

# 英 語

## 注 意

- 1 問題は **1** から **4** までで、11 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 10 分です。
- 3 最初に **1** のリスニングテストを行います。
- 4 声を出して読んではいけません。
- 5 答えは全て解答用紙に HB 又は B の鉛筆（シャープペンシルも可）を使って明確に記入し、解答用紙だけを提出しなさい。
- 6 答えは特別の指示のあるもののほかは、各問のア・イ・ウ・エのうちから、最も適切なものをそれぞれ一つずつ選んで、その記号の ○ の中を正確に塗りつぶしなさい。
- 7 答えを記述する問題については、解答用紙の決められた欄からはみ出さないように書きなさい。
- 8 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 9 受検番号を解答用紙の決められた欄に書き、その数字の ○ の中を正確に塗りつぶしなさい。
- 10 解答用紙は、汚したり、折り曲げたりしてはいけません。

1

リスニングテスト（放送による指示に従って答えなさい。）

〔問題A〕 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア A blue train.
- イ A red train.
- ウ A green train.
- エ An orange train.

<対話文2>

- ア She is going to go to the library.
- イ She is going to buy some food.
- ウ She is going to make sushi with her father.
- エ She is going to make a birthday cake for her sister.

<対話文3>

- ア It says that it will be cold.
- イ It says that it will be snowy.
- ウ It says that it will be cloudy.
- エ It says that it will be rainy.

〔問題B〕 <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを英語で書きなさい。

<Question 1>

- ア For about one thousand years.
- イ For about fifteen years.
- ウ For about four years.
- エ For about two years.

<Question 2>

（15秒程度、答えを書く時間があります。）

2 次の各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

1 日本に留学している Cathy と、Cathy を訪ねてきた妹の Mary は、夏休み中のある土曜日の予定について話をしている。〔A〕及び〔B〕の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I-1、I-2 は、それぞれ、二人が見ているサクラ公園の料金表と開園時間の表である。

Cathy: Let's go to Sakura Park this I-1  
Saturday.

Mary: That sounds nice. There is a  
swimming pool there. I want to  
swim.

Cathy: Yes, let's. Mary, there is a  
Japanese garden in the park,  
too. I want to enjoy seeing it  
with you.

Mary: Sounds interesting! I'd like to I-2  
do both. How much will that  
cost us?

Cathy: I am a university student. You  
are a high school student. It  
will cost 〔A〕 for both of us.

Mary: Then, we can see the Japanese  
garden and use the swimming  
pool.

Cathy: Yes.

Mary: OK. Let's check what time the park closes.

Cathy: It closes at 〔B〕 in August.

*Price List		
	To Enter the Japanese Garden	To Use the Swimming Pool
*Adults	400 yen	1,000 yen
Children (elementary school and junior high school students)	200 yen	500 yen

Open Hours	
March 1 ~ July 19	9:30 a.m. ~ 5:00 p.m.
July 20 ~ September 10	9:30 a.m. ~ 6:00 p.m.
September 11 ~ October 31	9:30 a.m. ~ 5:00 p.m.
November 1 ~ February 28(29)	9:30 a.m. ~ 4:30 p.m.

〔注〕 price list 料金表 adult 大人

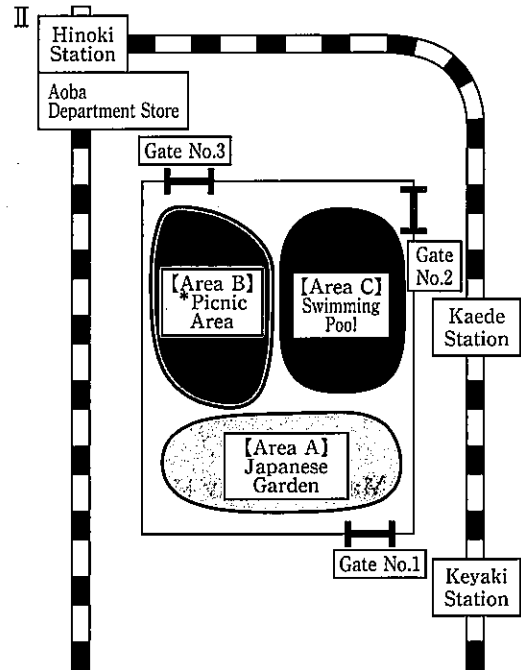
ア (A) 2,800 yen (B) five      イ (A) 2,100 yen (B) five  
ウ (A) 1,400 yen (B) six      エ (A) 2,800 yen (B) six

