

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 Summer.

イ Winter.

ウ Spring.

エ Fall.

<対話文2>

ア At the post office.

イ At the bank.

ウ At the supermarket.

エ At the restaurant.

<対話文3>

ア About his homework.

イ About Yumi's grandmother.

ウ About a good time at Yumi's house.

エ About his vacation time in America.

〔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。




（それぞれの質問の後に、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 Becky と Chika は、靴のカタログを見ながら話をしている。 (A) 及び (B) の中にそれぞれ入る語句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 I は、二人が見ている靴のカタログの表である。

I	<i>Model One</i>	<i>Model Two</i>	<i>Model Three</i>
*model			
size (cm)	22.0 22.5	23.0 23.5	24.0 24.5
*price	¥3,800	¥2,900	¥2,600
color	green yellow red blue	green yellow red	green blue white

Becky: Which shoes do you want?

Chika: *Model One* shoes look good, and there are many colors. But they are the most expensive.

Becky: That's right. What color of shoes would you like to buy?

Chika: I'd like to buy yellow or red ones.

Becky: I see. Then how about (A)? The price is *reasonable.

Chika: Well . . . , OK, I'll buy yellow *Model Two* shoes. How about you, Becky?

Becky: I like *Model Two*, but my favorite color *is only on the list for *Model Three*.

Chika: Oh, your favorite color is (B), right?

Becky: That's right. I'll buy *Model Three* shoes.

〔注〕 model 型 price 価格 reasonable 手ごろな
be on the list for ~ ~の表に載っている

ア (A) *Model Three* (B) blue イ (A) *Model Two* (B) white
ウ (A) *Model Two* (B) green エ (A) *Model Three* (B) yellow

- 2 Tomoki は、放課後に Steve からもらったメモを見ながら、Mary と話している。(A) 及び (B) の中にそれぞれ入る語句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 II は、Tomoki が Steve からもらったメモである。

Tomoki: Steve and I are going to go to a *kindergarten to do volunteer work tomorrow.

Mary: What time will the work start?

Tomoki: It will start at nine. We will arrive at the kindergarten about .

Mary: I see.

Tomoki: Oh, I have to call Steve to ask what I need tomorrow. What time is it now?

Mary: It's five o'clock. Will you call him soon?

Tomoki: No. I will call him after .

〔注〕 kindergarten 幼稚園

II

To Tomoki

About tomorrow's volunteer work

- start at 9:00 a.m.
- come to my house first
- it's about thirty minutes from my house to the kindergarten
- leave my house at 8:15 a.m.

If you have any questions, call me before 4:30 p.m. or after 6:30 p.m. today.

Steve

- ア (A) eight forty-five (B) six thirty イ (A) eight fifteen (B) six thirty
ウ (A) eight fifteen (B) four thirty エ (A) eight forty-five (B) four thirty

3 次の文章は、英語の授業で読んだ英字新聞の記事の一部です。

I heard a story from one of my Japanese friends. It happened to her a month ago. When she was going to buy a train ticket at a station, her *wallet was not in her bag. She looked for it for a while but couldn't find it. She didn't know what to do. Suddenly a young man spoke to her. He spoke a foreign language she didn't know. She said, "No! No!" and tried to walk away from him. But he followed her, and she was surprised. When she tried to run away from him, he touched her arm. She was afraid and looked at him. He smiled, showed her a wallet, and gave it to her. Then she understood everything. "Oh, I *dropped it. He found it and wanted to give it to me," she thought. She didn't know what language he spoke, but she said to him, "Thank you very much." He smiled again and walked away.

〔注〕 wallet 財布 drop 落とす

- (1) この英字新聞の記事の内容と合っているのは、次のうちではどれか。
- ア The woman looked for her bag at the station but didn't find it.
 - イ The young man smiled and said to the woman, "Thank you very much."
 - ウ The young man followed the woman because he wanted to give her the wallet.
 - エ The woman spoke to the young man in Japanese because she didn't know what to do.
- (2) この記事を読んだ後で、あなたが困っているときにだれかに助けてもらったことについて、英語で書くことになりました。あなたがだれかに助けてもらったことを一つ取り上げ、そのことについて三つの英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・語句には、本文のあとに〔注〕がある。)

*Yoko is a high school student. Mark and Carrie Alder are a young American *married couple. They live near Yoko's house. They know her and her friend Kana. One Sunday, they see Yoko and Kana in a park.*

Mark: Hi, Yoko and Kana. What are you doing here?

