

# 英 語

時間 50 分

( 9時55分～10時45分 )

## 注 意

- 1 問題の□1は放送による検査です。問題用紙は放送による指示があるまで開いてはいけません。
- 2 問題用紙は表紙を入れて7ページあり、これとは別に解答用紙が1枚あります。
- 3 受検番号は、検査開始後、解答用紙の決められた欄に記入しなさい。
- 4 机の上に置けるものは、受検票・鉛筆(シャープペンシルも可)・消しゴム・鉛筆削りです。
- 5 筆記用具の貸し借りはいけません。
- 6 問題を読むとき、声を出してはいけません。
- 7 印刷がはっきりしなくて読めないときや、筆記用具を落としたときなどは、だまって手をあげなさい。
- 8 「やめなさい」という合図ですぐに書くのをやめ、筆記用具を置きなさい。

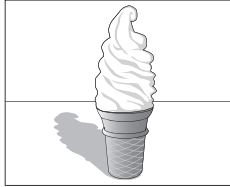
## 答えの書き方

- 1 答えは、問題の指示に従って、すべて解答用紙に記入しなさい。
- 2 答えはていねいに書きなさい。答えを書き直すときは、きれいに消してから書きなさい。

**1** 放送による検査 (27 点)

(1)

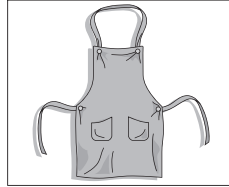
ア 1



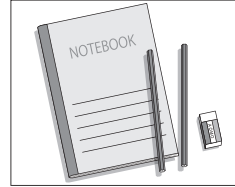
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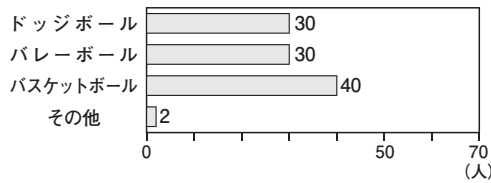
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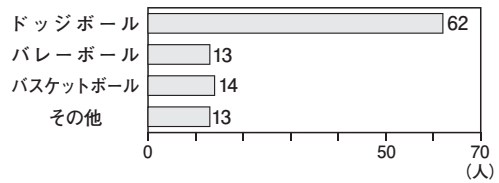
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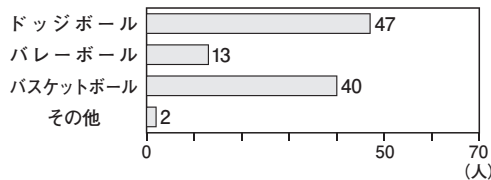
イ 1



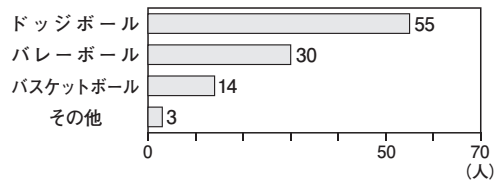
2



3



4



ウ 1 10:10 a.m.

2 10:20 a.m.

3 10:30 a.m.

4 10:50 a.m.

(2)

ア 1 About her family.

2 About winter.

3 About her dream.

4 About her town.

イ 1 She went there today.

2 She went there when she was a child.

3 She went there last summer.

4 She went there last winter.

ウ 1 They got gold medals.

2 They practiced harder than Kate.

3 They went to some countries.

4 Their dreams came true.

(3)

ア 1 She enjoyed camping with Mr. Sato.

2 She saw many stars on TV.

3 She invited Mr. Sato to camping.

4 She went to the mountain with her family.

イ 1 OK, I will.

2 OK, you should.

3 Let's go to our school.

4 Go to bed.

(4) ( )

2 次の英文は、中学2年生のショウタ (Shota) と、アメリカ人留学生のエマ (Emma) の対話の一部です。ショウタは、エマに、九九の一覧表を見せながら話をしています。これを読んで、あとの(1)～(3)に答えなさい。(14点)

Shota : How do you \*memorize this in America? ア ( me about tell you it can ), please?