2 Cathy と Mary は、夏休み中のある土曜日にサクラ公園の近くの駅に到着し、サクラ公園の案内図を見ながら話をしている。〔A〕及び〔B〕の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページのⅡは、二人が見ているサクラ公園の案内図である。

Mary: This is Keyaki Station. We should go through \*Gate No. 1. We can enjoy 〔A〕 first.

Cathy: OK. After that, we'll go to Area C.

Mary: I see.  
 Cathy: And let's go shopping on our way home, Mary.  
 Mary: The department store is far from Keyaki Station.  
 Cathy: Don't worry. We can go back home from Hinoki Station.  
 Mary: Yes. That station is the closest to the department store.  
 Cathy: Right. We will go out through (B).  
 Mary: I want to walk through Area B before that.  
 Cathy: OK. Let's go.



[注] gate 門 picnic ピクニック

- |                                |                |
|--------------------------------|----------------|
| ア (A) seeing a Japanese garden | (B) Gate No. 2 |
| イ (A) swimming                 | (B) Gate No. 1 |
| ウ (A) seeing a Japanese garden | (B) Gate No. 3 |
| エ (A) swimming                 | (B) Gate No. 3 |

3 次の文章は、Cathy が、帰国した Mary に送ったEメールの内容である。

Hi, Mary,

I was happy that you visited me. I had a good time with you. I hope you enjoyed your stay. I enjoyed swimming and seeing a Japanese garden with you. I \*was impressed by the Japanese garden. It was my first experience of seeing one. It was very beautiful. Did you enjoy it? And I was glad that you looked happy when we were swimming in the pool.

As you know, even before coming to Japan, I liked Japanese \*literature. I wanted to study it in Japan. In Japan, some of my Japanese friends sometimes help me when I study it. We often go to the library to study Japanese literature together. After that, we talk about many things. They tell me about Japan, and I tell them about my country. I'm really happy to be able to study Japanese literature and to learn many new things in Japan. I have a dream now. It is to become a \*scholar of Japanese literature. I will keep studying it.

I hope I can travel all around Japan with you when you come here again. In Japan, there are many beautiful places. I want to show them to you next time.

Yours,  
 Cathy

[注] be impressed by ~ ~に感銘を受ける literature 文学 scholar 学者

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア Cathy wants Mary to come to Japan again to meet her friends and study Japanese literature together.
- イ Cathy will keep studying Japanese literature, and she wants to be a scholar of Japanese literature in the future.
- ウ Cathy thinks she has to study Japanese more because she can't tell her friends about her country in Japanese at all when they go to the library.
- エ Cathy is glad that she traveled all around Japan to see beautiful Japanese gardens with Mary and happy that they enjoyed seeing them together.

(2) Mary は Cathy に返事のEメールを送ることにしました。あなたが Mary だとしたら、Cathy にどのような返事のEメールを送りますか。次の<条件>に合うように、下の  の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるように書き、全体としてまとまりのある返事のEメールとすること。
- Cathy に伝えたい内容を一つ取り上げ、それを取り上げた理由などを含めること。

Hello, Cathy,

Thank you for your e-mail. I enjoyed reading it. I enjoyed seeing the Japanese garden, too. Thank you for taking me to interesting places.

