
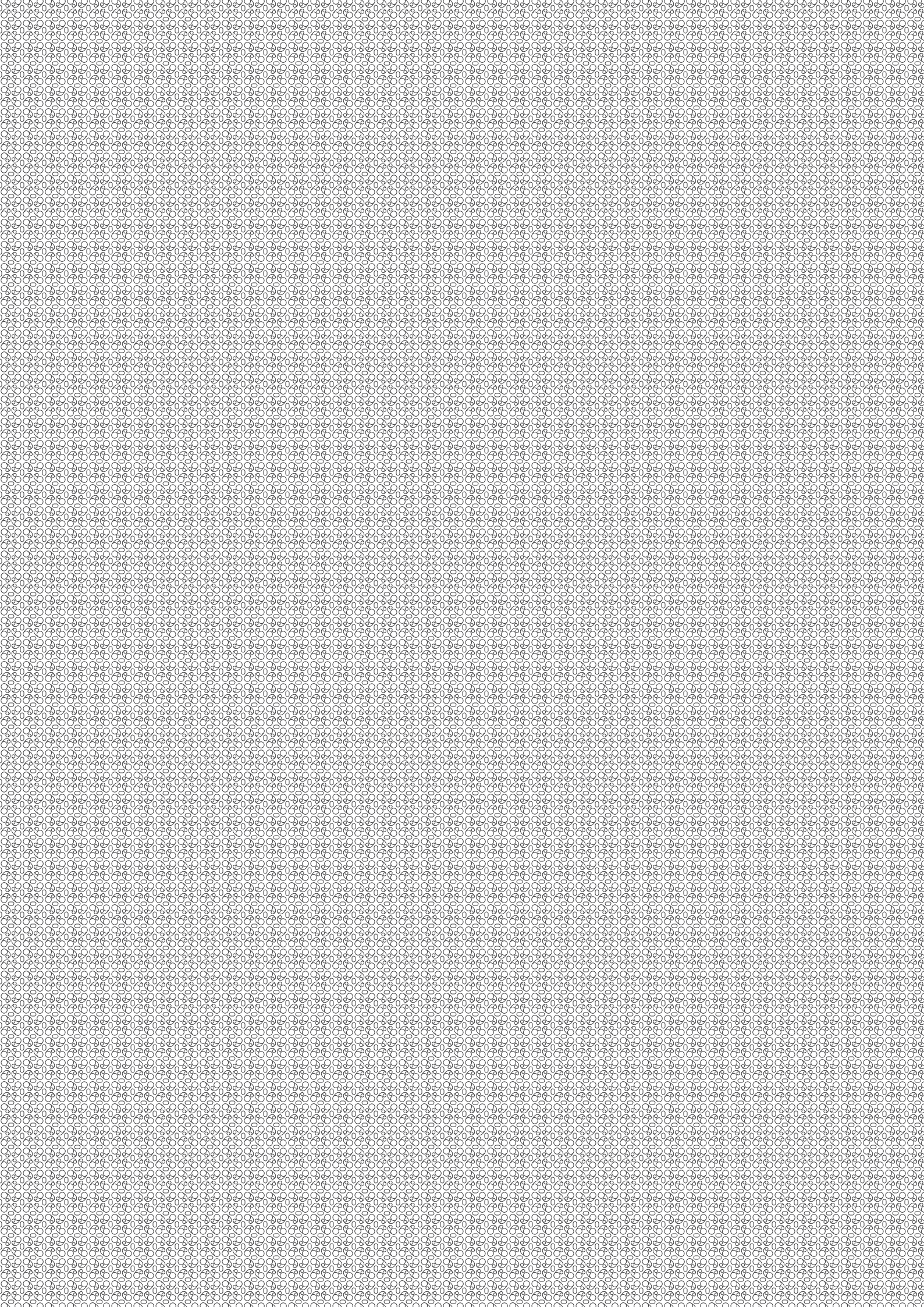


## 英 語

### 注 意

- 1 問題は **1** から **6** までで、20 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 10 分です。
- 3 最初に **1** から **3** のリスニングテストを行います。
- 4 声を出して読むではいけません。
- 5 答えは全て解答用紙に HB 又は B の鉛筆（シャープペンシルも可）を使って明確に記入し、解答用紙だけを提出しなさい。
- 6 答えは特別の指示のあるもののほかは、各問のア・イ・ウ・エのうちから、最も適切なものをそれぞれ一つずつ選んで、その記号を書きなさい。
- 7 答えは解答用紙の決められた欄からはみ出さないように書きなさい。
- 8 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 9 受検番号を解答用紙の決められた欄に書き、その数字の  の中を正確に塗りつぶしなさい。
- 10 解答用紙は、汚したり、折り曲げたりしてはいけません。



リスニングテスト (放送による指示に従って答えなさい。)

