

2023年度  
一般入試 I 試験問題

英語(50分)

(全10ページ)

<注意>

1. 試験開始の指示があるまで、この問題冊子・解答用紙を開けてはいけません。
2. 試験開始の指示と同時に、解答用紙に受験番号と氏名を書きなさい。
3. 試験開始後、問題冊子がそろっていなかったり、印刷がはっきりしないところがあったら、手をあげて試験監督に知らせなさい。
4. 解答はすべて解答用紙の指定されたところに書きなさい。
5. リスニングテストが **1** にあります。試験開始の数分後に行います。

 東京純心女子高等学校

1 リスニングテスト (放送による指示に従って答えなさい。)

〔問題 A〕 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文 1 >

- ア Today.
- イ On Friday.
- ウ On Saturday.
- エ On Sunday.

<対話文 2 >

- ア The coat.
- イ The sweater.
- ウ The shirt.
- エ She will not buy any.

<対話文 3 >

- ア Because she was making lunch.
- イ Because she forgot her lunch box.
- ウ Because she told a lie.
- エ Because the train was late.

〔問題 B〕 <Question 1 >では、下のア～エの中から適するものを一つ選びなさい。

<Question 2 >では、質問に対する答えを英語で書きなさい。

<Question 1 >

- ア Volleyball.
- イ Surfing.
- ウ Basketball.
- エ Tennis.

<Question 2 >

(15 秒程度、答えを書く時間があります。)

- 2 次の対話の文章を読んで、あとの各問に答えよ。  
(\*印の付いている単語・語句には、本文の後に [注] がある。)

*Mai and Ken are high school students in Hachioji. Jane is a high school student from America. One rainy day they are walking on the street. They are going to visit Ms. Green to talk about their presentation at their school festival.*

*Mai:* I hope it will stop raining soon. By the way, have you thought of any good ideas for the \*theme of our presentation?

*Ken:* No, I haven't. How about you, Jane?

*Jane:* (1)Me, neither. So, how about talking about it with Ms. Green later today and getting her advice?

*Ken:* OK. That's a good idea.

*Mai:* It has stopped raining at last. Look! A rainbow has appeared in the sky!

*Ken:* Wow. It's very beautiful. The word "rainbow" comes from the two words, "rain" and "bow," doesn't it?

*Jane:* That's right. We usually see a rainbow after it has rained and its shape looks like a "bow."

*Mai:* I see. In Japanese, we use the kanji "niji" for rainbow. It \*includes the \*radical for "insect" in it. (2)I don't know why it does.

*Ken:* Doesn't the radical for "insect" also mean a dragon? I've heard that the ancient Chinese believed that dragons made a rainbow after raining.

*Jane:* Really? That's interesting. I'm very interested in learning about kanji. I'd like to learn as many kanjis as I can while I'm in Japan.

*Ken:* Mai and I will help you.

*Jane:* (3)That is very kind of you.

*Ken:* That's our pleasure. That rainbow is very big and clear now. What colors can you see in it?

*Mai:* Seven colors, right? Well, red, orange, yellow, ...

*Jane:* (4)Did you say seven colors? I can't see seven. We usually think that a rainbow has six colors.

*Mai:* Really? Japanese people think that a rainbow has seven colors.

*Ken:* Yes. Well, I suppose there is red, orange, yellow, green, blue, \*indigo, and purple.

*Jane:* Indigo? I can't see that.

*Mai:* I thought everyone in the world knew that there were seven colors in the rainbow.

*Jane:* I've heard that people in other countries say rainbows have five, four, or even just three colors.

*Ken:* Really? Do you mean that different countries have different rainbows?

*Jane:* I don't think so. When different people see the same rainbow, they see a different number of colors in it.

*Mai:* How interesting!

*Ken:* Look. The sun is coming out from behind the clouds.

*Jane*: Yes. Do you think that the color of the sun is different, too?

*Mai*: Well, the color red \*represents the color of the sun, right?

*Jane*: The setting sun, yes. But usually people in my country think that the sun is yellow.

*Mai*: Really? So, when we see the sun, we say different colors. Why is that?

*Ken*: In this case, I think it is because of our national flag. It has a red circle on a white \*background. Japanese people often think that the red circle represents the sun.

