

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 30 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: All the sold in this shop look beautiful.

B: Yes. This shop is very famous. A friend of mine says they are all delicious.

ア planes イ boxes ウ cakes エ mountains

(2) A: It'll be very tonight.

B: Yes. Don't forget to keep your room warm.

ア cold イ hot ウ big エ small

(3) A: The picture you is really nice. How did you do that?

B: Thank you. Just with my pencil.

ア took イ gave ウ brought エ drew

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 don't have an eraser today. Do you have one?

B:

ア You're welcome. イ Here you are.
ウ Yes, I have been there once. エ No, thank you.

(2) A:

B: Thank you. It was a present from my aunt.

ア Is it a hat or a cap? イ I'll buy a new hat for your birthday.
ウ I like your hat. エ I want a hat for my birthday.

(3) A:

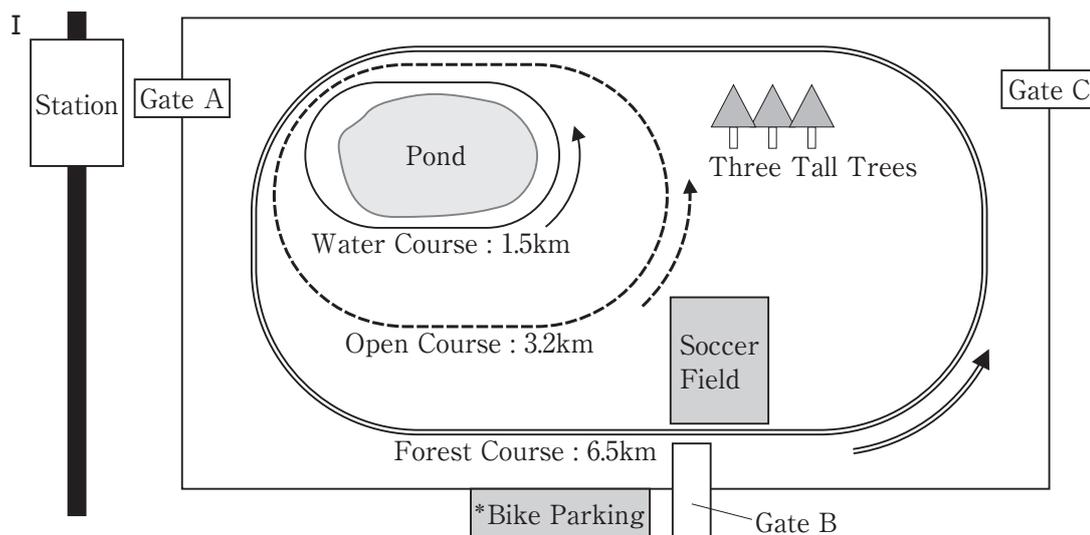
B: Yes, please. I'm looking for my dictionary.

ア Do you need help? イ Will you help me?
ウ Can you read a book? エ Is this your dictionary?

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 Tatsuki とアメリカからの留学生の John は、ある公園のランニングコースを紹介しているウェブサイトを見ながら話している。 (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、二人が見ている、ランニングコースを紹介しているウェブサイトの一部であり、走者は図の矢印の方向に走っている。



Tatsuki: There are three running courses. Which course do you want to run?

John: Well.... Look! There is a *pond. I want to run around it, but 1.5 kilometers is too short. And if we run on the same course twice or more, it will be boring.

Tatsuki: I agree. But 6.5 kilometers is too long for me. I haven't run so much for these three months. How about the (A) ? If you run on that course, you can see Three Tall Trees on your right. When will we go running?

John: I want to run this weekend. Are you free then?

Tatsuki: Yes. The park is near my house. I'll go there by bike.

John: Let's meet at *Gate B. That gate will be useful for you. I also want to see the soccer field. I like soccer very much.

Tatsuki: That's a good idea, but I think (B) is better.

John: Why?

