



英 語

注 意

- 1 問題は **1** から **4** までで、11 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 答えは全て解答用紙に **HB** 又は **B** の鉛筆（シャープペンシルも可）を使って明確に記入し、**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、その記号の  の中を正確に塗りつぶしなさい。
- 7 答えを記述する問題については、解答用紙の決められた欄からはみ出さないように書きなさい。
- 8 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 9 **受検番号**を解答用紙の決められた欄に書き、その数字の  の中を正確に塗りつぶしなさい。
- 10 解答用紙は、汚したり、折り曲げたりしてはいけません。

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 Last July.
- イ Last August.
- ウ Last October.
- エ Last November.

<対話文2>

- ア At nine on Saturday.
- イ At ten on Saturday.
- ウ At nine on Sunday.
- エ At ten on Sunday.

<対話文3>

- ア He has never been there.
- イ He has been there once.
- ウ He has been there three times.
- エ He has been there four times.

〔問題B〕 <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを英語で書きなさい。

<Question 1>

- ア He looked cute.
- イ He looked old.
- ウ He looked big.
- エ He looked happy.

<Question 2>

(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 アメリカに留学中の Ryo は、ホームステイ先のホストファミリーである Jim と、アメリカの人々に対して行われたアンケート結果のグラフを見ながら話をしている。 (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、二人が見ているグラフである。

Ryo: What parts of Japanese culture are you interested in, Jim?

Jim: I'm interested in comics. I'm surprised at the *results.

Ryo: Why?

Jim: Because I thought more people would be interested in them.

Ryo: I agree. I'm surprised that only (A) percent of the people chose them.

Jim: I think they are the most interesting. Different things are the most interesting to different people.

Ryo: That's right. Here, food is the most interesting to the most people. How about anime? Some people say watching them is more fun than reading comics.

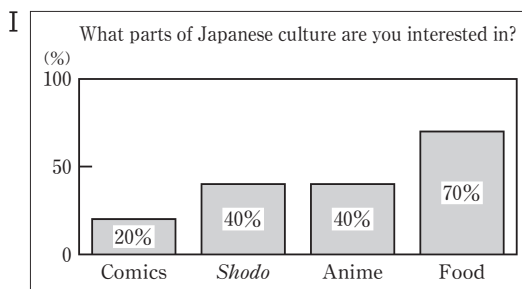
Jim: I understand. But I want to read Japanese comics in Japanese in the future, Ryo.

Ryo: That's good. Do you know *shodo*?

Jim: No. The graph says it is as interesting as anime to many people. What is it?

Ryo: It's a kind of calligraphy. You can enjoy (B) .

Jim: That's a good idea! I can learn how to write Japanese by doing it.



〔注〕 result 結果

ア (A) twenty (B) watching anime イ (A) seventy (B) trying *shodo*

ウ (A) twenty (B) trying *shodo* エ (A) seventy (B) watching anime

2 Ryo と Jim は、インターネットで入手した資料と Ryo が日本から持ってきた書写の教科書を見ながら話をしている。 (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-1は二人が見ている、インターネットで入手した資料であり、Ⅱ-2は二人が見ている、Ryo が Jim のために選んだ教科書中の手本である。

Ryo: Look at this. Let's prepare to write. First, you put a *brush and *ink on the (A) side of the desk.

Jim: What is on the left side of the desk in the picture?

Ryo: It's a *model for writing a *kanji*. You should *copy it. *Basically, you write lines from left to right or top to *bottom. I chose an easy *kanji* for you. Let's write it.

Jim: What am I going to write? I don't know the *meaning of the *kanji*.

Ryo: It means "mountain." It's easy. Put the white paper in the center of the desk.

Jim: OK.

Ryo: Put ink on the brush. Then start to write on the white paper by following the numbers in the model.

Jim: First, I should write the long line from (B) . Right?

Ryo: Yes.

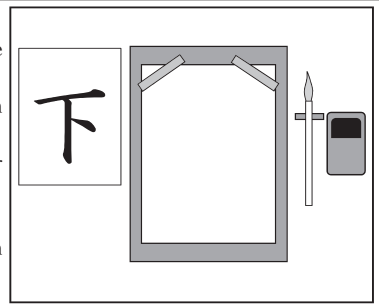
Jim: Oh, Ryo, I wrote one line!

Ryo: Good. Keep writing.

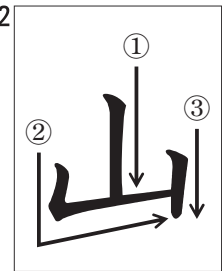
II-1 How to start writing

- Put white paper in the center of the desk.
- Put a brush and ink on your right.
- Put a model on your left.