1 次の中から適するものをそれぞれ一つずつ選びなさい。

〔1〕

ア



イ



ウ




エ




[2]


ア

 Class Size: 10 Student Class  
Start: in December  
Language: English, French and Spanish


イ

 Class Size: 13 Student Class  
Start: in July  
Language: English, French and Spanish

ウ

 Class Size: 10 Student Class  
Start: in December  
Language: English

エ

 Class Size: 17 Student Class  
Start: in July  
Language: English

2 次の中から適するものをそれぞれ一つずつ選びなさい。

## A

〔1〕

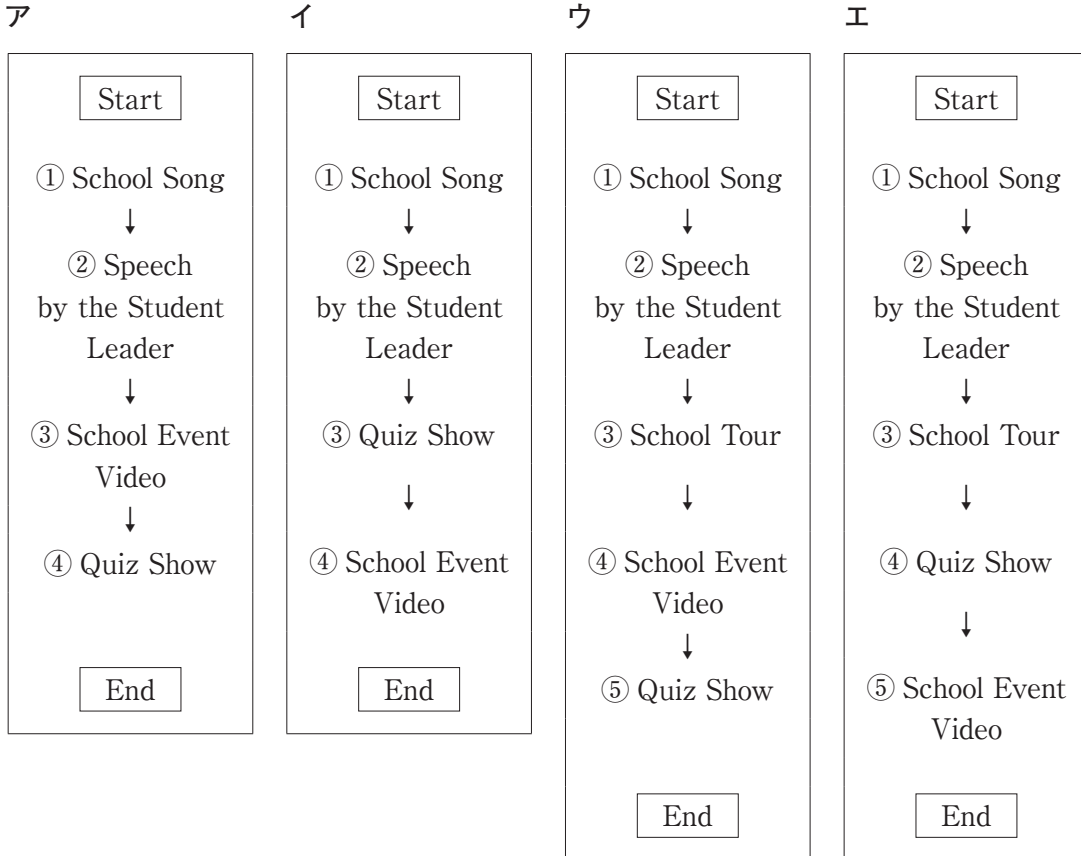
- ア This weekend.
- イ Next Monday.
- ウ Next Tuesday.
- エ Next Friday.

