

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 声を出して読むではいけません。
- 4 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。
- 5 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。
- 6 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。
- 7 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。
- 8 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。
- 9 解答用紙は、汚したり、折り曲げたりしてはいけません。

1 次の各問に答えよ。

1 次の(1)~(3)の A と B との対話において、の中に入る語として最もふさわしいものは、それぞれ下のア~エのうちではどれか。

(1) A: Everyone, do you know the name of the month of the year?
B: Yes, of course, Ms. Clark. It's February.

ア first イ second ウ third エ fourth

(2) A: What kind of are you interested in, Taro?
B: I'm interested in protecting people's lives, like police officers and fire fighters.

ア music イ sports ウ hospitals エ jobs

(3) A: Bob, call Tom this evening. He has something to tell you.
B: Thank you, Mom. I a message from him about that.

ア received イ left ウ sent エ showed

2 次の(1)~(3)の A と B との対話において、の中に入る発言として最もふさわしいものは、それぞれ下のア~エのうちではどれか。

(1) A: I'm sorry I'm late. I'm afraid you have been here for a long time.
B: Don't worry. .

ア You are not here イ I left here yesterday
ウ You haven't come here yet エ I've just arrived here, too

(2) A: ?
B: Since I was three years old.

ア How old are you イ Have you left university yet
ウ How long have you lived here エ Have you ever been there








(3) A: It's hot. May I open the window?
B: .

ア No, it's very bright here イ Sure
ウ Yes, I will エ Yes, I'm glad to see you

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 日本に留学している高校生の Emily は、ホームステイ先のホストファミリーである高校生の Haruko と、来日する Emily の両親を空港まで迎えに行く方法について相談している。〔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は、二人がインターネットで検索した、Haruko の自宅の最寄り駅である Sakura Station から空港までの交通手段と運賃・所要時間を示した図である。

*Route A	Route B	Route C	Route D
Sakura Station	Sakura Station	Sakura Station	Sakura Station
 Sakura Line (Train)	 Sakura Line (Train)	 Momo Bus (Bus)	 Sakura Bus (Bus)
Chuo Station	Nishi Station	Kita Station	
 Ume Line (Train)	 Sumire Line (Train)	 Momo Line (Train)	
Airport	Airport	Airport	Airport
600 yen 1 hour and 30 minutes	1,200 yen 1 hour	1,000 yen 1 hour and 10 minutes	2,000 yen 1 hour and 15 minutes

Emily: Which route to the airport will be the best of the four?

Haruko: I think that 〔A〕 will.

Emily: Why do you think so?

Haruko: Well, it takes the longest time but it's not expensive.

Emily: OK. Let's take it. How about coming back from the airport? We are going to take my parents to a hotel near Sakura Station.

Haruko: They will have heavy *suitcases. How about taking a bus?

Emily: That's a good idea. I don't think they want to change trains or buses with their suitcases. I think 〔B〕 will be the best.

Haruko: I agree. It's the most expensive but the most *comfortable.

Emily: I am looking forward to seeing my parents.

〔注〕 route 経路 suitcase スーツケース comfortable 快適な

ア (A) Route B (B) Route C イ (A) Route B (B) Route D

ウ (A) Route A (B) Route D エ (A) Route A (B) Route C

2 Emily と Haruko は、Haruko の住む地域で実施されている日本文化の体験プログラムのメモ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、二人が見ている日本文化の体験プログラムのメモである。

Haruko: Look. I've got this from information on the Internet. I've heard your parents want to make something Japanese on the second day of the visit.

Emily: Thank you. I think (A) will be good for them. I saw it on TV. It's beautiful. I hope they like it.

Haruko: That's a good idea.

Emily: Oh, I'm sorry, Haruko. They're going to meet one of their friends at ten, and the program doesn't have an afternoon class. Let's choose another one.

Haruko: OK. How about *Wagashi*? I hear your mother likes sweets.

Emily: Right. Can they take home the sweets they make?

Haruko: No. They can eat them at the *venue, but they cannot take them home.

Emily: Oh, really? Well, I want them to take something back home.

Haruko: I see. How about making *Edo Kiriko*? It's beautiful and useful.

Emily: That's a good idea!

Haruko: The program starts at (B) in the afternoon. I hope they like it.

