

※注意※

試験開始から5分後にリスニングテストを始めます。それまでに□1の問題に目を通して、□2以降の問題を解いておきなさい。

□1 リスニング問題 問題は問1～問3まであります。

問1 次の(1)～(4)の英文を聞き、各問いの答えとして最も適当なものを、次のア～エのうちからそれぞれ1つ選び、記号で答えなさい。英文は1度しか放送されません。

(1) What will the girl do next?

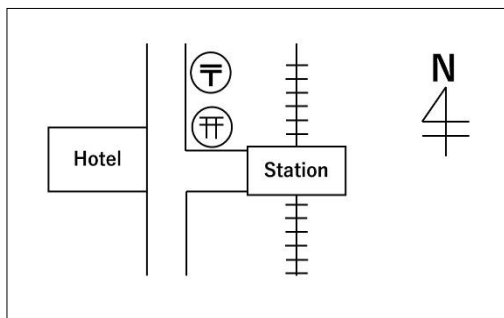
- ア She will buy some onions.
- イ She will help her mother with cooking.
- ウ She will talk to her father.
- エ She will cook curry and rice with her father.

(2) How many students will visit the speaker's school?

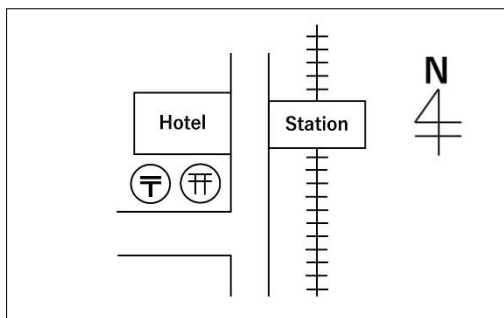
- ア Four.
- イ Five.
- ウ Seven.
- エ Twelve.

(3) Which is the right map?

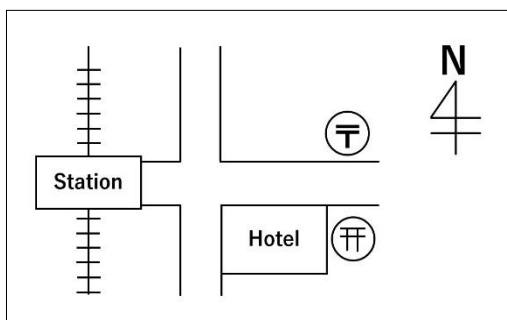
ア



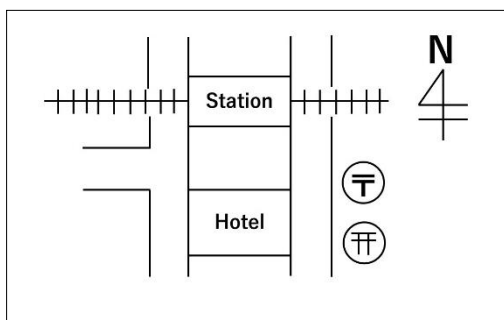
イ



ウ

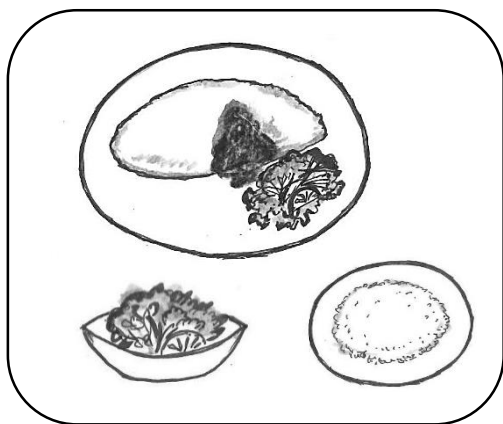


エ

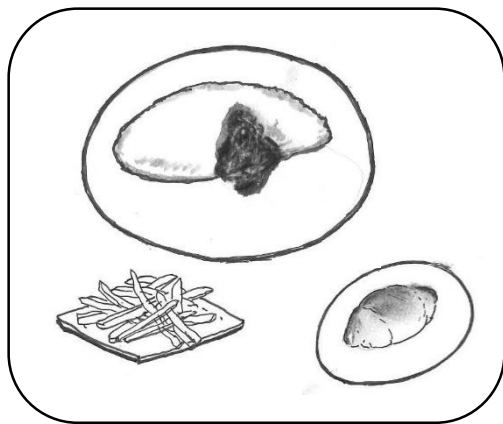


(4) What is the woman going to have?

