

英語

〔1〕 放送を聞いて、次の(1)~(3)の問いに答えなさい。

(1) これから英文を読み、それについての質問をします。それぞれの質問に対する答えとして最も適当なものを、次のア~エから一つずつ選び、その符号を書きなさい。

- 1 There are twelve months in a year. January is the first month of the year.
Question: What is the third month of the year?
- 2 John is a junior high school student. He likes music. He wants to play the piano as a job in the future.
Question: What does John want to be in the future?
- 3 Look at the cat on the chair. The cat likes to play in the garden. The cat drinks milk under the table, and sleeps under the bed.
Question: Where does the cat drink milk?
- 4 I am Mary. Yesterday, I listened to the radio at 6:30 in the morning, and then I read a newspaper. I practiced judo from 4:00 to 6:00 in the afternoon. After that, I studied English from 8:00 to 9:00.
Question: What was Mary doing at 5:00 in the afternoon?

- | | | | |
|-------------------------------------|--------------------------------|----------------------------|-----------------------------|
| 1 ア February. | イ March. | ウ April. | エ May. |
| 2 ア A musician. | イ A nurse. | ウ A pilot. | エ A bus driver. |
| 3 ア On the chair. | イ In the garden. | ウ Under the table. | エ Under the bed. |
| 4 ア She was listening to the radio. | イ She was reading a newspaper. | ウ She was practicing judo. | エ She was studying English. |

(2) これから英語で対話を行い、それについての質問をします。それぞれの質問に対する答えとして最も適当なものを、次のア~エから一つずつ選び、その符号を書きなさい。

- 1 A: Look, Ami. It is sunny today. We can see the river over there.
B: Yes, Mike. When we came to this park last month, it was rainy. We didn't see the bridge over there. But we saw flowers then.
A: Oh, a boy and a girl are fishing there. I want to do it.
Question: What did Ami and Mike see last month?
- 2 A: Hi, Akira. Shall we study together after school?
B: Hi, Jane. I want to do so, but I have a swimming lesson with my sister after school.
A: OK. See you tomorrow.
Question: What is Akira going to do after school?
- 3 A: Hi, Kate. We are going to see a movie this evening. It starts at six. Do you remember it?
B: Yes, Bill. Can you meet me at five?
A: OK, but why do you want to meet me so early?
B: I want to go to the bookstore before seeing a movie. I want you to come with me.
A: That's all right.
Question: Why does Kate want to meet Bill at five?
- 4 A: Excuse me. Could you tell me how to get to Minato Station?
B: Sure. Take the train at Chuo Station and get off at Kita Station.
A: Then, which train should I take?
B: Change to the Green Line. Minato station is the second station from Kita Station.
Question: Which station is Minato Station?

- | | |
|---|--|
| 1 ア A fishing boy. | イ A fishing girl. |
| ウ A bridge. | エ Flowers. |
| 2 ア He is going to study with Jane. | イ He is going to study with his sister. |
| ウ He is going to have a swimming lesson with Jane. | エ He is going to have a swimming lesson with his sister. |
| 3 ア Because she wants to see a movie at five with Bill. | |

1 She had English lessons.

2 She talked about a .

3 He showed a beautiful used in the spring festival.

4 Because she studied with many students.

〔2〕 次の英文を読んで、あとの(1)~(7)の問いに答えなさい。

Takashi is a junior high school student. On Tuesday he is talking with Mr. Lee before the English class. Mr. Lee is an ALT who visits Takashi's school every Tuesday.

Takashi: Hi, how are you today?

Mr. Lee: I'm fine, thank you. A

Takashi: I'm fine, too, thank you. Now we are enjoying a special time.

Mr. Lee: Special time? Please tell me more.

Takashi: OK. Eight students came from Vietnam last week.

Mr. Lee: That's nice. Why did they come to this school?

Takashi: Because their school is our sister school. Last year, the students in our school went to their school. This year, they came to our school.

Mr. Lee: That's good. How long have they B be in Japan?

Takashi: For four days. They will stay for one week.

Mr. Lee: What C of, did, classes, kind you have together?

Takashi: Yesterday we had two special classes. A calligraphy class and a cooking class. In the calligraphy class, I showed the Vietnamese students their names in katakana, and the Vietnamese students wrote them. After that, one of the students tried to do another thing.

Mr. Lee: What did the student do?

Takashi: He asked me to write his name in kanji. So, I wrote it in kanji on the paper and gave the paper to him.

Mr. Lee: D

Takashi: Yes. He looked happy. Of course, at first, it was difficult for him to write kanji. But at the end of the class, he wrote kanji without looking at that paper. I was surprised.

Mr. Lee: That's surprising to me, too. By the way, how was the cooking class?

Takashi: We made hand-rolled sushi together. Ms. Yamada, our cooking teacher, told them how to make sushi by using many gestures. So they F understand it.

