

1. リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。）

(ア) チャイムのところに入るナオヤの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

No.1 1. He said he went to a store near our house.

2. He had to go there for his work.

3. He was there for 10 days.

4. He got another one for you, too.

No.2 1. I played it for two hours last night.

2. My younger brother also plays the guitar.

3. I play it every day, and I also play it with my friends on weekends.

4. I've played it for ten years.

No.3 1. I will be busy almost next week, but I can go on Saturday afternoon.

2. I'm free, so let's go to the park today!

3. We can take the bus to the park.

4. I hope it will be sunny tomorrow.

(イ) 対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの1～4の中から一つずつ選び、その番号を答えなさい。

No. 1 **Question : What can we say about Tom?**

1. He has read many books, but he hasn't read any books written by Mr. Hata.

2. He wants to borrow some books written by Mr. Hata from Mina.

3. He will go to the library to borrow the newest book written by Mr. Hata.

4. He hasn't read the newest book written by Mr. Hata yet.

No.2 **Question : Which is true about Mina?**

1. Her voice isn't good today, but she will practice singing a lot.

2. She hopes her voice will be fine by next week.

3. She doesn't feel well, but she won't go to the hospital.

4. She is happy because she doesn't have to practice singing.

㊦ オーストラリアにホームステイをしていたヒロト（Hiroto）が、英語の授業中にその体験についてのスピーチを行います。次の＜メモ＞はスピーチのためにヒロトが用意したものです。ヒロトのスピーチを聞いて、あとの No.1 と No.2 の問いに答えなさい。

＜メモ＞

- I stayed with the White family for  weeks in Australia.
- Mr. and Mrs. White : kind, I went to many places with them by .
- The son : fourteen, likes basketball, my good friend.
- The daughter : a high school student, studies , helped each other.
- They want to come to Japan.

No.1  ～  の中に入れるものの組み合わせとして最も適するものを、次の 1 ～ 6 の中から一つ選び、その番号を答えなさい。

- |            |         |            |
|------------|---------|------------|
| 1. ① two   | ② train | ③ Japanese |
| 2. ① three | ② car   | ③ Japanese |
| 3. ① four  | ② car   | ③ Japanese |
| 4. ① two   | ② train | ③ English  |
| 5. ① three | ② car   | ③ English  |
| 6. ① four  | ② train | ③ English  |

No.2 以下は、スピーチをした翌日にヒロトがホワイトご夫妻（Mr. and Mrs.White）に送ったメールです。ヒロトが書いた＜メール＞の（ ）の中に適する 1 語を英語で書きなさい。ただし、（ ）内の一つの \_ には 1 文字が入るものとします。

＜メール＞

Dear Mr. and Mrs. White,

How are you? I told my classmates about my life in Australia yesterday. They liked my \*speech. Some of them said they wanted to go to Australia to study English.

I hope you will come to Japan ( \_ \_ \_ \_ ).

Hiroto

\*speech : スピーチ

2. 次の文の \_\_\_\_\_ に適する動詞を下から選び、適する形になおして書きなさい。

- (1) I have a friend \_\_\_\_\_ in the U.K.
- (2) My brother bought a guitar \_\_\_\_\_ in America.
- (3) If you go there, you'll see many people \_\_\_\_\_ Japanese.
- (4) These are the animals \_\_\_\_\_ in Australia.

see      live      speak      make

3. 次の日本語にあう英文になるように、\_\_\_\_\_ に適する語を書きなさい。

- (1) 緊急事態の場合は、この番号に電話してください。

Please call this number \_\_\_\_\_ of \_\_\_\_\_.

- (2) 私は通り過ぎる男性に話しかけました。

I spoke to a man \_\_\_\_\_.

- (3) 私は家に帰る途中で、おばに電話をかけました。

I called my aunt \_\_\_\_\_ the \_\_\_\_\_ home.

- (4) もし晴れたら、外へ出ましょう。

Let's \_\_\_\_\_ if it is sunny.

