

【出題の意図】

帰国生入試の B 試験は、本校一般入試の出題方針に準じます。

目白研心高等学校
帰国生入学試験問題 (B)

英 語

<注 意>

- (1) 時間は 50 分です。
- (2) 問題用紙は 1 ページから 9 ページまであります。最初に確認しなさい。
- (3) 問題は[1]から[8]まであります。答えはすべて解答用紙に記入しなさい。
- (4) 問題[1]はリスニング問題です。音声にしたがって解答しなさい。
- (5) 筆記具は HB の鉛筆またはシャープペンシルと消しゴムを使用しなさい。

受 験 番 号	
名 前	

[1] (リスニングテスト)

Part A: 英語の対話を聞いた後、それぞれの対話の内容に関する質問が流れます。その質問に対し最も適切な答えを**(A)**、**(B)**、**(C)**、**(D)**から1つ選び、記号で答えなさい。対話と質問は2回流れます。

1.

- (A) In a library.
- (B) At a train station.
- (C) At a restaurant.
- (D) At a travel company.

2.

- (A) 2
- (B) 4
- (C) 8
- (D) 16

3.

- (A) Ken is.
- (B) John is.
- (C) Steve is.
- (D) John and Ken are.

Part B: 英語の対話を聞いた後、対話の内容に関する質問が3つ流れます。それぞれの質問に対し最も適切な答えを(A)、(B)、(C)、(D)から1つ選び、記号で答えなさい。対話と質問は2回流れます。

1.

- (A) She has an English test.
- (B) She has a math test.
- (C) She has a history test.
- (D) She has a geography test.

2.

- (A) 14
- (B) 34
- (C) 40
- (D) 58

3.

- (A) His teacher told him.
- (B) He read it in his textbook.
- (C) Rena told him.
- (D) He read it on the Internet.

[2] 次の語と、下線部の発音が異なるものを()内のア～エから 1 つ選び、記号で答えなさい。

1. basic (ア baseball イ baby ウ barber エ angel)
2. kicked (ア looked イ learned ウ cooked エ watched)
3. chair (ア couch イ check ウ challenge エ machine)
4. thirsty (ア mouth イ smoothly ウ think エ thousand)

[3] ()内の単語を適切な形にきなさい。

1. Emily (study) history last night for today's test.
2. "How long have you (live) in New York?" "For ten years."
3. The Italian music (play) by the band is very popular.
4. The Star Festival is (hold) on July seventh every year.

[4] 下の a)と b)の文がほぼ同じ意味になるように、()に適する 1 語を入れなさい。

1. a) I spent two weeks on this job.
b) It () me two weeks () do this job.
2. a) The name of the speaker is Jane. Do you know her?
b) Do you know the speaker () () is Jane?
3. a) Our town has had much rain this June.
b) It () () a lot in our town this June.
4. a) Tokyo Tower is not as tall as Tokyo Sky Tree.
b) Tokyo Sky Tree is () () Tokyo Tower.

[5] 次の文の()に入れるのに最も適切なものをア～エの中から 1 つ選び、その記号を書きなさい。

1. Run to the bus stop, () you will miss the train.
ア and イ but ウ if エ or
2. They were the police officers () solved the problem.
ア which イ who ウ whose エ whom
3. We couldn't understand what () because he was speaking too fast.
ア did he want to say イ he wanted to say
ウ he wants to say エ he is wanting to say
4. My father drinks milk every day, so my mother often buys () milk.
ア few イ little ウ many エ a lot of
5. I heard she loves sushi. How about () to Tsukiji with her?
ア go イ going ウ goes エ to go
6. Books about the small rabbit () him famous in the world.
ア made イ became ウ gave エ did
7. Tokyo station is one of the () in the world.
ア famousest building イ most famous building
ウ famousest buildings エ most famous buildings
8. The men () black suits always fight with space aliens.
ア on イ in ウ for エ at

[6]

それぞれの日本語の内容に合うように下の語句を並べかえるとき、①～⑭の()に入る語の記号を書きなさい。ただし、文頭に来る語も小文字になっています。

1. 何回オーストラリアに行ったことがありますか？

() (①) () () () (②) () Australia?

