

2

次の対話の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Kayoko and Satoshi are high school students. They are going to introduce themselves in their lesson, so they came to Ms. Smith, their English teacher, to practice. Satoshi has already finished his practice. Kayoko is finishing her practice.*

*Kayoko:* I like to go shopping and eat at restaurants. My hobby is eating delicious food.

*Ms. Smith:* Thank you, Kayoko. You introduced yourself and 【 understand / was / easy / me / it / to / for <sup>(1)</sup> you, but .... I have something to tell both of you.

*Satoshi:* Ms. Smith, what is it?

*Ms. Smith:* It's about your hobbies. Kayoko said that her hobby was eating delicious food. To tell the \*truth, I was surprised at the answer.

*Satoshi:*  You talk about your hobbies with your friends, right?

*Ms. Smith:* Of course. I like to talk about my hobbies, but the meanings of the English word *hobby* and the Japanese word for *hobby* are different.

*Satoshi:* Oh, I see. I didn't know that. So, could you give me a few examples?

*Ms. Smith:* Well, I think that gardening is a hobby. Playing the piano can be a hobby, too.

*Kayoko:* How about eating? When I introduce myself to someone I don't know, I usually say, "My hobby is eating. I like eating with my friends." Can eating be a hobby?

*Ms. Smith:* No, it can't. Eating is not a hobby because people eat to live. \*Similarly, sleeping is not a hobby because people also need to sleep. A hobby is something that is interesting.

*Kayoko:* Oh, I understand.

*Ms. Smith:* In some cases, to do gardening, special knowledge about plants or \*soil is necessary, right? When we play tennis, we will need some skill. These kinds of things are usually called hobbies.

*Kayoko:* Thank you very much, Ms. Smith. I need to be more careful \*from now on.

*Ms. Smith:* That's right.

*Satoshi:* Ms. Smith, please give me another example of some differences between English and Japanese.

*Ms. Smith:* Let me see. Oh, how do you say a person who won't tell anyone a \*secret?

*Satoshi:* Well, in Japanese, we would say, "クチガカタイヒト." It \*literally means in English, "A person with a hard mouth."

*Ms. Smith:* Oh, that's so funny! Do you have a hard mouth?

*Satoshi:* No, I didn't mean that.  
(3)

*Ms. Smith:* Sorry, Satoshi. I was just \*joking. I know what you mean. It's better to say; 'a person who is good at keeping a secret.' The important thing is to \*avoid changing Japanese words straight into English. We need to think about the differences. A \*direct translation can create problems.

*Satoshi:* We have to be more careful when we speak in a foreign language from now on.

*Kayoko:* Satoshi, why don't we learn more about the problems of direct translation?

*Satoshi:* That's a good idea. We can give a short \*presentation in class.

*Ms. Smith:* Good! I'm looking forward to it.

〔注〕 truth 真実	similarly 同様に
soil 土壌	from now on これから先
secret 秘密	literally 文字通りに
joke 冗談を言う	avoid 避ける
direct translation 直訳	presentation 発表

〔問1〕 You introduced yourself and **【 understand / was / easy / me / it / to / for 】**  
(1) you について、本文の流れに合うように、**【            】**内の単語を正しく並べかえるとき、  
**【            】**内で**2番目**と**5番目**にくる単語の組み合わせとして正しいのは、次のうち  
ではどれか。

- |   |     |            |     |      |   |     |     |     |    |
|---|-----|------------|-----|------|---|-----|-----|-----|----|
| ア | 2番目 | understand | 5番目 | easy | イ | 2番目 | was | 5番目 | to |
| ウ | 2番目 | understand | 5番目 | for  | エ | 2番目 | was | 5番目 | me |

〔問2〕 本文の流れに合うように、の中に入るものとして、最も適切なのは、次のうちではどれか。

- ア What kind of food do you like?
- イ What are you looking for?
- ウ What do you want to say?
- エ What hobby do you like best?

