

# 英 語

## 8 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 声を出して読むではいけません。
- 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 Using a dictionary.
- イ Reading picture books.
- ウ Taking lessons.
- エ Watching Japanese movies.

<対話文2>

- ア Ms. Tanaka.
- イ Kota.
- ウ Shun.
- エ Ayaka.

<対話文3>

- ア New soccer shoes.
- イ A soccer ball.
- ウ A Great Rabbits' T-shirt.
- エ A Great Rabbits' cap.

〔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 For two months.
- イ For a month.
- ウ For ten months.
- エ For three months.

<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。)

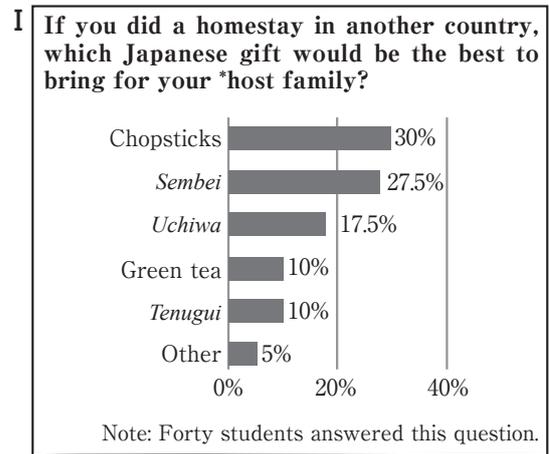
1 高校生の Ryota とカナダからの留学生の Paul は、二人のクラスメイトの Sayuri が行った調査について話をしている。□(A) 及び □(B) の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、Sayuri が行った調査の結果である。

Ryota: Have you answered the question which Sayuri made?

Paul: Of course. That is the question which asked us to pick one answer from six \*choices, right?

Ryota: Yes. She said that she was going to do a \*homestay in the U.K. this summer. Our teacher asked us to help her.

Paul: Sayuri said that we can see the results for the question on our computers. Let's look at them together.



Ryota: Yes, let's. Well..., I answered □(A) . I thought that it would be the most popular gift of all.

Paul: I thought so, too. But it is next to the most popular gift in the \*survey.

Ryota: Did you choose the same answer as I did?

Paul: No. Actually, I chose □(B) . They are traditional and can be used every day.

Ryota: That's true. I have heard they are popular in many countries because they are beautiful and will get dry quickly.

Paul: Ten \*percent of students chose the answer I did.

Ryota: That's right. I want to do a homestay like you and Sayuri, too. I'm interested in other cultures.

〔注〕 choice 選択肢                      homestay ホームステイ                      survey 調査  
percent パーセント                      host family ホストファミリー

ア (A) Chopsticks    (B) Green tea                      イ (A) Sembei                      (B) Green tea

ウ (A) Chopsticks    (B) Tenugui                      エ (A) Sembei                      (B) Tenugui

2 Ryota と Paul は、国際交流イベントについてのウェブサイ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、二人が見ているウェブサイトの一部である。

Ryota: I found some information about programs in an \*international exchange event at Tokyo Kita Hall. It will be held this Sunday.

Paul: That sounds nice. Let's go to the event.

Ryota: Yes. I'm interested in it.

Paul: I have a piano lesson at three thirty that day. So, I can stay at the event until two thirty.

Ryota: OK, no problem.

Paul: Well, what program from ten a.m. looks good?

Ryota:  (A) looks interesting to me.

Paul: Why?

Ryota: It sounds interesting to make something, and I would like to try that.

Paul: That's nice. We can enjoy foods from other countries in that program.

Ryota: What shall we do in the afternoon?

Paul: These programs all look good.

Ryota: Yes. In my opinion, trying something by myself is more interesting than watching.

Paul: I agree with you. I think we should choose  (B) .

Ryota: We can stay until the end of that program. I'm looking forward to the event.