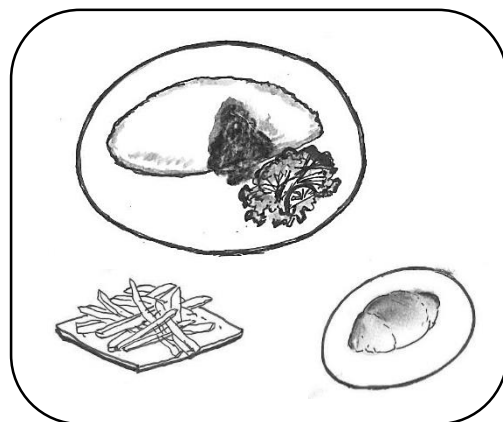
ア



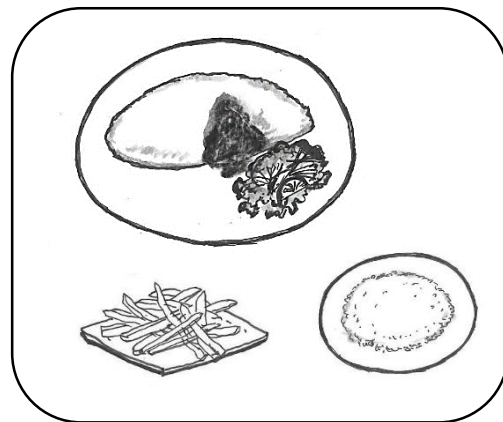
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ウ



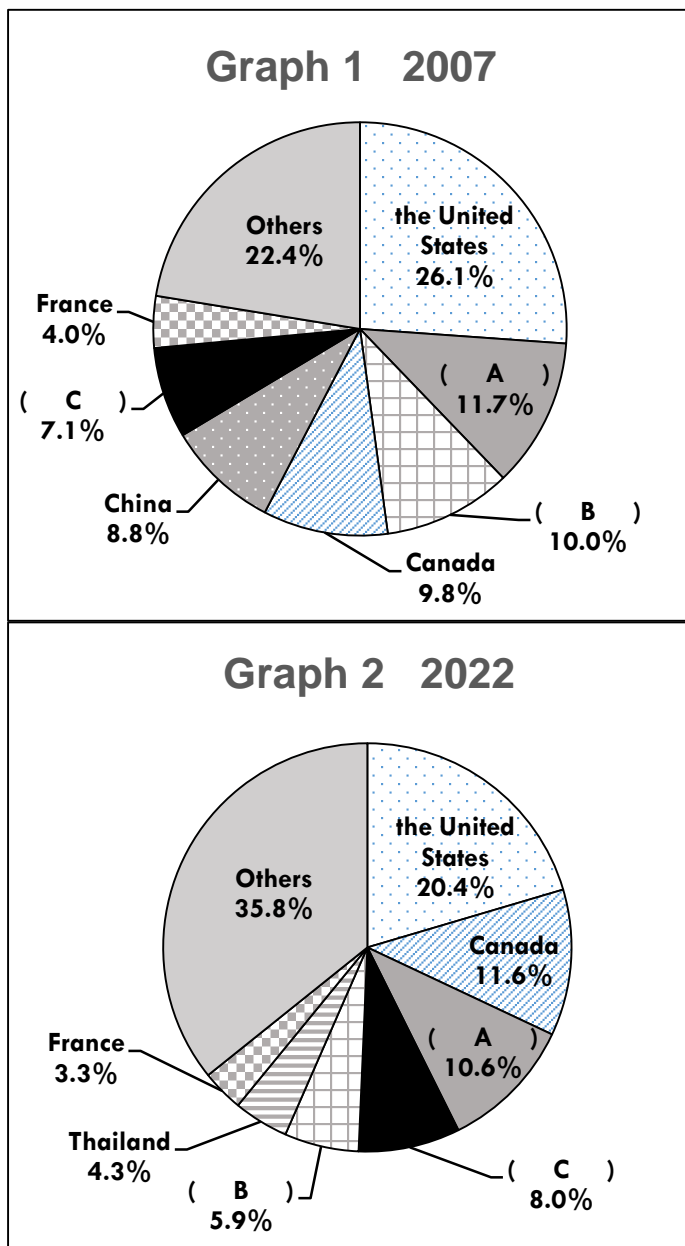
エ



このページに問題はありません。

問2 次のグラフ1・2は、日本人学生の留学先を表したものです。英文と(1)～(3)の質問を聞き、その答えとして最も適当なものを、次のア～エのうちからそれぞれ1つ選び、記号で答えなさい。英文と質問は2度放送されます。

Countries for Japanese Students Studying Abroad



(独) 日本学生支援機構(JASSO)「外国人留学生在籍状況調査」より

2 次の会話文に合うように、[]内の語を並べかえなさい。英文を完成させるとき、不足している1語があります。その語と、それが何番目に入るかを答えなさい。ただし、文頭にくる語も小文字で示してあります。

問1

A : Do you like coffee?

