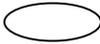
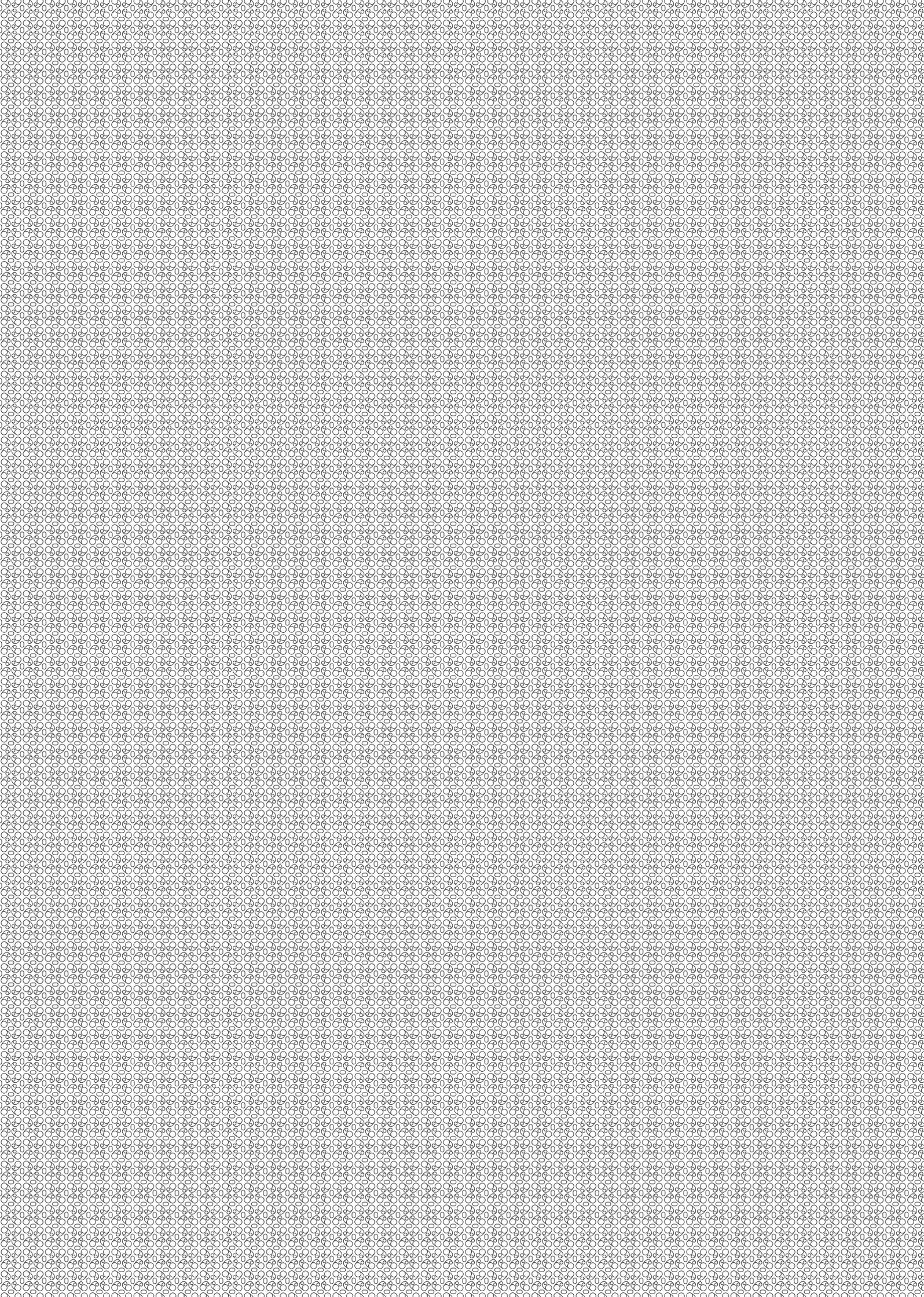


英 語

注 意

- 1 問題は **1** から **6** までで、19 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 10 分です。
- 3 最初に **1** から **3** のリスニングテストを行います。
- 4 声を出して読むではいけません。
- 5 答えは全て解答用紙に HB 又は B の鉛筆 (シャープペンシルも可) を使って明確に記入し、解答用紙だけを提出しなさい。
- 6 答えは特別の指示のあるもののほかは、各問のア・イ・ウ・エのうちから、最も適切なものをそれぞれ一つずつ選んで、その記号を書きなさい。
- 7 答えは解答用紙の決められた欄からはみ出さないように書きなさい。
- 8 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 9 受検番号を解答用紙の決められた欄に書き、その数字の  の中を正確に塗りつぶしなさい。
- 10 解答用紙は、汚したり、折り曲げたりしてはいけません。

