

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 By bike.
- イ By car.
- ウ By bus.
- エ By train.

<対話文2>

- ア Japanese.
- イ English.
- ウ Science.
- エ Math.

<対話文3>

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

〔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。

（それぞれの質問のあとに、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 Emi は高校留学フェアで、係員の Bob に話を聞いている。〔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、次の I は、二人が見ている、学校及び地域の特徴について書かれた情報の一部である。

I	School A	School B	School C
Number of *international students	94 from 32 countries	53 from 16 countries	23 from 8 countries
School events	international festival	international festival	science festival
Sports teams	basketball soccer volleyball tennis	volleyball softball badminton tennis	basketball soccer baseball softball
Area information	in a city area big libraries	near the beach parks	near the mountains wild animals

Emi: What *characteristics does School A have?

Bob: There are a lot of students from other countries, and it has 〔A〕. People enjoy different food and music at the festival.

Emi: Sounds interesting! I want to go to it.

Bob: Oh, you do. What sports do you like? School B has volleyball, softball, badminton and tennis teams.

Emi: I see, but I want to play soccer. Schools A and C have soccer teams.

Bob: You're right. School C is near the mountains. Do you like walking in the mountains?

Emi: Yes, but I like city areas better. I want to read books in libraries on weekends.

Bob: I see. I think 〔B〕 is the best choice for you.

〔注〕 international student 留学生 characteristic 特徴

- ア (A) an international festival (B) School C
 イ (A) an international festival (B) School A
 ウ (A) a science festival (B) School C
 エ (A) a science festival (B) School A

- 2 Emi は、ある日の午後、ホームステイ先のホストファミリーである Chris と話をしている。〔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、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、地域で行われているリサイクルについて書かれた情報の一部である。

Chris: Emi, we have to *dispose of these cans. Look at this sign.

Emi: What is it?

Chris: It tells us about the *collection of *recyclable resources in our area.

Emi: I see. It's 〔A〕 today, so we can dispose of these cans tomorrow morning.

Chris: You're right. I won't be here on Sunday and Monday. I want you to dispose of

our (B) next week.





Emi: No problem. I'll do it on Monday morning.

Chris: Thank you, Emi.

〔注〕 dispose of ~ ~を捨てる
collection 収集
recyclable resources 再利用資源
cardboard 段ボール
by ~ ~までに

- ア (A) Wednesday (B) newspapers
- イ (A) Thursday (B) bottles
- ウ (A) Wednesday (B) bottles
- エ (A) Thursday (B) newspapers

II

Information about Recycling		
Recyclable Resources	Collection Day	
 Cans	Thursday	Please put recyclable resources in front of your house *by 8:00 a.m. on the collection day.
 Bottles	Wednesday	
 Newspapers	Monday	
 *Cardboard	Tuesday	

3 次の文章は、Emi が、高校留学フェアでお世話になった Bob に送ったEメールの内容である。

Hi, Bob. How are you? I want to tell you about my experience at a city library last week.

My host mother Brenda works there. The library gives some culture classes for people in the city. One day Brenda asked me to show something Japanese to children in the class for elementary school students at her library. I was very glad to hear that. After I talked with her, I decided to show the children how to make paper cranes. There were about twenty children in the class. At first, it was very difficult for me to explain how to do it in English. I showed an example and explained it to the children *step by step. It was not easy for them to follow me, but in the end they were able to make cranes. The children liked them. I was very happy because they enjoyed the class. Next time, I want to teach children Japanese songs. I will sing some Japanese songs for you someday.

〔注〕 step by step 段階的に

- (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 Emi asked Brenda to give her a chance to show something to children at a city library.
 - イ It was very difficult for Emi to explain how to make paper cranes in Japanese.
 - ウ The children liked making paper cranes because it was easy for them.
 - エ The children enjoyed the class, and Emi wants to teach Japanese songs next time.
- (2) あなたは、人の役に立つために取り組んでみたいことについて授業で発表することになりました。あなたが取り組んでみたいことを一つ取り上げ、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。)

Miki, Shiho and Kenta are high school students in Tokyo. Andy is a high school student from Canada. He is staying at Kenta's house now. They are talking in a classroom at lunch.

Miki: Andy, you've been in Tokyo for three weeks. How is your life here?

Andy: I like it. Yesterday a surprising thing happened to me.

