

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しなさい。
- 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、だまって手をあげなさい。
- 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

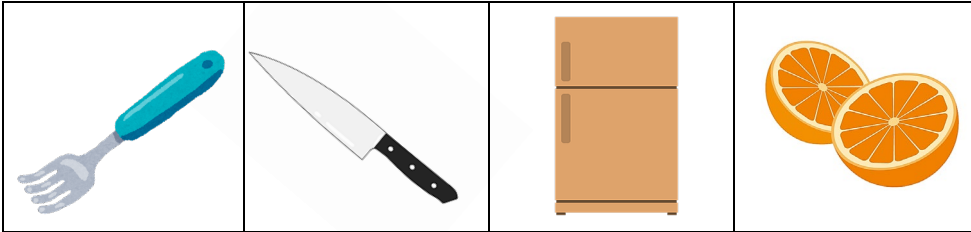
- 1 答えは、問題の指示に従って、すべて解答用紙に記入しなさい。
- 2 答えはていねいに書きなさい。答えを書き直すときは、きれいに消してから書きなさい。

1

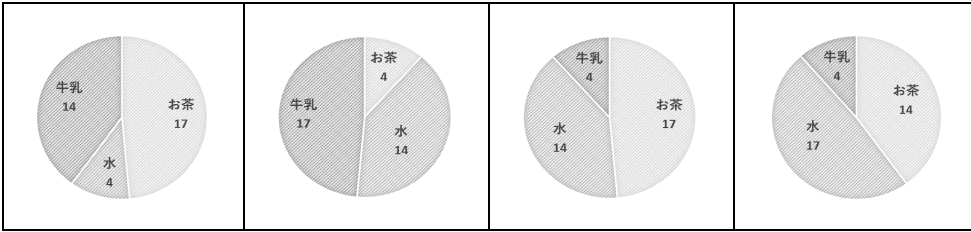
放送による検査 (27 点)

(1)

ア 1 2 3 4



イ 1 2 3 4



ウ 1 2

便名	AAA321
行先	青森
備考	90分遅れ

便名	AAA321
行先	青森
備考	19分遅れ

3 4

便名	AAA321
行先	東京
備考	90分遅れ

便名	AAA321
行先	東京
備考	19分遅れ

(2)

- ア 1 She gave one example. 2 She gave two examples.
3 She gave three examples. 4 She gave four examples.
- イ 1 She went during the winter vacation. 2 She went last spring.
3 She went last winter. 4 She went this summer.
- ウ 1 We should learn the local rules. 2 We should learn the local language.
3 We should check the local weather. 4 We should check the local roads.

(3)

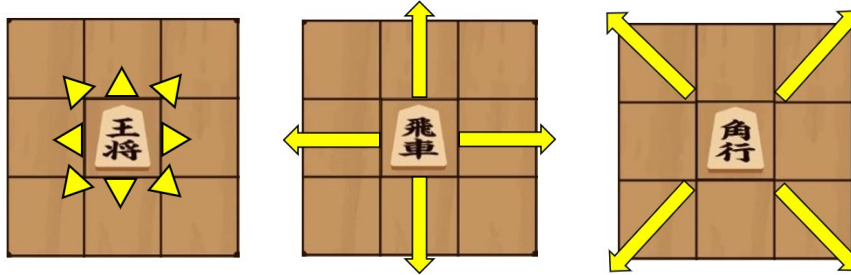
- ア 1 In 10 minutes. 2 Tomorrow morning.
3 Next month. 4 That's nice.
- イ 1 The bus stop is over there. 2 It takes about 15 minutes.
3 It's 300 yen. 4 You can find a nice book.

(4) ()

2

次の英文は、中学生のソウタ（Sota）と、ロン（Ron）の対話の一部です。二人は、将棋のルールブックの一部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。（14 点）

【将棋のルールブックの一部】



- Sota : Hi, Ron. Look at this! This is a *shogi* rule book. Have you ever played “*shogi*?”
- Ron : What is “*shogi*?” I’ve never heard that word before. ア I (don’t it about know anything), so please tell me.
- Sota : *Shogi* is a traditional Japanese *board game. Recently, *shogi* has become popular again. In the game, each player uses 20 *pieces of 8 types. It is important to *memorize all of them.
- Ron : イ I (shogi playing want try to), but the *kanji* look difficult. First, could you explain these three pieces to me?
- Sota : Sure! The *shogi* piece on the left of this page is called “*Ousho*.” That piece is the King. It has a very important role. It can move one *square in any *direction to protect itself. If you *capture the other player’s King, you win the game!
- Ron : *Ousho* sounds like a good piece! The others have fewer directions than *Ousho*.
- Sota : This piece in the middle is called “*Hisha*.” And the one on the right is “*Kakugyo*.”
 of them can move any number of squares.
- Ron : Those two pieces sound very strong!
- Sota : ウ I (book you this lend will). It’s good for you to study with it.
- Ron : Really? Ok! After studying it, let’s play *shogi* during next week’s holiday.
- Sota : Sounds great! I’ll be free next Sunday.

