

1 放送による聞き取りテスト

放送による問題は2部に分かれています。第1部は会話を聞いて質問に答える問題、第2部は英文を聞いて質問に答える問題です。放送による指示をよく聞いて、正しい番号をマークしなさい。(20点)

第1部

(A)

- ① Spicy food.
- ② Ramen.
- ③ Korean food.
- ④ Sushi.

(B)

- ① Save money.
- ② Buy a new pair of shoes.
- ③ Play the piano.
- ④ Have a lot of shoes.

第2部

(A)

- ① Planting vegetables with her sister.
- ② Picking apples.
- ③ Riding in her father's small, open truck.
- ④ Having fun with tourists in her hometown.

(B)

- ① She plans to help her father.
- ② She wants her family to enjoy apple farming.
- ③ She wants to invite her friends to visit their apple farm.
- ④ She plans to help many tourists enjoy the apple farm experience.

2 次の英文は日本人のユキ(Yuki)とアメリカ人のエマ(Emma)との会話です。これを読んで、あとの(1)と(2)の問いに答えなさい。 *印の語句には、対話のあとに(注)があります。(28点)

Yuki : Hi, Emma. What are you going to do this weekend?

Emma : Hi, Yuki. ①私は家族と京都を訪れるつもりです。 We want to see some old temples and enjoy Japanese food.

Yuki : Sounds great! Kyoto has many beautiful places. [A]

Emma : Yes, I really want to see Kinkaku-ji. I saw it in a book, and it looks amazing.

Yuki : That's one of the most famous temples in Japan. [B]

Emma : Thanks! Do you have any other *recommendations?

Yuki : How about Arashiyama? The *bamboo forest is very beautiful.

Emma : Oh, I've heard about it. [C]

Yuki : You can take a train. It's not far from Kyoto Station.

Emma : That's good. What kind of food should I try in Kyoto?

Yuki : I think you should try *yudofu*. It's hot tofu in a *light soup. [D]

Emma : I see. I'll try it! By the way, Yuki, what will you do this weekend?

Yuki : I'll stay home and study for the math test. I'm not good at math.

Emma : I understand. ②数学は私にとっても難しいです。 [E]

Yuki : That's a good idea. Let's study together next time.

(注)

recommendations お勧め bamboo forest 竹林 light あっさりした

(1) 下線部①、②をそれぞれ一つの英文で書きなさい。

(2) 二人の会話が成立するように、[A] ~ [E]に入る適当なものを、次の①~⑨の中からそれぞれ一つ選び、正しい番号をマークしなさい。

- ① Have you ever been to Kinkaku-ji before?
- ② How can I get to Arashiyama from Kyoto Station?
- ③ Maybe we can study together someday.
- ④ Do you know any good places to visit there?
- ⑤ I hope you have a great time.
- ⑥ What are you going to eat in Kyoto?
- ⑦ It's a traditional food in Kyoto.
- ⑧ Do you like Japanese food?
- ⑨ That sounds funny.

- 3 次の英文は、中学3年生のハルト(Haruto)が、英語の授業で発表した内容の一部です。これを読んで、あとの(1)～(3)の問いに答えなさい。 *印の語句には、本文のあとに(注)があります。(28点)

What will you do if you meet a bear? Recently, there have been several reports of bears in our city. In one place, a person was even *injured. Because of these situations, at some schools, parents had to *pick up their children. Many of us are worried and asking: Why are bears coming so close to *where we live?

I often hear that bears come because they can't find food in the mountains. But a few weeks ago, I saw a news story on TV that gave another reason. It said that long ago, there was a kind of “*buffer zone” between where people lived and where wild animals lived. In that area, people were active—working on *farms and in forests. So, animals didn't come close.

But now, very few people live in the mountains. Many villages are disappearing and buffer zones are also disappearing. That old buffer zone has become a new home for wild animals like bears. Some bears now live very close to human areas. Some of them have *got used to people, so they don't feel scared anymore. This is a big problem.

So, what should we do? First, we should never leave food or garbage outside. If bears eat human food even once, they remember the taste. Then they will come back again and again. Second, we should learn more about wild animals and how nature is changing. If we understand the reasons, we can think of better ways to live *safely with animals. We don't need to *fear nature, but we should live with care and understanding.