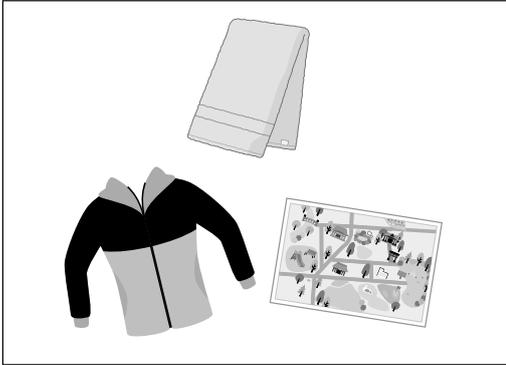


リスニングテスト (放送による指示に従って答えなさい。)

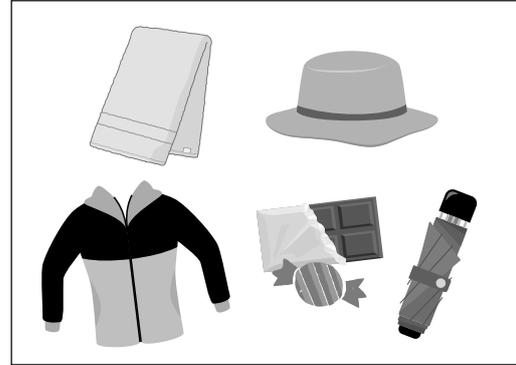
1 次のの中から適するものをそれぞれ一つずつ選びなさい。

〔1〕

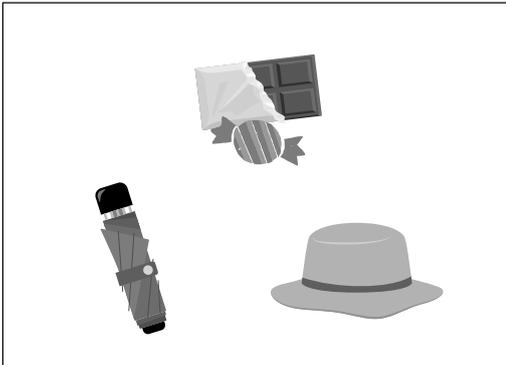
ア



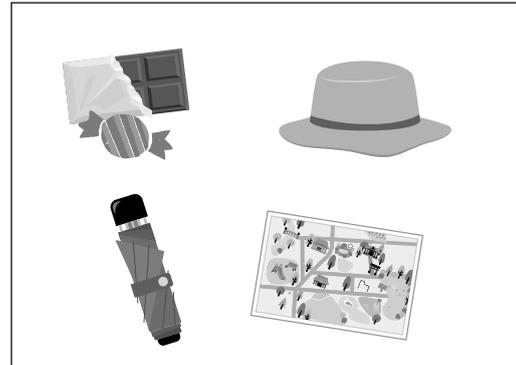
イ



ウ

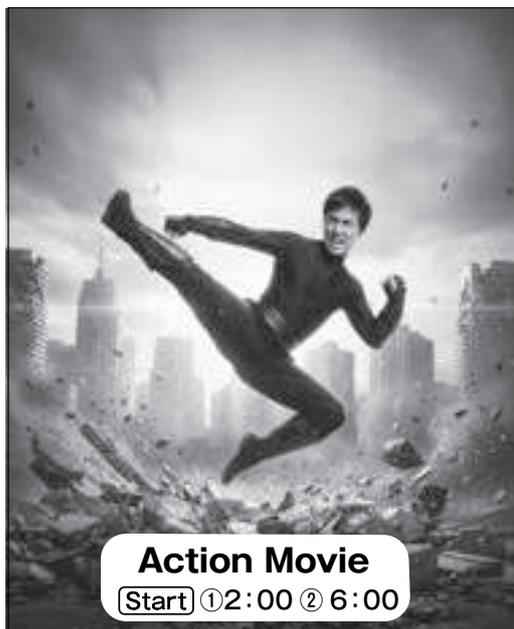


エ



[2]

