

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 Coffee.
- イ Tea.
- ウ Orange juice.
- エ Apple juice.

<対話文2>

- ア Nine years old.
- イ Five years old.
- ウ Three years old.
- エ Two years old.

<対話文3>

- ア To Shinjuku.
- イ To Shibuya.
- ウ To Yokohama.
- エ To Asakusa.

〔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。）




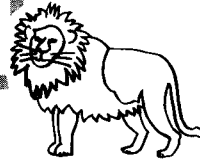
2

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 Susan と Haruka が開園 (午前 9 時) 直後の動物園で話をしている。 (A) 及び (B) の中にそれぞれ入る単語・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、飼育員が来園者に動物の説明をする予定表である。

I

*Schedule for *Zoo-keeper Talks about Animals			
<p>*Monkeys</p> <p>① 10:30-11:00</p> <p>② 14:00-14:30</p>			<p>Koalas</p> <p>① 9:30-10:00</p> <p>② 12:30-13:00</p>
<p>*Penguins</p> <p>① 9:30-10:00</p> <p>② 15:00-15:30</p>			<p>Lions</p> <p>① 10:30-11:00</p> <p>No zoo-keeper talk in the afternoon.</p>

Susan: I want to listen to zoo-keeper talks about all of these four kinds of animals today.

Haruka: Me, too. Which animals do you want to visit first?

Susan: The penguins.

Haruka: Good. Let's visit them at nine thirty. Where do you want to go next?

Susan: I want to go to the monkeys.

Haruka: Well, . . . Look. If we do that, we won't be able to listen to a zoo-keeper talk about the (A) today.

Susan: Oh, you're right. So let's visit them after the penguins. Then let's eat lunch.

Haruka: OK. After lunch, let's visit the koalas at (B). After that, let's visit the monkeys.

〔注〕 schedule 予定
monkey サル

zoo-keeper talk 飼育員による説明
penguin ペンギン

ア (A) lions (B) nine thirty

イ (A) koalas (B) nine thirty

ウ (A) lions (B) twelve thirty

エ (A) koalas (B) twelve thirty

- 2 Kumi と Jack は、ある花の育て方に関するカードの内容について話をしている。(A) 及び (B) の中にそれぞれ入る単語・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、二人が見ている、ある花の育て方に関するカードである。

Kumi: I'll give you some *seeds and a card. The card tells you how to grow them.

Jack: Thank you very much, Kumi. II

Kumi: You're welcome. By the way,
I think you should *plant them
soon.

Jack: Why?

Kumi: It's the *middle of May now.
Look at this.

Jack: Oh, yes. I will plant them
today.

Kumi: Remember, Jack. Before you plant them, you have to (A) for twenty-four
hours.

Jack: All right. Thank you, Kumi. I will show you the flowers in (B) .

- Plant the seeds in May.
- Keep the seeds in water for twenty-four hours before you plant them.
- Give the seeds and plants water *once or twice a week.
- Don't give the seeds and plants too much water.
- The flowers will *bloom after three months.
- Keep animals away from the seeds after you plant them.

〔注〕 seed 種 plant まく middle 中旬
 once or twice a week 1週間に1, 2回 bloom 咲く

- ア (A) keep the seeds in water (B) July
イ (A) keep the seeds in water (B) August
ウ (A) keep animals away (B) July
エ (A) keep animals away (B) August

3 次の文章は、イギリスに住む Andy にあてて、Hiroshi が書いた手紙です。

Dear Andy,

How are you? I hope you are fine.

The weather is wonderful here in Japan now. I went to Kyoto and Nara on a school trip last week. There I visited many places and saw a lot of old temples and shrines. Some of them were really big. One temple was as tall as a *seven-story building! It was built more than a thousand years ago. I just can't believe that such big buildings were built such a long time ago. I was *moved. I wonder how the people in the old days built them. Now I am interested in old buildings in Japan. I think it is important to take care of those old buildings for the next *generation.

Has anything moved you *recently? Tell me about it.

Yours,
Hiroshi

〔注〕 seven-story 7階建ての move 感動させる generation 世代
 recently 最近

(1) この手紙の内容と合っているのは、次のうちではどれか。

- ア Hiroshi wants to go to Kyoto and Nara.
イ Hiroshi is interested in old buildings all over the world now.
ウ Hiroshi knows how the people in the old days built big buildings.
エ Hiroshi thinks it is important to take care of old buildings for the next generation.

(2) あなたも、外国に住んでいる友人に手紙を書くことになりました。あなたが、友人に伝えたい感動した出来事を一つ取り上げ、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・語句には、本文のあとに〔注〕がある。)

Fumiya, Peter, Sachiko, and Naoki are third-year students at a junior high school. Peter has just come from New Zealand. One day in April, they are talking in their classroom after lunch.

Fumiya: Peter, what club are you going to join?

Peter: I haven't decided yet.

Sachiko: Did you have club activities in New Zealand?

Peter: Yes. I was in the *rugby club.

Naoki: The rugby club! But our school doesn't have one.

Fumiya: I'm *sorry about that.

Peter: Don't say that, Fumiya. I want to try a new sport here.

