

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 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: What is your ?

B: I want to be a teacher.

ア question イ homework ウ dream エ name

(2) A: Look at this picture. It's the view from the top of the mountain.

B: Oh, it is really . I want to go there.

ア beautiful イ busy ウ late エ young

(3) A: Please help me. I can't use the Internet with my computer.

B: Let's see.... I've found the problem. I know why it doesn't well.

ア use イ work ウ sing エ walk

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: You have a nice bag. Where did you get it?

B: .

ア I got it last Friday イ I can't find my bag
ウ Your bag is larger than mine エ At the shop in front of the station

(2) A: This table looks old but wonderful. How old is it?

B: .

ア It is used for dinner every night イ I use this table once in a week
ウ I am fifty years old now エ It was made two hundred years ago

(3) A: This is a nice guitar. ?

B: Sure. I hope you like it.

ア Can I try it イ How much is it
ウ Which is your favorite one エ When can I buy it

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 日本に滞在している高校生の Mary は、ホームステイ先の高校生の Reiko と市の行事の案内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 I は、二人が見ている市の行事の案内の一部である。

Mary: Reiko, we have some interesting events in our city's *cultural festival in November. Let's go to some of them together.

Reiko: Yes, let's. We are both interested in music. How about going to the *Brass Band Concert? Our high school band will *perform there. Are you free on □(A) ?

Mary: Yes, I'm free on that day. Let's go.

Reiko: Yes, let's. Shall we visit some other events?

Mary: Sure. I'm interested in traditional Japanese culture, too. We have kabuki, English *rakugo*, and tea ceremony in the festival. I'm free on those three days. How about you?

Reiko: Well, do you remember that our school festival will be on November 3?

Mary: Oh, yes. We can't go to the Kabuki Performance.

Reiko: Right. And I have a piano lesson every Saturday morning. I think we can go to the □(B) .

Mary: Oh, good. Let's go there.

Ume City Cultural Festival	
11/3 (Sunday) Kabuki Performance	11:00~15:00 At Concert Hall
11/9 (Saturday) *Orchestra Concert	13:00~18:00 At Concert Hall
11/10 (Sunday) English Rakugo Show	13:00~16:30 At City Hall
11/17 (Sunday) Brass Band Concert	14:00~16:45 At Concert Hall
11/24 (Sunday) Piano Festival	14:00~18:00 At City Hall
11/30 (Saturday) Tea Ceremony	9:00~11:45 At City Hall

〔注〕 cultural festival 文化祭 brass band 吹奏楽団 perform 演奏する
orchestra 交響楽団

ア (A) November 9 (B) Tea Ceremony イ (A) November 9 (B) English Rakugo Show
ウ (A) November 17 (B) Tea Ceremony エ (A) November 17 (B) English Rakugo Show

2 Brass Band Concert の会場に到着した Mary と Reiko は、一緒に公演の予定表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、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、二人が見ている公演の予定表である。

Mary: Where is Ume High School on the *schedule, Reiko?

Reiko: Well, our high school is here. Its performance will start at three o'clock.

Mary: I've found it. It's one fifty now. Our school is going to play after Dai-ichi Junior High School. Where shall we go first?

Reiko: How about going to Dai-ichi Junior High School's performance at two o'clock? One of my cousins is in the brass band of that school.

Mary: That sounds nice. If we do that, we (A) move to another hall before seeing our school's performance.

Reiko: That's right. And which school's performance are we going to see after that?

Mary: I want to see the performance of Mokuren High School. I hear the brass band of that school is big and they give exciting performances.

Reiko: Of course you can see it. The brass band of that school is the most famous of all brass bands in this city. I'll go with you.

Mary: Thank you.

Reiko: After our school's performance, we will (B) Hall B.

Mary: OK. I'm looking forward to seeing the performances.

II

Brass Band Concert Schedule

Time	Hall A	Hall B	Hall C
14:00~14:45	Dai-ichi Junior High School	Sumire High School	Chuo Junior High School
15:00~15:45	Ume High School	Dai-ni Junior High School	Dai-san Junior High School
16:00~16:45	Momo High School	Mokuren High School	Minami Junior High School

〔注〕 schedule 予定

ア (A) have to (B) move to イ (A) don't have to (B) move to
ウ (A) have to (B) keep staying at エ (A) don't have to (B) keep staying at

3 次の文章は、帰国した Mary が、Reiko に送ったEメールの内容である。

Hi, Reiko,

Thank you for everything while I was in Japan. I had a great time with you.

