

英



英 語

(14:50~15:40)

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注 意




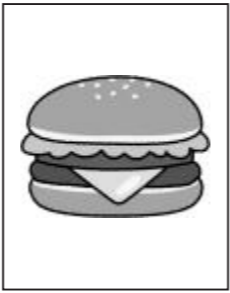
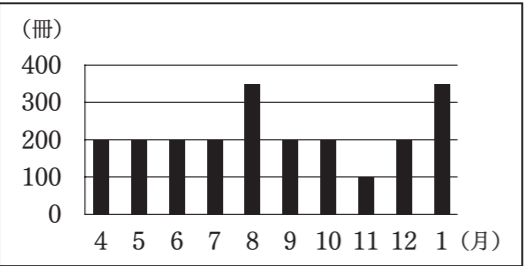
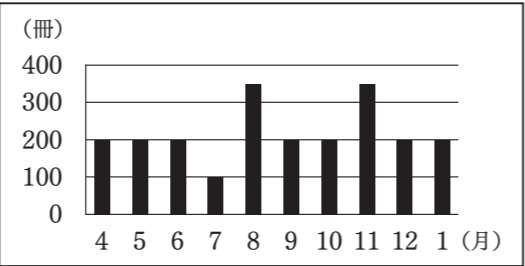
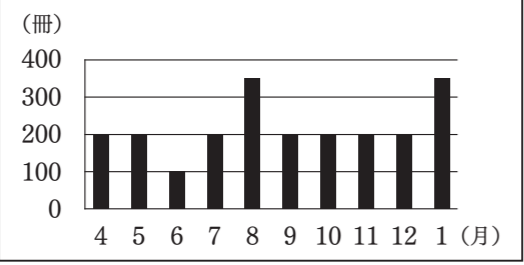
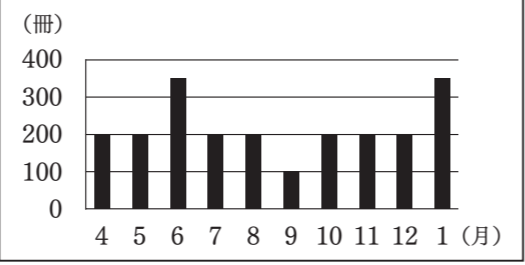
- 1 検査開始のチャイムが鳴るまで開いてはいけません。
- 2 最初に、放送による聞き取りテストを行います。検査開始のチャイムが鳴ったらすぐに 英—1 ページを開きなさい。
- 3 受検番号は、放送による聞き取りテストの終了後に、問題用紙と解答用紙の両方に記入しなさい。
- 4 問題用紙の1ページから11ページに、問題が1から4まであります。
これとは別に解答用紙が1枚あります。
- 5 答えはすべて解答用紙に記入しなさい。

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受検番号	第 番
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① 放送を聞いて答えなさい。

問題A これから、No.1～No.3まで、対話を3つ放送します。それぞれの対話を聞き、そのあとに続く質問の答えとして最も適切なものを、下のア～エの中から選んで、その記号を書きなさい。

No.1	<p>ア </p> <p>イ </p> <p>ウ </p> <p>エ </p>
No.2	<p>ア </p> <p>イ </p> <p>ウ </p> <p>エ </p>
No.3	<p>ア Three people.</p> <p>イ Four people.</p> <p>ウ Five people.</p> <p>エ Six people.</p>

問題B これから放送する対話は、高校生の信一と留学生のカレンが、ある話題に関して話したときのものです。下の【対話】に示されているように、まず①で信一が話し、次に②でカレンが話し、そのあとも交互に話します。⑤では信一が話す代わりにチャイムが1回鳴ります。あなたが信一なら、この話題についての対話を続けるために、⑤でカレンにどのような質問をしますか。⑤に入る質問を4語以上の英文で書きなさい。

【対話】

Shinichi :	<input type="text" value="①"/>
Karen :	<input type="text" value="②"/>
Shinichi :	<input type="text" value="③"/>
Karen :	<input type="text" value="④"/>
Shinichi :	<input type="text" value="⑤ チャイム"/>