〔2〕

- ア They went to an aquarium and a famous garden on the school trip.
- イ They ate lunch outside when they visited West City on the school trip.
- ウ Mike didn't take pictures because he left his camera at home.
- エ Mike will add information about the famous garden to the presentation.

## B

〔1〕



〔2〕

- ア They will hold the welcome party in the big hall in the morning.
- イ They will take new students to the new computer room on the school tour.
- ウ They will hold the welcome party without any help from any teachers.
- エ They will make questions about their school events with the quiz club members.

3

次のア～キの中から適するものを二つ選びなさい。

- ア If you want to borrow a ball, you need to go and get one at the information center.
- イ There are seven people on a bird-watching tour including one staff member of Kokusai Park.
- ウ To join a bird-watching tour at 10:30, you should come to the gate of the forest area at 10:25.
- エ When you use the dog area, you need to write your name at the information center.
- オ Now, you can't use the dog area because the staff of Kokusai Park are repairing the fence.
- カ If you use a Kokusai Park bicycle for three hours, you need to pay 200 yen for the ride.
- キ The staff wearing a yellow hat can speak not only Japanese and English but also other languages.

## 筆記テスト

4

次の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに【注】がある。)

“Dad, Mom! I want to study abroad this year! My English teacher recommended this plan,” Rika said \*excitedly to her parents after lunch on a sunny Sunday. “Oh, why do you suddenly say that you want to study abroad, Rika?” asked Dad.

This April, Rika entered high school and met many students who came from foreign countries or had experiences in other countries. She wanted to experience life in a foreign county like them. Her English teacher, Mr. Saeki, introduced some programs for studying abroad. He explained to his students that before \*applying, they should talk with their family.

“You just entered the high school you really wanted to enter. Before you study abroad, you should discover what you want to do,” said Rika’s mother. “Oh, please Mom! If I can go, I will study English harder. I promise!” She was surprised that her mother didn’t want her to go abroad.

“Listen, Rika,” her father said. “When I was a college student, I studied in New York. The city was the center of business in the world, so I chose New York to study business. At school, I met and made friends with many people from all over the world and had experiences that I couldn’t get in Japan. So, I want you to have such experiences even while you are in high school. But, if you don’t have a clear goal, I don’t want you to go abroad.”

Rika could not say anything at that time. She wondered what her goal would be. She didn’t know what to do and said to herself in a small voice, <sup>(1)</sup>“I just want to study abroad.”

The next morning, Rika talked with Mr. Saeki. He said that if she could not find a clear goal, she could not become an \*exchange student. However, she did not know what to do. Mr. Saeki smiled and said he would give her a hint later.

After school on that day, Mr. Saeki took Rika to the school library, and showed her how to borrow books. Rika saw a magazine of \*endangered animals, like elephants and turtles, from all over the world. These animals are popular among children in Japan. Rika thought people could do something for them. Then, Rika saw her classmate, Anna. She was holding a book in her hand. Rika said, “Hi, Anna. You are holding a book of animals. Do you like animals?” “Yes. These are pictures of endangered animals. I think environmental problems are caused by people,” Anna answered. “I think so, too! I want to help these animals and improve their environments,” Rika said. <sup>(2)</sup>She was surprised at her own words. Rika realized that she wanted to know more about environmental problems, and she thought that people should act to save the environment



for wild animals including endangered ones.