II		Starting time
<i>Edo Kiriko</i> (*glassware)	10:00 a.m. 2:00 p.m.	
<i>Tenugui</i> (*towels)	10:00 a.m.	
<i>Nihon Ningyo</i> (dolls)	10:00 a.m. 4:00 p.m.	
<i>Wagashi</i> (sweets)	2:00 p.m.	

〔注〕 venue 会場 glassware ガラス製品 towel タオル

- ア (A) *Tenugui* (B) two イ (A) *Edo Kiriko* (B) two
ウ (A) *Edo Kiriko* (B) four エ (A) *Tenugui* (B) four

3 次の文章は、Emily の両親が、Emily に送ったEメールの内容である。

Hi, Emily,

We got back from Japan yesterday. We are happy that you are enjoying your life in Japan. We hope you learn about Japan and make a lot of friends during your stay there.

As you know, we visited Kyoto and Osaka after meeting you. First, we went to Kyoto. There, we visited many temples and shrines. We made traditional *sensu*, folding fans. We drew pictures on them. It was fun! After that, we visited Osaka. We went to a castle there. We enjoyed a great view from the top. Then, we learned the history of the castle through an *exhibition there. Near the castle, there was a museum shop. We bought a *miniature castle. We have put it in the living room.

We are going to send *scarves which are made of *wool to you, Haruko, and Haruko's family. Wear them when it gets cold. We hope you all like them.

Yours,
Mom and Dad

〔注〕 exhibition 展覧会 miniature 小型模型 scarf マフラー wool 羊毛

(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 Emily's parents went back to their own country without learning the history of the castle in Osaka.
- イ Emily's parents got back from Japan and will send Emily, Haruko, and Haruko's family scarves made of wool.
- ウ Emily's parents sent the email to her before leaving Japan because they were happy that she was enjoying her life in Japan.
- エ Emily's parents visited Kyoto and made traditional *sensu* after they enjoyed a great view from the top of the castle in Osaka.

(2) Haruko は Emily の両親にEメールを送ることにしました。あなたが Haruko だとしたら、Emily の両親にどのような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Eメールとすること。
- Emily の両親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。

Dear Mr. and Ms. Smith,

Thank you for sending scarves to me and my family. My parents are really happy with them. Of course I am, too. We will wear them when it is cold.

Last weekend, Emily and I enjoyed a traditional Japanese *custom called *tsukimi*, moon-viewing. She liked the beautiful moon and enjoyed eating *tsukimi-dango*, Japanese sweets for *tsukimi*. I have many things that I want her to do during her stay in Japan. I'll tell you one of them.

I want Emily to enjoy her life in Japan.

Yours,
Haruko

〔注〕 custom 習慣

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。)

Kenji, Akiko, and Mamoru are high school students in Tokyo. Jane is a high school student from New York. They are talking in their classroom at lunch.

Kenji: Akiko, how was your weekend?

Akiko: I had a good time with my family.

Kenji: ⁽¹⁾ Tell us more, Akiko.

Akiko: Sure. With my family, I enjoyed dinner at a sushi restaurant near my house. The fish we ate were from many different places in Japan, such as Hokkaido, Tohoku, and Kyushu. Some of them were caught in *Tokyo Bay.

Jane: Oh, is that true?

Akiko: Yes. Such local fish are called *edomae*. People have enjoyed eating fresh fish caught there for a long time.

Jane: Oh, I see. Fish are caught in New York City, but I don't know much about local fish. I'm surprised to learn that fish are caught in Tokyo Bay.

Kenji: Did you eat sushi in your own country, Jane?

Jane: Yes, many times. I love it.

Mamoru: Do you? Do you eat sushi with *wasabi*?

Jane: At first, I didn't, but now, I do.

Mamoru: *Wasabi* is grown in the *western part of Tokyo. Tokyo is one of many *wasabi*-producing places in Japan.

Kenji: Really? I hear that *wasabi* needs clean water to grow in.

Mamoru: Right. The western part of Tokyo is a good place for growing it, and many different kinds of vegetables are also grown in Tokyo.

Jane: Is that right?

Mamoru: Yes, Jane. I live in the *middle part of Tokyo, and my *grandparents are ⁽²⁾ farmers. They live near my house. They grow vegetables, and I often work with them. In summer, they grow tomatoes and *corn, and, in winter, they grow *spinach and daikon.

Kenji: Sounds great! You can get fresh vegetables.

Mamoru: That's true. And they are delicious! Some of them are eaten at elementary schools in my city.

