

英 語

問題冊子 2

注 意

「問題冊子 2」に印刷されている問題は、**2** から **3** までで、2 ページから 15 ページまであります。

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英

語

2 次の対話の文章を読んで、あとの各問に答えなさい。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Takashi and Sachiko are Japanese students. John is a student from America. Now they are talking about the differences in *vocabulary between English and Japanese in Mr. Sato's class.*

Mr. Sato: Good morning. In the last lesson we talked about the differences in gestures between English speakers and Japanese speakers. Today we are going to look at differences in vocabulary between the two languages. I gave you homework to find information about this topic. Who would like to go first?

Takashi: Me. I looked for words about food because I think food culture is strongly *connected to the vocabulary of our language. Then I found an interesting example. It's ⁽¹⁾shusseuo.

John: What is *shusseuo*?

Takashi: It is a word for fish that are called by different names as they grow larger. *Buri* is one of the most common *shusseuo*. It is called *wakashi* when it is young, but the name changes into *inada*, *warasa*, and finally *huri* when it grows up.

John: I understand. But why do you have to give different names to the same fish?

Takashi: That's a good question, John. We give it different names because the *taste of the fish changes as it gets larger and its *commercial value also changes. The adult fish *huri*, for example, is usually more delicious than the younger fish, so it is sold at higher *prices. For this reason, *wakashi*, *inada*, *warasa*, and *huri* are *treated as different *products at fish shops.

John: Really? Are you saying you can tell the differences among them just by looking at them? That must be very difficult because they are the same kind of fish after all.

Takashi: It is difficult, John. But we can easily tell that they are *wakashi* or *huri* because their names are shown clearly by shops.

John: I see. Fish must be very important in the lives of Japanese people.

(2)-a ?

Takashi: That's right.

Mr. Sato: Very interesting. So, when some food is an important part of the country's food culture, there are often many words for it. Now, who will go next?

John: Yes. After studying Japanese for a year, I learned an interesting fact. The Japanese language has words that show age differences such as *ani*, *imouto*, *senpai*,

or *kouhai*. ⁽³⁾ I think these words are very special to the Japanese language.

Sachiko: ?

John: Well, we don't really have words like them in English.

Sachiko: Really? Why is that?

John: Age difference is not very important in our *society, so there is no need to *express it by words. Of course, there are some ways to explain it, such as an *older* brother or a *younger* sister, a *senior* *colleague or a *junior* colleague. But we don't use such expressions very often in *everyday speech. We call each other by our first names at school or work even when the other person is older.

Takashi: ? I cannot do such a thing in my baseball club!

Sachiko: Of course not! You'll be in trouble if you do that.

Mr. Sato: Now, we've learned how customs and rules in society can influence the vocabulary of the language spoken there. Did anyone look at other kinds of differences in vocabulary?

Sachiko: Yes. I found an interesting website. It is called *15 Japanese words that English needs*. The words introduced there were *mottainai*, *itadakimasu*, *natsukashii*, and so on. I think English doesn't have such words because English speakers do not have the same *concepts.

Mr. Sato: Interesting. But do you really think they don't have those concepts?

Takashi: ⁽⁴⁾ I'm sure they do. English may not have words that mean *exactly the same as those Japanese words, but it does not mean its speakers do not have concepts like them. English speakers also feel bad about throwing away things that they can still use. They also thank people who cooked meals for them or enjoy thinking about their old memories.

Sachiko: Oh, that's right. You have a point!

John: I think so, too, Takashi. But maybe we can say Japanese people are more *sensitive to those concepts, because they hear those words many times as they grow up.

Mr. Sato: So, words like *mottainai*, *itadakimasu*, or *natsukashii* are influencing the way Japanese people feel about *particular things, aren't they?

John: Yes. I got this idea from ⁽⁵⁾ my experiences in Japan. Since I came to Japan, I have had a problem with my neck and shoulders. I think this is because of the word *katakori*.

Takashi: What do you mean? I don't understand.

John: I started to feel *katakori* after I learned the word. Before that, I never had such a

problem. The word must be influencing how I feel about my neck and shoulders.

Takashi: Are you saying that you have *katakori* now because you know the word?

John: That's right. I think we can say the same thing about *hieshou*. I never heard of such a health problem before I came to Japan. I was surprised when I first saw a lot of products about it in Japan, like socks, medicine or food. But believe it or not, now I feel my hands and feet are cold every winter, and cannot live without those goods!

