

# 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 声を出して読むではいけません。
- 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 One dog.
- イ Two dogs.
- ウ Three dogs.
- エ Four dogs.

<対話文2>

- ア Tomatoes.
- イ Onions.
- ウ Cheese.
- エ Juice.

<対話文3>

- ア At two.
- イ At one thirty.
- ウ At twelve.
- エ At one.

〔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 Two months old.
- イ One week old.
- ウ Eleven months old.
- エ One year old.

<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には、本文のあとに〔注〕がある。)

- 1 高校生の Yuta と、Yuta の家にホームステイしているオーストラリアからの留学生の Oliver は、来日する Oliver の両親を連れて空港から家に帰るまでの経路と昼食の予定について話をしている。□ (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-1 は、二人が見ている空港から Yuta の家までの経路と所要時間について Yuta が書いたメモであり、I-2 は、二人が見ている空港内にある飲食店の案内の一部である。

Yuta: Are your parents going to I-1  
come to Japan on July 29th?

Oliver: Yes, they will arrive at \*Terminal 2  
of the airport at eleven in the  
morning.

Yuta: OK. After we meet your parents  
at the airport, let's have lunch and  
take a bus to go to our house.

Oliver: Yes. We can choose one of two buses, right?

Yuta: That's right. Which one should we take?

Oliver: It will be better for my parents to get  
home earlier. What do you think?

Yuta: Well..., if we choose the faster way, we will have to take a train after getting off  
the bus. That will be hard for people with a lot of \*baggage.

Oliver: My parents will bring heavy baggage. We don't have to take the faster way.

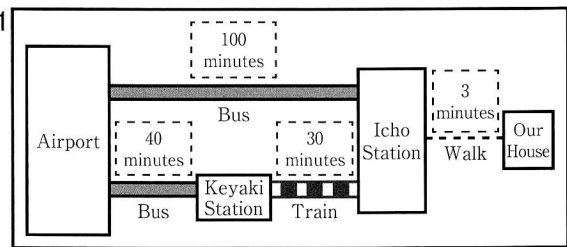
Yuta: I see. Let's take the bus to □ (A) . It's a longer trip, but I think it's better.

Oliver: OK. How about lunch? There are many restaurants in the airport.

Yuta: Yes. What kind of food do your parents like?

Oliver: They both like ramen. Let's have ramen at the terminal that my parents will arrive at.

Yuta: OK. Let's go to □ (B) .



I-2

Terminal 1	Terminal 2
Ramen Restaurant A	Tempura Restaurant
Sushi Restaurant	Curry Restaurant
Pizza Restaurant	Ramen Restaurant B

〔注〕 terminal ターミナル baggage 荷物

- ア (A) Icho Station (B) Ramen Restaurant A    イ (A) Keyaki Station (B) Ramen Restaurant A  
ウ (A) Icho Station (B) Ramen Restaurant B    エ (A) Keyaki Station (B) Ramen Restaurant B

- 2 Yuta と Oliver、来日した Oliver の両親の四人は、歌舞伎が見られる劇場への行き方について、地図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は、四人が見ている地図の一部であり、地図中の◎は四人が話をしている地下鉄の駅の出入口を示している。

*Oliver's father:* How can we get to the Kabuki Theater?

*Yuta:* Look at this map. We can walk to the Kabuki Theater from here at the station.

*Oliver's mother:* OK. Do we have time to go shopping before seeing kabuki? I want to buy something Japanese.

*Yuta:* Yes. Let's go to Kaede Department Store.

*Oliver:* How can we get there?

*Yuta:* We can go along Hinode Street until (A) is on our left. Then we can turn right at that corner. The store will be next to the City Library.

*Oliver:* OK.

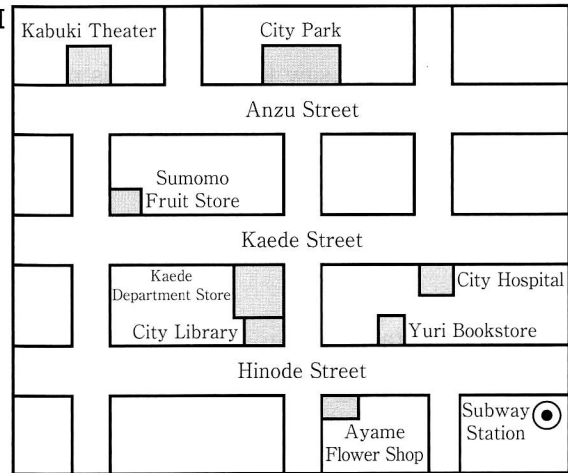
*Yuta:* After shopping, we'll go along Kaede Street to Sumomo Fruit Store. It will be on our (B). Then we can turn right at that corner. We'll see the Kabuki Theater in front of us. It's very beautiful.