Akiko: When I was in elementary school, I ate *komatsuna*, Japanese mustard spinach, grown in my local area.

Mamoru: Last month, my grandparents were invited to an elementary school, and they ate lunch with students.

Jane: Did your grandparents enjoy doing that?

Mamoru: Yes. After eating lunch together, one of the students said to them, “Thank you for the delicious vegetables.” That made them very happy.
(3)

Kenji: That’s a good story.

Jane: I thought Tokyo had no good places to grow vegetables, but I was wrong.

Mamoru: Yes. We can eat many foods produced in Tokyo, and I think it’s important to remember that.

Akiko: I agree.
(4)

Mamoru: Local foods are fresh and delicious.

Akiko: Now I want to try eating vegetables grown by Mamoru’s grandparents.

Kenji: I do, too.

Jane: Mamoru, can we visit them?

Mamoru: I’ll ask them. I’m sure they’ll welcome you.

〔注〕 Tokyo Bay 東京湾 western 西部の middle 中央の
grandparents 祖父母 corn とうもろこし spinach ほうれんそう

〔問1〕 I had a good time with my family. の内容を最もよく表しているのは、次のうちでは
(1) どれか。

- ア Akiko had dinner at a restaurant with her family.
- イ Akiko caught fish in Tokyo Bay with her family.
- ウ Akiko ate sushi with *wasabi* in New York City.
- エ Akiko enjoyed eating fish with Kenji and his family.

〔問2〕 Yes, Jane. の内容を、次のように語句を補って書き表すとすれば、 の中に、
(2) 下のどれを入れるのがよいか。

Yes, Jane, .

- ア Tokyo is one of many *wasabi*-producing places in Japan
- イ my grandparents need clean water to grow *wasabi*
- ウ Kenji often works with my grandparents
- エ many different kinds of vegetables are grown in Tokyo

〔問3〕 That made them very happy. の内容を次のように書き表すとすれば、 の
(3) 中に、下のどれを入れるのがよいか。

Mamoru's grandparents were very happy because .

- ア one of the students made school lunches with other students
- イ they made lunch and ate it with the students
- ウ one of the students thanked them
- エ they thanked the students for eating lunch together

〔問4〕 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。
(4)

- ア Visiting Mamoru's grandparents in the middle part of Tokyo is a good idea.
- イ It is important to remember that we can eat many foods produced in Tokyo.
- ウ Eating vegetables with students is a good thing to do.
- エ Tokyo has no good places to grow vegetables.

〔問5〕 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。

Mamoru's grandparents grow different kinds of vegetables in different .

- ア seasons
- イ years
- ウ schools
- エ countries

〔問6〕 次の文章は、Mamoru たちと話した日に、Jane 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。

Today I talked with my friends Kenji, Mamoru, and Akiko at lunch. I was surprised to learn that fish are caught in Tokyo Bay and people enjoy eating them. (A) said his grandparents grow vegetables. Akiko ate (B) vegetables in school lunches when she was in elementary school. I was surprised to learn that they are grown in such a big city.

I want to enjoy eating fresh vegetables grown in Tokyo as (A) does. Now we can get many foods from different places in Japan, but I think (B) foods are really fresh.

- ア (A) Kenji (B) delicious イ (A) Kenji (B) local
ウ (A) Mamoru (B) delicious エ (A) Mamoru (B) local

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。)

Shota was a second-year high school student. He was in the Tennis Club and enjoyed its activities. One day in June, he had an *interview with his *homeroom teacher, Ms. Ishii. She said to him, “I heard that you want to go to university. What do you want to study?” Shota couldn’t answer because he didn’t have a clear plan for his future. Ms. Ishii said, “You have to decide by September. You should think about your future.” Ms. Ishii added, “Time passes very quickly. You should start to do that. I know you practice tennis very hard. Why don’t you try doing something else, too?” Shota said he would, but he didn’t know what to do.

One Friday afternoon in July, Kohei, a *former captain of the Tennis Club, visited a club practice. Now he was in his first year at university. Shota respected Kohei. Kohei was a great tennis player and very kind to everyone. After the practice, Shota and Kohei left school together. Shota told Kohei about the interview with Ms. Ishii. Kohei said, “How about coming to my university tomorrow? I teach Japanese to students from abroad every Saturday as a volunteer. The students are very interesting. They may give you good ideas about your future.” Shota agreed to do that.