Sachiko: Really? That's too bad. Maybe we should stop using the words *katakori* and *hieshou*.

Takashi: You can say that again!

Mr. Sato: John, you gave us a really interesting example. Language could change not only how we look at the world but also how we feel about our bodies. All right, let's finish this lesson with another example. Does anyone want to give the last one?

Takashi: I'd like to talk about *onomatopoeias*. I learned from a book that the Japanese language has much more *onomatopoeias* than English does.

Sachiko: What are *onomatopoeias*?

Takashi: *Onomatopoeias* are words that *imitate the sound, *move, or *look of something. For example, when we hear the word *fuwa-fuwa*, we think of something light and soft, such as a pancake or a small animal. Another example is *tobo-tobo*. It gives you a clear picture of someone walking slowly and looking tired.

John: I see those kinds of words very often when I read Japanese *manga*! I think *onomatopoeias* are great because they give life to characters' words and pictures. English has some of them but not as many as Japanese does.

Sachiko: Then, how do you express situations like *tobo-tobo* in English?

John: Let's see. I will use the *verb *trudge*.

Sachiko: What does it mean?

John: It means walking in a slow and tired way.

Takashi: Really? You have such a perfect verb for that particular situation!

John: That's right. Instead of *onomatopoeias*, English has a lot of verbs to express small differences in each action.

Sachiko: Do you mean that (6) 【 ① showing ② ways ③ walking ④ verbs ⑤ has ⑥ different ⑦ English ⑧ of ⑨ more 】?

John: Yes.

Sachiko: Tell us more!

John: Sure. For example, the word *wander* means walking around with no purpose, and

toddle means walking like a baby who is learning to walk.

Takashi: That's very interesting. You have so many different words that mean "walk"! But it means that we still have to learn a lot of English words in the future!

Mr. Sato: Ha-ha, that's true, Takashi.

Sachiko: It was interesting to learn the same things are expressed in such different ways between the two languages.

Mr. Sato: You've made an important point, Sachiko. We have talked a lot about the differences in vocabulary between the two languages. But I want you to remember that the goal of this lesson is not just learning the differences. The most important thing is to think of such differences in positive ways and respect them.

〔注〕	vocabulary	語彙	connected to ~	~と関係がある	taste	味
	commercial value	商品価値	price	値段	treat	扱う
	product	商品	society	社会	express	表現する
	colleague	同僚	everyday	日常の	concept	概念
	exactly	正確に	sensitive	敏感な	particular	特定の
	imitate	まねる	move	動き	look	様子
	verb	動詞				

〔問1〕 ⁽¹⁾shusseuo とあるが、このことに関する本文の記述として適切なものは次の中ではどれか。

ア *Shusseuo* is an example that shows the importance of learning about different fish.

イ The differences among *wakashi*, *inada*, *warasa*, and *huri* are easy to find because they have different sizes.

ウ *Buri* is popular in Japan because it is delicious and the only *shusseuo*.

エ The prices of *huri* are usually higher than the prices of the younger fish (*wakashi*, *inada*, and *warasa*).

〔問2〕 (2)-a ~ (2)-c の中に、それぞれ次の A～D のどれを入れるのがよいか。その組み合わせとして、最も適切なものは下の ア～カ の中ではどれか。

- A Do you really do that
- B How about them
- C Am I right
- D What do you mean

	(2)-a	(2)-b	(2)-c
ア	C	D	A
イ	C	A	B
ウ	A	C	D
エ	B	A	C
オ	B	D	C
カ	D	C	A

〔問3〕 ⁽³⁾I think these words are very special to the Japanese language. とあるが、John が考えるその理由として適切なものは次の中ではどれか。

- ア Because younger people are respected more in America.
- イ Because English speakers do not think that age differences are very important.
- ウ Because you cannot express age differences in English.
- エ Because age differences must not be expressed in America.

〔問4〕 (4) I'm sure they do. とあるが、次のように語句を補って表すとすれば、(a), (b), (c) の中にそれぞれどのような語句を入れるのがよいか。その組み合わせとして、最も適切なものは下の中ではどれか。

I'm sure (a) have the same (b) because they experience the same feelings as (c) .

	a	b	c
ア	Japanese speakers	concepts	English speakers
イ	Japanese speakers	words	English speakers
ウ	English speakers	concepts	Japanese speakers
エ	English speakers	words	Japanese speakers

〔問5〕 (5) my experiences とあるが、その内容を最もよく表しているものは、次の中ではどれか。

- ア John's *katakori* got better after coming to Japan.
- イ John saw a lot of products for *katakori* in America.
- ウ John became *hieshou* after learning the word in Japan.
- エ John learned that *hieshou* is also a serious problem for American people.

