

※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 $\boxed{1}$ の問題に目を通して、 $\boxed{2}$ 以降の問題を解いておきなさい。

$\boxed{1}$ 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 did Laura do last night?

- ア She suffered from a headache.
- イ She put her clothes and socks in her bag.
- ウ She went to bed early.
- エ She joined the school trip.

(2) What can the girl do?

- ア She can buy some snacks.
- イ She can help her mother.
- ウ She can bake a cake.
- エ She can eat some cake.

(3) What will Yuka probably try?

ア



イ



ウ



エ



(4) Which bus schedule are they looking at?

ア

To museum			
8	10	15	30
9	05	15	45
10	10	15	30
11	15	30	45
12	00	10	45

イ

To museum			
8	10	30	
9	15	45	
10	15	30	45
11	15	30	45
12	00	10	45

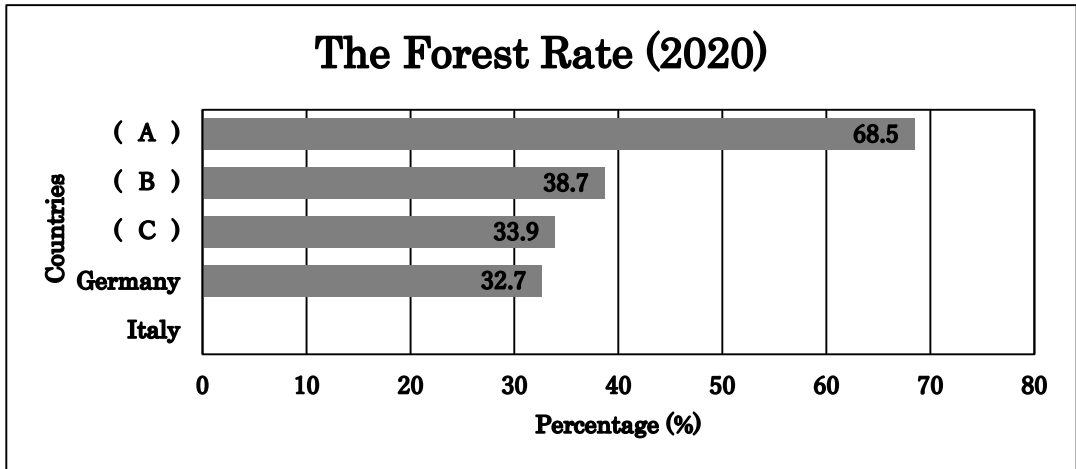
ウ

To museum			
8	10	15	30
9	05	15	45
10	10	15	30
11	10	35	50
12	00	20	50

エ

To museum			
8	10	30	
9	15	45	
10	15	30	45
11	10	35	50
12	00	20	50

問2 次のグラフは、5か国の森林率(the forest rate)の調査をまとめたものです。森林率とは、国土における森林の占める割合を指します。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1度しか放送されません。



THE WORLD BANK Forest area (% of land area)より

- (1) ア A : Russia B : the United States C : Canada
 イ A : Japan B : Brazil C : the United States
 ウ A : Japan B : Canada C : the United States
 エ A : the United States B : Canada C : Japan

- (2) ア 9.1
 イ 13.2
 ウ 27.9
 エ 32.6

- (3) ア There is a larger amount of rain forests in Russia than Brazil.
 イ Japanese people sold a lot of trees to foreign countries.
 ウ The Germans take care of forests as well as the Italians.
 エ People should pay more attention to animals around the world.

問3 次の英文は、今から放送される動物についてのユミの発表をまとめたものです。英文の下線部①～④の()に入る適切な語を、それぞれ1語答えなさい。英文は2度放送されます。

Yumi makes a speech about animal ①() because she wants to know her cat, Shiro well. Animals communicate with each other by using movements, sounds and smells. For example, Shiro touches the ②() when he wants to go to the bathroom. Other animals do similar things. A bee dances, a bird ③() and a dog leaves some marks with a smell. In the future, she hopes humans and animals can directly ④() with an app.

2 次の会話文に合うように, []内の語を並べかえなさい。英文を完成させる時, 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 : My brother always helps me with my homework.

B : [nice / such / I / wish / a / I / brother].

問2

A : Why do you like that picture?

B : [days / it / my / because / me / reminds / school].

問3

A : [the / lent / book / you / which / me] interesting.

B : Good. I have a lot of books, so you can borrow them anytime.

問4

A : Are you a good friend of Tom?

B : Yes.

A : [is / birthday / know / when / you / do]? I want to give him a birthday present.

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 : Did you visit your grandparents during the holidays?

B : No. I was so () that I had to stay home.

問2

A : () you like another cup of tea?

B : No, thank you. I've had enough.

問3

A : There () some juice in the bottle yesterday. Who drank it?

B : I did. I was very thirsty.

問4

A : Someone left a wallet at the cafeteria. () is it?

B : Kevin was sitting there. It must be his.

問5

A : Wow, you clean your room every day.

B : I try to () my room clean.

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。

Watching movies at theaters is better than watching them at home.

