

# 英 語

## 注 意

- 1 声に出して読むはいけません。
- 2 問題は **1** から **3** までで、10ページにわたって印刷してあります。
- 3 **1** はリスニングテストです。  
リスニングテストは、検査開始直後に行います。
- 4 受検番号を、解答用紙の決められた欄<sup>らん</sup>に記入しなさい。
- 5 答えは、全て解答用紙の決められた欄に記入しなさい。
- 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、答えの欄に、その記号を記入しなさい。
- 7 記号を書くときも、文字を書くときも、明確に書きなさい。
- 8 答えを直すときは、きれいに消してから、新しい答えを記入しなさい。
- 9 提出するのは、解答用紙だけです。

1 リスニングテスト（放送で指示があります。）

第1部

〔No. 1〕

- ア Because her father didn't buy some cake.
- イ Because her father has eaten some cake.
- ウ Because her father didn't buy the chocolate.
- エ Because her father has eaten her chocolate.

〔No. 2〕

- ア He will meet his teacher.
- イ He will join the club meeting.
- ウ He will stay with his sister at home.
- エ He will take part in the tournament.

〔No. 3〕

- ア She ate alone.
- イ The meal was terrible.
- ウ She spent so much money.
- エ The restaurant was closed.

〔No. 4〕

- ア She wants to meet him in the evening.
- イ She wants to get to the meeting in the morning.
- ウ They should meet in the lunch time meeting.
- エ They should get to the office in the morning.

〔No. 5〕

- ア Ten people will.
- イ There will be eight.
- ウ Six people will.
- エ There will be four.

第2部

[No. 1]

- ア Twice a year.
- イ In two hours.
- ウ For two weeks.
- エ Two months ago.

[No. 2]

- ア Why don't you eat at home?
- イ How about a sandwich?
- ウ We had no time for lunch.
- エ We'll have curry tonight.

[No. 3]

- ア You can use mine.
- イ You can go home.
- ウ I'll call my office.
- エ I'll see you there.

[No. 4]

- ア No, I'm still doing it.
- イ No, I haven't written the math textbook.
- ウ Yes, you are writing the report for tomorrow.
- エ Yes, you have finished doing the homework.

[No. 5]

- ア Yes, we are going to the lake next weekend.
- イ No, you went to the lake last Saturday.
- ウ We haven't decided to go out this weekend yet.
- エ You have been to the lake twice.

2 次の文章を読んで、あとの各問に答えなさい。

(\*印の付いている単語・語句には、本文のあとに〔注〕があります。)

In the old days, it was difficult to eat fresh food anywhere at any time. Fresh food like meat, fish, vegetables, and fruit soon becomes \*rotten when it is warm. A long time ago, people could enjoy fresh apples only in the fall, though we can buy them at a supermarket in any season today. People <sup>(1)</sup> live in an area far away from the sea could not receive fresh fish so easily when there were no trucks. However, even when they could not have enough fresh food, people had to eat something to live in good health, and actually most of them were able to <sup>(2)</sup> do so. What did they do to prepare daily meals when it was hard to get fresh food?

People around the world have come up with several ways to \*prevent food from becoming rotten. But before reading about their efforts, we need to understand this first: how does food become rotten? Though we cannot see them, there are usually \*germs in fresh food. They like places with a lot of \*moisture. They live by \*decomposing \*protein in the food, and this makes food rotten. When it is warm and (3), the number of germs quickly increases and they become more \*active. So, to prevent the food from being rotten, we need to kill germs in the food or to make them weaker. This means that we have to reduce the \*amount of moisture in fresh food. How did people in the old days solve this problem? Let's look at three traditional ways to \*preserve food.

The first way is to \*dry fresh food in the sun. When food is put outside in sunny weather, solar \*heat takes moisture away from the food. When the amount of moisture in the food is under 35 %, the number of germs does not increase and we can preserve the food for a while. Also, drying food has another good point. It makes the food (4), so people can carry a larger amount of dried food more easily. For these reasons, people around the world began to try this way a long time ago. For example, dried fish was already eaten in Japan more than 1000 years ago. Dried fruit was enjoyed in Africa and Europe more than 2000 years ago.