(注) board game ボードゲーム piece(s) (将棋の)コマ memorize ～を覚える
 square(s) マス direction(s) 方向 capture ～を取る

(１) 下線部ア～ウについて、文の意味が通るように、()内の語句をすべて用いて、正しい順序に並べかえて書きなさい。

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

- 1 Front 2 Both 3 During 4 Between

(３) 次の文章は、ソウタと話をした日の夜に、ロンがソウタ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。

Hi, Sota. 1 私が借りた本はとても面白いです。 But there were some difficult parts. Can I ask you a question? Can *Hisha* and *Kakugyo* make more difficult movements during a game? I saw some difficult *kanji* written in red on the back of those two pieces. 2 明日、そのルールを私に教えてくださいませんか。 I am looking forward to playing with you again!

3

次の英文は、アメリカから日本の青森に留学している高校生のダニエル（Daniel）と、ベル先生（Ms. Bell）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）

- Daniel : Good morning, Ms. Bell. Please look at this picture.
 Ms. Bell : Oh, the dish in that picture looks delicious. [A] ?
 Daniel : I did! It was my homework for my *homemaking class. Our homework was to cook a dish for our family and to take pictures of it. We are going to show them to each other in class today.
 Ms. Bell : That's interesting. Oh, this is one of the traditional dishes in Aomori. I've eaten it before. It's called **"kaiyaki miso."* [ア] ?
 Daniel : There were several reasons. First, I wanted my family to enjoy the dish I made. Also, it was an easy *recipe for me to make. I *happened to see an interesting recipe on the Internet. It had many kinds of seafood, miso and eggs on *a scallop shell. It looked easy to make, so I decided to try it. When my family ate it, they enjoyed it very much!
 Ms. Bell : You chose a very good dish! It is loved by everyone in Aomori. [B] , so we can enjoy a lot of seafood here. People in Aomori have been eating *kaiyaki miso* since the Edo period. We believe it helps children get well when they are sick.
 Daniel : Oh, I see. Thank you for telling me that, Ms. Bell.
 Ms. Bell : My pleasure!
 Daniel : Cooking for my family taught me something important.
 Ms. Bell : [C] ?
 Daniel : I think I should thank my family for making delicious foods for me every day.
 Ms. Bell : Wow! I'm glad to hear that, Daniel! Making that dish was a great way to thank your family.
 Daniel : I want to cook dinner once a week for them.
 Ms. Bell : That's a beautiful idea! I hope you enjoy it. By the way, [イ] ?
 Daniel : It took about two and a half hours. I was very tired.
 Ms. Bell : What? Two and a half hours for cooking *kaiyaki miso*?
 Daniel : Yes! My family has ten members.

- (注) homemaking class 家庭科の授業 *kaiyaki miso* 貝焼きみそ
 recipe 調理法 happened to～ たまたま～した
 a scallop shell ホタテの貝がら

(１) 二人の対話が成立するように、[ア] , [イ] 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 What kind of food do you want to eat | 2 Have you ever eaten <i>kaiyaki miso</i> |
| 3 Aomori is surrounded by the sea | 4 I don't think cooking is easy |
| 5 What do you mean | 6 Aomori is surrounded by mountains |
| 7 Who made it | |

4

次の英文は、トモキ (Tomoki) が、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。(21 点)

Hello, everyone! Today, I want to share my volunteer experience with you. One year has passed since I started doing volunteer work. It is an important part of my life.

I decided to work as a volunteer at the local animal shelter. It is a place for *abandoned animals, such as cats and dogs. I wanted to help these poor animals, so I did a lot of work. I gave food to the animals, cleaned their living spaces, and *organized events for them to find new homes. It was very hard work, but it was a wonderful experience for me.

I was very glad when we found a new family for an abandoned animal. The animals looked happy. And the families were also happy with their new pets. I felt that this work was not only helping animals, but also the *local community. It was amazing! Through volunteer work, I hope many other people will also start to support abandoned animals.

Recently, a lot of kind people have started giving money to animal shelters. This support is very useful for the abandoned animals. It is great to see such *positive changes. My experience as a volunteer has taught me that even *small acts of kindness can improve our society. It is important to give our time to save animals and people who need our support.

I hope you think about working as a volunteer in your town. For example, some good places to work as a volunteer are animal shelters and *food banks. How about using your time to help the animals and people in your community?