Sachiko: A new sport?

Peter: Yes. I'm interested in Naoki's soccer club, the tennis club, and the basketball club.

Naoki: You came to see our club yesterday, right?

Fumiya: Oh, did you?

Peter: Yes. Naoki is a very good player.

Sachiko: That's right.

Fumiya: ⁽¹⁾ Peter, why don't you come to see my judo club today?

Sachiko: My badminton club, too. We have activities today.

Naoki: Will you go to see their clubs, Peter?

Peter: Sure. I'll be happy to do that.

Sachiko: Good. ⁽²⁾ You will be able to decide which club you'll join.

Naoki: OK. I'm free after school today. I'll go with you then, Peter.

Peter and Naoki go to the gym after school.

Peter: Wow! Sachiko plays badminton very well.

Naoki: She moves around very quickly. And she never stops moving.

Peter: When she hits the *shuttlecock, it flies very fast.

Naoki: She's the best badminton player in our school.

Peter: I agree.

⁽³⁾

Naoki: Here she comes. She's going to *take a break.

Peter: You're a very good player, Sachiko. I didn't know badminton was such a *vigorous sport.

Sachiko: Thank you. I hope you'll join us, Peter.

Peter and Naoki go to the judo room next.

Peter: Fumiya usually looks kind, but he looks different now. There are many other students who are bigger than he. Is he strong?

Naoki: You'll see that.

Peter: Wow! He threw a bigger student! He's strong.

Naoki: Oh, here he comes.

Peter: Fumiya, you threw a person who was bigger than you! I was surprised to see that.

Fumiya: Thank you, Peter. *Muscle is not the most important thing in judo.

Peter: Really?

Fumiya: Yes. If you join the judo club, you'll learn that.

Peter: Is that true?⁽⁴⁾

Fumiya: Yes. Believe me, Peter. Judo is interesting. I hope you'll join us.

Peter, Naoki, Sachiko and Fumiya meet at the gate of their school before they go home.

Peter: I enjoyed seeing your club activities today. Thank you, everyone.

Naoki: What did you think of the two clubs, Peter?

Peter: Well, badminton and judo are very different from the sports I imagined.

Naoki: Are you really interested in them now?

Peter: Yes. I'm really interested in them.

Sachiko: I'm glad to hear that.

Fumiya: I'll be happy if you join the judo club.⁽⁵⁾

Peter: But I won't be able to *choose *easily from among such interesting clubs!

〔注〕 rugby ラグビー

shuttlecock (バドミントンの) 羽根

vigorous 激しい

choose from among ~ ~の中から選ぶ

sorry about ~ ~を残念に思っ

take a break 休憩する

muscle 筋力

easily 簡単に

〔問1〕 That's right. とあるが、このときの Sachiko の考えを、次のように書き表すとすれば、
(1) の中に、どのような 1 語を入れるのがよいか。

Sachiko thinks Naoki is very good at soccer.

〔問2〕 I'll be happy to do that. の内容を、次のように書き表すとすれば、 の中に、
(2) 下のどれを入れるのがよいか。

I'll be happy to .

- ア go to see the soccer club
- イ go to see the badminton club and the judo club
- ウ join the soccer club
- エ join the badminton club and the judo club

〔問3〕 I agree. の内容を最もよく表しているのは、次のうちではどれか。
(3)

- ア Sachiko is going to take a break.
- イ Sachiko never stops playing badminton.
- ウ Sachiko hopes Peter will join the badminton club.
- エ Sachiko is the best badminton player in the school.

〔問4〕 If you join the judo club, you'll learn that. の内容を、次のように書き表すとすれば、
(4) の中に、下のどれを入れるのがよいか。

If you join the judo club, you'll learn that .

- ア judo is interesting
- イ many students are bigger than I
- ウ muscle is not the most important thing in judo
- エ you should believe me

〔問5〕 I'm glad to hear that. の内容を、次のように書き表すとすれば、 の中に、
(5)
下のどれを入れるのがよいか。

I'm glad because .

- ア Peter is really interested in badminton and judo
- イ Peter enjoyed seeing the tennis club and the basketball club
- ウ badminton and judo are very different from the sports Peter imagined
- エ Peter won't be able to choose easily from among such interesting clubs

〔問6〕 次の英語の文を、本文の内容と合うようにするには、 の中に、どのような
1語を入れるのがよいか。

Peter found out Fumiya was when Fumiya threw a student who was
bigger than he.

〔問7〕 次の文章は、Peter がバドミントン部と柔道部の見学をした日の夜に書いた日記である。
 (A) 及び (B) の中にそれぞれ入る人物及び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 club activities with Fumiya, Sachiko, and Naoki. I
want to try a new sport. So I went to see two clubs with (A) .

First, I saw the badminton club. I didn't know it was such a vigorous sport.

Next, I saw the judo club. Fumiya usually looks kind but he looked

(B) .

Sachiko and Fumiya hoped that I would join their clubs, but I can't decide
which club I will join now.