While Rika and Anna were talking in the library, Mr. Saeki joined them and talked about his experience. When he was a college student, he visited Australia and enjoyed diving. He swam with wild animals, such as dolphins and turtles in beautiful seas. While diving, he saw trash on and in the sea. Some animals were hurt because they ate plastic bags or were caught by broken nets. He realized that because people made environmental problems, they should do something for the Earth. So, he decided to join a volunteer group to clean the sea. Then he became an \*adviser of the volunteer club at their high school to show students the reality of the environment. He said that Rika and Anna should join the club. “Yes, I want to do that. How about you?” Rika asked. “Sure. Let’s do it together,” Anna answered. Mr. Saeki was glad to see their smiles.

Rika borrowed a magazine about environmental problems from the library. It said people in Australia try to protect wild animals and plants. When planes arrive at airports, the staff wash the planes because they may carry eggs of \*bugs or seeds of plants from other countries which would hurt local plants and wild animals in Australia. Rika was impressed that people in Australia take action to protect their \*wildlife. She felt that Australia is an \*advanced country because it protects endangered animals and their environments.

The next day, Mr. Saeki introduced the club leader, Kota, to Rika and Anna. Kota explained that club members cleaned around their school once or twice a week. He said they would start this activity the next Friday.

After school on the first day of their activities, they collected trash around their school. “When we do the club activities, I always think that Japanese people need more recycling systems in their daily lives,” Kota said.

<sup>(3)</sup>“What do you mean?” We already recycle cans, plastic bottles, and other things in Japan,” Rika said. Kota answered, “When I lived in France, I saw recycling boxes of clothes all over the town. Even children used the boxes to recycle.” Mr. Saeki joined the \*conversation and said, “When we go overseas, we can see different lifestyles. Many people in Australia do volunteer work, such as cleaning not only city areas but also wild areas. They know the environment of city areas is connected to the wild areas. Australia is also advanced in volunteer work. I hope young Japanese people will think about the environment as people in Australia do.” Rika noticed that Mr. Saeki and Kota’s stories helped her see different countries’ ways to protect their environments.

Rika, Anna and Kota went to a coffee shop after the activity. They ordered cold drinks and got paper \*straws. “This shop uses paper straws. It is good for our environment,” Anna said. Kota said that he watched a TV program about animals in sea areas. He added, “They are hurt by plastic straws. I was surprised that some animals

also eat plastic bags \*thrown away in city areas because the trash is brought to the sea by winds.” Then Rika thought that to stop this, she should do something both in cities and on beaches. Rika realized that she finally found her goal.

Rika suggested to Kota and Anna that they should include the beach in the cleaning area because the city is connected to the sea. Rika wanted all living things to be able to live in a good environment. Kota and Anna agreed with her. And so, they decided to clean the beach together with Rika.

The next day, Rika, Anna and Kota said to Mr. Saeki that they were planning to clean not only the city but also the beach. He agreed and even said he was proud of them. “I believe you can explain to your parents what your goal will be. What do you think, Rika?” <sup>(4)</sup> Mr. Saeki said. “Yes, I think I can.” Rika \*nodded. She hoped that her dream would take her to a bright future.

【注】 excitedly 夢中になって	apply 申し込む	exchange student 交換留学生
endangered 絶滅寸前の	adviser 顧問	bug 小さな虫
wildlife 野生生物	advanced 先進的な	conversation 会話
straw ストロー	throw away 捨てる	nod うなづく

〔問1〕 <sup>(1)</sup> “I just want to study abroad.” について、その時の Rika の気持ちとして最も適切なものを、次の中から選びなさい。

- ア She felt cheerful because if she tried really hard, she could be an exchange student.
- イ She felt disappointed because both her father and mother did not agree with her.
- ウ She felt sad because her parents would not let her study abroad while she was in high school.
- エ She felt glad because if she showed her goal, her parents would allow her to study abroad.

〔問2〕 <sup>(2)</sup> She was surprised at her own words. について、本文の内容と合うように、次の質問の答えとして最も適切なものを、下のア～エの中から選びなさい。

Why was Rika surprised at her own words?