(注)

injured けがをした **pick up** ～ ～を迎えに行く **where** ～ ～するところ
buffer zone 緩衝地域(人間の住む場所と野生動物が住む場所の間にある場所) **farm** 農場
get used to ～ ～に慣れる **safely** 安全に **fear** ～ ～を恐れる

- (1) 次の文章は、ハルトの発表の内容を、同級生がまとめたものの一部です。発表の内容と合うように、(ア)～(ウ)に入る最も適切な英語1語を、本文中の単語を用いて、それぞれ書きなさい。

There have been many reports of bears. Why? [Long ago] People worked in a “buffer zone,” so wild animals did not come (ア) . ↓ [Now] Buffer zone is disappearing and some bears live close to human areas. →Some of them don't feel (イ) . We should try to (ウ) more about wild animals and nature to live safely.

- (2) 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 Because of the reports of bears, what did parents at some schools have to do?
- 2 Did Haruto learn why bears are coming close when he was listening to music?
- 3 Why do bears come back to human areas again and again?

- (3) 最近、人の住む場所の近くに野生動物が現れることがあります。野生動物と人が安全に暮らすために、どんなことができると思いますか。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。

4 次の英文を読んで、あとの(1)～(3)の問いに答えなさい。

*印の語句には、本文のあとに(注)があります。(24点)

Kenta was a 14-year-old boy living in a quiet town in Japan. He wasn't the best student in his class. He didn't play sports or any musical instruments. *While others were busy with clubs and lessons, Kenta often walked home alone and he *wondered what he was good at.

His parents didn't say anything, but worried about his future. They wanted him to find something that he loved. But Kenta didn't know how he should find it.

One day, on his way home, he *passed by an old shoe shop. A *kind-looking man stood outside *polishing *a pair of leather shoes. The shop was small and *old-fashioned, but the shoes in the window looked beautiful. Kenta stopped and looked at them.

"Do you like shoes?" the old man asked.

Kenta was surprised. "I don't know... but those look nice."

The man smiled. "Come in, then. I want to show you some."

In the shop, the walls *were lined with shoes of all shapes and sizes. The man gave Kenta a *half-finished shoe. "I'm *fixing this one," he said. "Shoes carry people through life. If we use them well, they'll carry us far."

Kenta never thought about shoes *that way.

The man's name was Mr. Saito. He was a shoemaker for 40 years. From that day, Kenta began visiting the shop after school. He learned how he should polish shoes, fix *soles, and even make small parts. Mr. Saito taught him carefully and *patiently.

At school, *things didn't change soon. Kenta was still quiet, and he still didn't have a big dream. But *little by little, he felt more confident. He started helping his classmates. He repaired *torn bags, *organizing classroom supplies.

One day, his teacher asked the class to write an essay about "*what life means to you." Kenta thought for a long time. Then he wrote:

"Life is like a pair of shoes. We don't always know where they will take us, and sometimes they get dirty or broken. But if we take good care of them, and keep walking, they will carry us to new places. You have to be honest and *steady."

When the teacher read the essay to the class, everyone was silent. For the first time, Kenta felt confident about himself.

Several months later, Mr. Saito became sick and had to close his shop. On his last day, he gave Kenta a gift: a new pair of shoes which he made for him.

"I don't know where you'll go, Kenta," he said. "But I believe you'll walk far and these shoes will help you."

Kenta looked at the shoes. They were strong, simple, and made carefully —just like the life he was beginning to build.

(注)

while～ ～である一方で wondered what he was good at 自分は何が得意なんだろうと思った
pass by～ ～のそばを通り過ぎる kind-looking 優しく見える polishing ～を磨きながら
a pair of leather shoes 1組の革靴 old-fashioned 時代遅れの were lined with ～ ～が並んでいた
half-finished 作りかけの fix(ing) 修理する that way そのように soles 靴底 patiently 我慢
強く things 状況 little by little 徐々に torn すり切れた organizing classroom supplies 教室
用品を整理する what life means to you 人生があなたにとって意味すること steady 揺るぎない

