

令和6年度

岡山白陵高等学校入学試験問題

英 語

受験 番号	
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- 注 意
1. 時間は60分で100点満点です。
 2. 問題用紙と解答用紙の両方に受験番号を記入しなさい。
 3. 開始の合図があったら、まず問題が1ページから12ページまで、順になっているかどうかを確かめなさい。
 4. 解答は解答用紙の決められたところに書きなさい。

1

次の英文を読み、後の問いに答えよ。

The other day I was eating alone at a revolving sushi (*kaiten zushi*) place. A very nice man sitting next to me started a conversation by (1) complimenting my ability to use chopsticks. We quickly moved on to the next topic, but I was reminded of a very heated discussion that came up recently on one of the mailing lists I subscribe to. It was about chopsticks, and, for many Westerners in Japan, that “dreaded” compliment.

Now why do some foreigners get so upset when Japanese people tell them they use chopsticks well? I discovered several answers to (2) this question as I followed the chopsticks debate on my mailing list.

Perhaps the main reason is that for anyone who has lived in Japan for a while, say more than a year, using chopsticks is no (3) big deal. There’s nothing hard about it, so it seems strange to be complimented on what anyone, with a little practice, could do. One person even wrote that being complimented on the ability to use chopsticks is like being complimented on the ability to walk. And that’s why some people are insulted by it.

There’s probably a cultural perception gap here. For Japanese, there is clearly a wrong way and a right way to use chopsticks, and I often hear the (4) complaint that even young Japanese don’t know the right way. That’s probably why many Japanese, with their high standards, don’t (A). On the other hand, most Westerners who live in Japan use chopsticks comfortably every day and don’t really (B).

The second reason is a more psychological one. For some Westerners, the comment, “Oh, you use chopsticks so well!” means this: “We’re Japanese and you’re not, so no one expects you to be able to use chopsticks.” In other words, this compliment makes a lot of foreigners feel like outsiders, when, in fact, they really just want to be treated like everyone else at the table. This may seem like paranoia or a case of taking things too seriously. But the fact is, a lot of foreigners who have made their home in Japan are quite sensitive about being seen as outsiders.

I have to admit, I myself have had both of these reactions at one time or another on hearing this compliment. But I found (5) a new way of looking at the whole thing

through the mailing list debate. One person wrote in suggesting that this compliment is simply a social ritual. It doesn't mean anything really; rather, for a lot of Japanese, it's just a way to break the ice and start a conversation, a kind of *aisatsu*. This seems right to me now. And it's clear that's exactly what was going on the other day at the *kaiten zushi* place. The chopsticks compliment was just a simple greeting for starting a conversation.

問1 下線部(1)、(3)、(4)の意味として最も適当なものを次から1つずつ選び、それぞれ記号で答えよ。

- | | | |
|-------------------|-----------|-----------|
| (1) complimenting | ア. 疑うこと | イ. 批判すること |
| | ウ. 賞賛すること | エ. 習得すること |
| (3) big deal | ア. 未知のこと | イ. 重大なこと |
| | ウ. ささいなこと | エ. よくあること |
| (4) complaint | ア. うわさ | イ. 証言 |
| | ウ. 言い訳 | エ. 不満 |

問2 下線部(2)について、①・②の問いに答えよ。

① 具体的な内容を日本語で答えよ。

② 下線部に対する答えとして適当なものを次から2つ選び、記号で答えよ。

- ア. 日本に住む外国人の中には、箸^{はし}を使って食事する程度のことではほめられたいとは思わない人もいるから。
- イ. 日本に住む外国人の中には、箸の使い方をほめられる経験は1度や2度ではなく、その度に同じ反応をしないといけないと思う人もいるから。
- ウ. 日本に住む外国人の中には、それほど親しくない人に、不慣れな場所で生活している自分に対して気をつかわせてしまって申し訳なく感じる人もいるから。
- エ. 日本に住む外国人の中には、自国で十分練習しているので、箸の使い方には自信がある人もいるから。
- オ. 日本に住む外国人の中には、箸の使い方がうまいと言われることで、自分たちをよそ者のように感じてしまう人もいるから。

問3 空欄(A)、(B)に入れるのに最も適当なものを次から1つずつ選び、それぞれ記号で答えよ。ただし、同じ記号を繰り返し用いないこと。

ア. think about whether they're doing it right or wrong

イ. think that the way Japanese people use chopsticks is right

ウ. have to think about what to use when they eat

エ. see using chopsticks as so simple

問4 下線部(5)の具体的な内容を日本語で答えよ。

(このページには問題はありません。)

2

次の英文を読み、後の問いに答えよ。

At times, learning anything new can be very difficult. Some children have the added trouble of not seeing words or numbers in the right way. This can make school work seem not just difficult but impossible.