[問3] I didn't mean that とあるが、このように Satoshi が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Satoshi doesn't like to tell his secret to Ms. Smith.
- イ Satoshi doesn't want Ms. Smith to tell her secret.
- ウ Satoshi doesn't think Ms. Smith understands his words.
- エ Satoshi hasn't made Ms. Smith surprised at his words.

[問4] Ms. Smith の説明によると、hobby に**含まれないもの**は、次のうちではどれか。

- ア taking a bath every day
- イ watching birds in the mountains
- ウ collecting foreign stamps
- エ painting pictures in the park

[問5] 次の質問に対する答えとなるように、下の  の中に入る最も適切な **1 語**を本文中から抜き出せ。

(Question) Ms. Smith told Satoshi something to be careful about when he uses English. What is it?

(Answer) She told him to think about the  between English and Japanese.

[問6] 本文の内容と合っているものを、次の**ア～カ**の中から**一つ**選べ。

- ア Ms. Smith wasn't surprised when Kayoko introduced herself.
- イ Ms. Smith asked Kayoko to stop doing her hobby.
- ウ Ms. Smith wasn't asked to give a few examples of hobbies.
- エ Ms. Smith didn't agree that Kayoko should be more careful in her choice of words.
- オ Ms. Smith thought that direct translation was always a good way to learn a foreign language.
- カ Ms. Smith said that problems could happen because of direct translation.

- 3 次の文章を読んで、あとの各問に答えよ。なお、[1]～[7]は段落の番号を表している。  
(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

- [1] If you talk about \*space and stars, what can you imagine? You may imagine the dark night sky. <sup>(1)</sup> But in history, 【 has / the / people's / star / drawn / that / attention 】 most is the sun. It disappears at night and shines during the day. Long ago, people lived by \*hunting and gathering, and they worked only when the sun was in the sky. It was dangerous for them to move at night because they couldn't see well. Clearly, the sun has been important for deciding day and night.
- [2] Also, they found that the \*climate and the activities of plants and animals were influenced by the movement of the sun. When they became farmers, they had to know about the changing of the seasons \*in advance. The number of people grew because they could produce more food.
- [3] Then how did people know about 'time'? <sup>(2)</sup> They learned about the time of the day because of the sun. Of course, it isn't safe to look \*directly at the sun. So they had to tell the time without looking at the sun. First, they used their own shadow to tell the time. For example, <sup>(3)</sup> people stopped working when their shadow became longer than ten steps, an hour before sunset.
- [4] The \*sundial is one of the oldest known clocks. It uses the movement of the sun to tell the time. As the sun moves from east to west, the shadow tells the time of the day. One of the first sundials was a tall \*pointed stone \*pillar which had four sides. The \*Egyptians used the movement of the pillar's shadow to \*divide the day into morning and afternoon. Later, they put stones on the ground around it to show equal periods of time during the day. The stones worked like the numbers on the face of a clock.
- [5] A \*stick was also used. To \*calculate time, people used the \*length of the stick's shadow, too. In a day, the sun is at its highest at noon, and the shadow is at its shortest. 4 In a year, the sun is at its highest and the shadow is at its shortest at the summer solstice, the longest day of the year. And the sun is at its lowest and the shadow is at its longest at the winter solstice, the shortest day of the year. The time between two winter solstices or two summer solstices became a year.
- [6] \*Data about the stick is found on old \*clay boards. For example, the stick told people the time, and it was used in science. Early scientists found a way of knowing the \*correct \*positions of the stars by using the stick at night. Math was also \*improved because of the stick.
- [7] Now sundials are still seen in parks and gardens in Europe. People don't have to \*repair sundials often, and they still keep good time. As you know, the sun rises in the east and sets in the west every day. People will continue to use sundials because they are useful.

