give) to my class were very easy. (12 金沢工大改) ()

4 日本語に合うように () 内の語句を並べかえなさい。

1. 私は駅へ向かう途中で洋子に会った。
 I (the station / saw / to / way / my / Yoko / on).

I _____.

2. あなたはゴルフのルールをよく知っていますか。(11 和光大改)
 (you / golf / the rules / familiar / with / are / of)?

_____.

3. 彼らはその犬を家族だと思っている。
 (they / the dog / family / of / as / think).

_____.

4. 地震が起きたとき、私の頭に最初に浮かんだのはガスを消すことだった。(12 九州産業大改)
 When the earthquake struck, (that / to my mind / was / the gas / the first thing /
 came / to turn off).

When the earthquake struck, _____.

_____.

5 () 内に入るもっとも適切なものを選びなさい。

1. X: Why were you late for the meeting? (13 北海学園大)
 Y: The plane () I took arrived thirty minutes late due to bad weather.
 ア it イ what ウ which エ who ()
 2. A mother () children have children becomes a grandmother. (10 大東文化大)
 ア who イ whose ウ that エ which オ whom ()
 3. I really need somebody () can help me with my project. (10 大東文化大改)
 ア whose イ who ウ whom エ which ()
 4. The money () this way will be sent to people suffering because of the
 earthquake. (12 広島工大)
 ア save イ saved ウ saving エ having saved ()

6 () 内の語句を用いて、次の日本語を英語にしなさい。

太郎はずっと前に彼のおばあちゃんがくれた古いバッグをいつも持ち歩いている。
 (carries, a long time ago) (10 関東学院大改)

7 CD を聞いて以下の設問に答えなさい。

問1 () に単語を書きなさい。

After I finished college, I went to Hawaii to study ocean (1. _____) at the
 University of Hawaii.

I went to see the *Hōkūle'a*. She was back from a long (2. _____). I began to
 participate in (3. _____) the *Hōkūle'a* for the next voyage. I (4. _____) to be
 part of the crew. I learned about traditional (5. _____) and Hawaiian culture.

In 2007, the *Hōkūle'a* was planning a (6. _____) (7. _____) from Hawaii
 to Micronesia, and then to Japan. I felt (8. _____) when I was asked to be a
 crew member on the (9. _____) from Micronesia to Japan.

問2 対話を聞き、最後の発言に対する相手の応答としてもっとも適切なものを選びなさい。

- ア The swimming club is searching for an instructor to work part-time.
 イ Really? But you know there're some other activities you can enjoy on the beach.
 ウ I hear some beaches are getting smaller year by year.
 エ Your brothers may be too afraid of water to go near the sea. ()

8 次の問いに対するあなた自身の考えを、1～2文の英語で書きなさい。

Which would you like to try, a five-day voyage or a five-day hiking tour?

9 次の英文を読んで、次の設問に答えなさい。

Pacific Islanders have a long history of navigating across vast distances.

Thousands of years ago, ancestors of today's Hawaiian people traveled across the Pacific Ocean on simple canoes. This is a really big ocean, nearly twice as big as the United States. It stretches from Easter Island in the east to New Zealand in the southwest and Hawaii in the north. ⁽¹⁾ These ancient sailors traveled on canoes for thousands of miles. They carried everything they would need in a new land, from seeds to domestic animals.

The ancient sailors did not have maps or compasses. They had to use stars, wind, waves, and the sun to find their way. Voyage routes were kept in memory or recorded in song. Navigators set sail in the evening. They lined up their canoes with prominent landmarks behind them, and followed the star path as the sun set.

Navigators steered their canoes toward a star on the horizon. When that star rose too high in the sky or set beneath the horizon, another star would be chosen. In the morning, navigators checked the position of the canoe in relation to the rising sun. As the sun got higher in the sky, they looked to where it would set in the evening.

When skies were cloudy, navigators gauged their course by ocean waves. They kept their canoes at the same angle to these waves. Sudden changes in canoe motion indicated that it had changed course. Some navigators also lined up their canoes with wind direction, using pennants tied to the masts as a guide.

⁽²⁾ These ancient navigation methods had been almost lost by the 20th century.

⁽³⁾ But with Mau Piailug's help, navigators like Nainoa Thompson have worked to preserve them for the future.

問1 下線部(1) These ancient sailors とはどこのどのような船乗りのことですか。日本語で答えなさい。

問2 下線部(2) These ancient navigation methods についてはどの段落で述べられていますか。書かれている段落の番号をすべて答えなさい。

問3 下線部(3)の英語を them の指しているものを明らかにして日本語にきなさい。

問4 本文の内容と一致するものを二つ選び、記号で答えなさい。

- ア Thousands of years ago people knew how to sail across the Pacific Ocean on simple canoes.
- イ The ancient sailors wrote everything about their voyage route in a notebook.
- ウ The ancient sailors started their voyage in the morning and stopped sailing in the evening.
- エ The ancient sailors knew where their canoes were from the position of the sun in the sky.
- オ It was impossible for the ancient sailors to know the route on cloudy days.
- カ No sailors could use the wind to understand their course thousands of years ago.

() ()