Tatsuki: You'll come by train, right? You have never visited the park, so it'll be the most useful gate for you. You can also see the soccer field while you're running.

John: That's kind of you.

〔注〕 pond 池 gate 出入口 bike parking 駐輪場

ア (A) Open Course (B) Gate A イ (A) Open Course (B) Gate B

ウ (A) Forest Course (B) Gate A エ (A) Forest Course (B) Gate B

2 John と Tatsuki はサッカーの試合を見に行くために、あるチームの対戦表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、下のア～エのうち
 ではどれか。ただし、下のⅡは、二人が見ているあるチームの対戦表である。

John: Have you ever watched a soccer game at a soccer stadium?

Tatsuki: No, I haven't. I'm looking forward to doing that.

John: The Good Waves, my favorite soccer team, is going to play at the stadium near our school. Let's watch the game there!

Tatsuki: You mean (A) ? I want to watch the game at 2:00 p.m., but I have piano practice every Sunday afternoon. Sorry.

John: OK. How about the last game on the *chart? It'll also be the last game of my favorite player. He is going to *retire.

Tatsuki: That will be a wonderful memory for you. Let's watch the game together.

John: Yes, let's. Can we meet an hour before the game?

Tatsuki: Yes. Let's meet at (B) at the nearest station of the stadium.

2021			
Team	Stadium	Date	Time
Big Hearts *vs. Good Waves	Keyaki Stadium	11/7 Sunday	7:00 p.m.
Good Waves vs. Fast Trains	Ayame Stadium	11/13 Saturday	1:00 p.m.
Sunlight vs. Good Waves	Momiji Stadium	11/21 Sunday	2:00 p.m.
Early Birds vs. Good Waves	Yuri Stadium	11/27 Saturday	2:00 p.m.
Good Waves vs. Blue Stars	Ayame Stadium	12/4 Saturday	7:00 p.m.

〔注〕 chart 表 retire 引退する vs. ～対…

ア (A) Momiji Stadium (B) 1:00 p.m. イ (A) Keyaki Stadium (B) 6:00 p.m.

ウ (A) Momiji Stadium (B) 6:00 p.m. エ (A) Keyaki Stadium (B) 1:00 p.m.

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

Hi, Tatsuki,

How have you been? Thank you for everything during my stay in Japan. Watching the soccer game with you is one of my best memories of that time. It was exciting, right? I was happy that I could see my favorite player. I remember his goal clearly, too. It was the final goal of his *career. In the end, the Good Waves lost the game, but I think I was lucky. I hope you enjoyed watching the game, too.

Actually, I like sports very much. As I told you before, I *used to play tennis. I started playing it when I was five. Practicing tennis was sometimes very hard, but it was fun for me to play it. Now, I don't play it, but I enjoy watching tennis *tournaments. Usually I enjoy watching them on TV with my family at home. Sometimes my grandfather takes me to an *arena in my town to watch tennis. That is also fun for me. Watching sports is different from playing sports, but both are fun.

Tatsuki, which do you like better, playing sports or watching sports?
 I'm looking forward to hearing from you soon.

Yours,
 John

〔注〕 career 経歴 used to ～ ～したものだ tournament トーナメント arena 競技場

(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 John's favorite soccer player's goal helped his team win in the end.
- イ Both watching tennis on TV and watching it in an arena are fun for John.
- ウ John plays tennis and also enjoys watching it in America now.
- エ John enjoys playing sports more than watching them.

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

Thank you for your e-mail. Since you returned to your country, I have often thought of you. I have wonderful memories of your visit. *Thanks to you, I was able to enjoy watching a very special soccer game. Wearing a soccer uniform was fun. I want to watch a Good Waves game again.

You asked me which I like better, playing sports or watching sports. I'll give you my answer.

As you know, I like music.

I enjoy both playing the piano and listening to piano music.

Have you ever been to a piano concert?

I'm looking forward to your next e-mail.