Emma : As an example, when we memorize  $2 \times 2 = 4$ , we say “two \*times two is four,” and when we memorize  $2 \times 3 = 6$ , we say “two times three is six.” Is this different from yours?

Shota : No, it isn't. It sounds the same, but we have an interesting way to say this in Japan. イ ( what know is you it do ) ?

Emma : Not really. You usually count numbers, “*ichi, ni, san, shi, go, roku...*”

Shota : That's right. We use them to say numbers like singing a song. When we memorize  $2 \times 2 = 4$ , we can say “*ni-nin-ga-shi.*” When we see  $2 \times 3 = 6$ , we can say “*ni-san-ga-roku.*” They sound like songs, right?

Emma : Yes, that's amazing!

Shota : It is said that this way helps Japanese people memorize this easily. Well, have you ever heard that Japanese people also say numbers, “*hi, fu, mi, yo, itsu, mu...*”? It can be used when we want to memorize several numbers easily.

Emma : I've  heard of it! It is new information to me.

Shota : This gives us a faster and easier way to memorize numbers. How do you remember the  $\sqrt{2}$ ? You know it is 1.41421356.... We remember it with the \*phrase, “*hitoyohitoyoni-hitomigoro.*” It is very famous and popular among Japanese students because it is fun just by saying it.

Emma : Oh, “*hitoyohitoyoni-hitomigoro?*” Interesting!

Shota : I like making phrases by using these two ways. For example, I saw a long number, 8724164, on a magazine last week. The number wasn't important to me, but I made a phrase, “*hanani-yoimushi.*” In this example, I could imagine a picture that shows a cute \*bee on a flower. We can sometimes create the picture of it with the phrase.

Emma : If I think about the number like that, I'm sure that I can't forget it easily! ウ This is a ( to lot example remember good a ) of numbers. Thank you for telling me.

×	1	2	3
1	1	2	3
2	2	4	6
3	3	6	9
4	4	8	12

(注) memorize ～を暗記する times ～倍 phrase(s) 言い回し, フレーズ  
bee ミツバチ

(1) 下線部ア～ウについて、文の意味が通るように、( )内の語をすべて用いて、正しい順序に並べかえて書きなさい。大文字にする必要のある文字は大文字にきなさい。

(2) に入る最も適切な英語を、次の1～4の中から一つ選び、その番号を書きなさい。  
1 once                      2 before                      3 ever                      4 never

(3) 次の文章は、ショウタと話をした日の夜に、エマがショウタに送ったメールの内容の一部です。下線部1, 2をそれぞれ一つの英文で書きなさい。

Hi, Shota. I was happy to talk with you today. 1 私は日本に来てからずっと日本語を勉強しています。Japanese has *hiragana, katakana, and kanji*, but I'm not good at reading *kanji*.  
2 日本語は他の言語よりも難しいです。

**3** 次の英文は、アメリカ人留学生のジェフ (Jeff) と、ホストファミリーの母のヒロコ (Hiroko) の対話の一部です。二人は、食卓で話をしています。これを読んで、あとの (1), (2) に答えなさい。(13 点)

- Jeff : The pizza you made is so delicious. I love it. [ A ].
- Hiroko : Thank you, Jeff. Today I used something special for this pizza. Do you know it?
- Jeff : Something special? You put \*green pepper, onion, tomato, \*sausage and cheese....  
Are the vegetables special? Did you \*grow the vegetables for the pizza?
- Hiroko : No, I didn't grow any vegetables.
- Jeff : Then, did you make the sausage?
- Hiroko : No, I can't make it. I bought it at the supermarket.
- Jeff : I see. Well, it is the cheese, right?
- Hiroko : That's right! You may be surprised, but the cheese is made from rice! Did it taste like rice?
- Jeff : No, not at all! [ B ], so I can't believe that the cheese is made from rice. It is very surprising to me.
- Hiroko : I was also surprised to know that this cheese was made from rice. When I found it at the supermarket, I wanted to use it for my pizza. I think that rice cheese is great food for us.
- Jeff : Why do you think so?
- Hiroko : First, it is easy for Japanese people to get rice because most of the rice we usually eat is made in Japan. That means we can make rice cheese in Japan. Second, people who \*are allergic to milk can also enjoy eating cheese pizza.
- Jeff : Oh, that is good news for my brother. He is allergic to milk, so he has never eaten milk cheese pizza. He should try rice cheese pizza someday.
- Hiroko : [ C ]!