- (5) 私はあまりにも悲しくて学校へ行けませんでした。

I was \_\_\_\_\_ sad \_\_\_\_\_ go to school.

4. 次の文を [      ] 内の指示にしたがって書きかえると、\_\_\_\_\_ に適する語を書きなさい。

- (1) Look at the girl. She is taking pictures. [ほぼ同じ内容を表す1つの文に]

Look at \_\_\_\_\_ pictures.

- (2) This is the present. It was given to me for my birthday. [ほぼ同じ内容を表す1つの文に]

This is \_\_\_\_\_ to me for my birthday.

- (3) How much is this camera? [I want to know に続けて間接疑問文に]

I want to know how \_\_\_\_\_ is.

- (4) What does he have for breakfast? Do you know that? [ほぼ同じ内容を表す1つの文に]

Do you know \_\_\_\_\_ for breakfast?

- (5) When will Mari's husband come to our house? Please ask her. [ほぼ同じ内容を表す1つの文に]

\_\_\_\_\_ Mari \_\_\_\_\_ her husband will come to our house.

5. 次の文の (     ) 内から適するものを選び、記号で答えなさい。

- (1) The e-mail ( ア was    イ that    ウ when ) you wrote made me happy.
- (2) Is that the bus ( ア what    イ who    ウ which ) goes to Nagano?
- (3) I know those students who ( ア is    イ are    ウ was ) running over there.
- (4) This is the river ( ア that    イ who    ウ it ) many people visit every year.

6. 次の日本語にあう英文になるように、\_\_\_\_に適する語を書きなさい。

- (1) 私たちは人権について話し合わなければなりません。

We have to talk about \_\_\_\_\_.

- (2) たとえ明日雪でも、彼らはサッカーを練習するでしょう。

They will practice soccer \_\_\_\_\_ it snows tomorrow.

- (3) 当時の私の趣味は写真を撮ることでした。

My hobby was taking pictures \_\_\_\_\_ time.

- (4) 当時、ここにはたくさんの魚がいました。

There were a lot of fish here in \_\_\_\_\_.

- (5) 私の祖母は1940年に生まれました。

My grandmother \_\_\_\_\_ in 1940.

- (6) 彼女は立ち上がってその質問に答えました。

She \_\_\_\_\_ and answered the question.

7. 次の英文は、ある中学生が盲導犬(guide dogs)について書いた文章です。これを読んで、あとの問いに答えなさい。

Do you like dogs? Most of you will answer "Yes." Dogs are our very good friends. But have you ever seen or heard about guide dogs? They are very important ①( can't / people / see / who / for ). Guide dogs help those people when they go out and walk around \*safely on busy streets.

- 5 One day I saw a man with a dog in a restaurant. That was my first time to see a dog in a restaurant. ②I was surprised. So my father said, "That's not a pet. It's a guide dog. You can bring a guide dog to a restaurant." I didn't know anything about guide dogs. I became interested, and now I know a lot about them.

- It is not easy to \*train guide dogs. Before they start training, they have to take a test.  
10 They should be kind and \*clever and love working with people. If they \*pass, those dogs are trained for six to ten months to become guide dogs. First, they learn \*simple commands like "Sit," or "Stop." Then after they pass many tests, ③they learn to help people in the town. The guide dogs are trained to stop or walk away when there is \*danger. They also help people when they get on and off buses and trains. \*At last, ④a person  has to spend four weeks with the dog.

Guide dogs work for about eight years. People with guide dogs can enjoy visiting many places and staying in hotels. Sometimes they can take a plane.

Some people still don't know how well guide dogs are trained and how important they are. I was one of ⑤them. I hope more people will learn about these dogs.

