

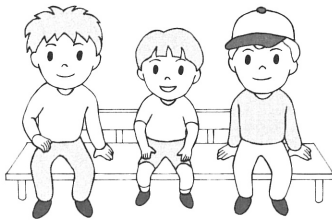
1

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。

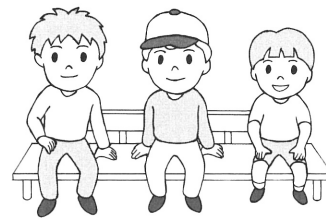
(1)

ア



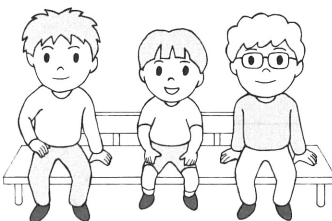
John

イ



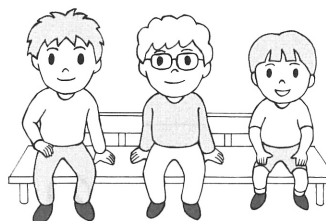
John

ウ



John

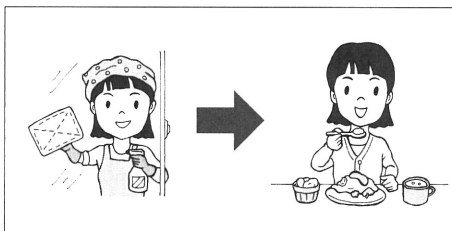
エ



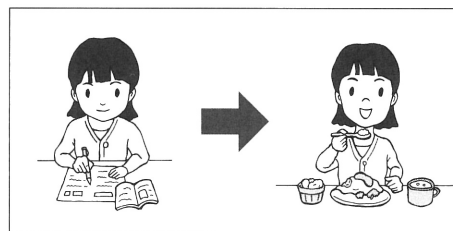
John

(2)

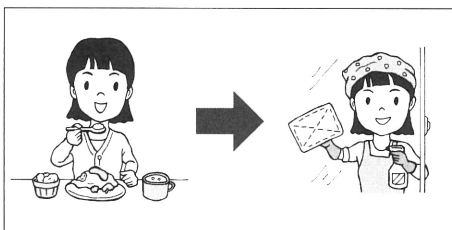
ア



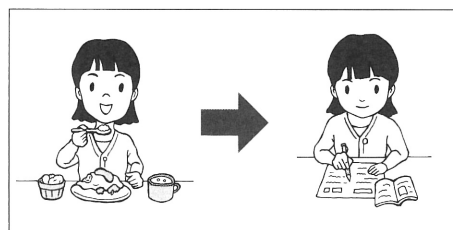
イ



ウ



エ



問題B 留学中の Hajime は、外出しているホストファミリーの Mary からの電話を家で受けています。その電話を聞いて Hajime が必要な内容をまとめたメモの (あ) ~ (う) にそれぞれ適当な英語 1 語を入れなさい。

[Hajime のメモ]

Mary needs her (あ) for her lesson.
will take the (い) at (う).



[Hajime]

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。

- | | |
|---|---|
| <p>(1) {</p> <ul style="list-style-type: none"> ア To choose a photo. イ To decide the date. ウ To send a letter. エ To take a photo. | <p>(2) {</p> <ul style="list-style-type: none"> ア He went to his uncle's house yesterday. イ He didn't have a birthday party for Lina. ウ He can't go shopping with Lina today. エ He will visit his uncle with Lina tomorrow. |
|---|---|

問題D 留学生の Yuka に Rob が学校を紹介しています。Rob の説明を聞いて、(1), (2) に答えなさい。

(1) Rob の説明を聞いた Yuka がまとめたメモとして、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

授 業：8:30 a.m. ~ 3:30 p.m.
昼 食：持参
服 装：私服
図書館：放課後 利用可

イ

授 業：9:00 a.m. ~ 3:30 p.m.
昼 食：持参
服 装：私服
図書館：放課後 利用不可

ウ

授 業：8:30 a.m. ~ 3:30 p.m.
昼 食：持参
服 装：制服
図書館：放課後 利用不可

エ

授 業：9:00 a.m. ~ 3:30 p.m.
昼 食：持参
服 装：制服
図書館：放課後 利用可

(2) Rob から尋ねられた内容に対して、どのように答えますか。あなたが Yuka になったつもりで、書き出しに続けて、 に 8 語以上の英語を書き、英文を完成させなさい。ただし、2 文以上になってもかまいません。

Well, I .