II

Time	Program name	*Contents
10:00 a.m. ~ noon	Drawing pictures	Drawing pictures of famous sightseeing spots in the world.
	Cooking lesson	Cooking different foods with foreign teachers and eating them.
	Making *toys	Making traditional toys with volunteers from other countries.
1:00 p.m. ~ 2:30 p.m.	Fashion show	Enjoying a fashion show and wearing traditional clothes from other countries.
1:30 p.m. ~ 2:30 p.m.	World cultures movie	Seeing a movie about unique cultures and lives in different countries.
1:30 p.m. ~ 3:00 p.m.	Music performance	Listening to various kinds of music and playing some instruments.

[注] international exchange event 国際交流イベント content 内容 toy おもちゃ

- ア (A) Drawing pictures (B) Fashion show
- イ (A) Cooking lesson (B) Fashion show
- ウ (A) Drawing pictures (B) Music performance
- エ (A) Cooking lesson (B) Music performance

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

Dear Ryota,

Thank you for everything while I was in Japan. My best experience was visiting the international exchange event. Through my stay in Japan, I realized that learning about different cultures is very interesting.

I saw a poster about a Japanese calligraphy class at a local center in my country last month. I like looking at calligraphy works in books. I would like to write *kanji* well. So, I decided to take the class. Two weeks later, I tried Japanese calligraphy for the first time in that class. I tried some *kanji*, but they didn't look good. Then my calligraphy teacher said to me that I was doing well. He also told me, "You should imagine *kanji* in your mind before writing." That advice helped me improve my writing. Now, I follow his advice and practice. I like doing calligraphy better than looking at works. Japanese calligraphy is now my hobby. I hope I can show you my works someday.

I know you enjoy taking pictures as a hobby. Is there something that you are going to start to do as a new hobby? If you are going to do that, please tell me about it. I'm looking forward to hearing from you soon.

Yours,  
Paul

(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 Paul saw a poster about a Japanese calligraphy class at the international exchange event.
- イ Paul heard from Ryota that Paul should imagine *kanji* in his mind before writing.
- ウ Paul hoped that Ryota would see Paul's Japanese calligraphy works someday.
- エ Paul likes looking at works of calligraphy more than doing calligraphy now.

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

Thank you for your e-mail. I hope you are well. I really enjoyed spending time with you in Japan. I'm happy to hear that you are still interested in Japanese culture.

I will try to answer your question. I'm still taking pictures as a hobby. And there is one thing I'm going to start to do as a new hobby. I'll tell you about it.

I'm looking forward to seeing you again.

Your friend,  
Ryota

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。)

*Haruto, Kenta, and Shiho are second-year high school students in Tokyo. Mary is a high school student from Australia. They are members of the \*Clean-up Committee this year. One day in April, they are talking in a classroom just before the second meeting of the \*committee.*

*Haruto:* At the meeting today, we are going to talk about the activities we will do to reach our main goal for this year. I hope we can have a good discussion about that.

*Mary:* Yes. We didn't have school cleaning activities in my school in Australia. I'm looking forward to talking about the activities.

*Kenta:* Do you remember the main goal of our committee for this year?

*Shiho:* It's "making our school a comfortable place." That sounds \*worthwhile.

*Kenta:* I think so, too. I will work harder for my school than last year.

*Shiho:* <sup>(1)</sup> Among us, only you were a member of the committee last year.

*Kenta:* Yes. Ask me anything if you have any questions about the committee's activities in our school.

*Mary:* Sure, I'll do that. I'm just trying to think of ways to reach our main goal.

*Haruto:* We can do something to keep our school clean.

*Mary:* Our school is always clean because of the work of the committee members.

*Kenta:* I'm happy to hear that from you.

*Haruto:* <sup>(2)</sup> The leader of our committee said that \*encouraging students to clean their classrooms was one of our activities.

*Shiho:* The committee members work very hard on that every year.

*Haruto:* I cleaned my classroom carefully with my classmates last year.

