

英 語

注 意

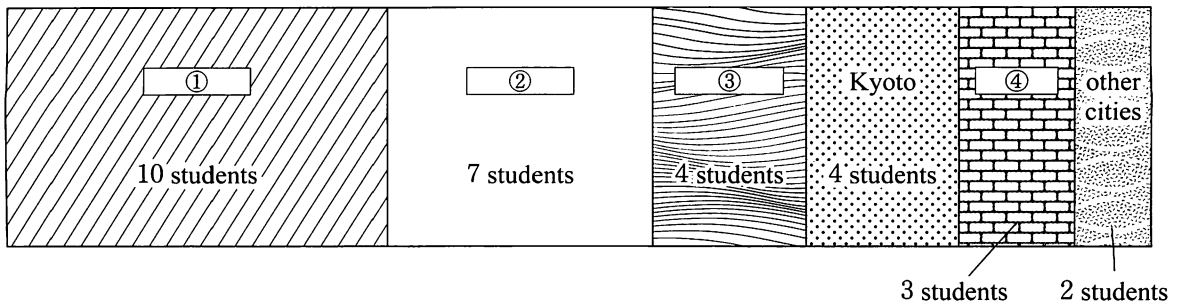
- 1 問題の□は放送による検査です。問題用紙は放送による指示があるまで開いてはいけません。
- 2 問題用紙は表紙を入れて9ページあり、これとは別に解答用紙が1枚あります。
- 3 受検番号は、検査開始後、解答用紙の決められた欄に記入しなさい。
- 4 机の上には、受検票・えんぴつ（シャープペンシルも可）・消しゴム・えんぴつけずり以外の物を置いてはいけません。
- 5 筆記用具の貸し借りはいけません。
- 6 問題を読むとき、声を出してはいけません。
- 7 印刷が悪くて分からないときや、筆記用具を落としたときなどは、だまって手をあげなさい。
- 8 監督者の「やめ」という合図ですぐにやめなさい。

答えの書き方

- 1 答えは、問題の指示に従って、すべて解答用紙に記入しなさい。
- 2 答えはていねいに書きなさい。答えを書き直すときは、きれいに消してから書きなさい。

1 放送を聞いて答える問題です。(27点)

(1)



都市名 a Sendai b Hakodate c Tokyo d Yokohama e Osaka

(2)

- | | | |
|---|---------------------------|---------------------------------|
| 1 | a On an island in Canada. | b A taxi driver. |
| | c With Jenny. | d With a police officer. |
| | | island 島 |
| | | police officer 警察官 |
| 2 | a Sixty years old. | b Three. |
| | c At 6:00 o'clock. | d He is very busy. |
| 3 | a A shop and a hotel. | b A school. |
| | c A taxi driver. | d Three jobs. |
| 4 | a He makes breakfast. | b He drives children to school. |
| | c He gets up. | d He works in the shop. |
| 5 | a In the morning. | b In the evening. |
| | c Breakfast. | d Dinner. |

2 次の英文は、ケンジ (Kenji) とアメリカからの留学生のジョン (John) との対話です。これを読んで、あとの (1) ~ (3) に答えなさい。(14点)

Kenji : Hi, John. How are you today?

John : I'm fine, thank you.

Kenji : What will you do next Sunday?

John : I'll go fishing in the river. I often go there with my father.

Kenji : I think you must get up early in the morning.

John : Yes. We get up at five and leave home at five thirty when we go fishing.

Kenji : So early! I can't go fishing so early.

John : ア (up is very getting wonderful early). The air is very clean and birds sing.

Kenji : I know. But I go to bed late every night, so I can't get up early.

John : What time do you go to bed?

Kenji : I go to bed at about one.

John : ① do you go to bed so late?

Kenji : Because I like to watch TV late at night. And I get up at eight in the morning.

John : At eight? But our school begins at eight thirty. So you are always late for school, aren't you?

Kenji : No, I'm not. I get up at eight and have breakfast quickly and leave home at eight fifteen.

John : Really? I can't do that. ② do you go to school?

Kenji : I go to school by bike. I arrive at school at eight twenty-five.

イ (never late I've school for been).

John : You are very busy every morning!

(1) 下線部ア, イについて, 文の意味が通るように, () 内の語をすべて用いて, 正しい語順に並べかえて書きなさい。

(2) ①, ②に入る最も適切な英語1語を書きなさい。

(3) あなたは休日をどのように過ごしていますか。英語15語以上で書きなさい。文の数はいくつでもかまいません。

3

次の英文は、アメリカから来たミラー先生と日本の女子高生ミホとの間でやりとりされた電子メールです。これを読んであとの問いに答えなさい。*印の語句には、電子メールのあとに(注)があります。(12点)

Hi, Mr. Miller.

