

英 語

注 意

- 1 問題は **1** から **4** までで、10 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 10 分です。
- 3 最初に **1** のリスニングテストを行います。
- 4 声を出して読むはいけません。
- 5 答えはすべて解答用紙に明確に記入し、**解答用紙だけを提出しなさい。**
- 6 答えは**特別の指示**のあるもののほかは、各問の**ア・イ・ウ・エ**のうちから、最も適切なものをそれぞれ一つずつ選んで、その記号を書きなさい。
- 7 答えを直すときは、きれいに消してから、新しい答えを書きなさい。
- 8 **受検番号**を解答用紙の決められた欄に記入しなさい。

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 Because the bag is small and nice.
- イ Because the bag looks easy to use.
- ウ Because the bag is popular.
- エ Because the bag is the last one.

<対話文2>

- ア It's fine but cold.
- イ It's sunny and hot.
- ウ It's cloudy but hot.
- エ It's rainy and cold.

<対話文3>

- ア She should say, "I'm sorry."
- イ She should say, "Thank you."
- ウ She should say, "You're welcome."
- エ She should say, "I'm happy to hear that."

〔問題B〕 <Question 1>, <Question 2> に対する答えをそれぞれ英語で書きなさい。

（それぞれの質問のあとに、15秒程度、答えを書く時間があります。）

2

次の各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

- 1 日本の学校に来て間もない Cecilia と, Keita が教室で話をしている。 (A) 及び (B) の中にそれぞれ入る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。ただし、下の表は、二人が見ているクラスの班別清掃当番表である。

Cecilia: What is this, Keita?

Keita: It shows five places to clean.
Each group has to clean one place every day for a week.

Cecilia: How do you use it?

Keita: For example, I am in Group One.
So I clean our classroom this week.

Cecilia: What group am I in?

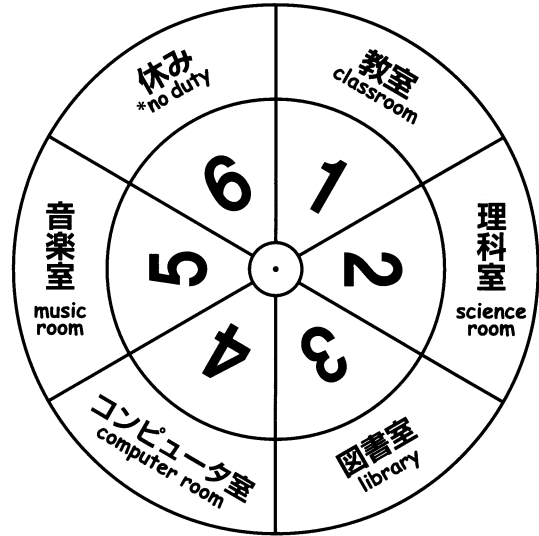
Keita: You are in Group Three. So you clean the (A) this week.

Cecilia: I see. How about next week?

Keita: I will clean the science room, and you will clean ...

Cecilia: The computer room.

Keita: Yes. And Group (B) won't have to clean any place next week.



〔注〕 no duty 当番でない

- ア (A) library (B) Five イ (A) science room (B) Five
ウ (A) library (B) Six エ (A) science room (B) Six

- 2 高層ビルの展望階に行こうとしている Satoshi と Bob の次の対話で、 (A) 及び (B) の中にそれぞれ入る語の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページの表は、二人が見ている展望階の案内である。

Satoshi: This building has two *observation floors. They are Observation Floor One and Observation Floor Two.

Bob: Which observation floor shall we visit?

Satoshi: Observation Floor One is better. It has a better view of Mt. Fuji. I've been there before.

Bob: Great! Let's go!

Satoshi: Wait, wait, Bob. It's nine fifteen now. We have to wait for (A) minutes before it opens.

Bob: Oh, look, Satoshi! Observation Floor One will be *closed today. It's the third Monday of the month.

Satoshi: Don't worry, Bob. Today is a *holiday, and Observation Floor (B) will be open.

Information

Observation Floor One Open 10:00 - 23:00

Observation Floor Two Open 9:30 - 17:30

Observation Floor One is closed on the first and the third Mondays of each month, and Observation Floor Two is closed on the second and the fourth Mondays.

When Monday is a holiday, Observation Floor One is open but Observation Floor Two is closed.

〔注〕 observation floor 展望階 closed 閉まっている holiday 休日

- ア (A) fifteen (B) One イ (A) fifteen (B) Two
ウ (A) forty-five (B) One エ (A) forty-five (B) Two

3 次の文章は、英語の授業で Haruka が行ったスピーチの内容です。

I'm going to tell you about some wonderful experiences in Canada.