- ア (A) Naoki (B) good イ (A) Sachiko (B) good
- ウ (A) Naoki (B) different エ (A) Sachiko (B) different

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。)

Keiko and Jennifer were high school students. Jennifer was from America and was staying at Keiko's house. Jennifer told Keiko about her country and its culture. Then Keiko began to become interested in America. She started to think of going to America to learn about its culture.

After a year, Keiko left Japan with Jennifer for America. She stayed at Jennifer's house and went to high school there. Keiko made new friends and enjoyed talking with them.

One day, in an art class at school, the teacher asked Keiko to tell the class about Japanese arts. She said, "Well, we have wonderful *traditional arts, like *ukiyo*e. Through *ukiyo*e, you can learn how people lived in the Edo *period. *Ukiyo*e *had a great influence on *Western arts" "I have a question," one of the students suddenly asked, "What are some examples of the way of life in Japan in the Edo period?" Another student asked, "What kind of influence did *ukiyo*e have on Western arts?" Keiko tried to answer these questions, but she couldn't. She thought, "I thought I knew a lot about Japanese culture before I came to America, but I didn't." She *felt a little disappointed.

That evening, Jennifer's mother said to Keiko, "I'm going to have a party next month. I want to wear a *yukata* a Japanese friend gave me. Will you help me with my *yukata*?" "Sure. Why don't you *try it on now?" Keiko said. At first, Keiko thought that it would be an easy job. But it wasn't. Keiko couldn't *tie the *obi* well.

Keiko was sad. Jennifer soon knew *something was wrong with Keiko. Jennifer asked, "You don't look well, Keiko. What's the problem?" Keiko answered, "Well, everyone here in America thinks I know a lot about Japanese things. But there are many things I don't know about Japan. I feel very sorry about that." "Don't worry, Keiko," Jennifer said, "I felt the same thing when I was in Japan. But you always *encouraged me. Now you have a good chance to learn more about your country and its culture."

After that day, Keiko tried to learn more about Japanese culture. First, she went to the city library to learn about *ukiyo*e. She learned many things. For example, many *ukiyo*e were brought to *Europe in the Meiji period. Those *ukiyo*e had an influence on Western ways of *painting. Then Keiko asked her grandmother in Japan to tell her how to *put on a *yukata*. Her grandmother told her how to tie an *obi* by e-mail.

Before the party, Keiko helped Jennifer's mother with her *yukata*. Jennifer's mother said, "I am very happy to be able to wear a beautiful *yukata*. Thank you, Keiko." At the party, Keiko and the *guests enjoyed talking about Japanese and American culture. One of the guests said it was great fun to learn about foreign countries and their cultures.

Keiko thought it was important to learn about her own country. She felt a little happier.

One day, after the party, Keiko asked her teacher to give her a chance to tell the class about *ukiyoe* again. Her teacher gave her a chance to do that on that day. This time she did well. Of course, there were still some questions that she couldn't answer, but the teacher helped her a lot. One of the students said, "A lot of people want to learn about Japan." Keiko was surprised to hear that. After that, she enjoyed talking about many things about arts with the class.

*On her way home from school that day, Keiko talked to Jennifer, "I have had great experiences here in America. You and your mother gave me a chance to learn more about American culture and my own culture. Now I hope I can tell more people about Japan in the future."

〔注〕 traditional 伝統的な	period 時代
have an influence on ~ ~に影響を与える	Western 西洋の
feel disappointed がっかりする	try ~ on 試しに~を着る
tie 結ぶ	
something is wrong with ~ ~の調子が悪い	
encourage 励ます	Europe ヨーロッパ
paint (絵を) 描く	put on ~ ~を着る
guest 招待客	on her way home 帰り道に

〔問1〕 At first, Keiko thought that it would be an easy job. 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。

At first, Keiko thought it would be easy for her to .

- ア try a *yukata* on
- イ feel sorry for Jennifer's mother
- ウ know a lot about Japanese things
- エ help Jennifer's mother with her *yukata*

〔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 Keiko went to the city library to learn about *ukiyoe*.
- イ Keiko hoped she could tell more people about Japan in the future.
- ウ Keiko started to think of going to America to learn about its culture.
- エ Keiko felt very sorry because there were many things she didn't know about Japan.

〔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) One day, in an art class at school, Keiko felt a little disappointed because .

- ア she couldn't give the class any example of the way of life in Japan today
- イ she couldn't answer the questions some of the class asked
- ウ she couldn't enjoy talking with her new friends
- エ she couldn't tell the class about American arts

(2) Keiko tried to learn more about Japanese culture after .

- ア she encouraged Jennifer
- イ she was able to tie an *obi*
- ウ she talked with Jennifer about her problem
- エ she helped Jennifer's mother with her *yukata* at the party

(3) One day, after the party, Keiko was surprised because .

- ア she heard a lot of people wanted to learn about Japan
- イ there were still some questions that she couldn't answer
- ウ her teacher gave her a chance to tell the class about *ukiyo*e again
- エ the guests at the party enjoyed talking about Japanese and American culture

〔問4〕 次の質問に英語で答えよ。

- (1) Who told Keiko how to tie an *obi*?
- (2) What did Keiko think at the party?