(注) abandoned 捨てられた

local community 地域社会

small acts of kindness 小さな親切行為

organized ～を準備した

positive changes 前向きな変化

food banks フードバンク

(1) 次の文章は、トモキのスピーチに関する同級生のメモです。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。

- ・このボランティア活動は、捨てられた (ア) ばかりでなく、(イ) にも助けになっていたとトモキは感じた。
- ・トモキのボランティアとしての経験は、小さな親切行為でも、私たちの社会を (ウ) することができることを彼に教えてくれた。

(2) トモキ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 Did Tomoki enjoy this volunteer work?

2 What have kind people started doing to save abandoned animals?

3 Where did Tomoki recommend doing volunteer work?

(3) 下線部に関して、あなたはどんなボランティア活動をしてみたいですか？ 英文に書かれている以外のボランティアの内容と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。また、人名を用いる場合は、ローマ字で書いてもかまいません。

5

高校生のマリコ (Mariko) とダイスケ (Daisuke) についての英文を読んで、あとの (1) ~ (3) に答えなさい。(25 点)

One day after school, Daisuke was watching students running on the *track in the *schoolyard from his classroom window. He looked sad. Then, he found that Mariko came into the classroom. Mariko said to him, "Are you OK, Daisuke? You're the captain of our rugby team, aren't you? You have a big game next weekend, right?" Daisuke answered, "Yes, we are practicing for it every day. But *managing the team as the captain is really hard. Do you have any good advice, Mariko? You were the captain of the tennis club when you were in junior high school."

Mariko thought about it for a while, then said, "I understand how you feel, Daisuke. Everyone has their own ideas, so many people doing something together is difficult. I don't think I have great advice. But I will say that you should try to enjoy everything!" Daisuke smiled and said, "Sometimes it's hard for me to enjoy everything, but I think you're right! Maybe I should try enjoying things more." The word "enjoy" became very special and important for Daisuke.

Mariko looked at Daisuke and said, "There is one more thing I would like to tell you." It was something about her grandmother. When Mariko was a little girl, she and her grandmother lived in the same house. They often played cards and read stories together after dinner. Her grandmother was a cheerful woman, so Mariko always had fun with her.

Mariko's grandmother often said to her, "Mariko, you are very smart!" When Mariko wanted to pass an exam or when she didn't think she could finish all of her homework, she always repeated those words in her mind. She said to Daisuke, "I always start to *believe in myself with these words that my grandmother gave me. I think she gave me *a lucky charm for my life."

"Oh! I wish I had such a grandmother!" Daisuke laughed. Then he said, "I just remembered *an article that I read on the Internet several weeks ago. It said that the power of words was very important to the Japanese national rugby team during the Rugby World Cup. The article also said that using *slogans is a great way to share purpose. The players on the Japanese national team repeated several slogans to become stronger."

"Maybe you should do the same thing," Mariko said. Daisuke began to think that his team should use slogans to become better.

(注) track (競技用の) トラック

schoolyard 校庭

managing the team チームをまとめること

believe in myself 自分を信じる

a lucky charm お守り

an article 記事

slogans スローガン

- (1) 本文の内容と合うように、次の**ア**～**エ**の英文に続けるのに最も適切なものを、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 Daisuke looked sad because

- 1 he couldn't play rugby for a long time.
- 2 it was hard for him to manage the team as team captain.
- 3 he talked with Mariko after school.
- 4 Mariko didn't have any good ideas.

イ Mariko said that

- 1 she didn't understand how he felt.
- 2 she could give him good advice.
- 3 each person has the same idea.
- 4 Daisuke should try to enjoy managing the rugby team.

ウ Mariko was given

- 1 a very nice sweater by her mother.
- 2 a present which was made in Japan.
- 3 the power of words as a lucky charm for her life.
- 4 an important book which shows how to play tennis.

エ During the Rugby World Cup,

- 1 Mariko read a newspaper and some books.
- 2 the power of words didn't play an important role for the Japanese national rugby team.
- 3 the power of words was important for the Japanese national rugby team.
- 4 Mariko didn't know anything about rugby.

- (2) 下線部 do the same thing 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。

Daisuke was sad because it was hard for him to manage the rugby team as team captain. Mariko told him to (**ア**) playing rugby with his teammates. Mariko's grandmother always said to her, "You are very smart!" So, Mariko could believe in (**イ**). Her grandmother's words often saved her. Daisuke began to understand that the power of words was (**ウ**) for his team to become stronger.

- | | | | |
|--------------|-----------|---------|-----------|
| 1 themselves | 2 herself | 3 easy | 4 helpful |
| 5 catch | 6 careful | 7 enjoy | |