

英 語 (45分)

1

この問題は聞き取り検査です。放送を聞いて問いに答えなさい。

高校生の Kenta が、昨年ホームステイをしたオーストラリアのホストファミリーに、写真付きのEメールを送りました。そのEメールの一部が2回読まれるのを聞いて①～④に答えなさい。

① 次の(1), (2)の質問に対する答えとなるように、 内に指定された語数の英語を入れなさい。

(1) What kind of games do they have in Asahigaoka City?

—— They have 1語 games.

(2) Who gave Kenta the seeds in the picture?

—— The assistance staff of 2語 did.

② 三年前に Kenta の兄 Taro が経験したことから一致するものを次のア～エのうちから一つ選び、記号で答えなさい。

ア He met a kind girl at the opening ceremony.

イ He left his uniform at a hotel.

ウ He got up late on the day of the game.

エ He was helped by one of the assistance staff members.

③ Kenta が取り組みもうと考えている活動として、述べられていないものを次のア～エのうちから一つ選び、記号で答えなさい。

ア 清掃活動

ウ テーマソングの選曲

エ ポスターの掲示

④ 聞き取った英文の内容と一致するものを次のア～エのうちから一つ選び、記号で答えなさい。

ア Many high school students will visit Kenta's city to take pictures of beautiful flowers.

イ Kenta wants to encourage sports players by growing flowers around the stadium.

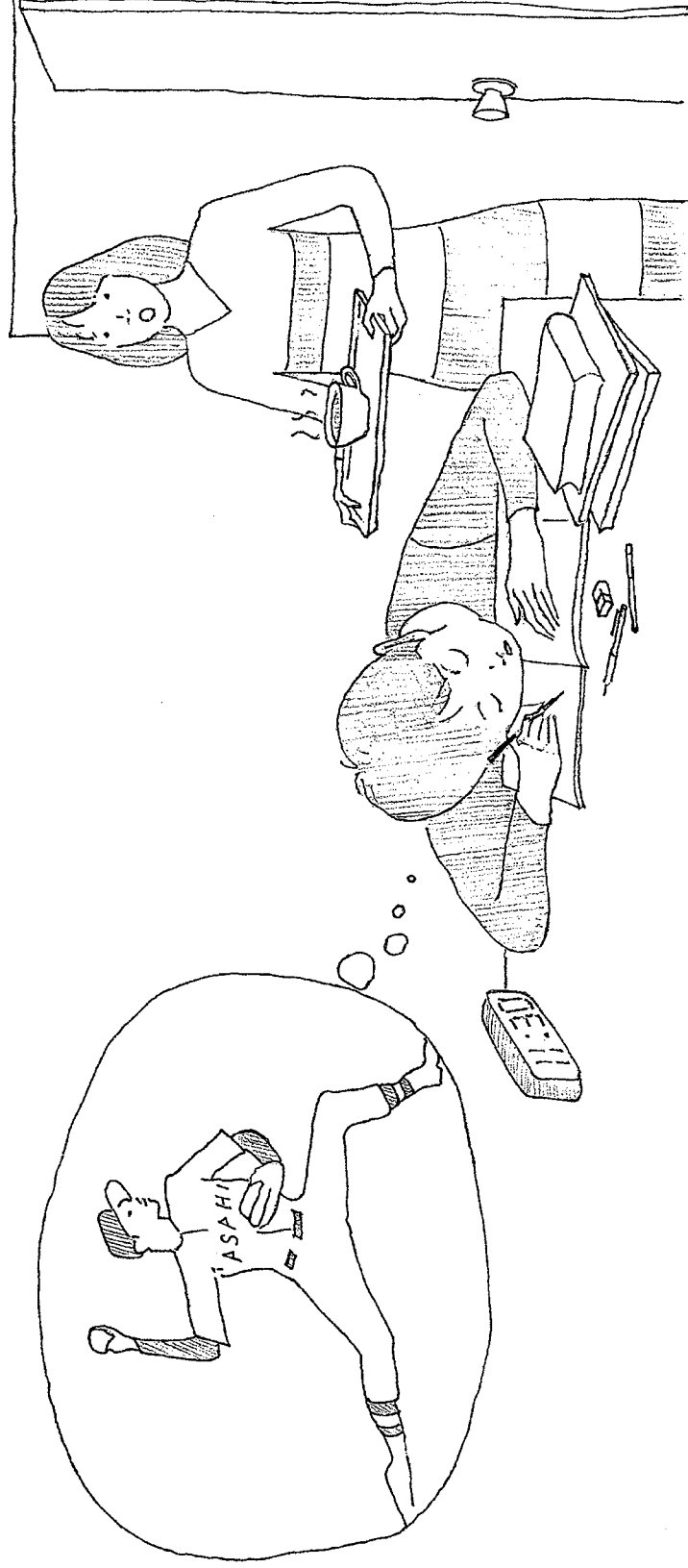
ウ Taro asks Kenta to do volunteer work in the garden.

