

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 He is going to read an e-mail from Emily's grandfather.
- イ He is going to write an e-mail to Emily's grandfather.
- ウ He is going to take a picture for Emily's e-mail.
- エ He is going to send a picture to Emily by e-mail.

<対話文2>

- ア A green notebook, a red notebook, and an eraser.
- イ Two green notebooks and an eraser.
- ウ Two red notebooks and an eraser.
- エ Only two red notebooks.

<対話文3>

- ア John.
- イ Bob.
- ウ Mike.
- エ John's father.

〔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 For three hours.
- イ For four hours.
- ウ For five hours.
- エ For eleven hours.

<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。

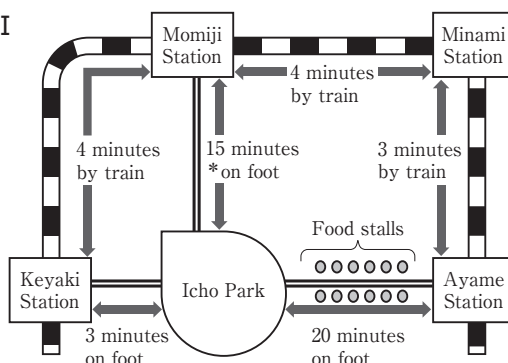
(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

1 高校生の Maki とカナダからの留学生の Judy は、春休み中のある土曜日の予定について話している。□(A) 及び □(B) の中に、それぞれ入る単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 I は、二人が見ているイチョウ公園までの案内図である。

Maki: Judy, let's go to the Dream Festival I
this Saturday.

Judy: Sure.

Maki: Look at this. We'll go to Icho Park to
enjoy the Dream Festival. We'll take
the train at Minami Station. Let's meet
there at nine thirty. The train that
stops at Ayame Station will leave at
nine forty, and the train that stops at
Momiji Station and Keyaki Station will also leave at nine forty.



Judy: OK. How can we get to Icho Park from Minami Station?

Maki: We can get there from three stations, Ayame Station, Momiji Station, or Keyaki Station. On the way to Icho Park from □(A) Station, there are a lot of food *stalls. We can enjoy eating snacks.

Judy: Sounds interesting. But I want to choose the fastest way to get there.

Maki: I see. Let's go to the park from □(B) Station. It is the fastest way from Minami Station.

Judy: OK. I can't wait!

〔注〕 stall 屋台 on foot 徒歩で

ア (A) Momiji (B) Ayame イ (A) Momiji (B) Keyaki

ウ (A) Ayame (B) Keyaki エ (A) Ayame (B) Momiji

2 Maki と Judy は、ドリームフェスティバルの会場で、昼食後にフェスティバルのパンフレットを見ながら午後の予定について話している。□(A) 及び □(B) の中に、それぞれ入る単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 II は、二人が見ているパンフレットの一部である。

Maki: I really enjoyed the festival this morning.

Judy: Me, too.

Maki: We will go to the Dream Concert at five.

Judy: It's almost twelve fifty-five now. Look at the *schedule. The *Nihon-buyo* performance and the *Wadaiko* performance are going to start at one.

Maki: We need to walk for three minutes to get to Hall A from here.

Judy: How about Hall B?

Maki: To get to Hall B takes ten minutes.

Judy: OK. Then we will go to the (A) performance. We can see the performance from the beginning.

Maki: After that, we can wear *yukata* in the *workshop.

Judy: I'd like to try that! After that, I want to go to "Try new things!" I'm interested in traditional Japanese arts.

Maki: How about trying *Kamikiri* or *Kado*?

Judy: I'm interested in both of them, and I want to try *Shamisen*, too.

Maki: The first ones will start at two fifty. Do you want to *take a rest after the workshop?

Judy: No. Let's try (B) first. We will be able to enjoy all of the three.

Schedule	Hall A	Hall B
13:00~13:30	Let's enjoy! The <i>Nihon-buyo</i> performance	Let's enjoy! The <i>Wadaiko</i> performance
13:45~14:35	Workshop <i>Nihon-buyo</i>	Workshop <i>Wadaiko</i>
14:50~15:15	Try new things! <i>Kamikiri</i>	Try new things! <i>Kyokugei</i>
15:30~15:55	Try new things! <i>Sado</i>	Try new things! <i>Kado</i>
16:10~16:35	Try new things! <i>Koto</i>	Try new things! <i>Shamisen</i>
17:00~18:00	The Dream Concert	

〔注〕 schedule 予定 workshop 講習会 take a rest 休憩する

ア (A) *Nihon-buyo* (B) *Kado* イ (A) *Nihon-buyo* (B) *Kamikiri*

ウ (A) *Wadaiko* (B) *Kamikiri* エ (A) *Wadaiko* (B) *Kado*

3 次の文章は、カナダに帰国した Judy が Maki に送った Eメールの内容である。

Dear Maki,

Thank you for your help during my stay in Japan. Do you remember that you took me to the Dream Festival? I enjoyed it very much.

