

問題A 次の会話が2回読まれるのを聞いて、問題用紙の指示に従って答える。

(1)

A : Excuse me. Which train should I take to go to Tokyo Station ?

B : That one. It'll leave at ten fifty.

A : Thank you.

(2)

B : This was very good.

A : Thank you. Would you like some more cakes ?

B : No, thanks. I've had a lot.

A : Then, how about tea ?

B : Yes, please.

(3)

A : Let's go to the music room now.

B : I think the next class is English in this room.

A : No, we'll have music before English.

B : Oh, that's right.

問題B 次の会話が2回読まれるのを聞いて、問題用紙の指示に従って答える。

(1)

A : How was your winter vacation ?

B : I traveled in Hokkaido with my family. It was a lot of fun.

A : That's great.

B : What did you do during the vacation ?

(2)

A : I can't go to John's birthday party with you today.

B : Oh, I'm sorry to hear that.

A : I really want to go but I can't.

B : What's the problem ?

問題C 次の会話が2回読まれるのを聞いて、問題用紙の指示に従って答える。

Teacher : Good morning, Yoko. Welcome to our school.

Yoko : Good morning.

Teacher : Well, this is your first day, so I'll tell you about your school life here. Today is Tuesday, September 27th. This afternoon, you'll have two classes with your host sister. Today, after school, we'll have a welcome party for you. It'll start at about three thirty. Please come to this room after school and let's go to the party together. On Wednesday and Thursday, you'll have all classes with your host sister. On Friday, at ten thirty, you'll have a class called Culture. This is my class and we'll have it in the library. Can you make a speech about Japanese culture in class ? Please come to the library at nine thirty. You can practice your speech when your host sister has science class. I'll help you. Do you have any questions ?

Yoko : What should I do after school tomorrow ?

Teacher : Please come to this room and tell me about your day.

英語 (45分)

1 この問題は聞き取り検査です。問題A～問題Cに答えなさい。

問題A (1)～(3)のそれぞれの会話が交わされている場面として最も適当なのは、(ア)～(オ)のうちではどれですか。一つ答えなさい。



問題B (1), (2)のそれぞれの会話の最後の文に続けて言う英文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) I don't think so.
 (イ) I'm going to go to Hokkaido.
 (ウ) I have lived here for three years.
 (エ) I visited my grandmother in Kyushu.
- (2) (ア) I think John will go to the party.
 (イ) I'll meet you at the birthday party.
 (ウ) I hope you will come to the party soon.
 (エ) I have to go to the hospital to see my father.

問題C 中学生のYokoが、短期留学先の学校で、スケジュール表 (Schedule) を見ながらオリエンテーション (Orientation) を受けている際の会話の一部が英語で読めます。①～③に答えなさい。

Schedule

	September 27	September 28	September 29	September 30
	(ア)	Wednesday	Thursday	Friday
8:30 ~ 9:15	Orientation	Math	Social Studies	English
9:30 ~ 10:15		Fine Arts	Math	(イ)
10:30 ~ 11:15		English	Music	Culture
11:30 ~ 12:15		P.E.	English	Social Studies
1:15 ~ 2:00	English	Writing	Science	Math
2:15 ~ 3:00	Social Studies	Science	P.E.	Writing
	Welcome Party			

- ① スケジュール表の(ア)に入る曜日を英語で書きなさい。
 ② スケジュール表の(イ)の時間について、先生がYokoに話した内容として最も適当なのは、(1)～(4)のうちではどれですか。一つ答えなさい。
 (1) 英語の授業がある。
 (2) 数学の授業がある。
 (3) 図書館でスピーチの練習ができる。
 (4) 図書館で実際に生徒を前にしてスピーチをする。
 ③ 2人の会話から分かることは、(1)～(4)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。
 (1) Yokoは受けたい授業を自分で選んで受ける。
 (2) Yokoの歓迎会は9月27日の3時30分ごろから始まる。
 (3) Yokoは9月28日の放課後、先生にその日のことを報告する。
 (4) Yokoは木曜日以外、ホストシスターと同じ授業を受ける。

