

英 語

時間 50 分
(9 時 50 分～10 時 40 分)

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)

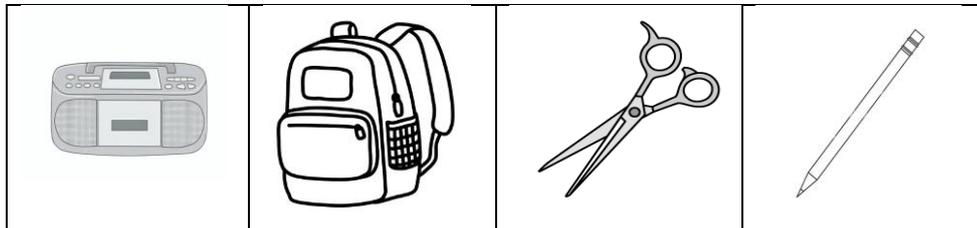
ア

1

2

3

4



イ

1 On Monday.

2 On Wednesday.

3 On Thursday.

4 On Friday.

ウ

1 That's too bad.

2 Well done.

3 I'm happy.

4 Let's go.

(2)

ア

1 In Japan.

2 In Canada.

3 In America.

4 In Australia.

イ

1 She went skiing.

2 She went fishing.

3 She played baseball.

4 She went shopping.

ウ

1 Because she wanted to travel.

2 Because she wanted to meet many friends.

3 Because she wanted to teach young people about different cultures.

4 Because she wanted to live near a lake.

(3)

ア

1 She wants to study for the test.

2 She wants to go swimming.

3 She wants to play volleyball.

4 She wants to watch TV.

イ

1 Yes, I'll have to get up at 7:00.

2 No, I'll sleep at home.

3 Yes, I'll leave my house at 8:30.

4 No, I'll leave next week.

(4) (

)

2

次の英文は、中学3年生のサトシ (Satoshi) とアメリカ人留学生のエマ (Emma) が、生徒達の余暇の過ごし方に関するアンケートの結果について話している対話の一部です。これを読んで、あとの(1)～(3)に答えなさい。(14点)

Satoshi : Emma, look at this *chart in my English report. It is the results of a *survey which we did at school. ア It (given us to before was) you came to Japan.

Emma : Oh, really? Are these results from all the students in our school?

Satoshi : Yes, they are. We were asked what students usually do in their free time.

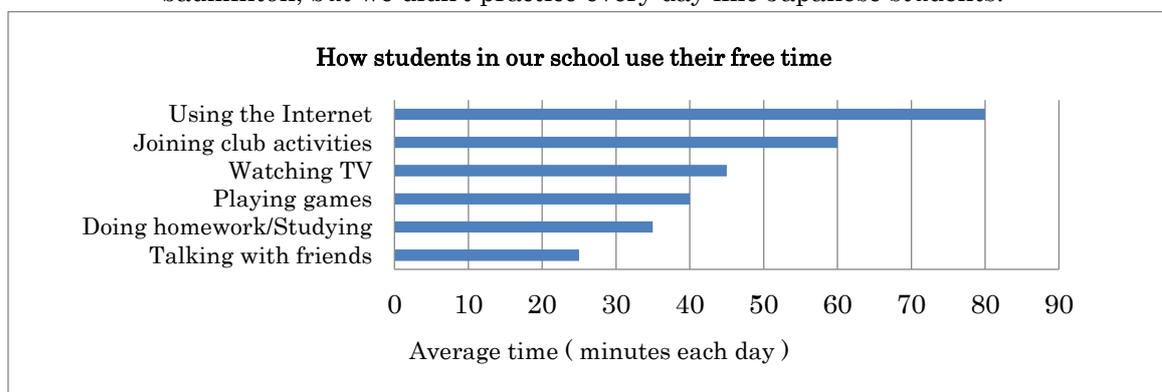
Emma : Interesting! Among all the activities, "Using the Internet" is the popular.

Satoshi : Right. Students use the Internet for about 80 minutes every day.

Emma : That's a lot! But they join club activities for about 60 minutes.

Satoshi : Yes, most Japanese students join club activities and practice hard every day.

Emma : In my school in the U.S., there are many students who don't join a club. I played badminton, but we didn't practice every day like Japanese students.



Satoshi : I see. That's an interesting difference.

Emma : Well, it's nice that the students here use about 25 minutes to talk to their friends. イ I think (communicating try they enjoy to) with others.

Satoshi : I agree. Spending time with others makes us feel happy.

Emma : That's true. When I talk with my friends, I can forget my *worries for a while.

Satoshi : Me too. Even if we're busy, talking with friends is important.

