

英 語

注 意

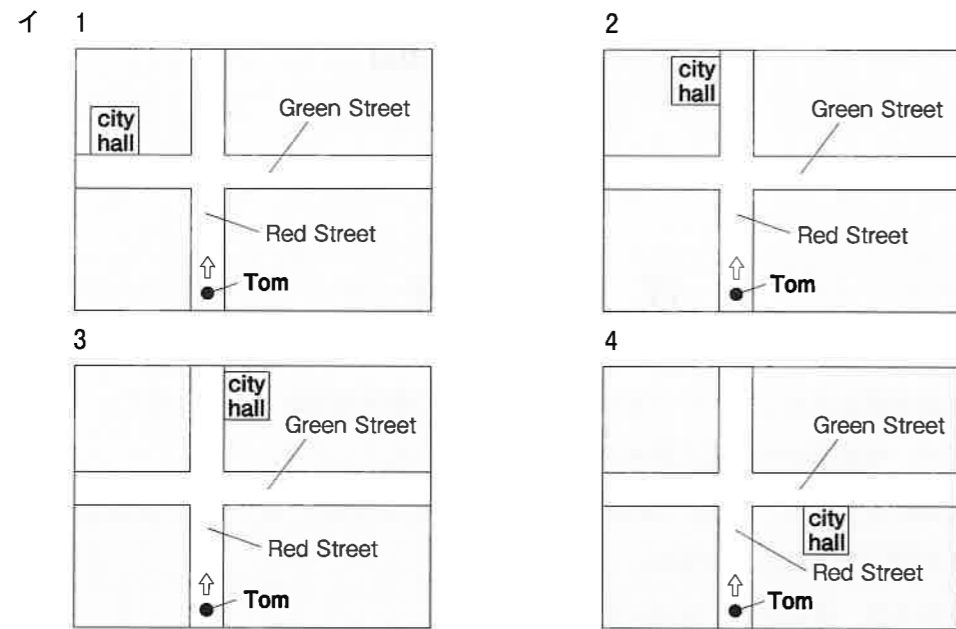
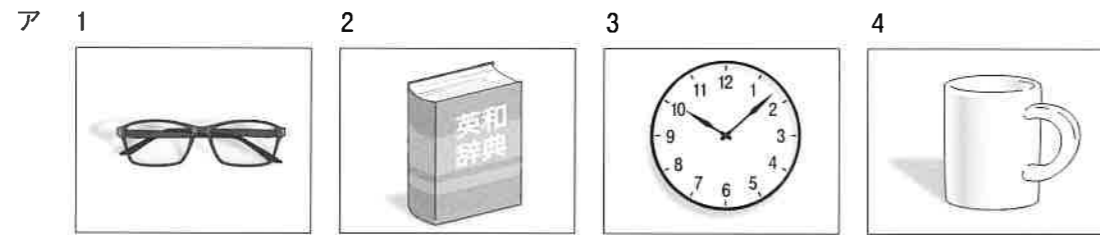
- 1 問題の①は放送による検査です。問題用紙は放送による指示があるまで開いてはいけません。
- 2 問題用紙は表紙を入れて7ページあり、これとは別に解答用紙が1枚あります。
- 3 受検番号は、検査開始後、解答用紙の決められた欄に記入下さい。
- 4 机の上に置けるものは、受検票・鉛筆（シャープペンシルも可）・消しゴム・鉛筆削りです。
- 5 筆記用具の貸し借りはいけません。
- 6 問題を読むとき、声を出してはいけません。
- 7 印刷がはっきりしなくて読めないときや、筆記用具を落としたときなどは、だまって手をあげ下さい。
- 8 「やめなさい」という合図ですぐに書くのをやめ、筆記用具を置きなさい。

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下さい。
- 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 放送による検査 (27点)

(1)



- ウ 1 It's easy to understand our teacher. 2 What do you think about that?
3 Could you say that again? 4 Please listen to our teacher.

(2)

- ア 1 To a bookstore. 2 To her house.
3 To a Japanese restaurant. 4 To a cooking school.

