

問題A 次の会話が2回読まれるのを聞いて、解答用紙の指示に従って答える。

(1)

A: Jim, I've received a letter from Mary. She will come to Japan next month.

B: That's great! When is she going to visit you?

A: She will arrive in Osaka on April 5 and come to my house on April 7.

B: Well, Mika, let's have a welcome party.

Question: When will Mary visit Mika's house?

(2)

A: We will have the school festival tomorrow afternoon. So we will have four classes before lunch.

B: What subjects will we study?

A: The first class is math. The second class is science. The third class is English. After that we will have P.E. (PE.)

B: Thank you, Susan.

Question: What is the subject of the second class?

(3)

A: What are you doing, Bob?

B: I'm looking for the CD you gave me yesterday.

A: I put it on the desk in your room.

B: Oh, really? Thank you.

Question: Where did she put the CD?

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: Excuse me. Can you help me?

B: Sure. What are you looking for?

A: I'm looking for a shirt for my father.

B: What color does he like?

(2)

A: Hello, this is Mary. May I speak to Mike?

B: Oh, hello, Mary. This is Mike's father. I'm sorry. He is out now.

A: What time will he come home?

B: He will come home at five. Do you have a message?

(3)

A: I'm interested in foreign countries.

B: Me too.

A: Oh, are you? Where do you want to go?

B: I'd like to go to China in the future.

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。

Mr. Brown: Did you enjoy speaking English today? I'll tell you about tomorrow. You have to get up at six thirty and then clean your rooms. You will have breakfast at seven. Then go to Room 2 at eight thirty. Everyone needs a pencil and a notebook. You are going to talk about a speech with your group members. In the afternoon, you can play tennis, play basketball, play games, or make cakes. After dinner, you can practice your speech in Room 24. I hope I will enjoy your good speeches on the third day. The best group will get a prize. Do you have any questions?

Akiko : Mr. Brown, I have a question. If it is rainy tomorrow afternoon, we can't play tennis. What can we do?

Mr. Brown: Oh, that's a good question, Akiko. Of course, you can't play tennis. But you can enjoy singing English songs.

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)のそれぞれの会話の内容について、英語で質問が読まれます。その質問の答えを、それぞれ解答用紙の指示に従って、解答用紙の図に記入しなさい。

問題B (1)～(3)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。

- (1) (ア) He likes white. (イ) I've never seen it. (ウ) Yes, he does. (エ) He has three shirts.
(2) (ア) Yes. He got a message. (イ) Yes. Please tell him to call me back. (ウ) No. You didn't see him yesterday. (エ) No. It's not my message.
(3) (ア) When did you go there? (イ) Why do you want to go there? (ウ) Did you go there with your mother? (エ) Why are you so interested in Japan?

問題C イングリッシュキャンプ初日の夜に開かれた班長会での英語の会話を読まれます。(1)の [ ] には、適当な時刻を、(2)～(4)の [ ] には、それぞれ適当な日本語を入れて、Akikoの伝達メモを完成させなさい。

Akikoが作成した伝達メモ

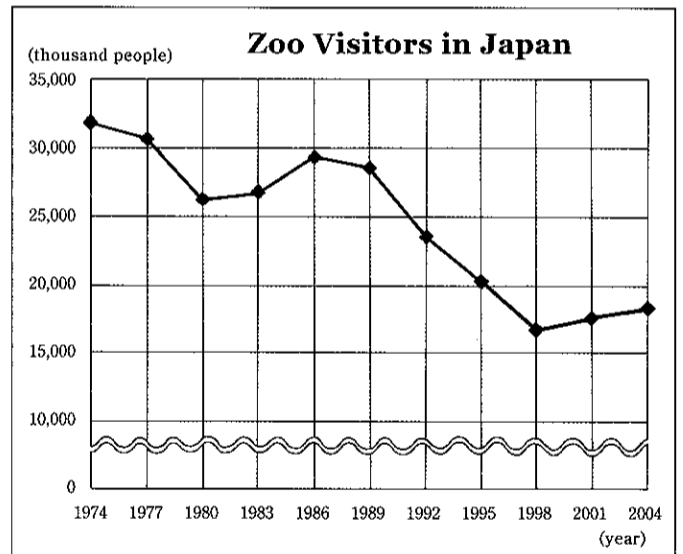
◆ 起床: [ ] (1) その後、清掃
◆ 朝食: 7:00
◆ 午前の活動: スピーチについての相談
※ 集合場所: 2号室 ※ 集合時刻: 8:30 ※ 持参するもの: [ ] (2)
◆ 午後の活動: テニス, バスケットボール, ゲーム, ケーキ作り
※ 雨の場合: [ ] (3)
◆ 夕食後: [ ] (4) が可能
※ 使用教室: 24号室

2 Misakiのクラスは、文化祭でテーマ学習の成果を英語で発表することになった。次の英文は、動物園をテーマに選んだMisakiと彼女の班のメンバーが、発表に向けて、右のグラフ(graph)をもとに話し合いを進めている場面である。①～④に答えなさい。

Misaki: I went to a library to find the number of zoo visitors in Japan and I made this graph. In 1974 more than 30,000,000 people visited zoos in Japan, but the number went down. In [ ] (ア) the number was the smallest. What is the reason?