〔問6〕 (6) 【① showing ② ways ③ walking ④ verbs ⑤ has ⑥ different ⑦ English ⑧ of ⑨ more】 とあるが、本文の流れに合うように、【 】内の単語を正しく並べかえたとき、3番目と5番目と7番目にくるものの組み合わせとして最も適切なものは次のア～カの中ではどれか。ただし、文頭の文字も小文字で表されているので注意しなさい。

	3番目	5番目	7番目
ア	⑦	⑤	②
イ	②	⑨	⑧
ウ	⑤	①	②
エ	⑦	①	②
オ	⑨	①	②
カ	⑤	②	①

〔問7〕 本文の内容に合っているものを，次のア～カの中から二つ選びなさい。

- ア Takashi gave the example of *shusseuo* because English speakers have the same food culture as Japanese people.
- イ Takashi does not think it is possible for him to call the older members of his baseball club by their first names.
- ウ Words like *mottainai* or *natsukashii* are special to the Japanese language because only Japanese people have such concepts.
- エ John thinks *onomatopoeias* make Japanese *manga* more real.
- オ English cannot express different actions because it doesn't have many *onomatopoeias*.
- カ Sachiko learned that English and Japanese express different things in the same way.

〔問8〕 *onomatopoeia* について，次のA～Cの中から *onomatopoeia* を一つ選び，その言葉の意味と，その言葉が用いられる状況を，具体例を挙げながら与えられた書き出しに続けて，40語以上50語程度の英語で説明しなさい。

解答用紙のA～Cの中から選んだものに一つ○を付けなさい。「.」,「!」,「?」などは語数には含めません。これらの符号は，解答用紙の下線部と下線部の間に入れなさい。

なお，解答用紙に与えられた書き出しの2語も語数に含めることとする。

A *pun-pun* B *biku-biku* C *doki-doki*

3 次の文章を読んで、あとの各問に答えなさい。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*This *essay was written by Stacy Watson, an English teacher who is now working at Tamadaira High School. Every month on the school's website, she writes this kind of essay to the students and teachers of the school.*

Hello, everyone in Tamadaira High School! As you know, today is the last day of the first term. I know all of you have waited for this day to come. The time has finally arrived! Yes! It's time for summer vacation! Have you already made plans for the summer? I think most of you have. Some of you may travel and visit new places. Some of you will be busy doing club activities. But to me, summer is the best time to read books. So, in this essay, I would like to talk about reading books.

(1) some of you may say. Others may say, "Are you going to say reading books is important? No, not again! We already know it!" I know teachers have already *assigned you some books to read for the summer. And maybe you don't want to hear messages like, "You should read good books to grow as a person," from teachers and parents all the time.

You may not believe this, but I know how some students feel about reading books. ⁽²⁾ I was just like them when I was your age. I couldn't easily read the *fiction *novels teachers assigned us. I always had to spend a long time to finish reading them and most of them were usually difficult to understand. And, for me, the worst part was writing book reports. I always wanted to be like my classmates who enjoyed reading and writing book reports. "How can I become like them?" I sometimes said to myself.

Why do people read books? Why is reading so important? Have you ever thought about these questions? I think different people read books for different reasons. Many people say they read books to get useful information. They think books give us *knowledge about our world. By reading books, we can learn about the things humans have found or created. Other people think reading books is important to do well in school. ⁽³⁾ 【 ① you ② get ③ to read ④ will ⑤ they ⑥ good grades ⑦ more books ⑧ tell ⑨ to 】 in school. They believe it is necessary to read many books to become smart. And some famous business people say that reading books is necessary to reach their goals in work. They think it will make you successful in life.

⁽⁴⁾ My ideas about reading books are different from these people's ideas. In my opinion, reading is not something you do to be smart. It is not something you do to get good grades on tests. I don't even see it as a way of becoming successful in life. So then, why is reading books

important? I believe reading books has special *effects. I would like to call them “*magic.” The other day, I read an interesting news story about an *owner of a bookstore in Hokkaido. His name is Mr. Iwata. He says, “Reading books is not studying. You should learn to read just for fun. That is the most important thing.” I was impressed with his words.

Mr. Iwata’s bookstore is famous for its special service.