Mr. Lee: Did you talk to the Vietnamese students in English?

Takashi: Yes, I did. The Japanese students and the Vietnamese students tried to communicate with each other. But sometimes I didn't know what to say in English. So, by using my dictionary, I found the English words which were important for cooking. And then, I wrote them on the whiteboard.

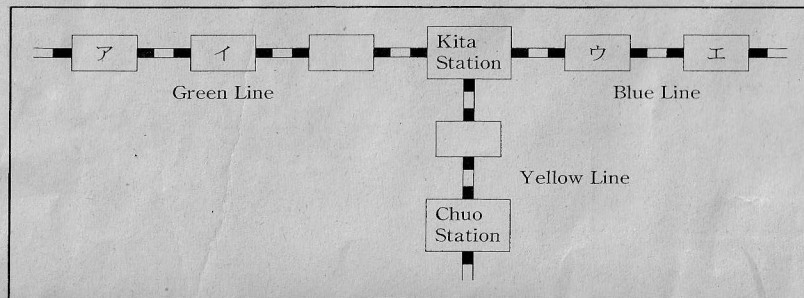
Mr. Lee: That's a good idea.

Takashi: That's right. The written words were very useful to me. By using these words, the other Japanese students were also able to tell them how to make sushi. We enjoyed cooking together. I was very happy because we communicated with each other in English by using the written words and gestures.

Mr. Lee: You had a great experience. You G have, be, to, don't afraid of new experiences.

- イ Because she wants to go to the bookstore with Bill at six.
 ウ Because she wants to go to the bookstore with Bill before the movie.
 エ Because she wants to go to the bookstore with Bill after the movie.

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- (3) これから、エリ(Eri)が夏休みに行ったカナダでのサマープログラムについて、英語でスピーチをします。そのスピーチについて、四つの質問をします。それぞれの質問の答えとなるように、次の1～4の の中に当てはまる英語を1語ずつ書きなさい。

Hello. I'm going to talk about the summer program I joined in Canada. Fifteen students came from different countries. I studied at school for three weeks. From Monday to Friday, we had one English lesson every morning. In the afternoon, we went to many places to learn the culture of Canada. On the last day of the program, we talked about our cultures by showing something to everyone. I talked about a picture painted by a Japanese man. One student from Australia, Ken, showed the students a beautiful uniform. He said that children used it in the spring festival. This program was good because I studied with many foreign students. Thank you for listening.

- Question 1 How many English lessons did Eri have in one week?
 2 What did Eri talk about on the last day?
 3 What did Ken show the students on the last day?
 4 Why was this summer program good for Eri?

Takashi : I agree with you. Talking with the Vietnamese students is a lot of fun. The Vietnamese students speak English very well. So, I will keep studying English hard and I want to visit Vietnam to see them again.

Mr. Lee : Good luck! Now, enjoy this special time with the Vietnamese students.

(注) Vietnam ベトナム sister school 姉妹校 calligraphy 書道 Vietnamese ベトナム人の
 katakana 片仮名 kanji 漢字 surprising 驚くべき hand-rolled sushi 手巻き寿司
 gesture 身振り手振り communicate 意思を伝え合う whiteboard ホワイトボード

- (1) 文中のAの の中に入る最も適当なものを、次のア～エから一つ選び、その符号を書きなさい。
 ア Excuse me. イ How about you?
 ウ I'm sorry. エ How is the weather today?
- (2) 文中のB、Fの の中の語を、それぞれ最も適当な形に直して書きなさい。
- (3) 文中のC、Gの の中の語を、それぞれ正しい順序に並べ替えて書きなさい。
- (4) 文中のDの の中に入る最も適当なものを、次のア～エから一つ選び、その符号を書きなさい。
 ア Was he a Japanese student?
 イ Did he enjoy writing kanji?
 ウ Was he writing kanji before writing katakana?
 エ Did he write kanji easily at first?
- (5) 下線部分Eについて、リー先生(Mr. Lee)は、どのようなことに驚いているか。具体的に日本語で書きなさい。
- (6) タカシ(Takashi)が、調理の時間に、英語で何と言えよかわからないときに、どのようにしたか。具体的に日本語で書きなさい。
- (7) 本文の内容に合っているものを、次のア～オから一つ選び、その符号を書きなさい。
 ア Eight students came to Takashi's school from Vietnam last Wednesday.
 イ Ms. Yamada learned how to make hand-rolled sushi with the Vietnamese students.
 ウ The Vietnamese students told the Japanese students how to study English.
 エ It is a lot of fun for Takashi to talk with the Vietnamese students.
 オ Takashi wants to visit Vietnam with Mr. Lee to see the students there.