Emma : And it's fun to talk about plans to do things together, isn't it?

Satoshi : Yes, we should make many good memories with them.

Emma : ウ If (use to learn we how) our time well, we will enjoy school life more.

Satoshi : This is our last year of junior high school, so let's do our best to enjoy it!

(注) chart 図 survey 調査 worry 心配事

(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。

(2) に入る最も適切な語を、次の1～4の中から一つ選び、その番号を書きなさい。

1 best 2 most 3 better 4 more

(3) 次の文章は、後日、エマがアメリカの友達に送ったメールの内容の一部です。下線部1, 2をそれぞれ一つの英文で書きなさい。

I was surprised that Japanese students work very hard in their club activities. They always try their best! 1 あなたは最近、放課後に何をしていますか? 2 私の友だちや学校のことについて、あなたと話すことができればいいのに!

3

次の英文は、高校1年生のハルカ(Haruka)とフランス人留学生のポール(Paul)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。(13点)

- Haruka : Hi, Paul. What are you looking at on your phone?
Paul : Hi, Haruka. I was just reading something very important. It said that 80 years have *passed since the end of *World War II.
Haruka : I saw that this morning, too. Every year, about two million people from around the world visit the *Hiroshima Peace Memorial Park to pray for peace.
Paul : I didn't know so many people visit Hiroshima each year. [A]
We hold special ceremonies there to remember our history.
Haruka : Going to memorial events is a great way to learn many things from the past.
Paul : True! Recently, I often read news about wars. Many families must leave their homes.
Haruka : It's really sad. We must always try to protect peace. [B]
Paul : Really? What did you do there?
Haruka : I joined a peace activity. We made paper cranes and wrote messages of hope.
Paul : That sounds amazing!
Haruka : Yes. And after I came back from my trip, I decided to join our school's English club. Next week, we are going to have a peace activity in the school gym.
Paul : Wow! Could I join that event with you?
Haruka : Of course! We will make English posters about peace and hope.
Paul : Oh no! I'm not good at writing in English.
Haruka : Don't worry. Even a simple word like "Peace" can give people *courage.
Paul : Great! [C]

(注) pass (時間)が過ぎる World War II 第二次世界大戦
Hiroshima Peace Memorial Park 広島平和記念公園 courage 勇気

(1) 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 Actually, I visited Hiroshima last year.
- 2 In France, we have several memorial events, too.
- 3 Can I help you with the memorial event?
- 4 Did you attend the event in Hiroshima last week?
- 5 I'm so excited to join this peace activity with you.
- 6 I stayed home and played video games all day.
- 7 I believe war will never disappear from the world.

(2) 二人の対話の内容と合うものを、次の1~6の中から二つ選び、その番号を書きなさい。

- 1 Haruka believes that learning from history can create a better future.
- 2 Haruka says peace is something that we don't need to protect.
- 3 Paul will join the peace activity this week.
- 4 Many people in the world must leave their homes to find peace.
- 5 Haruka is afraid of writing messages in English.
- 6 Paul thinks international problems are not important.

4

次の英文は、高校1年生のカズヤ（Kazuya）が、英語の授業で行った発表です。これを読んであとの（1）～（3）に答えなさい。（21点）

My younger brother, Kenta, has been in the hospital for a long time because of his illness. He often looked tired and didn't talk much. I felt sad every time I visited him because I didn't know what to say. One day, a woman came to the hospital with a big *gentle dog. She said the dog was a part of animal *therapy. I learned that "animal therapy" means helping people feel better while they enjoy time with animals.

Kenta's eyes began to *shine when he saw his therapy dog for the first time. The dog slowly walked to his bed and put its head on Kenta's *knee. Kenta didn't smile for many weeks, but this time he did! He touched the dog's soft hair and began to talk to it in a quiet, but happy voice. I was very surprised because he didn't talk like that for a long time. After that day, he became very cheerful. He also tried to eat more and move his body again. He even started to draw pictures of dogs in his notebook. Later, he said that he wanted to have a dog when he leaves the hospital.

When I saw this, I thought a lot about it. And I understood that giving someone hope can slowly improve their life. Before this, I often *complained about school and homework. But now, when I remember Kenta and that dog, I try to think *positively every day. In the future, I want to do something to make people happy, just like that dog did for my brother. I hope Kenta and I can run in the park together someday.

(注) gentle 優しい therapy 治療 shine 輝く
knee ひざ complain 不平を言う positively 前向きに

(1) 次の文章は、カズヤの発表の内容を、同級生がまとめたものです。発表の内容と合うように、（ア）～（ウ）に入る最も適切な英語**1語**を、本文中の単語を用いて、それぞれ書きなさい。

- At first, Kenta looked tired and didn't (ア) much when his brother visited him in the hospital.
- After he met the big and kind animal, he became more (イ) and started to smile again.
- Kazuya realized that helping people find (ウ) can make them stronger.

