

英 語

放送英文

1 (リスニングテスト) 英文を聞いて問いに答えなさい。英文は2回ずつ読まれます。

途中でメモをとってもかまいません。

1. It's nine thirty-five now. My train leaves in five minutes. I should hurry up.
(Question) What time does the train leave?
2. Mayumi likes reading. On Sundays, she goes to the library to borrow books. When she gets home from school, she reads the books. She does her homework after dinner every night.
(Question) What does Mayumi do first after she gets home every day?
3. Ryota goes to school by bike every morning. Yesterday, it was raining. He usually goes by train on rainy days, but yesterday, his grandfather was going to the hospital by car, so he went with him.
(Question) How did Ryota get to school yesterday?
4. Shiho left her red umbrella on the bus yesterday. It was her favorite, so she called the bus company today. But they couldn't find it. Tomorrow she is going to buy a new one.
(Question) What did Shiho do yesterday?

2 (リスニングテスト) 英文を聞いて問いに答えなさい。英文は2回ずつ読まれます。
途中でメモをとってもかまいません。

I really enjoyed my school life with all of you here in Okayama, but I have to go back to America next Thursday, on February twentieth. Before I go back to America, I would like to make a thank-you speech today.

When I first came to Japan five months ago, I felt very lonely, but many of you talked to me in English and we soon became good friends. Now I have a lot of friends. My best friend Ryosuke asked me to join the kendo club and Akiko asked me to join the English club. I wanted to join both clubs, but I decided to join the kendo club because I wanted to try Japanese sports. When I practiced kendo, I tried to speak Japanese as much as I could. If my Japanese was wrong, my club mates taught me the right Japanese. So, now I can speak Japanese better than before. Japanese is a very difficult language for me, but I will study Japanese harder after I go back to America. I would like to be a Japanese teacher at an American university in the future. It's my dream.

I have to leave Okayama next week, but keep in touch. Please send me e-mails. I will write back to you in Japanese. Someday I will come back to Japan, and I hope to see you again. Thank you very much for everything.

1. When did Clark come to Japan for the first time?
2. When will Clark go back to America?
3. Why did Clark join the kendo club?
4. What did Clark's club mates do when he made mistakes in Japanese?
5. What does Clark want to be in the future?

英 語

- ◎ 答えはすべて解答用紙に記入しなさい。
◎ 記号・番号で答えられるものはすべて記号・番号で答えなさい。

1 (リスニングテスト) これから英語の質問が2回ずつ読まれます。質問に対する答えの()内に入る適切な語を1語ずつ書きなさい。ただし数字も英語で書きなさい。途中でメモをとってもかまいません。

1. It leaves at nine ().
2. She () books.
3. He got to school by ().
4. She left her () on the bus.

2 (リスニングテスト) これからアメリカ人留学生 Clark が帰国前にクラスで行った短いスピーチと、その内容に関する質問が2回ずつ読まれます。質問に対する答えの()内に入る適切な英語を書きなさい。途中でメモをとってもかまいません。

1. He came to Japan for the first time in ().
2. He will go back to America on () 20th.
3. Because he wanted to try ()().
4. They () him the right Japanese.
5. He wants to be a ()().

3 次の文の下線部の中で文法的な誤りのあるものをそれぞれア～エから選びなさい。また誤りを訂正してその下線部を全て書き直しなさい。

1. ア This is イ one of the oldest train ウ that エ runs in this country.
2. ア Everyone in the class イ will be glad ウ if エ he will win the tennis match.
3. ア After Megumi イ graduated from university, she ウ studied in abroad エ to be a scientist.
4. ア We know イ each other ウ since エ we were elementary school students.
5. ア Please finish イ to do ウ your homework エ by the weekend.
6. ア The book which イ I bought it ウ at the store エ was very interesting.

4 次の日本語の意味を表すように、下線部に入る適切な語句を書きなさい。

1. 明子は春休みを楽しみにしています。
Akiko _____ the spring vacation.
2. こんなに難しい本はこれまで読んだことがない。
This is the most _____ ever read.
3. 英語の宿題を手伝ってくれてありがとう。
Thank _____ my English homework.
4. トッドの言ったことが私のいところを悲しませた。
Todd's words _____.
5. ジェーンは、全校生徒の中で、一番早く学校に来る。
Jane _____ all the students in her school.

5 次の英文を読んで後の問いに答えなさい。

In the United States, you should be careful not to be late for an *appointment, a class, a meeting, and so on. For an American, being on time means arriving at the *exact hour of the *scheduled meeting. But, this may not be true in all the countries in the world. An American professor found this difference when he was teaching a class at a Brazilian university. The two-hour class was going to begin at 10:00 a.m. and end at 12:00 p.m. On the first day, the professor arrived at 10:00 a.m. This was on time for him as an American. But he was ①(surprise) (②) no student was in the classroom. Many students came after 10:00 a.m. Several students came after 10:30 a.m. Two students came after 11:00 a.m. (③) all the students were friendly and said “Good morning, sir.” to the professor when they arrived, few students said “I’m sorry, sir.” to him when they were late for the class. Did these students have bad manners? Before ④(decide) that they simply had bad manners or not, the professor decided ⑤(study) the students’ actions.

