

- 1 この問題は聞き取り検査です。問題A、問題Bに答えなさい。

問題A 中学生の Jim と Miki の対話が英語で読まれます。(1)~(5)に適切な数字, または日本語を入れて, 表を完成しなさい。

夏祭りの開かれる月日	(1)	月	日
夏祭りの開始時間	(2)		時
夏祭りの開かれる場所	(3)		
最終的に Miki と一緒に夏祭りに行くことになった友人の数	(4)		
Miki の家から夏祭りの会場までの移動方法	(5)		

問題B 日本でホームステイをしている中学生の Nancy Stewart のスピーチと, それについての質問が英語で読まれます。(1), (2)には, それぞれの質問に対する答えを, 指示に従って英語で書きなさい。(3), (4)については, それぞれの質問に対する答えを英文で書きなさい。また, (5)の英文は, Hanako が使った「もったいない」という言葉の意味を, あなたが Nancy Stewart に説明すると仮定したものです。[] に6語以上の英語を入れて, 文を完成しなさい。

- (1) Nancy Stewart came to Japan [] 3語で答える .
 (2) Nancy Stewart likes Hanako because [] 4語で答える her.
 (3) []
 (4) []
 (5) I will say to Nancy, "We say *mottainai* when [] ."

- 2 次の英文はインターネットに興味のある留学生の Alex と高校生の Misa の対話文の一部である。①~⑥に答えなさい。

Alex and Misa are in a computer room. They are talking about the Internet.

Misa: Do you know the history of the Internet, Alex?

Alex: Yes, I do. It began only about forty years ago in my country, America.

Misa: Oh, only about forty years ago! [ア] . How many computers were there at that time, Alex?

Alex: There were only four. [a] .

Misa: How about e-mail?

Alex: It was invented in about 1970. In the early 1990s the World Wide Web was developed and the Internet became very popular. About half a billion people used it in 2003.

Misa: Wow! A lot of people are now using the Internet. It began only about forty years ago, but it has become very popular for a short time, Alex.

Alex: Now we can do (イ) a lot of things on the Internet. We can get a lot of information, send our messages to people all over the world, and exchange ideas with them. We can also do shopping and play games.

Misa: I agree. [b] . I made many friends on it. I am exchanging e-mail with them now. I will join "The Asian High School Symposium" this summer and meet some of them.

Alex: That's great.

Misa: And there is also (ウ) an important thing and we can learn it in our life. I think it is as important as the Internet, Alex.

Alex: What's that, Misa?

Misa: Well, we [エ] wonderful things on the Internet, but we have to think about another wonderful thing in our life. When I watched TV the other day, a professional musician was interviewed on TV and he talked about a flood. His house was flooded and his cars, computers, and many other things were broken down. At that time he found his sheet music in his house. [c] when he was young. He said, "I lost many things, but I didn't lose my sheet music which was made of paper. My music was there and it was written with a pencil. The music helped me. Music is my life." There is an important thing which will help us when we have a hard time in our life.

Alex: Oh, that's a wonderful story. [d] .

Misa: The Internet became a large part of our life, but there are other important things and we should not forget them in our life.

Alex: I think so, too.

[注] history 歴史 be invented 発明される the World Wide Web インターネット上の情報ネットワーク
 be developed 開発される half a billion 5億の information 情報 exchange ~ ~を交換する join ~ ~に参加する
 The Asian High School Symposium アジア学生シンポジウム the other day 先日 professional musician プロの音楽家
 be interviewed インタビューされる flood 洪水 be flooded 水浸しになる sheet music 楽譜 lost lose の過去形
 lose ~ ~を失う be made of paper 紙で作られている

- ① [ア] の中に入れるのに最も適当なものを(1)~(4)の中から一つ選びなさい。
 (1) It isn't a good history (2) It is a different history (3) It isn't an interesting history (4) It is a short history
 ② 下線部(イ)の具体的な内容を50字程度の日本語で説明しなさい。ただし, 「,」 「。」も1文字と数えます。
 ③ 下線部(ウ)の具体的な内容を35字程度の日本語で説明しなさい。ただし, 「,」 「。」も1文字と数えます。
 ④ 文の意味がとおるように [エ] に3語の英語を書きなさい。
 ⑤ [a] , [b] , [c] , [d] の中には, それぞれ(1)~(4)のいずれかが入る。本文の内容に合うように選びなさい。
 (1) A thing a man wrote many years ago helped him
 (2) Then, about ten years later, there were about one hundred
 (3) It was written by him
 (4) On the Internet we can do and learn many great things
 ⑥ 次の問いに対して, 理由を明確にして35語程度の英語で答えなさい。ただし, 英文はいくつでもよく, 符号(, . ? ! など)は語数に含まないものとする。

Which is more interesting to you, the story of the Internet told by Alex or the story of a musician told by Misa?

