

英語 (45分)

受検上の注意

- 1 「始めなさい。」の指示があるまで、問題を見てはいけません。
- 2 解答用紙は、この表紙の裏面です。
- 3 指示があったら、解答用紙と問題用紙を全部調べなさい。  
問題用紙は1ページから10ページにわたって印刷してあります。もし、ページが足りなかったり、やぶれていたり、印刷のわるいところがあったりした場合は、手をあげて監督の先生に言いなさい。そのあと、指示に従って解答用紙に受検番号、志願校名を書き入れてから始めなさい。
- 4 解答用紙の定められたところに、記号、数、式、ことば、文章などを書き入れて答えるようになっていきますから、よく注意して、答えを書くところや書き方をまちがえないようにしなさい。
- 5 答えが解答欄の外にはみ出したり、アカイかよくわからない記号を書いたりすると、誤答として採点されることがあります。
- 6 解答用紙に印刷してある  や \* には、なにも書いてはいけません。
- 7 メモなどには、問題用紙の余白を利用しなさい。
- 8 「やめなさい。」の指示があったら、すぐに書くのをやめ、解答用紙を机の上に広げて置きなさい。問題用紙は持ち帰りなさい。
- 9 解答用紙は、検査室からいっさい持ち出してはいけません。

問題は、次のページから始まります。

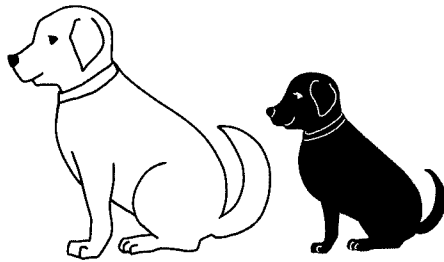
1

この問題は聞き取り検査です。問題A～問題Dに答えなさい。すべての問題で英語は2回ずつ読まれます。途中でメモをとってもかまいません。

問題A (1), (2)のそれぞれの英文で説明されている内容として最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

(1)

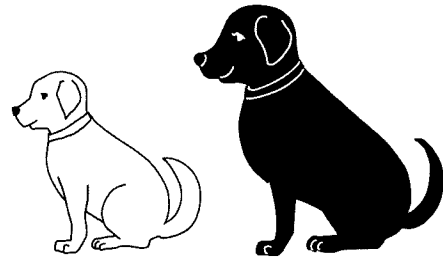
ア



Tetsu

Nana

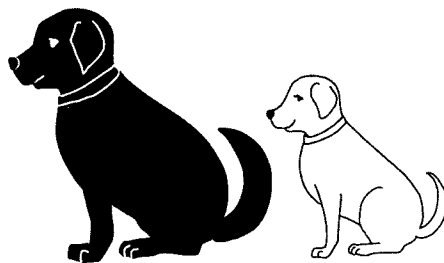
イ



Tetsu

Nana

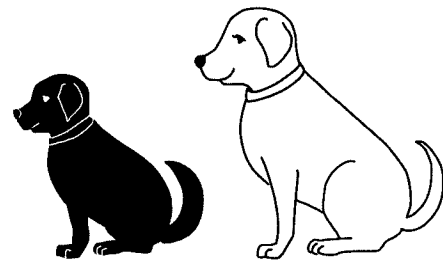
ウ



Tetsu

Nana

エ

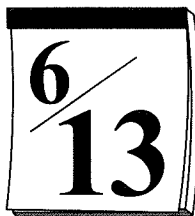


Tetsu

Nana

(2)

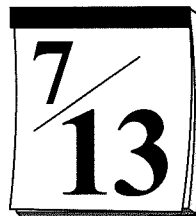
ア



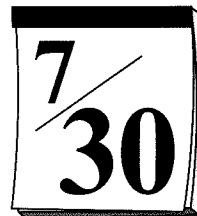
イ



ウ



エ



**問題B** 海外旅行中の Kazuaki が、ツアーガイドによるアナウンスを聞いてメモをとっています。メモの  ~  にそれぞれ適当な英語 1 語を入れなさい。

[Kazuaki のメモ]

	Places to visit	Things to do
1	a lake	eat <input type="text" value="(あ)"/>
2	a large <input type="text" value="(い)"/>	see beautiful mountains
3	a market	buy a lot of <input type="text" value="(う)"/>

**問題C** (1), (2) のそれぞれの会話についての質問の答えとして最も適当なのは、ア~エのうちではどれですか。一つ答えなさい。

- |     |   |                    |     |   |   |
|-----|---|--------------------|-----|---|---|
| (1) | { | ア Under the bed.   | (2) | { | ア She will bring a cake.                  |
|     |   | イ On the sofa.     |     |   | イ She will make lunch with Jiro's father. |
|     |   | ウ Under the books. |     |   | ウ She will invite Jiro to her house.      |
|     |   | エ On the desk.     |     |   | エ She will buy a pizza.                   |