*Kenta:* And I want to do something new this year.

*Mary:* What's that?

*Kenta:* You know that telling students to \*separate trash in the right way is also one of our daily activities.

*Haruto:* That is important. Many students said that it was difficult to separate trash in the right way.

*Kenta:* Yesterday, I made this new poster to show how to separate trash. I hope that it will be put on the wall in the entrance hall.

*Haruto:* Oh, I remember that the Clean-up Committee made a poster last year. Its message was clear and easy to understand.

*Shiho:* That poster helped students learn how to clean better. Your new poster will also be helpful, Kenta.

*Mary:* Exactly. Students will learn from it.

*Kenta:* Thank you.

*Mary:* Let's share the idea of Kenta's poster at the meeting.

*Shiho:* Yes, let's do that. And I have another idea. How about putting some flowers in each classroom?

*Haruto:* What do you mean? We don't do that as a daily activity of our committee.

*Shiho:* I think it can be a new way to reach our main goal.

*Haruto:* <sup>(3)</sup> That isn't a clean-up activity.

*Kenta:* Haruto, you should change your point of view. Shiho, you want to say that "making our school a comfortable place" does not only mean "cleaning up," right?

*Shiho:* Yes. Seeing something beautiful helps students feel comfortable.

*Haruto:* I see.

*Kenta:* We can get some flowers from the school garden.

*Haruto:* One of my friends, Takuya, is a member of the \*gardening club. I can ask him about that later.

*Mary:* That sounds nice. Now I think I have another way to reach our main goal, too.

*Kenta:* What's that? <sup>(4)</sup>

*Mary:* We have a school \*lounge, right? We should help students enjoy listening to music there.

*Haruto:* In the lounge? Tell me more about that.

*Mary:* We can play relaxing music there. We should collect CDs to do that.

*Shiho:* Our music teacher will help us. Maybe we can \*borrow some CDs from the music room.

*Mary:* I didn't think of that. Let's do that.

*Haruto:* Yes, let's. I think Mary's idea is helpful.

*Kenta:* I think so, too. But some students want a quiet place. They read books to relax there.

*Mary:* Oh, I never thought about that.

*Shiho:* How about playing \*classical music? It is often played in cafes to help people relax.

*Haruto:* That's true. Let's talk to the teacher tomorrow.

*Kenta:* Now I realize that there are many ways to make our daily school life more comfortable. We can do our usual activities and new things, too.

*Mary:* Yes. Let's explain our ideas to the other committee members at the meeting. They may give us some advice.

*Shiho:* We can improve our ideas together.

*Haruto:* I'm looking forward to doing that.

<sup>(5)</sup>

[注] Clean-up Committee 美化委員会 committee 委員会 worthwhile やりがいのある  
 encourage ~ to ... ~に...するように促す separate 分別する  
 gardening club 園芸部 lounge 休憩室 borrow 借りる  
 classical music クラシック音楽

[問 1] 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。

Kenta also thinks that  .

- ア having school cleaning activities in Mary's school in Australia sounds worthwhile
- イ making their school a comfortable place sounds worthwhile
- ウ working harder for their school than last year sounds worthwhile
- エ having a good discussion about the main goal of the committee sounds worthwhile

[問 2] I'm happy to hear that from you. 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。

Kenta is happy because Mary thinks that  .

- ア their school is always clean because of the work of the committee members
- イ she should ask him about the committee's activities in their school
- ウ Haruto cleaned his classroom carefully with his classmates last year
- エ the committee should tell students to clean their classrooms every year

[問 3] I think it can be a new way to reach our main goal. とあるが、このように Shiho 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 Making a poster helps students learn how to clean better.
- イ Sharing the idea of the poster at the meeting will be good.
- ウ Seeing something beautiful helps students feel comfortable.
- エ Telling students to separate trash in the right way is important.