B : No, I don't. [bitter / drink / to / is / it / too / me].

問2

A : [finished / homework / I / just / my].

B : Let's eat dinner. Today's meal is beef steak. It smells delicious.

問3

A : You like reading books. What kind of books do you like?

B : [books / have / I / many / like] adventures.

問4

A : I bought a lot of vegetables. My fridge is very small.

B : That's right. [fridge / keep / bigger / need / a / we] more food.

3 次の会話文に合うように、()に入る適切な語をそれぞれ1語答えなさい。

問1

A : Do many students do club activities after school?

B : That's right. I () to the music club. We enjoy singing together.

問2

A : I can't find my phone. Did you see it?

B : Yes, it's in () of the TV in the living room.

問3

A : A tall man is outside the classroom.

B : Does anyone know () he is?

問4

A : Must I wear a coat today?

B : No, you don't () to. It will be warm.

問5

A : Was the wind very strong last night?

B : Yes. It was the () typhoon we've had this year.

4 次の意見に対して、あなたの考えを、25~30語の英語で答えなさい。各文には、主語と動詞を入れなさい。ただし、コンマ[,]やピリオド[.]は語数に入れません。

Schools should give students homework.

5 次の英文を読んで、後の問いに答えなさい。

Smiles and laughter have a big influence on us when we communicate with other people in society. For example, when we meet someone new ①() the first time, some of us feel nervous. In this case, a smile can be helpful for us. When we see someone's smile, we can feel relaxed and make friends with each other easily. Laughter has a similar effect. In Japan, there are some expressions to show the effect of laughter, for example, "*Warau kadoniwa fuku kitaru.*" It means that happiness will come to the homes of people who laugh a lot. However, can laughter really make people happy? Scientists are actually trying to show that ②this is true.

According to the scientists, laughter has some positive effects on our physical health. They did ③an interesting experiment. They divided people into two groups. One was a group of people who usually laugh a lot. The other was a group of people who don't usually laugh so much. The scientists checked the people's health. They compared the first group with the second group. They finally found that the people of the first group live longer and better. When we laugh, we breathe well and deeply, and then our *blood flow improves. So we will have less risk of heart disease. The effect of laughter is similar to an *aerobics exercise such as walking. While we enjoy conversation with laughter for 15 minutes, we can burn some *calories. These calories are as much as 15 minutes of walking. ④() (a) () () (b) () () .

In addition to physical effects, *psychologically, laughter works as a way to reduce stress. When we laugh, our brains release chemicals that promote happy and comfortable feelings. They improve our feelings. They can let us forget *anxiety, and cheer us up. We will be able to try new things with a positive mind.

Laughter can also have ⑤advantages in our social lives. Thanks to it, we can make closer relationships and develop a sense of community. When we laugh, laughter spreads among us *naturally. It will connect us and we can share happy feelings. In society, laughter plays an important role that goes beyond the barriers of cultures and languages.

*In conclusion, *Warau kadoniwa fuku kitaru* focuses on the good points of laughter. When we laugh through humor and joy, we will have happiness and luck in our lives. An environment filled with laughter brings more happiness and leads to better health and stronger social connections.

*blood flow 血流 *aerobics exercise 有酸素運動 *calorie カロリー
 *psychologically 心理学上 *anxiety 不安 *naturally 自然に
 *in conclusion 結論として

問1 下線部①に入る適当な語を、次のア～オのうちから1つ選び、記号で答えなさい。
 ア at イ for ウ in エ of

問2 下線部②の内容を日本語で説明しなさい。

問3 次の表は下線部③についてまとめたレポートです。本文の内容に沿って、表の(1)～(4)に入るものを、あとのア～クのうちからそれぞれ1つ選び、記号で答えなさい。ただし、文頭にくる語も小文字で示してあります。

Groups	2 groups ・ the group of people who usually laugh a lot ・ the group of people who don't usually laugh so much
Method	(1) was compared between the groups.
Results	Because of laughing, ・ more (2) comes into their bodies. ・ their blood flow improves. ⇒ People (3) had better result and they can (4).