The professor talked to American and Brazilian students about lateness in two different kinds of situations: lunch with a friend and a university class. He gave them an example, asked them how they would act, and *recorded their answers. If they had a lunch appointment with a friend, most American students regarded 19 minutes after the scheduled time as lateness. On the other hand, most Brazilian students felt the friend was late after 33 minutes.

In an American university, students have to arrive at the scheduled time. In Brazil, both the teacher and the students never arrive at the scheduled hour. Classes not only begin at the scheduled time in the United States but they also end at the scheduled time. But, in the professor’s class, only a few students left the class at noon; many students stayed in the classroom after 12:30 p.m. to talk about the lesson and ask more questions. Arriving late and staying late may not be very (A) in Brazil.

⑥These differences are difficult to explain. People from Brazil and America have different feelings about being late. In Brazil, students believe that a person who usually arrives late will probably have much more success than a person who is

always on time. In fact, Brazilian people think that a person who has a (B) social position should arrive late. In the United States, people usually think that being late is not (C). This means that if a Brazilian is late for an appointment with an American, the American may not understand the reason for the lateness and become (D).

After his research, the American professor learned that the Brazilian students were not (E) to him. They were only acting in the right way for a Brazilian student in Brazil. The professor ⑦【 change / own / was / thinking / to / of / his / able / way 】 and he could feel comfortable in the new culture.

(注) appointment : 人と会う約束 exact : 正確な scheduled : 予定された
recorded : 記録した

問1 本文中の①④⑤の()内の語を適切な形に直しなさい。

問2 (②) (③)に入る正しい組み合わせをア～エから選びなさい。

ア ②though ③Because イ ②because ③Though
ウ ②though ③Though エ ②because ③Because

問3 本文中の(A)～(E)に入る最も適切な語を選びなさい。ただし、同じ語は2度使えません。

ア rude イ angry ウ high エ important オ good

問4 下線部⑥の理由を本文に沿って30字以内の日本語で説明しなさい。

問5 意味が通る英文になるように、下線部⑦の【 】内の語を並べかえなさい。

問6 本文の内容と一致するものをア～カから全て選びなさい。

- ア On the first day of the class, the professor arrived late.
- イ The professor studied the actions of Brazilian and American students.
- ウ In an American university, it is important not to be late.
- エ In a Brazilian class, the students leave soon after the class ends.
- オ American people don't think that a person who is late is nice.
- カ After the research, the professor changed the Brazilian students' actions.

6 次の英文は、日本に長期滞在経験のあるイギリス人のエッセイです。英文を読んで後の問いに答えなさい。

Everybody thinks that English is very difficult to learn. At first, Japanese students who study English think they can understand what an English word means, just by looking it up in a dictionary. The trouble is the same word can have many different meanings.

Let me give you an example. A Japanese friend of mine had a lot of trouble when he was trying to park his car along a beach near Los Angeles. He just couldn't find a parking place. (①) he saw a big space. There was a sign near it which said, "Fine for Parking!" My friend wondered ② 【 were / any / there / other / why / cars / not 】 there but he didn't worry. "If it's FINE for parking, that's FINE for me too," he thought.

(③), when he came back, he found a police officer waiting for him. He looked angry and had a notebook in his hand. My friend was really worried. "Why did you park here? Can't you read the sign?" shouted the police officer. My Japanese friend answered, "Well, of course I can read it. But the sign says it's FINE, which means right or nice for parking, so I parked here."

It was lucky that the police officer seemed to have a good sense of humor, so after he laughed a little, he explained, "FINE in this situation means money you have to pay as a penalty because you can't park here." (④), the police officer said, "If you do the same thing again, you will have to pay 100 dollars! OK? " Then he just left without asking him for a fine. After that happening, my friend will

ALWAYS remember ⑤ the two different meanings of the word FINE!

Once, because of a misunderstanding, I was worried about my mother in Tokyo. She visited me during a hot summer. She wanted to buy a cool silk dress, but just couldn't find her size in a department store. She was really tired of hearing the sales girls' comments, "Even EXTRA LARGE is too small for YOU!" So, I introduced her to a dressmaker.

One morning she visited the dressmaker when we went shopping. After I finished, I went along to the dressmaker but I couldn't see my mother. I asked an assistant where she was. "Oh, she's HAVING FITS on the second floor," was the answer. I was very worried. Why? Because HAVING FITS means being very angry. I thought that my mother was screaming or shouting about something, so I hurried to the second floor.

