

# 英 語

20

英

語

注 意

- 1 問題は **1** から **4** までで、10ページにわたって印刷してあります。
- 2 検査時間は50分で、終わりは午後0時10分です。
- 3 最初に **1** のリスニングテストを行います。
- 4 声を出して読むはいけません。
- 5 答えはすべて解答用紙に明確に記入し、**解答用紙だけを提出しなさい。**
- 6 答えは**特別の指示**のあるもののほかは、各問の**ア・イ・ウ・エ**のうちから、最も適切なものをそれぞれ一つずつ選んで、その記号を書きなさい。
- 7 答えを直すときは、きれいに消してから、新しい答えを書きなさい。
- 8 **受検番号**を解答用紙の決められた欄に記入しなさい。

**1** リスニングテスト (放送による指示に従って答えなさい。)

〔問題A〕 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア A *yukata*.
- イ An *uchiwa*.
- ウ A teacup.
- エ Some Japanese music CDs.

<対話文2>

- ア At a restaurant.
- イ At the city library.
- ウ At Saburo's house.
- エ At Brenda's school.

<対話文3>

- ア About five minutes.
- イ About ten minutes.
- ウ About fifteen minutes.
- エ About thirty minutes.

〔問題B〕 <Question 1>, <Question 2> に対する答えをそれぞれ英語で書きなさい。

(それぞれの質問のあとに、15秒程度、答えを書く時間があります。)

2 次の各問に答えよ。

(\*印のついている単語・語句には、本文のあとに〔注〕がある。)

1 Amanda と Sayuri との次の対話で、(A) 及び (B) の中にそれぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、グラフは、Sayuri が作成したものであり、東京都における土地利用の割合を表している。

Amanda: What are you doing, Sayuri?

Sayuri: I'm doing my homework. I have to \*check how the land in Tokyo is used. Can you guess how the land is used the most, Amanda?

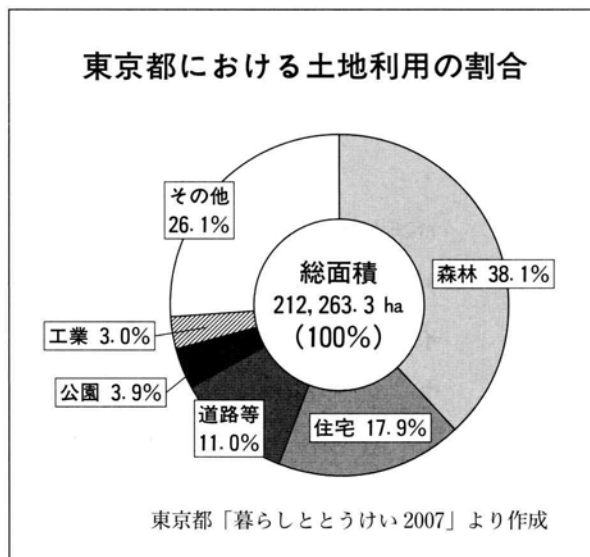
Amanda: Well, I guess it is used the most for people's houses or for \*industry. Is that right?

Sayuri: No, no. Look at this. The (A) \*area is \*forest.

Amanda: Wow, Tokyo has a lot of forest! I didn't know that. And the area of the land for parks is (B) than that for industry!

Sayuri: Yes. I was surprised, too. How about studying about the forests of Tokyo together after finishing this homework?

Amanda: OK. I'd like to do that.



〔注〕 check 調べる industry 工業 area 面積 forest 森林

ア (A) largest (B) larger イ (A) largest (B) smaller  
ウ (A) smallest (B) larger エ (A) smallest (B) smaller

2 Mami が留学先の高校で、下の掲示物を見ながら友人の Tom と話している。(A) 及び (B) の中にそれぞれ入る語句の組み合わせとして正しいものは、ア～エのうちではどれか。

Mami: Wow, this looks exciting! What activities do you have?

Tom: Well, for example, \*plays, movies, and singing. Do you want to join in, Mami?

Mami: Sure. But what can I do?

Tom: How about dancing?

**School Festival 2008**  
November 2nd and 3rd  
You can join in as a class or a small group!  
**Why don't you join us?**  
School Festival \*Executive Committee

Mami: (A) . But I have never danced before.

Tom: Don't worry. Today is (B) 25th. We have about forty days until the festival. If we practice hard, we'll \*be able to do well.