The first people to notice a learning problem are usually parents. They can see that something is not right and try to find out what the problem may be. (A), but usually a learning problem comes from a person's brain being "wired" differently. Although some say that people with a learning problem are slow, (B). A child with a learning problem is often just as smart as other children, but because of the different way the child's brain sees things, (C).

Albert Einstein could not read anything until he was nine years old. Walt Disney and many other scientists and artists had trouble reading their whole lives, but that did not stop them from doing great things. Doctors guess that as many as 15 % of people have some kind of a learning problem.

A lot of people with learning problems have a problem in their brains that make words, numbers, and letters look all mixed up. A child with (1) this problem can look at a word or math question written down by a teacher or in a book, but the child may not see the same thing others see. The words or letters may be backwards or out of order. You can imagine (2) (it / be / how / read / would / difficult / to) or do math with all the numbers or letters mixed up all the time.

Children with learning problems can do well in school. It is up to the parents, teachers, and other helpers in schools to notice and treat learning problems as early as possible. They can do this by using special tests to see exactly what the problem is. Then they will know how to help the child. Many children with learning problems can become average or above average students when given the right tools to help themselves.

Before a child with a learning problem is tested, he or she might have a lot of trouble in school. The child may even want to quit school. That is why (3) it is so important to catch the problem as early as possible.

問1 空欄(A)、(B)、(C)に入れるのに最も適当なものを次から1つずつ選び、それぞれ記号で答えよ。ただし、同じ記号を繰り返し用いないこと。文頭にくる語も小文字で示してある。

ア. this is not true

イ. they can solve the problem easily

ウ. there are many different types of learning problems

エ. it makes learning something new much harder for that child

問2 下線部(1)の具体的な内容として最も適当なものを次から選び、記号で答えよ。

ア. 手紙などを書いたときにまっすぐ文字が書けないという問題。

イ. 文字や数字が混ざり合ってしまうという問題。

ウ. 世界のおよそ15%の人々は何らかの学習障害を持っているという問題。

エ. 学習障害を持っている子どもに対して十分な配慮をしない大人もいるという問題。

問3 下線部(2)の語を意味が通るように並べかえよ。

問4 下線部(3)を日本語に直せ。

問5 次の英文のうち、本文の内容に一致するものを次から1つ選び、記号で答えよ。

ア. Some children may have learning problems because adults often teach them something new in the wrong way.

イ. Children with learning problems cannot do well in school even if adults around them notice and treat their learning problems.

ウ. These days, more students are having a hard time in school than before.

エ. Some tests can help adults to understand why a child has difficulty in learning.

3

次の英文を読み、後の問いに答えよ。

“Grandma!” little Desiree exclaimed. “It’s my daddy’s birthday. How will I send him a birthday card?”

(1) Desiree’s grandmother looked at Desiree and sighed. She didn’t know what to say. Desiree’s father had died nine months earlier. Desiree didn’t understand. She was only four years old.

“I have an idea,” her grandmother said. “Let’s write your daddy a letter. We can tie the letter to a balloon and send it up to heaven. What should we write?”

Desiree told her grandmother to write, “Happy Birthday, Daddy. I love you and miss you. Please write me on my birthday in January.”

Desiree’s grandmother wrote Desiree’s message and their address on a small piece of paper. Then Desiree, her mother, and her grandmother went to a store to buy a balloon. Desiree looked quickly at the helium-filled balloons and said, “That one! The one with the mermaid!”

[I]

“Did you see that?” Desiree exclaimed. “Daddy reached down and took my balloon! Now he’s going to write me back!”

Desiree released the balloon in California. The wind caught the balloon and carried it east. Four days later, it came down 3,000 miles away, near a lake in eastern Canada. The name of the lake was Mermaid Lake.