エ Kenta's girlfriend loves flowers, so Kenta gives her some flowers.

2

次のイラストについて、その場面を自由に想像して50語程度の英語で説明しなさい。ただし、英文は The boy's mother で書き始めなさい。

この3語も語数に含めます。「,」「,」「,」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。



3

高校生の Akira が別の高校の友人の Reiko と話しています。会話を読んで①～④に答えなさい。

Akira: Every year, a special teacher who plays an active role in the global society visits our school and talks about his or her own experiences as a special message to us.

Reiko: Really? Who came this year?

Akira: A woman who works as a scientist in the U.S. Twenty years ago she left Japan to study science at a university in England. She [from / has / people / with / a lot of countries / since / communicated] then. Her talk was very interesting.

Reiko: Oh, I'd like to know more about her story because I want to study abroad in the future, too. But I am worried a little because I cannot speak English very well.

Akira: She said that of course it is very important to (A), but she also believes that there are some other important things for living in a global society.

Reiko: What are they?

Akira: One of them is to try hard to understand other people even if their ideas and yours are different. There are many kinds of cultures in the world, and different cultures have different ways of thinking. To live happily together with all the people in the world, it is important for us to respect other people's ideas and their life styles. She said, "Communicating with the people from many different countries gave me a chance to understand the importance of respecting other cultures, and (B)."

Reiko: What is next?

Akira: She said, "It is also important to try to speak our own opinions clearly." In Japan, when we don't show what we think, other people often (C), but in many other countries, people don't understand you if you don't give your own opinions. She said, "We are in a global society, and I think we need to speak aloud what we think, what we want, or what we don't want. Then we will be able to share our ideas and communicate better with each other."

Reiko: In a global society, you can communicate nothing if you don't say anything, right?

Akira: Yes, she also believes that we need to (D) when we live in foreign countries. She said, "It is important for me to have an identity as a Japanese person when I communicate with foreign people."

Reiko: Did she give any (X) advice to Japanese high school students?

Akira: "To play an active role in the future world," she said, "you should make your interest larger, try some different kinds of things, and never give up even if you fail."

Reiko: It is easy for us to follow her advice, isn't it? We can do the things which she said here in our own country now.

Akira: That's right. I will never forget her words at the end of the talk. She said, "I just want to try my best to make myself better and make other people happier through my job, and I believe (Y) I can do this in any place in the world."

Reiko: Great! Now, I understand that my "job" is to try my best in everything in my high school life before going out into the world like her.

注) play an active role 活躍する society 社会 respect ～～を尊重する clearly はっきりと
an identity as a Japanese person 日本人としての国民意識 fail 失敗する

① 【 】内の語(句)を並べかえて文脈に合う英文にしない。

② (A) ～ (D) に最も当てはまるものを次の ア ～ オ からそれぞれ一つ選び、記号で答えなさい。ただし、同じ記号は一度しか選ぶてはいけません。

ア know much about our own culture and history

ウ learn a lot of interesting ways of thinking

オ be able to use English well

イ follow global ways in Japan

エ try to guess and understand it

③ 下線部 (X) のアドバースとして、今年 Akira の高校を訪れた特別講師が挙げている三つのことを、それぞれ日本語で説明しなさい。

④ 下線部 (Y) の中の this の内容を 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 日本の大学生の Yuki が、夏休みを利用してチェコ(the Czech Republic)へ行き、カレル大学(Charles University in Prague)の学生たちと会いました。次の文は、その時の体験や感想を翌月ブログに書いたものの一部です。英文を読んで ① ～ ⑦ に答えなさい。

Most Japanese people don't know much about the Czech Republic, do they? As for me, before I visited the Czech Republic, I couldn't point out the country on a map. I didn't think that there was a close friendship between Japan and this country. It was just one of the European countries for me.

When I was in the Czech Republic this summer, I found many kinds of Japanese textbooks at the bookstores. There were more Japanese textbooks than I imagined. You may find Japanese textbooks in the Czech Republic more easily than you find Czech textbooks in Japan. I was surprised and felt happy to find that there were a stack of books about *Miyamoto Musashi* in the middle of the bookstore. I always feel happy when I find something from Japan in a foreign country, (1) because it shows that the people living there like Japan or Japanese things.

After I came back to Japan, I studied more about the relations between the Czech Republic and Japan. I have found these two countries have a history of exchange for more than one hundred years. In the Meiji era, some Japanese people visited the Czech Republic to learn how to brew beer or raise fish. When I was in the Czech Republic last month, I didn't know that so many Japanese people came to that country in the Meiji era. (2) Now I'm very impressed to know that the Japanese people who lived more than one hundred years ago also saw the same beautiful statues on the Charles Bridge that I saw last month. (A)

I visited Charles University in Prague and met some students who were studying Japanese language and literature. One of them was interested in *tanka*, a classical Japanese verse. He told me that he liked *Saigyō*, so I said to him, "Which do you like best in all of his *tanka*?"