Kenta: I think the reason is the number of children. The number of zoo visitors in the graph went down because the number of children went down. A zoo is a popular place for children. I will try to make a graph of the number of children in Japan.

Masato: Just a minute. Do you think a zoo is a place only for children? [ ] (イ). People of all ages love animals. We should think in a different way. I don't think many people feel the need to visit a zoo because they can enjoy watching animals on TV at home. Well, look at this part of Misaki's graph. The number of zoo visitors has gone up since [ ] (ア). The number of children is not the only reason. It's a mystery, isn't it?



(文部科学省「社会教育調査報告書」から作成)

Yoko: I hear many zoos in Japan have a lot of new ideas to make animals at zoos happy and lively. Let's go to a zoo and find such ideas there. We also become happy to see those animals. We can find the key to the mystery of the graph.

Brian: Many zoos in America try to create wild scenes to make both people and animals there happy. And people can learn how animals live in the wild and learn many things about the life of wild animals at zoos in my country.

[注] number 数 zoo visitor 動物園への入園者 reason 理由 age 年齢 need 必要性 part 部分
mystery なぞ lively 元気な key かぎ create つくりだす wild 野生の, 野生 scene 場面

① [ ] (ア) に入るのは、(1)～(4)のうちではどれですか。

- (1) 1974 (2) 1986 (3) 1998 (4) 2004

② [ ] (イ) 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。

- (1) I agree (2) Yes, I do (3) That's right (4) I don't think so

③ Misakiが作成したグラフについて話していないメンバーとして最も適当なのは、(1)～(4)のうちではどれですか。

- (1) Kenta (2) Masato (3) Yoko (4) Brian

④ Yokoが班のメンバーに提案したこと、そのように提案した理由は何か。それぞれ、次の書き出しに続けて具体的に日本語で説明しなさい。ただし、提案した理由については、必ず「動物園への入園者数」ということばを使用しなさい。

提案したこと

動物園に行って、

[ ]

こと。

提案した理由

動物園に行けば、

[ ]

。

3

Toshiko の中学校は、オーストラリアのアデレード (Adelaide) 市にある South Adelaide High School と姉妹校交流をしており、学校の掲示板には、生徒交流プログラム (student exchange program) への参加希望者を募集する右のポスター (poster) がはられている。次の英文は、Toshiko が、そのポスターを見ながら、South Adelaide High School から来ている交換留学生の Amy と交わっている会話の一部である。①～④に答えなさい。


Amy : What are you looking at, Toshiko ?  
 Toshiko : This is the poster about the student exchange program this summer.  
 Amy : Wow, are you going to join it ?  
 Toshiko :  (ア) . I'm looking forward to this program.  
 Amy : Oh, you will leave for Adelaide soon after the summer vacation starts. You can enjoy studying English in Australia for about two weeks.  
 Toshiko : Yes, it's very exciting. What is the best day trip among these three ?  
 Amy : Well, I think (イ) museums / it / fun / visit / be / to / will . And Adelaide is called "the City of Festivals."  
 Toshiko : Really ? I like festivals very much.  
 Amy : You will enjoy staying in my city.

[注] look forward to ~ ~を楽しみに待つ leave for ~ ~に向けて出発する  
 soon after ~ ~したすぐあとで timetable 時間割  
 whale クジラ koala コアラ

- ①  (ア) 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。  
 (1) Of course (2) No problem (3) No, thank you (4) Here you are  
 ② 下線部 (イ) の語をすべて用いて、意味のとおり英文になるように並べかえなさい。  
 ③  (ウ) に入れるのに最も適当な英語 1 語を書きなさい。  
 ④ Toshiko が、このプログラムに申し込んだところ、三つの家族から受け入れの申し出があり、それぞれの家族の特徴をまとめた次の表を見せてもらった。あなたが Toshiko になったつもりで、次の表をもとに、あなたが一緒に滞在したい家族の名前とその理由を英語で書きなさい。なお、家族の名前については、Smith, Green, Brown のいずれかを入れなさい。理由はいくつ書いてもかまいません。また、英文は 2 文以上書いてもかまいません。

**Good News from South Adelaide High School**




**Student Exchange Program 2009**



Date:  (ウ) 22~August 6, 2009 (16 days)

Timetable: 4 hours of special English classes,  
and  
2 hours of classes with our students.

