

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: is this umbrella? Someone left it in the classroom.
B: It's mine. Thank you.

ア How イ What ウ Where エ Whose

(2) A: Here's a birthday present for you. I hope you like it.
B: What a pretty box! May I it now?

ア choose イ borrow ウ open エ answer

(3) A: How about going to see a movie tomorrow?
B: Sounds good. I'll be all day tomorrow.

ア free イ strong ウ hungry エ popular

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:
B: Amazing! I enjoyed swimming in the sea.

ア Do you go to bed at about eleven? イ Which do you like better, tea or coffee?
ウ How was your vacation? エ Did you call me when you got home?

(2) A: Dinner is ready. Please come down.
B:

ア I'm going to stay there for three days. イ I'm coming!
ウ Sure. Here you are. エ You're welcome.

(3) A:
B: You chose a good one. It looks nice.

ア I'll be back in about an hour. イ What's your favorite color?
ウ When can I use your phone? エ I've decided to buy this dress.

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 Yuki とカナダから来日した高校生の Emma は、もみじフェスティバル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、二人が見ているチラシの一部である。

Yuki: Emma, look at this. The Momiji Festival is one of the biggest festivals in our city.

Emma: Wow, sounds interesting!

Yuki: There will be a lot of food *stalls, concerts, and places to experience Japanese culture.

Emma: Really? I'd like to go to it. When shall we go?

Yuki: Actually, I'm a member of the planning *committee of the festival. I'll be very busy on the first day of the festival.

Emma: I see. So, let's go on (A). That will be better for you.

Yuki: Thank you, Emma. I will be able to show you around the festival.

Emma: OK. Let's go on that day.

Yuki: Look at these *programs. What do you want to try?

Emma: Well, I want to try something new. How about *sado* or *kado*? They look interesting for me. I'm also interested in *shodo*.

Yuki: They will be held at the same time. I made the plan for *shodo*. I hope you like it.

Emma: Really? Sounds good. I'll try it.

Yuki: What do you want to do in the morning? You have played *koto* before in Canada, right?

Emma: Yes. Also, I'm in the brass band club in Canada and play the drums there. I'll try (B).

Yuki: You mean you won't try *wadaiko* this time, right?

Emma: Right. I'm looking forward to trying something new.

Momiji Festival	
Date: September 24th (Saturday) September 25th (Sunday)	
Place: Momiji Park	
Time: 10:00 a.m. - 5:00 p.m.	

Japanese Culture Programs	
Wadaiko 10:00 a.m.~ 1:00 p.m.~	Koto 10:00 a.m.~ 1:00 p.m.~
Shamisen 10:00 a.m.~	Sado 2:00 p.m.~
Kado 2:00 p.m.~	Shodo 2:00 p.m.~

〔注〕 stall 屋台 committee 委員会 program プログラム

ア (A) September 24th (B) *shamisen* イ (A) September 25th (B) *shamisen*

ウ (A) September 24th (B) *koto* エ (A) September 25th (B) *koto*

2 Yuki と Emma は、書道体験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、チラシと Yuki が準備したメモである。

Yuki: Emma, look at this. You can enjoy *shodo* in three steps.

Emma: Oh, that sounds nice. In Step 1, I'm interested in the *shodo* performance. In Canada, I've watched it on TV before. I also want to learn more about (A) because I am interested in brushes.

Yuki: I see. Many kinds of brushes are used in a *shodo* performance.

Emma: That's good. In Step 2, we can practice how to use a *shodo* brush.

Yuki: In Step 3, you can write your favorite *kanji* expression. I have prepared some *kanji* for you. Look at these *kanji* from “A” to “D.”

Emma: Thank you. *Kanji* look like pictures to me. I know these *kanji*, “B” and “D.” Those mean “friend” and “flower,” right?

Yuki: Yes, they do.

Emma: Tell me what “A” and “C” mean.

Yuki: Sure. “A” means “harmony,” and “C” means “dream.”

Emma: I see. That’s interesting. I would like to try to write “A” or “C.”

Yuki: One of them is easier to write because it has only eight *strokes. And the other has thirteen strokes. Which do you want to write?

Emma: I want to write “ (B) .”

Yuki: Really?

Emma: Yes, I’d like to try the more difficult one to write. And I like its meaning.

Yuki: I see. I like it, too. Let’s start the first step.