*Jane*: (5)I didn't know that. I think it usually looks bright yellow.

*Mai*: But it is very hard to look at the sun directly then. I think the difference in color shows a difference in our cultures. Don't you think so, Ken?

*Ken*: Yes, I do. How about you, Jane?

*Jane*: (6)So do I. And I have one more example. I was surprised when I heard a Japanese boy say the colors of a traffic light.

*Mai*: They are red, yellow, and blue.

*Jane*: He said so in Japanese, too. But in English we say red, yellow, and green! Look at that traffic light. The left one is green!

*Mai*: Yes, it looks green, but we say it is "ao" in Japanese. It means blue in English.

*Ken*: That's right. Japanese people sometimes call the green things "ao."

*Jane*: What do you mean?

*Ken*: Well, for example, "ao-ba" and "ao-ringo."

*Mai*: The first one means "green leaves", and the second is "green apples."

*Jane*: Wow, then do you think that leaves and apples are blue?

*Mai*: No, we don't. Never! We think that leaves and apples are green.

*Jane*: Then, why do you say green things are blue?

*Ken*: I don't know the reason. Then, how about studying about the colors in different countries for our presentation?

*Mai*: What a great idea!

*Jane*: I think so, too.

*Ken*: I can see Ms. Green's house over there!

*Mai*: What color is her house? Shouldn't it be green?

*Jane*: (7)I'm afraid it's different from her name.

[注]	theme	テーマ	bow	弓	include	～を含む
	radical for "insect"	「虫」の部首	indigo	藍色	represent	～を表す
	background	背景				

[問1] (1)Me, neither. の内容を最もよく表しているのは、次のうちではどれか。

- ア Jane hasn't known they had to think about the presentation.
- イ Jane hasn't thought about the school festival presentation.
- ウ Jane hasn't decided on what theme to choose for the presentation.
- エ Jane can't talk with Ms. Green about the presentation.

[問2] (2)I don't know why it does. の内容を次のように書き表すとすれば、の中に下のどれを入れるのがよいか。

Mai doesn't know .

- ア why the kanji "niji" has the radical for "insect" in it
- イ why the radical for "insect" means a dragon
- ウ why a rainbow has "rain" and "bow" in it
- エ why a rainbow in English means "niji" in Japanese

[問3] (3)That is very kind of you. の内容を最もよく表しているのは、次のうちではどれか。

- ア Jane is very kind because she wants to learn kanji in Japan.
- イ Jane is a very kind person, so Mai and Ken are very happy.
- ウ Mai and Ken are kind enough to help Jane learn kanji.
- エ Mai and Ken are too kind to help Jane learn kanji.

[問4] (4)Did you say seven colors? の内容を最もよく表しているのは、次のうちではどれか。

- ア Jane is surprised to hear that there are seven colors in a rainbow.
- イ Jane is sad because she couldn't hear what Mai said clearly.
- ウ Jane is angry because Mai said the wrong number of rainbow colors.
- エ Jane is happy to hear that the right number of rainbow colors is seven.

[問5] (5)I didn't know that. の内容を最もよく表しているのは、次のうちではどれか。

- ア Jane didn't know the sun was coming out from behind the clouds.
- イ Jane didn't know that the color of the sun looked yellow.
- ウ Jane didn't know that Japanese people thought the red circle in the flag means the sun.
- エ Jane didn't know that Japanese flag has the red circle on a white background.

[問6] (6)So do I. の内容を最もよく表しているのは、次のうちではどれか。

- ア Jane thinks the colors of traffic lights are the same in many countries.
- イ Jane thinks the difference in color shows a difference in their cultures.
- ウ Jane thinks it is hard for her to look at the sun directly.
- エ Jane thinks the signal colors in her country aren't the same as its colors here.

[問7] (7)I'm afraid it's different from her name. の内容を最もよく表しているのは、次のうちではどれか。

- ア The color of Ms. Green's house is different from the colors of other houses.
- イ The house that Ken can see is not Ms. Green's.
- ウ Ms. Green's house can't be seen by Mai and Ken.
- エ The house which Ms. Green lives in isn't green.

