

# 今治明德高等学校

平成21年度 学力検査

## 英語問題 一矢田分校一般入試一

受験番号	
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\*解答は、すべて別紙解答用紙の該当欄に記入しなさい。

### ① 〈リスニング問題〉

やや長い英文を聞いて答える問題です。はじめに本文が読まれ、次に本文の内容についての質問があります。それぞれの質問の答えとして最も適当なものをア、イ、ウ、エの中から1つ選び、その記号を書きなさい。本文と質問はそれぞれ2度読まれます。なおア～エの答えの英文は読まれません。

#### Question 1

- ア New York.
- イ A Japanese High School.
- ウ London.
- エ A bank.

#### Question 2

- ア Akane.
- イ Keisuke.
- ウ Linda.
- エ Hiroe.

#### Question 3

- ア Two times.
- イ Three times.
- ウ Four times.
- エ Five times.

#### Question 4

- ア To learn British culture.
- イ To eat sushi.
- ウ To watch cricket.
- エ To come back to London again.

② 次の英文を読んで、あとの問に答えなさい。

*Mottainai* is a Japanese word. A long time ago people used this word to say, "Thank you. But it is too much for me." Today people still use the word in this meaning. But people often use it in a different meaning. If you buy a notebook before finishing your notebook, someone of your family will say, "*Mottainai*." It means, "( ① )"

Now *mottainai* has become a word for an ecology campaign. Who began to use this Japanese word for the campaign? A Kenyan woman did. She worried about the nature of her country. She wanted to save ② it and began the Green Belt Movement in 1977. Since then, she and her members have planted about 30,000,000 trees or more. Her name is Wangari Maathai. In 2004, she became the first African woman to get the Nobel Peace Prize. This news made her very famous in the world.

Maathai visited Japan in ( ③ ), 2005. ④ When her stay in Japan ⑤ something important happened ⑥ to her. She met the Japanese word *mottainai*. Then she became very happy to learn that the word had an important idea for the earth. ⑦ She wanted many people in the world to know it. So she began to use it in her speeches around the world. Thanks to the Kenyan woman, many Japanese people noticed that the idea of *mottainai* was wonderful.

There are many people who are working hard for the earth. What can we do for the earth? Some of you think that it is very difficult to plant many trees like her. Don't worry. There are ⑧ many other things we can do around us. For example, turn off the TV when you are not watching it. Stop using too much water when you wash your hands. Take your bag when you go shopping. You will find that these things are not so difficult.

The earth is for all the people who live here together. But remember that it is not only for the people living now. We must think of the people who will live in the future. We have to work with the idea of *mottainai* for ⑨ them.

- (1) ( ① ) に入るのに最も適当な文をア～エから1つ選び、その記号を書きなさい。  
ア Wait. If you buy a new notebook, you should buy a better one.  
イ Wait. You should not buy another notebook because I have some notebooks here.  
ウ Wait. If you buy a new notebook, buy one at that supermarket.  
エ Wait. You can still use it. You don't have to buy another one.
- (2) ②の *it* は何を指しているか。本文中から英単語5語で抜き出しなさい。

- (3) ( ③ ) に「2月」を表す英単語を書きなさい。  
(4) ④の文の下線部 ①, ②, ③ のいずれかが文法的な誤りを含んでいる。誤りを含む下線部を1つ選び、その番号で答えなさい。  
(5) 下線部⑤を日本語に訳すと、次のア～エのうちどれになるか、その記号を書きなさい。  
ア 彼女は、「もったいない」という考え方を世界中の人たちに広めた。  
イ 彼女は、「もったいない」という考え方を世界中の人たちに知ってもらいたかった。  
ウ 彼女は、「もったいない」という考え方を世界中の人たちに認めさせたかった。  
エ 彼女は、「もったいない」という考え方を世界中の人たちにそれだと分らせたかった。  
(6) 下線部⑧の *many other things* はどのようなことをすることか、本文中の例を3つ、英語で抜き出しなさい。  
(7) 下線部⑦は誰を指しているか、本文中から英単語8語で抜き出しなさい。

③ 次の英文は、携帯電話 (cellphone) について各国の高校1年生が意見を述べたものです。それぞれの意見を読んであとの問に答えなさい。

Tom : I bought a cellphone last year. Cellphones are very useful, but sometimes they are not. When I went to school by subway yesterday, one man was using his cellphone on the crowded train. His large talking voice irritated people around him. Some of my friends bring them to school. The other day somebody's cellphone started ringing in class. Our teacher got very angry. If we use our cellphone, we should need to know the etiquette.