I enjoyed learning about Japanese culture at the festival. I played the *shamisen* for the first time at the event "Try new things!" The sound of the *shamisen* was very new to me. It was a wonderful experience. I learned that it is very important for me to try new things. The *shamisen* was one new thing. In Canada, I have started to practice the *shamisen*. I practice it every day.

The other day, I went to a concert with my sister, Amy. It was exciting! Japanese *musical instruments, such as the *shakuhachi*, *shamisen*, and *wadaiko*, were played together with *western musical instruments, such as drums and guitars. I was very surprised. When they were played together, music became more beautiful and *powerful! At the end of the concert, I was very happy to have a chance to play the *shamisen* with a special band on the stage! That was a lot of fun.

I found a new thing I wanted to do. I'm very glad about that. Have you started doing any new things? If you have, tell me about them. I'm looking forward to hearing from you.

Yours,

Judy

〔注〕 musical instrument 楽器 western 西洋の powerful 力強い

(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 At the concert, Judy was surprised that many kinds of Japanese musical instruments were played before western ones were played.

イ Before coming to Japan, Judy played the *shamisen* many times in many concerts with members of a special band in Canada.

ウ After coming back to Canada, Judy went to the concert with her sister and enjoyed playing western musical instruments.

エ At the end of the concert, having a chance to play the *shamisen* with a special band on the stage made Judy very happy.

(2) Maki は Judy に返事のEメールを送ることにしました。あなたが Maki だとしたら、Judy 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に書き、全体としてまとまりのある返事のEメールとすること。
- Judy 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, Judy,

Thank you for your e-mail. I enjoyed reading it. I'm very surprised to hear that you started to practice the *shamisen* in Canada. I'm sure that you are practicing it very hard.

I will answer your question. There is one thing that I have started to do. I will tell you about it.

I want to tell you more about this when we meet again.

I'm looking forward to seeing you again!

Your friend,
Maki

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。)

Shohei, Nana, and Arisa are high school students in Tokyo. David is a high school student from the United States. They are talking in their classroom after school.

Shohei: Look at this picture! I want this bike.

Nana: I think getting something new is exciting, but you should think *carefully before you buy it.

David: What do you mean?

Nana: Last Sunday, I went to a clothes shop with my sister. I found a cute T-shirt and wanted to buy it. But my sister said, “You already have enough T-shirts. You don’t need any more.” After that, I didn’t buy it.

Shohei: I see.

Nana: At the shop, I saw something interesting.

Arisa: ⁽¹⁾ What was it?

Nana: It was a *poster. It explained that the shop collected clothes and sent them to other countries because there were many people who needed clothes there.

Arisa: That’s interesting.

Nana: Yes. I decided to bring some of my clothes to the shop.

David: Someone will reuse your clothes. I’m reusing this school uniform, too.

Arisa: Really? It doesn’t look old.

David: I don’t know who used it, but I’m sure that the student *took good care of it. Now I’m doing so, too. After I go back to America, I want someone to reuse it again.

Shohei: That’s nice.

Arisa: I remembered another example of reusing. When I was a child, my cousin gave me some picture books and *toys because she didn’t need them anymore. I enjoyed them a lot. After that, my two brothers did, too.

David: That’s a good thing to do. My picture books and toys weren’t reused. That was a ⁽²⁾ waste. That’s “*mottainai*” in Japanese, right?

Nana: Yes. I try to *make full use of things. For example, I use the back sides of *calendar pages to *work on math and practice writing *kanji*.

David: That’s reusing, too.

Nana: After I can’t use them anymore, I recycle them.

Shohei: Many people do that. People *separate cans, plastic bottles, and paper.

Arisa: They were just *thrown away in the past, but people learned that they are *recyclable

resources. Now people recycle them.

Shohei: That's a good idea.

David: ⁽³⁾ There is another way of reducing waste. In my country, "sharing" is popular. People share things like cars and bikes with others.

Arisa: I've heard of that. My family sometimes uses a "Car Sharing" *service.

Shohei: I don't think sharing is a good idea.

Nana: I agree. I think having my own things is more *convenient because I can use them any time. Why do people use sharing services?

Shohei: I want to know that, too. I don't want to share my bike with anyone. I like having my own bike.

David: But some people have things that they don't often use. That is a waste.

Arisa: You're right. My father says that to *own a car costs a lot. By sharing cars, people can save money. It is important for us to reduce waste.

Nana: I see. Sharing is another way of reducing waste.

Shohei: I understand.

David: ⁽⁴⁾ Let's talk about reducing waste in our daily lives.