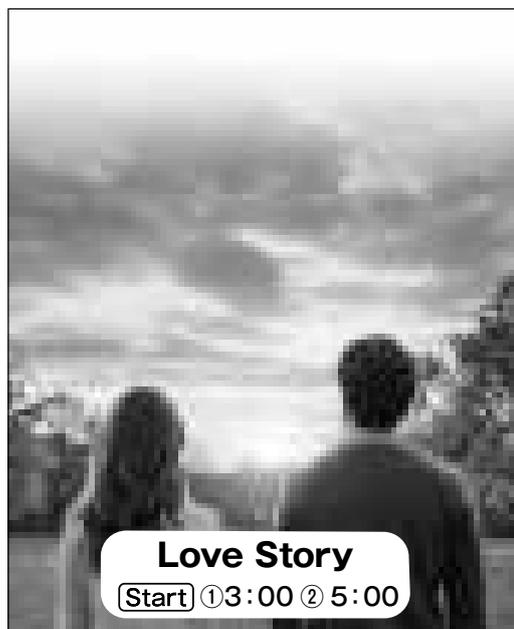
ア



イ



ウ



エ



2

次の中から適するものをそれぞれ一つずつ選びなさい。

A

[1]

- ア Everyone must pay to use it in the afternoon.
- イ It will be used by the student and his classmates until 3:00.
- ウ There is enough space for the student and two classmates.
- エ It is the room with a blackboard and a computer.

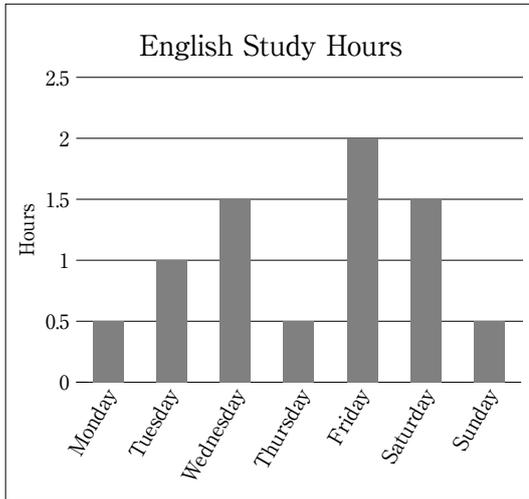
[2]

- ア The library tour is free for everyone and held every Wednesday.
- イ The afternoon tour is open to students and lasts for an hour.
- ウ Students need to come fifteen minutes before the afternoon library tour to join it.
- エ The library tour starts at the sign in front of the entrance.

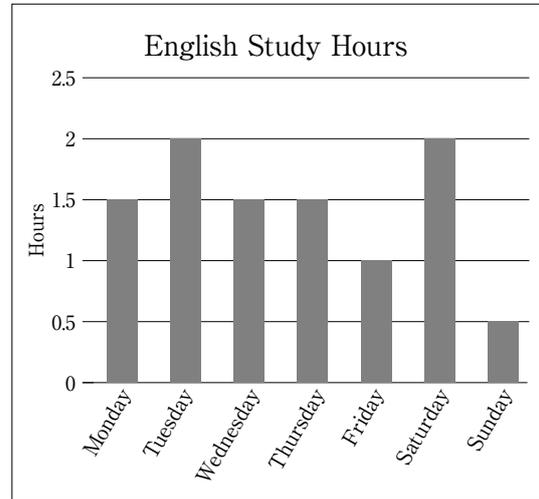
B

[1]