The second way is to preserve food with salt. Salt takes moisture away from food, so germs will not become as active as before when salt is added. Salt also takes the moisture out of the germs' own bodies and <sup>(5)</sup> this kills them. When the \*concentration of salt is more than 10 %, the number of germs does not increase. People have preserved many different kinds of food with salt. Japanese people have eaten vegetables \*pickled with salt for a long time. Because they could not go outside so easily during winter, people were often supported by such food especially in snowy areas. Also, <sup>(6)</sup> [ the lives / meat / with salt / often saved / preserved ] of many hungry people in Europe hundreds of years ago.

The third way is to preserve food with sugar. When we put sugar in food, sugar catches and holds the moisture in the food. Then, germs cannot act in the moisture when it is \*combined with sugar. Because of <sup>(7)</sup> this, sugar has the power to prevent food from becoming rotten. However, we need a large amount of sugar to preserve food with it. The necessary concentration of sugar is more than 60 %. After the 16th century, sugar became cheaper in Europe and more people were able to buy it. By \*boiling some fruit with a lot of sugar, people in Europe made jam as a way to preserve and enjoy fruit even in winter. However, in Japan, sugar was  expensive that it was not used so often to preserve food before the 19th century.

As you have read here, food preserved in these traditional ways has supported people's lives for a long time. Preserved food has not only helped hungry people but also brought more fun to daily meals. We can enjoy many different dishes even now because of the food preserved in these traditional ways. It is a very useful gift produced through the great efforts of people in the old days.

〔注〕

rotten	腐 <sup>くさ</sup> った	prevent ~ from - ing	～が～するのを防ぐ
germ	細菌 <sup>さいきん</sup>	moisture	水分
protein	タンパク質	decompose	分解する
preserve	保存する	active	活発な
concentration	濃度 <sup>のうど</sup>	amount	量
combined with ~	～と結合した	dry	乾燥 <sup>かんそう</sup> させる
		heat	熱
		pickle	漬 <sup>つ</sup> ける
		boil	煮る

〔問1〕 <sup>(1)</sup>  の形として適切なものを選びなさい。

- ア lived
- イ living
- ウ to live
- エ have lived

〔問2〕 <sup>(2)</sup> do so が表す内容として適切なものを選びなさい。

- ア enjoy fresh food in all seasons
- イ carry daily meals quickly by truck
- ウ keep their health by eating food
- エ visit supermarket to prepare meals

〔問3〕 (3) にはどのような語句が入るのが適切か、選びなさい。

- ア the food has much protein in it
- イ the food has much moisture in it
- ウ germs have much protein in their own bodies
- エ germs have much moisture in their own bodies

〔問4〕 (4) にはどのような語句が入るのが適切か、選びなさい。

- ア softer and larger
- イ harder and fresher
- ウ colder and heavier
- エ smaller and lighter

〔問5〕 <sup>(5)</sup> this が表す内容として適切なものを選びなさい。

- ア the moisture in the food is taken away
- イ people around the world use salt to preserve food
- ウ putting salt in the food reduces the number of germs there
- エ the amount of moisture in the germs' own bodies gets smaller

〔問6〕 <sup>(6)</sup> [ the lives / meat / with salt / often saved / preserved ] of many hungry people  
を、文脈に合うように [            ] 内の語句を並べ替えた場合、ア～オの中で  
2番目と4番目にくる語句を記号で答えなさい。

- ア the lives                      イ meat                      ウ with salt
- エ often saved                      オ preserved

〔問7〕 (7) this が表す内容として適切なものを選びなさい。

- ア sugar catches and holds the germs in the food
- イ sugar cannot take the moisture out of the food
- ウ germs cannot be active in the food with sugar
- エ germs quickly go out of the food with sugar

〔問8〕 (8) にはどのような 1 語が入るのが適切か, 選びなさい。

- ア so
- イ too
- ウ very
- エ quite

〔問9〕 次の質問に対する答えとして, 本文の内容と合っているものを選びなさい。

Why does food become rotten when we do nothing to preserve it?