ア you イ many ウ how エ been オ times
カ have キ to

2. メアリーはスペイン語だけでなく中国語も話せます。

Mary () (③) () () () (④) () Chinese.

ア can イ Spanish ウ speak エ only オ also
カ but キ not

3. トムは私にドアを開けないよう頼んだ。

() (⑤) () () () (⑥) ().

ア to イ me ウ asked エ not オ open
カ Tom キ the door

4. 私の弟に何かあったに違いない。

() (⑦) () () () (⑧) ().

ア something イ brother ウ must エ wrong オ be
カ with キ my

5. 彼女が連れているあの小さい犬はポチです。

() (⑨) () () () (⑩) () is Pochi.

ア that イ her ウ with エ which オ small
カ dog キ comes

6. これらはあなたに贈られた誕生日のプレゼントです。

() (⑪) () () () (⑫) () you.

ア given イ are ウ these エ presents オ the
カ birthday キ to

7. このペンはとても書きやすい。

This () (⑬) () () () (⑭) ().

ア pen イ with ウ is エ write オ comfortable
カ to キ very

[7]

次の対話の文章を読んで、あとの各問に答えなさい。

Yoshio, Harumi, Hiroko, and an exchange student, Ken, are talking about a school trip next month.

- Harumi: We are going to visit Kyoto next month. ①I can't wait.
- Hiroko: Let's talk about our group activity. Where do you want to go?
- Ken: I want to visit Kinkakuji. It is very beautiful.
- Yoshio: Do you know it is called by a different name?
- Ken: ②Is it? What is it?
- Harumi: I know. It's Rokuonji, isn't it?
- Yoshio: Right. That is an official name of Kinkakuji.
- Ken: That's interesting.
- Hiroko: (③)
- Harumi: How about Ryoanji? I want to see the *sekitei* there.
- Ken: What is *sekitei*?
- Yoshio: Mmm, it's difficult to explain. It's a garden made of rocks. A rock garden.
- Ken: Rocks? Ah, *seki* means rock, right? And *tei* means garden.
- Harumi: That's right. Good guess.
- Ken: But Harumi, why do you want to see the *sekitei*? It doesn't sound so interesting to me. A garden made of rocks sounds ④dreary.
- Harumi: Well, when you see the *sekitei*, you can feel Japanese *wabi-sabi*. *Wabi-sabi* is, well, it is... Oh, I can't explain it well!
- Hiroko: It is a sense of beauty in Japan. Originally, *wabi* and *sabi* were two different words. And, as you said, Ken, *sabi* originally means loneliness or emptiness.
- Harumi: Well done, Hiroko! That's what I wanted to say.
- Yoshio: OK, why don't we go to both places? They are not so far from each other.
- Ken: It will be my first time to feel *wabi-sabi*.
- Harumi: I hope you like ⑤it, Ken.

1. 下線部①が表す意味として最も適切なものを以下の選択肢から選び、記号で答えなさい。
 - ア She wants to go to Kyoto as soon as possible.
 - イ She wants to talk about where to go as soon as possible.
 - ウ She wants to feel *wabi-sabi* as soon as possible.
 - エ She wants to explain the *sekitei* as soon as possible.

2. 下線部②の内容を次のように書き表す時、最も適切な表現を以下の選択肢から選び、記号で答えなさい。
 - ア How do you know about the name?
 - イ Does it have another name?
 - ウ Do you really know the name?
 - エ When did it get the name?

3. (③)に入る表現として最も適切なものを以下の選択肢から選び、記号で答えなさい。
 - ア What do you think?
 - イ What is it?
 - ウ Anything to drink?
 - エ Any other places?