- [3] あなたの家に、イギリスからの留学生のボブ(Bob)がホームステイしています。あなたは、秋の晴れた休日に、図書館(library)にボブと一緒にいくことにしました。自転車(bike)かバス(bus)のいずれかで行こうと思います。あなたは、どちらの交通手段を選び、その理由をどのように説明しますか。解答用紙の()の中にどちらかの交通手段を英語で書き、それに続けて、ボブへの説明を、4行以内の英文で書きなさい。

- [4] 次の英文を読んで、あとの(1)~(7)の問いに答えなさい。

I am Naomi. I am a junior high school student. One day, a history teacher in my school told me and my friend about salt. A long time ago, salt was given to workers as their salary. The word salary comes from a Latin word. The Latin word means giving salt as salary. We thought the teacher's story was interesting, and we decided to do research about salt.

My friend and I wanted to know more about salt, and we visited the science teachers' room. One science teacher said to us, "It is necessary for us to keep salt in our body. We will become sick if we take too much or too little salt. We have salt in our blood, and even in our bones." We were very surprised at his words. The teacher showed us some books about salt. We read the books together.

When do you use salt? Salt is used when people cook at home. It is also used when some foods are made in food factories. But, only about 11% of all salt which is used in Japan is used in food. Salt is also used in other things. It is used when people make plastic, paper and glass. In winter, when it is cold, roads begin to freeze. When people spread salt on the roads, the roads don't freeze. (B)

Salt is made in factories now, but in old days, Japanese people made salt in a different way. They used seawater to make salt. There is salt in seawater. One day during our summer vacation, my friend and I went to the beach to watch how to make salt. The staff members showed us how to make salt. We wanted to try it and decided to do it. Now, I will tell you our experience. By the sea, we put seawater into a small bucket, and carried it to a large bucket. After that, we spread the seawater on the sand. It was difficult for us to spread seawater in a large place. The staff members did it better than we. After many hours, the sand on the beach dried up under the sun. Next, we put that sand in a box. By putting new seawater in it, we got salt water with more salt. Then, we boiled it for many hours. We felt very hot when we were boiling it. And finally we got a lot of small white things. In this way, we got the thing which we wanted to make.

It was interesting for me to do research about salt. The story our history teacher told us made me interested in salt. I wanted to know more, and I learned about salt from books. By making salt, I learned how people in the old days made salt. It was interesting to know the traditional way. It is important for us to be interested in something. If we are interested in something, we want to learn more, and then we can find new things which are unexpected to us.

In September, my friend and I made a presentation in front of our classmates. By talking about our experience at the beach, we were able to make our classmates interested in our presentation.

I think we can learn a lot from our teachers' words and books. And I want to say that we can also learn a lot from experience.

(注) salt 塩, 塩分 salary 給料 Latin ラテン語の do research 研究をする blood 血液
bone 骨 factory 工場 glass ガラス freeze 凍る spread ~ ~を撒く(過去形も spread)
seawater 海水 beach 海岸 staff member スタッフ bucket バケツ sand 砂
dry up 干上がる boil ~ ~を煮る unexpected 予想外の presentation 発表

- (1) 下線部分 A について、その内容を、具体的に日本語で書きなさい。
(2) 次の英文は、文中の a ~ e の のどこに入れるのが最も適当か。当てはまる符号を書きなさい。

We did it many times to get more seawater.

- (3) 文中の B の () の中に入る最も適当なものを、次のア~エから一つ選び、その符号を書きなさい。

ア I was surprised that salt was used in many ways.

イ I was surprised that we couldn't eat salt because it was not safe.

ウ I was surprised that all the salt made in Japan was used in other countries.

エ I was surprised that salt was not used as food in factories.

- (4) 下線部分 C は何を指しているか。日本語で書きなさい。

- (5) 下線部分 D について、私たちに、何かに興味をもつことが重要である理由を、具体的に日本語で書きなさい。

- (6) 次の①~③の問いに対する答えを、それぞれ3語以上の英文で書きなさい。

① Is there salt in our body?

② Who spread the seawater on the sand better than Naomi and her friend when they went to the beach?

③ Why were the classmates interested in the presentation Naomi and her friend made?

100 点

(1)	ウ	(2点)
(2)	〔正答例〕 アメリカを中心とする資本主義陣営と、ソ連を中心とする社会主義(共産主義)陣営との対立状態のこと。	(5点)
(3)	〔正答例〕 供給量は減り、価格は上昇する。	(3点)

(1)	[正答例] 音,塩は給料として労働者に与えられ、給料という単語は、塩を給料として与えるという意味のラテン語からきていること。	(4点)
(2)	d	(3点)
(3)	ア	(3点)
(4)	[正答例] 塩分が多い塩水	(3点)
(5)	[正答例] 何かに興味をもつと、もっと学びたくなり、そうすると、私たちにとって予想外の新しいことを見つけることができるから。	(5点)
(6)	① [正答例] Yes, there is.	(3点)
	② [正答例] The staff members did.	(3点)
	③ [正答例] Because Naomi and her friend talked about their experience at the beach.	(3点)
(7)	エ	(3点)

100 点

[illegible]