*Oliver's mother:* Thank you, Yuta.

*Oliver's father:* OK. Let's go.

ア (A) Ayame Flower Shop (B) right      イ (A) City Library (B) right

ウ (A) Ayame Flower Shop (B) left      エ (A) City Library (B) left



3 次の文章は、オーストラリアに帰国した Oliver が Yuta に送ったEメールの内容である。

Dear Yuta,

Thank you for helping me a lot during my stay in Japan. I had a good time. The kabuki I saw at the end of my stay in Japan is one of my best memories. I didn't know much about traditional Japanese culture, but their performance was very powerful. My heart was moved by it. I really want to see kabuki again.

After returning to my country, my parents enjoyed watching kabuki in English on the Internet. After I saw kabuki in Japan, I became interested in drama, and I want to join the Drama Club in my school. If I join it, I want to practice singing and dancing a lot and then perform on a stage.

Next month, my parents are going to see kabuki at a theater. I won't be able to go with them, but I want to see kabuki again in Japan someday.

Has something moved you recently? If something has moved you, please tell me about it. I'm looking forward to hearing from you.

Yours,  
Oliver

(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 Oliver saw kabuki with his parents at a theater after he returned to Australia.
- イ Oliver knew much about traditional Japanese culture when he saw kabuki.
- ウ Oliver practiced singing and dancing before he came to Japan.
- エ Oliver wanted to join his school's Drama Club after seeing kabuki.

(2) Yuta は Oliver に返事のEメールを送ることにしました。あなたが Yuta だとしたら、Oliver 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。
- Oliver 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, Oliver,

Thank you for your e-mail. I enjoyed reading it. While you were in Japan, we visited many places. I had a good time when we saw the kabuki performance with your parents. I have special memories of our time together.

I'm happy to hear that you want to see kabuki again in Japan. I'll tell you about a thing that moved my heart recently.

I'm looking forward to seeing you again.

Your friend,  
Yuta

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。)

*Ryota, Maki, and Hiro are junior high school students in Tokyo. Emma is a junior high school student from the United States. They are talking in a classroom after school.*

*Ryota:* Maki, you are a member of the \*Library Committee, right? More students go to the library these days. Have the \*committee members been doing something special?

*Maki:* Yes. We change the books on the shelves in front of the library every week. We did that once a month before. Now many students come to see the books. I'm very happy.

*Emma:* That's great.

*Maki:* <sup>(1)</sup> Actually, it was the idea of some students who didn't usually come to the library. I learned something interesting from them.

*Hiro:* Tell me more.

*Maki:* When they passed by the library, they saw the books on the shelves. And sometimes they picked them up.

*Ryota:* Did they go into the library?

*Maki:* Yes. When they were interested in the books, they did. When we changed books on the shelves more often, more students came into the library.

*Hiro:* Great. I also want to do something as a member of the Broadcasting Committee. I want to change the lunch time school broadcasting.

*Maki:* Sometimes it's good to try new things.

*Emma:* That's true. Can I tell you about one of my experiences?

*Hiro:* Sure.

*Emma:* Before coming to Japan, I studied Japanese for the first time. But when I started to go to school in Japan, it was difficult to speak it.

*Ryota:* You had a hard time. I didn't know that.

*Emma:* <sup>(2)</sup> At that time, I couldn't say the things that I really wanted to say in Japanese. But I'm OK now.

*Hiro:* How did you solve your problem?

*Emma:* I didn't solve it by myself. One day, one of the English Club members asked me some questions about English. Then I started to go to the club to teach English.

*Maki:* That was good for the club members.

*Emma:* I hope so. Then I talked about my problem there. One of the members said, “You are kind to teach us English. If you want to speak Japanese, please talk to me.”

*Hiro:* That sounds good.

*Emma:* In the English Club, the members and I can teach each other.

*Maki:* That's nice.

(3)

*Emma:* I can understand Japanese better and have many good friends now.

*Maki:* Great. Talking to someone about your problems is important.

*Ryota:* Right. I had a similar feeling when I did a presentation in my social studies class.

*Maki:* I remember. You did a presentation about a country you wanted to visit.