4. 下線部④の意味として最も適切なものを以下の選択肢から選び、記号で答えなさい。
 - ア うれしい
 - イ さみしい
 - ウ けわしい
 - エ すずしい

5. 下線部⑤が指す内容として最も適切なものを以下の選択肢から選び、記号で答えなさい。
 - ア Kyoto
 - イ Kinkakuji
 - ウ Rokuonji
 - エ the *sekitei*

[8]

次の文を読んで設問に答えなさい。（*印の語句には注釈があります。）

The World's Oldest First Grader

"You're never too old to learn." One man in Kenya proved this famous saying to be true. On January 12, 2004, Kimani Maruge knocked on the door of the primary school in his village in Kenya. It was the first day of school, and he was ready to start learning. The teacher let him in and gave him a desk. The new student sat down with the rest of the first graders – six-and-seven-year-old boys and girls. However, ①Kimani Maruge was not an ordinary first grader. He was 84 years old – the world's oldest first grader.

Kimani Maruge was born in Kenya in 1920. At that time, primary education in Kenya was not (②), and Maruge's family didn't have enough money to pay for school. When Maruge grew up, he worked hard as a farmer. In the 1950s, he fought with other Kenyans against the British *colonists. After years of fighting, Kenya became independent in 1963.

In 2003, the Kenyan government began offering free primary education to everyone, and Maruge wanted an education, too. ③However, it wasn't always easy for Maruge to attend school. Many of the first graders' parents didn't want an old man in their children's class. School officials said that a primary education was only for children. But the school principal, Jane Obinchi believed Maruge was right. With her help, he was able to stay in school.

Maruge was a *motivated and successful student. In fact, he was one of the top five students in his first grade class. In second grade, Maruge became the school's student leader. He went as far as seventh grade, the final year of primary school. Over the years, Maruge studied *Swahili, English, and math. He wanted to use his education to read the *Bible and to study *veterinary medicine.

In 2008, there were problems in Kenya after an *election. People were fighting and burning houses in Maruge's village. Maruge moved to a *refugee camp for safety and lived in a tent. However, even during those difficult times he continued to go to school. Later that year, he moved to a home for the elderly. He continued going to school, and even taught other *residents of the home to read and write.

In 2005, Maruge flew in a plane for the first time in his life. He (④) to New York City to give a speech at the United Nations. He spoke about the importance of education and asked for help to educate the people of Kenya. Maruge also wanted to improve primary education for children in Africa.

Maruge died in 2009, at the age of 89. However, his story lives on. The 2010 movie *The First Grader* showed Maruge's amazing fight to get an education. Many older Kenyans decided to start school after seeing *The First Grader*. One of those people was 19-year-old Thoma Litei. Litei said, "I knew ⑤it was not too late. I

wanted to read, and to know more languages, so I came to school to learn. That is why it is important for his story to be known.”

(出典 Mari Vargo, Laurie Blass (2013), *Pathways Reading, Writing, and Critical Thinking 1*. 出題の都合上、一部変更)

注) colonist: 植民地開拓者 motivated: やる気がある Swahili: スワヒリ語
Bible: 聖書 veterinary: 獣医の election: 選挙 refugee: 難民
resident: 住民

1. 下線部①の理由となる文を本文から一文抜き出さない。
2. (②)に入る最も適切なものを以下の選択肢から選び、記号で答えなさい。
ア fun イ difficult ウ free エ expensive
3. 下線部③の理由として最も適切なものを以下の選択肢から選び、記号で答えなさい。
ア マルゲーは今まで教育を受けたことがないため、先生達は彼が勉強についていけるか心配だったから。
イ 生徒達の両親の多くは、老人が自分の子供のクラスにいることを望んでいなかったから。
ウ 校長先生を含めた学校関係者は、初等教育は子供のためだけだと考えたから。
エ マルゲーはすでに教育を受けており、2度受ける必要性がなかったから。
4. (④)に入る最も適切なものを以下の選択肢から選び、記号で答えなさい。
ア traveled イ lived ウ arrived エ moved
5. 下線部⑤の it が何を指すか、日本語で書きなさい。
6. 次の英語の質問に対する答えとして最も適切なものを以下の選択肢から選び、記号で答えなさい。
What is this story mainly about?
ア An unusual parent.
イ An unusual student.
ウ An unusual teacher.
エ An unusual school.
7. 以下の選択肢を起きた順番に正しく並べかえなさい。
ア Maruge attended the school as a first grader.
イ Maruge worked as a farmer.
ウ Maruge's story became a movie.
エ Maruge gave a speech at the United Nations.