



第 2 日

英 語

(10 : 10 ~ 11 : 00)

注 意

- 1 検査開始のチャイムがなるまで開いてはいけません。
- 2 最初に、放送による聞き取りテストを行います。検査開始のチャイムがなったらすぐに 英—1 ページを開きなさい。
- 3 受検番号は、放送による聞き取りテストの終了後に、問題用紙と解答用紙の両方に記入しなさい。
- 4 問題用紙の1ページから6ページに、問題が1から3まであります。
これとは別に解答用紙が1枚あります。
- 5 答えはすべて解答用紙に記入しなさい。

受検番号

第

番

1 放送を聞いて答えなさい。

問題A

問1	ア Because he wanted to get the homework. イ Because he wanted to play basketball with her. ウ Because he wanted to know about her stay in America. エ Because he wanted to take pictures with her.	
問2	ア For one week. ウ For three weeks.	イ For two weeks. エ For four weeks.
問3	ア Yes, he does. ウ Yes, he did.	イ No, he doesn't. エ No, he didn't.
問4	ア His history teacher in Japan. イ His history teacher in America. ウ Some American friends he made in Japan. エ Some American friends he made in America.	
問5	ア To tell his classmates when to go to America. イ To tell his classmates how to enjoy their school life in Japan. ウ To tell his classmates about his stay in America. エ To tell his classmates about a beautiful city in Japan.	

問題B 答えを英文で書きなさい。



② 次の対話は、生徒会役員である高校生の直子とカナダから来た留学生のトムが放課後に教室で行ったものであり、右のメモは、そのとき直子が持っていたものです。これに関して、あとの1～6に答えなさい。

Naoko : Hi, Tom. I was looking for you.

Tom : What's up?

Naoko : Can you help me? It's about a welcome meeting. Next month, fifteen British students from our sister school will visit our school. We will welcome them.

Tom : Oh, I was also welcomed on my first day here. OK, tell me more.

Naoko : Look at this. We will have a welcome ceremony. It starts at ten thirty. Then, lunch time will be over at . They want to do something with the students of our school. So, they will do an activity with us, ten members of the student council. But we haven't decided what to do yet. Each member has to think about this by tomorrow. I'm wondering whether *origami* is good.

Tom : Last month, I made *origami* and really enjoyed it with Japanese students. I think *origami* is an example of Japanese culture.

Naoko : Oh, do you think so, too? I think they will like *origami*, because they are interested in Japanese culture. Well, ?

Tom : I made a box, a flower and a crane. Then, I was so excited to make them, but it was difficult for me, and I needed more time. Well, how long do you have for the activity?

Naoko : Only forty minutes, because they will join the classes after the activity. Is that long enough?

Tom : I think it's short. Then, ?

Naoko : Oh, that's a good idea.

Tom : Well, how will you teach it to the British students?

Naoko : I think that one of us will show how to make it in front of them. And the other nine members will help them. So, they can talk with us.

Tom : Wonderful! When I made *origami*, I enjoyed talking with the students who helped me. So, *origami* will be good for them.

Naoko : Thank you, Tom. I'll tell other members about ① my idea tomorrow.

Tom : I hope it'll be OK.

(注) welcome meeting 歓迎会 British イギリス人の sister school 姉妹校
welcome 歓迎する welcome ceremony 歓迎式典 activity 活動
student council 生徒会役員会 wonder whether ~ ~かしらと思う

culture 文化 crane ツル（鳥の一種）

イギリス人生徒のスケジュール	
10:30～11:20	歓迎式典
11:30～12:20	昼食
12:20～13:00	活動
13:10～	授業

*次の役員会までに考えること

○内容

- ・日本文化に関すること
- ・生徒と交流できるもの

○②役割分担

1 本文中の にあてはまる適切な英語を、次のア～エの中から選び、その記号を書きなさい。

- ア ten thirty イ eleven twenty
ウ eleven thirty エ twelve twenty

2 本文中の に適切な語を必要なだけ補って、英文を完成しなさい。

3 本文中の にあてはまる最も適切な英語を、次のア～エの中から選び、その記号を書きなさい。

- ア why don't you make a crane only
イ why don't you make a box, a flower and a crane
ウ will you make a crane only
エ will you make a box, a flower and a crane

4 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) When did Tom make *origami* with Japanese students?
(2) Does Naoko think *origami* is an example of Japanese culture?

5 次の表は、本文中の下線部①について、直子がよいと考えた活動の内容とそのように考えた理由をまとめたものです。 ・ に適切な語をそれぞれ2語補って、英文を完成しなさい。

What?	<i>Origami.</i>
Why?	British students want to know about <input type="text" value="(1)"/> . British students can <input type="text" value="(2)"/> with the students.

