

英 語 (45分)

注意 1 日本語の字数が指定されている問題では、「,」「。」も1文字と数えます。

2 英語の語数が指定されている問題では、「,」「.」「"」「'」などの符号は語数には入れません。また、「don't」などの短縮形は1語とします。

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 アメリカに留学している大学生 Diane が、寮 (dormitory) での出来事を、故郷にいる母にあてて書いた手紙の一部と、その内容についての質問が読まれます。英文を聞いて ①, ② に答えなさい。英文は2回読まれます。

① 手紙文のあとの質問に対する答えとして最も適切なものは、次の (1)~(4) のうちではどれですか。それぞれ一つ選び番号で答えなさい。

- 1 (1) Two weeks. (2) Three weeks. (3) One month. (4) Two months.
- 2 (1) A coffee cup. (2) A notebook. (3) A picture book. (4) A letter.
- 3 (1) It's a nice place. (2) It's wonderful. (3) It's a happy life. (4) It's not interesting.

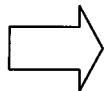
② 放送された手紙文の内容に合うように、次の英文の () に当てはまる英語をそれぞれ指示された語数で答えなさい。

- 1 Diane and her roommate didn't talk very much during the first two weeks in the dormitory, because Diane didn't know (2語) say.
- 2 Through this event, it has (2語) for all of the students in the dormitory to talk to new people.
- 3 After writing her letter, Diane is (4語) with her roommate.

問題B さくらさんの高校に、シンガポール (Singapore) から高校生訪問団が来ることになり、さくらさんの所属する英会話部がその日の計画を考えています。部活動中に、さくらさんがALT (外国語指導助手) の Brown 先生とその日の計画について話している会話の一部を聞いて ①, ② に答えなさい。会話は2回読まれます。

11:00	a.m.	Arrive
12:00		Lunch
1:00	p.m.~	Watch club activities
		Music club
		[a]
		Kendo club
		Kyudo club
		Karate club
		[b]
4:00		Party
4:40		Leave

表1 さくらさんの最初の計画



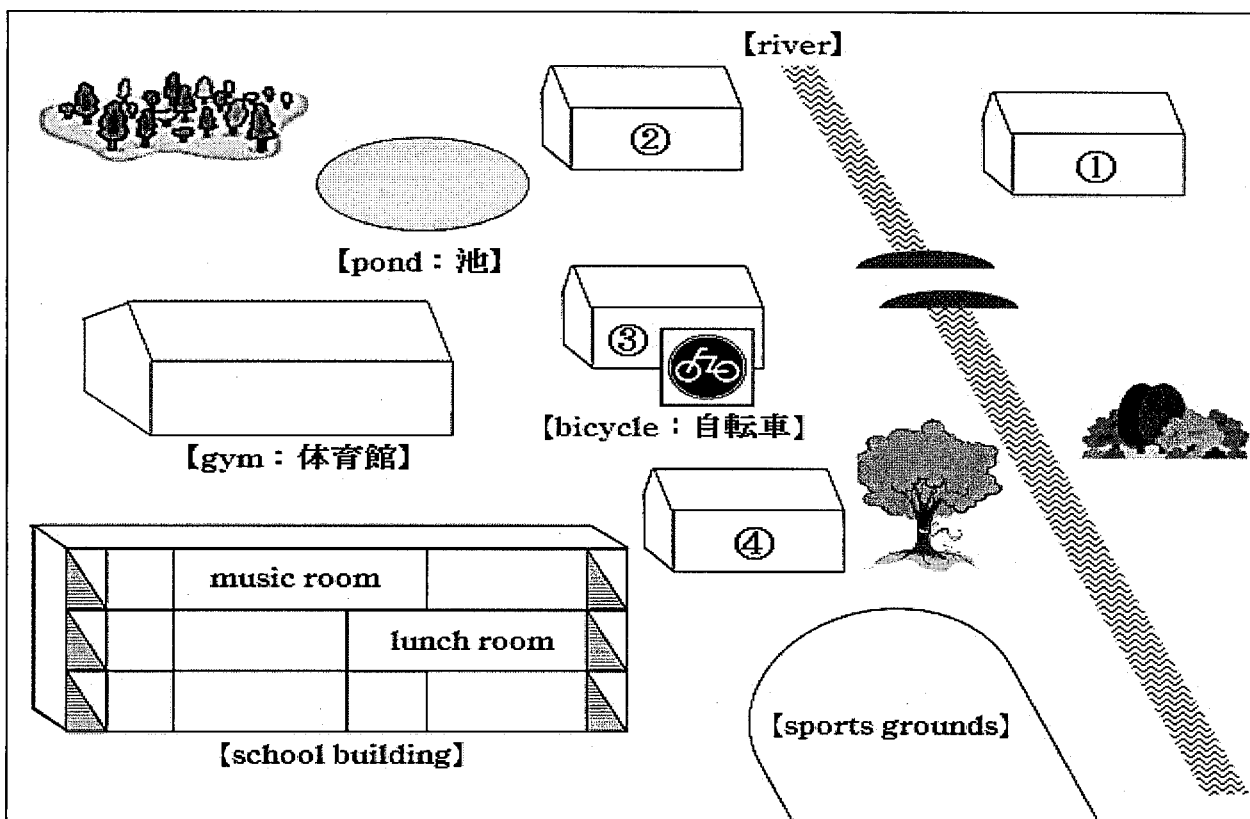
11:00	a.m.	Arrive
12:00		Lunch
1:00	p.m.~	Watch club activities
		Music club
		[a]
		Kendo club
		[c]
		Kyudo club
		[d]
4:00		Party
4:40		Leave