〔注〕 ink stick 墨 ink stone 硯^{すずり} paperweight 文鎮
stroke 漢字の画数

ア (A) tools (B) C イ (A) history (B) A

ウ (A) tools (B) A エ (A) history (B) C

3 次の文章は、カナダに帰国した Emma が Yuki に送ったEメールの内容である。

Dear Yuki,

Thank you for your help during my stay in Japan. On the first day, you spoke to me in English with a smile. After that, you introduced me to other students. They welcomed me. They were interested in Canada and asked me a lot about it in English. I soon *got used to my new life. I had a very good time with you.

During my stay in Japan, we went to the Momiji Festival. That is one of my best memories of Japan. I was surprised that about 3,000 people came to the festival. I enjoyed talking with some of them and making a lot of friends. I learned about many traditional Japanese things there. And I told people about things in my country.

Next month, some *exchange students from Japan will come to our school. I look forward to seeing them. I hope they will get used to their school life in Canada soon. What can I do to help them? Please give me some ideas.

Yours,
Emma

〔注〕 get used to ～に慣れる exchange student 交換留学生

II-1

Let’s Enjoy Shodo!

STEP 1 Learn

- *shodo* performance
- tools:
 - a brush, an *ink stick,
 - an *ink stone,
 - hanshi* paper,
 - a *paperweight
- the history of *shodo*

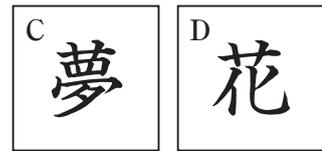
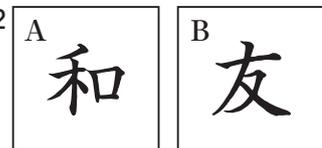
STEP 2 Practice

- ways to use a *shodo* brush

STEP 3 Express

- writing your favorite *kanji* expression

II-2



(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 At the Momiji Festival, Emma and Yuki were surprised that there were about 3,000 people.

イ When Emma came to Yuki's school on the first day, Emma spoke to Yuki in English with a smile and asked her a lot about Japan.

ウ In Japan, Emma learned about many traditional Japanese things at the Momiji Festival.

エ During Emma's stay in Japan, she wanted some Japanese students to get used to their school life in Canada soon.

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

Thank you for your e-mail. I enjoyed reading it. I think the students from Japan will be very happy if you help them. I think they will be worried about their school life in Canada.

I will try to answer your question. There is one thing that you can do for them to help them get used to their school life in Canada soon. I will tell you about it.

I hope you like my idea.

Your friend,
Yuki

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。)

Tsuyoshi, Yuka, and Haruka are high school students in Tokyo. Oliver is a student from the U.K. They are talking in their classroom after school.

Tsuyoshi: Hi! What did you do on Sunday, Oliver?

Oliver: I visited a museum.

Yuka: What did you see there? I hear some famous paintings have come to Japan.

Oliver: You're right. But I saw pictures of famous buildings in Tokyo.

Tsuyoshi: Really?

Oliver: Yes, I'm interested in *architecture.

Haruka: That's nice. I didn't know you were interested in that.

Oliver: It was really exciting. I want to be an *architect in the future, and I want to visit many places in Japan. My time here is *limited.

Tsuyoshi: I thought you were busy with studying Japanese.

Oliver: Yes, I am. Learning Japanese was my first reason for coming to Japan. But I have many other things that I want to do, and it is important for me to think about how to spend my time.

Haruka: It is the same with me. Since I became a high school student, I have had more things to do than before. I often think about the things that I want to do. For example, there are many books that I want to read and many movies that I want to see. But I don't have enough time.

Tsuyoshi: I think you should do the things that you want to do.

Haruka: But I also have other things that I need to do. After school, I have to prepare for classes, do club activities, and take care of my dog. That takes a lot of time, and I don't have time for other things.

Yuka: I believe that doing many other things is possible, Haruka.

Haruka: What should I do?

Yuka: First, you should make a list of things that you need to do. Then you should be *flexible. You should change the list if you want to.

Oliver: I do those things. I have a list of places that I want to visit. I often add another place or give up a place. Next week, I'm going to a station which is *under construction.

Tsuyoshi: Are you interested in its architecture?

Oliver: Yes. But, Tsuyoshi, you don't look happy.

Tsuyoshi: Last week, I had a meeting with my teacher about my future. I know I have to

think about that. But I don't know what I want to do. How about you, Haruka?

Haruka: I'm interested in food. I'd like to study at university about growing vegetables.
What are you interested in, Tsuyoshi?

Tsuyoshi: I don't know.

Yuka: But you read so many books, Tsuyoshi.

Tsuyoshi: Reading is just something that I enjoy. I try to make time to do that every day.