ア air イ blood ウ health エ live longer オ talk longer
 カ who usually laugh a lot キ who don't usually laugh so much
 ク scientists

問4 下線部④について、以下の[]内の語を並べかえ、日本語の意味になる英文を完成させなさい。解答欄には(a)と(b)に入る適当な語を、それぞれ1つ選び、記号で答えなさい。ただし、文頭にくる語も小文字で示してあります。

「この簡単な運動は、私たちが健康でいるのに役立つ」

[ア easy イ healthy ウ this エ us オ be カ exercise
 キ helps]

問5 下線部⑤の内容として最も適当なものを, 次のア～エのうちから1つ選び, 記号で答えなさい。

- ア Laughter gives us a chance to learn a new language.
- イ Laughter reduces social relationships.
- ウ Laughter makes human connections deeper.
- エ Laughter increases cultural barriers.

問6 本文の内容と一致するものを, 次のア～エのうちから1つ選び, 記号で答えなさい。

- ア Smiles are more useful than laughter.
- イ The effects of laughter and walking are quite different.
- ウ People can reduce their stress through laughter.
- エ Positive thinking produces some chemicals in our brains.

このページに問題はありません。

6 次の英文を読んで、後の問いに答えなさい。

A long time ago there was a *talented but poor violinist in London. He lived with his wife. ①() he was a musician who performed very well, he still played the violin as a *part-time violinist in some *orchestras. He often went on concert tours all over Europe to make money and support his family. One day he got a job *offer to work as a regular member in an orchestra in Paris. After he talked with his wife, he decided to go there by himself first to find a new house and prepare to live together. After he arrived, he wrote to his wife soon. She was very happy to know that he arrived safely.

After his first letter came, she didn't receive any letters from him for a few months. She was so worried about her husband and wondered what (A) to him. She wrote a letter to the orchestra manager to ask about her husband. He answered, "Your husband didn't come, so I had to look for someone else." She didn't know where he went. She had to work to live by herself. She did many kinds of jobs which men usually do, and gradually she became weak and sick. People said, "Her husband must be dead." But she kept waiting for him. She never married again. She decided to live alone in their house.

②In fact, the violinist was in a tragic situation. He was injured in a serious accident and was taken to the hospital. He survived, but unfortunately he lost his memory and was in bed for several months. After he recovered, he began working at a small factory. ③He was () () (a) () () (b) () (). He learned French like a small child. He didn't speak English and spoke French in his everyday life in Paris. However, when he met British workers (B) English, he was surprised that he was able to understand it. He didn't know why he could understand it at that time.

One day he went to church and heard the sound of a violin performance. When he heard it, he felt *nostalgic. Then he took the violin and began to play beautiful music. At that moment suddenly he remembered everything.

He remembered his life and of course his wife in London. Soon he went back to his hometown and found his old house. He knocked on the door and shouted, "I'm back!" When his wife heard his voice, she immediately understood that her husband finally came back to her. She *rushed to the door and opened it. There her husband stood with the same smile she remembered. She *hugged him strongly. It was truly a *miracle for her. People in the town (C) them "a miracle couple."

*talented 才能ある *part-time パートタイムの
*orchestra オーケストラ *offer 申し出, 提案 *nostalgic 懐かしい
*rush 駆け寄る *hug 抱きしめる *miracle 奇跡

問1 下線部①に入る語として最も適当なものを, 次のア～エのうちから1つ選び, 記号で答えなさい。

ア Because イ However ウ Before エ Though

問2 下線部(A) ~ (C)に入る適当な語を以下の動詞からそれぞれ1つ選び, 必要ならば適切な形に変えて答えなさい。ただし, それぞれ1度しか使えません。

speak call happen

問3 下線部②とあるが, (1)彼の身に何が起きて, (2)どんな状態になったのかを日本語で説明しなさい。ただし, (1)は15字以上で答えること。

問4 下線部③について, 以下の[]内の語を並べかえ, 日本語の意味になる英文を完成させなさい。解答欄には(a)と(b)に入る適当な語(句)を, それぞれ1つ選び, 記号で答えなさい。

「彼はとても正直だったので, 多くの人から好かれていた」

[ア loved イ that ウ honest エ was オ by カ so
 キ he ク many people]

問5 本文の内容と一致するものを, 次のア～エのうちから1つ選び, 記号で答えなさい。

ア The violinist's wife received no letter after he left for Paris.

イ In Paris, the poor violinist changed his job and began working at a factory to make more money for his family.

ウ People in his hometown believed the violinist died in Paris.

エ The violinist learned easy French with small children.

7 中学3年生のマイが留学先のアメリカで、クラスメイトのサラ(Sarah)と話をしています。次の会話文を読んで、後の問いに答えなさい。

Sarah : Hi, Mai! How is your new life here?