The next Saturday, Shota visited Kohei at his university. There were about twenty students and twenty volunteer teachers. Each teacher had one student to teach. The students there were all students at Kohei’s university. On that day, Kohei’s student was Asha, from India. She was twenty years old. Shota was with him. After the class, Shota asked her, “What are you studying now?” She answered, “Technology. I want to design cars at a Japanese car company.” Shota was surprised to hear such a clear plan. Shota asked, “When did you start to think about your plan?” She answered, “When I was fifteen.” Shota was surprised again. She continued, “We saw many Japanese cars in India. I liked them very much because they looked good and they *lasted for a long time. I heard Japanese cars were good for the environment. Then I got interested in Japanese technology and hoped to study in Japan.” Asha said, “I’m really excited to be here in Japan. I hope that in the future people in India will drive cars designed by me. I want people in my country to live more *safely and *happily.” Shota thought Asha’s plan was wonderful.

After the visit, Shota asked, “Why did you start to teach there?” Kohei answered, “When I was in my second year in high school, I *participated in an English speech contest.” “You were busy with club activities every day and also participated in a contest!” said Shota. Kohei said, “Yes, I did that because I was interested in English. At the contest, one student spoke about teaching Japanese to children from abroad as a volunteer. I became interested in teaching Japanese, and I started to do it.” “I’m surprised,” Shota said. Kohei smiled and said, “I started to teach at my university this April. When I find something interesting to do, I always try it. Participating in the speech contest *stimulated me, and I began to think about my future.” He added, “As a volunteer, I have met a lot of people from other countries. I have a plan for the future.

Now I want to study how to teach Japanese better, and I want to teach Japanese abroad after graduation from university.” Shota was moved to hear that. Kohei continued, “It’s necessary for you to think about different kinds of activities. One of my classmates in high school told me to do that. She was a member of the *School Festival Executive Committee. And she also participated in summer festivals many times as a volunteer in her local area. She wants to do something which will make our society better. Now she is studying *political science.” Shota thanked him for his advice.

In August, Shota started to take care of children at a *community center near his house as a volunteer. He enjoyed playing with children and helping them with their homework. He thought, “I don’t have a clear plan for my future yet, but I have taken a first step.”

〔注〕 interview 面談	homeroom teacher 担任の先生
former 以前の	last もちこたえる
safely 安全に	happily 幸せに
participate in ～ ～に参加する	stimulate 刺激する
School Festival Executive Committee 文化祭実行委員会	
political science 政治学	community center コミュニティーセンター

〔問1〕 You should start to do that. 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。

You should start to .

- ア learn that time passes quickly
- イ think about your future
- ウ go to university in September
- エ join the Tennis Club and enjoy its activities

〔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 At an interview, Shota was not able to answer a question from Ms. Ishii.
- イ Kohei said that it was necessary for Shota to think about different kinds of activities.
- ウ Shota visited Kohei’s university and met a student Kohei was teaching Japanese.
- エ Asha answered Shota’s questions, and Shota was surprised at her answers.

[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) Kohei invited Shota to come to his university because .

- ア he wanted Shota to be a great tennis player
- イ he wanted Shota to study at Kohei's university
- ウ he wanted Shota to get good ideas for thinking about his future
- エ he wanted Shota to teach tennis to students from other countries

(2) After the Japanese class, Asha said that .

- ア she was really excited to teach Japanese better to students from abroad
- イ she was really excited to see many cars made in India in Japan
- ウ she wanted to start studying technology at a university in India
- エ she wanted to design cars and wanted people in India to drive them

(3) Kohei got interested in teaching Japanese after .

- ア he heard a speech about volunteer activities at an English speech contest
- イ he started teaching and playing with children at his school
- ウ he became a university student and taught Japanese to Asha
- エ he became a member of the School Festival Executive Committee in high school

[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) Why was Shota moved when he talked with Kohei?

- ア Because Kohei taught a student who would participate in a Japanese speech contest at Kohei's university.
- イ Because one of Kohei's friends was studying political science.
- ウ Because a lot of people from other countries asked Kohei to teach them Japanese.
- エ Because Kohei talked about his plan to teach Japanese abroad after graduation from university.

(2) What was Shota's first step after he got advice from Kohei?

- ア It was being busy with club activities.
- イ It was having a clear plan for his future.
- ウ It was taking care of children at a community center.
- エ It was participating in summer festivals in his local area.