問題C これから放送する英文は、留学生のルーシーが高校生の次郎に対して話したときのものです。ルーシーの質問に対して、あなたならどのように答えますか。あなたの考えをその理由とともに英文で書きなさい。なお、2文以上になっても構いません。

② 次の会話は、ある高校の生徒会のメンバーである春花と太郎が、2人の高校を訪問中の、アメリカにある姉妹校の生徒会のメンバーのジョンと、お互いの生徒会の活動について話したときのものです。また、グラフ1は、そのとき太郎が説明に用いたものです。これらに関して、あとの1～5に答えなさい。

Haruka : Our school donated used clothes last year, so we would like to talk about it today.

John : OK. Our school has donated food and other things a few times before, so I can share our experiences with you.

Taro : Great! First, I will tell you why we decided to donate used clothes. In social studies class, our teacher showed this graph and told us how people got rid of used clothes in Japan. The graph shows that % of the clothes were thrown away, and only 3% of the clothes were given away or donated. The teacher also said that people throw away clothes that they can still reuse or recycle. We thought that if we donated used clothes, we could reduce the amount of clothes that are thrown away.

Haruka : [あ] After we decided to donate used clothes, we found an NPO that donates used clothes to people in some countries in Asia. Then, we collected used clothes from the students at our school.

John : I see. So, was everything OK?

Taro : No. [い] After we collected many kinds of used clothes, we found that the NPO did not accept winter clothes. They send clothes only to people living in hot areas in Asia. So, we had to remove the winter clothes from the used clothes given by the students and send the rest of the used clothes to the NPO. ① This happened because we did not think about things that the people really needed.

Haruka : We should try to learn more about people who will receive used clothes. If we understand them better, we will know what they need. Now, can you tell us about the activities at your school?

John : [う] We had an experience that is similar to yours. When our school donated for the first time, we collected things that we didn't use. We tried to give those things to families in need in our town, but some families didn't accept them.

Haruka : , then?

John : We asked them what they needed. They told us that they needed food. We

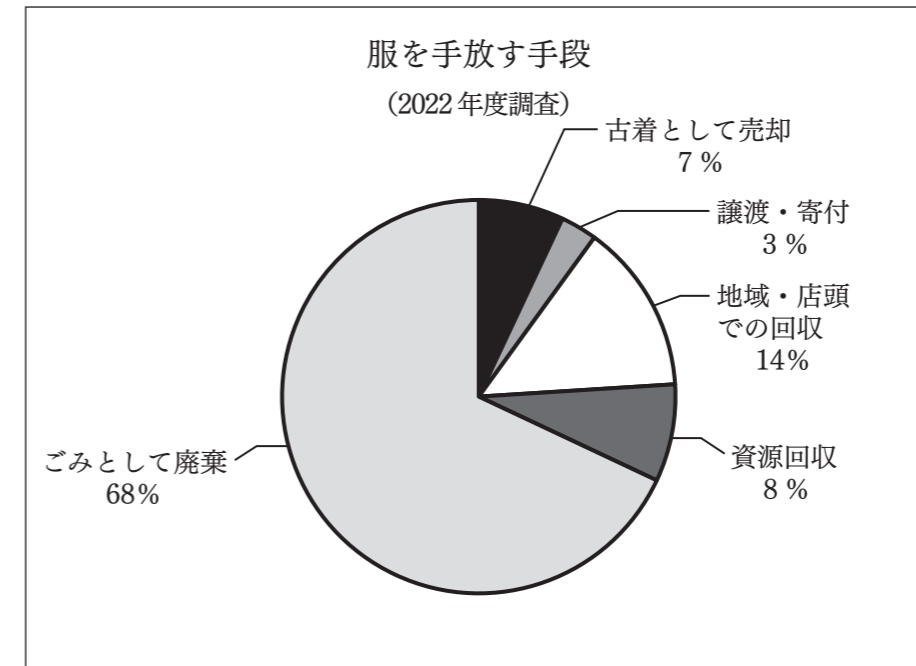
decided to sell things that we collected from our students. We got money by selling the things, and then with the money we got, we bought food and gave it to the families.

