

英 語

(問 題)

2023年度

〈R05171161〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は3～9ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべてHBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. 解答用紙記入上の注意
 - (1) 解答用紙の所定欄（2箇所）に氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
 - (3) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。
 - (4) 解答用紙は折り線のところで山折りにしてから解答すること。
 - (5) 解答に同じ記号が不自然に続く場合は該当部分を無効とするので注意すること。
5. 解答はすべて所定の解答欄に記入すること。
6. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも解答用紙は必ず提出すること。
9. この問題冊子は持ち帰ること。

A I～Ⅲの指示に従って設問に答えなさい。

I. 空所に入る最も適切なものをア～エから1つ選び、その記号を書きなさい。

- (1) I () such a beautiful sunrise before I went to Mt. Fuji.
 ア. have never seen イ. had never seen ウ. did never see エ. never see
- (2) It rained really heavily yesterday morning. () classmates were late for school.
 ア. Most of my イ. Most of ウ. Almost my エ. Almost
- (3) I was made () the piano by Mr. Sato last night.
 ア. practice イ. practicing ウ. to practice エ. practiced
- (4) Do you have any idea how much () to park here?
 ア. it will cost イ. will it cost ウ. cost エ. costs
- (5) The doctor advised me () too much sugar, so I'll give up eating cakes.
 ア. don't eat イ. not eat ウ. eat エ. not to eat

II. 以下の日本語に合うように、空所に入る語を答えなさい。なお、() 内に示された文字がある場合は、その文字で始まる語を書くこと。

- (1) この国では年々子どもが減っている。
 The number of children in this country () decreasing year by year.
- (2) 彼女の表情から判断して、彼女は嘘を言っていると思った。
 (J) from her expression, I thought she was telling a lie.
- (3) A: 家まで車で送ろうか?
 B: はい、お願いします。
 A: Do you need a (r) home?
 B: Yes, please.
- (4) ただの冗談だよ。真に受けないでね。
 It's only a joke. Don't (t) it seriously.
- (5) A: 君のタブレットを来月まで借りてもいい?
 B: 何を言っているんだよ。無理な要求だね。
 A: Can I borrow your tablet PC until next month?
 B: No way! You're asking too ().

III. 以下のア～エのうち、誤りを含むものをそれぞれ1つずつ選び、例にならって誤りを訂正しなさい。

例) He studies hard that he will surely pass the entrance examination.
 (ア) (イ) (ウ) (エ)
 (イ) → so hard

- (1) Mr. West has two sons. One works for a bank in Tokyo, and another studies Japanese at a language school.
 (ア) (イ) (ウ) (エ)
- (2) My father, who studied in Paris long ago, is good at speaking French, and so does my grandfather.
 (ア) (イ) (ウ) (エ)

B 次の英文は日本在住の外国人の視点から書かれた文章である。本文を読み、設問に答えなさい。

Entering Japanese junior high and high schools can be a confusing and anxious time, as school takes up more of our children's time and attention. As foreign parents, we may worry that we are "losing" them to Japanese society. Will there still be time for studying their parents' language or for taking trips to our home countries? One of the biggest reasons for these anxieties is school clubs — *kurabu katsudo* or *bukatsu*.

You could translate *bukatsu* as "after-school activities," but the translation hardly explains the importance of school clubs in young teens' lives. Once the decision is made to join a certain club, it is expected that a child will keep doing it until they "retire" in their final year to prepare for high school or university entrance exams.

School clubs may be seen as an early experience of Japanese company life, with such important Japanese values as working hard and the ability to put the group before yourself. In fact, as Japan got richer in the 1960s and 1970s, educators saw school clubs — particularly sports — as a way to improve student behavior and teach good manners to teenagers. ⁽¹⁾

Clubs offer a chance to make friends with students in other classes and grades, and to develop team spirit and self-control. They seem, however, to take every moment of a child's free time, leaving precious little time for anything else beyond school, homework, and meals. ⁽²⁾

Nia, a friend of mine, is having trouble with the second situation. Her son is in the soccer team at his junior high. While she isn't against the idea of clubs, ⁽³⁾ Nia questions the value of spending so much time on one activity, as her son has practice both before ⁽⁴⁾ and after school, and his weekends are filled with matches and practice games. "We all know of people who work so much that they have no time for family," she says. "*Bukatsu* is similar. It's all or nothing. You're in or you're out. **A** "

My own kids attended a private school. Although joining a club was seen as a good thing, the school had quite relaxed rules about the issue, and everybody took Sunday off. My son tried to start a club to play "flag (non-tackle) American football" and quickly gathered enough interested students. However, the school didn't want any new clubs. My son soon found a local team and joined that instead. Since he was also a boy scout, I thought boy scout activities and football would be more than enough, but **B** He also decided to join the school basketball team, after checking it was OK for him to miss Monday and Saturday practices. Somehow, ⁽⁵⁾ he managed all these interests for the rest of junior high. Not a lot of studying took place during this time in his school career, but he did develop good multi-tasking skills.

