

2020 年度

豊島岡女子学園高等学校

入学試験問題

英 語

注意事項

1. 合図があるまで、この冊子を開いてはいけません。
2. 問題は□1から□6、2 ページから 13 ページまであります。  
合図があったら確認してください。
3. 解答は、すべて指示に従って解答欄に記入してください。

1 次の対話を成り立たせるために( )内の語(句)に1語加えて意味が通るように並べかえるとき、加える語と①②③に入る語の記号を答えなさい。ただし、文頭に置かれる語(句)も小文字で与えられています。

1. A: I feel a little cold. I may have a fever.

B: Oh, ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_  
sleeping. It will be cold tonight.

( ア leave      イ while      ウ don't      エ windows      オ you  
カ open      キ the      )

2. A: It's too hot. I want to eat something cold.

B: Then, \_\_\_\_\_ ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_  
\_\_\_\_\_ an ice cream?

A: I am too tired to walk. Can you go there for me?

( ア and      イ buy      ウ convenience store      エ don't  
オ go      カ the      キ to      ク you      )

3. A: I have never felt happier than today.

B: What do you mean?

A: \_\_\_\_\_ ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_ life.

B: I see. Tell me what happened!

( ア today      イ of      ウ day      エ I      オ is  
カ the      キ my      ク mean      )

4. A: It's stormy outside.

B: It really is.

A: \_\_\_\_\_ ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_ afternoon?

B: I hope it will get better.

( ア going      イ what's      ウ to      エ the      オ like  
カ this      キ weather )

- 2 以下の文章中の空所( 1 )～( 7 )に、ア～キの文を正しく並べかえて意味が通るようにするとき、( 2 )( 4 )( 6 )に入る文を記号で答えなさい。

It's important to remember that sometimes \*decisions that seem good may cause bad situations.

- ( 1 )
- ( 2 )
- ( 3 )
- ( 4 )
- ( 5 )
- ( 6 )
- ( 7 )

As you can see in this situation, you often have to make a choice without knowing much about the future, and later find that you were wrong.

- ア And then, I decided not to accept it.
- イ As a result, getting a job became really difficult.
- ウ I thought about the \*offer for a few days.
- エ Here is a simple example: soon after I got out of school, I was offered a job.
- オ Unluckily, however, the \*economy went bad quickly.
- カ I did so because I believed I would be able to find another better job.
- キ “Why didn't I take that position?” I thought, but anyway I had to try hard until I found another job several months later.

(注) decision: 決定、決断      offer: 申し出、～の提供を申し出る      economy: 経済

3 次の与えられた語と最も強いアクセントの位置が同じ語をそれぞれア～エの中から1つ選び、記号で答えなさい。

1. ex-pe-ri-ence

ア u-su-al-ly      イ tech-nol-o-gy      ウ dic-tion-ar-y      エ pres-en-ta-tion

2. per-cent-age

ア Af-ri-ca      イ mu-si-cian      ウ vol-ley-ball      エ en-gi-neer

4 次の与えられた語の下線部と同じ発音を含む語をそれぞれア～エの中から1つ選び、記号で答えなさい。

1. comfortable

ア found      イ solar      ウ holiday      エ runner

2. damage

ア perhaps      イ stadium      ウ measure      エ Asia

5 次の英文を読んで、後の問いに答えなさい。

Judy Moody wanted to be famous. She was looking for a way to appear in the newspaper and become famous.

Judy's younger brother Stink was on TV before. He was born in the back of the \*Jeep and was ( a ) as "Jeep Baby" on the TV news! Judy never had a chance like that.

"It isn't fair," she thought, and peeled a banana.

"Can I have that?" asked Stink. Judy handed him the banana peel.

"Not (1)that!" said Stink.

Judy took a big bite, then handed him the banana. She picked up a cherry instead.

"What are you writing?" she asked her dad, and ate the cherry.

"\*Garage sale," said Dad. "It's time to sell off all that old \*stuff."

"Old stuff?" asked Judy. Old stuff got people in the newspaper. Really really old stuff even got people on TV. (2)"What old stuff?"

"Your old bike, Mom's books from college, Stink's baby clothes."