Mami: I'll do my best.

〔注〕 play 劇      be able to ～ ～することができる  
executive committee 実行委員会

ア (A) I don't think so    (B) September      イ (A) I'll try      (B) September

ウ (A) Not bad            (B) December      エ (A) I'm sorry    (B) December

3 次の文章は、英語の授業で Naoko が行ったスピーチの内容です。

I want to study about flowers. They are small, but they are important to people. For example, we often give flowers as presents. We often bring flowers when people are in the hospital. Through flowers, we can show people our love.

When I was a little child, my father and mother often took me to the mountains. My father usually didn't talk much, but in the mountains, he was different. When he was walking with me, he taught me many things about flowers. His stories about them were very interesting, and I asked him many questions about them. We enjoyed talking. My mother looked very happy then.

My father sometimes \*picked small flowers which grew in our garden and made \*pressed flowers. Later, he gave them to me. One day my mother \*whispered to me, "When your father was young, he often gave me pressed flowers. He didn't talk much, but I understood his feelings through the flowers. I felt very happy." Flowers have been very special for me since I was a little child.



〔注〕 pick 摘む      pressed flower 押し花      whisper ささやく

(1) Naoko がこのスピーチの中で最も伝えたいことは、次のうちではどれか。

ア Naoko's father talked much when he was in the mountains.

イ Naoko likes flowers, so she often gives them to people she loves.

ウ Naoko's family often go to the mountains to study about flowers.

エ Flowers have been special for Naoko, and she wants to study about them.

(2) 将来取り組んでみたいことについて、英語の授業でスピーチをすることになりました。あなたが将来取り組んでみたいことを一つとりあげ、それをとりあげた理由などを含めて、三つの英語の文で書き表しなさい。

3

次の対話の文章を読んで、あとの各問に答えよ。

( \*印のついている単語・語句には、本文のあとに〔注〕がある。)

*Yukie and Haruto are Japanese high school students. They teach Japanese as volunteers to foreign people who live in Tokyo. Robin is from America and Ailing is from China. Now they are \*taking a break.*

*Robin:* Thank you very much for your help, Yukie and Haruto. You're very good teachers for us.

*Ailing:* Yeah, \*thanks to your help, my new life in Tokyo is easier.

*Yukie:* We're very glad to hear that.

*Haruto:* You're welcome, Robin and Ailing. It's also a good chance for me to practice speaking English. \*Just as English is not easy for me, I think Japanese is hard for foreign people.

*Robin:* Yes. I've lived here in Tokyo for more than three years. So speaking Japanese and understanding spoken Japanese are not so difficult for me now. But reading and writing Japanese are still hard. There are three kinds of \*characters in Japanese.

*Haruto:* Do you mean *hiragana*, *katakana*, and *kanji*?

*Robin:* That's right. And many *kanji* are read in two or more ways. It's very hard for me to learn how to use *kanji*.

*Yukie:* I understand, Robin. In English, only the \*alphabet is used.

*Haruto:* Ailing, you use only *kanji* in Chinese, right?

*Ailing:* Yes. We use only *kanji* when we write in Chinese. So students in China have to learn a lot of *kanji*.

*Haruto:* I can \*imagine that is very hard. I'm not good at learning *kanji*.

*Robin:* Are loanwords also written in *kanji* in Chinese, Ailing?

*Haruto:* Loanwords? What are they?

*Robin:* Well, loanwords are words taken into one language from another language. I think *katakana* is very useful for writing loanwords.

*Haruto:* I see. Thank you, Robin. There are many loanwords in Japanese. We usually use *katakana* when we write them in Japanese. I've never thought about how \*convenient *katakana* is. Oh, I'm sorry, Ailing. What about loanwords in Chinese?

*Ailing:* We also have loanwords in Chinese. When we write them in Chinese, we use

*kanji* that have \*similar \*pronunciations or \*suitable meanings.

*Yukie:* Similar pronunciations? Tell us more, Ailing.

*Ailing:* OK. For example, the word “\*Olympic” is written like this.

奥林匹克

*Haruto:* Wow, that’s very interesting! How do you \*pronounce it?

*Ailing:* We pronounce it “\**Aolimpike*.”

*Yukie:* It really sounds like Olympic!

(5) *Ailing:* Then what about this?