In general, non-sports or "cultural clubs" take less time. My friend Kathryn's daughter is a second-year student and a girl scout. She joined the art club, as it only meets three times a week and never on weekends. This ⁽⁶⁾ makes / continue with / it / possible / girl scout activities / to and family trips to the US in the summer. "The good thing about the art club was that the schedule (7) for other opportunities, like joining the school student council," says Kathryn.

Not all cultural clubs are as relaxed, (8). School bands and chorus clubs may take even more time than sports clubs, as we found when my older daughter joined the chorus club after entering junior high. They practiced six days a week, including Saturday mornings. I was also ⁽⁹⁾ them / on stage / able / see / to / perform sometimes.

Some schools have strict rules about clubs, as my friend Tania found. Students at her son's school must join a club because it's a small school and that's the only way they can make teams. "There are few clubs, and students must put in a lot of time and effort," Tania says. Her son finally got out of club activities, but had to pretend to be in a relaxed cultural club so that his classmates wouldn't get angry.

Claire's daughter, a dancer, chose to continue with her busy schedule of dance lessons and performances after starting junior high. Claire says the school was fine with this: "I was a little worried about the social side of not doing *bukatsu*, as teams tend to do everything together, even when not practicing, but it was never a problem." Her daughter will graduate (10) high school this spring, but Claire is not worried about the university entrance process. "Dance school activities can be used in the same way as *bukatsu* for university entrance," she says. "Doing anything for a long time shows passion, hard work, and effort."

⁽¹¹⁾ My youngest daughter followed in her sister's footsteps at junior high and joined the chorus club. When she left Japan and went to high school in New Zealand, however, she surprised us by joining the school's tough rugby club. She is also taking part in the school musical, so her schedule is even busier than that of her Japanese friends. Rugby season will end in May, and she'll have time to relax for a bit ... at least until the season for her other sport of soccer starts in June, anyway.

I. 本文のタイトルとして最も適切なものをア～エから1つ選び、その記号を書きなさい。

ア. The Complicated Situation of Japanese School Clubs

イ. How to Survive the Busy Schedule of Japanese School Clubs

ウ. The Merits of Japanese School Clubs

エ. Which Japanese School Club to Join

II. 下線部(1), (2), (4), (5), (11) とほぼ同じ意味・内容になるように、空所に最も適切な語を書き入れなさい。なお、() 内に示された文字で始まる語を書くこと。

(1) to improve student behavior = to (r) cases of students' bad behavior

(2) Clubs offer a chance to make friends with students in other classes and grades
= Clubs (e) students to make friends with those in different classes and grades

(4) Nia questions the value of spending so much time on one activity
= Nia is not sure whether spending a lot of time on a club is (w) it

(5) he managed all these interests = he (s) in doing everything he was interested in

(11) My youngest daughter followed in her sister's footsteps at junior high
= My youngest daughter did the (s) thing as her sister at junior high

III. 下線部(3) が指す1文を抜き出し、その最初と最後の2語をそれぞれ書きなさい。

IV. 下線部(6), 下線部(9) の【 】内の語句を文意が通るように、並べかえて書きなさい。

V. 空所(7), (8), (10) に入る最も適切なものをア～エから1つ選び、その記号を書きなさい。

(7) ア. allow イ. allowed ウ. to allow エ. allowing

(8) ア. instead イ. if possible ウ. however エ. sooner or later

(10) ア. on イ. for ウ. since エ. from

VI.

 ,

 に入れるのに最も適切なものをア～エから1つ選び、その記号を書きなさい。

 ア. How about doing more of it? イ. Is it really necessary?

 ウ. Isn't it great? エ. Does it help Japanese workers?

 ア. how wrong I was! イ. what a good guess I made!

 ウ. it was more than enough! エ. it was as I had expected!