I am sure that you are enjoying studying Japanese literature. There is one thing I'm enjoying studying, too. I will tell you about it.

I want to tell you more about it when we meet again.

I'm also looking forward to traveling all around Japan with you.

Thanks,  
Mary

3

次の対話の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Akira, Daiki, and Chika are high school students in Tokyo. Bella is a high school student from the United States. They are talking in their classroom after school.*

*Akira:* I'm interested in a \*science fiction movie which started last week. Shall we go to see it?

*Bella:* OK.

*Akira:* I hear that, in the movie, there are amazing machines, like flying cars.

*Daiki:* Sounds interesting. People can't make them now.

*Chika:* Will they make them in the future?

*Bella:* I'm sure they will.

*Daiki:* <sup>(1)</sup> Why do you think so?

*Bella:* Think about \*smartphones. When our parents were children, they didn't think people would be able to make such things in the near future. But people use them in their daily lives now.

*Akira:* I agree, Bella. There are many new things now. Some people are making new robots. On TV, I saw a robot that played shogi. It played shogi very well.

*Bella:* The robot has AI in it.

*Chika:* AI? I have heard of that before, but I don't know much about it.

*Akira:* It means \*artificial intelligence. AI is good at finding something in a very large \*amount of information. AI has great \*potential.

*Bella:* A \*self-driving car is an example. If people use them, they won't have to drive themselves at all to get to some places.

*Daiki:* Will AI make our lives better?

*Bella:* I think so. We will use AI in many things. It's getting better and better.

*Chika:* <sup>(2)</sup> Wait. I heard that AI machines would \*take the place of people in some jobs in the future. I am worried AI will change our lives \*dramatically.

*Daiki:* I understand your feelings. We don't know how AI will change our lives. No one <sup>(3)</sup> knows what the future will be.

*Bella:* There are things AI can do and things AI can't do. It is necessary for us to understand that.

*Akira:* That's right. We should use AI in the right way to make our lives more <sup>(4)</sup> \*convenient. I want to study AI, and I want to be an engineer who will be able to help people in the future.

*Bella:* That's a good idea, Akira.

*Chika:* Now I am interested in AI. I want to know more about it.

*Akira:* I'm glad to hear that. We will make our own futures, not AI.

*Chika:* I understand. It is fun to talk about our futures.

*Daiki:* How about talking about them again after watching the movie?

*Chika:* That's a good idea.

*Bella:* <sup>(5)</sup> Let's enjoy seeing a future world in the movie.

〔注〕 science fiction movie	SF 映画	smartphone	スマートフォン
artificial intelligence	人工知能	amount	量
potential	可能性	self-driving	自動運転の
take the place of ~	~にとって代わる	dramatically	劇的に
convenient	便利な		

〔問1〕 I'm sure they will. の内容を, 次のように書き表すとすれば,  の中に, 下の  
<sup>(1)</sup> どれを入れるのがよいか。

Bella is sure that .

- ア people will make a science fiction movie in the future
- イ people will make amazing machines in the future
- ウ people will make a shogi robot in the future
- エ people will make smartphones in the future

〔問2〕 I think so. の内容を最もよく表しているのは, 次のうちではどれか。  
<sup>(2)</sup>

- ア Bella thinks AI machines will take the place of people in some jobs.
- イ Bella thinks AI in the movie will be interesting.
- ウ Bella thinks AI will make our lives better.
- エ Bella thinks AI will get better and better.

〔問3〕 I understand your feelings. とあるが、このように Daiki が言った理由を、次のように  
(3) 語句を補って書き表すとすれば、 の中に、下のどれを入れるのがよいか。

I understand your feelings because  .

- ア it will be important for us to use AI in the right way
- イ we don't know how AI will change our lives
- ウ AI knows what the future will be
- エ there are many new things now

〔問4〕 That's right. の内容を、次のように書き表すとすれば、 の中に、下のどれを  
(4) 入れるのがよいか。

It is necessary for us to understand that  .