Taro : I see. I think it is a good idea to sell things after we collect them.

John : [え] There are many ways to help people. After all, it is important to understand other people and what they need if we want to help them.

(注) donate 寄付する used 中古の get rid of ～ ～を手放す
 be thrown away 廃棄される give away ～ ～を譲渡する
 throw away ～ ～を廃棄する reuse 再利用する
 recycle リサイクルする reduce 減らす amount 量
 NPO 非営利団体 (non-profit organization の略) accept 受け取る
 remove 取り除く rest 残り be similar to ～ ～に似ている
 for the first time 初めて in need 困っている after all 結局

グラフ1



(環境省ウェブページにより作成。)

1 本文中の に当てはまる数値を、次のア～エの中から選び、その記号を書きなさい。

ア 7 イ 14 ウ 8 エ 68

2 下線部①について、その内容を表している最も適切な英文を、次のア～エの中から選び、その記号を書きなさい。

- ア Taro and Haruka decided to throw away used clothes.
- イ Taro and Haruka had to remove some clothes from the used clothes given by the students at their school and send the rest to an NPO.
- ウ Taro and Haruka found an NPO that donates used clothes to some foreign countries.
- エ Taro and Haruka got money by selling the used clothes given by the students at their school.

3 本文中の B に当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 did you do that
- イ How did you do that
- ウ What did you do
- エ Who did that

4 次の英文は、本文中から抜き出したものです。この英文を入れる最も適切なところを本文中の [あ] ～ [え] の中から選び、その記号を書きなさい。

We had one problem.

5 太郎は、アメリカに帰国したジョンに次のメールを送りました。本文の内容を踏まえて、このメール中の (a) ～ (d) に当てはまる最も適切な語を、下のア～エの中からそれぞれ選び、その記号を書きなさい。

Dear John,

Thank you for visiting our school last week. We were glad to (a) our experiences with you. As we discussed with you, to help others, we should understand what they (b) . So, before we donate used clothes next time, we will (c) for more information about people who will receive the clothes. If we know more about them and their lives, we can (d) them clothes that are useful.

Let's talk again soon!

Taro

(注) as we discussed 私たちが話したように

- ア give イ look ウ share エ need

③ 次の英文は、高校生の健一が、英語の授業で「心に残る思い出」というテーマで書いた英作文です。これに関して、あとの1～6に答えなさい。

Did you know that geese fly in a V-formation? I heard about this formation in our high school class for the first time and learned that they can fly farther in this way. While geese are flying in the V-formation, they take turns leading the formation. When the lead goose is tired, it goes to the back and another goose comes to the front. In this way they can share the load and fly farther.

When I listened to this story, I remembered the chorus contest I had when I was a junior high school student. In that contest, I became a class leader because I was a member of the brass band and thought that ① I knew (to the how chorus make) better.

In May, we began to practice singing the song for the contest. I said to my classmates, “Let’s practice hard and win first prize!” We practiced singing every day, but I thought our chorus was not getting better. I always told my classmates what was bad about our chorus.

One day, when we had two weeks before the contest, we were going to practice singing in the music room, and I asked everyone to come. However, only half of the class came. I got angry and said, “We cannot practice today.” Then, one of my classmates said, “What? We came here to practice!” I didn’t say anything. Then, Kyoka, another classmate, said, “Kenichi is tired because he is always thinking about our chorus. We should help him.” She came to the front and said, “What do you want to practice today?” Some students told her they wanted to practice the beginning of the song. She said, “OK. We’ll practice that part. Is it OK, Kenichi?” I said, “Yes...” Kyoka said, “Everyone, smile! Yes! That’s perfect!” All of them smiled and sang louder. She said, “Our chorus is getting better! We can win first prize!”

After practicing, I went to her and said, “Thank you for helping me.” She just smiled. I said, “You should be the leader instead of me because you understand them.” She said, “I think you are a good leader, because you have a strong passion. We still have two weeks before the contest. We can win first prize!” After I talked to Kyoka, I wondered what was the best for the class and ② made some decisions.