I went there during the last winter vacation. I stayed with a host family for ten days.

I enjoyed a lot of things with my host sister, Laura. She is a high school student. We went skiing in the mountains. We saw a lot of stars in the sky at night. They were very beautiful.

Laura's family had a party for me on the last night. Her mother made a delicious dinner. Laura's father played the piano, and Laura sang songs for me. After the party, she came to me and said, "I'll never forget you, Haruka. We are friends." I was really happy to hear those words. I always remember them when I think of her.

Laura is going to come to Japan this summer. I'll take her to some popular places in Tokyo. What else should I do? Tell me your ideas, please. Thank you.

(1) このスピーチの内容と合っているのは、次のうちではどれか。

- ア When Haruka thinks of Laura, she always remembers the mountains.
イ When Haruka thinks of Laura, she always remembers the beautiful stars.
ウ When Haruka thinks of Laura, she always remembers Laura's songs at the party.
エ When Haruka thinks of Laura, she always remembers Laura's words after the party.

(2) このスピーチを聞いた後で、あなたは Haruka に何をしたらよいか助言をすることになりました。あなたが Haruka に助言したいことを一つ取り上げ、そのことについて、三つの英語の文で書き表しなさい。

3 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には、本文のあとに〔注〕がある。)

Mr. Matsuo is an English teacher at a junior high school. Ms. Baker is an American teacher who teaches English with him. They have just started their English class.

Mr. Matsuo: Hi, everyone. Today, we are going to read a story about language. But before that, Ms. Baker will ask you some questions about Japanese words.

Ms. Baker: I usually teach you English. But today, I want you to teach me Japanese.

Ryohei: That sounds interesting.

Ms. Baker: ⁽¹⁾ OK. I'll ask you the first question, Ryohei. What does "shibashiba" mean? For example, "shibashiba tsukau."

Ryohei: "Shibashiba?" I think it means "often."

Mr. Matsuo: Good job.

Ms. Baker: Thank you, Ryohei.

Mr. Matsuo: ⁽²⁾ Ryohei, can you say "shibashiba tsukau" in other words in Japanese?

Ryohei: Well, ... "tamani tsukau."

Mr. Matsuo: Does everyone agree?

Maki: Mr. Matsuo, I think "shibashiba tsukau" means "yoku tsukau."

Mr. Matsuo: That's right, Maki.

Ryohei: Oh, really? I didn't know that.

Mr. Matsuo: ⁽³⁾ Some students don't know the real *meaning of "shibashiba."

Ryohei: I've had the wrong *image of "shibashiba." So I've understood the English word "often" in a wrong way, too.

Ms. Baker: Ryohei, remember "often" means "many times."

Ryohei: I understand, Ms. Baker.

Ms. Baker: OK. Let's go to the next question, everyone. What does "omomuroni" mean?

Aiko: I often hear it, but I don't know.

Mr. Matsuo: For example, if I say, "omomuroni tachiagaru," how do I stand up? Can you *guess, Aiko?

Aiko: Maybe you stand up "quickly." Am I right?

Mr. Matsuo: Well, Aiko. Watch me.

He sits down on a chair. Then he stands up very slowly and says, “omomuroni tachiagaru.”

Aiko: Does it mean “slowly?”

Mr. Matsuo: That’s right.

Ryohei: I thought I would be able to answer questions about my own language. But
(5) I was wrong.

Aiko: I think there are a lot of things I don’t know about Japanese.

Mr. Matsuo: It’s really important for us to study our own language.

Ms. Baker: And you can learn new things about your own language when you study a foreign language, too.

Maki: Sounds exciting. I will study English harder.

Ryohei: (6) I’ll study both Japanese and English hard! I want to teach Japanese to foreign people in the future.

Mr. Matsuo: Great! All right, everyone. Open your textbooks to page twenty-four. The *title is “Do We Really Know Our Own Language?”.

〔注〕 meaning 意味 image イメージ guess 推測する title 題

〔問1〕 That sounds interesting. の内容を、次のように書き表すとすれば、 の
(1) 中に、下のどれを入れるのがよいか。

I am interested in .

- ア teaching Ms. Baker Japanese
- イ reading a story about language
- ウ studying English with Ms. Baker
- エ asking Ms. Baker some questions

〔問2〕 Thank you, Ryohei. とあるが、このように Ms. Baker が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Ryohei answered “*tamani tsukau.*”
- イ Mr. Matsuo said “Good job” to Ryohei.
- ウ Ryohei told Ms. Baker how to say “*shibashiba*” in English.
- エ Ms. Baker learned how to say “*shibashiba tsukau*” in other words in Japanese.