表2 さくらさんの変更後の計画

① 表1と表2の [a] ~ [d] に当てはまる部活動名を次の (ア)~(オ) からそれぞれ一つずつ選び、記号で答えなさい。ただし、[a] には共通の部活動名が入ります。また、同じ記号は1度しか使えません。

- (ア) かるた部 (イ) 柔道部 (ウ) 空手部 (エ) ダンス部 (オ) サッカー部

② 弓道部と剣道部が活動しているのは、下の校内地図のどの場所ですか。①~④のうちからそれぞれ一つ選び番号で答えなさい。



School Map : 校内地図

英 (3)

2 高校生のMomokoとShujiが勉強の仕方について話をしているところに、その会話を聞いていたTaroが会話に加わります。会話文を読んで①～④に答えなさい。

Momoko: Yesterday I read interesting stories in our school newspaper. Two students who graduated from our school last year wrote different opinions about the way of studying. I was very interested in their opinions. They wrote about studying on the train. Do you think it is a good idea for high school students to study on the train?

Shuji : I don't know. (a) Can you tell me more about the story?

Momoko: Yes, of course. One of the students, Jun, studied English on the train when he went to school. He got good marks in English, so he thought it was very good to study on the train. The other student, Takashi, said that he solved math questions on the train when he was in the first grade, but he couldn't get good marks. So he thought it was not good to study on the train.

Shuji : Uh... Can I ask you a question? Why did Jun study on the train? (b)

Momoko: Well, Jun was a very busy student. He lived far from school, so he was on the train for two hours every day. He left his house at 6:30 every morning and came home at 8:00 in the evening. He belonged to the tennis club and practiced tennis after school. He practiced it at school every Saturday, too. Before they had important matches, they practiced even on Sundays. He didn't have enough time on Saturdays or on Sundays.

Shuji : Wow, Jun had a busy life.

Momoko: Yes, he did. He thought that he had to study even on the train.

Shuji : I see. Then, what about the other student, Takashi? (c)

Momoko: When he began to study on the train, at first he was satisfied because he thought that he was studying something even on the train. But later he found that he was not learning very much, because it was so noisy on the train that he couldn't concentrate very much. He thought he should study at home, not on the train.

Shuji : Did Takashi belong to any club at school?

Momoko: No, he didn't. So he had more time for study.

Taro : Sorry to interrupt you, but I have listened to you and noticed an interesting thing. You are talking about two different things at a time.

Shuji : What do you mean?