The next day, I asked Kyoka to take turns leading the class with me. I said to her, “You can say things to our classmates when we practice singing. If both you and I are leaders, our chorus will be better.” Kyoka thought about it for a few minutes and said yes. Kyoka and I spoke to the class about our chorus in turn.

I also asked the other classmates to say what they thought about our chorus to the class. A lot of classmates did so, and some of them cheered the class on. That improved our chorus.

At the chorus contest, we did our best and our chorus was great. We didn’t win first prize, but everyone in the class said that the chorus contest was a good memory.

From this experience, I have learned that it is hard for only one member to improve the performance of the team. When each member shares the responsibility with the other members, the team can perform better.

(注) goose 雁^{がん} (渡り鳥の一種、複数形は geese)

V-formation V字型の隊形 for the first time 初めて

farther より遠くへ take turns ~ 交替で~する lead 先導する

lead goose 先頭の雁 back 後ろ load 負担 leader リーダー

brass band 吹奏楽部 loud 大きな声で instead of ~ ~の代わりに

passion 情熱 wonder あれこれ考える make a decision 決心をする

in turn 交替で cheer ~ on ~を応援する responsibility 責任

perform better よりよい結果を出す

1 次の(1)・(2)に対する答えを、それぞれ英文で書きなさい。

(1) Did Kenichi learn about the V-formation of geese in junior high school?

(2) Why did Kenichi get angry and say, “We cannot practice today”?

2 下線部①が意味の通る英語になるように、()内の語を並べかえなさい。

3 下線部②について、その内容を表している英文を、次のア～エの中から2つ選び、その記号を書きなさい。

ア Kenichi decided to tell his classmates to smile and sing louder.

イ Kenichi decided to tell Kyoka that Kyoka and Kenichi should be leaders.

ウ Kenichi decided to ask his classmates to share what they thought about their chorus with the class.

エ Kenichi decided to stop practicing the song for the chorus contest.

4 本文中の に適切な語を1語補って、英文を完成しなさい。

5 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 When geese fly in a V-formation, the lead goose never feels tired.

イ In May, Kenichi's class started to practice singing for the chorus contest.

ウ Kyoka did not think that Kenichi was a good leader.

エ Kenichi's class won first prize in the chorus contest.

6 健一のクラスは、英語の授業で、ペアで互いの英作文を読み、読んだ感想を伝えることになりました。次の対話は、健一が、ペアを組んだ広子と、健一の英作文について話したときのものです。これを読んで、下の(1)・(2)に答えなさい。

Hiroko : Your essay was really good!

Kenichi : Thank you.

Hiroko : I like the beginning of your essay. I didn't know about the V-formation of geese. Have you ever geese in a V-formation?

Kenichi : No, but I want to see them someday.

Hiroko : I also like your idea about improving the team performance. I am captain of the volleyball club, and I want our team to get stronger. After I read your essay, I realized that it is important for each team member to . If we do so, our team will perform better, right?

Kenichi : Yes, I think that it is important for each member to do so.

(注) essay 作文 captain キャプテン

(1) 対話の流れに合うように、 に入る適切な英語を1語で書きなさい。

(2) 本文を踏まえて、 に入る適切な英語を7語以内で書きなさい。

問題は、次のページに続きます。

- 4 あなたは、英語の授業で、次のテーマについてクラスで意見交換をすることになりました。このテーマについて、賛成または反対のいずれかの立場で、あなたの意見を30語以上50語以内のまとまりのある英文で書きなさい。なお、2文以上になっても構いません。ただし、下の【条件】と【注意事項】に従って書くこと。

紙の本より電子書籍の方がよい。
E-books are better than paper books.

(注) e-book 電子書籍

【条件】

- (1) 賛成か反対かの立場を明確にすること。
- (2) 賛成か反対を選んだ理由を2つ挙げること。

【注意事項】

英文は次の記入例のように各下線上に1語ずつ書くこと。短縮形 (I'll や don't など) は1語と数え、符号 (. や ? など) は語数に含めません。

(記入例) I'll go there. (3語)