(注) green pepper ピーマン      sausage ソーセージ      grow ~を育てる  
be allergic to ~に対してアレルギーのある

(1) 二人の対話が成立するように、[ A ] ~ [ C ] に入る最も適切なものを、次の 1 ~ 7 の中からそれぞれ一つ選び、その番号を書きなさい。

- 1 I hope you'll eat cheese pizza
- 2 You are good at cooking
- 3 You told me that cheese was made from milk
- 4 I hope that day will come soon
- 5 I hope he'll never eat pizza
- 6 You've cooked the pizza I don't like so much
- 7 I thought that this cheese was made from milk

(2) 二人の対話の内容に合うものを、次の 1 ~ 6 の中から二つ選び、その番号を書きなさい。

- 1 Hiroko enjoyed growing the vegetables for the pizza.
- 2 Jeff is allergic to milk.
- 3 Something special for the pizza was the rice cheese.
- 4 Jeff's brother has eaten milk cheese pizza.
- 5 Hiroko cooked a delicious pizza.
- 6 The rice cheese for the pizza tasted like rice.

- 4 次の英文は、中学3年生のアユミ（Ayumi）が、授業で行った発表の内容です。これを読んで、あとの（1）～（3）に答えなさい。（21点）

What is language to you? My answer is that language is a necessary thing to change myself. I want to continue improving myself through my life. I know it's not so easy and I cannot do it only by myself, but "meeting and talking with people" can help me. When I meet and talk with people, their way of thinking always touches my heart. I usually feel happy, sometimes sad, or even surprised, but every feeling gives me something. I can learn something from people.

However, if I don't have a way to communicate, I cannot talk with people and I cannot understand them. We have many ways to communicate, but I believe that language is the most useful to understand each other because language has the power to change people through talking.

One day, I bought a book written by my favorite singer at a bookstore. He was there, and I could talk with him. I asked him, "How can I use exciting words in songs like you?" He said to me, "Bring a notebook with you, and go around the town. When you find something wonderful to you, write your feelings in your own words. Then, you can get words which move someone's heart." It was a happy day for me because I was sure that talking with him changed me. Of course, I have a small notebook in my \*pocket now.

There are many people in the world. So, to change yourself, who do you want to meet and talk with?

(注) pocket ポケット

- (1) 次の文章は、アユミの発表の内容をまとめたものの一部です。発表の内容と合うように、(ア)～(ウ)に入る最も適切な日本語をそれぞれ書きなさい。

- ・アユミにとって、言語は（ア）ために必要なものである。
- ・アユミの大好きな歌手は、「素敵なものを見つけたときに、自分の気持ちを（イ）で書き留めることで、（ウ）言葉を自分のものにすることができる」と話した。

- (2) アユミの発表の内容と合うように、次の1～3の質問に対する答えをそれぞれ一つの英文で書きなさい。

- 1 What does Ayumi want to do through her life?
- 2 Is language the only one way to communicate?
- 3 Why was Ayumi happy on that day?

- (3) 下線部に関して、「あなたが話をしてみたい人」について、その理由を含めて英語20語以上で書きなさい。文の数はいくつでもかまいません。また、人名を用いる場合は、ローマ字で書いてもかまいません。

5 次の英文は、高校1年生のコスケ（Kosuke）が、英語の授業で発表した内容です。これを読んで、あとの（1）～（3）に答えなさい。（25点）

I gave my five-year-old sister a toy on her birthday. Then she brought the toy's box with a \*2D code and asked me, "What's this? I always see this around me." Before I answered, I put my smartphone's camera over it. Then, information about the toy appeared on my phone. She was very surprised with this new world behind the 2D code. I said to her, "If we have this 2D code, we can easily get this information from it."