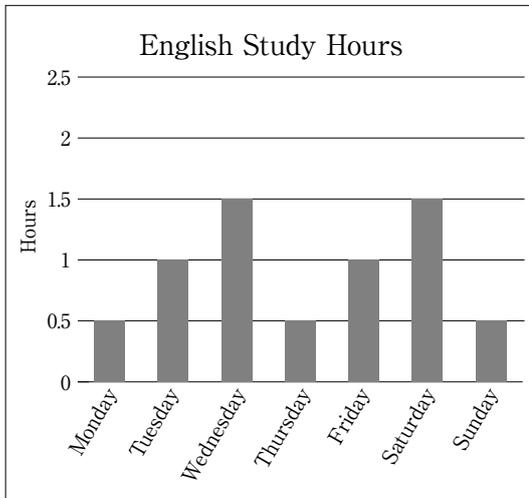
ア



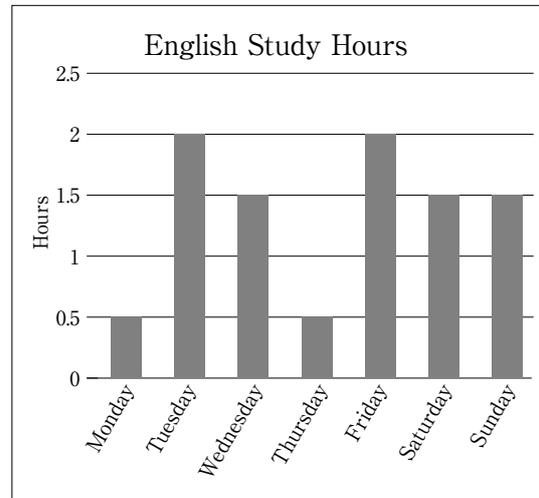
イ



ウ



エ



[2]

- ア Keep a record of her study time to know how long she studies every day.
- イ Take short breaks only on weekends when she has more free time to relax.
- ウ Start to study at the same time every day to make studying part of her daily life.
- エ Study a different subject when she is too tired and she cannot study English any more.

3

次のア～キの中から適するものを二つ選びなさい。

- ア In Kokusai Tower, the lower floors are designed as living areas for people from various countries.
- イ The products used in building should be good for the environment because designers want to be kind to the earth.
- ウ Designers often work with many other people, so sometimes designers must change their designs.
- エ Computer skills are necessary for the speaker because he often gets new ideas while designing with a computer.
- オ Special computer programs are used after the building is built to check how people move around and how the light comes in.
- カ Drawing good designs and solving problems are more important than being nice to other workers.
- キ The best parts of the speaker's job are to finish drawing the buildings, and to see that people are living or working in the buildings.

筆記テスト

4

次の文章を読んで、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。)

There are good points and bad points to everything. In Hiroto's case, he often acted before he thought and sometimes made mistakes. His parents told him to think and act more carefully and often said to him, "Haste makes waste." ⁽¹⁾ However, Hiroto thought it was not so bad. He thought that he would have better chances by acting before thinking, and in fact, he often got information earlier than his friends by doing so. He never missed a chance thanks to his *quick actions. He did not think he needed to tell his parents why he acted quickly, though.

One day when Hiroto was reading a newspaper, he found an article about a *founder of a *Nonprofit Organization (NPO). In the article, the university student founder, Aoi, started doing volunteer work when she was a high school student, such as *donating things and helping younger students with their homework. This gave Aoi a new view of society, and she started an NPO with her friends. Hiroto was moved by the article, and then he thought of his good friend, Mana. Mana always said that she wanted to join a volunteer program because she wanted to become a *social worker for children in the future. Hiroto thought it would be good for Mana to see different points of view of society through volunteer work like Aoi did.

⁽²⁾ The next day, Hiroto showed the article to Mana. It was Mana's first time hearing about the article, and she liked it very much. Hiroto *encouraged her to start planning to do volunteer work soon because he thought that this was the best *timing for her, just like the *saying "Make hay while the sun shines." If she really wanted to do something, she should do it right away. However, Mana wouldn't start. Although Mana said she really wanted to do volunteer work, she said she was too busy studying, doing club activities, and preparing for the school festival. Hiroto thought that Mana spent too much time preparing and thinking before she took action. When Hiroto and Mana were in junior high school, they had the chance to do a homestay in their town's sister city in Canada. Mana wanted to join the program. However, she spent too much time worrying about her English, so she missed the *deadline. She couldn't participate in the program. Hiroto knew that Mana felt sad about that. ⁽³⁾ Hiroto and Mana's actions were different from each other. Hiroto thought that Mana needed to take action earlier.

The next day, Hiroto told Mana about his idea. The idea was that Hiroto, Mana, and their tennis club members would invite children and teach them tennis on their school festival day, because many people would visit the school on that day. He wanted his teammates to have a good experience through the volunteer event. Mana was surprised that Hiroto was planning such a big event by himself, because she always asked for

advice from other people. She thought that their teammates should think about his idea together. Mana asked Hiroto to go with her to talk with Ms. Sudo, their club teacher, to ask for advice on how to make his idea better.

In the teacher's room, Hiroto and Mana talked to Ms. Sudo about his idea of doing volunteer work on their school festival day. Ms. Sudo said their idea sounded good, but she could not say "Yes" right away. Their teammates did not have any experience with volunteer work. In addition, the school festival was a big event for the students, and they would be too busy, so they could not have a volunteer event on the same day. Mana said, "If it's difficult to have the event on the school festival day, how about doing it on a Saturday after our tennis practice? We will have more time then." Ms. Sudo agreed and said, "If you talk about the *details with your teammates in the next meeting, your idea will become better, Hiroto." "Thank you, Ms. Sudo. I'll do that," answered Hiroto.