〔注〕 space 宇宙	hunting and gathering 狩猟採集
climate 気候	in advance 前もって
directly 直接	sundial 日時計
pointed とがった	pillar 柱
Egyptian エジプト人	divide 分ける
stick 棒	calculate 計る
length 長さ	data データ
clay board 粘土板	correct 正確な
position 位置	improve 進歩させる
repair 修理する	

〔問1〕 <sup>(1)</sup> But in history, 【 has / the / people's / star / drawn / that / attention 】 most is the sun. について、本文の流れに合うように、【       】内の単語を正しく並べかえるとき、【       】内で**2番目**と**5番目**にくる単語の組み合わせとして正しいのは、次のうちではどれか。

- ア 2番目 people's 5番目 attention   イ 2番目 star 5番目 drawn  
ウ 2番目 star 5番目 people's   エ 2番目 people's 5番目 drawn

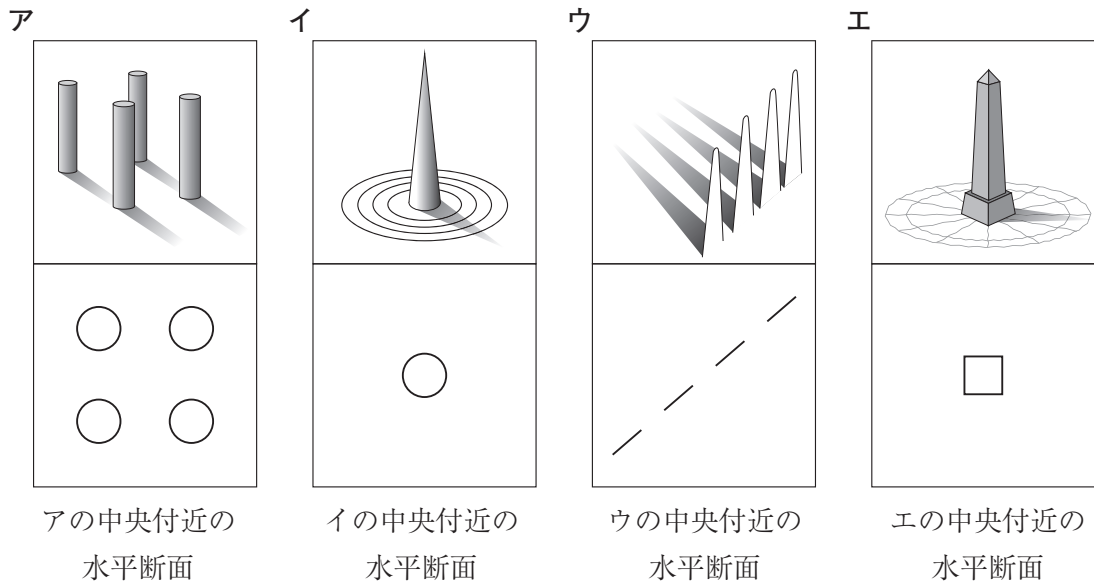
〔問2〕 <sup>(2)</sup> They learned about the time of the day because of the sun.の内容を、次のように書き表すとすれば、の中に、どのような英語を入れるのがよいか。最も適切な**1語**を〔2〕の段落中から抜き出せ。

They learned what time it was because they could understand the  of the sun.

〔問3〕 <sup>(3)</sup> people stopped working when their shadow became longer than ten steps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。

- The lengths of people's shadows became longer than ten steps, and .
- ア it was dangerous for people to work because of that  
イ that told the people the time to stop working  
ウ they couldn't make their shadows longer  
エ soon they found that they couldn't walk any longer

〔問4〕 [4]の段落の内容と合っているものは、次のうちではどれか。



〔問5〕 本文の流れに合うように、の中に入るものとして、最も適切なものは、次のうちではどれか。

- ア Later they put up a stick on a board or on the ground and knew 'time' by its shadow.
- イ The Egyptians liked a pillar better because it was easy to carry.
- ウ The stick also told people the longest and shortest day of the year.
- エ Because of the sun, the lengths of the shadow were the same and people could tell the time.