Shiho: What was it?

Andy: A lady talked to me when I went shopping with Kenta and his family. She said with a smile, "Hi, Andy."

Miki: Why were you surprised?

Andy: Because she knew my name, but I didn't know her. Then Kenta told me, "Andy, she was at the party."

Shiho: At the party?

Kenta: Yes. *The other day there was a welcome party for Andy.

Andy: Kenta's mother cooked delicious food. I liked it. Kenta and his neighbors sang songs for me. I had a good time.

Miki: The lady was at the welcome party.

Kenta: Yes. Her name is Ms. Yoshida. She is one of my mother's friends.

Andy: I didn't remember her because a lot of people were there.

Kenta: Andy, our neighbors know you. You are one of their neighbors now.

Andy: That makes me very happy.

Shiho: My neighbors know each other, too, and always try to help each other.

Andy: Really?

Shiho: Yes. My mother and I often go to a vegetable shop near our house. Mr. Tanaka, the *shopkeeper, always talks to us. We have known each other since I was little.

Miki: I see.

Shiho: ⁽³⁾ The other day, on the way to the *drugstore to buy some medicine for my mother, I saw Mr. Tanaka at his shop. He said to me, "Hi, Shiho. How are you? You aren't with your mother today."

Andy: Then what did you say?

Shiho: I answered, "My mother has a cold. She's in bed." And he said, "I hope she gets well soon."

Kenta: He worried about your mother.

Shiho: Yes. Then he gave me some oranges for my mother and said, "Why don't you have them with your mother? I think they'll be good for her."

Miki: He sounds like a very kind person. My neighbors have known each other for many years. We often visit and help each other, too.

Kenta: That is nice.

Miki: When I became a junior high school student, I worried about my new school life. Our neighbors knew that. They said to me, "Don't worry, Miki. Enjoy your school life!" They were like my family.

Andy: I'm surprised to hear that. I didn't think people have such *close *relationships in Tokyo.

Miki: I'm glad to have such neighbors.

Andy: It's nice to know that people in your *neighborhood are kind and friendly.

Shiho: You're right. We're happy to live among such *warmhearted neighbors.

[注] the other day 先日 shopkeeper 店主 drugstore 薬局
close 親しい relationship 関係 neighborhood 近所
warmhearted 心の温かい

[問1] Yesterday a surprising thing happened to me. の内容を最もよく表しているのは、
(1) 次のうちではどれか。

- ア Kenta went shopping with Andy and his neighbors.
- イ Kenta's mother cooked delicious food, and Andy liked it.
- ウ A lady was smiling at a welcome party for Andy.
- エ A lady knew Andy's name, but he didn't know her.

[問2] That makes me very happy. を、次のように書き表すとすれば、 の中
(2) に、下のどれを入れるのがよいか。

I am very happy because .

- ア I am one of their neighbors now
- イ Kenta and his neighbors sang songs for me
- ウ Kenta's friends were at the party
- エ I remembered Ms. Yoshida

〔問3〕 I see. 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 Shiho and her mother often go to the drugstore near their house.
- イ Mr. Tanaka had a cold when Shiho saw him and talked with him.
- ウ A lot of people were at the vegetable shop to buy some oranges.
- エ Shiho and Mr. Tanaka have known each other since she was little.

〔問4〕 He sounds like a very kind person. とあるが、このように Miki 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。
(4)

- ア Mr. Tanaka hoped that Shiho would get well soon.
- イ Mr. Tanaka told Shiho to buy some medicine for her mother.
- ウ Mr. Tanaka worried about Shiho's mother and gave Shiho some oranges.
- エ Mr. Tanaka said to Shiho's mother, "Hi. How are you?"

〔問5〕 I'm glad to have such neighbors. の内容を、次のように書き表すとすれば、
(5) の中に、どのような 1 語を入れるのがよいか。

I'm glad because I have neighbors who often and help each other.

〔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。

When Miki worried about her new school life, some people in her neighborhood told her to it.

[問7] 次の文章は、Andy が Miki たちと話した日に、カナダの家族に書いた手紙の一部である。 (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。

Today I talked with my classmates about our (A) . I was surprised to learn that people have good (B) in a big city like Tokyo. They have known each other in their neighborhood for many years. Their (A) are very friendly and often say kind things when someone in their neighborhood gets sick or worries about something. I think such (B) are very nice. I am enjoying life here. I'd like to do something good for them, too.