Will you be free on the second Sunday next month? There will be a big *event ① call International Day at *City Hall. Do you know about it?

Hi, Miho.

Oh, I've heard of it. ② and she played the guitar there.
Have you been there before?

Yes. I ③ go there last year. And this year I'll work as a *staff member.

That's great, Miho! What will you do there?

We will do many things at our *booth. There, I'm ④ go to show people how to write *letters with a writing *brush. I mean Japanese *calligraphy. ⑤ to see and try calligraphy.
(⑥), Mr. Miller?

Of course, Miho. I'll be there.

(注) event 行事 City Hall 市役所 staff スタッフ

booth 展示ブース letters 文字 brush 筆 calligraphy 書道

(1) 電子メールのやりとりが成立するように、とに入る最も適切なものを、次の1～4の中からそれぞれ一つ選び、その番号を書きなさい。

- 1 I have never tried Japanese calligraphy
- 2 I am not interested in the event
- 3 One of my friends joined it last year
- 4 It will be very interesting for people from other countries

(2) 下線部① call, ③ go, ④ go を適する形に直して書きなさい。

(3) 電子メールのやりとりが成立するように、(⑥) に入る疑問文を考えて書きなさい。
ただし、単語を5語以上用いること。

4

次の英文は、マサシ（Masashi）が、高校の英語の授業で行ったスピーチです。これを読んで、あとの（1）～（3）に答えなさい。*印の語には本文のあとに（注）があります。（21点）

If we have something important, we use *keys or *locks to *protect it. For example, we lock the doors before we go out. We use *safes to protect money or *jewels. Keys and locks are very important for us, but their history is not well known. Today, I want to talk about the history of them.

The first lock *appeared in *Egyptian civilization around 2000 *B.C. At that time, some people became rich and they needed to protect their *fortune from others. The keys they used were called “Egyptian locks” and made of wood.

Later, keys and locks *evolved. People started to lock the doors about 300 B.C. The first keys were not *metal. *Straps were used for keys. People made *knots which were difficult to *untie. After that, the *material of keys became stronger. The first ‘metal’ keys were used in *the Roman era.

In the days of the *industrial revolution, keys and locks evolved more. Many *companies made new *shapes of keys and locks. Their shapes were like what we use now. People all over the world began using them.

In this way, keys and locks have evolved with culture. I don't think that keys and locks have evolved *naturally. People in the old days always wanted to protect things. These *feelings have evolved keys and locks.

（注） key 鍵 lock 錠, 鍵をかける protect ～を保護する safe 金庫 jewel 宝石
appear 現れる Egyptian civilization エジプト文明 B.C. 紀元前 fortune 財産
evolve 進化する metal 金属 strap 革ひも knot 結び目
untie (結び目などを) ほどく material 素材, 材質 the Roman era ローマ時代
industrial revolution 産業革命 company 会社 shape 形 naturally 自然と
feelings 気持ち

- (1) 次の文章は、マサシのスピーチの内容を同級生がまとめたメモです。スピーチの内容と合うように、(ア)～(ウ)に入る最も適切な日本語をそれぞれ書きなさい。

【メモ】

- ・マサシは鍵と錠の（ア）について話してくれた。
- ・「エジプト錠」は（イ）でできていた。
- ・鍵と錠は（ウ）と共に進化してきた。

- (2) マサシのスピーチの内容と合うように、次の1～3の質問に対する答えをそれぞれ一つの英文で書きなさい。

- 1 Why do we use safes?
- 2 When did people start to lock the doors?
- 3 What were used for keys first?

- (3) 次の文章は、マサシのスピーチを聞いたあとで、同級生が書いた感想です。下線部1, 2をそれぞれ一つの英文で書きなさい。

Your speech was great and your English is very fluent. 1 私はたくさんを知りました。
I have never thought of keys and locks. 2 私は自分の町について学ぼうと思います。

5 次の英文を読んで、あとの(1)～(3)に答えなさい。*印の語句には本文のあとに(注)があります。(25点)

When Kumi was a Japanese high school student, she stayed in London for a year. She went to a high school there to study English.

One day, Mr. Smith, the teacher at her school, asked her, "Can you tell my class something about Japanese culture?" She said, "Well, how about the *tea ceremony? When I was a junior high school student, I began to learn it. I can show you how to make tea." He said, "Oh, that's great! We'll be glad to see it." She was also happy to have a *chance to talk about the tea ceremony and show her classmates how to make tea in his class.