[問 4] Now I think I have another way to reach our main goal, too. 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 Mary thinks that Shiho can borrow some CDs from the music room.
- イ Mary thinks that she can talk to the music teacher about music.
- ウ Mary thinks that classical music can help people relax in cafes.
- エ Mary thinks that students can listen to some relaxing music in the lounge.

[問5] I'm looking forward to doing 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。

Haruto is looking forward to  .

- ア helping their teacher tomorrow
- イ improving their ideas together
- ウ doing the usual activities
- エ reading books in the school lounge

[問6] 次の英語の文章を、本文の内容と合うように完成させるとき、 (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。

At first, Haruto couldn't understand  (A) idea because it wasn't about a clean-up activity. Then  (B) helped Haruto understand the idea.

- ア (A) Shiho's (B) Kenta      イ (A) Shiho's (B) Takuya
- ウ (A) Mary's (B) Kenta      エ (A) Mary's (B) Takuya

[問7] 次の文章は、Haruto たちと話した日に、Mary 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 Haruto, Kenta, and Shiho after school about the activities of the Clean-up Committee. Shiho remembered the main goal of our committee and shared an interesting idea to reach that main goal. I liked her idea very much.

Kenta knew a lot about the  (A) activities of our committee. He said he would work harder than last year. He brought a poster showing how to separate trash. Shiho told Kenta that his poster would be  (B) to students in our school. I thought so, too.

During the talk, I told my friends about my own idea. They thought it would be  (B) and gave me some advice. I was happy about that. I hope my idea will make our  (A) school life more comfortable. I'm excited about helping with the activities of our committee this year.

- ア (A) new (B) helpful      イ (A) new (B) clear
- ウ (A) daily (B) helpful      エ (A) daily (B) clear

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。)

Tomomi was a second-year high school student. She was in the Dance Club of her school. She and other Dance Club members often created original dances for music that they liked. When they danced at their high school, many friends came to see them every time. When they danced well and got big \*cheers from \*audiences, they felt happy.

One day in April, Mr. Matsumoto, the club teacher, said to the members, “I have good news from the town \*community center. We have two chances to dance in town festivals. Would you like to dance in the festivals? They will be held in June and July.” Yuko, the leader of the club, said, “Yes. I think we should do that.” Tomomi and the other members agreed and hoped local people would enjoy their dancing.

On the festival day in June, all the members danced \*energetically at the community center. Mr. Matsumoto said that he was happy with their dancing. But Tomomi didn’t look \*satisfied. Yuko asked Tomomi, “What’s wrong? We all danced very well.” Tomomi said, “I think so, too. But I don’t think that the audience enjoyed our dancing very much.” Yuko said, “I see. Actually, the cheers from the local audience were not so big today. We didn’t dance well enough to get big cheers. Let’s practice more from tomorrow.” The next day, Tomomi and other club members started to practice for the next festival. But Tomomi sometimes remembered the June festival and felt nervous.

One day in June at school, Tomomi asked Mr. Matsumoto, “Will the local audience enjoy our dancing next month? I think that our dancing will be better than last time. But I’m very worried.” Mr. Matsumoto said, “I know that you have been practicing your dancing hard. But you have to become better \*performers, too.” Tomomi asked, “Better performers?” Mr. Matsumoto said, “Yes. You should be both dancers and performers. Have you ever done any other performances outside of school?” Tomomi thought for a moment, and she told him about her experience of working for a \*kindergarten with some classmates from her junior high school. At that time, they were asked to sing a song by children there. She chose a song that little children would enjoy. She said, “We didn’t sing very well, but the children enjoyed the song and sang together with us.” Mr. Matsumoto said, “That’s wonderful. Why did the children enjoy your song?” She tried to answer his question, but she couldn’t. She thought, “We just sang a song which \*seemed to be popular among children.”

