

英 語

2 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 Tomorrow.
- イ Next Monday.
- ウ Next Saturday.
- エ Next Sunday.

<対話文2>

- ア To call Ken later.
- イ To leave a message.
- ウ To do Bob's homework.
- エ To bring his math notebook.

<対話文3>

- ア Because David learned about *ukiyo-e* pictures in an art class last weekend.
- イ Because David said some museums in his country had *ukiyo-e*.
- ウ Because David didn't see *ukiyo-e* in his country.
- エ Because David went to the city art museum in Japan last weekend.

〔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 In the gym.
- イ In the library.
- ウ In the lunch room.
- エ In front of their school.

<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 Mari とアメリカからの留学生の Jane は、高校で紹介された夏休みの体験ボランティアの説明会について話をしている。 (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、下のア～エのうちではどれか。ただし、下の I は、二人が見ている英語版ウェブサイトの一部である。

Mari: I've been interested in volunteer work. I want to join in the Summer Volunteer Programs. Jane, look at this website! It says that we need to go to an *orientation meeting. Why don't you come with me?

Jane: Sure. Which day shall we go?

Mari: We have to choose one of the three days. Today is June 11th, Thursday. I want to go next week.

Jane: I'm sorry, but I can't go next Tuesday because I have something to do in the evening.

Mari: How about going on (A) next week?

Jane: OK. Let's go on that day. We also have to choose a place.

Mari: Let me see. The West City Hall is near South Station, but it's far from your house. So the (B) is better for you. You can walk there in five minutes.

Jane: Thank you, Mari. Yes, let's go there!

Summer Volunteer Programs

*Term: July 20 - August 31

Welcome to our website! Please join in our Summer Volunteer Programs.

Orientation Meetings

You need to take part in one orientation meeting before you can join in the Summer Volunteer Programs.

Date and Time

June 16 Tuesday 18:00~19:00

or

June 20 Saturday 10:00~11:00

or

July 5 Sunday 10:30~11:30

Place

East Volunteer Center

(20 minutes walk from South Station)

or

West City Hall

(5 minutes walk from South Station)

〔注〕 orientation meeting 事前説明会 term 期間

ア (A) Saturday (B) East Volunteer Center イ (A) Saturday (B) West City Hall

ウ (A) Sunday (B) East Volunteer Center エ (A) Sunday (B) West City Hall

2 Mari と Jane は、説明会の会場で、参加するプログラムについてパンフレットを見ながら話をしている。 (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、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。

Mari: So many people have come to the meeting!

Jane: Many people are interested in the Summer Volunteer Programs!

Mari: Yes. There are two kinds of programs, One-Day Programs and Three-Day Programs.

In the orientation meeting, they said that we could choose only one activity in one of the programs.

Jane: What activity do you want to join in?

Mari: Well, I want to join in one of the cleaning activities. Oh, I'm lucky. I'll be free on August 7th and 8th. I'll join in " (A) " because I want to protect the sea through this activity.

Jane: Sounds good. I had an experience of doing a cleaning activity in the USA. I want to try a different kind of activity in Japan.

Mari: Well, I hear you like plants.

Jane: Yes. I have planted flowers. I'm interested in doing something with plants. I'd like to do volunteer work for a few days.

Mari: Oh, then you should join in " (B) ." Why don't you try something you have never done?

Jane: That's right. I'll do that!

ア (A) Clean Streets (B) Plant Flowers イ (A) Clean a River (B) Plant Vegetables
ウ (A) Clean a Beach (B) Plant Flowers エ (A) Clean a Beach (B) Plant Trees

One-Day Programs Date: 7/25~8/9 Join in just one day. Meeting Place: South Station	Three-Day Programs Date: 8/5~7 or 8/19~21 Join in on all dates. Meeting Place: South Station
Plant Vegetables from 9:00 to 11:00 We need 5 people.	Clean a River from 8:00 to 11:00 We need 15 people.
Clean Streets from 8:00 to 11:00 We need 15 people.	Plant Trees from 9:00 to 16:00 We need 30 people.
Clean a Beach from 9:00 to 16:00 We need 15 people.	Plant Flowers from 8:00 to 10:00 We need 5 people.

3 次の文章は、アメリカに帰国した Jane が Mari に送ったEメールの内容である。

Dear Mari,

Thank you for your help during my stay in Japan. I enjoyed learning about Japan and making a lot of friends. I joined in the Summer Volunteer Programs. I *was especially impressed by them. I learned protecting the environment is very important. Now I want to learn more about it.