- ア AI has great potential
- イ AI should help people in the future
- ウ AI will make our lives more convenient
- エ AI can do some things and can't do other things

〔問5〕 That's a good idea. の内容を、次のように書き表すとすれば、 の中に、  
(5) 下のどれを入れるのがよいか。

is a good idea.

- ア Talking about our futures after watching the movie
- イ Enjoying seeing a future world in the movie
- ウ Talking with people who are interested in AI
- エ Knowing more about AI

〔問6〕 次の英語の文を、本文の内容と合うように完成するには、 の中に、下のどれを  
入れるのがよいか。

If people use self-driving cars, they will be able to get to some places  driving themselves.

- ア by
- イ after
- ウ before
- エ without



〔問7〕 次の文章は、Akira たちと話した日に、Bella が友人に送ったEメールの一部である。

(A) 及び (B) の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、  
下のア～エのうちではどれか。

Today I talked with friends after school. Akira talked about some amazing machines, like flying cars, in a movie. Then we talked about (A) . Do you know about AI? AI is good at finding something in a large amount of information. A shogi robot is an example of using AI. People will use AI in many things. At first, (B) was worried that AI would change our lives dramatically. Akira told us his dream. He wants to study AI and to be an engineer. It is important to remember that we will make (A) , not AI. After talking with us about AI, (B) said, “Now I am interested in AI.”

When I see you next time, I want to talk with you about AI.

- ア (A) our own futures (B) Chika      イ (A) movies (B) Daiki  
ウ (A) movies (B) Chika      エ (A) our own futures (B) Daiki

4

次の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Junko is a high school student in Tokyo. She likes English and wants to be an English-speaking travel guide in the future. In April, Lucy, an English-speaking student from Canada, joined her class. Junko was happy about that. Soon they became good friends. One day, Junko said to Lucy, "Shall we go to some popular places in Tokyo next Sunday with Yasuko, a friend of mine?" Lucy \*happily agreed. Junko got information about Asakusa and some other places, learned useful English words, and made a \*schedule. She wanted to be a good guide for Lucy.

The next Sunday, in the morning, Junko visited Asakusa with Lucy and Yasuko. She took them from one place to another and explained things to Lucy at each place, such as its history. Lucy was happy about that. That made Junko happy, too.

In the afternoon, the three girls left Asakusa. On the way to the next place, Lucy saw some young people from abroad in front of them. She was interested in the pieces of \*miniature food that were \*attached to their bags. Then Lucy went to speak to them. She said, "Hello. Those are very cute." One of them said, "We bought these at a food \*replica shop over there." Yasuko said, "Junko and Lucy, how about going there?" Lucy agreed, but Junko said to Yasuko, "I have a schedule to visit other places. Visiting the shop is not on my schedule." Yasuko said, "Junko, let's go to the shop. I think Lucy will enjoy visiting it." Junko \*reluctantly agreed.

The three girls went into the food replica shop. Lucy was surprised to see so many pieces of different miniature food. Then she found \*full-sized food replicas. She said, "Oh, these ones look \*real!" Yasuko said, "Look! The \*poster says we can make our own food replicas." Lucy was surprised again. Then a clerk said, "I'm sorry you can't do that today. You need a \*reservation. Making food replicas is very popular among visitors from abroad." Lucy said, "I'm a little \*disappointed that I can't make one now, but I'm very happy that I came here. Thank you, Yasuko." Junko had \*mixed feelings. She thought, "I didn't put that shop on my schedule. I wanted to make a very good schedule, but I didn't."

After Junko got home, she told her older brother, Kazuo, about the visit. He said, "You didn't want to go to that shop at first, but you did. Why?" "I hoped Lucy would enjoy the visit to the shop," she answered. He said, "Schedules are important, but it is also important to be \*flexible. You don't have to follow a schedule all the time."