2 次の①～③の□に適当な英語を入れ、それぞれが自然な会話になるようにしなさい。ただし、①、②では最も適当な英語1語を書きなさい。③では、あなたがMasatoになったつもりで答えることとし、2語以上の英語で書きなさい。

- ① Kate : Which season do you like the best in Japan ?
 Jun : I like □ the best.
 Kate : Why ?
 Jun : Because we have Christmas and New Year's Day.
- ② Eri : You speak very good Japanese.
 Tom : Thank you. I'm so happy to hear it.
 Eri : How □ have you stayed in Japan ?
 Tom : For two years.
- ③ Jane : Did you enjoy playing tennis yesterday ?
 Masato : I could not play it because the weather was bad.
 Jane : Really ? It was sunny in my city.
 Masato : It □ yesterday around here.

3 次の英文は、中学生のAkiraが英語の授業で「朝食と健康 (health)」について、グラフ (Graph) 1, 2を用いて発表している場面の一部である。①～④に答えなさい。

Hello, everyone. Eating breakfast every morning is very important for our health. Today, I'd □ to talk about it. I'll use Graph 1 and Graph 2. They show the results of research. About 10,000 children took part in the research.

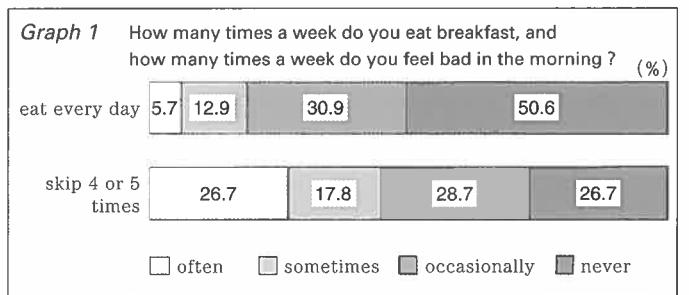
Look at Graph 1. The children were asked, "How many times a week do you eat breakfast, and how many times a week do you feel bad in the morning?" When you look at the children who eat breakfast every day, you can find 50.6% of them never feel bad in the morning. But as for children who skip breakfast 4 or 5 times a week, you can find 26.7% of them never feel bad in the morning. From Graph 1, I think that eating breakfast in the morning is important. Then, what should we do to eat breakfast every morning?

Look at Graph 2. The children were asked, "How many times a week do you eat breakfast, and what time do you get up in the morning?" Look at the children who eat breakfast every day. More than 50% of them get up before 6:30. Then look at the children who skip breakfast 4 or 5 times a week, □ % of them get up before 6:30.

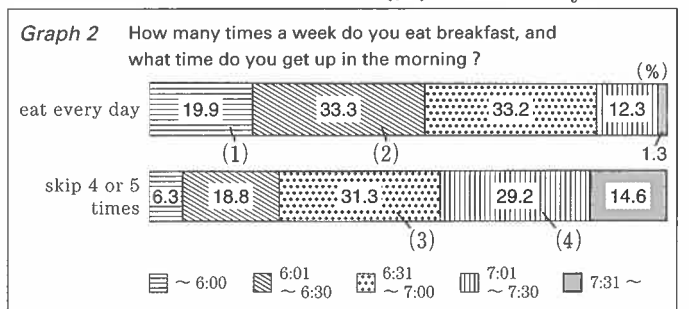
How about you? Do you get up early to have breakfast? As for me, I get up at 6:20 and eat breakfast at 7:10 every day. Now I understand my daily life is good for my health. I think you should get up early to eat breakfast every day, too.