[問8] 次の文章は、Mai たちと話した日に、Jane が書いた日記の一部である。 [A] 及び [B] の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。

Today, I talked about the [A] with Mai and Ken while we were walking to Ms. Green's house. We saw a rainbow after the rain, and we talked about how many colors it has. It's interesting that their number of colors they see is not the same as I see. Later, the sun came out from behind the clouds. I was also surprised the color of the sun in Japan is [B] from its color in my country. Then, I told about them the difference in the colors of signals. The color which means "go" is green in my country. Here in Japan it is [B]. Ken said that Japanese called some green things blue. Isn't that interesting? So we've decided the theme of our presentation should be about [A] in different countries. Ms. Green said that it would be a very good choice, too. I will research the differences in color in many countries. We'll do our best.

- |               |               |               |               |
|---------------|---------------|---------------|---------------|
| ア (A) rainbow | (B) different | イ (A) colors  | (B) different |
| ウ (A) colors  | (B) the same  | エ (A) rainbow | (B) the same  |

- 3 Emi は来月、オーストラリアから来る留学生 Sarah のホストシスターになる予定です。Emi と Sarah は風景写真を撮るのが趣味で、撮った写真をお互いに送りあっていました。留学中、Sarah は「日本らしい風景」を撮影したいと考えています。あなたが Emi だとしたら、Sarah にどのような内容の E メールを送りますか。次の<条件>に合うように、下の□の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるよう書き、全体としてまとまりのある返事の E メールとすること。
- Sarah に伝えたい内容を一つ取り上げ、それを取り上げた理由などを含めること。

Hello, Sarah,

Thank you for your e-mail. Your latest pictures are very beautiful and unique. They always make me happy. I hope you'll show me your way to take pictures soon.

Well, I'm glad to hear that you want to take pictures in Japan. There are a lot of beautiful and exciting places in Japan, so it is difficult for me to choose. But I'll tell you one of the best places to take pictures in Japan.

I hope my idea can help you.

Your friend,  
Emi

4 次の英文を読み、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。)

Kumi was a first-year high school student. She liked playing video games and watching \*animated movies. She read manga but didn't read books. On the other hand, her father liked reading. When Kumi was little, he read children's books to her. After she entered high school, he often said to her, "How about reading this book? It was very interesting when I read it in my high school days." But she never listened to him. She only read books for homework, but other than that, she was never interested in reading at all.

However, her idea about books changed greatly this summer. When she went to the school library to borrow a book for homework during summer vacation, she met Ms. Sato, the \*librarian of the school. She talked to Kumi and asked her what kind of book she was looking for. Kumi told her the title. Ms. Sato brought the book at once and handed it to her. Then, Ms. Sato asked her other questions. They were about Kumi's club activities, favorite subjects, everyday life and so on. After Kumi told her about them, Ms. Sato went to some \*shelves right away and returned with three books. She handed them to Kumi and said, "Try these. You don't have to read them all. Start reading one of them when you feel like reading. If you find the book boring, just give it up and start reading another." Kumi felt a little strange about her words, because adults usually told students to complete everything. She took them home and left them on her desk.

One day during the vacation, when she had nothing to do, she remembered Ms. Sato's words. She took one of the books on her desk and started reading it. It had six short stories. At first, it took a little time to read the first several pages. But when she understood the \*relationship of the characters, she \*got caught up in the story. She finished reading the first story in about thirty minutes. Then, she kept reading the others. They were the stories of a high school girl and her school life. Kumi understood how the girl felt. Kumi often felt the same way, but she didn't know how to express such feelings with words. She finished the book that evening.

The next day, she started another book. It was a \*fantasy and quite long. But this time, she was attracted by the story from the beginning. She was very excited by the adventurous story. She wished she could join the adventure with the children in the story. She spent the afternoon on the book and finished it. The third one was a mystery and comedy about a high school. A high school boy solved mysterious problems happening there. The characters said funny things and she laughed many times. After she finished the three books of Ms. Sato's choice, she finally started reading the book for homework. It was about history and not so interesting to her. But she did not give it up. She noticed that it was easier for her to read such a book than before.