The next day, at school, Junko said to Yasuko, "I want to make a reservation to make food replicas at the shop with Lucy." Yasuko happily agreed. Next, Junko told Lucy about the reservation. Lucy said she was happy. Junko asked her, "Is there anything you want to do after doing that?" Lucy answered, "I want to eat some real food." After Junko got home, she made a reservation for making food replicas.

One Sunday in the next month, Junko took Lucy to the food replica shop with Yasuko. They enjoyed making some food replicas there. Lucy was happy, and that made Junko happy. In the shop, Lucy found food replicas of *takoyaki*, octopus dumplings, and said that she wanted to try eating real *takoyaki*. Junko asked her and Yasuko, "Shall we try real ones?" They happily agreed. Yasuko said to Junko, "You have a schedule, right?" Junko said, "Yes, but that is OK." Junko's schedule was for eating *kara-age*, deep-fried chicken, but she thought following Lucy's \*interest was more important. Near a temple, they enjoyed *takoyaki*. Yasuko said, "Junko, you are a perfect guide. You happily followed Lucy's interest and made her happy." Junko was happy and realized that being flexible was as important as making a schedule.

〔注〕 happily 喜んで	schedule 計画	miniature 小型模型
attached to ～ ～に付けられた	replica 複製	reluctantly 渋々と
full-sized 原寸大の	real 本物の	poster ポスター
reservation 予約	disappointed がっかりした	
mixed 複雑な	flexible 柔軟な	interest 興味

〔問1〕 Junko was happy about that. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Junko was happy because .

- ア Lucy became a good friend of hers after she came to her class
- イ Lucy happily agreed to visit some places with Yasuko
- ウ she had a new classmate who spoke English
- エ she became a high school student in April

〔問2〕 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Junko had mixed feelings about the visit to the food replica shop.
- イ Before visiting Asakusa, Junko learned useful English words and made a schedule for the visit.
- ウ Junko was happy that Lucy enjoyed making food replicas at the shop.
- エ Lucy saw people who had miniature food attached to their bags and learned where she could buy some.

〔問3〕 次の(1)~(3)の文を、本文の内容と合うように完成するには、の中に、それぞれ下のどれを入れるのがよいか。

- (1) When Junko visited Asakusa with Lucy and Yasuko in the morning,  .
- ア Lucy was happy that Junko explained things like the history of each place
  - イ Lucy was surprised to learn that Yasuko was a good friend of Junko's
  - ウ Lucy was happy because Junko bought food replicas for her
  - エ Lucy saw some people from other countries in front of her
- (2) Lucy was a little disappointed at the food replica shop because  .
- ア visiting the shop was not on Junko's schedule
  - イ Junko and Yasuko did not agree about going to the shop
  - ウ she wanted Junko to go to the shop, but Junko didn't do that
  - エ she was not able to make a food replica without a reservation
- (3) When Lucy agreed about trying eating real *takoyaki* after visiting the food replica shop for the second time,  .
- ア Junko thought it was more important for her to follow Lucy's interest than her own schedule
  - イ Junko learned that it was popular to make real ones among visitors from abroad
  - ウ Junko called a shop selling it to make a reservation to try it there
  - エ Junko was happy because trying it there was on her schedule

〔問4〕 次の(1), (2)の質問の答えとして適切なものは、それぞれ下のうちではどれか。

- (1) What did Junko's brother say about a schedule?
- ア He said that making a schedule was more important than being flexible.
  - イ He said that Lucy had to put the food replica shop on a new schedule.
  - ウ He said that she didn't have to follow a schedule all the time.
  - エ He said that she had to make a new schedule with Yasuko.
- (2) What did Junko realize after she visited the food replica shop for the second time?
- ア She realized that a perfect guide had to have more interest in real food than food replicas.
  - イ She realized that both being flexible and making a schedule were important.
  - ウ She realized that many of the food replicas sold at the shop looked real.
  - エ She realized that getting information about history was very important.