(注) safely 安全に train 訓練する clever 賢い pass 合格する

simple command(s) 簡単な命令 danger 危険なもの at last 最後に

- (1) 下線部①が「目が見えない人々にとって」という意味になるように、( )内の語を並べかえなさい。

- (2) 下線部②の理由を日本語で書きなさい。

- (3) 下線部③の具体例を、本文にそって日本語で1つ書きなさい。

- (4) 下線部④が「盲導犬がほしい人は、犬といっしょに4週間過ごさなければなりません」という意味になるように、 にあてはまる5語を書きなさい。

a person \_\_\_\_\_

- (5) 下線部⑤の内容として最も適切なものを、ア～エから1つ選びなさい。

- ア people who don't know much about guide dogs  
イ people who have never trained guide dogs  
ウ people who want to know more about guide dogs  
エ people who think guide dogs are important \_\_\_\_\_

8. 明美(Akemi)さんが書いた次の英文を読んで、あとの問いに答えなさい。

One day when I came back home, I found a picture on the table. In that picture a boy and a girl were smiling. The boy had a soccer ball in his hands, and the girl was wearing a cute \*dress. When I looked at ① the picture carefully, I was surprised. The dress was mine! ② It ( a \*ribbon / my mother's / made / had / I / with / that ) help. It was my  
5 favorite dress. I went to my mother and said, "Why did you send my dress away?" My mother answered, "The dress is too small for you now. Do you still need it?"

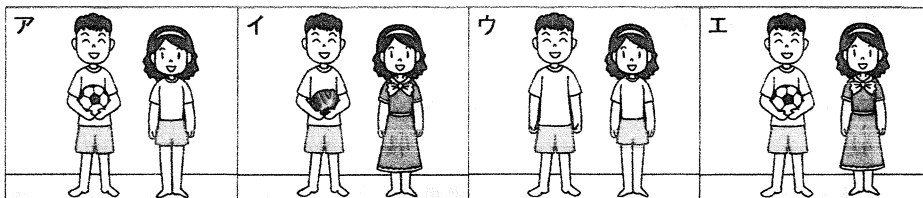
I have an uncle who lives in Africa. He works for poor people there. ③ My mother sometimes sends him things that she does not need. Then he gives these things to poor people there. The picture was sent to my mother with a thank-you letter by him. "Why  
10 is he doing such a job?" I often thought.

I could not forget about the dress for some time. A few days later I looked at the picture again. The girl looked really happy. Her eyes were \*shining. My mother said, "When you first \*wore the dress, you looked so happy. You looked just like her." My parents bought the dress for me two years ago. I was very glad at that time. Soon I  
15 understood the feeling of the girl in the picture. ④ "It's better for the dress to be there than to be here," I thought, "I cannot wear it \*any more, but it is useful to someone else."

We have many things around us in Japan, but in some countries there are many people who cannot \*even buy things like dresses. They need help. In the future I want to go to such countries and work for these people. I hope I can meet the girl in the picture and  
20 talk to her someday.

(注) dress(es) ドレス、衣服 ribbon リボン shining < shine 輝く wore < wear の過去形  
any more もはや even ~さえ

- (1) 下線部① the picture とはどのようなものであったと考えられるか。下のア～エから正しいものを1つ選びなさい。



- (2) 下線部②が「それには、私が母の助けを借りて作ったリボンがついていました。」という意味になるように、( )内の語(句)を並べかえなさい。

It \_\_\_\_\_ help.

- (3) 下線部③を日本語にきなさい。

- (4) 明美さんが、下線部④のように判断したのはどのような考えからですか。日本語で書きなさい。

9. 次の文を読んで、あとの問いに答えなさい。

Anna is a student from America. She has been in Japan for six months. She goes to a high school in Nara. She enjoys her life in Japan very much. She loves Japanese food. She thinks it is \*delicious and \*healthy.

One day, Anna's host family took her to a \*Japanese restaurant. When they were having  
5 dinner, she found a red \*maple \*leaf on her \*dish. The leaf was by the food. She said, "Wow, this leaf is very pretty! Can I eat this?"

Anna's host mother Miyuki said, "No. It is put there to make the food more beautiful."  
Anna thought ①that was a good idea. She brought the leaf home.