- ア Because the moisture in the food is influenced by active germs.
- イ Because active germs decompose protein in the food.
- ウ Because protein is lost from the food when it is warm.
- エ Because the amount of moisture in the food increases in a warm place.

〔問10〕 本文の内容と合っているものを選びなさい。

- ア We need to reduce more than half the amount of moisture in the food to make dried food.
- イ The necessary concentration of salt to preserve food is higher than that of sugar.
- ウ People in Japan had no chance to use salt to preserve food in the old days.
- エ People in Europe used solar heat to make jam as a way to enjoy fruit in all seasons.

3 次の文章を読んで、あとの各問に答えなさい。

(\*印の付いている単語・語句には、本文のあとに〔注〕があります。)

Atsushi is a second-year student of a high school. His school has many courses: the \*regular course, the music course, and so on. He is in the \*advanced class of the regular course.

One day Atsushi went to the school store (1) buy some bread for lunch. But only one sandwich was left. Then a tall foreign boy passed by him and took it. The boy said to him, "Better luck next time!" and went up to the floor of the music course. "He is a student in the music course," Atsushi thought. Then the boy looked back and saw Atsushi. Atsushi was just (2) enter the classroom of the advanced class.

After he went home, his sister, Kumi, asked him to come to her club's concert the next day. She was in the first year of his school and in the music club.

Next day he went to the school hall. After his sister played the guitar, he saw a tall boy on the stage and heard the \*announcement, "Next is a piano \*solo by John Baker." He thought, "That's him! He took my bread yesterday." Next moment he heard the strong sounds of the piano. He thought, "The sound is so clear." It was a long solo but he felt it ended quickly. While he was trying to remember all the parts of the solo, the concert ended. All the people left and he was the only one still there. He looked at the black and white keys and the black body of the grand piano on the stage. They looked beautiful. He went up to the piano and hit some \*keys. He kept hitting them to \*imitate a part of John's performance. Then he heard a voice, "Hey! Advanced Class." He looked back and found John there. "You are in the advanced class, right?" Atsushi said, "I'm in Class 2A, but don't call me that. Call me Atsushi." He said, "Do you like \*Beethoven, Atsushi? (3) [ before / piano / played / you / the ] ?" "No, I haven't," Atsushi said. "Hit this key, Atsushi," John said. He did so. Then John told him to hit some others. Atsushi hit them as John said. "Is this a part of your performance?" John smiled at him and said, "Yes, it's Beethoven." "Oh," Atsushi said and hit one key again. "Is the sound strange?" he asked. John said, "...Yes, it needs \*tuning. I'll play again next month and the piano will be well tuned by then. Come and listen to my performance again. I'll tell you the date later."

At home Atsushi studied for the next month's test at the \*cram school. He needed to get good \*marks to go up to the top class. He often thought about John's performance. He thought John practiced hard to make good sounds and said to himself, "I'll also (4) ."

A week later, John came to Class 2A. He said to Atsushi, "The date of the concert is the 14th of next month." "The 14th..., I have a test on that day. But what time does it start?" Atsushi asked. "At three, at the concert hall near the station." Atsushi would have to get to



the cram school before 4:50. He said, "I'll check the time." John said, "Then come and see me in Classroom 2G."

During the next week, Atsushi checked the time and thought he could take the test after the concert. Then he went to Classroom 2G. John was talking with a boy. The boy said, "Hey, are you Atsushi? John was just talking about you." John asked, "Can you come?" "Yes, but I have to leave <sup>(5)</sup> the place just after it finishes. Do you have the program?" Atsushi said. "I haven't got it yet. But my \*turn will be the last. When do you have to leave?" "About 4:15," Atsushi said. John said, "The concert will finish before then."

At home Atsushi studied harder and sometimes read about the piano's \*mechanism. He was interested in its way of making sounds and thought about studying it at university. Kumi talked to him, "Today I met John. Will you go to the concert? He looked happy. I thought (6). But you've changed. I'm also happy to find you're interested in music now."