Arisa: That's a good idea.

Shohei: I have an idea. I'll keep using my bike, and I won't buy a new one.

David: That's nice, Shohei.

〔注〕	carefully 注意深く	poster ポスター
	take good care of ~ ~を大事にする	toy おもちゃ
	make full use of ~ ~を十分に使う	calendar カレンダー
	work on ~ ~に取り組む	separate 分別する
	throw away 捨てる	recyclable resources 再利用可能な資源
	service サービス	convenient 便利な
	own 所有する	

〔問1〕 At the shop, I saw something interesting. の内容を、次のように書き表すとすれば、

⁽¹⁾ の中に、下のどれを入れるのがよいか。

At the shop, Nana saw .

ア a poster and thought it was important for Shohei to think carefully before he bought something

イ a poster and learned a way to help people in other countries

ウ clothes that the store was going to send to other countries

エ clothes, like a cute T-shirt, with her sister and wanted to buy some

〔問2〕 That's a good thing to do. とあるが、このように David 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 David thinks that it was good for Arisa and her two brothers to reuse her cousin's picture books and toys.
- イ David thinks that it was good for Arisa's cousin to give Arisa new picture books and toys.
- ウ David thinks that it was good for him to learn the Japanese word "mottainai."
- エ David thinks that it was good for Arisa to remember examples of reusing.

〔問3〕 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。

- ア To throw away cans, plastic bottles, and paper is a good idea.
- イ To work on math and practice writing *kanji* is a good idea.
- ウ To reuse recyclable resources is a good idea.
- エ To recycle cans, plastic bottles, and paper is a good idea.

〔問4〕 I understand. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Shohei understands that .

- ア sharing is one of the ways of reducing waste
- イ people save money by reusing their cars
- ウ having his own bike is more convenient than sharing bikes with others
- エ he should talk with his friends about reducing waste in their daily lives

〔問5〕 That's nice, Shohei. とあるが、このように David 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 Shohei wanted to know why people use sharing services.
- イ Shohei got a good idea before other people did.
- ウ Shohei wanted to buy a new bike, but then he decided to keep his old one.
- エ Shohei didn't think sharing was a good idea, and he still wanted a new bike.

〔問6〕本文中で述べられている reusing と reducing waste の具体的な例の組み合わせとして正しいものは、次の表の ア～エのうちではどれか。

	reusing	reducing waste
ア	David is wearing a school uniform someone took good care of.	People threw away recyclable resources in the past.
イ	Shohei is going to keep using his bike.	People share things like cars and bikes with others.
ウ	David is wearing a school uniform someone took good care of.	People share things like cars and bikes with others.
エ	Shohei is going to keep using his bike.	People threw away recyclable resources in the past.

〔問7〕次の文章は、Shohei たちと話した日に、David が友人に送った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。

Hello. How are you? I am enjoying my stay in Japan. I am writing to you to (A) one of my experiences here.

Today I talked with Shohei, Nana, and Arisa. First, Shohei showed us a picture of a bike that he wanted. Getting new things is sometimes exciting. Nana told Shohei to think carefully before buying it and told us about a poster in a clothes shop. I am reusing a school uniform. They said it was very nice to do that. We talked about other (B) of reusing things around us.

In Japan, recycling is popular. I said that to (A) things is popular in America. I gave them some (B) of it. I think we should make full use of things.

We are going to keep thinking about reducing waste. If you have any ideas, please tell me. When I see you next time, I want to talk with you about this.

- ア (A) reuse (B) plans イ (A) reuse (B) examples
 ウ (A) share (B) plans エ (A) share (B) examples

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。)

Misato was a second-year junior high school student. She was doing her best at school and enjoying her school life. One day in February, Misato had lunch with one of her friends, Reiko. After lunch, Reiko said to Misato, “Next month, in English class, we’re going to give speeches about our dreams. Do you have any ideas for them?” Misato said no. She said, “I don’t know what I want to do in the future.” Reiko said, “I like English and enjoy English classes. I want to get a job that helps people in trouble in other countries, and I’ll keep studying hard for the future.” After Misato went home, she thought, “I think Reiko and I are different.”

One Saturday in March, Misato visited her grandfather, Kazunori. He worked at a company. When she arrived, he was doing something. Misato asked, “What are you doing?” He answered, “I’m reading a book about *laws in some foreign countries.” She was surprised to hear that and asked, “You *majored in law at university. Why are you studying it again?” He answered, “The things I learned at school are useful in many ways. But laws keep changing, so I should keep studying for my work.” She said, “I have never thought of that.” He said, “I have another reason to study. Let’s go out tomorrow. I will show it to you.”