Mai : Great! My host family are so nice to me and I feel good to be with them.

Sarah : That's good! How about your school life?

Mai : In fact, I was ①() at first because I couldn't communicate well. But thanks to you, I *got used to it quickly and I enjoy life with my new friends.

Sarah : Oh, I'm happy to hear that.

Mai : (1)

Sarah : I'm on my way to the *Edible Schoolyard.

Mai : The Edible Schoolyard? What's that?

Sarah : It's a school garden. We grow vegetables and fruits there.

Mai : That sounds fun! (2)

Sarah : Our school has a special program called the Edible Schoolyard Project. In this project, students experience farming, such as planting, growing and *harvesting the plants in the school garden. We also cook them in the school kitchen and enjoy eating the food we cook together.

Mai : Wow, that's interesting! Please tell me more about the project.

Sarah : According to my teacher, a female chef started this project at a public junior high school in *California about 30 years ago with a small group of teachers. She strongly believed that eating well is necessary to be healthy in mind and body. ②She () () (a) () () (b) () through the activities of this project. Now this project has spread all over the country.

Mai : How nice! (3)

Sarah : No, we work together with our teachers. Sometimes some farmers near our school help us and give some advice.

Mai : Well, it's a good chance to *deepen relationships with your friends, your teachers, and the people in the community.

Sarah : Exactly. That's one of the important *aims of this project.

Mai : You said you cook the plants grown in the garden, right?

Sarah : Yes. In the cooking class, we use fresh vegetables and cook them with our teachers. They tell us how to cook various kinds of food.

Mai : What kind of food did you recently cook?

Sarah : Last week, we cooked *Mexican food with the corn we harvested. Before we started cooking, our teacher from Mexico gave us a small lesson about his country. We learned the food, history and customs there. I didn't know corn originally came from Central and South America until this lesson!

Mai : I didn't know that, either. You can learn not only cooking but also the culture of different countries.

Sarah : You're right! That's another aim of this project.

Mai : (4) I want to join it too!

Sarah : Yes, of course. It's a part of our school program. It's a great way to learn and have fun at the same time.

Mai : Thanks for the information about the Edible Schoolyard, Sarah.

Sarah : You're welcome, Mai! Let's go to the garden together.

*get used to～ ～に慣れる *Edible Schoolyard 食べられる校庭

*harvest 収穫する *California カリフォルニア *deepen ～を深める

*aim ねらい *Mexican メキシコの

問1 下線部①に入る語として最も適当なものを、次のア～エのうちから1つ選び、記号で答えなさい。

- ア satisfied
- イ excited
- ウ lonely
- エ relaxed

問2 (1) ~ (4)に入る適当な疑問文を、次のア～エのうちからそれぞれ1つ選び、記号で答えなさい。ただし、それぞれ1度しか使えません。

- ア Can everyone join the Edible Schoolyard?
- イ Why do you have a garden at school?
- ウ Do you take care of the garden by yourselves?
- エ Where are you going?

問3 下線部②について、以下の[]内の語(句)を並べかえ、日本語の意味になる英文を完成させなさい。解答欄には(a)と(b)に入る適当な語(句)を、それぞれ1つ選び、記号で答えなさい。

「彼女は子どもたちにこのプロジェクトの活動を通して、食事の大切さを知ってほしかった」

[ア know イ of ウ meals エ the children オ to カ wanted
キ the importance]

問4 本文の内容と一致するものを、次のア～エのうちから1つ選び、記号で答えなさい。

- ア At the Edible Schoolyard, the students work without any help of other people to grow vegetables and fruits.
- イ In the Edible Schoolyard Project, the students experience only outdoor activities.
- ウ Sarah knew the origin of corn before she joined the Edible Schoolyard Project.
- エ Through the conversation, Mai hopes she will take part in the activities at the Edible Schoolyard.

問5 以下は、Edible Schoolyard Project についてまとめたものです。本文の内容に沿って、(1) ~ (3) に適当な日本語を補いなさい。ただし、(2) と (3) は5字以上で答えなさい。

《Edible Schoolyard Project について》

〈活動内容〉

- ・学校菜園で植物を育てる、収穫するなどの(1)を体験する。
- ・学校菜園で収穫したものを調理して、みんなで食べる。

〈活動のねらい〉

- ・食の大切さを学ぶ。
- ・学校菜園での活動を通して、友人や教員だけでなく(2)などさまざまな人との関係を深める。
- ・調理の授業を通して、調理の技術だけでなく、食べ物、歴史、習慣などの(3)も学ぶ。