*Ryota:* Yes. When I practiced for the presentation, I used all the information that I had, and the presentation became too long.

*Hiro:* Then what did you do?

*Ryota:* I showed my presentation to some friends before I did it in front of the class.

They gave me good advice.

(4)

*Maki:* What did they say?

*Ryota:* First, they asked me what the most important point of the presentation was.

*Hiro:* What was their advice?

*Ryota:* They said I should focus on that point. I used only some important information. That made the presentation better.

*Hiro:* It's important to hear different points of view. And other people sometimes can give us good help.

*Emma:* Do you think you can also do something as a Broadcasting Committee member?

*Hiro:* We do lunch time school broadcasting every day. But I want to understand students' feelings about it. After that, I will try something new. I want chances to talk to students about it.

*Maki:* That's a good idea.

*Hiro:* First, I'll talk to some of my friends. They may give me some new ideas.

*Ryota:* I hope they will do that.

(5)

*Hiro:* I'm glad that I talked to you all about this.

〔注〕 Library Committee 図書委員会 committee 委員会

〔問1〕 That's great. とあるが、このように Emma 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 Many students come to see the books on the shelves in front of the library.
- イ The Library Committee members change the books on the shelves in front of the library once a month.
- ウ Students who didn't usually go to the library had an interesting idea.
- エ Students go to the library to do something special.

〔問2〕 You had a hard time. 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 The English Club members couldn't ask questions to Emma.
- イ Emma studied Japanese for the first time before she came to Japan.
- ウ It was difficult for Emma to speak Japanese when she started to go to school in Japan.
- エ Ryota didn't know what Emma wanted to say in Japanese when she came to Japan.

〔問3〕 That's nice. とあるが、このように Maki 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 One of the English Club members said Emma was kind.
- イ The English Club members and Emma can teach each other.
- ウ Emma hoped the English Club members could talk about their problems with her.
- エ Ryota and Maki have a similar feeling about the English Club.

〔問4〕 They gave me good advice. 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。

Ryota's friends said that  .

- ア Ryota should sometimes give other people help
- イ Ryota should focus on the most important point of the presentation
- ウ Ryota should show other people his presentation before doing it in front of the class
- エ Ryota should use all the information he had to make the presentation long



〔問5〕 I hope they will do that. 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 Hiro and his friends will have chances to do lunch time school broadcasting.
  - イ Some students will understand the Broadcasting Committee members' feelings.
  - ウ The Broadcasting Committee members will do lunch time school broadcasting every day.
  - エ Hiro's friends will give him some new ideas about lunch time school broadcasting.

〔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。

Hiro learned that it sometimes is important to learn  ways of looking at things from others.

- ア different
- イ exciting
- ウ famous
- エ similar

〔問7〕 次の文章は、Maki たちと話した日に、Emma が書いた日記の一部である。 (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 with my friends Ryota, Maki, and Hiro about getting new ideas. Maki was happy that many students came to the library. And students who didn't usually go to the library  (A) her. I told my friends about one of my experiences. When I spoke Japanese, I had a problem. One of the English Club members understood my problem. And we solved it. Ryota's friends also  (A) him. They gave him good advice  (B) he gave a presentation in front of the class. His presentation became better. I think it is important to talk about my problems to other people. Sometimes they give me good advice. Hiro wanted to change the lunch time school broadcasting. He wanted to understand students' feelings  (B) trying something new. I hope he will get good ideas from others.

- ア (A) helped (B) after      イ (A) learned from (B) after
- ウ (A) helped (B) before      エ (A) learned from (B) before

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。)

Yumi was a Japanese second-year high school student. She was good at English, and she was interested in going abroad. She wanted to see how well she could communicate in English. One day in May, on the Internet, she found information about a \*homestay in New Zealand for two weeks during the summer vacation. Yumi was interested in it and talked to her brother, Masao, about it. She asked him about his homestay experience in Canada. Masao said to her, "I enjoyed speaking English and making many friends there. You should do that in the New Zealand program." She was looking forward to going to a high school during the homestay. She hoped to introduce something Japanese to people.

One Wednesday in early August, Yumi arrived in New Zealand and met Lily and Jack, members of her \*host family. Yumi and Lily were the same age, and Jack was six years old. Yumi talked about many things with them. Soon they became good friends.