Yours,
Tatsuki

[注] thanks to ~ ~のおかげで

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。)

Ken, Miho, and Saki are high school students in Tokyo. Tom is a student from Canada. Miho, Saki, and Tom are talking in their classroom after school. Ken joins them.

Ken: Hello, everyone. Look at these tomatoes.

Tom: Wow, they are bright red and beautiful. Where did you buy them?

Miho: Tom, he didn't buy them. He grew them himself with other members of the *gardening club.

Ken: Right. We've been taking care of them for about four months.

Saki: Really? That is a long time.

Ken: Yes. This has been my first time to grow tomatoes, and I enjoy doing it.

Miho: I understand.⁽¹⁾ Actually, my mother and I grew carrots and radishes at home last year. I enjoyed both growing and eating them.

Ken: I ate some of the tomatoes yesterday. They were *fresh and delicious.

Tom: That's great.

Saki: Are there any differences between your tomatoes and ones that are sold in stores?

Ken: Well, I think they are almost the same. But I can eat my tomatoes just after I pick them.

Saki: I see. Do you enjoy eating your tomatoes?

Ken: Of course. I have *come to enjoy eating tomatoes *even more than before through the experience of growing my own tomatoes.

Saki: I see. Ken, can I take some photos of your tomatoes today?

Ken: OK, I'll show you some big ones in the school garden.

Saki: Oh, will you?⁽²⁾ Thank you. I am going to *enter a photo contest next month. I hope I get a *prize. I have to take a lot of photos of people, *scenery, ... many kinds of things every day.

Ken: If you want to take good photos, that's not enough.

Saki: What do you mean?

Ken: I sometimes take photos, too. I can take better photos if I learn more about the people or things that I want to *photograph.

Saki: Can you tell me more about that?

Ken: Sure. For example, before I take photos of vegetables, I always look at them carefully. I even *smell them. Then I try to show how I feel through my photos.

Miho: That's interesting. Saki, let's look at the tomatoes and eat some. That kind of experience will help you take better photos.

Tom: I think so, too.
(3)

Miho: Saki, maybe you can show the *flavor of tomatoes through your photos.

Saki: Maybe I can.

Tom: I've learned many things from my experiences here in Japan, and that helps me understand Japanese *literature better than before. I like Japanese *novels.

Miho: Really?

Tom: Yes, I have visited some places introduced in my favorite Japanese novels. Now I know a lot about those places from those experiences and have clear *images of scenes in the novels.

Miho: I see.

Ken: *Direct experience helps us understand things better.

Tom: That's true.

Saki: Ken, I agree with you now. I think that I have been too interested in taking a lot of photos and getting a prize. Now I'll try to take photos in the same way that you do.
(4)

Ken: I'm happy to hear that.

Tom: I'm looking forward to seeing your photos in the contest, Saki.

Saki: The contest will be held in the City Hall next month. Can you all come and see my photos?

Miho: Of course we can. Let's all go together.

Ken and Tom: Sure.

〔注〕	gardening club	園芸部	fresh	新鮮な	come to ~	~するようになる
	even more	より一層	enter	参加する	prize	賞
	scenery	風景	photograph	写真を撮る	smell	においをかぐ
	flavor	風味	literature	文学	novel	長編小説
	image	イメージ	direct	直接の		

〔問1〕 I understand. 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のは、次のうちではどれか。
(1)

ア Miho has been taking care of tomatoes for about four months.

イ Miho grew vegetables with her mother at home and ate them last year.

ウ Miho ate some fresh and delicious tomatoes that were sold in stores.

エ Miho knows that Ken doesn't buy vegetables in stores.

〔問2〕 Oh, will you? 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。

Oh, will you ?

- ア get a prize in the contest
- イ enter a photo contest next month
- ウ take photos of your tomatoes for me
- エ show me some big tomatoes in the school garden

〔問3〕 I think so, too. 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。

Tom thinks that .