\*Innovation sometimes comes from simple, easy answers and improves our lives. The 2D code was invented by a Japanese man. His company kept many boxes with \*barcodes, but there was a problem. It was not easy to know all the box's information without any trouble. One day, workers were playing a traditional game, \*igo. Don't you think it looks similar to a 2D code? He focused on its \*pattern of black and white pieces. This gave him the great idea about how to keep a lot of information, and he thought what good change this would bring to his daily life. 2D codes have more information than barcodes. They are now found in textbooks, video games, and websites. This shows some people tried to find better ways to use them in their daily lives. Through this story, I respect this Japanese man and how he invented the 2D code, and I also respect people who want to make it better.

The 2D code is a good example of innovation and helped me realize an important thing. We can get great ideas from anything, anywhere, and at any time. So, innovation doesn't need to come from something big and special. There are \*inconvenient things and simple problems around us. Sometimes, answers to them can be very easy. They can be the key to innovation. We just need to look around and ask ourselves, "What can be improved?" Do we look for new ideas or do we stay with only old ideas?

When I thought about this more, I found I often heard, "If I had..." or "If there were..." around me. Before, I thought these "If" \*sentences would not create anything, but now I believe they can be the first step to innovation. We don't need to keep listening to and saying "If" without doing anything. Look around you to see what you can improve. How many doors of innovation have been waiting to be opened around you? You can be on the way to discover and create something better. Use people's "If" to open the doors and make our society better in ways we have never imagined.

(注) 2D code(s) 二次元コード      innovation 革新      barcode(s) バーコード  
igo 囲碁      pattern 模様      inconvenient 不便な  
sentence(s) 文

- (1) 本文の内容と合うように英文を完成させるとき、次のア～エに続く最も適切なものを、1～4の中からそれぞれ一つ選び、その番号を書きなさい。

ア When Kosuke talked with his sister about 2D codes,

- 1 it was her first time to see them.
- 2 he didn't know anything about them.
- 3 she saw some of them before.
- 4 he let her put his smartphone over them.

イ 2D codes

- 1 were born because many Japanese people tried hard to invent them.
- 2 have less information than barcodes.
- 3 were used in a company to keep many boxes.
- 4 became popular because there were people who wanted to find ways to use them.

ウ The thing Kosuke learned is that

- 1 innovation is only born from something big and special.
- 2 answers to inconvenient things can sometimes be very easy.
- 3 he doesn't need to look for new ideas and should stay with old ideas.
- 4 a great idea can spread in the society even if we especially don't do anything.

エ Kosuke is thinking that

- 1 he can create a better society by focusing on "If" around him.
- 2 it is important to keep listening to "If" from people and waiting for innovation.
- 3 the society around him has no doors of innovation, so he has to make them.
- 4 "If" will create nothing and people should stop saying "If."

- (2) 下線部 an important thing が表している内容を日本語で書きなさい。

- (3) 本文の内容をふまえて、次の英文の(ア)～(ウ)に入る最も適切な語を、下の1～7の中からそれぞれ一つ選び、その番号を書きなさい。

When a Japanese man had ( ア ) in keeping a lot of information in his work, he found an answer from an *igo* board in his daily life. Kosuke understood that he could use a ( イ ) way of thinking to make the society around him better. We should look around and ( ウ ) what we can improve without keeping only old ideas. Each of us will be one of the people who will make a good change in the future.

- |           |           |               |               |
|-----------|-----------|---------------|---------------|
| 1 stay    | 2 similar | 3 easy        | 4 convenience |
| 5 trouble | 6 find    | 7 traditional |               |