Do you remember the Ume City Cultural Festival in November? We enjoyed some Japanese culture and brass band music there. They were really interesting to me.

Mokuren High School's performance was really exciting, and our high school band's performance was as exciting as the performance of the Mokuren High School band. I thought the students showed the *results of their hard work. I am now a member of a brass band in my city, and I practice the *trumpet every day. I decided to join the band when I was watching the students' performances in the concert with you.

My first-time cultural festival was a lot of fun. When I have a chance to go to Japan next time, I want to visit that kind of event again.

Yours,
Mary

〔注〕 result 結果 trumpet トランペット

(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 brass band concert in the festival, Mary and Reiko showed the results of their hard work.
- イ Mary thought the Mokuren High School band's performance was more exciting than the performance of Reiko's school band.
- ウ Mary thought the events of the Ume City Cultural Festival were really interesting, and she wants to visit that kind of event again.
- エ After Mary went back to her country, she decided to join the brass band in her city.

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

I'm happy to hear that you really enjoyed the cultural festival in my city. I also think the events were very interesting.

Last week, I went to a food festival held in a *neighboring city. I enjoyed eating *ramen*, meat, pizza and fruit there. They were really delicious, and I can't wait to visit the festival again next year. I had a great time.

I can enjoy many events in my city. There are some festivals that I want to enjoy with you. I'll tell you about one of them.

I want to go to that festival with you in the future.

Yours,
Reiko

〔注〕 neighboring 隣の

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。)

Kanae, Makiko, and Shingo are high school students in Tokyo. Tom is a student from the United States. They are talking in their classroom at lunch.

Kanae: New Year holidays are coming soon.

Tom: Yes. This is my first time to spend New Year holidays in Japan.

Makiko: Do you have any plans for the holidays, Tom?

Tom: I'll practice calligraphy with Shingo to write a New Year's *resolution. I can't wait to do that.

Shingo: Me, too. But before the New Year holidays, I have something else to do.

Tom: What is it?⁽¹⁾

Shingo: I have to write New Year's cards. Have you done that yet, Makiko and Kanae?

Makiko: Of course. I've already sent New Year's cards to *relatives and friends.

Kanae: Me, too. I've also sent Christmas cards to some of my friends in Australia.

Tom: Oh, Christmas cards! Every year, I receive one from my grandmother in the United States. She always sends me some photos with it. They *remind me of my hometown.

Makiko: That sounds nice. *Exchanging cards with people living far away is a good chance to *get in touch with them.

Tom: You're right. Actually, I send e-mail Christmas cards to my grandmother.

Shingo: Oh, do you? I send New Year's cards every year. But I send them only to some of my relatives.⁽²⁾

Makiko: Why do you write only to some of your relatives?

Shingo: Writing messages on New Year's cards takes a lot of time. It is really hard for me.

Tom: I feel the same way.

Kanae: I know how you feel, Shingo and Tom. But exchanging those cards is fun.

Shingo: Do you really think so, Kanae?

Kanae: Yes, every year, I send a New Year's card to Mr. Yamamoto, one of my *homeroom teachers when I was an elementary school student. I always look forward to receiving a card from him.⁽³⁾

Shingo: Can you tell me more about his cards?

Kanae: Sure, every year, he writes some advice to me. For example, "Do your best!" or "You can do anything you want." These move my heart.

Makiko: I understand that.⁽⁴⁾ Just before an important tennis match, I received a message from my sister. I was very happy.

Tom: What did your sister write to you?

Makiko: She wrote, "Good luck, Makiko. You can win the match!" That message encouraged me a lot.

Shingo: I see. Thank you, Makiko and Kanae. Exchanging messages warms our hearts.

Tom: That's right. Now I want to write warm messages. In my case, the Christmas cards from my grandmother always make me happy. This year, I would like to send New Year's cards to you all.

Kanae: Shingo and Tom, now you understand what I said.