Kumi wanted to tell her experience to Ms. Sato. When the school library was open again after summer vacation, she ran to the library and told Ms. Sato how interesting the three books were. She told her own opinions about each story. Ms. Sato smiled. "Oh, I'm glad to hear that. I thought you would like them." Then, she disappeared between the shelves and brought back more books. "Why don't you read these? You remember my advice for reading, right?" Kumi was very happy. But at the same time she had a question. "Why does she know those books will be interesting to me?"



Later that day, Yoko, one of Kumi's friends and a member of \*the Student Librarian Committee, told Kumi the reason. She said, "Before she chose the books, she asked you several questions about yourself, right? She knows you and your interests in that way. With your answers, she searches for the suitable books for you in her mind. She is just like a doctor. A doctor asks you some questions about your \*symptoms and chooses suitable medicine for you. And this is possible because Ms. Sato knows almost all the books in the library." Kumi was really surprised. Kumi respected her greatly. "Now I understood," she said to Yoko. "The job of a librarian is not only to keep the books in the library. It is also to tell you that reading can be an interesting and important experience."

After the summer vacation, Kumi often enjoyed reading books although she played video games and read manga at home as well. She also tried reading the books her father recommended. She talked about them with him. That made her father very happy.

[注] animated movie アニメ	librarian 司書	shelves (shelf の複数形) 棚、書架
relationship 関係	get caught up in ~ ~に夢中になる	fantasy 空想小説
the Student Librarian Committee 図書委員会		symptom 症状

[問1] she never listened to him. の内容を次のように書き表すとすれば、の中に下のどれを入れるのがよいか。

Kumi never .

- ア tried reading a children's book that her father read to her
- イ read any books her father recommended
- ウ listened to her father when he was talking about his favorite movies
- エ found her father's books boring when she read them

[問2] 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Kumi felt that it was easier for her to read the book for homework than usual.
- イ Yoko told Kumi something she knew about Ms. Sato.
- ウ Kumi told Ms. Sato her opinions about the three books.
- エ Ms. Sato recommended three books to Kumi and she took them home.

[問 3] 次の(1)～(3)の文を、本文の内容と合うように完成するには、の中に、それぞれ下のどれを入れるのがよいか。

(1) Before this summer, Kumi didn't read books because .

- ア she thought that books are not as interesting as manga and video games
- イ she thought that playing video games was more fun without any help of books
- ウ she liked manga better than children's books
- エ she had a lot of homework to do and little time for reading

(2) Before summer vacation, Kumi went to the school library .

- ア to look for an interesting book to read during summer vacation
- イ to borrow a book which she needed to read during summer vacation
- ウ to see Ms. Sato to ask questions about books to read for homework
- エ to talk about the books Ms. Sato recommended to her

(3) Among the four books she borrowed from the school library before the vacation, .

- ア the first book was the most interesting of all
- イ the second one was a fantasy, and a school boy was the main character
- ウ one of them was not very interesting to her, but she read them all
- エ the last one was a funny mystery based on high school life

[問 4] 次の(1)～(4)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

(1) What was Ms. Sato's advice for reading?

- ア You must not read all the books if you haven't finished the book for homework.
- イ You don't have to read all of the books if they are not interesting to you.
- ウ You should start reading the book you like the best, then you will enjoy the others.
- エ You should stop reading the book if it is not interesting to you and wait until the next day.

(2) Why was Kumi interested in the first book?

- ア The stories were based on a high school life which Kumi knew very well.
- イ Each of the six stories had a different high school girl, but they felt the same way as Kumi.
- ウ The stories explained feelings which Kumi did not understand very well.
- エ The feelings of the main character were easy for Kumi to understand.

(3) What did Yoko tell Kumi about Ms. Sato?

- ア She told Kumi that Ms. Sato could not only find books for students but also choose medicine like a doctor.
- イ She told Kumi how Ms. Sato found students suitable books and gave them an interest in books.
- ウ She told Kumi that Ms. Sato had a special way of asking questions to know as many students as possible.
- エ She told Kumi how Ms. Sato read almost all the books in the library as a school librarian.

(4) What did Kumi do after the summer vacation?

- ア She respected Ms. Sato so much that she started to read as many books as possible in order to be a school librarian like her.
- イ She thought that reading was more interesting than video games and stopped playing them at home.
- ウ She started to read the books which were recommended by her father and to talk about them with him.
- エ She read books in the school library, but not at home because she still played video games and read manga.