Maria : I just love my cellphone. I can call my friends at any time from any place. But it is useful in other ways, too. The other night I missed the last bus home from downtown San Francisco. It is not safe to walk around downtown at midnight. I called my father on my cellphone and he came to pick me up in his car. I feel very safe when I carry it in my bag.

Tomoko : I am not sure about cellphones because all of my family members do not have cellphones. Some scientists say they are not safe, especially for people with pacemakers. We must not use them in some places like hospitals, theaters, trains and buses. I think that is a good thing. You can always find a pay phone if you really need to make a call. It is not necessary for my family to have cellphones for all the time.

(注) irritate いらいらさせる pacemaker 脈拍調整器 pay phone 公衆電話

- (1) 次のア～カの意見を Tom, Maria, Tomoko のそれぞれの主張に分類しなさい。
- ア It is very safe to have a cellphone all the time.  
イ We have to know the manners if we want to use cellphones.  
ウ People are not allowed to use cellphones in some places.  
エ I do not know much about cellphones because I do not have it with me.  
オ We can call our friends at any time if we want to.  
カ Some families do not need to have cellphones.
- (2) Tomが地下鉄内で嫌な思いをした経験はどんな内容でしたか、日本語で説明しなさい。
- (3) Mariaが携帯電話を持っていてよかったと思った体験はどんな内容でしたか、日本語で説明しなさい。
- (4) Tomokoが下線のようにあることを a good thing だと言っています。何が(または何をすることが) a good thing なのですか、日本語で説明しなさい。

④ 次の英文を読んで、あとの間に答えなさい。

Japanese has a lot of words for rice : *ine, kome, mochigome, gohan, kayu* and so on. This is because the Japanese people live on rice. We can find a lot of examples like this in other languages. How about meat in English, snow in Inuit and camel in Arabic ?

Some English words such as game, party, humor and privacy do not have any exact Japanese equivalents. Why? Because these words refer to elements which are not, and have never been, part of our culture. On the other hand some Japanese words have no English equivalents. How do you put *giri* and *ninjo* into English ?

In some languages of South America and South Pacific there are no exact equivalents for the Japanese *isogu*. The people there may not need to hurry in their life. They do not have any words for *ganbare*, either. Thus each language reflects the way of living of the people who use it.

(注) equivalent 同義語 refer to 言及する element 要素  
thus このように reflect 反映する

次の質問の答えとして適当なものをア～エから選びなさい。

- (1) Why does Japanese have a lot of words for rice?  
ア Because Japanese people live in the rice field.  
イ Because Japanese people like rice better than bread.  
ウ Because Japanese people live on rice.  
エ Because Japanese people live with their family.
- (2) How do you put *giri* and *ninjo* into English?  
ア It is almost impossible to put them into English.  
イ We can put them into English by using a computer.  
ウ We must find their equivalents in the dictionary.  
エ It is easy to put them into Arabic.
- (3) What does each language reflect ?  
ア It reflects words and phrases of the language.  
イ It reflects any words for *ganbare*.  
ウ It reflects the way of living of the people who use the language.  
エ It reflects the equivalents and elements.

⑤ 次の英文の( )の中に入れるのに最も適するものをア～エの中からそれぞれ1つずつ選び、その記号を書きなさい。

- (1) Do you know the name of the bird ( ) in the trees ?  
ア is singing イ singing ウ sings エ sing

(2) How ( ) is it from here to the station?  
ア long イ far ウ old エ often

(3) A: Those oranges ( ) good.  
B: Yes. I ate one of them and it was good.  
ア look イ see ウ find エ watch

(4) Can you help me ( ) my homework?  
ア to イ with ウ on エ for

(5) ( ) Jack and Mary students at this school two years ago?  
ア Is イ Are ウ Do エ Were

⑥ 次の各日本文にあう英文になるように ( ) 内の語を並べかえ、3番目と5番目に入る語をそれぞれ記号で書きなさい。ただし、文頭にくる語も小文字で始まっています。

- (1) トムがどこに行ったのかわかりません。  
(ア Tom イ where ウ went エ know オ don't カ I).
- (2) 駅までバスでどのくらい時間がかかりますか。  
(ア to get イ take ウ it エ how long オ to the station カ does) by bus?
- (3) ひここの電車に乗れば松山に着きます。  
(ア train イ the ウ will エ there オ over カ take) you to Matsuyama.
- (4) 私たちの学校を案内しましょう。  
Let (ア school イ you ウ our エ show オ around カ me).
- (5) 私はメアリーにしばらく休憩するように言いました。  
(ア take イ told ウ I エ Mary オ a rest カ to) for a while.