On the 14th, Atsushi hurried to the concert. John's turn was the last. At the entrance he found John's classmate. "Hey, Atsushi. Do you remember me? My name is Mark and we met in 2G. I've kept a seat for you." Atsushi thanked him.

Atsushi listened to other students' performances and thought the piano was well tuned. Then John's turn came. Atsushi was surprised to find it was better than before. John's performance was full (7) energy and he never felt nervous about his technique. Atsushi felt it was almost perfect. When it ended, people stood up and \*applauded. Atsushi couldn't move from his seat but someone touched his shoulder. It was Mark and he said, "You have to go now. (8) is 4:12." Atsushi quickly left. After he got on the train, he saw his face in the window. He thought, "It's my turn next." When he got to the cram school, he felt he could work hard for his future plan.

The test started.

〔注〕

regular	普通科の	advanced	上級の	announcement	会場アナウンス
solo	独奏	key	鍵盤 <sup>けんぱん</sup>	imitate	まねる
Beethoven	ベートーベン	tune	調律する	cram school	塾 <sup>じゅく</sup>
mark	点	turn	順番	mechanism	仕組み
applaud	拍手する				

〔問1〕  にはどのような1語が入るのが適切か、選びなさい。

- ア on
- イ for
- ウ to
- エ in

〔問2〕  の形として適切なものを選びなさい。

- ア enter
- イ entering
- ウ entered
- エ enters

〔問3〕  を1語を補って並べ替え、文脈に合う文にしなさい。ただし、文の最初にくる語は大文字で始めなさい。

〔問4〕  にはどのような語句が入るのが適切か、選びなさい。

- ア make better sounds
- イ give up
- ウ ask others about it
- エ try hard

〔問5〕  が表す内容として適切なものを選びなさい。

- ア the hall in Atsushi and John's school
- イ John's classroom
- ウ the concert hall near the station
- エ the cram school

〔問6〕  にはどのような語句が入るのが適切か、選びなさい。

- ア you came to our club and tried to join it
- イ you played the piano and tuned it
- ウ you have loved Beethoven for a long time
- エ you were only interested in getting good marks

〔問7〕  にはどのような1語が入るのが適切か，選びなさい。

- ア with
- イ of
- ウ from
- エ to

〔問8〕  にはどのような1語が入るのが適切か，選びなさい。

- ア Now
- イ It
- ウ That
- エ There

〔問9〕 次の質問に対する答えとして，本文の内容と合っているものを選びなさい。

What is Atsushi's plan for the future?

- ア It is to support the music club of his high school.
- イ It is to imitate pianists' performances.
- ウ It is to study the piano's mechanism for making sounds.
- エ It is to take part in a piano concert.

〔問10〕 本文の内容と合っているものを選びなさい。

- ア Atsushi didn't like Mark very much because he took the last sandwich at the school store.
- イ Atsushi knew John's performances were great before he met him at the school hall.
- ウ Atsushi thought about what to study at university after he went to the music club's concert.
- エ Atsushi started to study music to go to a music college before his sister's concert.

## 読み上げ台本

(最初に 5 秒の間)

『リスニングテストを行う前に、リスニング問題の印刷の確認を行います。リスニング問題は 1 ページから 2 ページに印刷してあります。問題が印刷されていない場合や、不鮮明な場合には申し出て下さい。』

(5 秒の間)

『これから放送によるリスニングテストを行います。問題用紙の 1 ページを開いてください。問題は第 1 部と第 2 部に分かれています。第 1 部では、対話とその内容についての質問が、それぞれ 2 度ずつ読まれます。その質問に対する最も適切な答えを選んで、記号で答えなさい。なお、放送中に問題用紙の余白にメモをとってもかまいません。では、第 1 部を始めます。』

(3 秒の間)

[No.1]

(3 秒の間)

<i>Girl:</i>	Where is my chocolate, Dad? I think I left it on the table.
<i>Father:</i>	Oh... I'm sorry. I ate it. Now I'll go and buy you the same type of chocolate.
<i>Girl:</i>	Oh, no! I can't believe it! You can't get the same type at any shop. My friend made it for me.
<i>Father:</i>	Don't be so angry. I'll buy you some special cake, then.