The next day, Kazunori took Misato to a room in the city hall. There were about ten people in it. He introduced her to them. He explained they were studying about things in Japanese culture, such as traditional *performing arts, *architecture, and history. Misato asked, “Do you study here, too?” Kazunori answered, “Yes, I do.” Then the class began. She looked around the room. The class was studying about the history of *kabuki* and looked very happy. She thought, “I learned about *kabuki* at school, and I’m happy to have the chance to do it again here.” She enjoyed the class. After the class, Fumie, one of the members of the class, came and said to Kazunori, “Hi, Kazunori. She is your *granddaughter, right?” “Yes. This is Misato. She is a junior high school student,” said Kazunori. Fumie spoke to Misato. She said, “Hi, Misato. I’m Fumie. I’m a university student, and I study here.” They enjoyed having lunch and talking for a while. Fumie said, “A student from Australia, Emma, is going to stay with my family next week. I want to introduce you to her. Will you come to my house?” Misato said yes. Kazunori was happy to hear that. On their way home, Kazunori asked Misato, “How was the class?” She answered, “It was interesting. I was surprised to learn that you were studying there.” He said, “I think studying makes our lives richer. So I keep studying.” Misato *nodded.

On Saturday of the next week, Misato visited Fumie’s house and met Emma. Fumie

thought trying *hyakunin-isshu*, a traditional Japanese card game, would be a good chance for Emma to learn old Japanese. Fumie and Misato taught her how to play it. They enjoyed playing it. After that, Fumie explained the *meaning of a Japanese *poem on a card. She did it in English. Misato tried to explain a picture on a card. She also tried to do that in English. It was not easy for her to do that. All she could do was to use simple English words, but she tried her best. Emma asked Misato, “Where did you study about *hyakunin-isshu*?” Misato answered, “I studied about it in Japanese and history classes in school.” “I think you study English hard, too. Will you come and tell me about Japan again?” said Emma. Misato said yes. Emma looked happy. That night, Misato called Kazunori and said, “The things I study in classes at school are good to share with Emma. I am glad to know that.” She remembered her grandfather’s words. She realized that studying made her life richer. Studying at school was just a starting line for her. She wanted to study more for her future.

〔注〕 law 法律 major in ~ ~を専攻する performing arts 舞台芸術
 architecture 建築 granddaughter 孫娘 nod うなづく
 meaning 意味 poem 詩

〔問1〕 I think Reiko and I are different. 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。

Misato thinks Reiko and she are different because .

- ア she doesn’t know what she wants to do in the future, but Reiko has a dream about her own future
- イ she doesn’t enjoy her school life, but Reiko enjoys English classes
- ウ she has an idea for a speech about her dreams, but Reiko doesn’t
- エ she wants to work at a company in Japan, but Reiko wants to get a job that helps people in trouble in other countries

〔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 Emma wanted Misato to tell her about Japan again.
- イ Kazunori, Misato, and Fumie had lunch and talked together at the city hall.
- ウ Misato had lunch with one of her friends, Reiko.
- エ Misato was happy to have the chance to study about *kabuki* again at the city hall.

[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) When Misato visited Kazunori, .
- ア she asked why he kept studying about laws after graduating from university, but he couldn't answer her question
 - イ she had to study alone because he was going to go to the city hall without her to study about *kabuki*
 - ウ he was happy to introduce some of his friends to her and he told her about his reason for studying
 - エ he said he was reading a book about laws in some foreign countries, and she was surprised to hear that
- (2) At the city hall, Fumie invited Misato to her house because .
- ア Kazunori looked happy while talking with Fumie and she realized Misato wanted to talk with her
 - イ she wanted to introduce Misato to Emma, a student from Australia
 - ウ Misato wanted to study with her about things in Japanese culture
 - エ she was studying about *kabuki* there and wanted to study it more with Misato and Kazunori
- (3) When Misato called Kazunori, she said she was glad because .
- ア trying *hyakunin-issu* was a good chance for Emma to learn about Japanese culture
 - イ she could tell him about *hyakunin-issu* without Emma's help
 - ウ the things she studied at school were good to share with Emma
 - エ she learned that studying many things at the city hall would be Emma's starting line for the future

[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) What did Misato do at Fumie's house?
- ア She explained the meaning of a Japanese poem on a card after playing *hyakunin-issu*.
 - イ She taught Emma how to play *hyakunin-issu* and tried to explain a picture on a card.
 - ウ She used simple English words to study about *hyakunin-issu* with Emma.
 - エ She studied Japanese and history to tell Emma about *hyakunin-issu*.
- (2) What did Misato realize after visiting Fumie's house?
- ア She realized that studying made her life richer.
 - イ She realized it was important to study about *hyakunin-issu*.
 - ウ She realized that majoring in law at university would be useful for the future.
 - エ She realized that Fumie was a university student and was studying about things in Japanese culture.