〔問6〕 本文の内容と合っているものは、次のうちではどれか。

- ア People watched the sun to know the time because it was not dangerous to look straight at it.
- イ The time between the summer solstice and the winter solstice became one year.
- ウ In a day, when the sun is at its highest, the shadow of a stick is at its longest.
- エ Sundials are simple and still used for telling the time.

4

次の文章を読んで、あとの各問に答えよ。なお、[1]～[5]は段落の番号を表している。  
 (\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

- [1] Sachiko became a high school student this April. She decided to go to school by bus. If she took a train and walked, \*at least an hour was needed to get to school. However, she was able to get to school in just thirty minutes by bus. Her house was near the bus stop and the bus stopped right in front of her school. When she needed to go to places which were far away, her father usually took her by car. He always drove his car in a \*comfortable way. <sup>(1)</sup>She 【 ① buses / ② only a few / ③ had / ④ chances / ⑤ in / ⑥ to take 】 her life. Her school life started by using a bus.
- [2] After Sachiko started going to school by bus, she found that the buses were often \*crowded in the mornings. In the evenings, the buses weren't so crowded. On the buses, some of the \*passengers read newspapers, and others listened to music. Older passengers enjoyed talking. Sachiko always opened her notebooks to \*review the day's lessons. <sup>(2)</sup>The time on the buses was usually comfortable for her to study.
- [3] One morning, Sachiko took the bus to go to school. The bus started at the \*usual time, but at the fifth bus stop, the bus waited for a while. She wondered why the bus didn't move. She said to herself, "The people at the bus stop have already got on the bus. No one is getting off, so why is the bus still here? The time to leave the bus stop has already passed. I may be late for school." She felt a little worried. A man on the bus said, "Why is the bus still here? Start now! (3-a)" Sachiko was surprised to hear the man. She never thought that anyone would \*complain. But \*at the same time, she felt the same way. "I will be late for school if the bus doesn't move." After three or four minutes, the bus started moving. Sachiko felt \*relieved. Soon after that, she heard the driver's \*announcement. He said, " (3-b) The bus is late. I couldn't start because seven \*spot-billed ducks were walking across the street in front of the bus. They have gone." A woman at the front said, "The driver did the right thing. I saw the spot-billed ducks. He didn't \*scare them away." After Sachiko understood why the bus was late, <sup>(4)</sup>she felt happy. Also, she felt sorry because she thought only of herself.
- [4] Later at lunch time, Sachiko was talking with Erika, one of her friends. Sachiko said, "My bus driver waited while seven spot-billed ducks walked across the street." Erika said, "The driver was kind! He thought of the birds." Sachiko said, " (3-c) I hope that people in the world will have a (5) heart like the bus driver."
- [5] Sachiko was on her way home. She was on the bus. She thought about the announcement on the morning bus. She thought of the spot-billed ducks which walked across the street. She said to herself, "I want to be a person who can understand other people's feelings. (3-d) In the future, it will be necessary for me to

think more about other people. I was \*in a hurry, so I didn't think of the situation clearly. The man on the bus was angry. \*Nowadays, people \*are often likely to get angry quickly. Because of that, trouble may happen. I hope that everyone, \*including me, will be kind like the bus driver.