6 メモ中の下線部②について、直子は、活動に参加する生徒会役員の役割分担をどのようにすればよいと考えましたか。日本語で書きなさい。

③ 次の英文を読んで、あとの1～7に答えなさい。

A high school student Misaki went to a city in Australia last October to study English. She stayed there with the Smith family. In the family, there were Mr. Smith, Mrs. Smith, and their child, Ann.

About two months passed. It was one Sunday evening before Christmas time. Misaki decorated a Christmas tree with Mr. Smith and Ann. After that, Mr. Smith told Misaki, "We also write Christmas cards at this time. We'll show you the cards." He asked Ann to bring some cards from her room. After coming back with the cards, she showed them to Misaki and told her some English expressions on Christmas cards. Ann asked, "Well, in Japan, do you write them?" Misaki said, "Yes, but many people usually write New Year's cards." Ann asked her what to write on them. "Well ... New Year's resolutions And we often write the *kanji* for an animal, because we have an animal for each year," Misaki said. Mr. Smith got interested in Misaki's story. "What kind of animals do you have?" Misaki said, "For example, a dog or a tiger. Oh, a next year's animal is a dragon." Ann looked excited and asked Misaki to write the *kanji*. She wrote it on a piece of paper and showed it to them. They saw the *kanji* and Mr. Smith said, "Misaki, it looks like an image of a dragon." Misaki said to them, "Do you like it? If so, I'll write Ann's name in Japanese."

Just then, they heard Mrs. Smith from the kitchen. "It's time for dinner." Ann said to her, "OK, but now Misaki is writing my name in Japanese. Come here." Her mother came and Misaki showed the paper to her, "This is Ann's name written in three ways." "In three ways?" She was surprised to hear ① that and all the family wanted to know more about those ways. It was not easy for Misaki to tell them about those ways. But she tried, "This is *katakana*, and the next one is *hiragana*. Then, the last one is *kanji*. *Kanji* has sounds and meanings. I chose this *kanji* for you. Its sound is 'an' and one of its meanings is 'peace of mind'." Mrs. Smith said, "It's good for you, Ann." "Thank you very much, Misaki. I'll show them to my friends!" Ann looked very happy. ② Misaki also felt (to them something happy teach) interesting about Japan. She wrote Mr. and Mrs. Smith's names in Japanese, too. They were glad and said "Thank you" to her. Then, the Smith family and Misaki enjoyed having dinner and talking. It was a wonderful night for her.

Before going to bed, Misaki wrote to her English teacher in Japan. In the letter, she told him about her New Year's resolutions. "During my stay here, I'll tell the people more about Japan. This is one of my New Year's resolutions. And one more. After coming back to Japan, I want to do something that builds a bridge between Australia and Japan."

(注) pass 経過する decorate 飾る expression 表現

New Year's card 年賀状 resolution 決意 tiger トラ dragon リュウ
a piece of ~ 一枚の~ image 姿 kitchen 台所 sound 音
bridge かけ橋

1 次の(1)・(2)に対する答えを、日本語で書きなさい。

(1) みさきは、年賀状に、新年の決意のほかに何を書くといいましたか。

(2) みさきは、スミス夫妻の名前を日本語で書いたあと、スミス一家と何をしましたか。

2 本文中の にあてはまる最も適切な語を、次のア～エの中から選び、その記号を書きなさい。

ア use イ uses ウ used エ using

3 本文中の下線部①の内容を、日本語で書きなさい。

4 本文中の下線部②が意味の通る英文になるように、() 内の語を並べかえて、英文を完成しなさい。

5 次の(1)・(2)に対する答えを、英文で書きなさい。

(1) Did Ann like her name Misaki wrote in *kanji*?

(2) What did Misaki decide to do during her stay in Australia as her New Year's resolutions?

6 次のア～エの中で、本文の内容に合っているものを1つ選び、その記号を書きなさい。

ア Misaki went to Australia to see the Smith family again.

イ Mrs. Smith wasn't interested in Japanese, so she didn't listen to Misaki's story about it.

ウ Ann told her mother to come to see Ann's name Misaki wrote in three different *kanji*.

エ Misaki will work for Australia and Japan after she is back in her country.

7 次の英文は、日本にいる英語の先生がみさきの手紙に対して書いた返事の一部です。この英文の に、あなたの考える内容を英語で書いて、英文を完成しなさい。

I'm happy to know you have made resolutions. It's a good idea to tell the people more about Japan.

I also try to tell my friends from other countries about my country. To do that, . I think this is a useful way.

So, please try it!