The other day, I had a chance to make a speech to other students about my experiences in Japan. I told them about an activity in the Summer Volunteer Programs and the things I learned from the activity. Many of the students were also very interested in protecting the environment. After the speech, they asked me a lot about the activity. I was glad that they were interested in it.

Last week, I visited a *nursery school with some of my classmates. Do you know about *eco-friendly *toys? They are toys made of wood and recycled plastic. They have no *batteries. Children were playing with them. I was very surprised that they were used there.

Let's share ideas about protecting the environment. I think we should live more eco-friendly lives. How can we do that? Do you have any ideas? I'm looking forward to hearing from you.

Yours,
Jane

〔注〕 be impressed 感心する nursery school 保育所 eco-friendly 環境にやさしい
toy おもちゃ battery 電池

(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 In Japan, Jane learned about protecting the environment from Mari's speech in the Summer Volunteer Programs.
- イ After Jane made a speech, many students were interested in visiting a nursery school and asked a lot of questions about it.
- ウ When Jane went to a nursery school with some of her classmates, she was very surprised that eco-friendly toys were used there.
- エ During Jane's stay in Japan, she joined in the Summer Volunteer Programs to learn about eco-friendly toys.

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

Thank you for your e-mail. I enjoyed reading it. I think it is important to learn more about protecting the environment.

I will try to answer your question. There is one thing that we can do to live more eco-friendly lives. 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,
Mari

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。)

Haruka and Junichi are second-year high school students in Tokyo. Susan is a high school student from the United States. They are talking with George, their ALT from the UK, in the classroom after lunch.

Haruka: Look at this picture of my sister.

Susan: Oh, she's wearing a kimono. Did she join in a *coming-of-age ceremony?

Haruka: She did. It was held in the city last Monday.

Susan: I watched the news about it. Tell me more about it.

Junichi: Sure. It is a ceremony to celebrate people who became or will become twenty years old.⁽¹⁾

Haruka: For a long time, Japanese people have had ceremonies to celebrate people who have become *adults. The age of becoming adults was lower before.

George: I didn't know that. Were there any other *differences in the past?

Junichi: Yes. For example, some people changed their *hairstyles and the *types of kimono they wore. They also changed their names.

George: Sounds interesting. Coming-of-age has been important to Japanese people.

Junichi: Right. We have had a coming-of-age ceremony held in each city for about seventy years. Did you have such a ceremony, George?

George: I didn't. I had parties when I became twenty-one and when I *graduated from university.⁽²⁾

Susan: I had a big birthday party, too, when I was sixteen.

Haruka: Did you? Do people become adults at that age?

Susan: No. The age of becoming adults is eighteen in my *state. It is different in different states.

Junichi: I see. In Japan, when people become twenty, they are *legally adults. It will be changed to eighteen in 2022. I'm looking forward to becoming an adult.

Haruka: Me, too. But we will have to *be responsible for our own decisions after that.

Susan: That's true, but I don't think age makes any difference. For example, I decided to come to Japan, and I'm studying very hard here because I feel responsible for that decision.⁽³⁾

George: I agree with Susan. Junichi, Haruka, I think you have already made many decisions, too. For example, you decided a school to go to and a club to join, and you can decide what to do in the future.

Haruka: You are right. I have never thought about it in that way.

George: Before you become an adult, there are some things that you can't do without your parents' *consent and some things that you can't do legally. But you can decide what to do to make your life better.⁽⁴⁾

Haruka: Yes. I study English very hard because I want to study abroad and learn a lot of things from people like Susan.

Susan: Oh, do you? I'm glad to hear that.

George: How about you, Junichi?

Junichi: Now I am supported by my parents. I want to get a job and support myself.

George: Good. What kind of job do you want to get?

Junichi: A job that uses sports science. I am interested in sports science. I want to study it at a university. Now I am studying hard.

George: I see. How about you, Susan?

Susan: I would like to do something that will help old people. Now I'm thinking about how to do that.

George: I think those are all good ideas. Do your best for your goals. Oh, I have to go. I have enjoyed talking with you. Let's talk again!

Haruka, Junichi, and Susan: Thank you, George.