〔問3〕 I didn't know that. の内容を、次のように書き表すとすれば、 の中に、
(3)
下のどれを入れるのがよいか。

I didn't know

- ア “often” meant “*tamani*.”
- イ “*shibashiba*” meant “*yoku*.”
- ウ “often” meant “*shibashiba*.”
- エ “*shibashiba*” meant “*tamani*.”

〔問4〕 Watch me. とあるが、このとき Mr. Matsuo が言いたかったことを、次のように書き
(4)
表すとすれば、 の中に、下のどれを入れるのがよいか。

If you watch me, you will learn the meaning of

- ア “*omomuroni*.”
- イ “*shibashiba*.”
- ウ “quickly.”
- エ “slowly.”

〔問5〕 But I was wrong. の内容を、次のように語句を補って書き表すとすれば、 の
(5)
中に、どのような1語を入れるのがよいか。

I thought I knew well, but I was wrong.

〔問6〕 Sounds exciting. の内容を、次のように書き表すとすれば、 の中に、どの
(6)
ような1語を入れるのがよいか。

Learning something about Japanese by studying a foreign language
sounds exciting.

〔問7〕 次の文章は、Ryohei が授業の終わりに書いた感想文である。 (A) 及び (B) の中にそれぞれ入る語の組み合わせとして正しいものは、下のうちではどれか。

Today Ms. Baker asked us some questions about Japanese (A) we read a story about language. I thought I would be able to answer the questions. But I was not. So I started to think it was really important to study our own language.

Now I'm interested in language, and I'll study both English and Japanese very hard. I want to teach (B) to foreign people in the future.

- ア (A) after (B) English イ (A) after (B) Japanese
ウ (A) before (B) English エ (A) before (B) Japanese

4 次の文章を読んで、あとの各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Greg was fourteen years old and liked to *draw pictures. He went to a park near his house every Sunday to draw. He *added color only for special pictures because he didn't have much *paint. One Sunday, he went to the park to finish a picture for a contest. He decided to use the last paint he had. He thought, "I have to finish it today to *be in time for the contest." In the park, he saw an old woman. She was sitting on a *bench and looking at a photo. He thought, "I've seen her there before." Then he said, "Hello." She said, "Hello. Oh, you sometimes draw pictures here." He wanted to talk with her more and said, "My name is Greg Miller. You were looking at a photo." She said, "Yes. My name is Karen Foster. This is my *grandson, Edward. He lives in another country." She showed him the photo and said, "His parents sent it to me. I have seen him only once. It was three years ago. I want to see him again." Greg wanted to do something for her and said, "I'll draw a picture of you and Edward." She said, "You're kind." He said, "You can keep sitting there. Please hold that photo in your hand and look at me." He sat down near her and began drawing a picture with a pencil.

Ms. Foster said, "I have a photo *studio. When Edward was born, I closed it for two weeks and went to see him. I took many photos of him. Now I can't take a photo of him or feel him in my arms." Greg finished drawing and showed her the picture. She said, "Wow! This is a *heart-warming picture! I like it very much." In the picture, Edward was sitting on her *lap. She said, "I can feel Edward on my lap. I'm really happy." He thought, "I draw pictures because I like to draw them. And my pictures can make people happy. That is a wonderful thing. I'll add color to this picture. She'll be happier." But soon he thought, "If I do that, I will have to give up the contest." When he saw her smile, he knew what to do. He said, "I'll add color to it. It's getting dark, and it'll take a few hours. Will you meet me here again next Sunday?" She said yes.

The next Sunday, Greg met Ms. Foster again in the park. He finished adding color to the picture there and gave it to her. She said, "Thank you, Greg. I really like this picture. It makes me happy. Please keep drawing pictures which make people happy. You can do that." Then she gave him something. He was surprised and opened it. It was a box of paints. He said, "Thank you, Ms. Foster. I'll never forget your words. I'll try."

A few weeks later, when Greg went out, he saw some people in front of a photo studio. They were looking at something in its show window. When he came near the studio and saw its name, he knew it was Ms. Foster's. An old man said to him, "This picture makes me happy. I remember my grandson." Greg looked at the picture there and was surprised.

〔問3〕 本文の内容と合っているのは、次のうちではどれか。

- ア When Greg saw Ms. Foster in the park and said hello, she knew his name.
- イ Ms. Foster looked at Greg's picture and said she couldn't feel Edward in her arms.
- ウ Greg finished a picture for Ms. Foster in one day and gave it to her.
- エ Greg had to give up the contest, but he decided to try it next year.

〔問4〕 次の質問に英語で答えよ。

- (1) Why did Ms. Foster say Greg was kind?
- (2) Whose photo studio did Greg see?