- ア (A) neighbors (B) students イ (A) neighbors (B) relationships
ウ (A) families (B) relationships エ (A) families (B) students

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。)

Mary was a junior high school student. Her family loved swimming. Her two brothers, John and Tom, were the best *swimmers in the city. Her parents were P.E. teachers. Mary, the youngest child in the family, was very good at swimming, too. She practiced swimming every day after school at a swimming club in the city. She had a *rival there. Her name was Betty. She swam almost as fast as Mary, but Mary always swam faster than Betty. She never *defeated Mary in a *race. They knew each other, but they didn't talk much. Both Mary and Betty always wanted to swim faster than each other.

One day, Mary was defeated by Betty in a race. That was a first experience for her. She *was shocked. After the race, Mary wasn't able to *improve her times. First, she began to practice harder. Then she asked her coach to tell her other ways to practice swimming. She followed each of them. But that didn't work. She didn't know what to do. Betty also practiced hard, and improved her times. Mary stopped going to the swimming club.

Mary's family worried about her. They gave her some *advice. Her mother said to her, "Everyone has had an experience like that." Her father said to her, "Don't worry. Just keep practicing, and your times will get better soon." Her brother John said to her, "Why don't you try some other sports? I think that will help you." Her brother Tom said to her, "I think you should try swimming slowly. Try thinking about your swimming *form. I sometimes practice that way when I get into a deep *slump." Mary understood what they felt for her. But she didn't go to practice. Every day after school, she just stayed home. She wondered what she should do with her life.

Two weeks later, a letter arrived for Mary. She opened it. It was from Betty. She was surprised to get a letter from Betty. She started to read it.

Dear Mary,

I haven't seen you for two weeks. Are you all right? I miss you very much. I always wanted to swim faster than you, but now I can't practice as hard as before. I've found I really need you. Please come back to the club again!

Yours,

Betty

When Mary read the letter, she was happy to learn that she was important to Betty, and she remembered some things.

“When Betty was practicing hard and improved her times, I wanted to practice more. When I made a new *record in a swimming race, John and Tom were very happy. When I was able to swim twenty-five meters for the first time, my father got more excited than I.”

Mary knew her family always helped her. She thought, “I was able to keep swimming because of my family’s help. And I have a good rival who practices swimming with me.” She decided to swim again.

The next day, Mary went to the swimming club. Other swimmers said some kind things to her. She saw Betty. Betty said to Mary, “Let’s practice together!” and smiled. Mary was very glad to see her again.

For six months, Mary practiced very hard with Betty. Then she made a new record in a race. Mary was very happy. She knew that she and Betty were good friends. And that made her happier.

〔注〕 swimmer 水泳選手	rival ライバル	defeat 負かす
race 競争	be shocked ショックを受ける	improve 更新する
advice 助言	form フォーム	slump 不調
record 記録		

〔問1〕 But that didn’t work. 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。

But didn’t work.

- ア beginning to practice swimming harder
- イ trying to improve Betty’s times
- ウ following other ways to practice swimming
- エ going to the club to practice swimming

〔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 After practicing very hard with Betty for six months, Mary made a new record in a race.
- イ Betty swam almost as fast as Mary, but Betty never swam faster than Mary.
- ウ Mary didn’t go to practice for two weeks, and she got a letter from Betty.
- エ Betty defeated Mary in a race for the first time, and Mary was shocked.

[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) Mary understood what her family felt for her when .

- ア her family gave her some advice
- イ she kept practicing and her times got better soon
- ウ Betty missed her very much and worried about her
- エ she swam slowly and tried some other sports

(2) Mary's father got more excited than she when .

- ア she made a new record in a swimming race
- イ she was able to swim twenty-five meters for the first time
- ウ she came back to the club and practiced as hard as before
- エ she practiced more to swim faster than Betty

(3) Mary thought, "I was able to keep swimming because .

- ア other swimmers in my club said kind things to me
- イ I decided to go to the swimming club again
- ウ Betty smiled when she saw me at the swimming club
- エ my family always helped me and I had a good rival

[問4] 次の質問に英語で答えよ。

- (1) Who told Mary to try thinking about her swimming form?
- (2) What did Mary learn when she read the letter from Betty?