"Don't we have any old-old stuff? I mean things like Cleopatra's \*eyelash," said Judy. "Or a \*hammer used to build the Statue of Liberty. Stuff old enough to be really \*worth something."

"Stuff you didn't know you had, and you find out you're rich?" Stink added.

"I'm afraid nobody's going to get rich around here. Our old stuff is not that great," said Dad.

Judy ate another cherry. She needed something really \*rare like a broken plate or an old letter from another century.

"By the way, what's happening in school these days?" Dad asked.

"We learned a story about George Washington," said Stink. "It's about not telling a lie. He cut down a cherry tree. And when his dad asked who did it, Washington said, 'I cannot tell a lie. I did that.'"

Judy turned the cherry \*pit over and over. It gave her a great Judy-Moody-Gets-Famous idea. A two-hundred-fifty-year-old idea.

Judy took the cherry pit to her room. She got out her hair dryer, and turned it on HIGH.

"What are you doing?" asked Stink.

"What does it look ( b )?" said Judy. "I'm drying my cherry pit."

"You're a fool," said Stink.

After he left, Judy got out a small hammer. She softly hit the cherry pit to give it

\*scars, A look old. Very, very old. Next she \*carved the \*initials GW on the bottom. Then, she took out a plastic box, and put the cherry pit inside.

“Rare!” said Judy. And that was the truth.

On the afternoon of the garage sale, Stink’s table was filled with bath toys, dirty toy cars, a rubber band ball, and other boring things.

“Stink, nobody is going to buy that stuff,” Judy told him.

“Yeah, right,” said Stink. “(3)And are they going to buy air?” he pointed to Judy’s empty table.

“You’ll see,” said Judy. “I have something better than yours.” She covered her table with a beautiful blue tablecloth. She put a sign:

Real Cherry Pit!  
from George Washington’s Cherry Tree  
in 1743

Then she set her plastic box in the middle of the table. Inside was —the FAMOUS cherry pit! Judy added one more line to her sign:

\*5¢ A LOOK

She couldn’t wait. She wondered how long it would take the newspaper people to come to take her picture with the two-hundred-fifty-year-old cherry pit.

Little kids paid money and said, “Wow, is that really George Washington’s?”

“I cannot tell a lie,” said Judy. “(4)It is!”

“Where did you get it?” they asked.

“It’s been in the family forever.”

“Forever since last week,” said Stink. (5)Judy turned on him with an angry look.

“How do you know it’s really George Washington’s?” they asked.

“Just look,” said Judy. She opened the box and lifted out the cherry pit. “It says ( c ) right here. See?”

“Let me see,” said a girl named Hannah. She showed it to her little brother. “It’s just like \*M&M’s.”

“M&M’s!” said the boy, and put the pit into his mouth.

“Ricky, NO!” said his older sister. But it was too late.

“Oh, no! Is it still in his mouth?” asked Judy.

“It’s ( d ),” said Hannah.

“Now what am I going to do when the newspaper comes?” said Judy.

“Make another one?” said Stink.

Judy was in shock. Ricky ate Judy Moody’s ticket to being ( e ). The only picture of *that* cherry pit would be an \*X-ray.

- (注) Jeep: ジープ (車の一種)      garage sale: 自宅の車庫で行う不用品の販売  
stuff: 物      eyelash: まつ毛      hammer: ハンマー  
worth: への価値のある      rare: 珍しい      pit: (サクランボの) 種  
scar: 傷跡      carve: 彫る      initial: 頭文字  
5¢: 5セント      M&M’s: エムアンドエムズ (チョコレート菓子的一种)  
X-ray: レントゲン写真

1. 空所( a )( d )に入る最も適当な動詞をそれぞれ下から選び、必要があれば正しい形にして答えなさい。

[ call      come      go      introduce      take ]

2. 下線部(1)が指すものを日本語で答えなさい。  
3. 下線部(2)を言った時の Judy の気持ちとして最も適当なものをア～エの中から選び、記号で答えなさい。

ア She was worried about selling old things.

イ She was interested in finding something old in her house.

ウ She was surprised that her dad had old stuff to sell.

エ She was wondering why her dad did not need old stuff.