(2) カズヤの発表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 Was Kazuya always happy when he visited his brother?
- 2 How did Kazuya feel when Kenta spoke in a quiet and happy voice?
- 3 What does Kenta want to do after leaving the hospital?

(3) 下線部に関して、あなたが友達や家族を元気にするためにできることは何ですか。あなたの考えを英語**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。

5

次の英文は、高校1年生のダイキ (Daiki)が、中学生の妹のワカナ (Wakana)と彼らの両親とのやりとりを通してA.I. (人工頭脳) について考えたことを英語の授業で発表した内容です。これを読んで、あとの(1)～(3)に答えなさい。(25点)

I love baseball and practice with my team every day, but studying is not easy for me. I live with my parents and younger sister, Wakana. She is in the third grade of junior high school. She is an amazing tennis player, and many students at school like her because she is very *smart and always plays sports with a lot of energy. I am her older brother. But at home, she often *acts like my older sister.

One night last month, my family and I were eating dinner. Wakana looked at me and said, “Recently, I have been using A.I. to help me with my difficult math problems. How about using it for your English homework, Daiki? Your homework often has too many mistakes!” I told her, “A.I. is not perfect! Its answers are sometimes wrong, too.” Our mother laughed and said, “I think A.I. can help you, but you must learn to use it well.” Wakana smiled at me, but I felt a little *nervous because she always likes to look for my mistakes.

After dinner, I decided to use the A.I. that Wakana recommended to me. While I was turning on my computer, she came into my room. I was happy to see her because I was a little scared to use the A.I. alone. We looked at each other. Then Wakana said to me, “It’s ok. You can do it, Daiki!” I spoke to the A.I., “I want to be a teacher.” A short moment later, the *screen showed, “I want to be a T-shirt!” We both were very *confused. And then we laughed a lot. Wakana asked, “Daiki, do you really want to be a T-shirt?” I answered, “See? I told you! Sometimes A.I. is not correct.” I couldn’t get a perfect answer from the A.I., but I was happy that I could enjoy laughing with my sister.

That night, Wakana told me in the living room, “Sometimes tennis is hard and I get tired.” “Really?” I asked. “Yes! But when A.I. has a funny mistake, I can laugh, feel better and get more energy.” When I heard this, I began to understand her more. And I realized that A.I. can give people the chance to *relax and smile together.

These days, Wakana and I often use A.I. But we always check our answers with other people, like our family and teachers. A.I. is fast. It is very smart. And it never gets tired. However, we should respect and love the people around us more. Only the people around us can understand our true feelings. Only our teachers, family, and friends can know when we are sad and help us to feel better. Oh, I learned one more thing! I do not want to be a T-shirt!

(注) smart 頭が良い act(s) like ~ ~のようふるまう nervous 緊張した
screen 画面、スクリーン confused 混乱していた relax リラックスする

- (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 Wakana acts like an older sister at home because

- 1 she wants Daiki to eat more at dinner.
- 2 she practices tennis alone every day.
- 3 she studies English harder than her teachers.
- 4 she always gives advice and looks for Daiki's mistakes.

イ When Daiki used the A.I. in his room,

- 1 Wakana laughed at him.
- 2 he became angry and showed the A.I.'s answer to his sister.
- 3 it gave him a funny mistake about becoming a T-shirt.
- 4 he decided he did not want to use A.I. again.

ウ A.I.'s funny mistakes were helpful for Wakana because

- 1 she could laugh and get energy to keep trying.
- 2 she could stop practicing tennis for a while.
- 3 she could learn how to play tennis well.
- 4 she could feel sleepy and tired.

エ At the end of the story, Daiki thought that

- 1 A.I. can understand people's true feelings.
- 2 he really wants to be a T-shirt someday.
- 3 teachers, family, and friends are more important than A.I.
- 4 Wakana is his older sister.

- (2) 下線部 this 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。

Daiki is a high school student who (**ア**) baseball, but is not good at studying. His sister Wakana recommended him to use A.I. One day, the A.I. made funny mistakes. Daiki and Wakana learned that A.I. is useful, but it cannot (**イ**) people's feelings. Finally, Daiki thought that people, like teachers, family, and friends, are the most (**ウ**) .

- | | | | |
|-------------|---------|----------|----------|
| 1 important | 2 know | 3 finish | 4 enjoys |
| 5 laugh | 6 hates | 7 smart | |