〔注〕 coming-of-age 成年に達すること	adult 大人
difference 違い	hairstyle 髪型
type 種類	graduate from ~ ~を卒業する
state 州	legally 法律上
be responsible for ~ ~に責任がある	consent 同意

〔問1〕 Tell me more about it. (1) 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。

Tell me more about .

- ア the picture of Haruka's sister
- イ the coming-of-age ceremony
- ウ the news about the coming-of-age ceremony
- エ the kimono that Haruka's sister is wearing

〔問2〕 I didn't. (2) 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 George didn't know the age of becoming adults in Japan in the past.
- イ George didn't go to the coming-of-age ceremony last weekend.
- ウ George didn't have a coming-of-age ceremony held in his city.
- エ George didn't have parties on his birthday and when he graduated from university.

〔問3〕 That's true, but I don't think age makes any difference. とあるが、このように Susan が
(3) 言った理由を、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。

Susan thinks that .

- ア people have to be responsible for their decisions both before and after becoming adults
- イ she can't make right decisions and she can't be responsible
- ウ only adults can make right decisions and be responsible for those decisions
- エ it will be fun for Junichi and Haruka to become legally adults when they become twenty

〔問4〕 But you can decide what to do to make your life better. の内容を、次のように書き表すと
(4) すれば、 の中に、下のどれを入れるのがよいか。

Haruka can decide .

- ア to do some things that she can't do legally if her parents don't agree with her
- イ what age she will become an adult in Japan
- ウ when to have a coming-of-age ceremony
- エ what she wants to do in the future and what she can do now for the future

〔問5〕 How about you, Susan? 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 Who will support you?
- イ What do you want to do in the future?
- ウ What subjects are you interested in?
- エ What can you decide?

〔問6〕 次の英語の文を、本文の内容に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。

George thought that people decided many things they became adults.

- ア because
- イ if
- ウ after
- エ before

[問7] 次の文章は、Haruka たちと話した日に、Susan が書いた日記の一部である。 (A) 及び (B) の中に、それぞれ入る単語又は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 about the coming-of-age ceremonies in Japan with Haruka, Junichi, and our ALT, George. For a long time, Japanese people have celebrated people who have become adults. The (A) that people celebrated are interesting. In the past, some people had (B) names after becoming adults.

Junichi and Haruka said that they were looking forward to becoming adults. We also talked about our plans for the future. They were all (B). Haruka wanted to study abroad, and Junichi wanted to get a job that used sports science. Now I am thinking about (A) of helping old people. What can I do? I want to do my best. I will be responsible for my decisions.

- ア (A) ways (B) different イ (A) ways (B) the same
ウ (A) goals (B) different エ (A) goals (B) the same

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には、本文のあとに〔注〕がある。)

Misa was a first-year high school student. One day in October, some high school students from Australia came to Misa's school. They were interested in Japanese culture and in studying Japanese. Ellen, one of them, stayed with Misa's family. Misa was very happy because it was a good chance to speak English. On the first day of school, Misa explained everything to Ellen in English. Ellen said, "Thank you, Misa. You always help me a lot." Misa was very glad to hear that.

One day, Ellen went out with Misa to buy some *chiyogami*, special origami paper, for some of her friends in Australia. Ellen said to Misa, "Last night, I practiced some Japanese for shopping." At a shop, Ellen wanted *chiyogami* with some kinds of *patterns. She tried to explain them in Japanese to one of the *staff, but the staff couldn't understand her. Misa explained them to the staff in Japanese, and they got the *chiyogami* that Ellen wanted. Misa was happy.

The next weekend, Ellen showed Misa a book and said, "Do you know this book?" Misa answered no. Ellen looked disappointed. Ellen explained to Misa, "This is a book by my favorite Japanese writer. She writes in Japanese, but this is an English *translation." "I see. I'll read it," Misa answered. Then Ellen said that she wanted to go to a *symposium about that writer. Misa got information about how to get there and explained it to Ellen. Misa asked Ellen, "Shall I go with you?" Ellen smiled and answered, "I'll be all right. I can go there by myself. Thank you," and she went to the symposium.