〔注〕 at least 少なくとも	comfortable 快適な
crowded 混み合った	passenger 乗客
review 復習する	usual いつもの
complain 不平を言う	at the same time 同時に
relieved ほっとした	announcement アナウンス
spot-billed duck カルガモ	scare ~ away ~を脅して追い払う
in a hurry 急いで	nowadays 今日では
be likely to ~ ~しそうである	including ~ ~を含めて

〔問1〕 She 【① buses / ② only a few / ③ had / ④ chances / ⑤ in / ⑥ to take】 her life. <sup>(1)</sup> について、本文の流れに合うように、【 】内の単語・語句を正しく並べかえるとき、**2番目**と**5番目**にくる単語・語句の組み合わせとして正しいのは、次のうちではどれか。

- |                    |               |
|--------------------|---------------|
| ア 2番目 ② only a few | 5番目 ⑥ to take |
| イ 2番目 ② only a few | 5番目 ① buses   |
| ウ 2番目 ⑥ to take    | 5番目 ① buses   |
| エ 2番目 ⑥ to take    | 5番目 ④ chances |

〔問2〕 The time on the buses was usually comfortable for her to study. <sup>(2)</sup> 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。

Sachiko could review her lessons because .

- ア she usually listened to some music in a comfortable way
- イ she usually had comfortable talks with older people
- ウ she usually enjoyed reading newspapers on the buses
- エ she usually had a comfortable time on the buses



[問 3]  から  の中には、それぞれ次の (A) ~ (D) のうちのいずれかの文が入る。それぞれに入る文を並べた組み合わせとして正しいのは、下のうちではどれか。

- (A) I'm very sorry.  
(B) I'll be late!  
(C) I think so.  
(D) This morning I didn't.

- ア  (A),  (C),  (D),  (B)  
イ  (B),  (A),  (C),  (D)  
ウ  (C),  (D),  (B),  (A)  
エ  (D),  (B),  (A),  (C)

[問 4] she felt happy とあるが、この理由を最もよく表しているのは、次のうちではどれか。

- ア Sachiko saw that seven spot-billed ducks were walking across the street.  
イ Sachiko knew that someone on the bus would complain for her.  
ウ Sachiko finally learned the reason for the bus to be late.  
エ Sachiko thought that she would do the same thing as the man on the bus.

[問 5] 本文の流れに合うように、 の中に入る最も適切な 1 語を [5] の段落中から抜き出せ。

[問6] 次のA～Fの英文を，出来事が起きた順に並べかえたものとして適切なものを，下のア～カから一つ選べ。

- A A man on the bus got angry because the bus didn't move.
- B Sachiko told the story of the bus driver and the spot-billed ducks to Erika.
- C Seven spot-billed ducks finished walking across the street and the bus started.
- D Sachiko hoped everyone would think of other people.
- E The driver of the bus explained why the bus was late.
- F The bus stopped at the fifth stop from Sachiko's and some people got on it.

- ア A→D→B→C→E→F
- イ A→E→C→B→D→F
- ウ D→B→F→A→E→C
- エ D→C→E→B→A→F
- オ F→A→C→E→B→D
- カ F→C→B→A→D→E

[問7] 次の (A), (B) のEメールを読んで, 下の指示に従いなさい。

(A)

Hello, Sachiko,

Thank you for telling me about the bus driver and the spot-billed ducks. I had a really good time during lunch time.

1

As you know, I love animals. I have loved animals since I was a little girl.

2

Your friend,

Erika

(B)

Hello, Erika,

I really enjoyed talking with you, too. I'm glad you felt the same way about the bus driver. You asked me about the ducks, right? I'm sorry, but I didn't see them. The ducks were walking in front of the bus. The driver said so. I'm not quite sure, but I think they were going to the river. Oh, you have two animals! I'm happy to know what they are doing now. Why don't you bring them to my house someday? I want to see them.

Your friend,

Sachiko

(A)は, Erika から Sachiko に送ったEメールであり, (B)は, Sachiko が送った返信のEメールである。(A)が(B)に対応するように, , に入る適切な文面を考え, それぞれ **12語以上 18語以内**の英文で書け。二つ以上の英文になっても構わない。ただし, 明らかに未完成の文は, 語数には含めないものとする。下の〔例〕のように, 「,」「.」などは語数に含めない。短縮形は1語と数える。

〔例〕 I'm a student. My mother said to  
me, "Are you busy?" I said, "Yes!"