※ *Sit up straight when you write.



II-2



〔注〕 brush 筆
copy まねる
meaning 意味

ink 墨
basically 基本的に
sit up straight 姿勢を正して座る

model 手本
bottom 下部

ア (A) left (B) top to bottom

イ (A) right (B) left to right

ウ (A) left (B) left to right

エ (A) right (B) top to bottom

3 次の文章は、Jim が、日本に帰国した Ryo に送ったEメールの内容である。

Hi, Ryo,

I had a very good time with you. I was especially impressed by some *kanji* written by you. They were nice *kanji*, and they looked really cool. I put one of them on a wall in my room. Yesterday, some of my friends visited me and saw it. I explained the *kanji* meant "friend." They all liked it. I was happy about that.

I'll try writing the *kanji* that you wrote. It's still difficult for me to write *kanji*, but I'll try. I'll study Japanese harder than before by watching Japanese TV news programs and writing Japanese words used in comics. I want to read my favorite Japanese comics in Japanese and write a letter in Japanese to you in the future. After that, I hope I can go to Japan and speak Japanese. I want to talk with you in Japanese when I go there.

I'm looking forward to hearing from you soon!

Your friend,

Jim

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア Jim wrote Japanese words used in his favorite comics on a piece of paper and put it on a wall in his room to impress his friends.
- イ Jim will study Japanese harder than before, and he wants to write a letter to Ryo and talk with him in Japanese in the future.
- ウ Jim is going to send Ryo an e-mail to ask him to study English harder by watching TV news programs and writing some words used in them.
- エ Jim's friends want Ryo to teach *shodo* to them because they want to learn Japanese words to read their favorite comics.

(2) Ryo は Jim に返事のEメールを送ることにしました。あなたが Ryo だとしたら、Jim にどのような返事のEメールを送りますか。次の<条件>に合うように、下の の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるよう書き、全体としてまとまりのある返事のEメールとすること。
- Jim に伝えたい内容を一つ取り上げ、それを取り上げた理由などを含めること。

_ □ ×

Hello, Jim,

Thank you for your e-mail. I enjoyed reading it. I'm very happy that the *kanji* impressed you. During my stay, I enjoyed talking with many people in English. Now I have a plan to use English more. I'll tell you about it.

I'm going to study English harder than before.

I will never forget my stay. Thank you very much for your help. I'm looking forward to getting a letter in Japanese from you.

Your friend,
Ryo

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。)

Haruo, Tetsu, and Yayoi are high school students in Tokyo. Susan is a high school student from London. They are talking in their classroom at lunch.

Haruo: Tetsu, *congratulations! You won a baseball game last Sunday.

Tetsu: Thank you for coming, everyone. I was happy that we won the game.

Yayoi: It was an exciting game. I enjoyed it very much.

Haruo: Me, too. Tetsu, you looked like a professional baseball player.

Susan: ⁽¹⁾ You were really cool, Tetsu. You made many difficult catches. You were the hero of the game.

Tetsu: Thank you. I was glad to play on a good *field in the stadium. The groundskeepers were very good.

Haruo: Groundskeepers? Do you mean people who keep the fields in good *condition?

Tetsu: Yes. I thank people like groundskeepers for their work.

Susan: Oh, yes. I remember an experience in London. A famous tennis player said the same kind of thing to me. ⁽²⁾

Yayoi: Tell us more, Susan.

Susan: I worked as a ball person at a big tennis tournament. I caught balls and passed them to players. Sometimes I needed to pass *towels to players when they needed them.

Haruo: Did you?

Tetsu: I'm sure it was difficult.

Susan: Yes, it was, Tetsu. I had to watch the balls and the players' *facial expressions to see what they wanted me to do. That made me nervous. ⁽³⁾

Yayoi: I can imagine that was hard.

Susan: Yes. I was happy when one famous woman player said to me, "You are a great ball person. I was able to *concentrate on the match. I never said anything to you, but you passed me a towel many times just when I wanted one. Thank you." It was a great experience.

Yayoi: I understand. Ball persons are very important in a tournament.

Susan: Thank you, Yayoi. I *was proud of my *role at the matches.

Yayoi: People like *umpires and groundskeepers are also important in a tournament.

Tetsu: That's right. Many different roles are necessary. Baseball games cannot be held by players alone. We need umpires and groundskeepers, too. ⁽⁴⁾

Yayoi: That *holds true for our play at the school festival next month, too. Haruo,

you'll be the hero of the play, right?

Haruo: Yes. That's an important role.

Susan: I agree. But all the roles are important.