- ア Because she found she wanted to solve the environmental problems caused by nature.
- イ Because she did not know that Anna also liked the environment and wild animals.
- ウ Because she felt that Anna would probably become one of her best friends.
- エ Because she realized she was interested in protecting the environment for animals.

〔問3〕 <sup>(3)</sup> “What do you mean?” について、本文の内容と合うように、次の質問の答えとして最も適切なものを、下のア～エの中から選びなさい。

Why did Rika ask this question?

- ア Because she wanted to learn about her high school’s recycling system.
- イ Because she thought that the recycling system in France was similar to the system in Japan.
- ウ Because she did not think people in Japan recycled as well as people in France.
- エ Because she could not believe that Japanese people needed to recycle more.

〔問4〕 (4) “I believe you can explain to your parents what your goal will be. What do you think, Rika?” について、本文の内容と合うように、次の質問の答えとして最も適切なものを、下のア～エの中から選びなさい。

Why did Mr. Saeki say that to Rika?

- ア Because he wanted her to tell her parents her goal to be allowed to study abroad.
- イ Because he wanted to disagree with her parents' way of thinking about studying abroad.
- ウ Because he wanted to visit her parents to say that she should become an exchange student.
- エ Because he wanted her to improve the volunteer activities in France after she went there.

〔問5〕 本文の内容と合うように、Rika の考えの変化を次のように書き表すとき、①と②に入る語句の組み合わせとして最も適切なものを、下のア～エの中から選びなさい。

When Rika talked with her parents about studying abroad for the first time,  ① . However, after communicating with Mr. Saeki and the members of the volunteer club,  ② .

- ア ① she wanted to apply for the program of studying abroad, but she could not explain her goal in a clear way      ② she found what she wanted to do in a foreign country, and she realized she could do volunteer work without working with others
- イ ① she just wanted to study abroad, and she did not know what she wanted to learn in a foreign county      ② she realized that it was more important to take action in wild areas than in city areas to protect the environment of the Earth
- ウ ① she wanted to live in a foreign country like some students at her school, but she did not have a clear goal for studying abroad      ② she found that she wanted to learn about the environment of the Earth to improve it and to protect wild animals
- エ ① she had a clear goal to study abroad only in her head, so her parents did not allow her to study in a foreign country      ② she learned how people in foreign countries protect animals and plants there, so she thought she should do something to help them

〔問6〕 本文の内容と合うものを、次のア～カの中から二つ選びなさい。

- ア When Rika's father decided to study abroad, he wanted to learn about business in New York, and he studied with just the local people there.
- イ In the school library, Rika talked with Mr. Saeki and Anna about protecting the environment, and Rika and Anna decided to join the volunteer club.
- ウ According to the news Kota watched, at airports in Australia, the staff wash airplanes to protect local people from dangerous plants and animals.
- エ Through reading a magazine from the library, Rika learned how people in Australia protect endangered animals, and also how they recycle clothes.
- オ After their volunteer work, Rika learned that some animals in sea areas are hurt by plastic trash, such as plastic straws or plastic bags.
- カ Rika was sure that she would be able to tell her parents about her goal of studying abroad if she talked with foreign people about the environment.

**5**

次の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに【注】がある。)

The ancient history of Japan is full of mystery. For example, there is not much information about the location of the Yamatai \*Kingdom. The Yamatai Kingdom was one of the countries of ancient Japan, and there is still debate about its location among researchers. In addition, \*it is said that the Yamatai Kingdom had a good \*relationship with a foreign country, but we don't know why that foreign country wanted to have a relationship with the Yamatai Kingdom. There aren't many books about the Yamatai Kingdom written in ancient times, but recently, there were surprising discoveries of some facts from the 3rd century thanks to \*archeological and \*scientific studies.

