

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 The second floor.
- イ The fourth floor.
- ウ The eighth floor.
- エ The ninth floor.

<対話文2>

- ア One dog.
- イ Two dogs.
- ウ Three dogs.
- エ Six dogs.

<対話文3>

- ア At a department store.
- イ At a flower shop.
- ウ At a coffee shop.
- エ At the station.

〔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 留学生の Tim と高校生の Hideo は、夏休み中の7月下旬の計画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, I-2 は、それぞれ、二人が見ている歌舞伎公演の予定表と歌舞伎公演を行っている劇場までの案内図である。また、案内図中の☆印は二人が住んでいる家の位置を示している。

Tim: Hideo, I learned about *kabuki* at school last week. I'm interested in it very much.

Hideo: Why don't we go to see a *kabuki* *play?

Tim: Good. Let's make a quick *search on the Internet.

Hideo: I've already done it. Look at these. This is a *schedule of *kabuki* plays. And this is a *route map to go to four theaters near our house. Our house is right here, near Higashi Station.

Tim: What day shall we go?

Hideo: I have soccer practice on Wednesday.

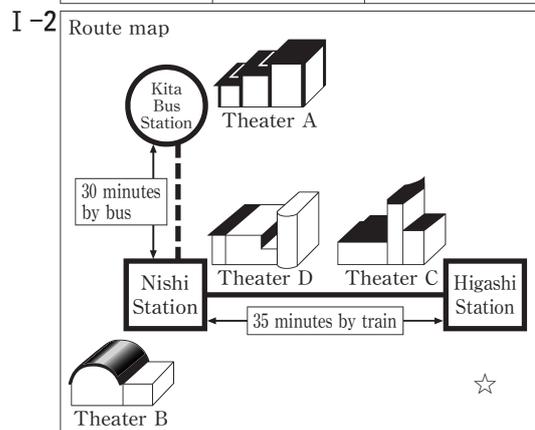
Tim: I have a Japanese class every Thursday in summer. So I can't go to (A) .

Hideo: Well, why don't we go to a closer one?

Tim: OK. Let's go to (B) .

I-1

Schedule for <i>Kabuki</i> Plays (July 24–July 31)		
Date	Day	Theater
July 24	Friday	Theater A
July 29	Wednesday	Theater B
July 30	Thursday	Theater C
July 31	Friday	Theater D



〔注〕 play 劇 search 検索 schedule 予定 route map 案内図

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

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

2 Tim と Hideo は、歌舞伎公演の座席を予約するために相談している。(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、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, II-2 は、それぞれ、二人が見ている歌舞伎公演の料金表と座席表である。

Hideo: There are four kinds of seats in this theater. Which kind should we get?

Tim: I want to see the faces of the actors *clearly.

Hideo: (A) are the nearest to the *stage.

Tim: I don't think we can *afford them. Wait. There are special tickets for students.

Hideo: OK. Then, let's choose among them.

Tim: I think (B) are the best for us. We can sit closer from the stage than the cheapest ones. I think we can afford them.

Hideo: We need 4,000 yen to buy those two tickets.

Tim: Let's get them.

〔注〕 clearly はっきりと stage ステージ
afford 買う余裕がある price 値段

ア (A) A Seats (B) C Seats

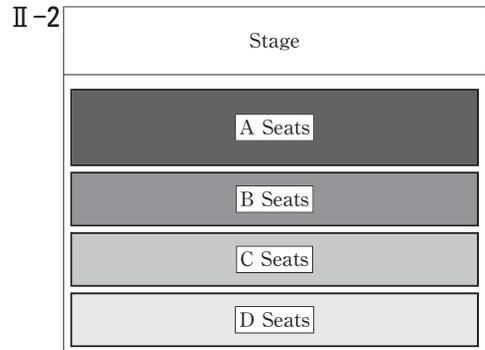
イ (A) A Seats (B) B Seats

ウ (A) D Seats (B) C Seats

エ (A) D Seats (B) B Seats

II-1

Seats	*Price	Price for Students
A Seats	8,000 yen	5,000 yen
B Seats	7,000 yen	4,000 yen
C Seats	5,000 yen	2,000 yen
D Seats	4,000 yen	1,000 yen



3 次の文章は、Tim が、家族に送ったEメールの内容である。

Mom and Dad,

I learned about *kabuki* at school. It started over four hundred years ago, and it has an interesting history. *Kabuki* is played only by men. Yesterday I went to a theater with Hideo to watch a *kabuki* play. I didn't understand what the actors said, but with the help of Hideo, I followed the story. The actors' faces were painted. I could see their faces clearly. It was very exciting.