Kana: We are talking about a dance. Our dance school will have a *performance next month.

Mark: That's nice.

Carrie: What are you going to dance at the performance?

Yoko: We haven't decided yet. Now we are trying to make a dance for our group. It is difficult.

Kana: Yes. We haven't had a good idea yet.

Carrie: I can understand that.

Yoko: ⁽¹⁾ Are you interested in dancing, Carrie?

Carrie: Yes, very much. I danced in dance festivals every year in America.

Yoko: ⁽²⁾ Oh, did you?

Carrie: Yes. Our city has a big dance festival every year, and many people dance in it.

Yoko: What kind of dances do they do?

Carrie: All kinds of dances. People dance in their own styles. There are many kinds of *patterns and *rhythms in the dances.

Kana: Sounds interesting!

Mark: That's right. I enjoyed many patterns and rhythms. Dance styles may be different, but something *is common to all dances.

Kana: What is that?

Carrie: I know. Dancers try to *express their *feelings and ideas to the *audience.

The audience can share them. That is common to all kinds of dances.

Yoko: ⁽³⁾ I see. Dancers have messages in their dances, right?

Carrie: Yes. I believe that is very important.

Kana: ⁽⁴⁾ Then, what will our message be, Yoko?

Yoko: I'm thinking about that How about "Let's have dreams for the future"?

Kana: Dreams for the future?

Yoko: Yes. When we have dreams for the future, they give us the energy to *do our best.

Kana: That's a good idea!

Carrie: I think so, too.

Kana: Let's express that to the audience! Next, let's *choose the music for our dance.

Yoko: Yes, let's. I think we will make a great dance.

Mark: You can do it. Can we go to see your dance?

Yoko: Sure. We will give you the information later.

Carrie: Thank you. I'm looking forward to your dance. I hope the audience will get your message.

Yoko: I hope so, too. Thank you, Carrie and Mark.

Mark: Good luck!

[注] married couple 夫婦 performance 公演 pattern 型
rhythm リズム be common to ~ ~に共通している
express 表現する feelings 気持ち audience 観客
do our best 最善を尽くす choose 選ぶ

[問1] I can understand that. の内容を、次のように書き表すとすれば、 の中に、⁽¹⁾下のどれを入れるのがよいか。

I can understand .

ア you are going to dance

イ it is difficult to make a dance

ウ it is nice to have a performance

エ you haven't decided to dance yet

[問2] Yes, very much. の内容を、次のように語句を補って書き表すとすれば、 の中に、どのような1語を入れるのがよいか。

Yes, I am in dancing very much.

〔問3〕 The audience can share them. の内容を、次のように書き表すとすれば、
(3) の中に、下のどれを入れるのがよいか。

The audience can .

- ア have the same feelings and ideas
- イ make all kinds of dances interesting
- ウ enjoy many patterns and rhythms
- エ dance in festivals together with dancers

〔問4〕 I believe that is very important. の内容を、次のように書き表すとすれば、
(4) の中に、どのような1語を入れるのがよいか。

I believe having is very important in dancing.

〔問5〕 That's a good idea. の内容を最もよく表しているのは、次のうちではどれか。
(5)

- ア We have good dreams for the future.
- イ The energy to do our best is a good thing.
- ウ We will choose the good music for our dance.
- エ “Let’s have dreams for the future” is a good message.

〔問6〕 I hope so, too. の内容を、次のように書き表すとすれば、 の中に、下の
(6) どれを入れるのがよいか。

I also hope .

- ア you will come to see our dance
- イ the audience will get our message
- ウ we will have dreams for the future
- エ we will give you information about our performance

〔問7〕 次の文章は、公演の後に Carrie が Yoko に送ったEメールの一部である。 (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、下のア～エの
うちではどれか。

Hi, Yoko. Thank you very much for inviting us to your (A) last week.
Mark and I enjoyed your dance and the dances of the other groups very much.
I got a strong message from your dance. Having dreams for the future is
wonderful! We think dreams really give us a lot of (B) to do our best.
Thank you again, and I hope you and Kana will enjoy dancing a lot and become
wonderful dancers.

- ア (A) house (B) information イ (A) school (B) dances
ウ (A) performance (B) energy エ (A) festival (B) groups

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。)

Hiroki was a third-year student at a junior high school. His school had a chorus contest in March every year. At the end of February, Hiroki and his *classmates were talking about the contest. They wanted to win it. Everyone around Hiroki knew he liked singing and sang very well. One of his classmates said, "Hiroki knows how to sing well. So I want Hiroki to become the *conductor of our chorus." Everyone agreed. At first, Hiroki wanted to sing with his classmates. But, for his class, he finally agreed and became the conductor. They started to practice after school every day.