(5)

Mr. Iwata says, “Of course, fiction novels are fun to read, but they can also give you some important lessons about life.”

However, some people say reading fiction is a waste of time. They think there is nothing to learn from it. They believe fiction novels are just someone’s *imagination and reading them is a kind of *escape from their real life. But I just don’t agree with these (6)-a . J. K. Rowling, the writer of the *Harry Potter* books, once said, “I really believe something very *magical can happen when you read a good book.” I was impressed with her words, too. People like Mr. Iwata and J. K. Rowling believe in “something very magical” about reading books. But what is the “magic” of books?

In my opinion, books (especially fiction novels) can take you into a different world. In fiction novels, you can go anywhere and you can be anyone. You can experience something that you cannot experience in real life. You will be in the situations you have never thought about before and you may experience the feelings you have never had before. For example, you can be a *detective in London during the nineteenth century or a captain of an American ship trying to catch a white whale. You can even go on dangerous and exciting (6)-b in the world of fiction. However, these (6)-c are not really dangerous to you because fiction is the work of a writer’s imagination.

Books can have different (6)-d to you at different times in your life. This is another “magic” effect of books. Mr. Takeyama, one of the English teachers at this school, told me about ⁽⁷⁾his experience. When he was seventeen, he was told to read a novel called *Kokoro* by Soseki Natsume. He had to spend almost a month to finish the book and he didn’t find it interesting at all. He said, “At that time, I just couldn’t understand the story and get its messages. I don’t think I was *mature yet.” However, something strange happened to him later. He had a chance to read the novel again after he started to work as a high school teacher. “This time I was able to understand the feelings of the characters in the story. I could understand what was happening to them in their lives. I was surprised to find that the book was really interesting. Maybe I got older and had more life experiences,” Mr. Takeyama said. His experience tells us something important about books. Sometimes you cannot understand the

true *value of a book until later in life. “I am looking forward to reading *Kokoro* again when I turn fifty. Maybe I will find another new meaning and message then,” says Mr. Takeyama.

Reading is usually something you do alone, but in the world of fiction, you can feel that you are always with other people. This is because of another “magic” effect of reading books. In fiction novels, you can see the world through the eyes of the *narrator or the characters in the story. By doing so, you will learn about the different lives of different people. Also, you will share their good and bad experiences and understand how they feel in such situations. ⁽⁸⁾Because of these “magic” effects, you can grow as a person when you read fiction novels. Miyuki, a Japanese friend of mine, told me about her experience of reading a novel called *Never Let Me Go*. The book was written by Kazuo Ishiguro. It is about the different lives of three young people living in future England. “Reading the novel gave me a chance to think about many things in our lives. What is love? What is friendship? What is family? And what is the meaning of life? I never thought about these things through the eyes of different people before. It was such a deep experience. I never imagined that a novel could have such a great *impact on my life. The book opened my eyes and it changed how I live my life,” says Miyuki.

Mr. Iwata, the bookstore owner, also says, “A good book is like a gift from its writer. It is something to share with other people. My job is to *pass it on to my customers. And I hope they will pass it on to others, too.” Like Mr. Iwata and J. K. Rowling, I believe in the “magic” effects of reading books, too. I have experienced the special power of fiction novels myself. Good books can show you the world you have never seen before. They can change how you look at the world and even how you look at yourself. Someday (9). You may not know it, but maybe one of the books your teachers have assigned you can be such a book. So, why don't you start now and enjoy reading them?

〔注〕	essay エッセイ	assign 課題として与える	fiction フィクション
	novel 小説	knowledge 知識	effect 効果
	magic 魔法	owner 経営者	imagination 想像
	escape 逃避	magical 魔法のような	detective 探偵
	mature 成熟した	value 価値	narrator 語り手
	impact 影響力	pass ~ on ~を伝える	

〔問1〕 本文の流れに合うように、 (1) に英語を入れるとき、最も適切なものは次の中ではどれか。

- ア “Sorry, but I won’t go anywhere this summer,”
- イ “Reading books? That doesn’t sound so exciting to me!”
- ウ “Best books for the summer! Thank you for the useful information!”
- エ “What? You haven’t made your plans for the summer yet, have you?”

〔問2〕 (2) I was just like them when I was your age. とあるが、その内容を次のように書き表すとすれば、 の中に、下の中のどれを入れるのがよいか。

When Stacy Watson was in high school, .