**問題D** 留学中の Kumi に、クラスメイトの Mike が学校の図書館を案内しています。Mike の説明を聞いて、(1), (2) に答えなさい。

(1) Mike が説明した順に、ア~ウを並べ替えなさい。

ア 日本語で書かれた本の有無      イ 休館日      ウ 貸出日数


(2) Mike の最後の発言に対して、どのような質問をしますか。あなたが Kumi になったつもりで、 にその質問を英語で書きなさい。ただし、主語と動詞を含む 6 語以上の 1 文とすること。

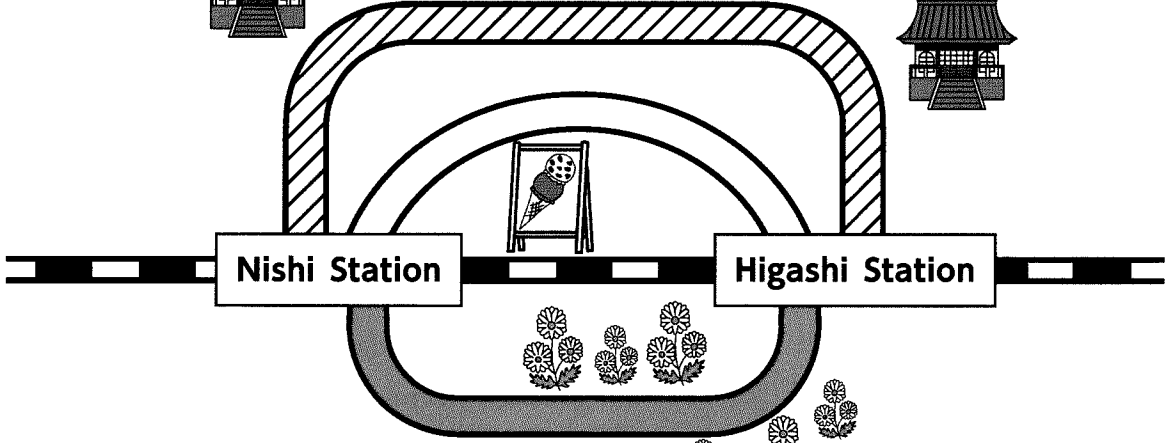
Yes, I have a question.  ?

2

Toshi と留学生の Ben が、あるウェブサイトを見ながら、サイクリング (cycling) の計画を立てています。次は、そのウェブサイトの画面と会話です。(1)～(5)に答えなさい。

ウェブサイトの画面

 **Cycling Map in Morino City**



Course	Distance	Average Cycling Time*
I	12 km	1.2 hours
II	16 km	1.6 hours
III	20 km	2 hours

\*You need more time if you visit some places along the course.

Toshi: In Japan, spring is a good season for cycling. I'm going to visit Morino City to ride a bike this weekend, on April 15 or 16. Let's go cycling together.

Ben: Sure. I want to go, but I don't like to ride a bike when it rains. I hear that it'll rain this Sunday. How about this (あ), April 15?

Toshi: OK. Look at this website. There are three cycling courses in Morino City. We'll take a train to go to Nishi Station, and rent bikes there.

Ben: So, we'll start at Nishi Station.

Toshi: Yes. We'll end and return our bikes at Higashi Station. Now, which course do you want to choose? I think we can stay in the city for about two hours.

Ben: I want to eat ice cream, but this course is the shortest.

Toshi: Then, why don't we choose (い)? It's the longest one and we can visit temples.

Ben: If we choose this course, we can't spend enough time at these temples.

Toshi: Well, how about this one? Morino City is famous for flowers. They are really beautiful. Along this course, we can take pictures of <sup>(う)</sup>them.

Ben: That sounds great. Let's choose this course. I'll bring my camera that I <sup>(え)</sup>buy last month.

[注] course コース                      distance 距離                      average 平均の  
rent ~ ~を有料で借りる              return ~ ~を返す              spend ~ ~を費やす  
camera カメラ

(1)  に入れるのに最も適切な曜日を英語 1 語で書きなさい。

(2)  に入れるのに最も適切なのは、ア～ウのうちではどれですか。一つ答えなさい。

ア Course I                      イ Course II                      ウ Course III

(3) 下線部(う)が指すのは何ですか。英語 1 語を会話から抜き出して書きなさい。

(4) 下線部(え)の単語を、最も適切な形に変えて書きなさい。

(5) ウェブサイトの画面と会話から読み取れる内容として最も適切なのは、ア～エのうちではどれですか。一つ答えなさい。

ア Course I is longer than Course II.

イ Ben likes to go cycling on a rainy day.


ウ Toshi will go to Nishi Station by bus.

エ Ben and Toshi will start to ride bikes at Nishi Station.