Day trip:

- Whale watching 
- Pictures with a koala 
- Museums 

**Message from South Adelaide High School:**  
*Let's study English and enjoy the life in Australia.  
 We are waiting for you!*

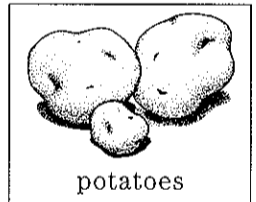
家族の名前	the Smith family (スミス家)	the Green family (グリーン家)	the Brown family (ブラウン家)
家族構成とペット	両親, 14 歳の女子, 3 歳の男児	両親, 13 歳の女子, 猫 (1 匹)	50 歳代の夫婦, 犬 (2 匹)
家の場所	海岸まで歩いて 3 分	学校まで歩いて 1 分	大きな公園に近い
家族からのメッセージ	・子どもたちに視野を広げてもらいたいの で、日本人のものの考え方や文化を伝えて ほしい。 ・オーストラリアの自然を楽しもう。	・日本のことをあまり知らないの で、滞在中に日本のことや日本人の生活について教 えてほしい。 ・日本料理に大変興味があります。	・息子が、交換留学生として生活した経験があ るので、今度は、そのお礼に日本の生徒を受 け入れたい。 ・公園での犬の散歩は楽しいです。

4

次の英文を読んで、①～⑤に答えなさい。

My mother said, "Come here and help us, Yuki." But I was very tired. Our softball team had an important game, but we didn't win the game. I didn't play well.

My mother and grandmother were cooking curry and rice in the kitchen. My mother said, "Well, peel all the potatoes, Yuki." (ア) I didn't like the work. It was difficult to peel the potatoes because they were small. They were smaller than potatoes at the supermarket. My grandmother grew them. I thought, "Why are my grandmother's potatoes so small? Why can't she grow big potatoes?"



I finished peeling just a few potatoes and said, "I don't want to do this today. I don't like your potatoes. These small potatoes are really annoying." My mother said, "Oh, don't say such a thing. Keep working." I said, "I don't think we should use such small potatoes. I can't cook well with such small potatoes. You are not good at growing potatoes, grandma." My mother said, "Stop it. Say sorry to grandma, Yuki." But I left the kitchen without a word and went to my room. I knew my words made my grandmother sad. (イ) I knew I was wrong.

The next morning, my grandmother became sick and had to stay in the hospital. A few days later, I was surprised when I found a box of big potatoes in the kitchen. My grandmother was going to send the box to a community center in our city. I said to my mother, "Look! These potatoes are very big. Where did she get them?" My mother said, "Your grandmother grew them. She sends big potatoes to the center every year." And she told me the story about my grandmother's potatoes.

Eight years ago, my family was in Canada because my father had to work there. My grandmother stayed in Japan, and she felt lonely. She wanted new friends, so she started to visit the community center. Soon she made new friends and she started to enjoy her life again. Many people there became her good friends, so the potatoes were her message of "Thank you" to them. I learned everything. So I (ウ) wrote (エ) a letter to my grandmother in the hospital.

Now I buy potatoes at the supermarket. When I peel potatoes, I always remember my grandmother. And I sometimes want to eat curry and rice with small potatoes. But it is difficult to get small potatoes at the supermarket.

[注] grandmother = grandma curry and rice カレーライス kitchen 台所 peel ~ ~の皮をむく  
 grew grow ~ (~を栽培する) の過去形 annoying いらいらさせる keep ~ ing ~し続ける  
 community center 公民館 lonely さびしい

- ① 下線部 (ア) の理由を具体的に日本語で説明しなさい。  
 ② 下線部 (イ) の Yuki の気持ちを表したのものとして最も適当なのは、(1)～(4)のうちではどれですか。  
 (1) 言うてはいけないことを言ってしまって後悔している。 (2) これまで我慢していたことを言えて喜んでいる。  
 (3) 次はどんな手伝いができるのかと期待している。 (4) 皮をむくことが上達しないことを悲しんでいる。  
 ③ 下線部 (ウ) の単語を、最も適当な形に変えて書きなさい。  
 ④ 次の英文は、下線部 (エ) の一部である。  (1) ,  (2) にそれぞれ適当な英語 1 語を入れて、英文を完成させなさい。

Grandma, I said to you, "I don't like your potatoes." Do you remember it? I felt very sorry at that time, but I couldn't say sorry to you. Our softball team didn't win an important game and I was very  (1) then. Now I know why the potatoes we cook at home are  (2) . I'm sure the people at the center are very happy to receive your potatoes. Our potatoes are  (2) , but I really love curry and rice you cook for me. I'm very sorry.

[注] I'm sure ~ きっと～だと思う

- 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) Did Yuki's grandmother grow big potatoes ?  
 (2) Why did Yuki's grandmother send her potatoes to the community center ?