Shingo: Yes. Writing messages on those cards sounds like fun. I have changed my way of thinking. I'm going to write New Year's cards to you all.

Kanae: I look forward to receiving cards from you, Shingo and Tom.

- | | |
|-------------------------------|------------------------|
| 〔注〕 resolution 決意 | relative 親戚 |
| remind ~ of ... ~に…のことを思い出させる | exchange 交換する |
| get in touch with ~ ~と連絡を取る | homeroom teacher 担任の先生 |

〔問1〕 But before the New Year holidays, I have something else to do. の内容を、次のように
(1) 書き表すとすれば、 の中に、下のどれを入れるのがよいか。

But before the New Year holidays, .

- ア Shingo has to write a New Year's resolution
- イ Shingo has to write New Year's cards
- ウ Shingo has to send an e-mail to his grandmother
- エ Shingo has to meet his grandmother in the United States

〔問2〕 But I send them only to some of my relatives. とあるが、このように Shingo が言った
(2) 理由を最もよく表しているのは、次のうちではどれか。

- ア Shingo wants to spend New Year holidays in Australia.
- イ It is hard for Shingo to spend a lot of time in sending Christmas cards.
- ウ Shingo wants to spend a lot of time in practicing calligraphy.
- エ It is hard for Shingo to spend a lot of time in writing New Year's cards.

〔問3〕 I always look forward to receiving a card from him. とあるが、このときの Kanae の⁽³⁾ 気持ち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。

Kanae always looks forward to receiving a card from Mr. Yamamoto every year because .

- ア Mr. Yamamoto is Kanae's homeroom teacher at her high school now
- イ Mr. Yamamoto's advice on his cards moves Kanae's heart
- ウ Kanae can understand what Shingo feels about New Year's cards
- エ Kanae thinks writing a New Year's card to Mr. Yamamoto will be really hard

〔問4〕 I understand that. とあるが、このように Makiko が言った理由を次のように書き表すとすれば、⁽⁴⁾ の中に、下のどれを入れるのがよいか。

Makiko understands what Kanae says because .

- ア Makiko wrote a message to her sister just before an important tennis match
- イ Makiko also exchanged cards with people living far away
- ウ Makiko did her best and won the match
- エ Makiko also received a message that encouraged her a lot

〔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。

Shingo has changed his way of thinking about .

- ア sending photos
- イ warming classrooms
- ウ exchanging messages
- エ choosing Christmas cards

〔問6〕 次の文章は、Shingo たちと話した日に、Tom がアメリカに住む友人に送った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 Kanae, Makiko, and Shingo about New Year's cards and Christmas cards. (A) and I understood what sending those cards meant.

After we talked, Shingo thought exchanging messages was (B). He understood what Kanae said and thought writing them sounded like fun. (A) is going to write a New Year's card to me. I look forward to that.

I learned exchanging messages warms our hearts. That is very (B). I have decided to send New Year's cards to my friends in Japan this year. I hope the cards warm their hearts.

- ア (A) Shingo (B) important イ (A) Shingo (B) hard
ウ (A) Makiko (B) important エ (A) Makiko (B) hard

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。)

Daiki was a first-year high school student in Tokyo. One day in April, Kenta, one of his classmates, asked him, "Have you decided which club you will join?" He answered, "I haven't decided yet." Kenta said to him, "How about taking part in the practice of the track and field club together tomorrow?" Daiki said yes.

The next day, Daiki and Kenta took part in the track and field practice. On the field, members were practicing hard. Some were running. Others were jumping. Daiki was excited to see them. Sota, a third-year leader of the club, welcomed Daiki and Kenta. Daiki was full of hope. He thought he would be able to enjoy practicing with other members. After the practice, Ryo, the fastest runner in the club, said to Daiki, "I hope that you'll be a good runner!" Daiki was happy to hear that.

A week later, Daiki and Kenta became members of the track and field club. Most of the students who joined the club were *beginners. Daiki was one of them. Daiki thought, "I want to be a fast runner like Ryo. For that, I'll practice hard." For the first few weeks, Daiki enjoyed practicing. In the club, Sota told the beginners how to practice. He often said to them, "Good practice and good rest will make your running better." Daiki didn't agree about that. He started to run before going to school. He ran as fast as any of the other first-year runners.