Haruka: How do you do that?

Tsuyoshi: I always bring a book to any place I go. I use my *spare time to read it.

Oliver: I see. How do you decide what to read?

Tsuyoshi: I try to read various kinds of books. Look. This is a list of the books I've read.

Yuka: Your list also shows what you learned from those books. I'm sure you can find what you want to do. You should think well.

Tsuyoshi: Thank you, Yuka. I will⁽⁴⁾. Just as Oliver's time in Japan is limited, our high school days are also limited.

Haruka: Yes. We shouldn't forget about that. We don't want to have any *regrets in the future about our high school lives.

Tsuyoshi: You're right. I think we need to think about how to spend our time.

Yuka: We can advise each other. Let's do that.

Oliver: That will be fun. Please give me advice about enjoying my time in Japan.

Haruka: Sure.

〔注〕 architecture 建築 architect 建築家 limited 限られた
flexible 柔軟な under construction 工事中
spare time 空いた時間 regret 後悔

〔問1〕 It is the same with me.⁽¹⁾ とあるが、このように Haruka 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。

- ア Haruka also prepares for classes and does club activities.
- イ Haruka also came to Japan to study Japanese and architecture.
- ウ Haruka also has many things that she wants to do.
- エ Haruka also has to take care of her dog after school, and that takes a lot of time.

〔問 2〕 I do those things. の内容を最もよく表しているのは、次のうちではどれか。
(2)

- ア Oliver also believes that doing all of the things on his list is possible.
- イ Oliver makes a list and changes it when he wants to do that.
- ウ Oliver visits stations under construction.
- エ Oliver goes to museums to see famous paintings that have come to Japan.

〔問 3〕 But, Tsuyoshi, you don't look happy. の内容を、次のように書き表すとすれば、
(3)

の中に、下のどれを入れるのがよいか。

Tsuyoshi doesn't look happy because .

- ア he knows he has to think about his future but he doesn't know what he wants to do
- イ he knows he is interested in architecture but he will not be able to go with Oliver
- ウ he doesn't think Haruka should study about growing vegetables
- エ he doesn't think Oliver is really interested in architecture and wants to be an architect

〔問 4〕 I will. 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 Tsuyoshi will make time to read books every day.
- イ Tsuyoshi will think about books to read next.
- ウ Tsuyoshi will learn from books he reads.
- エ Tsuyoshi will think about his future.

〔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。

Tsuyoshi always brings a book with him and spare time to read it.

- ア forgets
- イ uses
- ウ wants
- エ gives

[問6] 次の文章は、Haruka たちと話した日に、Oliver がイギリスに住む姉に送った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 Haruka, Tsuyoshi, and Yuka after school. At that time, Haruka told us about many things that she wanted to do. Yuka said that Haruka should make a list of things that she □(A) to do. I should do that, too, because my time in Japan is □(B) .

I want to do one more special thing while I'm still in Japan. I have heard that there is a speech contest every year before summer vacation in our school. I was glad to hear that. I think it is a great idea. I want to improve my Japanese while I am still in Japan. I hope that I do well in the contest.

We also talked about how to spend time. We realized that our school days are □(B) . Tsuyoshi said that we □(A) to think about how to spend our time. We'll try to help each other by giving each other advice.

- ア (A) wanted (B) flexible イ (A) wanted (B) limited
ウ (A) needed (B) flexible エ (A) needed (B) limited

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。)

Sora was a second-year junior high school student. One day in July, he went to school with Kota, one of his friends. He said to Kota, "Tomorrow, our class will choose the *conductor for the chorus contest at our school. I want to be the conductor." Kota was surprised to hear that. He said, "Really? Why?" Sora said, "At the chorus contest last year, it was the first time for me to see a conductor. A third-year student *conducted a chorus very well, and I was moved. I want to be a conductor like him. If I am chosen, conducting the chorus will be something new for me." Kota said, "That sounds nice! I know you're good at singing. I hope that you will be the conductor." Sora was happy to hear that.

The next day, the *homeroom teacher, Ms. Uchiyama, said, "Is there anyone who wants to be the conductor?" Five students raised their hands. She was glad to see that. She said, "Next week, I'll give you an *audition after school. You know the *assigned piece, and you can practice conducting it."

That night, Sora was watching a video. Yui, his sister, a first-year high school student, saw that. She asked him, "What are you watching?" He answered, "I'm watching a video that shows how to conduct. Next week, there will be an audition to choose my class's conductor for a chorus contest. I am going to take the audition." Yui said, "Wonderful! I hope you are chosen." At the audition, Sora did his best. He conducted very well, and he was the best of the five students. His classmates chose him as the conductor for the contest. Sora was happy.