However, she was calm and smiling, very happy about how her dress *turned out. Of course, the assistant should NOT say HAVING FITS but HAVING A FITTING, or BEING FITTED which means trying on a suit or dress. I explained to the assistant ⑥ why I misunderstood her and we all laughed. Just a few letters can *completely change the meaning.

Often Japanese students make mistakes when they speak English to foreign people because they're nervous. In fact, sometimes they may ⑦ 【 anything / say / cannot / nervous / that / they / be / so 】 at all. They're afraid that they may be rude or stupid by using a wrong word or expression. However, don't worry about making mistakes with your English. Sometimes it can be very enjoyable and I really feel that (⑧) is important for international communication.

(注) turn out : (結果として)～になる completely : 完全に

問1 (①) (③) (④)に入る適切なものをそれぞれア～エから選びなさい。

ただし文頭に来る語も小文字で書かれています。

ア also イ however ウ first エ finally

問2 意味が通る英文になるように、下線部②⑦の【 】内の語を並べかえなさい。

問3 下線部⑤の内容を具体的に説明した次の文の()内に入る適切な日本語を書きなさい。

「FINEには、(ア)という意味と(イ)という二つの意味があるということ。」

問4 下線部⑥の内容を説明した次の文の()内に入る適切な日本語を書きなさい。

「母親の居場所を尋ねた筆者に対し、店員は(ア)という意味で、‘HAVING FITS’と答えたが、その表現の本来の意味は(イ)という意味だったということ。」

問5 (⑧)に入る最も適切な語を本文中から一語で抜き出さなさい。

問6 本文の内容と一致するものをア～オから全て選びなさい。

ア When the writer's friend visited a beach, he was able to find a place to park in easily.

イ The police officer was still very angry after he knew the writer's friend didn't understand what the word 'fine' means.

ウ Sometimes it is difficult for foreign people to buy clothes in Japan because sizes are limited.

エ Making clothes in Japan is cheaper than in other countries, so many travelers come to Japan to make a dress or a suit.

オ The writer believes that making mistakes in English can have a good influence on conversations.

英語解答用紙

1	1		2		3		4			
	2	1		2		3				
3	1	記号 → 訂正				2	記号 → 訂正			
	3	記号 → 訂正				4	記号 → 訂正			
	5	記号 → 訂正				6	記号 → 訂正			
4	1	Akiko 【						】 the spring ~.		
	2	~ the most 【						】 ever read.		
	3	Thank 【						】 my English ~.		
	4	Todd's words 【						】.		
	5	Jane 【						】 all the students ~.		
5	問1	①		④		⑤		問2		
	問3	A		B		C		D	E	
	問4									
	問5	The professor 【						】 and ~.		
	問6									
6	問1	①		③		④				
	問2	②	~ wondered 【						】 there ~.	
		⑦	~ may 【						】 at all.	
	問3	ア		イ						
	問4	ア			イ					
問5				問6						

受験番号	
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英語 解答 例

1	1	forty	2	reads	3	car	4	umbrella			
2	1	September	2	February	3	Japanese	sports				
	4	taught	5	Japanese	teacher						
3	1	<small>記号</small> イ → <small>訂正</small> one of the oldest trains	2	<small>記号</small> エ → <small>訂正</small> he wins							
	3	<small>記号</small> ウ → <small>訂正</small> studied abroad	4	<small>記号</small> ア → <small>訂正</small> We have known							
	5	<small>記号</small> イ → <small>訂正</small> doing	6	<small>記号</small> イ → <small>訂正</small> I bought							
4	1	Akiko 【 is looking forward to 】 the spring ~.									
	2	~ the most 【 difficult book (which / that) I have 】 ever read.									
	3	Thank 【 you for helping me with 】 my English ~.									
	4	Todd's words 【 made my cousin(s) sad 】.									
	5	Jane 【 comes to (gets to / arrives at) school (the) earliest of 】 all the students ~.									
5	問1	①	surprised	④	deciding	⑤	to study	問2	イ		
	問3	A	エ	B	ウ	C	オ	D	イ	E	ア
	問4	アメリカ人とブラジル人では遅刻に対する感情が違 うから。									
	問5	The professor 【 was able to change his own way of thinking 】 and ~.									
	問6	イ・ウ・オ(完答)									
	問1	①	エ	③	イ	④	ア				
問2	②	~ wondered 【 why there were not any other cars 】 there ~.									
	⑦	~ may 【 be so nervous that they cannot say anything 】 at all.									
問3	ア	良い	イ	罰金							
問4	ア	試着している				イ	怒っている				
問5	humor				問6	ウ・オ(完答)					

受験番号	
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《配点》

1	2	3	各2点	5	問1~3	各2点
4	各3点	6	問4~6	各3点		
6	問1,3	各2点	問2,4~6	各3点		