Yayoi: Yes. We need *scenario writers, *stagehands

Haruo: I understand. Each one of us has an important role.

〔注〕 congratulations おめでとう	field グラウンド
condition 状態	towel タオル
facial expression 表情	concentrate on ～ ～に集中する
be proud of ～ ～を誇りに思う	role 役割
umpire 審判員	hold true 当てはまる
scenario writer 脚本家	stagehand 舞台係

〔問1〕 Me, too. 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
(1) 入れるのがよいか。

Haruo , too.

- ア was happy to play on a good field
- イ looked like a professional baseball player
- ウ was cool like Tetsu in the baseball game
- エ enjoyed the baseball game very much

〔問2〕 I remember an experience in London. の内容を最もよく表しているのは、次のうちでは
(2) どれか。

- ア Susan played tennis in a big tournament and received balls from ball persons.
- イ Susan worked as a groundskeeper for a tennis tournament in her own country.
- ウ Susan found that tennis players worked hard to win their tennis matches in the tournament.
- エ Susan worked as a ball person at a big tennis tournament, and a tennis player thanked her.

〔問3〕 Yes, it was, Tetsu. とあるが、このように Susan が言った理由を最もよく表しているのは、
(3) 次のうちではどれか。

- ア Susan knew a ball person's role in the tournament was really hard.
- イ Susan was able to concentrate on looking at players' facial expressions.
- ウ Susan learned Haruo understood her hard work at the tournament.
- エ Susan was sometimes happy when a tennis player gave her a ball.

〔問4〕 That's right. とあるが、このように Tetsu が言った理由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。

Tetsu thinks .

- ア Yayoi is proud of her hard work at the tennis matches
- イ Susan had an important role as a player in a big tennis tournament
- ウ baseball games need both players and people like umpires and groundskeepers
- エ baseball players cannot be good players without a great experience in a baseball stadium

〔問5〕 I understand. 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
(5) 入れるのがよいか。

Haruo understands that .

- ア the hero is the most important role in the play
- イ the play needs different people for different roles
- ウ each of the classmates can be a scenario writer
- エ he will also work as a stagehand for the play

〔問6〕 次の英語の文を、本文の内容と合うように完成するには、 の中に、下のどれを
入れるのがよいか。

In a tennis tournament, a famous woman tennis player received a towel from Susan many times when she Susan to give her one.

- ア told
- イ wanted
- ウ asked
- エ taught

〔問7〕 次の文章は、Tetsu たちと話した日に、Haruo がアメリカ人の友人に送った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。

Today I talked about sports tournaments with my friends Tetsu, Yayoi, and Susan. Tetsu talked about a baseball game. Susan said he was (A) in the game. He thought people like umpires and groundskeepers are (B) to hold a tournament.

We will give a play at the school festival next month. I will be (A) of the play. Before talking with Susan, Tetsu, and Yayoi, I didn't think much about people like stagehands, but now I think all the classmates are (B) for the play. I am looking forward to the school festival.

- | | | |
|---|-------------------------------|---------------|
| ア | (A) the most important member | (B) necessary |
| イ | (A) the most important member | (B) happy |
| ウ | (A) the hero | (B) necessary |
| エ | (A) the hero | (B) happy |

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。)

Satoshi, a high school student in Tokyo, was a member of the English Club. When he became a second-year student, Jack, a student from Australia, joined his class. The club planned to have a welcome tea party for Jack. Satoshi asked Jack to join it. Jack said thank you. Jack also said he wanted to bring one of his favorite sweets there. Satoshi asked Ms. Suzuki, an *advisor to the club, about that. She said OK. Then he asked her, “May I bring some *yokan* my father makes? *Yokan* with bean *grains in it is popular in our shop.” Satoshi’s family *ran a traditional Japanese sweet shop. She answered, “Sure. It will be a good chance for Jack to try Japanese sweets.”

One Friday in April, Satoshi, Jack, and other members of the club got together in a classroom after school. They introduced themselves and enjoyed talking. Then Satoshi gave them some *yokan* and explained, “*Yokan* is a sweet made from beans and *sugar.” Jack looked surprised. He *tried a bite and said to Satoshi, “I’m sorry. I cannot eat *yokan*. I eat beans, but I usually don’t eat sweet-cooked ones. I see some beans in it. It looks strange to me.” Satoshi was shocked to hear that.