After leaving the teacher's room, Hiroto thanked Mana for going with him to talk with Ms. Sudo. Hiroto understood that asking for other people's ideas would give him a different view. He remembered the meaning of the saying "Haste makes waste." It means if you *hurry, you will make mistakes. It's important to think carefully. Hiroto knew the saying, but finally he was able to realize its meaning after talking with Ms. Sudo, and he knew Mana helped him realize that. Hiroto said to Mana, "I just wanted to do something together, and this is a great chance." Mana said, "Thank you for thinking of me, Hiroto. You can be a good *accelerator for me, and I can be a good *brake for you." ⁽⁴⁾ Then they laughed.

At the meeting on the next day, Hiroto explained the volunteer event he and Mana were planning to the members of their tennis club. The members agreed to play tennis with the children. However, some beginner teammates were worried and asked for advice. They said, "We cannot do anything with the children because we cannot play tennis well." Mana answered, "Just teach them the things you can do, such as how to prepare to practice tennis and how to hold a racket. Please tell them about the things you were taught at our club. That will be a big help." All of them agreed.

On the volunteer day, six elementary school students joined the event. All of Hiroto's teammates knew what to do. Hiroto hit balls to the children and gave them advice on how to improve their skills. Beginner teammates taught the children who did not know how to hold a racket or *swing it. The children who could play tennis well played games with Hiroto and one of his teammates. All of the teammates and children enjoyed the event.

While Hiroto was playing tennis with the children, he remembered when he first hit a tennis ball. It did not even go over the net. However, he became a better player by practicing. It was so exciting. He wanted other people to have the same experience.

When he played tennis with Mana and gave her some advice, she told him that his way of teaching tennis was good. He realized he liked teaching, so in the future, maybe he could teach tennis as his job.

On the way home, Mana said to Hiroto, "I have decided to plan my next steps for the future. Will you help me?" Hiroto was happy to hear her words, and he promised to support her. Hiroto said to Mana, "I have learned a lot from this volunteer event. I want to be a person who plans well and takes action at the right time. Next time, if I plan a new volunteer event, I will ask other people for their opinions. If I act too fast, please tell me the saying "Haste makes waste" again, and I'll think carefully like I did this time."

〔注〕 quick 素早い	founder 創設者	
Nonprofit Organization 民間非営利組織		donate 寄付する
social worker ソーシャルワーカー		encourage 促す
timing タイミング	saying ことわざ	deadline 締め切り
detail 詳細	hurry 急ぐ	accelerator アクセル
brake ブレーキ	swing 振る	

〔問1〕 下線部 ⁽¹⁾ However, Hiroto thought it was not so bad. とあるが、その時の Hiroto の考えとして最も適切なものを、次のア～エの中から選びなさい。

- ア When Hiroto's parents told him to think about his actions, he always wanted to explain why he did not act more carefully.
- イ Actually, Hiroto took the meaning of "Haste makes waste" as "we should do it immediately, or we will waste our time."
- ウ Hiroto always got information earlier than Mana, so he thought he was going to use this skill to be a good social worker.
- エ Hiroto thought his actions had positive effects, because he had good experiences when he acted right away.

〔問2〕 下線部⁽²⁾ The next day, Hiroto showed the article to Mana. について、次の質問の答えとして最も適切なものを下のア～エの中から選びなさい。

Why did Hiroto show the article to Mana?

- ア Because Hiroto thought Mana wanted to learn how to create an NPO through experiences such as donating things and helping children with their homework.
- イ Because Mana knew about Aoi who started an NPO and asked Hiroto to bring the article with him to talk about it together.
- ウ Because Hiroto wanted Mana to participate in volunteer work right away for her future goal of becoming a social worker who understands various points of view.
- エ Because Hiroto wanted to decide when to start the volunteer event, and he thought he and Mana needed more time to plan it.

〔問3〕 下線部 ⁽³⁾Hiroto and Mana's actions were different from each other. について、Hiroto と Mana のお互いの行動パターンに対する考えを次のように書き表すとき、本文の内容と合うように、①と②と③の中に入る語句の組み合わせとして最も適切なものを、下のア～カの中から選びなさい。

Hiroto tried to act as the saying, “.” Hiroto wanted to . On the other hand, Mana .