VII. 筆者の息子に関する記述となるように、以下の英文の空所に入る1語をそれぞれ書きなさい。

Though the son did not spend a lot of time (①), he came to be able to do more than one thing at (②) time.

VIII. Tania の息子が通う学校に関する記述となるように、以下の英文の空所に入る1語を書きなさい。

Tania's son's school doesn't have enough students to make teams (u) everyone joins a club.

IX. 本文の内容として適切なものをア～カから2つ選び、その記号を書きなさい。

ア. There are foreign parents who want their children to have some connection with the parents' home countries.

イ. The translation of "bukatsu" into "after-school activities" makes its importance clear.

ウ. The author's son was not able to start a new club because he failed to attract other students.

エ. It is generally thought that "cultural clubs" expect students to lead as busy a school life as sports clubs.

オ. Any activity can help with the university entrance process if students do it for a long time.

カ. The author's youngest daughter's school days in New Zealand have been less busy than the author had expected.

C

次の英文を読んで、設問に答えなさい。Ⅰ～Ⅶの解答は最も適切なものを1つ選び、記号で答えること。

There was once a golden-haired dog who lived in a cave in the forest. She had two children. Amazingly, her children were two little human girls. The golden-haired dog loved her two little babies very much, and she worked hard to care for them. Every day, she went to find human food for them. Before she left the cave, she would say, "Dear daughters, stay and play in the safe area of the cave. Do not go outside. There are dangers in the forest."

The two little girls did as their mother said. The mother dog would return from the villages with fish or meat or rice for her children to eat. The mother dog would find whatever the girls needed. Because of their mother's love and protection, the girls lived a safe and happy life in their cave. They grew into beautiful young women.

One day, the mother dog left as usual, saying, "Dear daughters, stay and play in the safe area of the cave. Do not go outside. There are dangers in the forest."

That same day, a prince was hunting deep in the forest. Ahead of him, he saw a cave. At the cave's entrance sat two of the most beautiful girls he had ever seen. He felt he must protect these girls who were living in the forest. So, taking each girl by the hand, he took them from their home. They were too afraid to speak or run, so looking back and crying, they were taken from the forest.

When the golden-haired dog returned with food for her daughters, she found the cave empty. Where could her daughters have gone? She searched everywhere. She went into villages and towns looking for her daughters. She traveled for several months, but could not find them.

At last, hungry and tired, the dog reached the prince's palace. On either side of his palace were two smaller palaces. "These palaces," people told her, "are the homes of two beautiful young women the prince found in the forest." When the mother dog heard this, she knew these must be her daughters. She hurried to the first palace and spoke to the guard: "Please, may I see my daughter? I am her mother." The guard could not believe the sight of this dirty, thin, old dog trying to enter the palace. But the mother dog cried until he went to tell the girl, "There is an old dog at the door. It says it is your mother."

This daughter had gotten used to the rich life that the prince had given her. What would happen if the prince discovered that her mother was just an old dog? Surely he would send her back into the forest. "Do I look as if I had a DOG for a mother? Go and chase it away," she said.

The guard took a stick and ran after the dog until she left. She hid for several days, watching her second daughter and waiting. At last, she gathered her courage and said to the guard at the second palace, "My daughter lives here. Please tell her that I have come to visit."

Now, though this daughter loved her palace, she had never stopped thinking of her mother. As soon as she heard that a golden-haired dog was at the gate, the daughter ran to meet her. She carried the old, thin dog inside. She made a bed with soft pillows, brought food for her hungry mother, and gave her a bath. "Dear mother, now you will live here with me. I will take care of you," she promised.

Was the prince unhappy when he heard about the girl's mother? In fact, he was so pleased by how she cared for and accepted her dog mother that he chose this daughter to be his wife. And the other daughter? The prince wanted to send her back to the forest for what she had done, but her sister and mother asked the prince to let her stay with them, which he finally did.

※WEB掲載に際し、以下のとおり出典を追記しております：

From *Kindness Tales : World Folktales to Talk About*. Margaret Read Macdonald.
Copyright August House, Inc.

I. What did the golden-haired dog do each day when the girls were young?

- A. She told her daughters to help her find things to eat.
- B. She brought home things that her daughters needed.
- C. She went to the palace to get food for her daughters.
- D. She told her daughters to always play outside the cave.

II. Why did the prince take the daughters from their home?

- A. He was worried about them living in the forest.
- B. He knew that a dog could not protect them.
- C. He wanted to choose one of them to marry.
- D. He was sad that they didn't know how to speak.