While I was watching it, sometimes people in the *audience shouted something in Japanese. I thought that was a bad thing to do, but no one looked angry about such people, and I didn't know why. Later, I asked Hideo about it. He said that those people shout to *encourage the actors. The actors get energy from that, and they like it. I thought that was wonderful. I want you to enjoy a *kabuki* play someday.

Next month, I will go with Hideo to a *kabuki* lesson held by a city theater. I'm looking forward to it. I want to paint my face like a *kabuki* actor. I'm also interested in *kabuki* dancing. I think I will enjoy the lesson, and I will write to you again soon.

〔注〕 audience 観客 encourage 励ます

(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 Tim learned that *kabuki* has an interesting history in a lesson held by a city theater.

イ Tim painted his face when he went to a *kabuki* play because he wanted to become an actor.

ウ Before watching the play, Tim knew why some people in the audience shouted something in Japanese.

エ Tim learned that actors get energy when some people in the audience shout something in Japanese.

(2) あなたは、外国から日本を訪れた人に日本で楽しんでほし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、外国から日本を訪れた人に日本で楽しんでほしいことを、伝統文化に限らず一つ取り上げ、それを取り上げた理由などを含めて、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。)

Yuko, Taro, and Miho are high school students in Tokyo. John is a high school student from America. They just visited a museum. They're now walking in its garden.

Yuko: I was impressed by those *ukiyo*e *prints.

John: Me, too. I liked the prints of ladies wearing colorful kimonos very much.

Taro: Yes. They were wonderful.

John: *Ukiyo*e are well known in America. We have many *ukiyo*e prints in museums. Many people like them.

Miho: Oh, do they?

John: ⁽¹⁾ Yes.

Taro sees a tea ceremony.

Taro: Look! That's a tea ceremony.

John: In the open air!

Yuko: John, it's called *nodate*.

Taro: Green *grass, a red *carpet, and a blue sky Beautiful!

John: I agree. Some people are wearing kimonos. They're wonderful!

Yuko: I'm going to wear a kimono next Sunday.

Taro: Are you going to have a tea ceremony?

Yuko: ⁽²⁾ No. My brother is having his wedding ceremony.

Taro: *Congratulations to your brother!

Yuko: Thank you.

Miho: On special *occasions, we have chances to wear kimonos.

John: For example?

Yuko: Tea ceremonies, New Year's holidays, local summer festivals, and *Shichi-go-san*

John: What's *Shichi-go-san*?

Yuko: It's a festival for children who are three, five, and seven years old.

Taro: We *pray for children's good health at the festival.

John: That's interesting.

Yuko: Many children wear kimonos to the festival.

Taro: I like kimonos, but we don't wear them in our *daily lives.

Miho: I can't imagine wearing a kimono to school.

Taro: I heard people in the old days skied in kimonos, but now they don't.

Miho: You're right, Taro.

Yuko: ⁽³⁾ I have a kimono that is important to me.

Miho: Really?

Yuko: Yes. It was a gift from my mother. When she was twenty, it was given to her by my grandmother.

Taro: That's great, Yuko.

Yuko: Thank you, Taro. When I wear it, I always imagine my mother's younger days.

John: I understand.

Miho: ⁽⁴⁾ Do you have any similar experiences, John?

John: Yes. I have a *quilt made by my *great-grandmother. When I see it, I always imagine what kind of person my great-grandmother was.

Yuko: I want to give my kimono to my future daughter.

Taro: That's a family treasure, Yuko.

John: You have something nice to pass from *generation to generation, Yuko.

Taro: You, too, John.

Miho: Yuko, you're lucky to have that kimono.

Yuko: Yes.

Miho: Now I want to have a chance to wear one.