At home later on that day, she was watching a music program on TV with her brother, Koji, and her grandfather. Koji was an elementary school student. Then Tomomi heard a song which she liked very much. She said to them, “This song is very popular among students in my school.” Her grandfather said, “Sorry, I don’t know the song. I don’t listen to this kind of music.” Koji said, “Well, I like anime songs. Everyone likes different kinds of songs.” Tomomi said, “Oh, I see...” She thought, “We believed that the audience at the festival would also like songs that we liked. But, actually, maybe they didn’t like them.” She realized that it was important for a performer to think about things which audiences will enjoy. She decided to tell other members about this new point of view.

The next day at the meeting, Tomomi shared this view with other members. The members thought that it was necessary for them to change their way of thinking. Yuko said,

“OK. We have one month to prepare something new for the audience that will come to the next festival. Let’s think again about our dance music and ways of dancing.” At first, they talked about the different \*generations of local people at the last festival. They were \*mainly children, their parents, and their grandparents. The Dance Club members decided to choose songs for older people. They looked for websites and found a lot of lists of old songs that seemed to be popular among older people, such as parents and grandparents. The members created original ways of dancing for those songs. For little children, they created cheerful dances for popular anime songs.

On the festival day in July, all the audiences gave a big cheer for each dance by the members. Many older people sang or danced to songs from their generation. Little children stood up and danced to the anime songs. Everyone at the festival knew that people from different generations were having a good time. They felt especially happy to see that. Yuko said to Tomomi, “I’m very happy that everyone enjoyed our performance.” Tomomi said, “Me, too. Now we are good performers.”

On her way home from the second festival, Tomomi thought about the experiences of the two festivals. She said to herself, “On that day in June, Mr. Matsumoto and my family helped me realize an important thing about performing. I’ll never forget it.” She decided to become a better dancer and a better performer.

- [注] cheer 声援                      audience 聴衆                      community center 公民館  
energetically 元気よく              satisfied 満足している              performer パフォーマンスをする人  
kindergarten 幼稚園              seem to ~ ~のように思える  
generation 世代                      mainly 主に

[問1] I think we should 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。

I think we should .

- ア give big cheers to local people in the town festival
- イ hear good news from the town community center
- ウ dance in the town festivals in June and July
- エ have two chances to dance in our 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 Tomomi’s grandfather said that he didn’t know the song Tomomi liked very much.
- イ Tomomi and other Dance Club members often created their original dances for music that they liked.
- ウ Tomomi couldn’t answer Mr. Matsumoto’s question about her experience at the kindergarten.
- エ People from different generations had a good time at the second festival.

[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 the festival day in June,  .
- ア Yuko said that the Dance Club members danced very well
  - イ all the Dance Club members danced energetically, and Tomomi was satisfied
  - ウ Mr. Matsumoto said that he was happy with the cheers from the Dance Club members
  - エ the Dance Club members started to practice for the next festival
- (2) One day in June at school,  .
- ア children enjoyed Tomomi's song and sang together
  - イ Tomomi was very worried about working for a kindergarten
  - ウ Tomomi's classmates asked children in a kindergarten to sing a song
  - エ Mr. Matsumoto asked Tomomi about other performances outside of school
- (3) On the second festival day,  .
- ア Yuko said that the Dance Club members were good performers
  - イ Tomomi decided to become a better dancer and a better performer
  - ウ all the audiences felt especially happy to get a big cheer
  - エ many older people got up and danced to anime songs

[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 the Dance Club members do for older people who would come to the second festival?
- ア They found lists of songs that seemed to be popular among older people.
  - イ They created cheerful songs and original ways of dancing for older people.
  - ウ They talked about the generations of older people who came to their high school.
  - エ They shared their ways of dancing with older people at the meeting.
- (2) What did Tomomi realize from her experiences of the two festivals?
- ア She realized that she and the Dance Club members had to practice to be a good audience.
  - イ She realized that audiences liked songs which were very popular among students in her school.
  - ウ She realized that it was necessary for local audiences to change their ways of thinking about performers.
  - エ She realized that it was important for a performer to think about things which audiences will enjoy.