On Saturday, Yumi and Lily went to a \*farm near Lily's house. Lily often took care of cows and sheep. Yumi wasn't able to help her very well. But she enjoyed it. Lily said to her, "I've been helping the farm to take care of these cows and sheep. I want to become a farmer. I want people to eat ice cream made from milk from my farm." Then Lily asked Yumi, "What do you want to do in the future?" Yumi couldn't answer anything. She didn't have a clear plan for the future. She became a little \*embarrassed about that.

On Sunday, Yumi played with Jack. She made some origami for Jack, such as a paper \*balloon and a crane. Jack enjoyed throwing the paper balloon and said to Yumi, "Can you make some other things, like a rugby ball? I like playing rugby." Yumi said, "Let's check how to make one." She found some origami websites. She tried to make a rugby ball, and she made one. But Jack couldn't make one at first. Thanks to help from Yumi, he later made an origami rugby ball. He said, "Thank you very much!" Yumi thought that origami could be a chance for Jack to learn about Japan.

On Tuesday, at school, Yumi got a chance to introduce August events in Japan to her class. She talked about summer festivals and showed a video about fireworks and food \*stalls. People in the video ate various kinds of food. Some classmates became interested in *okonomiyaki* and asked Yumi about it. She said, "It's made from \*flour, eggs, and cabbage. You can put anything you like into it." After school, one of her classmates, Kate, invited Yumi and Lily to a party which would be held on the weekend. Kate wanted to make *okonomiyaki* with her family. She invited neighbors and asked Yumi for help.

Four days later, the party was held. People there enjoyed making *okonomiyaki* with the

help of Yumi. Yumi was happy that they made various kinds of *okonomiyaki*. One of the invited neighbors put bacon and green peppers in it. Lily said, “*Okonomiyaki* was a good idea and not difficult to make.” Kate said, “Thank you, Yumi. You are a good teacher.” Yumi was happy to see their smiles. She felt that the party would be one of the best memories of her stay.

The next day was Yumi’s last day in New Zealand. She said to Lily and Jack, “I want to learn more about my own country and tell people from other countries about Japan.” Lily said, “You will be able to do that in the future.”

Yumi came home from New Zealand and said to Masao, “My homestay in New Zealand was a great experience. I want to go there again. I want to learn more English and more about Japan.” Masao was happy to hear that. Yumi smiled.

〔注〕 homestay ホームステイ      host family ホストファミリー      farm 牧場  
embarrassed 気恥ずかしい      balloon 風船      stall 屋台  
flour 小麦粉

〔問1〕 You should do that in the New Zealand program. 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。

Masao told Yumi that  .

- ア she should go to a high school in the New Zealand program
- イ she should introduce something Japanese in the New Zealand program
- ウ she should find information about high schools in the New Zealand program
- エ she should enjoy speaking English and making many friends in the New Zealand program

〔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 Yumi was happy that people at the party made various kinds of *okonomiyaki*.
- イ Yumi talked about many things with Lily and Jack, and they became good friends.
- ウ Lily said that Yumi would be able to tell people from other countries about Japan in the future.
- エ Yumi was interested in going abroad and wanted to see how well she could communicate in English.

[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 Lily asked Yumi about her future, .

- ア Yumi couldn't answer because she didn't have a clear plan
- イ Yumi said she wanted people to eat ice cream made from milk from her farm
- ウ Yumi was a little embarrassed because she couldn't take care of cows and sheep
- エ Yumi said she wanted to become a farmer in New Zealand

(2) On Sunday, when Jack asked Yumi to make an origami rugby ball, .

- ア she tried to make one and enjoyed throwing it
- イ she thought making one would be a good chance for her to learn about Japan
- ウ she said she could make other things, like a paper balloon and a crane
- エ she found some origami websites and made one

(3) On Tuesday, after Yumi talked about August events in Japan at school, .

- ア Yumi showed classmates a video about origami
- イ Kate asked Yumi to help to make *okonomiyaki* at a party
- ウ Kate was invited to a party to help Lily make *okonomiyaki*
- エ some classmates got interested in the fireworks in the video

[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 Yumi feel at the party?

- ア She felt that putting bacon and green peppers in *okonomiyaki* was a good idea.
- イ She felt that Kate's family and invited neighbors were good teachers.
- ウ She felt that it would be one of the best memories of her stay.
- エ She felt that making *okonomiyaki* in New Zealand was difficult.

(2) Why did Yumi want to learn more about her own country?

- ア She wanted to learn more about it to talk with people at a party.
- イ She wanted to learn more about it to tell people from other countries about Japan.
- ウ She wanted to learn more about it to do a homestay in New Zealand again.
- エ She wanted to learn more about it to talk with Masao more.