- イ 1 Her parents tried to cook Japanese food many times.
2 Her parents went to a restaurant to buy a gift.
3 Her mother cooked Japanese food and could cook it well.
4 Her mother wanted to learn how to cook Japanese food.

- ウ 1 Her father. 2 Her brother.
3 Her mother. 4 Her sister.

(3)

- ア 1 Yes, I will. 2 No, I will not.
3 Next Saturday. 4 Last Saturday.
イ 1 That's a wonderful idea. 2 You really enjoyed it.
3 You're welcome. 4 I have many things to do today.

(4) ()

(1) 本文の内容と合うように英文を完成させるとき、次のア～エに続く最も適切なものを、1～4の中からそれぞれ一つ選び、その番号を書きなさい。

- ア When Naomi asked the number of the colors in a rainbow,
1 Keita already knew that there were not seven colors in a rainbow.
2 Keita's answer was seven, but he could not see all of them.
3 Keita could see more colors in a rainbow than Naomi.
4 Keita said there were four, but he could see seven colors.
- イ After Naomi and Keita talked, Keita
1 knew that understanding different cultures was more important than learning science.
2 was happy because the things he learned before were always right.
3 understood that thinking by himself would help him learn something.
4 wasn't interested in the number of colors in a rainbow.
- ウ This experience
1 let Keita think that learning at school was more important than thinking by himself.
2 gave Keita a new idea that learning science and thinking about cultures were different.
3 made Keita tired because he had to remember many new things.
4 taught Keita that all the things he was learning from his experiences were related.
- エ The thing Naomi taught Keita is that
1 rain divides the sunlight into seven colors.
2 the number of colors in a rainbow may be different in other cultures.
3 every country believes a rainbow has seven colors.
4 all colors disappear when they are mixed.

(2) 下線部 that が表している内容を日本語で書きなさい。

(3) 本文の内容をふまえて、次の英文の(ア)～(ウ)に入る最も適切な語を、下の1～7の中からそれぞれ一つ選び、その番号を書きなさい。

Naomi asked Keita some questions when they (ア) to the park. Her questions gave him a new understanding in his way of learning. Naomi found her brother was more excited to enjoy talking and learning with her. This made Naomi proud of herself in (イ) him new things. She began to feel that he could find his (ウ) to any questions by himself from all of his learning experiences.

- | | | | |
|-----------|------------|------------|----------|
| 1 answers | 2 talked | 3 science | 4 walked |
| 5 looking | 6 cultures | 7 teaching | |

5 高校生のナオミ (Naomi) と弟のケイタ (Keita) についての英文を読んで、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)

One Sunday afternoon, Naomi and Keita, decided to go to the park to play tennis after it stopped raining in the morning. Keita is a junior high school student and three years younger than Naomi. They are always interested in many things around them.

While Naomi and Keita were walking to the park, they found a beautiful rainbow in the sky. Naomi asked, "Why does a rainbow appear in the sky?" Keita answered, "Rain *divides the *sunlight into seven colors. I learned it in a science class." Naomi said, "Great, but are there really seven colors? They are seven for us, Japanese, but six for people in America and three for people in some countries in Asia." Keita was surprised and said in a big voice, "What? Why is the number of colors so different?" Naomi continued, "Look at the rainbow again. Can you really see seven colors in the rainbow?" Keita looked at the rainbow for a few minutes and answered, "I can see red, yellow, green, blue... four colors.... If I try to see the other three colors between them, I think I can see more colors...." Naomi said, "See? We cannot say it is seven because colors of light change *little by little." "I didn't know that! That's interesting," Keita said. Naomi asked again, "Why do you think that a rainbow has seven colors?" "Maybe, I learned it when I was little," Keita answered. Naomi smiled and said, "That's right. Different people have different ideas about how many colors a rainbow has. If you believe that it is seven, seven will be the right answer for you." Keita looked up at the same rainbow again and began to think it didn't have seven colors.

Naomi said, "We have many cultures in the world and people in different cultures have different ways of feeling." "I am happy to know that," Keita smiled. Naomi continued, "When you want to know something, it is important to see it with your own eyes, listen to it with your own ears, and think about it with your own *mind. Sometimes it may be different from ideas that you have learned. Think and feel by yourself!" Keita looked excited and said, "I also learned at school that all colors *disappear when they are *mixed." Naomi felt proud of her brother and even herself. Keita found a new way to learn through talking with his sister.