4. 空所( b )に入る最も適当な語をア～エの中から選び、記号で答えなさい。

ア at      イ for      ウ into      エ like



6 次の英文を読んで、後の問いに答えなさい。

Many people often think that if you just \*translate something into another language you will be able to communicate well. However, it is not so simple! As ( あ ) who has spent a \*fair amount of time abroad can tell you, words (1)itself can have very different \*usages.

For example, when I first started to study Japanese, my textbook had many “yes” or “no” questions. I was very good at saying things like, “*Iie, watashi wa Sumisu dewanai desu.*” But after I arrived in Japan, I never heard a person talking like that. I don’t think I have ever heard a native Japanese saying, “*Iie, ...*” How do people say “no” in Japan?

A friend of mine, Neil, came to Japan to work in an international office but was having a hard time in communicating \*requests. For example, he asked one of his Japanese \*co-workers to translate a very difficult report by Friday. But when Friday came, the report wasn’t translated. He couldn’t understand why. I asked him about their original conversation. He said:

“I said to her, ‘Will you translate the report by Friday?’ She said it would be a little bit difficult. I was so \*relieved to hear that. (2)I thought it would be really difficult. I don’t understand why she didn’t do it when she said she would.”

I could see the problem then. I explained to Neil:

“I don’t think your co-worker said ‘yes’ to your request. When she said it would be a little bit difficult, she was actually saying ‘(3)( ), I ( ) ( ) it.’ She thought you understood and that’s why she didn’t do the report.”

Neil then asked me:

“Well, why didn’t she just say she couldn’t do it? Then it was possible for me to ask ( い ) else!”

Both Neil and his co-worker thought that they understood each other. The problem was in the words that they chose to use. Neil’s co-worker didn’t want to \*offend him by \*refusing his request \*directly. Instead she thought she politely refused by saying it would be a little bit difficult. But Neil translated those words directly. He knew it was a very difficult report so he thought his co-worker was saying that she could do it.

Here is another case.

One of my students, Yuta, returned from the US and was telling me about his host family. He ( a ) out by saying:

“Honestly, I never really understood what my host father ( b ). He had a very strange way of saying things. I was always confused when he talked to me.”

This comment really interested me. I said to Yuta, “Can you give me an example?” Yuta said:

“Well, one day he was sitting on the \*porch and looked a little bored. So I said to him, ‘Will you help me ( c ) my homework?’ He said, ‘Can’t you tell I’m running a marathon here?’ He said it with a smile on his face and did help me ( c ) my homework but I couldn’t understand why he said that. I never once saw my host father running while I stayed there.”

I thought that I understood what was confusing Yuta but I asked for another example

. This time Yuta said:

“Another night I was really tired. I was sitting very quietly through dinner when my host father called out to me ( d ) a loud voice. ‘Yuta, if you speak any louder, I’ll have to \*turn down my \*hearing aid!’ (4)He was (ア saying イ the one ウ talking エ I オ loudly カ wasn’t キ and) a word!”

I told Yuta that there was nothing wrong with his English understanding. His host father was just \*sarcastic. Sometimes people will say exactly the \*opposite as a way of being funny or \*critical. You can tell the speaker is sarcastic by the tone which he or she uses. Probably Yuta’s host father was sarcastic at that time to relax Yuta. He wanted Yuta ( う ) about asking for help or ( え ) at the dinner table. Unfortunately his words just confused Yuta even more.

Communication in a second language is sometimes difficult. It is important to remember that words and expressions may have different ( e ).

- |                       |                  |                |
|-----------------------|------------------|----------------|
| (注) translate: ~を翻訳する | fair: かなりの       |                |
| usage: 使い方、語法         | request: 要望      | co-worker: 同僚  |
| relieved: ほっとした       | offend: ~の感情を害する | refuse: ~を断る   |
| directly: はっきりと、直接    | porch: ベランダ      |                |
| turn down: ~の音量を下げる   | hearing aid: 補聴器 | sarcastic: 皮肉な |
| opposite: 反対、逆        | critical: 批判的な   |                |

1. 空所( あ )( い )に入る語の組み合わせとして最も適当なものを、ア～エの中から選び、記号で答えなさい。

	( あ )	( い )
ア	anybody	anybody
イ	anybody	somebody
ウ	nobody	anybody
エ	nobody	somebody

2. 下線部(1)を正しく直しなさい。
3. 下線部(2)を it が指す内容が明らかになるように次のように書きかえるとき、空所に適当な語句を書きなさい。

I thought it would be really difficult \_\_\_\_\_.