- ア it was always difficult for her to understand fiction novels
- イ she read many books because she wanted to grow as a person
- ウ she didn’t like writing about the books teachers told her to read
- エ she sometimes didn’t finish reading the books assigned by teachers

〔問3〕 (3) 【 ① you ② get ③ to read ④ will ⑤ they ⑥ good grades ⑦ more books ⑧ tell ⑨ to 】 in school. とあるが、本文の流れに合うように、【 】内の単語・語句を正しく並べかえたとき、**4番目**と**6番目**と**8番目**にくるものの組み合わせとして最も適切なものは次のア～カの中ではどれか。ただし、文頭の文字も小文字で表されているので注意しなさい。

	4番目	6番目	8番目
ア	①	③	②
イ	⑤	⑦	②
ウ	①	②	③
エ	①	⑥	②
オ	①	⑦	②
カ	⑤	②	③

〔問4〕 ⁽⁴⁾ My ideas about reading books とあるが、その内容を次のように書き表すとすれば、 の中に、下の中のどれを入れるのがよいか。

Stacy Watson thinks .

- ア you cannot get good grades in school without reading many books
- イ reading books is not something you do to be successful in school or in life
- ウ you can learn about everything humans have found or created by reading books
- エ reading books is necessary to always get good grades on tests and reach your goals in work

〔問5〕 (5) の中には次のA～Dが入る。本文の流れに合うように正しく並べ替えたとき、その組み合わせとして最も適切なものは、下のア～カの中ではどれか。

- A He reads their answers carefully and starts finding “good” books for them.
- B Then, he sends the books to his customers and most of them are novels and essays.
- C Its purpose is to choose “good” books for his customers by asking them some questions.
- D They give him ten thousand yen after answering questions like “When do you feel happiest?” and “Do you like yourself now?”

- ア D→C→A→B
- イ C→D→B→A
- ウ C→A→D→B
- エ C→D→A→B
- オ D→C→B→A
- カ C→A→B→D

〔問6〕 本文の流れに合うように、 ～ の中に、次の単語を入れるとき、その組み合わせとして、最も適切なものは次のア～カの中ではどれか。

- ア (6)-a opinions (6)-b meanings (6)-c experiences (6)-d adventures
イ (6)-a reasons (6)-b adventures (6)-c opinions (6)-d experiences
ウ (6)-a opinions (6)-b adventures (6)-c experiences (6)-d meanings
エ (6)-a reasons (6)-b opinions (6)-c adventures (6)-d experiences
オ (6)-a opinions (6)-b adventures (6)-c meanings (6)-d experiences
カ (6)-a reasons (6)-b opinions (6)-c adventures (6)-d meanings

〔問7〕 ⁽⁷⁾his experience とあるが、この語句に関する質問とそれに対する答えを次のように書き表すとすれば、() の中にそれぞれどのような英語 1 語を入れるとよいか。

Question : What can we learn from Mr. Takeyama's experience of reading *Kokoro*?

Answer : Sometimes we cannot (a) the importance of a book
(b) we grow up and have more life experiences.

〔問8〕 ⁽⁸⁾Because of these "magic" effects, you can grow as a person when you read fiction novels. とあるが、この文を次のように書き表すとすれば、 の中に入れるのに適切でないものは下の中ではどれか。

By reading fiction novels, you can become mature because .

- ア you can see and understand how different people live different lives
イ you will be in a new situation and have a new way of looking at things
ウ you can share the feelings of the narrator and characters in the story with other people
エ you will understand and share other people's feelings when they are in difficult situations

〔問9〕 本文の流れに合うように、 に英語を入れるとき、最も適切なものは次の中ではどれか。

- ア you may find a book that changes your life
- イ you may read a novel that changed the world
- ウ you may change how you think about reading books
- エ you may have a special power to understand fiction novels

〔問10〕 本文の内容に合っているものを、次のア～カの中から二つ選びなさい。

- ア Some famous business people think fiction novels are not only fun to read but they can also teach us something important about life.
- イ Stacy Watson thinks that you cannot learn anything from fiction novels because they are just someone's imagination.
- ウ Stacy Watson thinks that reading books is very important because she has experienced the "magic" effects of books herself.
- エ Mr. Takeyama was impressed by one of the novels Soseki Natsume wrote, so he became a high school teacher.
- オ Miyuki stopped thinking about the meaning of life after she read one of the novels written by Kazuo Ishiguro.
- カ Mr. Iwata believes books are like gifts, so he wants his customers to share the books he chose with other people.