There were two weeks until the contest. Hiroki wanted to make their chorus better and started to give *advice to his classmates. He stopped the practice very often to give advice, and the students weren't able to enjoy singing. Some of them started to *complain about that. Linda, Hiroki's classmate from America, said to him, "Hiroki, you give us a lot of advice, but we don't understand it well." She looked a little angry. Hiroki said, "Well, I'm going to sing now. Try to sing like me, everyone." He began to sing in front of the class. His voice was very beautiful. Linda and the other students thought he was a really good singer. They still didn't know how to sing well. But they stopped complaining and started to practice again. Their teacher, Mr. Nakao, was listening to them outside the classroom. He thought, "They are practicing hard. But they don't have good *harmony. They don't know that."

Only one week was left before the contest. Hiroki *was worried about the chorus because it was not good yet. Akira, one of his classmates, often sang *off-key. Hiroki stopped the practice and complained to him, "We have practiced hard for a week. But we can't do well because you sing off-key." Then Linda shouted, "Stop, Hiroki!" She ran to Hiroki and said, "Akira has also practiced very hard. We all know you can sing very well, but that doesn't mean you can say anything." Hiroki was surprised because Linda was very angry. His classmates also looked angry. He didn't know what to do and left the classroom.

When Hiroki was going home, he thought, "I said something terrible to Akira. I will *apologize to him tomorrow. But what should I do for the class?" Then, he saw his little brother Ken. Ken was playing soccer with his friends in a park and looked very happy. Hiroki was surprised to see that because he knew Ken was not good at sports. Ken usually didn't play well, but his friends didn't complain about that. Sometimes he played well, and his friends said, "Good, Ken!" Ken smiled and ran hard. At that time Hiroki

thought, “Now I know what I should do for the class. I will practice singing together with my classmates. We need to help each other. That will make good harmony in our chorus.”

The next day Hiroki said to his classmates, “I was wrong, everyone. I said something terrible to Akira. I’m sorry.” He said to Akira, “Let’s practice singing together. I’ll stand next to you today when we sing.” Akira smiled and said, “Thank you, Hiroki.” The other students also smiled. Hiroki said, “Linda, will you be the conductor today?” “Sure!” Linda answered. She said, “We don’t have much time until the contest. Let’s practice hard to win it!” Everyone said, “Yes!”

When Mr. Nakao came into the classroom, the students were singing. Hiroki was singing, too. They looked very happy because they were really enjoying singing. After the practice, Mr. Nakao said to them, “You are better than before!” Hiroki said, “Yes, we have good harmony now!”

- 〔注〕 classmate クラスメート conductor 指揮者 advice 助言
complain 不満を言う harmony 調和
be worried about ~ ~を心配している off-key 音程を外して
apologize to ~ ~に謝る

〔問1〕 They don’t know that. 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。

They don’t know .

- ア Linda is a little angry .
- イ Hiroki is a really good singer
- ウ they don’t have good harmony
- エ only one week is left before the contest

〔問2〕 次のア～エの文を、本文の内容の流れに沿って並べ、順に記号を書け。

- ア Hiroki stopped the practice and said something terrible to Akira.
- イ Hiroki asked Linda to be the conductor and sang with his classmates.
- ウ Hiroki started to give advice to his classmates to make their chorus better.
- エ Hiroki thought his class needed to help each other and apologized to his classmates.

〔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) Hiroki's classmates wanted him to become the conductor because .

- ア he was not good at singing
- イ they knew he didn't like singing
- ウ they thought he knew how to sing well
- エ he really wanted to become the conductor

(2) Linda was very angry because .

- ア Akira often sang off-key
- イ Hiroki left the classroom
- ウ the chorus was not good yet
- エ Hiroki said something terrible to Akira

(3) When Hiroki saw Ken in a park, .

- ア Ken looked very happy
- イ Hiroki said to him, "Good, Ken!"
- ウ Hiroki thought Ken was good at sports
- エ one of Ken's friends complained to Ken

〔問4〕 次の質問に英語で答えよ。

- (1) What did Hiroki decide to do for the class after he saw Ken in a park?
- (2) Why did the students look very happy when Mr. Nakao came into the classroom?