4. 下線部(3)の空所に適当な語を入れなさい。
5. 空所( a )( b )に入る最も適当な動詞をそれぞれ下から選び、必要があれば正しい形にして答えなさい。

[ go mean put start ]

6. 空所( c )( d )に入る最も適当な語をそれぞれア～カの中から選び、記号で答えなさい。

ア about    イ by    ウ in    エ on    オ to    カ with

7. 空所 A に入る最も適当なものをア～エの中から選び、記号で答えなさい。

ア because I couldn't understand well  
イ because I wanted Yuta to feel well  
ウ just to be sure  
エ just to relax Yuta

8. 下線部(4)の( )内の語(句)を意味が通るように並べかえるとき、①②③に入る語(句)を記号で答えなさい。

He was ① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_ a word!

9. 空所( う )( え )に入る語(句)の組み合わせとして最も適当なものを、ア～エの中から選び、記号で答えなさい。

( う )	( え )
ア to be relaxed	speaking
イ to be relaxed	spoke
ウ would be relaxed	speaking
エ would be relaxed	spoke

10. 空所( e )に入る 1 語を答えなさい。

11. 本文の内容と一致しないものをア～エの中から 1 つ選び、記号で答えなさい。

- ア The writer thinks Japanese people refuse requests without using the word “no.”
- イ Because Neil thought translating the report was very difficult, he asked one of his co-workers to do it.
- ウ Neil did not understand that one of his co-workers refused his request.
- エ When Yuta’s host father said, “Can’t you tell I’m running a marathon here?” he didn’t mean to confuse Yuta.







英語解答用紙

(\*印の欄には書かないこと)

<b>1</b>	1	加える語	①	②	③	2	加える語	①	②	③
	3	加える語	①	②	③	4	加える語	①	②	③

<b>2</b>	2		4		6	
----------	---	--	---	--	---	--

<b>3</b>	1		2	
----------	---	--	---	--

<b>4</b>	1		2	
----------	---	--	---	--

<b>5</b>	1	(a)	(d)

2		3		4		5		6	
---	--	---	--	---	--	---	--	---	--

7										
---	--	--	--	--	--	--	--	--	--	--

8		9		10		11	
---	--	---	--	----	--	----	--

<b>6</b>	1		2	
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3										
---	--	--	--	--	--	--	--	--	--	--

4										
---	--	--	--	--	--	--	--	--	--	--

5	(a)			(b)			6	(c)	(d)	7

8	①	②	③	9		10		11	
---	---	---	---	---	--	----	--	----	--

受験番号		氏名	
------	--	----	--

得点		*	
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1	1	加える語	①	②	③	2	加える語	①	②	③
		are	ウ	カ	オ		why	ク	キ	ア
	3	加える語	①	②	③	4	加える語	①	②	③
		happiest / best	ク	カ	イ		be	キ	ウ	オ

2	2	ウ	4	カ	6	イ
---	---	---	---	---	---	---

3	1	イ	2	イ
---	---	---	---	---

4	1	エ	2	ア
---	---	---	---	---

3点×7=21  
1点×4=4

5	1	(a)	(d)
		introduced	gone

3点×12=36  
2点×1=2

2	バナナの皮	3	イ	4	エ	5	ア	6	エ
---	-------	---	---	---	---	---	---	---	---

7	(really) George Washington's
---	------------------------------

8	イ	9	GW	10	famous	11	ウ	オ
---	---	---	----	----	--------	----	---	---

6	1	イ	2	themselves
---	---	---	---	------------

3点×11=33  
2点×2=4

3	to translate the report by Friday
---	-----------------------------------

4	No	can't	do / translate
---	----	-------	----------------

5	(a)	(b)	6	(c)	(d)	7	ウ
	started	meant		カ	ウ		

8	①	②	③	9	ア	10	usages / meanings	11	イ
	イ	オ	ア						

受験番号		氏名	模範解答
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得点	*
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