Then he answered in beautiful Japanese. This is the *tanka* which he liked best (in the right box). I was surprised to hear his answer and deeply moved because the young Czech man was interested in Japanese classical literature. [] (B) But he enjoyed it and really appreciated the mixed feelings and deep love for cherry blossoms in this *tanka*. It was summer when I visited the Czech Republic, so I didn't see any cherry blossoms there. I don't know whether Czech people enjoy cherry blossoms ㉓ just as Japanese people do, but I can say one thing. That student seemed to understand that *Saigyō* was really fascinated by cherry blossoms. [] (C) He understood and shared the Japanese sense of beauty. The Japanese sense of beauty is part of the base of Japanese people's way of thinking. This may mean he was able to understand Japanese people and Japanese culture.

Another Czech student said to me, "When I read Japanese sentences, *Kanji* is helpful. Each *Kanji* has its own shape, sound, meaning and image. I like to read sentences which include many *Kanji*. Even if I find a Japanese word which I don't know, I can guess its meaning from *Kanji*. But these days, newspapers in Japan don't use some difficult *Kanji*. I'm afraid this will spoil the images of Japanese words which *Kanji* creates. As a result, I have found the sentences in newspapers more difficult for me. Without *Kanji*, I can't guess the meanings of Japanese words I don't know. I also think that Japanese words written in *Kanji* have their own nuance and flavor and I really enjoy it." [] (D) He appreciates the meaning and image of each word in our language. He loves our language like his native language. I was happy when I saw his attitude towards learning Japanese.

At this university I saw some Japanese lessons. All the students were studying quietly and very hard. When I saw them, I said to myself, "Learning a language is an important thing, of course, for the learners in other countries, but it is also important for the people who use it as their native language!" When you learn a foreign language, you will know better about other countries through the language, just like the student who likes Japanese *tanka*. To know about a foreign country is to understand it better. If you don't know about something well, you'll just be afraid of it or you may think of it as a bad thing. When you know and understand a country better and more deeply, you will surely love that country. Learning a foreign language may be very difficult, but I think we will get over that difficulty if we really [] (E).

I would like to say to the students who are studying Japanese language far away in the Czech Republic, "Thank you for loving Japan! I hope our friendship will last forever."

注) as for ～ ～について言えば a stack of ～ 積み上げられた～ relations 関係 exchange 交流 the Meiji era 明治時代
 brew beer ビールを醸造する raise 育てる statue 像 Charles Bridge カレル橋 (プラハにある橋の名前) literature 文学
 classical 古典的な verse 詩形 appreciate ～ ～を鑑賞する, 味わう mixed いろいろな感情の入り混じった
 whether ～ ～かどうか fascinated 心を奪われた include ～ ～を含む spoil ～ ～を損なう as a result その結果
 nuance and flavor ニュアンスや趣 attitude towards ～ ～に対する態度 get over ～ ～を克服する

① 文中の [] (A) ～ (D) に最も当てはまる英文を次のア～エから選び、記号で答えなさい。ただし、同じ記号は一度しか選ぶ
 ではないけません。

ア He knew cherry blossoms were something special for Japanese people.

イ Exchanges between the Czech people and Japanese people have a long history.

ウ For this student, a foreign language is more than just knowledge.

エ It is difficult even for Japanese people to understand this.

② 文中の [] (E) に当てはまる適当な英語を5語以上10語以内で答えなさい。

③ Yuki の文章に基づいて、次の質問に英語で答えなさい。

Which is easier, finding Japanese textbooks in the Czech Republic, or finding Czech textbooks in Japan?

④ 下線部 (1) の中の it の内容として最も適当なものを次のア～エから選び、記号で答えなさい。

ア 宮本武蔵の本 イ 外国の人の日本への特別な好意 ウ 私がかうれしく感じる気持ち エ 外国で見つけた日本のもの

⑤ 下線部 (2) のように Yuki が感じた理由を、60字以内の日本語で説明しなさい。ただし、「,」「。」も1文字と数えます。

⑥ 下線部 (3) の中の do の内容として最も適当なものを次のア～エから選び、記号で答えなさい。

ア enjoy cherry blossoms

イ know whether they have cherry blossoms

ウ visit a foreign country

エ understand the Japanese sense of beauty

⑦ 本文の内容と一致するものを次のア～オから一つ選び、記号で答えなさい。

ア Yuki visited the Czech Republic to teach Japanese at the Czech university.

イ Yuki met a Czech student who was interested in Japanese classical music.

ウ Yuki enjoyed cherry blossoms with some students in the Czech Republic.

エ Yuki thought learning Japanese in the Czech Republic is also important for Japanese people.

オ Yuki found that European people can learn other European languages easily.

あくがるる心はさてもやま桜
 ちりなむのちや
 身にかへるべき
 西行