Taro : First, you are talking about two students in different situations: one student who had limited time to study and the other student who had enough time to study. Second, the two students studied different subjects, English and math. You can memorize English words on the train if you try to, but it is difficult to solve math questions because you have to think very carefully to solve them. So we cannot easily say from the stories in the newspaper that it is good for high school students to study on the train.

Momoko: You mean every student has their own situation which is different from the situations of others?

Taro : Yes, students should consider their life style and try to find the best way to study for themselves.

注) graduate 卒業する opinion 意見 mark テストの点 solve ～～を解く first grade 1年生 busy 忙しい far 遠くに belong 所属する match 試合 enough 十分な what about ～～はどうか be satisfied 満足している noisy 騒々しい concentrate 集中する sorry to interrupt you お話し中失礼ですが notice ～～に気が付く at a time 同時に situation 立場 limited 限られた subject 教科 memorize ～～を暗記する carefully 注意深く consider ～～を考慮する themselves 自分自身

① 本文中の (a) ～ (c) に当てはまる最も適切な英文を次の (1)～(5) からそれぞれ一つずつ選び、番号で答えなさい。

- (1) I think it is better to study at home than to study on the train.
- (2) I will tell you more about the story.
- (3) Then, what did Jun say about it?
- (4) It is difficult for me to answer it.
- (5) He also studied on the train, but why didn't he get good marks?

② 本文の流れに合うように、 に当てはまる英語を5語以内で答えなさい。

③ Taroが下線部のように言っている理由を60字程度の日本語で説明しなさい。

④ 今までにあなた自身で工夫した勉強方法、または今後工夫してみたい勉強方法にはどのようなものがありますか。その中から一つを選んで、理由を含めて40語程度の英語で説明しなさい。英文は2文以上になってもかまいません。ただし、本文中の具体例をそのまま使ってはいけません。

3 次の英文を読んで①～⑥に答えなさい。

Every plant travels. You may think plants can't move because they have their roots under the ground. a It is most popular for plants to travel when they are seeds. Some kinds of plants' seeds are carried by animals, birds or insects. Of course, they carry seeds without knowing it, because plants have some clever strategies for using them as carriers of their seeds. Animals, birds and insects which carry the plants' seeds are called carriers.

The first example of the plants' clever strategies is like this: many of the plants in South Africa have seeds which have elaiosome on them. It is sweet and soft. It is a very important thing for ants. Ants like it very much. Soon after the seeds fall down from trees to the ground, ants carry them into their nest under the ground and eat only the elaiosome on the seeds. b So when they have eaten all of the elaiosome, the seeds are left there. In the ants' nest under the ground, the seeds are safe because they will not be found by other animals and finally they can sprout there. If the seeds are not carried by the ants and left on the ground, they will be food for other animals and never sprout.

The second example of the plants' clever strategies is more dangerous for seeds. Some plants give their fruit to animals and birds. Animals and birds like sweet fruit very much, and when they eat fruit, they also eat the seeds inside them. Are the seeds eaten and killed? Don't worry because this is the strategy of the plants. If the seeds are eaten, the seeds can travel with the animals which have eaten them. So the seeds have to live inside the animals even after they are eaten. This strategy will be successful if the animals and the birds just swallow the seeds and don't chew them. The seeds will come out of the animals with their droppings and they can sprout on the ground. The soil there is very good for young plants to grow because there are animals' droppings in it. To make this strategy successful, the timing is also important. If a seed is too young, it will be killed in the stomach of the animal and won't sprout after coming out of the body of the animal. The plants give some signals to tell animals and birds the best time to eat their fruit. When a fruit is too hard and too sour to eat, the seed in the fruit is too young and not mature yet. The color of such fruit is green. So animals don't eat young fruit. When the seed becomes mature enough, the plant gives the signals: the fruit becomes soft, it becomes sweet, and it turns red or purple. By these signals, animals and birds know that they can eat the fruit. Of course, the poison in the fruit disappears then. Another signal from plants is the smell of their fruit. Animals can smell such fruit from a distance. Animals know these signals from the plants very well. When a monkey comes to a tree to get fruit, for example, he holds a fruit in his hands, carefully looks at it and smells it before he bites it.