3 次の英文は家族の転勤に伴い、日本を離れて外国で生活したことがある大学生の Ken が趣味のハイク(俳句)について書いたものです。①～⑥に答えなさい。

One of my favorite things is to write haiku. When I was a child, my grandfather told me how to write haiku in Japanese. Haiku is one of the shortest forms of poetry in the world. You may think foreign people don't understand haiku, but haiku is popular in many countries. (a) . When you go to foreign countries, you can make friends through haiku.

When I was thirteen years old, I was in England. One day I was invited to dinner at my friend's house. (ア) I thought, "Why? They don't understand Japanese but they wanted to listen to my haiku in Japanese. I wonder why I should speak Japanese here." They were waiting for my haiku, so I said my haiku in Japanese. Later I said to them, "(イ)(ask / did / me / you / say / to / why / my haiku / in) Japanese?" My friend's father said, "In our country we sometimes read poems aloud. We enjoy the sounds and rhythms of the poems in their original languages. (b) ." Then we enjoyed talking about both English poems and Japanese poems.

I moved to America with my family when I was fourteen. I learned how to write haiku in English at junior high school in America for the first time. In America some students learn haiku at school. But American haiku is different from Japanese haiku. Japanese haiku has more rules than American haiku. In America they usually write haiku in three lines. They, like Japanese people, write things about nature. One of the teachers in America said to my American friend, "You can think about nature when you write haiku. Writing haiku is also good for your study of English because you have to be careful about using words. Try to write haiku when you see beautiful nature." The American friend thought about nature and enjoyed writing haiku.

When I was fifteen, I went to Haiku Camp in Japan. A lot of young people came from sixteen different countries. We wrote and read haiku together. We talked about our haiku, and soon we began to understand each other. Through haiku I knew them better. It was easy to make friends. During the camp, I read this haiku in a book and it was written by a boy who was twelve years old.

[左のハイクを日本語に直したもの]

In the evening twilight
Only the mushrooms
Are illuminated

夕暮れの 日差しかえすは きのこのみ

When I was twenty, I took a trip to Thailand. In Thailand I met a young Japanese man. (c) . He said to me, "How can I make friends here?" I remembered how I made friends in Haiku Camp. I said, "You should write haiku with other people. After that you should read each other's haiku together." He said, "I have never written haiku even in Japanese." I said, "Everyone can write haiku. You don't have to try to write wonderful haiku. Please write your emotions about nature freely in simple words. If other people read your haiku, they will know how you feel about nature. Haiku is a way to express your emotions to others. If you write and read haiku together, you can share emotions and understand each other. Haiku will help your communication."

[注] forms of poetry 詩の形式 foreign 外国の England イギリス wonder ～～かしらと思う poem 詩
aloud 声を出して sound 音 rhythm リズム original もともの for the first time 初めて rule 規則 line 行
nature 自然 Haiku Camp ハイクキャンプ Thailand タイ emotion 感情 freely 自由に simple 簡単な
express ～～を表現する share ～～を分かちあう communication コミュニケーション

① (a) , (b) , (c) の中には、それぞれ(1)～(3)のいずれかが入る。本文の内容に合うように選びなさい。

- (1) He started working as a volunteer there
- (2) Haiku is written in about fifty countries, and in about thirty languages
- (3) So we wanted to listen to your haiku in Japanese

② (ア) に入れて本文の意味がとおるように(1)～(4)を並べかえ、その番号を順に答えなさい。

- (1) But they said, "Please stop, Ken. Can you say it in Japanese first?"
- (2) I said, "Of course!" and tried to tell them my haiku in English because they didn't understand Japanese.
- (3) After dinner, when I talked with his family, I said, "I like to write haiku. Haiku is one of the shortest forms of poetry."
- (4) Then they said, "Can you tell us your haiku?"

③ 下線部(イ)の語(句)をすべて用いて、意味のとおる英文になるように並べかえなさい。文頭の語(句)も小文字で示してあります。

④ アメリカの先生がハイクは良いとすすめた理由を50字程度の日本語で答えなさい。ただし、「,」「。」も1文字と数えます。

⑤ タイで若者に筆者がハイクをすすめた理由を50字程度の日本語で答えなさい。ただし、「,」「。」も1文字と数えます。

⑥ 本文の内容に合っているのは、次のうちではどれですか。二つ選びなさい。

- (1) Haiku is not popular in many foreign countries because foreign people don't understand haiku.
- (2) The family of Ken's friend wanted to learn Japanese. So they wanted to listen to haiku in Japanese.
- (3) Ken didn't learn how to write haiku in English when he was in England.
- (4) American haiku is different from Japanese haiku because American people usually write about beautiful nature.
- (5) Ken made friends with many young people who came to Haiku Camp from foreign countries when he wrote and read haiku with them.
- (6) Ken went to Thailand because a Japanese volunteer told him a lot of things about beautiful nature in Thailand.
- (7) People can't share emotions in haiku because they live in different countries.