[注] result 結果 research 調査 take part in ～～に参加する
 a week 1週間につき as for ～～に関しては
 skip (食事などを) 抜く daily 日常の

- ① □ に適当な英語1語を入れて、□ を含む1文が「今日はそのことについて話したいと思います。」という意味になるようにしなさい。
 ② □ に入れるのに最も適当なのは、(1)～(4)のうちではどれですか。一つ答えなさい。
 (1) 18.8 (2) 19.9 (3) 25.1 (4) 33.3
 ③ Akiraの毎日の生活習慣を、グラフ2の区分に当てはめるとすれば、グラフ2中の(1)～(4)のうちではどこですか。一つ答えなさい。
 ④ 次の文の □ (1), □ (2) に適当な日本語を入れて、Akiraが発表の中で、毎日朝食を食べている子どもについて、数値をあげて説明している内容をまとめなさい。
 グラフ1からは、毎日朝食を食べている子どものうち □ (1) ことが分かり、グラフ2からは、毎日朝食を食べている子どものうち □ (2) ことが分かる。



[注] occasionally たまに



(独立行政法人 日本スポーツ振興センター「平成22年度児童生徒の食事状況等調査報告書」から作成)



4 英語の授業で国章(国の紋章: a national emblem)について調べる課題が出され、中学生のToshikoは、モーリシャス(Mauritius)の国章を取り上げた。次の英文はその課題の発表原稿と、「Toshikoが調べた資料の一部」である。①～④に答えなさい。

Toshikoの発表原稿

I studied about Mauritius. It is a country in the Indian Ocean. This picture is the national emblem of the country. The animal on the right side of it is a deer. Do you know the animal on the (ア) side? It's a dodo. It was a kind of bird. I want to tell you about dodos. Have you ever (イ) dodos with your own eyes before? They died out around 1681. Why did they die out? I read some books about the birds. The birds could not fly, and they moved slowly. It was (ウ) for people to catch them. People also brought animals like pigs and rats to the island. Dodos and their eggs (エ) . Then all the birds died out.



Many animals have already died out. The dodo is one of them. Many animals are in danger of extinction now. We must (オ) .

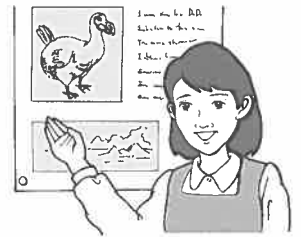
「Toshikoが調べた資料の一部」

■ What is the dodo ?

The dodo was a large bird and could not fly. Dodos lived on the island of Mauritius in the Indian Ocean. They died out around 1681.

■ Why did the dodo die out ?

People who came to the island ate them because dodos were very large and fat. They moved slowly, so people caught them easily. People brought animals like pigs and rats to the island. (カ) Those animals ate dodos and their eggs.



[Toshiko]

[注] the Indian Ocean インド洋 right 右の deer シカ dodo ドードー
die out 絶滅する around ～～頃 pig ブタ rat ネズミ
island 島 danger 危険 extinction 絶滅 fat 太った

- ① (ア), (イ) にそれぞれ適当な英語1語を入れ、意味が通るようにしなさい。
- ② 「Toshikoが調べた資料の一部」の内容をもとに(ウ)に適当な英語1語を入れなさい。
- ③ (エ)を含む1文が下線部(カ)の内容を表すように、(オ)に適当な英語5語を入れなさい。
- ④ あなたが発表者のToshikoになったつもりで、(オ)に次の[]の語をすべて用いて6語以上の英語を書きなさい。ただし、[]の語を用いる順序は自由とします。[together, help, and]

5 次の英文は、大学(university)に通うKentaが中学校3年生の時に、オーストラリアからホームステイのために初めて来日したCathyを受け入れた際の体験について、振り返ってまとめたレポートである。①～⑤に答えなさい。

A student from Australia came to my home when I was a third-year student in junior high school. Her name was Cathy. She was very interested in Japanese culture. When I was talking with her, she asked me a lot of questions about it. I understood her questions, but (ア) I could not answer. I didn't know about our culture so much. I felt very sad. I thought that I should know more about our own culture.

