

英 語（45分）

受験番号	
	(算用数字)

1 この問題は聞き取り検査です。問題A～問題Dに答えなさい。すべての問題で英語は2回ずつ読まれます。途中でメモをとってもかまいません。

問題A (1)、(2)のそれぞれの英文で説明されている内容として最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

(1)

ア



イ



ウ



エ



(2)

ア Annの今週の予定

月	
火	
水	イヌの散歩
木	
金	
土	
日	バレーボールの試合

ウ Annの今週の予定

月	
火	
水	バレーボールの試合
木	
金	
土	
日	イヌの散歩

イ Annの今週の予定

月	イヌの散歩
火	
水	バレーボールの試合
木	
金	
土	
日	

エ Annの今週の予定

月	バレーボールの試合
火	
水	イヌの散歩
木	
金	
土	
日	

問題B (1)、(2)のそれぞれの会話の最後の文に対する応答部分でチャイムが鳴ります。そのチャイムの部分に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

- |     |   |     |  |
|-----|---|-----|--|
| (1) | ア At the science room.<br>イ It starts at 4 p.m.<br>ウ It was delicious.<br>エ Three times a week. | (2) | ア Can you come to the library?<br>イ We will go to the park by bike.<br>ウ I'm looking forward to it.<br>エ It will be held in Midori Park. |
|-----|---|-----|--|

問題C Renは、明日の農場体験に向けて事前説明を聞いています。Renがまとめたメモの(あ)～(う)にそれぞれ適当な英語1語を入れなさい。ただし、数字も英語で書くこと。

[Renのメモ]

Time	What
by eight thirty	・ go to the (あ)
from (い)	・ go to the kitchen ・ cook the (う) that we pick

問題D AlexとYunaが、市役所で館内放送を聞いた後に話をしています。館内放送とAlexの発言を聞いて、(1)、(2)に答えなさい。

(1) 館内放送の内容と合っているのは、ア～エのうちではどれですか。一つ答えなさい。

- ア この市役所の二階に、イベントルームがある。  
イ この市役所では、市民が撮影した写真を見ることができる。  
ウ この市役所では、今、生け花の展示をしている。  
エ 市立図書館では、さまざまな講座を受講することができる。

(2) 館内放送の後にAlexが発言したことに対して、どのように答えますか。あなたがYunaになったつもりで、書き出しに続けて、①、②に、それぞれ3語の英語を書き、英文を完成させなさい。

I can go on both days. So, on the 16th, let's learn ① a kimono at 3 p.m. On the 17th, we can try ② at 9 a.m.

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2

問題 A、問題 B に答えなさい。

問題 A Kumi とクラスメートの Lisa が、姉妹校（sister school）の生徒である Alice、Dennis、Joseph からの E メールを見ながら、彼らの生活などについて話をしています。次は、その E メールと会話です。(1)～(5)に答えなさい。

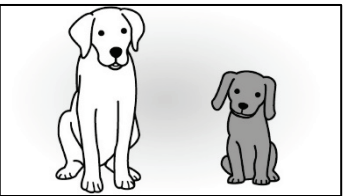
AliceからのEメールの一部

At my school, we have five long vacations each year. The longest one is the summer vacation, and the others are about two weeks long.

DennisからのEメールの一部

We have a lunch break for about two hours at our school. So, I usually go home to have lunch. My favorite meal is bread with jam. I usually eat it for breakfast. I like to put a lot of jam on my bread. On weekends, I sometimes cook lunch for my family. Last Sunday, I made some sandwiches, and I used the bread that my mother (あ) buy from a famous bakery. My sister loved them.

JosephからのEメールの一部



I love Japanese anime. Now, I study Japanese hard to understand my favorite anime in Japanese. I have two dogs, Asahi and Sakura. Asahi is white, and Sakura is black. Their names are from Japanese words. Asahi is (い) in size than Sakura. My whole family takes care of them. For example, I walk my dogs in the park on weekends. I hope that I can visit the places used in Japanese anime in Japan someday.