足球

*Haruto:* Foot and ball? Oh, that’s football, or soccer!

*Ailing:* That’s right. This is an example of using a suitable meaning.

*Yukie:* Wow, that’s very interesting. Learning languages is really exciting.

*Robin:* Learning a foreign language is learning about a country’s culture, too.

(6) *Haruto:* I agree. OK, everyone, let’s start again.

*Everyone:* OK. Let’s.

〔注〕 take a break 休憩する	thanks to ～ ～のおかげで
just as ～ ～であるように	character 文字
alphabet アルファベット	imagine 想像する
convenient 便利な	similar 似ている
pronunciation 発音	suitable ふさわしい
Olympic オリンピック	pronounce 発音する
<i>Aolimpike</i> アオリンピック(中国語での発音)	

〔問1〕 That’s right. の内容を、次のように書き表すとすれば、 の中に、下の  
(1) どれを入れるのがよいか。

For me, reading and writing Japanese are hard because .

- ア many *kanji* are read in two or more ways
- イ there are three kinds of characters in Japanese
- ウ I have lived in Tokyo for more than three years
- エ I have never learned *hiragana*, *katakana*, or *kanji*

〔問2〕 I understand, Robin. の内容を最もよく表しているのは、次のうちではどれか。  
(2)

- ア Reading and writing Japanese are not easy for foreign people like Robin.
- イ Many foreign people who live in Tokyo are not so good at learning Japanese.
- ウ Learning *kanji* which are read in two or more ways is not hard for Japanese people.
- エ Speaking Japanese and understanding spoken Japanese are not so difficult for foreign people like Robin.

〔問3〕 I can imagine that is very hard. を、次のように書き表すとすれば、 の中に、どのような1語を入れるのがよいか。  
(3)

I can imagine it is very hard to  so many *kanji*.

〔問4〕 I see. の内容を最もよく表しているのは、次のうちではどれか。  
(4)

- ア Loanwords are also written in *kanji* in Chinese.
- イ Robin thinks there are many loanwords in Japanese.
- ウ Words we take from foreign languages are called loanwords.
- エ When we write loanwords in Japanese, *katakana* is usually used.

〔問5〕 It really sounds like Olympic! とあるが、このときの Yukie の様子を次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。  
(5)

Yukie was .

- ア sad because she didn't know how to say "Olympic" in Chinese
- イ glad because she learned the way to write "Olympic" in Chinese
- ウ happy because she learned a lot of examples like "Olympic" from Ailing
- エ surprised because the Chinese and English pronunciations of "Olympic" were similar

〔問6〕 Learning a foreign language is learning about a country's culture, too. を、次の  
(6) ように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

When we learn a foreign language,  .

- ア we also have to think about our own culture
- イ foreign people can learn Chinese culture, too
- ウ we can also understand part of another culture
- エ foreign people living in Tokyo will be happy, too

〔問7〕 次の文章は、Haruto が英語の授業で行ったスピーチの一部である。 (A) 及び  
 (B) の中にそれぞれ入る語句の組み合わせとして正しいものは、下のうちでは  
どれか。

I sometimes teach Japanese to foreign people who live near here. I can learn many interesting things through this experience. Have you ever thought that  (A) is convenient? We can write loanwords in it. But in Chinese, only *kanji* is used. When Chinese people write loanwords in Chinese, they use *kanji* that have similar pronunciations or suitable meanings. For example, “足球.” This is an interesting example of using  (B) . Can you imagine what this means? It means “soccer.” I teach Japanese, but I learn a lot. Thank you.

- ア (A) *katakana* (B) a suitable meaning
- イ (A) *hiragana* (B) a similar pronunciation
- ウ (A) *hiragana* (B) a suitable meaning
- エ (A) *katakana* (B) a similar pronunciation



4 次の文章を読んで、あとの各問に答えよ。

(\*印のついている単語・語句には、本文のあとに〔注〕がある。)

Fred became a member of a baseball team for little boys when he was seven. He practiced on a \*field near a river. He enjoyed baseball with his \*teammates.

When he became a junior high school student, he joined the baseball club. One summer day the \*manager said to him, “Fred, \*pitch to me.” Fred did that. The manager said, “Nice pitching! You’ll be a good pitcher.” Fred was very glad. He became a pitcher.