My sister and I went to a large supermarket in the city with Cathy. When we were walking on the street, she said, "Where can I find traditional things? I learned about the Japanese old and beautiful things like temples and kimonos. I came here to see those things, but I can't find them. I can find only modern buildings here." She looked a little angry. My sister and I talked a little and said to Cathy, "Let's go to a temple together."

We left the city and visited a famous temple. Cathy looked happy. After that, we went to a restaurant to eat lunch. The restaurant was a 'special' place to my family, but we didn't tell why the place was 'special' to my family. The restaurant was in an old house built 100 years ago. The house was very old, but the design inside the house was beautiful. In the house,

there were nice and modern tables and chairs. But there were traditional Japanese things like calligraphy, too. When we were enjoying lunch, a woman wearing a kimono came and she said in English, "Welcome to our restaurant." Cathy looked very happy and said, "This restaurant is very nice. I like this place. I'm sorry, Kenta. I thought Japanese people easily forgot old things, but I was wrong. Now I understand that Japanese people keep old things and use them again in a different way. This is (イ) very interesting. I want to learn more about it."

We came home in the evening. Cathy told my father about the day. And she talked a lot about the restaurant. My father said to her, "Cathy, in our culture we take new things from other countries, and we also keep our traditional culture. In fact, the restaurant you visited for lunch today is my old house. So it is 'special' to my family. I was born there. Five years ago, I began to use it as a restaurant. Now, I am very happy to see a lot of people who enjoy eating and talking there."

Four years later, Cathy is now studying about city planning in Japan. And I am studying about traditional Japanese culture at university to teach it to a lot of people in the future.

[注] traditional 伝統的な temple 寺院 modern 現代的な inside ～～の内側の calligraphy 書 wrong 間違っている
in fact 実際に city planning 都市計画

- ① CathyとKentaたちが訪れた順として最も適当なのは、(1)～(4)のうちではどれですか。一つ答えなさい。
(1) 寺院 → スーパーマーケット → レストラン (2) レストラン → 寺院 → スーパーマーケット
(3) レストラン → スーパーマーケット → 寺院 (4) スーパーマーケット → 寺院 → レストラン
- ② (イ)に適当な日本語を入れて、下線部(ア)でKentaがCathyの質問に答えることができなかった理由を説明しなさい。
Cathyの質問の意味は分かったが、()から。
- ③ 下線部(イ)のようにCathyが感じていることの具体的な内容を日本語で説明しなさい。
- ④ 英文の内容と合っているのは、(1)～(5)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。
(1) Cathy thought it was not important to know the Japanese culture.
(2) Cathy was happy to see modern buildings in the city.
(3) When a woman talked to Cathy in English at the temple, Cathy wanted to wear a kimono.
(4) Kenta's father was very happy because many people enjoyed eating and talking at the restaurant.
(5) Cathy is now in Japan and studying about city planning.
- ⑤ 英文の内容をもとに、次の(1), (2)の質問の答えを英語で書きなさい。
(1) What did Cathy want to see in Japan before she came to Japan?
(2) Why did Kenta's father think that the restaurant was a 'special' place to his family?

受検 番号	(算用数字)	志願校
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解答用紙

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- 注意 1 英語で書くところは、どの書体で書いてもよろしい。
 2 語数が指定されている設問では、「,」や「.」などの符号は語数に含めません。また、「don't」などの短縮形は、1語とします。

1 問題A (1) (2) (3)

問題B (1) (2)

問題C ① ② ③

2 ① I like the best. ② How have you stayed in Japan ?

③ It yesterday around here.

3 ① ② ③

④ (1)

(2)

4 ① (ア) (イ)

②

③ Dodos and their eggs

④ We must

5 ①

②

③

④

⑤ (1)

(2)