ア

- ① Make hay while the sun shines
- ② take quick action because he thought he would have better opportunities
- ③ needed time to think about her ideas with other people before deciding and taking action

イ

- ① Make hay while the sun shines
- ② move forward with the best timing when he came up with a new idea
- ③ tried to ask for advice from people around her about how to act more quickly

ウ

- ① Make hay while the sun shines
- ② think more carefully before planning the best time for a new event
- ③ thought that preparing for something carefully would give her better ideas

エ

- ① Haste makes waste
- ② take quick action because he thought he would have better opportunities
- ③ needed time to think about her ideas with other people before deciding and taking action

オ

- ① Haste makes waste
- ② move forward with the best timing when he came up with a new idea
- ③ tried to ask for advice from people around her about how to act more quickly

カ

- ① Haste makes waste
- ② think more carefully before planning the best time for a new event
- ③ thought that preparing for something carefully would give her better ideas

〔問4〕 下線部 ⁽⁴⁾ Then they laughed. について、本文の内容と合うように、次の質問の答えとして最も適切なものを下のア～エの中から選びなさい。

Why did Hiroto and Mana laugh then?

- ア Because Hiroto and Mana felt happy when Ms. Sudo said that his idea of a volunteer event was so good and did not need to change.
- イ Because Hiroto and Mana realized their teammates would help them when they needed to turn his idea of a volunteer event into a plan.
- ウ Because Hiroto and Mana would work well together to make a new plan at the right time though they had different ways of acting.
- エ Because Hiroto and Mana helped each other with their actions though both of their parents told them to stop taking action quickly and thinking too much.

〔問5〕 本文の内容と合うように、ボランティア活動の前と後の Hiroto の考えを次のように書き表すとき、①と②に入る語句の組み合わせとして最も適切なものを、下のア～エの中から選びなさい。

Hiroto thought before telling Ms. Sudo about his idea of a volunteer tennis event. Through the volunteer tennis event with his teammates, .

ア

- ① his volunteer tennis event would be better if Hiroto and Mana started it right away
- ② he wanted other people to become a tennis coach because he loves tennis so much

イ

- ① he and Mana would be so busy that they could not join the volunteer event on the school festival day
- ② he was sure his future volunteer plan would work well with help from his teammates

ウ

- ① having a volunteer tennis event would be good for everyone, including the children
- ② he wanted to show his teammates that everyone had a different way of planning a good event

エ

- ① his plan was good because many people would come to school on the school festival day
- ② he realized that he could make his next volunteer plan better by talking with other people

〔問6〕 本文の内容と合うものを、次のア～カの中から二つ選びなさい。

- ア The article about Aoi encouraged both Hiroto and Mana, so they asked their teammates to have a volunteer event together in the teacher's room.
- イ When Hiroto talked about his idea of the event with his teammates, some of them were worried about what to do on the volunteer day.
- ウ When Hiroto and Mana were in junior high school, Hiroto realized what he wanted to do as his future job and Mana said to Hiroto that taking action quickly would bring good luck.
- エ When Mana was a junior high school student, she tried to participate in a homestay program, but she gave up because she was so busy that she could not do her club activities.
- オ Mana encouraged Hiroto to have a volunteer tennis event by asking people around them how to do it.
- カ Through the volunteer event, Hiroto learned that it was important to listen to other opinions and to think carefully when he planned to start a new action.

5

次の文章を読んで、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。)

There are many languages in the world. People who speak different languages may sometimes see the world in different ways. This means that our way of thinking about the world may be different in different parts of the world.

One example often used to show the effect of language on our way of thinking is color. Each language has a different way of naming colors. For example, in Japanese, the “go” light on a traffic light is called “blue,” but in English and many other languages, the same light is called “green.” So, do Japanese speakers and English speakers see these lights as different colors?

⁽¹⁾ Let's look at what science says about this question. First, how many words for colors does each language have? Every language has some *basic color words. These are words like “red” or “blue.” They are not *mixed color names like “light green” or “blue-green.” Basic color words are simple and cannot be *broken into other words.

In English, there are eleven basic color names. These are black, white, *gray, red, yellow, green, blue, pink, purple, orange, and brown. In Japanese, the number of the basic color names is around the same. One group of researchers studied 119 different languages. They wanted to know how many basic color names each language had. They found that the language spoken by the Dani people living in *New Guinea had only two words for colors. One word was for a light color like “white,” and the other was for a dark color like “black.” Many other languages had three to six basic words for colors. Only eleven of the 119 languages had ten or more basic color words.