Taro: There will be a fireworks festival next month. It'll be a good chance for you to wear a *yukata*.

Miho: That's a good idea! I want to wear a *yukata*.

John: Why don't you go with your family?

Miho: I can't wait!

⁽⁵⁾

〔注〕 print 版画	grass 芝生	carpet カーペット
congratulations おめでとう	occasion 場合	pray for ～ ～を祈る
daily 日々の	quilt キルト	
great-grandmother ひいおばあさん	generation 世代	

〔問1〕 Oh, do they? 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。

Do many people in America ?

- ア like *ukiyoe* prints
- イ have *ukiyoe* prints at home
- ウ go to museums having *ukiyoe* prints
- エ see ladies who are wearing colorful kimonos

〔問2〕 Are you going to have a tea ceremony? とあるが、このように Taro が言った理由を
(2) 最もよく表しているのは、次のうちではどれか。

- ア A tea ceremony in the open air is called *nodate*.
- イ Taro wanted to say congratulations to Yuko's brother.
- ウ Yuko's brother is going to have his wedding ceremony.
- エ A tea ceremony is one of the special occasions for wearing kimonos.

〔問3〕 You're right, Taro. とあるが、このように Miho が言った理由を最もよく表している
(3) のは、次のうちではどれか。

- ア People pray for children's good health at the festival.
- イ Most people wear beautiful kimonos in their daily lives.
- ウ A long time ago, people skied in kimonos, but they don't do that now.
- エ A long time ago, people liked kimonos but never imagined wearing kimonos to school.

〔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
(4) 入れるのがよいか。

John understands what Yuko said because .

- ア Yuko's kimono was given to her by her mother when Yuko was twenty years old
- イ he always thinks about his great-grandmother when he sees his quilt
- ウ he can't imagine what kind of person his great-grandmother was
- エ Yuko's grandmother imagines her daughter's younger days

〔問5〕 I can't wait! 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。

Miho can't wait to .

- ア have a chance to pass the kimono to her future daughter
- イ wear a kimono to her brother's wedding ceremony
- ウ wear a *yukata* to the fireworks festival
- エ go to the fireworks festival with John's family

〔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、どのような
1 語を入れるのがよいか。

Taro learned that John has a family treasure by his great-grandmother.

〔問7〕 次の文章は、Yuko たちと話した日に、John 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。

After visiting a museum with some friends, we talked about kimonos. Japanese people have chances to wear kimonos on special occasions, but usually they don't wear them in their daily lives. Yuko said that wearing her kimono is important to her because it came from (A) generation. I think Yuko is lucky to be able to pass it to (B) generation. My quilt is a gift from (A) generation, too. I want to keep it for a long time and pass it to (B) generation in the future.

- ア (A) an older (B) an older
- イ (A) an older (B) a new
- ウ (A) a new (B) an older
- エ (A) a new (B) a new

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。)

Kyoko was a high school student. Jennifer, a student from Canada, was staying with Kyoko's family. Kyoko and Jennifer were going to have job experiences together at a *bakery for a week. They were going to work as *salespersons. Kyoko wasn't interested in it, but Jennifer was because she wanted to have her own bakery in the future.

On the first day of their job experiences, Kyoko and Jennifer were told to learn the names of all the kinds of bread and their *prices. Mr. Takeda, the *owner of Takeda Bakery, welcomed Kyoko and Jennifer with his chocolate *rolls. Kyoko and Jennifer ate them. Jennifer said, "Kyoko, chocolate rolls are your favorite." Kyoko said, "This is the best one I've ever had." Mr. Takeda said, "I'm happy to hear that." He also said the most important thing was to be *cheerful and kind to *customers and make them happy. Kyoko thought that would be easy.

At nine o'clock, the bakery opened. Kyoko opened the door. There were some people shopping at stores across the street. The owners of the stores were talking to customers in cheerful voices.

After a while, the first customer came into the bakery. Kyoko suddenly became nervous. Soon she learned that talking to customers is different from talking to friends. The only thing she could do was to say thank you in a small voice. She looked at Jennifer. Jennifer said welcome and thank you in a cheerful voice. Kyoko was sad because she couldn't do better as a salesperson. They were busy all the time. They were very tired at the end of that day.