2

留学生の Ann と高校生の Haru が、ある商店街 (shopping street) にあるシェアスペース ('share space') についてのウェブサイトを見ながら会話をしています。次の英文は、そのシェアスペースで行われる催し物の 8 月のスケジュール (schedule) と 2 人の会話です。①～⑤ に答えなさい。

8 月のスケジュール

Events in August at our 'share space'				
Event	Things to do	*	Date	Time
1	Make a shopping bag out of used kimonos.	10	8/7	2:00 p.m. ~ 3:30 p.m.
2	Bake bread for the next morning.	15	8/13	1:30 p.m. ~ 3:00 p.m.
		15	8/14	1:30 p.m. ~ 3:00 p.m.
3	See Kita High School Band's performance.	—	8/20	11:00 a.m. ~ 11:30 a.m.
4	Make <i>dango</i> . You can also buy <i>dango</i> .	20	8/28	10:00 a.m. ~ 11:30 a.m.
*: The number of people who can join each event				
About booking				
Event 1, 2, 4 : Booking is necessary.				
Event 3 : You do not need a ticket for their あ . You can come and leave when you like to do so.				
For more information, please click on Event 1 ~ 4.				

Ann : Haru, what are you looking at ? 'Share space' ? What is that ?

Haru : It's a place. People can use it for several days. At this 'share space' along the shopping street in our city, one event is held every weekend. Here's the schedule for August. Let's join one before you go back to America. Which event looks interesting, Ann ?

Ann : I like cooking, so this event looks nice.

Haru : Wait, Ann. You can't join this. You're going to leave Japan on Thursday, August 25, but it is held on い, August 28. Instead, how about this ? We can make the next day's breakfast.

Ann : Nice. We can also choose which day will be good for us. Look, Haru. I like music, so this also looks interesting.

Haru : Yes. Ann, here's another one. In this event, you can make something Japanese. It won't go bad, and it will be a nice gift for your family.

Ann : Great. My family will be happy to receive it. Haru, let's go to this event together. Do you have any う time in the afternoon on this day ?

Haru : Yes. I'm う on that day. I'll go with you. I can't wait.

[注]

make ～ out of … ～を…から作る

bake bread パンを焼く

booking 予約

click on ～ ～をクリックする

held *hold* ～(～を催す)の過去分詞形

kimono 着物

dango だんご

information 情報

along ～ ～に沿って

go bad 腐る

- ① 8月のスケジュールとして、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 bus

イ concert

ウ garden

エ zoo

- ② に入れるのに最も適当な曜日を英語1語で書きなさい。

- ③ に共通して入れるのに適当な英語1語を書きなさい。

- ④ Ann と Haru が一緒に行くことにしたもの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 Event 1

イ Event 2

ウ Event 3

エ Event 4

- ⑤ 8月のスケジュールと会話から読み取れ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。

ア Event 2 accepts 30 people each day.

イ Event 4 has the shortest opening hours of the four events.

ウ There are two events in the morning in August at this ‘share space.’

エ Ann and Haru will leave Japan on August 25.

3

中学生の Emi は、あるレストランの前で見かけた看板に書かれていた内容を留学生の Jim に紹介するための英文をノートに書いています。Emi が考えている内容を参考にしながら、書き出しに続けて、 ① に 2 語の、 ② に 4 語以上の英語を書き、Emi のノートを完成させなさい。

看板



「人気ナンバーワン」の部分を number one で書いてみたけれど、この表現では「人気である」ということが伝わらないかもしれないな。別の表現で書いてみよう。

「おすすめ」の部分は、シェフが私たちにどうしてほしいのかを考えると、知っている単語で表現できそう。



[Emi]

Emi のノート

「当店人気ナンバーワン」

This is the number one food at this restaurant.

→ This is the ① food at this restaurant.

「シェフ Rui 本日のおすすめ」

It is the food that Chef Rui ② today.

4

Glen 先生の英語の授業で、中学生の Taku, Nick, Misaki が、自身の中学校における読書の状況についてのグラフ (graph) 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 Naho が授業で書いたワークシートです。

① ～ ⑥ に答えなさい。

■ 話し合い

Mr. Glen : Look at Graph 1. This shows the results of the school survey that you answered. I find this last week. What can we learn from this graph ?

Taku : About students read no books in September.

Mr. Glen : Does it mean you don't have a reading habit ?