Kumi : These three e-mails from students at our sister school are very interesting. I wish we had five long vacations, like they do.  
Lisa : Me, too. Oh, this e-mail has a photo. He has cute dogs that have names from Japanese (う) ! I'm glad to hear that he likes Japanese culture very much.  
Kumi : This student wrote he takes care of the dogs with his family. I think it's the best way for the dogs, too.  
Lisa : I think that's true. OK, let's read this e-mail from Dennis.  
Kumi : I'm surprised that they have two hours for lunch. If our lunchtime were as long as theirs, I could talk more with my friends. He also wrote about his (え) . My favorite is the same as his. I'd like to have delicious (え) with him.  
Lisa : I hope we will do that with them !

- (1) 下線部（あ）の単語を、最も適当な形に変えて書きなさい。
- (2) (い) に入れるのに最も適当な英語 1 語を書きなさい。
- (3) (う) に入れるのに最も適当な英語 1 語を、Eメールから抜き出して書きなさい。
- (4) (え) に共通して入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。  
ア breakfast      イ school lunch      ウ bakery      エ sweets
- (5) Eメールと会話から読み取れる内容として最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。  
ア The longest vacation at Alice's school is two weeks long.  
イ Dennis made dinner by using bread from a famous bakery.  
ウ Joseph wants to visit the places he saw in Japanese anime.  
エ Kumi doesn't think she needs long lunch breaks like Alice's.

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問題B Eita と留学生の Nick が、ウェブサイトを見ながら、図書館に行く計画を立てています。次の英文は、二人の会話で、次のア～エは、二人が見ているウェブサイトの画面です。二人が行くことにした図書館を示すウェブサイトの画面として最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

Eita : We don't have classes this Wednesday, so I'm going to go to one of these libraries. Why don't you come with me ?  
Nick : Sure ! It'll be rainy this Wednesday. Midori City is a little far, so going there isn't a good idea. Why don't we go to this one in Kita City ?  
Eita : Oh, it's closed that day. Also, I want to read many English books. So, can we choose the other one ?  
Nick : I see. Then, let's go to this library.  
Eita : OK.

ア

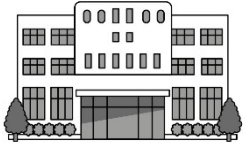
Sakura Library



In Midori City  
English books : 180  
Closed : Tuesday

イ

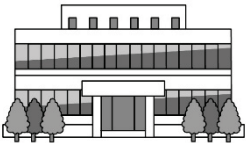
Aoba Library



In Midori City  
English books : 50  
Closed : Monday

ウ

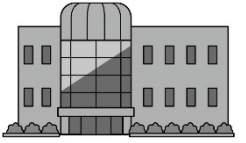
Higashi Library



In Kita City  
English books : 50  
Closed : Wednesday

エ


Chuo Library



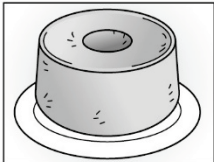
In Kita City  
English books : 200  
Closed : Monday

3 Hina と留学生の Amy が、あるウェブサイトを見ながら、次回料理クラブで作るものについて話をしています。次は、そのウェブサイトの画面の一部と会話です。ウェブサイトの画面の一部と会話の内容に合うように、【条件】1および2に従って、会話を完成させなさい。

ウェブサイトの画面の一部



【クッキー】  
☆調理時間：60分  
☆材料  
・小麦粉    ・砂糖    ・バター    ・卵



【ケーキ】  
☆調理時間：120分  
☆材料  
・小麦粉    ・砂糖    ・サラダ油    ・卵  
・牛乳

Hina : Amy, we'll cook some sweets next week. Look at this website of recipes. In our next club meeting, what should we cook ?  
Amy : I think we should make cookies. What do you think ?  
Hina : I agree. We .