The next day, Misa, Ellen, Yusuke, and Brian went to a museum. Yusuke was one of Misa's classmates, and Brian was another Australian student. There were *exhibits about some of the history of Japan. Misa explained in English some of the history. After that, Yusuke spoke to Misa in Japanese. He said that he was interested in Ellen's and Brian's school lives in Australia. He also wanted to know what they often thought about. Yusuke asked Ellen and Brian about those things. He didn't speak English *fluently and sometimes used Japanese, but Ellen and Brian tried to understand him. Then Brian asked Misa, "Do you have any questions?" Misa thought for a while and asked, "Do you think students should learn other languages?" Brian said, "Yes. It will make their lives more interesting." Brian said that he liked Japanese anime and wanted to try to understand it in Japanese. Ellen also answered yes and said she wanted to read books in Japanese. She said, "I also want to talk about books and writers with Japanese people." Misa said to herself, "I didn't know that. I think Ellen brought a book yesterday because she wanted to talk about it with me. I didn't think about that then." She felt sorry about that. Then Ellen asked Misa, "Why do you study English, Misa?" Misa answered, "Because I want to be able to explain things about Japan to people from other countries." Brian said, "I see. So can I ask you things when I have questions?" Misa said, "Of course."

After that, they went to a hamburger shop near the museum to have lunch. When Ellen and Brian ordered, Misa started to help them. Yusuke stopped Misa. "This is a good chance for them to practice their Japanese," Yusuke said. Ellen and Brian began to order their lunches in Japanese. Ellen pointed to pictures on the menu. Brian used a *gesture to show that he would eat in the shop. When Ellen and Brian sat down at a table with Misa and Yusuke, Brian said, "We got our lunches!" Ellen said, "Understanding spoken Japanese is difficult for me. I have to study more," but she looked happy. Misa realized that practicing a new language was fun.

On the way home, Ellen said to Misa, "I had a really good time today. I understand why you have tried hard to learn English and why you help me a lot." Misa smiled and said, "I had a good time, too. I can imagine why you showed me that book yesterday. I want to talk with you more about books, Ellen. Maybe we should talk about it in Japanese. Will you introduce to me some books by your favorite writers?" Ellen answered, "Of course. I want to know about your favorites, too." Misa said, "Let's go to the library to look for some books tomorrow."

〔注〕 pattern 模様 staff 店員 translation 翻訳書
symposium 討論会 exhibit 展示 fluently 流ちょうに
gesture ジェスチャー

〔問1〕 Misa was very glad to hear 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。

Misa was very glad because .

- ア she could talk with Ellen in English, and it was a good chance to speak English
- イ Ellen, one of the high school students from Australia, came to her school
- ウ Ellen was interested in Japanese culture and studying Japanese
- エ she could help Ellen a lot with her English at school

〔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 Ellen went by herself to a symposium about her favorite Japanese writer.
- イ Misa wanted to talk about books by Ellen's favorite writers with Ellen in Japanese.
- ウ Misa imagined that Ellen wanted to talk about books and writers with her.
- エ Ellen showed Misa a book that Misa didn't know.

[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 Misa and Ellen went to a shop to get *chiyogami* Ellen wanted, .

- ア Misa was happy because Ellen was able to get it with her
- イ Misa explained in English to the staff about Ellen's favorite pattern and got it
- ウ Ellen explained her favorite pattern to the staff, but the staff couldn't understand her English
- エ Ellen got it for some of her friends in Australia by using her Japanese

(2) At the museum, Yusuke asked Ellen and Brian about their school lives in Australia because .

- ア he thought it was a good chance to speak English
- イ he couldn't explain in English about some of the exhibits at the museum
- ウ he was interested in their school lives and wanted to know what they thought about
- エ he wanted Ellen and Brian to practice their Japanese

(3) At the hamburger shop, Ellen looked happy because .

- ア Yusuke helped her and she could get her lunch
- イ she used Japanese and got her lunch by herself
- ウ it was not difficult for her to understand Yusuke's Japanese
- エ she ordered her lunch without using any gestures or pointing at any pictures

[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 Misa realize when she saw Ellen's happy face at the hamburger shop?

- ア She realized that Ellen enjoyed the food very much.
- イ She realized that it was fun to practice a new language.
- ウ She realized that Ellen had to study Japanese more to understand spoken Japanese.
- エ She realized that she had to practice English more.

(2) What did Misa and Ellen plan to do the day after their visit to the museum?

- ア To go to the library and look for some books by their favorite writers.
- イ To try hard to learn the languages that each of them is learning now.
- ウ To talk about books and writers with other people in Japanese.
- エ To go to the symposium together and talk about Ellen's favorite writer.