Taku : Yes. We can see that by looking at that graph. Some students don't read books.

Nick : Really ? I don't think that is true. That graph shows the number of books that we read in September. We also need to see .

Mr. Glen : With those data, we can see the changes between months. It is difficult to see everything only with Graph 1. To learn your reading habit, you need more data. Do you have any other ideas ?

Misaki : We also need to consider when we answered the survey. We had our school festival in September, and we were busy then. I read books almost every month, but I didn't read any books in September.

Nick : That graph doesn't show that it was difficult for us to have time to read books then. We need to use the data carefully.

Taku : Now I understand. Mr. Glen, do you know why some students didn't read any books then ? I think there are some causes of this. If we find them, we can think about ways to improve the situation.

Mr. Glen : OK, let's think about that. The survey asked the students why they didn't read any books in September. I made Graph 2 from the survey results. Now let's guess Reasons (X), (Y) and (Z) in Graph 2.

Taku : Maybe they're not interested in reading.

Misaki : Really ? Students often say that they are too busy. They say that reading takes a lot of time.

Nick : They don't know which book to read.

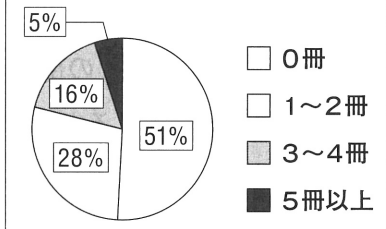
Mr. Glen : Now let's check. Nick's idea is Reason (X), Misaki's is Reason (Y), and Taku's is Reason (Z).

Taku : With Graph 2, we can see why they read no books in September.

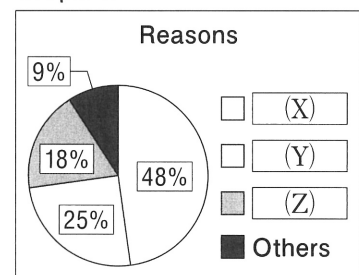
Mr. Glen : It is difficult to find the causes of this situation only by guessing. To find ways to solve a problem, we can use different data and ask "Why ?" or "Is that really ?" many times. However, there are a lot of things to consider when we use data. What do we need to think about ? Please write your idea.

Graph 1

9月の読書数〈回答者数200人〉
(マンガ, 新聞, 雑誌を除く。)(%)



Graph 2



■ Naho が授業で書いたワークシート

I understand that it is important to have different data. When we use data, I think that it is also important to . Some of the data may be wrong. If it is wrong, we can't find ways to improve the situation. We should not easily believe the data that we can get.

[注]

survey アンケート調査

reading habit 読書習慣

data データ

consider ～ ～を考慮する

cause 原因

situation 状況

wrong 誤っている

- ① 下線部(あ)の単語を、最も適当な形に変えて書きなさい。
- ② 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 10 イ 30 ウ 60 エ 100
- 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 where the students often read books in September
イ how many books the students read in other months
ウ what the students thought about the survey
エ how many times the students have answered this survey
- ④ Graph 2 の , 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 (Y) I don't like reading. (Z) I'm very busy.
イ (Y) I'm very busy. (Z) I don't like reading.
ウ (Y) Books are expensive. (Z) Reading takes time.
エ (Y) Reading takes time. (Z) Books are expensive.
- ⑤ に共通して入れるのに最も適当な英語 1 語を、話し合いの中の生徒の発言から抜き出して書きなさい。
- ⑥ 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 choose data which must be changed
イ collect data without thinking carefully
ウ check that each data is right
エ use the same data in a different situation

5

次の英文は、中学生の Maki が英語の授業で書いた作文です。①～⑥に答えなさい。

If your toy is broken, what do you do ? Do you throw it away and buy a new one ? Instead, you can take it to a toy hospital. Toy doctors repair broken toys at toy hospitals. If toys are repaired, you can play with ^(あ)them again.

I read a newspaper article about toy hospitals two years ago. To know more about them, I worked at Sato Toy Hospital as a volunteer for a month last summer. Mr. Sato is a toy doctor there. He gave me this chance. (^(い)ask / ^(ろ)job / ^(は)my / ^(に)to / ^(た)was) toy owners what problem their toys had and to help Mr. Sato. During the work, he often said to me, “Though it is sometimes difficult to repair toys, toy doctors do not give up easily.”