The next day, Anna showed the red maple leaf to her friends at school and talked about  
10 it. Then, one of her friends Kenta said, "Maybe, that's one of the \*leaves my grandmother \*gathered from the trees around her house." She was surprised to hear that and asked why he said so. He said, "Do you know how the leaves come on the dishes at restaurants? There are people who gather and sell beautiful leaves. My grandmother is one of ②them. Those leaves are popular among Japanese restaurants in cities in Japan."

15 Anna was interested in Kenta's story and said, "I want to know more about your grandmother's job."

Kenta said, "Oh, she is going to visit us next month. You can come to my house and talk with her then."

The next month, Kenta's grandmother Kayo came to Nara. Anna was invited to his  
20 house and enjoyed talking with Kayo. The old woman told Anna the \*following story.

Kayo's town is in the mountains of Tokushima. There are about two thousand people in the town, and about one thousand of them are more than sixty-five years old. In the town, there is a \*business which gives old people a job. The job is to gather many kinds of beautiful leaves and sell them. Those leaves are popular in ③urban areas like Osaka or  
25 Kyoto. For example, a lot of Japanese restaurants in those cities buy them to \*decorate their food. Also, leaves are very \*light, so it is not difficult for old people to gather them. Many old people in the town work for this business. Kayo is one of them. She has worked for it for fifteen years. She is eighty years old now and still goes out to gather leaves every day. She thinks her job is a good one for old people.

30 Some of the people who work for the business have started to do ④two things to sell their leaves \*efficiently. First, they have started to use a computer. Now, they can find what kinds of leaves are needed each day on the Internet. They get the information early in the morning and go out to get the leaves. Second, they have started to \*plant some kinds of trees around their houses. So, they can quickly get the leaves which are needed  
35 each day.

Kayo said, "I've learned new things through my job. For example, I've learned to use a

computer. Learning new things is a lot of fun. Oh, I have a present for you. Here you are." She gave "several small leaves to Anna. Some were yellow and some were red. All were very beautiful.

(注) delicious おいしい healthy 健康的な Japanese restaurant 日本料理店 maple モミジ  
leaf 葉 dish 皿 leaves leafの複数形 gather 集める following 次の business 事業  
decorate 飾る light 軽い efficiently 効率よく plant 植える several いくつかの

(1) 下線部①が指している内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

ア to make the most beautiful and delicious food in Japan \_\_\_\_\_

イ to take Anna to a Japanese restaurant for dinner

ウ to eat the red maple leaf and delicious food on a dish

エ to put a red maple leaf on a dish to make the food more beautiful

(2) 下線部②が指しているものを、本文中から連続する7語の英語で抜き出さない。

(3) 本文の内容から判断して、下線部③の意味に最も近いと考えられるものを、次のア～エから1つ選び、記号で答えなさい。

ア cities イ small villages ウ mountains エ farms \_\_\_\_\_

(4) 下線部④の内容を、日本語で2つ箇条書きにして書きなさい。

(5) 本文中の登場人物の説明として正しいものを、次のア～エから1つ選び、記号で答えなさい。

ア Anna is Miyuki's mother. イ Miyuki is Kayo's grandmother. \_\_\_\_\_

ウ Kenta is Anna's friend. エ Kayo is Anna's host mother.

(6) 次の(a), (b)の問いに3語以上の英語で答えなさい。

(a) Did Kayo say it was difficult for old people to gather leaves?

(b) What did Kayo give Anna as a present?

(7) 本文の内容と合っているものを、次のア～カから2つ選び、記号で答えなさい。 \_\_\_\_\_

ア Anna has been in America for six months, and she thinks Japanese food there is delicious.

イ Anna gathered maple leaves from some trees around her house and showed them to her friends at school.

ウ Kenta invited Kayo to Anna's house because Kayo wanted to talk with Anna about Kayo's job.

エ Kayo started to work for the business in her town fifteen years ago, and she is eighty years old now.

オ Kayo asks other members of her family to gather leaves every day because she doesn't often go out now.

カ Kayo has learned new things through her job, and she thinks it is a lot of fun to learn them.