3


ホームステイをしている中学生の Ayako が、誕生日カード (birthday card) についてホストファミリーの Roy と会話をしています。次の①～⑤はそのときの二人の会話です。Ayako が考えている内容に合うように、書き出しに続けて、 (1) に3語以上、 (2) に5語以上の英語を書き、会話を完成させなさい。なお、会話は①～⑤の順に行われています。

会話




① What's that ?

② It's a birthday card.




[Ayako] [Roy]




日本のおばあちゃんに  
これを送りたいの。

③ I want to  (1) my  
grandmother in Japan.


④ That's a good idea.



[Ayako] [Roy]



これを読んで、喜んで  
くれるといいな。



[Ayako's grandmother]

⑤ I hope that she will  (2).

[Ayako]

問題は、次のページに続きます。



4

ALT (外国語指導助手) の Lee 先生の英語の授業で, Tomoki, Suzu, Kanako が, 姉妹校 (sister school) の生徒に向けて制作する動画について, グラフを見ながら話し合いをしています。次の英文は, 話し合いと, それを聞いて Suzu が授業で書いたノートの一部です。(1)～(5)に答えなさい。

■話し合い

Ms. Lee : Last class, I asked you to make a short video for the students at our sister school in Australia. Do you have any ideas about the topic ?

Tomoki : Yes, of course. Look at <sup>(a)</sup> this graph. It shows what they want to know about our town or school. About forty percent of the students are interested in food. Let's make a video about delicious Japanese food restaurants in our town.

Suzu : That's a nice idea. However, I think that it <sup>(b)</sup> them / is / to / for / difficult come to Japan. Also, they only see the food in our video, and they can't eat it. If I were them, I would be sad.

Kanako : Then, why don't we choose a different topic ? In the same graph, more than thirty percent of the students want to know about fashion. Our school has different uniforms for summer and winter. I really want to show them. They don't have uniforms, right ?

Tomoki : Wait. Ms. Lee, is that true ? We have never met them, but I hear that schools in Australia usually have uniforms.

Ms. Lee : In April, a teacher at our school showed me pictures that were taken at our sister school. In them, the students at our sister school wore uniforms like you.

Suzu : Oh, no.

Kanako : I don't think so. Though they wear school uniforms, I want to show them our uniforms.

Suzu : Well, please think about the students who will watch our video. If our topic is not unique to them, it will not be interesting.

Kanako : I see. Then, how about our sports festival ?

Tomoki : Good. Twenty-five percent of the students are interested in sports. Also, this is the best chance to make a video about it, because we'll have the event next month. Ms. Lee, do they have a school event like our sports festival ?

Ms. Lee : No, they don't. I think that our sports festival is unique, and they will be surprised. A teacher at our sister school says that they have an event called "Sports Day."  However, in our school, every student joins the sports festival and dances to music. Last year I saw your great dance performance. That was my first time.  It was really exciting. Will you dance at the sports festival this year again ?

Kanako : Yes. We started to practice yesterday.

Tomoki : Ms. Lee, thank you for telling us the big difference. Why don't we show them our unique event ?

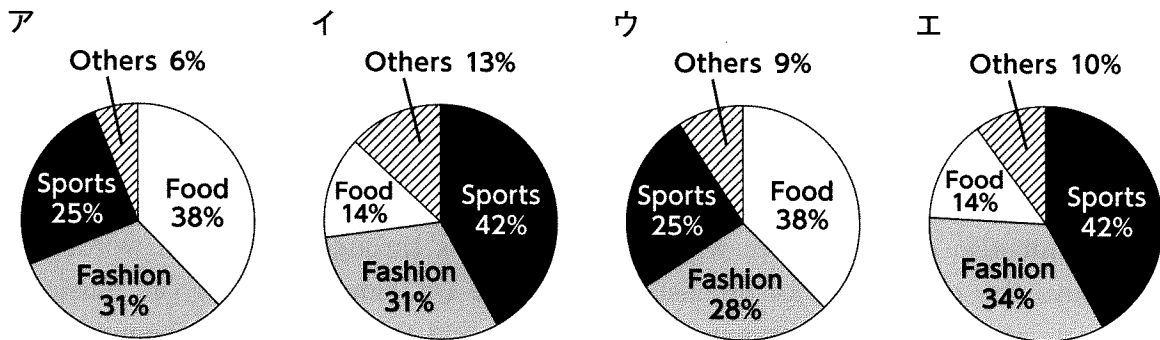
Suzu : OK. Let's make a video about it.

■ Suzu が授業で書いたノートの一部

Today, we chose a topic for the short video. We will introduce our sports festival to the students at our sister school, because . I will practice hard to make our dance performance wonderful.