The day of the tea ceremony came. In the class, Kumi first talked about many kinds of tea around the world. She said, "Do you know they come from the same kind of tea tree?" Lucy, Kumi's classmate said, "The same kind of tea? No, I didn't. Did anyone know that?" No one knew it. Kumi said, "They are just made in different ways." Then, she said, "Tea was brought to Japan from China a long time ago and was used as a kind of *medicine."

After that, Kumi showed her classmates *powdered green tea. She said, "We use this to make tea in the tea ceremony. Now, I'll show you how to make tea." Then, she made tea and showed it to her classmates. They looked surprised because most of them thought that the color of tea was brown only. She said, "When we have the tea ceremony, we sometimes enjoy drinking tea in the tea room. In the room, a *host makes tea for *guests in special ways to make the guests happy." She asked her classmates, "Now, is there anyone who wants to try?" Lucy looked happy and said, "Sure! I want to try!" She was very interested in Japanese culture. After drinking the tea, she said, "Wow, it's so *bitter! I need some sugar or milk!" Everyone *laughed. After the tea ceremony, Kumi and Lucy became good friends.

One Sunday afternoon, Kumi was invited to Lucy's house. Lucy and her mother made tea for Kumi. Lucy said, "In our country drinking tea is very important for our life. We often enjoy drinking tea with our family or friends. We love talking *over a cup of tea. We *get to know each other through drinking tea." Lucy's mother said, "Tea is drunk every day at home. We drink about 5 or 6 cups of tea every day in our country! We sometimes say *eat tea* because we drink tea with cakes." The cakes that Lucy's mother made were so good. Kumi learned that tea was enjoyed by different people in a different way.

After Kumi came back to Japan, Kumi got a letter from Lucy. She said, "I want to go to Japan and learn more about Japanese culture." When Lucy comes to Japan, Kumi thinks that she wants to enjoy the tea ceremony together.

(注) tea ceremony 茶道 chance 機会 medicine 薬 powdered green tea 抹茶
host 主人 guests 客 bitter 苦い laughed 笑った over ~ ~しながら
get to ~ ~するようになる

- (1) 本文の内容に合うように、次のア～エの英文に続けるのに最も適切なものを、それぞれ1～4の中から一つ選び、その番号を書きなさい。

ア Kumi was asked

- 1 to make her classmates happy.
- 2 to teach her classmates Japanese.
- 3 to make tea for her classmates.
- 4 to show her classmates Japanese culture.

イ When Kumi's classmates saw powdered green tea, they were surprised because

- 1 the color of tea wasn't brown.
- 2 they didn't know that the color of tea was brown.
- 3 it was so bitter.
- 4 Japanese people sometimes enjoy drinking tea in the tea room.

ウ One Sunday afternoon,

- 1 Kumi saw that Lucy's family enjoyed drinking tea.
- 2 Lucy and her mother made tea and a cake for Kumi.
- 3 Lucy and her mother taught Kumi their culture.
- 4 Kumi invited her friend to her house.

エ When Kumi stayed in London, she learned

- 1 that people in London sometimes enjoy tea ceremony.
- 2 that tea was enjoyed by different people in a different way.
- 3 that there are many kinds of tea around the world.
- 4 that Japanese people brought tea from China.

- (2) Lucy が下線部の英文のように思うのはなぜか、日本語で答えなさい。

- (3) 次の英文が本文の内容と合うように、(ア)～(ウ)に入る最も適切な語を、下の1～6の中からそれぞれ一つ選び、その記号を書きなさい。

When Kumi was (ア), she studied tea ceremony for the first time. She had a chance to talk about tea ceremony and history in the class. She also showed how to (イ) tea.

After that, Kumi and Lucy became good friends. One day, Kumi was invited to Lucy's house. She enjoyed talking with Lucy and her mother there. Because they enjoy drinking tea with (ウ), they often say "eat tea". Kumi learned that tea was enjoyed by different people in a different way.

- | | | | | | | | |
|---|------------------------------|---|-------|---|-----------------------|---|-------|
| 1 | make | 2 | study | 3 | a high school student | 4 | cakes |
| 5 | a junior high school student | 6 | eat | | | | |

英 語 解 答 用 紙

1	(1)	①		②		③		④		
	(2)	1		2		3		4		5

2	(1)	ア									
		イ									
	(2)	①		②							
(3)	<hr/>										
	<hr/>										

3	(1)	②		⑤					
	(2)	①	call →		③	go →		④	go →
	(3)								

4	(1)	(ア)		(イ)		(ウ)	
		1					
	(2)	2					
		3					
		1					
(3)	2						

5	(1)	ア		イ		ウ		エ		
	(2)	<hr/>								
		<hr/>								
(3)	(ア)		(イ)		(ウ)					