First, archeological and scientific studies have given us a hint about the location of the Yamatai Kingdom. There has been debate about it, but recently, a group of researchers made an important discovery. They searched the Makimuku \*ruins in west Japan more than 200 times, and they found that there was a big city in <sup>(1)</sup>the Makimuku ruins. The area is 1.5 km from north to south and 2 km from east to west. They also discovered that a big \*palace made of wood stood in the center of the city. By using a new scientific technology, another group of researchers studied the wood that was used to build the palace. They did research on the \*oxygen in the wood and discovered that the tree they studied was cut in the year 231. According to a Chinese history book, Himiko, the queen of the Yamatai Kingdom, sent people to ancient China in the year 238, and the next year, a king in ancient China \*regarded Himiko as a queen of ancient Japan. Though there are different opinions about the location of the Yamatai Kingdom, the researchers are now thinking \*seriously that the palace was built for Himiko because it was made while she was \*alive.

If Makimuku was the center of the Yamatai Kingdom, where was Queen Himiko \*buried after her death? According to researchers, it is possible to think that she was buried in the Hashihaka \*Burial Mound. It is a huge \*key-hole shaped burial mound, and it is in the south of Makimuku. According to the Chinese history book, she was buried in a huge burial mound in about the year 250. Surprisingly, by studying the things in <sup>(2)</sup>the Hashihaka Burial Mound, the researchers found that it was built between the year 240 and the year 260. The researchers think that the Hashihaka Burial Mound was made for someone who had great power because it is more than 250 meters long and larger than other burial mounds that were built at that time. The researchers think there was no one at that time who had more power than Queen Himiko.

The next mystery is how the Yamatai Kingdom was born. According to the Chinese history book, before the Yamatai Kingdom was created, ancient Japan was \*divided into

small countries, and the countries were fighting with each other. The book also says that Himiko became the queen to solve this problem and \*unite some of the small countries as one. But then, why were they fighting so hard that they needed a leader to unite them? To answer this, researchers studied the wood used at that time. By studying the wood, they had a scientific way to tell the climate of each year while the tree was alive. As a result of the research, they discovered that there was a climate change at that time. It was probably difficult to get food because of the hard situation caused by the climate change, so many people fought against each other for food. The researchers think that the small countries chose Himiko as their leader to get her support to stop the small countries from fighting with each other.

In addition, according to the Chinese history book, there was another difficulty. The Yamatai Kingdom was fighting with its \*rival kingdom. Some researchers think that the rival kingdom was in east Japan. People in the Yamatai Kingdom felt very worried about the situation with the rival kingdom. So, how did the Yamatai Kingdom try to solve these difficult problems? In fact, the Yamatai Kingdom made a \*global strategy.

(3)

Then why was the Yamatai Kingdom able to get support from Wei? Researchers found important things in an area of Japan through their archeological study. These things were many mirrors made by Wu. Wu was another one of the three kingdoms in ancient China. Researchers think that Wu sent mirrors to ancient Japan to show respect and create a good relationship because mirrors were a sign of great power in ancient Japan in the 3rd century. According to a history book called “The Records of the Three Kingdoms,” the three kingdoms in ancient China were \*keeping each other in check at that time. Wu probably wanted to get support from ancient Japan to show its power to the other two kingdoms. According to the researchers, the king of Wei found that this situation was very dangerous, and he didn’t want ancient Japan to have a good relationship with Wu. However, this was a great chance for the Yamatai Kingdom to get support from Wei. The researchers think the Yamatai Kingdom sent people there for this reason.

Since Wei thought the Yamatai Kingdom was an important country, we can say that the Yamatai Kingdom used a great global strategy. The Yamatai Kingdom got not only support but also technology from Wei. Researchers discovered that the technology used



in building the palace in Wei was also used in building the Hashihaka Burial Mound. The Hashihaka Burial Mound has kept its original shape though it was made more than 1,700 years ago. The researchers think that the reason for this is that the burial mound was built with a great technology. The buildings made with this technology are also very strong against water. Researchers think people wanted to learn the technology because they had \*floods caused by the climate change at that time. According to the researchers, the technology helped the Yamatai Kingdom unite people more. They also think the great technology was useful to \*extend the power of the Yamatai Kingdom over the rival kingdom, and this was a step to uniting Japan as one in a later period. In fact, a group of researchers has discovered that things regarded as a symbol of the Yamatai Kingdom spread to east Japan later.