On the second day, two women came in the bakery. They were talking in English. One of them asked Kyoko, "What did you put in these rolls?" She knew the answers, but she couldn't *express them in English. Jennifer helped her. Jennifer smiled at the women and explained in English what the rolls were. The women bought two. Kyoko became sad again. After they left the bakery, Kyoko said, "It is easier to talk to you than to talk to customers in English." Jennifer said, "Before coming to Japan, I studied Japanese very hard. I thought I would have no trouble in using Japanese during my stay in Japan, but I was wrong. I have learned talking with friends in Japanese is very different from speaking it to a person you meet for the first time."

On their way home, Kyoko and Jennifer talked about the two women. Then the two girls shared their ideas. When they got home, they started making some cards together.

The next day, Kyoko and Jennifer came to the bakery with the cards. They showed the cards to Mr. Takeda. He was surprised and said, "They explain all of our rolls in English!" Each card also had a picture of a roll on it. Mr. Takeda asked them to put the cards by the rolls. Then a man and a little girl came into the bakery. They were talking in English. Kyoko said in English, "Welcome. Please try our rolls." She explained each roll. He bought some of her favorite rolls. That made her happy. The little girl said, "I

like these pictures. Did you draw them?” Kyoko said yes. The girl said, “They look delicious.” That made her much happier. Kyoko said, “Enjoy the rolls.” The girl said, “We will.”

On the last day, Kyoko *was very much satisfied with the job experience. She thought working in the bakery for a week was a good starting point for her to think about her future.

- 〔注〕 bakery パンを作って売る店 salesperson 販売員 price 値段
owner 店主 roll 小さいパン cheerful 元気のよい
customer 客 express 表現する
be satisfied with ～ ～に満足する

〔問1〕 I'm happy to hear that. 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、下のどれを入れるのがよいか。

I'm happy to hear that .

- ア my chocolate rolls are the best of all Kyoko has ever had
イ I was welcomed by Kyoko with chocolate rolls
ウ chocolate rolls have been Kyoko's favorite
エ Kyoko ate some of the chocolate rolls

〔問2〕 次のA～Dの文を、本文の内容の流れに沿って並べ換えたものとして適切なものは、
下のア～エのうちではどれか。

- A When the first customer came into the bakery, Kyoko suddenly became nervous.
B Kyoko and Jennifer made cards at home for the rolls in the Takeda Bakery.
C Kyoko said talking to Jennifer is easier than talking to customers in English.
D Kyoko and Jennifer were going to have job experiences together at a bakery for a week.

- ア A → D → B → C イ A → C → B → D
ウ D → A → C → B エ D → C → A → B

[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) Jennifer was interested in the job experience because .
- ア she wanted to work with Kyoko in a bakery in Canada
 - イ she wanted to work as a salesperson in a bakery in the future
 - ウ she wanted to learn more about the rolls in the Takeda Bakery
 - エ she wanted to have her own bakery in the future
- (2) When one of the two women asked Kyoko about the rolls, .
- ア she couldn't explain them in English
 - イ she was busy all the time and very tired
 - ウ she was able to explain them with Jennifer's help
 - エ she didn't know what they wanted to know
- (3) When Kyoko and Jennifer showed the cards to Mr. Takeda, .
- ア he asked them to draw some pictures of the rolls for the girl
 - イ he was surprised to see the pictures and the English
 - ウ he was happy to put the cards by the rolls and explained all the rolls in English
 - エ he told them to open the door for a man and a girl and tell them about the rolls in English

[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 Kyoko learn on the first day of the job experience?
- ア She learned that it was the most important thing to learn the names of all the kinds of bread.
 - イ She learned that Jennifer was better as a salesperson because she spoke English.
 - ウ She learned that it is easy to say welcome and thank you in a cheerful voice.
 - エ She learned that talking to customers and talking to friends are not the same.
- (2) Why did Kyoko become much happier on the third day?
- ア Because Mr. Takeda asked her to make the cards.
 - イ Because the man bought some of her favorite rolls.
 - ウ Because the little girl liked Kyoko's pictures of the rolls.
 - エ Because the man and the little girl would enjoy the rolls.