5 次の英文を読んで、後の問いに答えなさい。

This is a story my mother told me when I was in elementary school. At that time I was not confident in anything. So when I had a problem, I couldn't decide what to do by myself. I always went to my mother and asked (A) help.

One day, my mother put two baskets of different sizes in front of me. I was surprised and asked, "What are these for?" "It's a life lesson for you," she answered. "Just sit down and listen (B) me."

She put the little basket inside the big one and began to tell the story.

"When everyone is born, God gives them a little basket. This little one here is yours. The big one is mine. But your little basket is inside mine. Do you know why?" (1)

Then she held these baskets and slowly began to walk around the room. "Your little basket is in mine because when you were born, there were too many things you couldn't do by yourself. I fed you, changed your clothes, *bathed you, and did everything. So I put your basket in mine and carried them while you were a baby."

"Well, as you grew older and began to do some things by yourself, I began putting a few things in your basket. When you learned how to eat (C) a spoon, I put that in your basket." She smiled at me and continued.

"And when you learned how to put on your clothes, I put that in your basket. ①You () () (a) () () () (b) to wear now. Right?" I agreed with a smile.

"As you grow older, there will be *more and more things you must do by yourself." As she spoke, she took my little basket out of hers and *handed it to me. "You will finally carry your own basket with only things that you can do. For example, you can choose your friends, college or husband."

I looked up at my mother and said, "I understand. There are some things I will have to do by myself. ②They are in my basket, right?" (2)

"Now, I want to tell you one more thing." She sat beside me and said, "One day when I'm much older, there will be things I can *no longer carry in my basket. Then, you will begin to take things out of my basket and put them into your basket." She *gently took the little basket from my hands and handed the big one to me. (3)

"Mom, I think I can put more in my basket. Don't worry. I'll try by myself." She smiled and gave me a big hug.

*bathe ～を入浴させる *more and more ますます多くの
*hand ～を手渡す *no longer もはや～ない *gently 優しく

問1 下線部(A) ～ (C)に入る適当な語を、次のア～オ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 at イ to ウ with エ for オ of

問2 (1) ～ (3)に入る適当な文を、次のア～ウ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 She nodded and said, "Yes, you are right!"
- イ And softly, she said, "Life is a circle."
- ウ I couldn't answer and just looked at her.

問3 下線部①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。

「今では、あなたは何を着るべきか私に言ってほしくない」

[ア to イ don't ウ me エ tell オ want カ what キ you]

問4 下線部②の内容を日本語で説明しなさい。

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 Before the writer heard her mother's story, she could decide many things by herself.
- イ The writer's mother used two baskets to explain a life lesson to her.
- ウ According to the mother's story, everyone is given a big basket by God.
- エ At the end of the mother's story, the little basket was in the writer's hands.

6 次の英文を読んで、後の問いに答えなさい。

Have you ever (A) of *yasashii Nihongo*? What does easy or simple Japanese mean? It is Japanese which does not use difficult words or *keigo*. When you talk with a little kid about a blackout, for example, you will not use the word ①(), but say it in a different way like a loss of electricity in a town or city. You can find difficult news is explained easily with simple Japanese words in a newspaper for children. Such Japanese is called *yasashii Nihongo*.

Yasashii Nihongo is, however, not originally for children but for people from foreign countries. It goes back to the year 1995. There was a big earthquake in Kobe on January 17, 1995. A large number of volunteers from all over Japan gathered in Kobe to help victims. Although foreign people (B) in Kobe also suffered from the disaster, they could not get necessary information or enough support. Why did ②this happen? The answer is simple. They were not good at Japanese. Easy Japanese was invented to provide necessary information for such foreign residents in an emergency.

Today easy Japanese is not limited to emergency situations. It seems very useful when foreign residents visit city halls, hospitals, schools and so on. In such places, you can find many signs (C) in easy Japanese. For example, *Dosokugenkin* “土足厳禁” is *Kutsu o nuide kudasai* “靴を脱いでください” in simple Japanese. *Yasashii Nihongo* has become common, but some people may think that they should use English instead of easy Japanese, as it is a global language. However, the *mother tongue of people from the following top three countries is not English. According to a survey, in 2019, of 2,933,137 foreign residents in Japan, 27.7% were Chinese, 15.2% were Korean, and 14% were *Vietnamese. They sometimes can't understand English so easily. Moreover, ③(a) () () (b) () () into their mother tongue.

There are also some good points of learning easy Japanese for Japanese native speakers. It is useful when you communicate with tourists from abroad, children and elderly people. Even when you want to express your ideas in other foreign languages, first you can write in simple Japanese and then translate it into a foreign language. There are a lot of videos online which show how to learn easy Japanese. Why don't you watch some and learn *yasashii Nihongo*? It is easy “易しい” and friendly “優しい” to everyone.