We have seen that new facts about the 3rd century in Japan were discovered thanks to today's archeological and scientific studies. Though there are many mysteries left about the Yamatai Kingdom, these discoveries can be the key to solving the mysteries. From these discoveries, we can tell that the Yamatai Kingdom was resilient though it faced a lot of difficulties. To be resilient means not to be easily damaged by a bad situation. By being resilient, the Yamatai Kingdom showed a great global strategy to solve problems, and it finally got support and technology from a foreign kingdom, Wei. We now know the importance of being resilient. This will help us work on difficult problems and prepare for new challenges.

【注】 kingdom	王国	it is said that ~	～だと言われている
relationship	関係	archeological	考古学的な
scientific	科学的な	ruin	遺跡
palace	宮殿	oxygen	酸素
regard ~ as ...	～を...だとみなす	seriously	真剣に
alive	生きている	bury	埋める
burial mound	古墳	key-hole shaped burial mound	前方後円墳
divide	分ける	unite	統合する
rival	敵	global strategy	世界に目を向けた戦略
keep ~ in check	～をけん制する	flood	洪水
extend	拡張する		

〔問1〕 <sup>(1)</sup> the Makimuku ruins について、本文の内容と一致するものを、次の中から選びなさい。

- ア Researchers agree that the center of the Yamatai Kingdom was in the Makimuku area because in history books, there is much information about the kingdom's location.
- イ Researchers looked through the Makimuku ruins more than 200 times, and they found that there was a big palace made of wood.
- ウ Researchers discovered that in the Makimuku ruins, there was a palace that was 1.5 km from north to south and 2 km from east to west.
- エ Researchers found that the tree used to build the palace in the Makimuku area was cut when Himiko sent people to ancient China.

〔問2〕 <sup>(2)</sup> the Hashihaka Burial Mound について、本文の内容と一致しないものを、次の中から選びなさい。

- ア The Hashihaka Burial Mound is a key-hole shaped burial mound in the south of Makimuku.
- イ Researchers discovered the Hashihaka Burial Mound was made in about the middle of the 3rd century.
- ウ The Hashihaka Burial Mound is a huge burial mound that is more than 250 meters long.
- エ Because of the shape of the Hashihaka Burial Mound, researchers think it was made for the queen.

〔問3〕 次の文を，本文の内容と合うように完成させるとき， の中に入る最も適切なものを，下のア～エの中から選びなさい。

It is said that before the Yamatai Kingdom was created, ancient Japan was divided into small countries, and  .

- ア because they started fighting with each other, people in the countries didn't have much food
- イ some countries had difficulty getting food, but others didn't because they had great leaders
- ウ people had a hard time surviving because of the hard situation caused by the climate change
- エ Himiko was chosen as a leader to stop the climate change and unite some of the countries

〔問4〕  (3)  の中には，次の英文が入る。本文の流れに合うように正しく並べ，記号で答えなさい。

- ア At that time, ancient China was divided into three kingdoms, and that powerful kingdom was one of the three kingdoms.
- イ So, Queen Himiko probably thought people in the Yamatai Kingdom would stop feeling worried if their kingdom got support from Wei.
- ウ The action the Yamatai Kingdom took was to send people to a powerful kingdom in ancient China and build a good relationship, and the next year, it finally got support from the kingdom.
- エ That powerful kingdom's name was Wei, and it had the greatest power and the largest population among the three kingdoms, and it also had greater technology than the Yamatai Kingdom.

〔問5〕 次の文を，本文の内容と合うように完成させるとき， の中に入れるのに適切でないものを，下のア～エの中から選びなさい。

According to researchers, the Yamatai Kingdom introduced technology from Wei, and .