(3 秒の間)

[ Woman ] Question. Why is the girl so angry?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.1] の繰り返し)

(3 秒の間)

[ Woman ] Question. Why is the girl so angry?

(10 秒の間)

[No.2]

(3 秒の間)

<i>Girl:</i>	Bob, will you come to the club meeting after school? Our teacher will tell us about the tournament next month.
<i>Boy:</i>	Sorry, I can't. I'll go home early today.
<i>Girl:</i>	Do you have something to do?
<i>Boy:</i>	Yes, I have to take care of my younger sister at home this afternoon.

(3 秒の間)

[ Woman ] Question. What will Bob do after school?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.2] の繰り返し)

(3 秒の間)

[ Woman ] Question. What will Bob do after school?

(10 秒の間)

[No.3]

(3 秒の間)

<i>Man:</i>	I hear a new restaurant opened near our office last week.
<i>Woman:</i>	Actually, I had dinner with my friends there yesterday.
<i>Man:</i>	Oh, really? How was the food?
<i>Woman:</i>	It was delicious, but it was too expensive.

(3 秒の間)

[ Man ] Question. What was the problem for the woman?

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.3] の繰り返し)

(3 秒の間)

[ Man ] Question. What was the problem for the woman?

(10 秒の間)

[No.4]

(3 秒の間)

<i>Woman:</i>	Is it all right for you to meet me at seven?
<i>Man:</i>	I don't think I can get up so early.
<i>Woman:</i>	I mean seven in the evening.
<i>Man:</i>	Oh, I thought we should meet before the lunch time meeting.

(3 秒の間)

[ Woman ] Question. When does the woman want to meet the man?

(5 秒の間)

『繰り返します。』

(2 秒の間)

(〔No.4〕の繰り返し)

(3秒の間)

[Woman] Question. When does the woman want to meet the man?

(10秒の間)

[No.5]

(3秒の間)

*Man:* I will bring my parents to the dinner this weekend.

*Woman:* I will bring my parents and my sister.

*Man:* Can I also bring my brother, then?

*Woman:* Sure.

(3秒の間)

[Man] Question. How many people will be at their dinner?

(5秒の間)

『繰り返します。』

(2秒の間)

(〔No.5〕の繰り返し)

(3秒の間)

[Man] Question. How many people will be at their dinner?

(10秒の間)

『これで第1部を終わります。』

(5秒の間)

『では、第2部に入ります。第2部は、質問や発言に対して、適切な応答を選ぶ問題です。質問や発言は1文のみで、2度ずつ読まれます。それに対する応答として、最も適切なものを選んで、記号で答えなさい。なお、放送中に問題用紙の余白にメモをとってもかまいません。では、第2部を始めます。』

(3秒の間)

[No.1]

(3秒の間)

*Man:* How long are you going to stay here?  
*Woman:* ( )

(5秒の間)

『繰り返します。』

(2秒の間)

([No.1]の繰り返し)

(10秒の間)

[No.2]

(3秒の間)

*Boy:* Mom, what's for lunch?  
*Mother:* ( )

(5秒の間)

『繰り返します。』

(2秒の間)

([No.2]の繰り返し)

(10秒の間)

[No.3]

(3秒の間)

*Man:* I have to call my office now, but I cannot find my phone.  
*Woman:* ( )

(5秒の間)

『繰り返します。』

(2秒の間)

([No.4]の繰り返し)

(10秒の間)

[No.4]

(3 秒の間)

*Girl:* Have you finished writing the math report for tomorrow?

*Boy:* ( )

(5 秒の間)

『繰り返します。』

(2 秒の間)

(〔No.4〕の繰り返し)

(10 秒の間)

[No.5]

(3 秒の間)

*Man:* Are we going to the lake this Saturday or this Sunday?

*Woman:*( )

(5 秒の間)

『繰り返します。』

(2 秒の間)

(〔No.5〕の繰り返し)

(10 秒の間)

『これで放送による問題を終わります。』