The researchers also wanted to know *whether many languages named colors in the same way, so they did more research. This time, they used the Munsell Color System. This system *describes colors *objectively in three ways, hue (type of color), value (how light it is), and chroma (how bright it is). This system uses symbols and numbers to show colors. For example, if a color shows the hue as “5G,” the value as “6,” and the chroma as “8,” it is written as “5G 6/8.” The researchers showed 330 color cards from the Munsell Color System to speakers of 110 languages. The people were asked to say the basic color names of the colors they saw on the cards. After that, they were asked to choose the color card that represented the color the best. For example, if the person who answered these questions said, “I see green,” the person would choose a green card. This was called a “hit.” The colors with the most hits were black and white. This means a lot of languages have color words like black and white. It is interesting that Dani language speakers also have color words like black and white as their main colors.

The people who speak the Dani language do not have different names for each of the colors red, yellow, and orange. So, do they think these colors are the same color? To study this, scientists used the Munsell Color System. They showed the Dani speakers the color cards one after another. Then they asked the Dani speakers which color card they saw before. If the Dani people really thought red, yellow, and orange were the same, they would not be able to remember which one they saw, but in fact, they remembered. They recognized these colors just as well as the English speakers in the test. This shows us something important: (2).

Some scientists also did *experiments with children and found that children learn the words for colors slowly. Many children cannot use color words *correctly until they are almost three years old. It takes a long time for children to learn to use the color words of their language.

Another way language affects thinking is the part of an item people pay attention to. For example, some languages use “classifiers.” These are special words added to numbers. They describe the shape or *material of the items that people are counting. The *Mayan language has “classifiers.” When Mayan speakers say “one *candle,” they say “un-tz’iit kib.” “Un” means “one.” “Tz’iit” is the classifier. “Kib” is the word for candle. In this case, the shape of the candle is described as thin and long by the classifier.

(3)

In 1992, other researchers did ⁽⁴⁾ an interesting experiment about this fact.

In this study, people were shown a small box made of *cardboard. Then they were shown two other things, a plastic box (same shape) and a *flat piece of cardboard (same material). They had to choose which one was more similar to the first item. Most English speakers chose the plastic box. Most Mayan speakers chose the flat cardboard. Why? This experiment shows that English speakers who have no classifiers look at the shape of things, and Mayan speakers who use classifiers look at what things are made of. This difference in language changes how people *classify things. When the same experiment was given to children under seven years old, both English speakers and Mayan speakers chose by shape. This shows that young Mayan speaking children do not use classifiers well yet. When children develop their language skills, their way of looking at things may change.

Let’s now look at how people understand space. We often talk about where things are with words like “front,” “back,” “left,” and “right.” These are very common and are called *relative *directions. However, many languages in the world do not use these

words. For example, the Guugu Yimithirr people living in Australia do not use “left” or “right.” Instead, they use the *fixed directions “north,” “south,” “east,” and “west.”

When English speakers say, “The computer is on the left of the TV,” a speaker of Guugu Yimithirr may say, “The computer is to the west of the TV.” These speakers always know where north, south, east, and west are without a map. This skill is called “dead reckoning.” Studies show they are often better at this than left–right word users.

Also, this difference shows how language can affect the way we *define the “same.” Some researchers did ⁽⁵⁾ an experiment with toy animals. In the study, people saw three animals in a row. Then the people were asked to turn 180 degrees and asked to make the same row again. The problem was, what is the “same”? People who use relative directions often thought, for example, “I saw the first animal toy, a lion, on the left side, so I will put the lion on the left again.” After the people turned, they still put the lion on their left. However, people who use fixed directions were different. After they turned, they put the toy animals in the same east–west order as before.

In addition, some research shows that, for young children who have not learned words like “left” and “right,” it is more natural to use fixed directions, like north or south. So, we learn how to use the words “left” and “right” through language.

Language affects the way people see things and the words they use to describe these things. When we learn a language, we also learn how to look at the world in that language. Our way of thinking and talking about the world is connected to our language. We usually think that our way of thinking is common. However, there are many other ways to see the world. Learning a new language is not just about learning new words. It also helps us learn new ways of thinking.