It was fun for him to pitch in games. When he pitched, his team won. But things were getting bad. He began to think the team was winning \*only because of him. He \*lost his temper when his teammates \*made errors. He always tried to get \*strikeouts, but often \*failed. His teammates didn’t feel good. The team began to lose games. The manager said, “Remember, Fred. You’re not just a pitcher. You’re one of the team.” The manager stopped using him.

One day Fred was sitting by the river and \*was deep in thought. Then he heard a \*voice. Someone was singing. He looked around. A girl was playing the guitar and singing. He spoke to her, “Hi, I’m Fred. That was a nice song.” She said, “Thank you. I’m Jane. I wrote it. What are you doing here?” He said, “I loved baseball. But now it’s not fun.” He told her his story about baseball. She said, “Listen, Fred. I love singing. I write songs and visit a hospital to sing for people. They \*look forward to my visits. When I’m with them, they look happy. I’m happy, too.” He felt something warm in his heart. He wanted to be like her and told that to her. She said, “I think you can. Look, those little boys are playing baseball on the field over there. How about teaching them? They’ll be glad.” He said, “Will they? OK, I will.”

He walked to the field and asked a little boy, “Can I join you?” The boy smiled and answered, “Sure!” Fred taught the boys how to throw, catch, and hit balls. Each boy was enjoying baseball. He thought, “They’re \*sharing a good time. I was like them when I was little.” In the evening, a boy smiled and said to him, “We had a very good time today. Please come to teach us again.” He looked around. Everyone was smiling. He said to the boys, “I had a very good time, too. See you.” Then he left the field.

That night Fred remembered Jane’s words and thought, “Doing favorite things can make people happy.” And then he thought about the boys. He thought, “They shared a very good time together through baseball. Now I understand what the manager meant.”

The next day he said to his teammates, “I’m so sorry. I was \*selfish. I want to enjoy baseball with you. I’ll try my best to pitch well.” The manager smiled and listened. After

that Fred practiced very hard with his teammates. They began to \*accept him.

The manager gave Fred a chance to pitch in a game again. The little boys came to watch him. He tried his best for everyone. He pitched through the game and his team won. Everyone was glad and came to him. He was really happy. He felt that sharing a good time with people around him was wonderful. He looked up at the blue sky. Just then there was a girl's voice, "Nice pitching!" He looked back and saw Jane. She was smiling.

〔注〕 field 野球場	teammate チームメート
manager 監督	pitch 投球する
only because of ～ ～だけで	lost his temper 腹を立てた
make errors エラーをする	strikeout 三振
fail 失敗する	be deep in thought 物思いにふける
voice 声	look forward to ～ ～を楽しみに待つ
share 共有する	selfish 自分勝手な
accept 受け入れる	

〔問1〕 But things were getting bad. とあるが、この内容を、次のように書き表すとすれば、

の中に、下のどれを入れるのがよいか。

, and then the manager stopped using him.

- ア Fred became selfish, the team began to lose games
- イ Fred's teammates became selfish, he didn't feel good
- ウ Fred pitched well, his teammates didn't make any errors
- エ Fred's teammates felt the team was winning only because of him

〔問2〕 次のア～エの文を、本文の内容の流れにそって並べ、順に記号を書け。

- ア Fred said sorry to his teammates.
- イ Fred told Jane his story about baseball.
- ウ Fred wanted to be like Jane and told that to her.
- エ Fred joined the little boys and taught them how to play baseball.

〔問3〕 次の(1)~(3)の文を、本文の内容と合うように完成するには、の中に、それぞれ下のどれを入れるのがよいか。

(1) One summer day , and that made Fred very glad.

- ア Fred's teammates asked him to be a pitcher
- イ the manager told Fred to join the baseball club
- ウ the manager said that Fred would be a good pitcher
- エ Fred's teammates asked the manager to pitch in front of them

(2) Fred said to his teammates that he would .

- ア leave the field alone
- イ try his best to pitch well
- ウ make people in the hospital happy
- エ practice hard to stop making errors

(3) When Fred pitched in a game and won again, he .

- ア found he was just a pitcher in the baseball club
- イ began to know why his teammates didn't accept him
- ウ understood why the manager didn't use him as a pitcher
- エ felt that sharing a good time with people around him was wonderful

〔問4〕 次の質問に英語で答えよ。

(1) Where did Fred meet Jane for the first time?

(2) What did Fred think when he remembered Jane's words that night?