III. What happened when the golden-haired dog tried to meet the daughter in the first palace?

- A. The daughter chased her away from the palace.
- B. The guard wouldn't tell the daughter about the dirty dog.
- C. The guard told the daughter a lie about the dog at the gate.
- D. The daughter said something untrue about her mother to the guard.

IV. What is true about the golden-haired dog?

- A. She spent years searching before she found her daughters.
- B. She was able to speak to her daughters, but not to other humans.
- C. She was already old when her daughters were taken from her.
- D. She ran into the second palace to meet her daughter again.

V. What is true about the daughter in the first palace?

- A. She wanted to meet her mother, but the guard wouldn't let her come in.
- B. She was sent back to the forest by the prince because he was angry at her.
- C. She didn't let her mother in, as she worried she would have to leave the palace.
- D. She never met her mother again after she had been taken from the forest.

VI. What is true about the daughter in the second palace?

- A. She preferred living in the cave in the forest to living in a palace.
- B. She asked the guard to bring food and pillows for her mother.
- C. She had got used to her new life and forgotten about her mother.
- D. She asked the prince not to send her sister back to the forest.

VII. What is NOT true about the prince?

- A. He first saw the two daughters at the entrance of their cave while their mother was away.
- B. He built another palace for the two daughters to live in together after he found them.
- C. He was so happy with how the second daughter treated her mother that he married her.
- D. He agreed to let the first daughter live together with the rest of her family in the palace.

D

次の英文を読んで、設問に答えなさい。Ⅰ～Ⅵの解答は最も適切なものを1つ選び、記号で答えること。

※この部分は、著作権の関係により掲載できません。

I. What would be the best title for this story?

- A. The History of Digital Information
- B. The Success of Digital Devices
- C. The Relationship with Digital Development
- D. The Trouble with Constant Digital Access

II. What does the underlined part mean?

- A. Many people cannot keep their feelings under control.
- B. Many people are too excited to go back to reality.
- C. Many people keep speaking ill of their friends.
- D. Many people cannot accept their situation or do what is right.

III. According to the story, which of the following is true?

- A. In a 2021 survey, 40% of people said they are online all the time.
- B. We often feel more annoyed if we don't get a quick reply to a joke.
- C. We need to use our imagination less when communicating by smartphone than face-to-face.
- D. 30% of Americans say they get annoyed if people don't reply to their messages immediately.

IV. Which of the following is NOT mentioned as a reason why people get annoyed when others do not get back to them soon?

- A. Each person has their own different rules about communication manners in each situation.
- B. Senders and receivers using their mobile phones feel so close that it makes them expect a quick reply.
- C. Various types of apps on our mobile phones make it hard for us to spend time responding right away.
- D. With mobile phones, the lighter the message is, the easier it would be to expect a quick reply.

V. What does the author suggest you should do if you're getting angry about a slow response?

- A. Find out what the other person's communication rules are.
- B. Find out what the other person's situation is.
- C. Think about the reason for your negative feelings.
- D. Think about how the other person is feeling.

VI. Which of the following best fits in in the passage?

- A. just to put down the phone for a while
- B. just using emoji instead of talking on the phone
- C. just to give him a call immediately
- D. just chatting with your friends online

VII. What would you do if your friend didn't reply to your message? Why? Complete the sentence on the answer sheet with your own idea.

[以 下 余 白]

英語

(解答用紙)

<R05171161>

受験番号	万	千	百	十	一
氏名					

(注意) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。

<R05171161>

受験番号	万	千	百	十	一
氏名					

(注意) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。

A

I. (1) (2) (3) (4) (5)

II. (1) (2) (3) (4) (5)

III. (1)() → (2)() →

B

I.

II. (1) (2) (4) (5) (11)

III. (3) ~

折 り 線

IV. (6) This and family ...

(9) I was also sometimes.

V. (7) (8) (10)

VI. A B

VII. ① ② VIII.

IX.

C

I. II. III. IV.

V. VI. VII.

D

I. II. III.

IV. V. VI.

VII. I would because

A

I.

II. (1), (2), (3)

II. (4), (5)

III.

B

I.

II. (1), (2), (4)

II. (5), (11)

III.

IV. (6)

IV. (9)

V.

VI.

VII. VIII.

IX.

C

I. II. III. IV.

V. VI. VII.

D

I. II. III.

IV. V. VI.

VII.