- 【条件】
- 1 会話の  に、「クッキーを作りたい理由」を6語以上の英語で書きなさい。2文以上になってもかまいません。また、数字は算用数字でもよい。
  - 2 次の【語群】からいずれか1語を選び、用いなさい。使用する【語群】の語も、語数に含みます。

【語群】
milk    minutes

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4

White 先生の英語の授業で、Nami、Shun、Erika が、school lunch（給食）について話し合いをしています。次の英文は、話し合いと、それを聞いて Erika が授業で書いたノートの一部です。(1)～(5)に答えなさい。

■ 話し合い

Mr. White : Hello, everyone. We have a discussion lesson today. I want you to listen to your classmates carefully and discuss with each other. The topic is lunch at school. At our school, you can choose a school lunch or a packed lunch from home. Which do you like better ?

Nami : We can get enough nutrition by having a school lunch because a nutritionist makes the daily menu for students. I like school lunches better.

Mr. White : That's true. Actually, I'm always glad to have it. I live alone and try to have many kinds of food, but I can't eat enough vegetables at home. How about the good points of packed lunches ?

Shun : (あ) I have two reasons. First, I can eat my favorite food in my packed lunch. My mother makes lunch with my favorite food. Second, I'm a picky eater. There are some kinds of food that I can't eat. I don't want to waste food, so I think packed lunches are better for me.

Erika : My parents are so busy that they can't make packed lunches in the morning. (い) a packed lunch, Shun ?

Shun : Yes, only once. It took me a long time. After that, I always thank my mother. It's not easy to do that every day.

Erika : Right. I think school lunch gives students a fair opportunity to eat the same food. Also, talking about its menu with my friends is fun for me. Some foods are very popular among students.

Mr. White : What foods ? (う)

Erika : Sure. The bread called *agepan* and curry and rice are loved by many students. Also, school lunches sometimes (え) students / make / eat food / even if they don't like it because of its special recipes.

Nami : I agree with you. Students sometimes have a special menu, such as local dishes. For example, students have *houtou* from Yamanashi or *imo-ni* from Yamagata. We enjoy them and learn about traditional lives in Japan. I think the school lunch is an important part of education.

Shun : You have a point. I learned about a seasonal event from school lunches. At my elementary school, we ate pumpkin on *touji*. I learned about the custom for the first time then. Also, I realized our area is famous for pumpkin.

Mr. White : Great. Food is getting expensive these days. It's getting difficult to keep the quality of school lunches.

Nami : That's right, Mr. White. We can enjoy school lunches and learn about many things. On the other hand, there are some problems like the cost.

Erika : I like lunch time at school. I hope students will enjoy their lunch and learn about the food in Japan.

Mr. White : OK. You had a great discussion today.

■ Erika が授業で書いたノートの一部

Today, I had a discussion lesson about lunch at school. My classmates told me they learned about seasonal events and local dishes through school lunches. I learned that keeping the quality of school lunches is becoming difficult. However, I hope students will have (お) to eat and learn a lot through school lunches.
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- [注] packed lunch 弁当 nutritionist 栄養士 picky eater 好き嫌が多い人  
seasonal 季節の
- (1) (あ) (う) に入れる英語の組み合わせとして最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。
- ア (あ) I like packed lunches better. (う) Why don't you cook the popular menu ?  
イ (あ) I like packed lunches better. (う) Could you give me an example ?  
ウ (あ) I like school lunch, too. (う) Why don't you cook the popular menu ?  
エ (あ) I like school lunch, too. (う) Could you give me an example ?
- (2) あなたがErikaになったつもりで、(い) に適当な英語4語を書きなさい。
- (3) 下線部（え）の語をすべて用いて、話し合いの流れに合うように並べ替えなさい。
- (4) 話し合いの内容と合っているのは、ア～エのうちではどれですか。一つ答えなさい。
- ア All the students at their school have a school lunch every day.  
イ Nami knows there is a nutritionist who creates their school lunch menus.  
ウ Shun doesn't know a lot of pumpkins are grown in their area.  
エ They enjoyed talking about popular dishes from foreign countries.
- (5) (お) に入れるのに最も適当な英語3語を、話し合いの中のErikaの発言から抜き出して書きなさい。

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Ryota は絶滅寸前の動植物（endangered animals and plants）とテクノロジーの利用について調べ、レポートにまとめました。次の英文は、そのレポートです。(1)～(6)に答えなさい。

A special list called the “Red List” shows people endangered animals and plants. Over 40,000 kinds of living things and plants are on it because they may disappear. A long time ago, when dinosaurs lived, it took about 1,000 years for one kind of living thing to disappear. However, between 1975 and 2000, one kind of living thing disappeared every 13 minutes! Why are so many animals and plants endangered? The reason is human activities.