This experience was a nice lesson for Keita. He wanted to learn more than before. The most exciting thing for him was that science gave him a better understanding of different cultures in the world. Before this experience, he believed that learning science and thinking about cultures were different. Now he knows that all learning experiences *are related to each other.

(注) divide(s) ~を分ける sunlight 太陽光 little by little 少しずつ mind 頭
 disappear 消える mix(ed) ~を混ぜる be related to ~に関係している

2 次の英文は、ケンタ (Kenta) と、アメリカ人留学生のビル (Bill) の対話の一部です。2人は、アメリカ合衆国の硬貨を見ながら話をしています。これを読んで、あとの (1) ~ (3) に答えなさい。*印の語句には、対話のあとに (注) があります。(14 点)

Kenta : Hi, Bill.
 Bill : Hi, Kenta. ア (will interesting show I you) things. Look at these *coins. I brought them from my country.

【アメリカ合衆国の硬貨】



Kenta : Oh, these two coins have a person's face on them.
 Bill : You're right.
 Kenta : イ (are whose on designed faces) the coins?
 Bill : Well, for example, the one-cent coin has the face of *Abraham Lincoln on it.
 Kenta : Oh, Abraham Lincoln. I know his name.
 Bill : This coin is called a *penny. Penny is another name of the one-cent coin.
 Kenta : I see. Does the other coin have another name, too?
 Bill : Yes, it does. It is a five-cent coin. It is called a *nickel.
 Kenta : Interesting! Some coins have other names. I didn't know that.
 Bill : Do you have other names for Japanese coins?
 Kenta : No, we don't have them, but Japanese coins have interesting *characteristics. We have six of coins today. Two of them have a hole in them. Did you know that?
 Bill : Yes, I did. I was surprised when I saw them *for the first time. I can *distinguish the coins easily by the hole. It's very useful.
 Kenta : Do you think so? ウ (have you I could wish) a useful hole in your country's coins. Now, I'm interested in the coins of your country. I will look at a website about them. If I have questions, I will send you an e-mail.
 Bill : Yes, please.

(注) coin(s) 硬貨 Abraham Lincoln エイブラハム・リンカン(アメリカ合衆国第16代大統領)
 penny ペニー (硬貨の通称) nickel ニッケル (硬貨の通称)
 characteristic(s) 特徴 for the first time 初めて distinguish ~を見分ける

- (1) 下線部ア~ウについて、文の意味が通るように、() 内の語をすべて用いて、正しい順序に並べかえて書きなさい。大文字にする必要のある文字は大文字にしなさい。
 (2) に入る最も適切な英語 1 語を書きなさい。
 (3) 次の文章は、ビルと話をした日の夜に、ケンタがビルに送ったメールの内容です。下線部 1, 2 をそれぞれ一つの英文で書きなさい。

Hi, Bill. Thank you for talking with me today. I found some words on the two coins. I don't think that some of them are English. 1 私はその言語が何かを知りたいです。 Do you know that? I also found a nice building on the five-cent coin. I looked at the website about it and I was surprised that it was a part of a World Heritage Site. 2 世界には訪れるべき建物がたくさんあります。 I think that this building is one of them.

3 次の英文は、中学生のヒロミ（Hiromi）と台湾からの留学生のメイリン（Meiling）の対話の一部です。これを読んで、あとの（1）、（2）に答えなさい。*印の語には、対話のあとに（注）があります。（13点）

Meiling : Is this a present for my birthday? Thank you, Hiromi. What a pretty paper bag! I'm so happy. I want to see what is in this bag.

Hiromi : Of course. I want you to see what is in it. I've been thinking about what to give you for a week. I hope you will like it.

Meiling : Wow, this is wonderful. It is a box with beautiful *wrapping paper and there is a message card on it. Pretty *ribbons and some *stickers are on it, too. Did you *decorate the paper for me?