Mr. Sato taught me how to make new parts for broken toys. Several days later, a boy came to the hospital with his toy, and I gave it my first treatment. I made some parts for the toy, and finished repairing it with some help from Mr. Sato. The treatment went well. The boy said to me, “I’m happy. Thank you.” When I heard this, I felt (う). However, things sometimes did not go well.

One day, a girl visited us with ^(え)her broken toy. It was a music box. Its condition was not good. I thought that it was impossible for us to repair it, but I did not say this to the girl. Instead, I asked her about the toy’s condition, and Mr. Sato listened to her carefully. He said, “Oh, this is from your grandmother. Then it’s very important to you. We will take care of this.” He looked at the toy carefully, explained how to repair it, and started making some new parts for it. While he was repairing the music box, he showed her that it was getting better. He kept encouraging her, and the girl kept watching him. Finally she said, “It’s singing ! I’m so happy ! ” The girl smiled, and Mr. Sato smiled back at her. It was nice to see them, but I did not know what to say to the girl. I only stood by Mr. Sato. I could not help her. I felt bad about that.

After the work, Mr. Sato said to me, “Are you OK ? Don’t feel so (お), Maki. How did you feel after your first treatment ? You felt happy, right ? Don’t give up too easily. If toy doctors give up, owners have to say goodbye to their toys.” He encouraged me, and I understood why he always listened to toy owners.

The experience at Sato Toy Hospital has taught me ^(か)another meaning of repairing something broken. When something is repaired, it can be used again. This is one meaning of repairing something broken. It also means thinking about the time that owners have shared with it. To do so, it is important to listen to them. I know that Mr. Sato always does so.

〔注〕

broken 壊れた

owner 持ち主

treatment 治療, 処置

condition 状態

throw ~ away ~を捨てる

give up あきらめる

go well うまくいく

impossible 不可能な

repair ~ ~を修理する

parts 部品

music box オルゴール

meaning 意味

① 下線部(あ)が指すのは何ですか。英語1語を同じ段落中から抜き出して書きなさい。

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。ただし、文頭にくる語もすべて小文字にしてあります。

③ (う) , (お) 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) glad | (お) proud |
| イ | (う) glad | (お) disappointed |
| ウ | (う) nervous | (お) proud |
| エ | (う) nervous | (お) disappointed |

④ 下線部(え)に関して、Mr. Satoが行ったこととして、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 オルゴールの状態を入念にみる
イ オルゴールの状態を記録する
ウ オルゴールの修理の仕方を説明する
エ オルゴールの修理の様子を見せる

⑤ 下線部(か)の具体的内容を説明する次の文の (1) , (2) にそれぞれ適当な日本語を入れなさい。

壊れたものを修理するということは、持ち主がそれと共有している (1) ことを意味している。これには、 (2) ことが重要である。

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 Maki did volunteer activities at Sato Toy Hospital for two years.
イ Maki brought her broken toy to Sato Toy Hospital and repaired it with Mr. Sato.
ウ Maki got some help from Mr. Sato when she repaired a toy for the first time.
エ Maki thought that she and Mr. Sato could not repair the girl's music box.
オ Maki made some parts for the music box, and the girl finally listened to it again.

(I)

1

聞き取り検査

問題A 次の英文が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)
John is a boy wearing a cap. He is sitting between two boys.
- (2)
I cleaned my room after lunch yesterday.

問題B 次の英文が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。

Hajime, I need your help. Do you see my dictionary on the desk in my room ? I need it for my Japanese lesson. Can you bring it to me ? I'm in front of the station. I have to take the train which leaves at eleven, so I don't have time to go back home.

問題C 次の会話と質問が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 : Eric, which photo should I send to join the contest ?
B : All the photos are nice, Meg. You can choose the best one.
A : Really ? But I want your advice.
B : It is difficult to decide, but I will try.

Question : What is Meg asking Eric to do now ?
- (2)
A : Ken, I want to buy a birthday gift for Jack. Can you come with me now ?
B : I wish I could go shopping with you, Lina.
A : Oh, are you busy today ?
B : My uncle is going to visit me today. How about tomorrow ?

Question : What does Ken mean ?

問題D 次の英文が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。

Nice to meet you, Yuka. I'm Rob. I will tell you about our school. We have classes from 9:00 a.m. to 3:30 p.m. You have to bring lunch. At school, we wear a school uniform like students in Japan. After school, some students study in the school library. Oh, the library closes at 5 p.m. Other students enjoy playing sports. Actually, I often play sports with my classmates. Yuka, do you like sports ? Please tell me more.