In the beginning of June, Daiki got much more tired after each practice and felt that something was wrong. However, other first-year members were running faster. That made him worried. Daiki said to himself, "I have practiced hard, but I'm not improving my running." Daiki lost *confidence. Daiki didn't know how to improve. Kenta was worried about Daiki. One day, in the middle of June, in their classroom, Kenta tried to encourage him and said, "You look tired. I understand your feelings. If you practice and have a good running form, you'll run faster soon. Don't worry." Daiki got angry at Kenta and said, "You are the fastest among the first-year members, so you don't understand my feelings." Kenta didn't say anything.

The next day, after a meeting of the club, Sota and Ryo were talking to Daiki in a classroom. Sota said to Daiki, "You look tired these days. Are you OK?" Daiki answered, "Well..., I'm not OK." Daiki told them about his problem. Ryo said, "I have something to show you." They watched a video. In it, Ryo was in his first-year and running more slowly than Sota and other members. Daiki was surprised. Sota said to Daiki, "When I saw you, I remembered Ryo. At that time, he was a beginner and always felt *depressed. He had to improve his running form. He was like you." Daiki said, "What does that mean?" Ryo said, "I practiced too much in my own way. That made me too tired. Other members worried about me and gave me some advice. But I didn't listen to them." Sota said, "That's right. But Ryo *accepted advice from other members after a while." Daiki asked Ryo, "Why did you accept it?" Ryo answered, "I watched my running in the video. I found that I needed to improve my running form." Ryo and Sota showed another video to Daiki. In the video, Daiki was running.

Daiki said he needed to change his running form. Sota said to Daiki, "To improve running, there is another important thing. Do you know what that is?" Daiki answered him, "Good rest. You often say that. Thank you for advice." Sota and Ryo smiled. From their advice, Daiki understood both good practice and good rest would make his running better. After Daiki left the classroom, he saw Kenta. Daiki said, "I'm sorry, Kenta. Now I understand your advice. Thank you." Kenta was happy to hear that.

After that, Daiki followed their advice and his running improved very much. He enjoyed running again.

〔注〕 beginner 初心者 confidence 自信 depressed 落ち込んだ
accept 受け入れる

〔問1〕 Daiki was happy to hear that. 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。

Daiki was happy to hear that .

- ア Ryo hoped he would be a good runner
- イ Sota hoped he and Kenta enjoyed practicing together on the field
- ウ Sota and other members welcomed him and Kenta
- エ Kenta joined the track and field club with him

〔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 Daiki got much more tired after each practice and felt that something was wrong.
- イ Daiki thanked Sota and Ryo for their advice and improved his running.
- ウ Daiki was excited to see that the members of the track and field club were running and jumping.
- エ Daiki was surprised to see that Ryo was running more slowly than Sota and other members in a video.

[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) Before Daiki became a member of the track and field club, .

- ア he wanted to run as fast as Kenta and other members in the club
- イ he thought he would be able to enjoy practicing with other members
- ウ he wanted to become a leader of the club, like Sota
- エ he was worried about his running

(2) When Sota told the beginners how to practice, .

- ア Daiki didn't agree that good practice and good rest would make their running better
- イ Daiki didn't agree about joining the track and field club
- ウ Daiki agreed that they didn't need to practice more
- エ Daiki agreed that they should not start to run before going to school

(3) When Daiki lost confidence, .

- ア Kenta understood his feelings and told him to stop practicing
- イ Kenta didn't understand why he didn't improve his running form
- ウ Kenta was worried about him and tried to encourage him
- エ Kenta didn't understand his feelings and told him to practice more

[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) Why did Daiki get angry at Kenta?

- ア Because he thought his running was improving enough.
- イ Because he thought he could run faster than Kenta.
- ウ Because he thought Kenta didn't understand his feelings.
- エ Because he thought something was wrong with Kenta.

(2) What did Daiki understand after he got advice from Ryo and Sota?

- ア He understood that it was important for him to run without rest.
- イ He understood that he didn't need to change his running form.
- ウ He understood that practicing hard in his own way would make his running better.
- エ He understood that good practice and good rest would make his running better.