The third strategy of plants is more interesting. Surprisingly, some seeds can't sprout if they don't go through animals' stomachs. Acacia is a good example. The seeds of acacia are in the pods. Many animals like the pods of acacia and eat them when they fall on the ground. But some of the pods are not eaten and left on the ground. Many of the seeds in such pods on the ground won't sprout, and you will be more surprised to know the seeds in the pods which are eaten by animals will sprout after they come out of the animals with their droppings. ----- But the seeds can live even in the animal's body and they can come out of the animal safely. They can sprout in the rich soil. So the seeds are in the pods which animals like. This strategy of the plants is to travel with the animals and at the same time to kill worms which will eat the seeds in the animals' stomach.

Many plants live and move with the help of animals, birds and insects which carry the seeds of the plants. If such carriers disappear, it means will also disappear.

注) plant 植物 root 根 seed 植物の種子 insect 昆虫 clever 賢い strategy 作戦 elaiosome エライオソーム (アリを引き寄せる物質を含んだ種子の付属体) ant アリ nest 巣 safe 安全な (safely 安全に) sprout 発芽する inside ~ ~の内側の successful 成功した chew ~ ~を噛(か)む swallow ~ ~を飲み込む droppings 鳥や動物の糞(ふん) soil 土 stomach 胃 hard 固い sour 酸っぱい mature 成熟した turn ~ ~に変わる purple 紫色の poison 毒 disappear 消える, いなくなる smell におい, においをかぐ from a distance 遠くから bite ~ ~をかじる surprisingly 驚くべきことに acacia アカシア (植物の名前) pod さや rich 栄養のある worm 幼虫

① ~ に当てはまる最も適切な英文を次の (1)~(5) からそれぞれ一つずつ選び、番号で答えなさい。

- (1) Only the seeds that are not found by animals or insects sprout and grow.
- (2) It sometimes has a kind of poison.
- (3) But they always try to travel just like animals.
- (4) The plants have seeds because they are the important food for animals and birds.
- (5) They are not interested in the seeds at all.

② 下線部の dangerous とは「危険な」という意味ですが、そのように言っているのはなぜですか。50 字程度の日本語で説明しなさい。

③ 本文中の ----- には次の (1)~(3) の三つの英文が入ります。本文の流れに合うように適切な順番に並べかえ、番号で答えなさい。

- (1) When the pod is eaten by an animal, the eggs or worms inside it will be killed in the stomach of the animal.
- (2) Just after a pod of acacia falls on the ground, a kind of insect flies to it and puts its eggs inside the pod.
- (3) Soon the eggs become worms and the worms begin to eat the seeds of acacia inside the pod.

④ に当てはまる最も適切な語句を次の (1)~(5) から一つ選び、番号で答えなさい。

- (1) the animals (2) the birds (3) the insects (4) the plants (5) the poison

⑤ 次の (1)~(5) の英文の中で、本文の内容と一致するものを二つ選び、番号で答えなさい。

- (1) When an animal carries plants' seeds, it doesn't know that it is doing so.
- (2) In South Africa, many of the plants' seeds are eaten by ants and don't sprout.
- (3) If seeds are eaten by animals, all of the seeds will be killed and never sprout.
- (4) Animals know the best time to eat the fruit by some signals from the plants.
- (5) The pods of acacia are too hard and too sour for animals to eat.

⑥ 次の表と文は、本文の内容をまとめたものです。本文の内容に合うように [A] ~ [E] にそれぞれ当てはまる適切な日本語を答えなさい。ただし、同じ記号のところには同じ日本語が入ります。

植物の作戦	アリに種子を、巣がある [A] まで運ばせる ⇒ 種子は [A] で安全に発芽する
	運び屋 (carriers) に [B] を与える ⇒ 種子は運び屋に飲み込まれる ⇒ 種子は糞と一緒に排泄 (はいせつ) される
	運び屋にさやごと食べさせる ⇒ さやの中の [C] や幼虫が駆除される

[B] の食べごろを運び屋に知らせる方法としては、色が変わる, [D], [E], 毒がなくなる, においを発するようになるなどの変化がある。