Hiromi : Yes, I did it for you. When I decorated it, [A].

Meiling : I'm happy to hear that. I haven't seen the present yet, but I'm already enjoying your present. Opening presents makes me surprised and excited. I enjoy guessing what it is.

Hiromi : That's good to know. I often use special gift wrapping paper for special days. I sometimes decorate it with ribbons and stickers, and use paper bags. Have you ever thought about why some people, like myself, enjoy wrapping a present?

Meiling : Why do you enjoy it and take your time to do it?

Hiromi : When I'm wrapping a present, I'm thinking about the person who will get it. Giving and receiving a present gives both of us a wonderful time to think about each other. I can say that thinking about how to wrap this gave me a great time to think about you.

Meiling : I like your idea. A present *itself is important but [B]. Your idea is also a special present for me today. My mother's birthday is next month and I will send her a present. I really thank her for helping me a lot. You gave me a great idea about gift wrapping. I will enjoy decorating, wrapping, and thinking about her. I'm looking forward to seeing her smile.

Hiromi : I'm sure she will love it! I'm happy that you like my wrapping. Oh, [C]. I wonder how you will like it. Please open it.

Meiling : OK, what is it... I'm excited!

(注) wrap ~を包装する ribbon(s) リボン sticker(s) シール
 decorate ~を飾る itself それ自体

(1) 二人の対話が成立するように , に入る英文をそれぞれ一つ書きなさい。

(2) 二人の対話が成立するように、[A] ~ [C] に入る最も適切なものを、次の1~7の中からそれぞれ一つ選び、その番号を書きなさい。

- 1 you have not opened my present yet
- 2 you should take more time for wrapping to enjoy yourself
- 3 I was thinking about what you like and how you feel
- 4 I wanted to make my mother surprised with my wrapping
- 5 I want you to open the box because I don't know what is in it
- 6 thinking about how to give it is also important
- 7 thinking about where to buy it is more important for you

4 次の英文は、中学生のミホ（Miho）がお気に入りのものについて紹介したスピーチです。これを読んで、あとの（1）～（3）に答えなさい。*印の語句には、スピーチのあとに（注）があります。（21点）

Do you know the children's picture book, "The Very Hungry *Caterpillar" by *Eric Carle? A little green caterpillar was born from an egg, ate one apple on Monday, three *plums on Wednesday, five oranges on Friday... and finally grew into a big, beautiful *butterfly! If you read it, you may feel that you want to try something new and improve yourself. The original book was written in America in 1969. The book was written in more than 70 different languages. A lot of people in the world have bought the book. Some of you may have it, but did you know that it was created by using Japanese *technology?

You can find "**Printed in Japan" on the first book's last *page. Why was it printed in Japan? The book has many colors, different page sizes, and even some holes on the pages. You can see a hole on some fruits in the book. It shows that the caterpillar has already eaten them. This is one of Eric's interesting ideas. Children can enjoy reading by putting their fingers into these holes. They were difficult to make in America. Then a Japanese man said to Eric, "We will help you. Our company's technology can do it." This is why the book was printed in Japan.

Eric's new idea and Japanese technology made this book famous. He died last May, but his book has *influenced many people around the world and will be always with us.

(注) caterpillar イモムシ Eric Carle エリック・カール（人名） plum(s) スモモ
 butterfly チョウ technology 技術 print(ed) ~を印刷する page(s) ページ
 influence(d) ~に影響を与える

(1) 次の文章は、ミホのスピーチの内容に関する生徒のメモです。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】

- ・「The Very Hungry Caterpillar」という絵本を読むと、（ア）に挑戦して自分を高めたい気持ちになる。
- ・果物の絵に開いている穴は、イモムシがすでに（イ）ことを表している。
- ・エリック氏は昨年（ウ）に亡くなったが、彼の本はこれからも私たちのそばにあり続ける。

(2) ミホ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 When was the original book written in America?
- 2 How can children enjoy reading with the holes in the book?
- 3 Was it easy to make the holes on the pages in America?

(3) 「あなたのお気に入りのもの」一つについて、その理由を含めて英語20語以上で書きなさい。文の数はいくつでもかまいません。