After the summer vacation, the students in Sora's class continued to practice singing. But Sora was not happy with his conducting. He didn't know how to improve the singing. There were three groups of students: *soprano, *alto, and *tenor. One day, in September, the first *rehearsal was held. Sora stood in front of his classmates. He was very nervous. He looked at them. They looked very nervous, too. Then they couldn't sing as well as *usual. After the rehearsal, Erisa, one of Sora's friends, said, "We have been practicing very hard. But we didn't do well. I don't think that we can improve anymore." Sora was disappointed to hear that. Sora said to Kota, "I don't know what to do." Kota said to Sora, "Don't give up! You were chosen."

After Sora went home, he thought, "What should I do?" Then he watched a video about a chorus contest of the past. Many third-year-students appeared in it. They were practicing singing and talking about it a lot. A conductor spoke to his classmates in the video. After watching the video, Sora knew how to improve his classmates' singing.

The next day, before the practice, Sora said, "I think there *must be something we can do. I would like to listen to your opinions. Can you give me a *suggestion?" Each of the

three groups gave him many good suggestions about different parts of the song. Erisa said, "Each group should listen more to the singing of the other groups." Sora wrote all the suggestions down on his *score. After the practice, he added his own ideas, too. In the next practice, Sora told his classmates about his own ideas. They said that they agreed with his ideas and wanted to try them. Erisa said, "Let's sing again."

Later, the second rehearsal was held. Ms. Uchiyama listened to the song sung by her class. She thought that it was wonderful. She asked Sora, "How did you improve so much?" He answered, "We all worked together and helped each other. We all gave our own ideas and listened to the ideas of others. Then we tried those ideas. That is the way we improved."

On the morning of the day of the chorus contest, Sora and Kota went to school as usual. Kota said, "I hope you enjoy conducting today. I'm sure you'll do very well." Sora said, "Thank you, Kota. I have learned a lot of things." Kota asked, "What do you mean?" Sora answered, "Now I know that singing well is important and that helping each other is a wonderful thing." They smiled at each other. Later, Sora was standing on the stage as a conductor. He thought, "I'm sure we'll do well."

〔注〕 conductor	指揮者	conduct	指揮をする	homeroom teacher	担任の先生
audition	オーディション	assigned piece	課題曲	soprano	ソプラノ
alto	アルト	tenor	テノール	rehearsal	リハーサル
usual	いつもの	must be	～にちがいない	suggestion	提案
score	楽譜				

〔問1〕 Sora was 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。

Sora was happy because .

- ア Kota sang songs with his classmates in the practice
- イ Kota hoped that Sora would be the conductor
- ウ Kota wanted to try something new as a singer
- エ Kota wanted to be the conductor for the contest

〔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 Sora conducted the assigned piece very well, and he was the best of the five students.
- イ Erisa thought that they wouldn't be able to improve anymore.
- ウ Sora wanted to conduct the song sung by his classmates.
- エ Sora's classmates agreed with his ideas and wanted to try them.

[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 five students who wanted to be the conductor raised their hands, .

- ア Ms. Uchiyama was glad and suggested an audition
- イ Ms. Uchiyama was happy to choose the assigned piece
- ウ they were glad to practice conducting with Ms. Uchiyama
- エ they didn't want to have an audition to choose the assigned piece

(2) When Yui asked Sora what he was watching, he said .

- ア he was watching a video of a chorus contest of the past
- イ he was watching a video of an audition to be a conductor
- ウ he was watching a video about how to conduct
- エ he was watching a video about an assigned piece

(3) When Sora asked each group to give him ideas to improve the singing, .

- ア he put his classmates into three groups
- イ he knew how to improve the chorus singing
- ウ each group gave Sora some good suggestions to choose the assigned piece
- エ each group gave Sora many good suggestions about different parts of the song

[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) After hearing his classmates' suggestions, what did Sora tell them about in the next practice?

- ア He told them about his own score.
- イ He told them about his own ideas.
- ウ He told them to think of new ideas.
- エ He told them to sing again.

(2) What did Sora learn through his experience?

- ア He learned that singing well is important and that helping each other is a wonderful thing.
- イ He learned that enjoying conducting is important and that singing well is a wonderful thing.
- ウ He learned that smiling at each other is important and that enjoying conducting is a wonderful thing.
- エ He learned that helping each other is important and that smiling at each other is a wonderful thing.