- ア Saki bought bright red and beautiful tomatoes to take better photos
- イ Ken will show the flavor of his tomatoes in his photos
- ウ looking at and eating tomatoes will help Saki take better photos
- エ visiting some places introduced in Japanese novels is interesting

〔問4〕 Now I'll try to take photos in the same way that you do. 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 Saki will learn more about the people and things that she wants to photograph.
- イ Saki will have clear images of scenes shown in her favorite novels before taking photos.
- ウ Saki will take photos of her friends coming to the photo contest to see her photos.
- エ Saki will be more interested in taking a lot of photos to get a prize.

〔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。

Now, Ken enjoys tomatoes even more than before because he grew his own tomatoes in the school garden.

- ア growing
- イ eating
- ウ picking
- エ selling

[問6] 次の文章は、Saki たちと話した日に、Tom がカナダに住む姉に送った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・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 Ken, Miho, and Saki after school. During the talk, Saki said she had to take □(A) every day because she was going to enter a contest next month. She wanted to get a prize in it.

Then Ken said he looked at and smelled vegetables carefully before he took photos of them. That was very interesting. After that, I talked about my experience with Japanese □(B). My life in Japan has helped me understand Japanese □(B) better than before.

Ken said direct experience helps us understand things better. I agreed with him. Saki agreed with Ken's idea, too. I hope she will take □(A) and win a prize in the contest.

- ア (A) care of tomatoes (B) people イ (A) care of tomatoes (B) literature
ウ (A) a lot of photos (B) people エ (A) a lot of photos (B) literature

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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。)

Hiroko was a second year high school student in Tokyo. She often taught Japanese to Mike, one of her classmates from Australia. He often asked her questions about Japanese. She tried to answer them. She felt happy when he understood her. One day in July of that year, Mike said to Hiroko, "I go to a Japanese language class at the Sakura Culture Center every Saturday. Volunteers are needed there to help our teacher. Why don't you come to the next class?" She said, "Sure."

The next Saturday, Mike and Hiroko went to the Sakura Culture Center. Twenty students from different countries were in the room. Hiroko was excited and a little nervous. Ms. Sato, the teacher of the class, said to her, "Welcome to our class!" During the class, one of the students, from the U.S., Lucy, raised her hand and asked in English, "What's the difference between *yoroshiku* and *yoroshiku onegaishimasu*?" Ms. Sato asked Hiroko, "Would you answer her question, please?" Hiroko said in English, "Yes..., they mean the same thing, but to add *onegaishimasu* is more *polite." Lucy said, "Thank you, Hiroko. Now I understand." Other students *nodded. After the class, Hiroko said to Mike, "I had a good time today." Mike answered, "Me, too. I'm sure you'll be a very good teacher." She was very happy to hear that. After that, she continued visiting the class.

Three years later, *thanks to Ms. Sato, Hiroko had the chance to do volunteer work teaching Japanese to senior high school students in Australia for a month. Before Hiroko left Japan, Ms. Sato said to her, "In Australia, you can learn how to teach Japanese better from Mr. Green, a good Japanese teacher. He is one of my old friends." Hiroko looked forward to meeting him.

On Hiroko's first day in Australia, Mr. Green and his students welcomed her. She introduced herself and talked about *sado* with the students in Japanese. She was a member of the *sado* club in her university and knew a lot about *sado*. One of the students, David, said, "Thank you, Hiroko. I'm interested in *sado*, but your Japanese is too difficult for me to understand." Hiroko was surprised and said, "I'm sorry. I didn't realize that." After the class, Hiroko said to Mr. Green, "I'm sorry that they didn't understand me." Mr. Green said, "You had a nice experience today. When you talk with students, use simple Japanese words." Hiroko said yes.

A few days later, during a class, one student, Emma, asked Hiroko in English, "In English, we often use the word *you*, but in Japanese, I don't often hear the word *anata*. Why?" Hiroko tried to explain it in simple Japanese. Emma said, "I'm sorry I can't understand you." David also said, "Hiroko, could you say that again?" Hiroko tried again, but they looked *confused. She didn't know what to do next. Mr. Green saw that she was in trouble, and he helped her. He talked to the students in simple Japanese. They listened to him carefully and understood what he said. They looked happy. Emma said, "Now I understand. Sometimes the word *anata* sounds cold or *impolite." David said, "I see."