*mother tongue 母語

*Vietnamese ベトナム人

問1 下線部(A) ~ (C)に入る適当な語を、次の動詞からそれぞれ1つ選び、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。

hear write live

問2 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 *setsuden* “節電”

イ *chikuden* “蓄電”

ウ *teiden* “停電”

エ *hatsuden* “発電”

問3 下線部②の内容を具体的に日本語で説明しなさい。ただし、解答欄の書き出しに続けて25字以内で答えなさい。句読点も文字数に含みます。

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)に入る適当な語を、それぞれ1つ選び、記号で答えなさい。

「すべてを彼らの母語に翻訳するのは不可能です」

[ア is イ translate ウ to エ impossible オ it カ everything]

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 Many people from abroad came and helped victims of the earthquake in 1995.

イ More Chinese people can understand Japanese than Koreans.

ウ Learning easy Japanese does not help Japanese native speakers at all.

エ You can use *yasashii Nihongo* as a communication tool when you have a conversation with foreign visitors.

7 中学3年生のアン(Anne)と友達のみかが文化祭で出す模擬店について話し合っています。次の会話を読んで、後の問いに答えなさい。

Anne : The school festival is coming soon. ①I'm really () () to it.

②What kind of food should we sell in our shop?

Mika : How about some sweets? Everyone likes it.

Anne : OK. What do you think about shaved ice? ③The school festival is () (), so it will still be hot outside and many people will buy it. Also, we can make it easily. We should choose something we can serve quickly because we need to prepare everything with the other ten students on that day.

Mika : Sounds nice, but I don't think we have any space to keep ice blocks in the *freezer at school. We need to prepare food for at least 100 people. And we will use a lot of plastic products such as bowls or spoons.

Anne : Oh, you're right. That's not good for the environment. Let's see. How about *muffins? We can use paper cups instead. We don't need plastic bowls, cups or even spoons. Also, if we can make them *the day before, we only have to sell them at the festival.

Mika : Good idea! And people can not only eat them there but also take them home. In that case, we can put them in small paper bags not in plastic bags.

Anne : That's good! We can use various *toppings such as chocolate, fruits or nuts.

Mika : Wow, sounds fun! People can enjoy different flavors, too. But we have to be careful. We need to *calculate the cost.

Anne : What do you mean?

Mika : I like your idea, but muffins need a lot of butter. Recently it has been getting more expensive. Actually, we can only use 10,000 yen for our shop. With this money, we need to prepare everything such as the *ingredients for the food, muffin cups and decorations for our shop.

Anne : That's true. Oh, wait! Just a minute. (Anne takes out her tablet and searches something.) According to another recipe, we can use cooking oil instead of butter. It's cheaper than butter, so we will save money, right?

Mika : Good! I hope it will be *less than 7,000 yen in total.

Anne : This recipe says we need *a tablespoon of milk, three tablespoons of cooking oil, 300g of flour, three eggs and sugar for 20 muffins.

Mika : Uh. ④() () (a) () (b) ()?

Anne : It says, "you can put as much as you like." We can think about it later.

Mika : OK. ⑤Here it is. These are the ingredients for 100 muffins!

Anne : Thank you. Oh, everything sounds perfect! Let's do that!

*freezer 冷凍庫 *muffin マフィン *the day before 前日

*topping トッピング *calculate the cost 費用を計算する

*ingredient 材料 *less than～ ～未満

*a tablespoon of～ 大さじ1杯の～

問1 下線部①と③について、次の日本語の意味になるように()に入る適切な語を、それぞれ1語ずつ答えなさい。

①「私はそれをととても楽しみにしているの」

③「文化祭は9月にある」

問2 下線部②について、次の表は話し合いに出てきた食べ物の良い点及び問題点の一部です。本文の内容に沿って、表の(1)～(3)に適切な日本語を補いなさい。ただし、同じ番号の()には同じものが入ります。

	良い点	問題点
かき氷	<ul style="list-style-type: none"> ・文化祭の時期はまだ暑いので売れる。 ・簡単に作ることができる。 	<ul style="list-style-type: none"> ・氷の保管スペースがない。 ・(1)をたくさん使うことになり、環境に悪い。
マフィン	<ul style="list-style-type: none"> ・(1)ではなく(2)を使うことができる。 ・お客さんは(3)こともできる。 ・様々なトッピングや味を楽しめる。 	<ul style="list-style-type: none"> ・材料費が高くなる可能性がある。

問3 マフィンの問題点を解決するために2人が考え出した解決策を、具体的に20字以内の日本語で説明しなさい。句読点も文字数に含みます。

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。「どれくらいの砂糖が必要かな」

[ア need イ sugar ウ we エ much オ do カ how]

問5 下線部⑤について、次のメモはミカが書いたマフィン 100 個分の材料です。

~ に入る数字の組み合わせとして最も適当なものを、あとのア～エのうちから1つ選び、記号で答えなさい。

《マフィン 100 個分》

牛乳 大さじ 杯

食用油 大さじ 杯

小麦粉 g

卵 個

砂糖 適宜

	A [牛乳]	B [食用油]	C [小麦粉]	D [卵]
ア	1	3	1500	10
イ	1	15	500	30
ウ	5	15	1500	15
エ	5	30	1000	15

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 Twelve students will sell muffins at the school festival.
- イ They can use 10,000 yen only for the muffin ingredients.
- ウ Plastic bowls will cost less than 7,000 yen.
- エ They won't put any sugar into the muffins.