〔注〕 fashion ファッション                      chance 機会                      to music 音楽に合わせて

- (1) 下線部(あ)の graph として最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。



- (2) 下線部(い)の語をすべて用いて、意味が通るように並べ替えなさい。

- (3)  に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

- ア Australia has four seasons like Japan.
- イ We should change the topic.
- ウ Ms. Lee has seen their pictures.
- エ Our school has uniforms.

- (4) 次の英文を入れるのに最も適当なのは、話し合いの中のア～ウのうちではどれですか。一つ答えなさい。

On that day, only the students who want to join the event come to school.

- (5)  に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

- ア their school does not have “Sports Day”
- イ they joined the event with us last year
- ウ we want to show them something unique
- エ our sports festival has just finished

5

次の英文は、Akari が英語の授業で発表したスピーチ原稿です。(1)～(6)に答えなさい。

Today I want to tell you what I learned from my aunt, <sup>(あ)</sup>Fuyumi Yamaoka. She is a professional pianist. When she was twelve years old, her family started to live in Germany because of her father's job. Now, she goes to many places in the world for concerts and she can speak four languages. She knows a lot of things about many different countries.

When she comes to Japan, she sometimes visits my parents and me. Though I can't play the piano, I like to talk with her. One day, when we were listening to her CD, she talked about the music and its composer. She said, "The composer lived near a large river. When he was worried about something, he always looked at it. His music expresses how the beautiful river runs through the mountains in his country." She showed me some photos of the river on the Internet, and talked more about his country. She said, "To understand things that composers want to express in their music, I learn about the culture and history of their country. In <sup>(い)</sup>this way, I communicate with composers when I play the piano."

My aunt also communicates with other musicians through music and words when she plays the piano with an orchestra. To share the same image of the music, she listens to the sound of other musicians carefully and talks a lot with them about the music. Now I understand why she can . There are many musicians from different countries. She tries to use their languages to communicate with them. By doing so, she can understand them deeply. She also told me the difference between sound and harmony. When musicians in the same orchestra can't , music is just sound. They have different images of the music. However, when they can communicate well, different sounds become one beautiful harmony.

My aunt needed some time to make her performance great. When she was young, she practiced the piano hard every day. Though she improved her skills, she still thought that something was missing from her performance.  The teacher wanted her to realize its meaning by herself. She said, "I thought about the meaning of the advice a lot. Now I understand that listening to others means communicating with composers and other musicians. That helps me improve my performance and myself. I can't imagine my life without the piano. It makes my life full of happiness."

I realize why my aunt's performance is beautiful. Her piano shows how she lives. Through music, she is interested in a lot of things and she communicates well with others. She found her way to open a door to meet many wonderful things and people. That way was playing the piano. You may think, "She is special because she is a professional pianist." However, I don't think so. All of us can also  to a new world in our own ways. I believe that we can find something, just like my aunt.

[注] professional プロの, 本職の  
composer 作曲家  
image イメージ  
missing 欠けている

pianist ピアニスト  
run 流れる  
deeply 深く  
by herself 彼女自身で

Germany ドイツ (国名)  
orchestra オーケストラ  
harmony ハーモニー, 調和

(1) 下線部(あ)について、同じ段落で紹介されている内容として、当てはまらないものは、ア～エのうちではどれですか。一つ答えなさい。

ア Akari のおばである。

イ 12歳の時にひとりでドイツに留学した。

ウ 演奏会で世界中を訪れている。

エ 様々な国について多くのことを知っている。

(2) 下線部(い)の具体的内容を説明する次の文の  ①  ,  ②  にそれぞれ適切な日本語を入れなさい。

作曲家が  ①  ことを理解するために、作曲家の国の  ②  を学ぶということ。

(3)  (う)  ,  (え)  に入れる英語の組み合わせとして最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

ア (う) teach children the piano well

(え) have concerts in foreign countries

イ (う) teach children the piano well

(え) understand each other

ウ (う) speak four languages

(え) have concerts in foreign countries

エ (う) speak four languages

(え) understand each other

(4)  (お)  に次の三つの英文を入れるとき、本文の流れが最も適当になるようにア～ウを並べ替えなさい。

ア At first, she didn't understand the meaning of the advice, so she asked the teacher a question about it.

イ However, the teacher didn't answer the question.

ウ Then, one of her teachers said to her, "You can listen to others more."

(5)  (か)  に入れるのに最も適当な英語3語を、同じ段落から抜き出して書きなさい。

(6) 本文の内容と合っているのは、ア～オのうちではどれですか。当てはまるものをすべて答えなさい。

ア When Akari's aunt comes to Japan, she always meets Akari.

イ Akari saw photos of a large river with her aunt.

ウ When Akari's aunt was young, she felt that her performance needed something more.

エ Akari's aunt does not understand the meaning of her teacher's advice.

オ Akari thinks that playing the piano is the only way to be special.