After the class, Hiroko felt disappointed. Mr. Green came to her and said, "Are you okay?" Hiroko said, "Well, I want to teach students Japanese well, but I can't." Mr. Green continued, "I know

how you feel. You just came here last week. At first, using simple Japanese words is difficult.” She was confused and said, “I don’t know what I should do for them.” He said, “You need to understand what Japanese words they know. Tomorrow, you’ll have a chance to talk with students. *Give it a try.” She said, “Yes.”

The next day, students made pairs and talked about their dreams with each other in Japanese. Mr. Green said to Emma, “Make a pair with Hiroko.” She smiled and said yes. Hiroko listened to Emma’s Japanese carefully to see what Japanese words she used. When Emma didn’t understand Hiroko, Hiroko tried to say the same things in other words. Emma said that she wanted to learn about kimono in Japan to become a kimono designer. Emma said to Hiroko, “I’m happy that you tried to understand my Japanese!” After the class, Hiroko said to Mr. Green, “Today, through talking with Emma, I could see some of the words she knew. I found that it’s also important to try to understand students better.” Mr. Green said, “Yes, it is.” Hiroko thanked him.

Now Hiroko is twenty-six years old and teaching Japanese in Australia. She still continues to follow Mr. Green’s advice. She feels happy that students improve their Japanese day by day. There is no end to teaching.

〔注〕 polite 礼儀正しい nod うなづく thanks to ～ ～のおかげで
confused 困惑した impolite 失礼な give it a try やってみる

〔問 1〕 She was very happy 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。

She was very happy because .

- ア Ms. Sato asked her to answer Lucy’s question
- イ twenty students from different countries were in the room
- ウ Mike was sure that she would be a good teacher
- エ she continued visiting the Japanese language class

〔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 Hiroko tried to say the same things in other words when Emma didn’t understand her.
- イ Hiroko went to a Japanese language class with Mike, and Ms. Sato welcomed her.
- ウ Hiroko felt disappointed that she was not able to teach students Japanese well.
- エ Hiroko talked about *sado* with the students in Japanese, but they couldn’t understand her.

[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) On Hiroko's first day at the Sakura Culture Center, .
- ア she was sure that Lucy raised her hand and asked her a question in English
 - イ she felt happy because Mike asked her questions about Japanese
 - ウ she was not sure that volunteers were needed there
 - エ she was excited and a little nervous
- (2) When Hiroko answered Lucy's question, .
- ア Mike said that he understood her and enjoyed talking with her
 - イ students didn't understand that it's more polite to add *onegaishimasu*
 - ウ Lucy understood the difference between *yoroshiku* and *yoroshiku onegaishimasu*
 - エ Lucy thanked Hiroko because Hiroko used English
- (3) When Mr. Green talked to the students in simple Japanese, .
- ア he was happy that they listened to him carefully
 - イ they looked happy because they understood what Mr. Green was saying
 - ウ they felt disappointed that his Japanese was too difficult for them to understand
 - エ they didn't understand him and looked confused

[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) How did Hiroko feel before she went to Australia to do volunteer work?
- ア She looked forward to meeting Mr. Green, one of Ms. Sato's old friends.
 - イ She was very surprised to hear that Mr. Green and Ms. Sato were old friends.
 - ウ She was confused because she didn't know what to do for students in Australia.
 - エ She thought that she wanted to be a good Japanese teacher like Mr. Green.
- (2) What did Hiroko find from volunteer work in Australia?
- ア She found that it was easy to explain how to use *anata* in simple Japanese.
 - イ She found that she had the chance to become a kimono designer.
 - ウ She found that she didn't need to think about teaching any more.
 - エ She found that trying to understand students better was important for teaching them.