〔注〕 basic 基礎の	mixed 混じり合った	break into 分解する
gray 灰色	New Guinea ニューギニア	
whether ~かどうか	describe 描写する	objectively 客観的に
experiment 実験	correctly 正確に	material 素材
Mayan マヤ語の	candle ろうそく	cardboard 厚紙
flat 平らな	classify 分類する	relative 相対的な
direction 方位	fixed 絶対的な	define 定義する

〔問1〕 下線部 ⁽¹⁾ Let's look at what science says about this question. について、本文の内容と一致するものを、次のア～エの中から選びなさい。

- ア There are basic color names which languages use in different ways, but the Munsell Color System describes colors with symbols and numbers, so people can recognize them objectively.
- イ One study looked at 119 languages and their words for basic colors, and it found out that only ten languages had more than eleven basic color names.
- ウ The Munsell Color System uses three parts to express colors, and it was used to study how the Dani speakers learn basic color names.
- エ The Dani language has only two basic color names, and a study says the Dani speakers cannot correctly find the difference between red, yellow, and orange, but English speakers can.

〔問2〕 本文中、 の中に入れるのに適切でないものを、次のア～エの中から選びなさい。

- ア people can remember and describe the difference between colors, though their language may not have many basic color words.
- イ we use different words for colors in different languages, but language does not affect how people can see or understand colors.
- ウ the number of basic color names in a language affects how people's eyes work and what colors they notice.
- エ the way people see colors is not affected by the words in their language, so speakers of languages with few color words can still see colors just as well as others.

〔問3〕 の中には、次の英文が入る。本文の流れに合うように正しく並べ、記号で答えなさい。

- ア These examples of the two languages show that classifiers affect how people see things.
- イ In other words, they affect what part of a thing they pay attention to.
- ウ So, English speakers just say "one dog" or "two cars."
- エ On the other hand, in English, there are no classifiers like this.

〔問4〕 下線部 ⁽⁴⁾an interesting experiment について、本文の内容と一致しないものを、次のア～エの中から選びなさい。

- ア When children choose the “same” thing, the part of the thing they look at may change through learning a language.
- イ English speakers often look at the shape of the thing when they choose the “same” as the box, and they choose the flat cardboard.
- ウ Mayan speaking children under seven years old often choose the “same” as the box in a different way from most adult Mayan speakers.
- エ Mayan speaking children under seven years old often choose the “same” as the box in the same way as most adult English speakers.

〔問5〕 下線部 ⁽⁵⁾an experiment with toy animals について、本文の内容と一致するものを、次のア～エの中から選びなさい。

- ア The speakers who use fixed directions always did the same as the speakers who use relative directions, and decided that the toy animal on the left side was first in every situation.
- イ The speakers with relative directions always followed east-west directions, while the speakers with fixed directions only used left and right when thinking about the “same.”
- ウ People in the study saw five toy animals in a row, and after the people turned, they tried to make the “same” row again.
- エ The speakers with relative directions turned 180 degrees and still put the same toy animal on their left side again to make the row the “same.”

〔問6〕 次の質問の答えとして、本文の内容と一致するものを、下のア～エの中から選びなさい。

Which explanation is true about the story?

- ア “Hits” are the colors people picked as the first colors they remembered in the study.
- イ “Classifiers” are the words which are used in a test to show how children remember numbers to count.
- ウ “Relative directions” are the names of special maps that show the fixed position of things in the world.
- エ “Dead reckoning” is the word for the skill of knowing each direction without a map.

〔問7〕 本文の内容と合うものを、次のア～カの中から二つ選びなさい。

- ア Science shows that every language has basic color words, but these are always mixed colors like “light green,” and no language has simple words like “red.”
- イ English has eleven basic color names, such as red, green, and blue. Japanese has a similar number, but not all languages have so many basic color names.
- ウ Children learn color names at a slow speed, and many children cannot say them well before age three, and they take a long time to improve.
- エ The Mayan language uses classifiers after the thing’s name, and they are special words to show its shape or material.
- オ Studies show that children use words like “north” and “south” from a very young age, but it is not natural for them to use fixed directions.
- カ Language and thought are connected, but learning new words in another language does not affect how people see or think about the world.

6 次の A と B の絵は、それぞれ海外から日本へ来た観光客 A Jack と B Mary が困っている様子を描いたものである。それぞれの状況を簡潔に説明しなさい。また、あなたなら Jack や Mary にどのような手助けをしますか。Jack か Mary のどちらかの状況を選び、あなたがどのような手助けをするのかを具体的に述べなさい。60 語以上の英語で書くこと。ただし、「,」や「.」や「?」などは語数に含めないものとする。

A Jack



B Mary