Next, Jack showed the members rice pudding. He said, “Rice pudding is popular in my country. It’s made from rice, milk, and sugar. Yesterday, I made some with my host mother.” Satoshi was surprised. He couldn’t imagine eating rice with milk as a sweet and said, “It looks like *okayu*, rice porridge. I can see rice grains in it.” Everyone tried it. Some liked it, but others stopped eating it. Satoshi was one of them. He said, “I like pudding, but this is different from the pudding I usually eat. It’s difficult for me to enjoy it. It tastes strange to me. I’m sorry.” Both Satoshi and Jack were sad. Satoshi thought for a while and said, “Ms. Suzuki, may I bring a different kind of *yokan* next time? It’ll be easier for Jack to enjoy.” She agreed. Jack said, “I’ll try it, Satoshi. I’ll bring another rice pudding, too. I hope you like it.”

In the evening of that day, Satoshi told his father about the party. His father said, “There are many kinds of *yokan* in Japan.” Then he continued, “How about using something else for the *yokan*, not beans?” Satoshi wondered what would be good and got an idea. He told his father about it and made another kind of *yokan* with his father.

On the same evening, Jack talked with his host mother about the party. She said, “Some people are *unfamiliar with rice pudding. How about *crushing the rice grains and adding *honey to it?” After dinner, with her, Jack made a different rice pudding from the one he usually had in his country.

On the next Tuesday, the English Club and Jack got together again. Satoshi brought some *yokan*. He said, “I made it with my father. This is made from *sweet potatoes. I hope you enjoy it, Jack.” Jack tried a bite and said, “Good! I like this. Thank you for making another kind of *yokan* for me, Satoshi.” “I’m glad to hear that. I really wanted you to enjoy traditional Japanese sweets,” said Satoshi.

Next, Jack gave Satoshi and the other members rice pudding. Satoshi said, “It looks different from the one you brought last week.” There were no rice grains in it. Satoshi tried a bite and said, “Oh, I like it. I’m very glad that you thought about me.” Everyone liked it, too. Jack smiled. Satoshi said, “It’s sometimes difficult for people from different cultures to understand something different. But I learned that we can make it easier by thinking about them and finding other ways for them.” Everyone was happy to hear that.

〔注〕	advisor 顧問	grain 粒	run 営む
	sugar 砂糖	try a bite 一口食べてみる	unfamiliar 慣れていない
	crush 潰す	honey はちみつ	sweet potato さつまいも

〔問1〕 She said OK. 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。

Ms. Suzuki said that .

- ア Jack could bring one of his favorite sweets
- イ Jack could join the English Club at the high school
- ウ Satoshi could ask Jack to come to a welcome tea party
- エ Jack was invited to Satoshi’s family’s Japanese sweet shop

〔問2〕 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Jack thanked Satoshi for making *yokan* made from sweet potatoes.
- イ Satoshi was sad to learn that Jack couldn’t eat *yokan* because it looked strange to him.
- ウ Satoshi’s father thought that making another kind of *yokan* would be a good idea for Jack.
- エ Ms. Suzuki said that trying *yokan* would be a good chance for Jack to try Japanese sweets.

[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) At the welcome tea party, Jack looked surprised after .

- ア Satoshi made sweet potatoes with his father for Jack
- イ many members of the English Club enjoyed *yokan*
- ウ Satoshi explained what *yokan* is made from
- エ he tried *yokan* made by Satoshi's father

(2) When Jack was not able to enjoy the sweet brought by Satoshi, .

- ア Jack asked his host mother to make another *yokan* for him
- イ Jack gave the members something they all liked very much
- ウ Satoshi was shocked and he didn't introduce Jack to the club members
- エ Satoshi wanted to bring something which would be easier for Jack to enjoy

(3) On Tuesday, the club members were happy after .

- ア both Satoshi and Jack liked the sweets brought by each of them
- イ Satoshi tried a bite of *yokan* made by Jack and his host mother
- ウ Satoshi gave Jack *yokan* with sweet-cooked beans and milk in it
- エ Jack learned that Satoshi liked the rice pudding with rice grains in it

[問4] 次の(1), (2)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

(1) On Friday, why did Satoshi stop eating the rice pudding made by Jack?

- ア Because, before trying it, some members said that it looked like rice porridge.
- イ Because it tasted strange to him, and it was different from the pudding he usually ate.
- ウ Because Jack's host mother said that some people were unfamiliar with rice pudding.
- エ Because the rice pudding was different from the kind Jack ate in Australia.

(2) What did Satoshi learn after eating rice pudding for the second time?

- ア He learned that it was difficult for Jack to enjoy *yokan* made from something different from beans.
- イ He learned that crushing rice grains and adding honey to it would be a good way to make *yokan* for Jack.
- ウ He learned that the rice pudding made by Jack and his host mother would be popular in Satoshi's father's shop.
- エ He learned that thinking about others and finding other ways for them can make something different easier to understand.