Wade MacKinnon, a Canadian man, was hunting ducks at Mermaid Lake when he found Desiree’s balloon and letter. He took them home to his wife. She decided to send Desiree a birthday present. She also wrote her a letter. The letter said:

Dear Desiree,

Happy Birthday from your daddy. I guess you wonder who we are. Well, my husband, Wade, went duck hunting, and guess what he found! A mermaid balloon that you sent your daddy. (2) There are no stores in heaven, so your daddy wanted

someone to do his shopping for him. I think he picked us because we live in a town called Mermaid. I know your daddy loves you very much and will always watch over you.

Lots of love,

The MacKinnons

When the package from the MacKinnons arrived, Desiree was not at all (A).
“Daddy remembered my birthday!” she exclaimed.

Desiree’s mother wrote the MacKinnons to thank them for the present and the letter. During the next few weeks, she and the MacKinnons telephoned each other often. Then Desiree, her mother, and her grandmother flew to Canada to meet the MacKinnons. The MacKinnons took them to Mermaid Lake and showed them where the balloon had landed.

Now, whenever Desiree wants to talk about her father, she calls the MacKinnons. After she talks to them, she feels better.

People often say, “What a coincidence—the mermaid balloon landed at Mermaid Lake!” Desiree’s mother is not sure it was just a coincidence. She says, “I think that somehow my husband picked the MacKinnons. It was his way to send his love to Desiree. She understands now (B).”

問1 下線部(1)の祖母の心情を説明するものとして最も適当なものを次から選び、記号で答えよ。

- ア. 幼さゆえに父親の死を十分理解できていない孫をかわいそうに思っている。
- イ. 死んだ父親に手紙を書くことで気持ちの整理をしようとしている孫をけなげに思っている。
- ウ. 死んだ父親の誕生日が近づいていることを喜んでいる孫のおろかさに、不満を感じている。
- エ. どうやって孫といっしょに父親の誕生日を祝えばよいか分からず、途方に暮れている。

問2 空欄[I]には以下のア～エの英文が入る。意味が通るように並べかえ、その順番を記号で答えよ。

- ア. For an hour, they watched the balloon go higher and higher.
- イ. They bought the mermaid balloon and tied Desiree's letter to it.
- ウ. Finally, it disappeared.
- エ. Then Desiree let the balloon go.

問3 下線部(2)を日本語に直せ。

問4 空欄(A)に入る英単語として最も適当なものを次から選び、記号で答えよ。

- ア. interested イ. surprised ウ. glad エ. angry

問5 空欄(B)に入れるのに最も適当なものを次から選び、記号で答えよ。

- ア. that she can see her father soon
- イ. that her father is always with her
- ウ. that the MacKinnons and her father were close friends
- エ. that being kind to others is important

(このページには問題はありません。)

4

次の各組の文がほぼ同じ意味になるように、空欄(ア)、(イ)に入る語を1語ずつ答えよ。

- (1) {
If you go along this street, you will get to the museum.
This street will (ア)(イ) to the museum.

- (2) {
John was too tired to do his homework last night.
John was (ア) tired that he (イ) do his homework last night.

- (3) {
The strange man didn't say goodbye to us and went out of the room.
The strange man went out of the room (ア)(イ) goodbye to us.

- (4) {
The man standing over there is a stranger to me.
I have (ア)(イ) the man standing over there.

- (5) {
Shall I answer the phone?
Would you (ア)(イ) to answer the phone?

- (6) {
Ken can't go out with us because he is busy.
Ken (ア) go out with us if he were (イ).

- (7) {
My mother said to me, "Can you wash the dishes for me, please?"
My mother (ア) me to wash the dishes for (イ).

5

次の(A)・(B)の問いに答えよ。

(A) 以下の日本語を英語に直せ。

元日(New Year's Day)は日本で最も重要な祝日のひとつであり、多くの人が1年の健康を願って神社に行きます。

(B) 次の条件に従って、以下の質問に対するあなた自身の考えを書きなさい。

[条件]

- ① 解答欄の Yes か No に○印をつけ、書き出しに続けて書くこと。
- ② 書き出しの英語を含めずに、10～20語の英語で書くこと。英文は2文以上になってもかまわない。

[質問]

Should teachers give students homework during a long vacation?