- ア the technology was used when a palace was built both in the Makimuku area and in Wei in the 3rd century
- イ thanks to the technology, the Hashihaka Burial Mound has kept its original shape for over 1,700 years
- ウ because of floods, people wanted to learn the technology to make buildings that were strong against water
- エ the technology helped the Yamatai Kingdom extend its power over its rival kingdom in ancient Japan

〔問6〕 次の質問の答えとして，本文の内容と一致しないものを，下のア～エの中から選びなさい。

What archeological and scientific studies are introduced in this story?

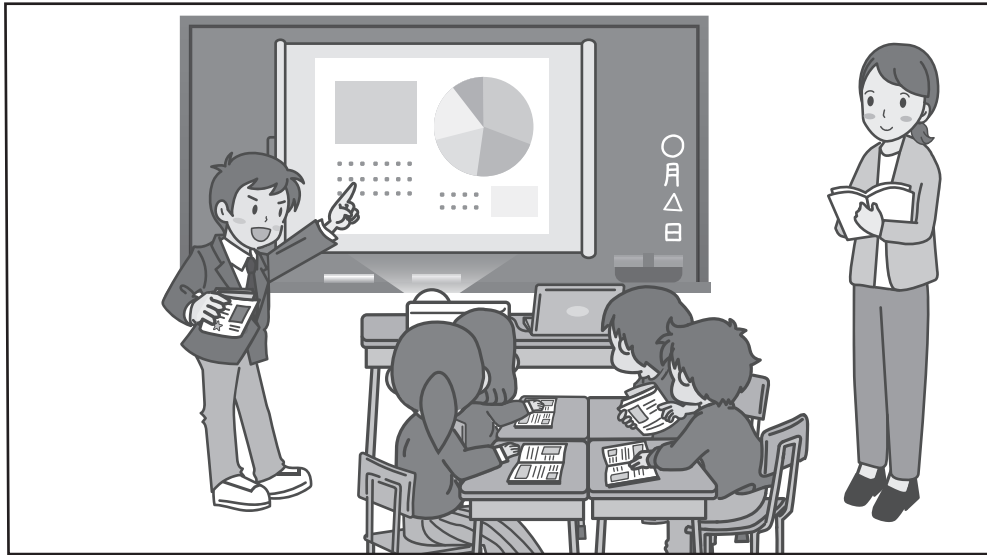
- ア The scientific study on the oxygen in wood to tell when the tree was cut in the past.
- イ The archeological study that showed when a key-hole shaped burial mound was made for the first time.
- ウ The scientific study on wood to tell the climate of each year while the tree was alive.
- エ The archeological study that showed mirrors were brought from Wu to ancient Japan.

〔問7〕 本文の内容と合うものを、次のア～カの中から二つ選びなさい。

- ア No history book tells when and where Queen Himiko was buried after she died, but researchers think she was probably buried in the Hashihaka Burial Mound.
- イ Though many mysteries about the Yamatai Kingdom are not solved, thanks to the discovery of the burial mound, we know why Wei made a good relationship with the Yamatai Kingdom.
- ウ Mirrors were regarded as a sign of great power in ancient Japan in the 3rd century, so according to researchers, Wu sent mirrors to ancient Japan to show a feeling of respect.
- エ Researchers think that Wu did not want the Yamatai Kingdom to have a good relationship with Wei, so Wu regarded the Yamatai Kingdom as an important country after the kingdom sent people to Wu.
- オ Since the things regarded as a symbol of the Yamatai Kingdom were found in east Japan, researchers think that area was part of the Yamatai Kingdom when Himiko became the queen.
- カ Though the Yamatai Kingdom had difficulties, the kingdom was resilient and showed a great global strategy to change bad situations into good situations.

- 6 次のAとBの絵は、それぞれある高校の英語の授業の様子を描いたものである。それぞれの授業の特徴を説明し、さらに、それぞれの授業の良い点を述べなさい。60語以上の英語で書くこと。ただし、「,」や「.」や「?」などは語数に含めないものとする。

A



B