<sup>(あ)</sup>How do our activities affect the environment and animals? For example, we destroy forests and mountains to make farms or to build houses. Also, construction changes the environment around shores and rivers. When humans do these things, animals lose their homes. Also, chemicals people use can kill living things. Sometimes, animals brought from other places by people kill the local animals.

One of the animals that disappeared in Japan is the Japanese river otter. It used to live in many places near rivers all over the country. At that time, people hunted them a lot for their fur, and their numbers decreased. Later, pollution made the water dirty, so they had less food. River construction also destroyed their homes. These are some of the reasons for their disappearance.

There is a delicate balance of different living things on the Earth. If one kind of living thing disappears, people cannot bring it back. This can affect other animals. What are people doing to solve the problem? There are many laws around the world to protect those living things now. <sup>(い)</sup>People are also using technology to help them. In the national parks in Africa, drones are used to stop poaching. Poachers usually work at night, and drones are useful to find them even in the dark.

Scientists have found other ways to <sup>(う)</sup> to protect wild animals. Because of this serious situation, we have to look for a good way to watch over animals all the time. To count animals, researchers look at footprints and collect animal dung. <sup>(え)</sup> To solve this problem, researchers use drones to look at places that people cannot reach. Thermal cameras on the drones can watch animals at night and help scientists learn about them. Drones also can take high-quality pictures from a distance, so it doesn't bother the animals.

It can be too late to help animals after big changes happen, so it is important to watch for <sup>(お)</sup> all the time. In the future, new drones that look like birds or other animals may be made, and they <sup>(か)</sup> better. I hope that human activities will lead to a good situation for nature. We should continue thinking about how to create a better world for both people and animals.

[注]

dinosaur 恐竜 chemical 化学物質 river otter カワウソ hunt 狩りをする  
fur 毛皮 disappearance 絶滅 drone ドローン poaching 密猟  
poacher 密猟者 footprint 足跡 dung フン  
thermal camera サーマルカメラ bother 悩ます

(1) 下線部（あ）の具体例を説明する次の文の <sup>①</sup> に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

<sup>①</sup> a good home for animals anymore.

ア Local animals can destroy イ Chemicals we use can create  
ウ Forests far from people's homes aren't エ Rivers changed by construction isn't

(2) 下線部（い）の具体的内容を説明する次の文の <sup>②</sup>、<sup>③</sup> にそれぞれ適当な日本語を入れなさい。

アフリカの国立公園では、ドローンが <sup>②</sup> ために用いられている。ドローンは密猟者を <sup>③</sup> のに役立っている。

(3) <sup>(う)</sup>、<sup>(お)</sup> に入れる英語の組み合わせとして最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

ア (う) find poachers (お) one major change  
イ (う) find poachers (お) small changes  
ウ (う) use drones (お) one major change  
エ (う) use drones (お) small changes

(4) <sup>(え)</sup> に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

ア However, many wild animals live in places that are difficult for people to get to.  
イ However, it is now very easy for people to count animals.  
ウ To look at footprints and collect animal dung, people started to create drones.  
エ It's impossible for both wild animals and people to live in the same environment.

(5) <sup>(か)</sup> に入れるのに最も適当な英語3語を、1つ前の段落から抜き出して書きなさい。

(6) 本文の内容と合っているのは、ア～オのうちではどれですか。当てはまるものを2つ答えなさい。

ア One kind of living thing disappeared every 13 minutes when dinosaurs lived.  
イ Disappearances of animals and plants happen because of their own activities.  
ウ One of the reasons that the Japanese river otter disappeared was hunting by humans.  
エ In Africa, drones work at night to monitor wild animals for hunting.  
オ Ryota hopes that we will make the world better for both people and animals.