

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 We have to run.
- イ Let's go shopping.
- ウ It's a waste of your time.
- エ I don't have a watch.

〔No. 2〕

- ア I like cold drinks.
- イ I went to the hospital.
- ウ I think you are very kind.
- エ I hope you'll win next time.

〔No. 3〕

- ア Thank you. It was OK in the afternoon.
- イ Sorry. It was broken in the morning.
- ウ Thank you. I think my brother used it.
- エ Sorry. I thought you broke it.

〔No. 4〕

- ア Really? Then, I'll go there straight.
- イ Thank you. I'll take a taxi.
- ウ Really? I'll walk then.
- エ Thank you. I'll take this bus.

第2部

[No. 1]

- ア One.
- イ Nine.
- ウ Ten.
- エ Eleven.

[No. 2]

- ア To the post office.
- イ To City Park.
- ウ To the department store.
- エ To ABC Flower.

[No. 3]

- ア He and his children should go to the zoo this weekend.
- イ His daughter agreed with her brother.
- ウ He and his children went to the zoo last weekend.
- エ His son doesn't want to go to the zoo.

[No. 4]

- ア Yes, because she likes the music.
- イ No, because she doesn't like the music.
- ウ Yes, because she likes Italian food.
- エ No, because she doesn't like Italian food.

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。)

Have you ever seen an *aurora? It is beautiful, isn't it? Some people call it "The show of lights in the night sky." Today, let's talk about some of the questions people often ask about the auroras. Many people wonder (1) they are, what colors there are in them, and where we can see them.

The first one is a very simple question, "What is an aurora?" Well, the simple question is the most difficult one. Three things are needed when there is an aurora. They are *solar wind, the *atmosphere, and the earth *magnetism. The first (2), solar wind, is not really wind because there is no air in space. It is very small *particles with electricity coming very fast from the sun toward the earth. Some of those particles with high energy come into the atmosphere because of the earth magnetism. When they hit the *atoms and *molecules about 100 to 500 kilometers above the ground, some lights are seen. Those lights are called the aurora.

The second question is about the colors, "What colors are there in the auroras?" You may also ask, "How are those colors decided?" The main colors in the auroras are green, pink, and red. Sometimes you can also see blue. The color is decided by the kind of atoms and molecules. When (3) [we / hit / talked about / that / the particles] *oxygen atoms, the lights are green or red, and when they hit *nitrogen molecules, the lights are pink or blue. The colors are also *related to the *positions of the atoms and molecules. The oxygen atoms that are very far from the ground give red light and the ones nearer give green light. The nitrogen molecules which give pink or blue lights are even nearer to the ground.

The third point is "Where can we see the auroras?" As we have seen, particles that make the auroras are related to magnetism. Many people know that there is strong magnetism near the North and the South *Poles. So we can see the auroras in those areas. However, it does not mean that we can see the auroras just anywhere in the *polar areas. You should not be too close to the poles or too far from them. The areas for us (4) see the auroras look like a *doughnut.

Now, let's talk about the auroras in Japan. Did you know that there was surprising news last year? It was about the aurora seen in Hokkaido last March. Why was it surprising news? You see, Hokkaido is not usually a place to see an aurora, because it is too far from the North Pole. Actually, it was the first time in eleven years. At the time of the news, many people thought it was related to big *explosions on the sun. They thought there was a stronger solar wind coming to the earth and it caused the aurora far from the poles. Three months later, a group of scientists at a university in Nagoya wrote a report about that aurora. It said that the

aurora was caused by the *magnetic storms near the earth. First, they also thought about some special solar activity and studied about it, but there were no explosions there around the time of the aurora. Next, they thought about the magnetic storms and checked them. Then they found that there were two big magnetic storms at the time of the aurora in Hokkaido.

(5) Many more new things about the auroras will be found if we study them. So, let's keep studying and also enjoy "The beautiful show of lights in the night sky."

〔注〕

aurora	オーロラ	solar	太陽の	atmosphere	大気
magnetism	磁気	particle	粒子	atom	原子
molecule	分子	oxygen	酸素	nitrogen	窒素
related to ~	～に関係がある	position	位置	pole	極
polar	極地の	doughnut	ドーナツ	explosion	爆発
magnetic storm	磁気嵐				

〔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 when
- イ that
- ウ which
- エ what

〔問2〕 にはどのような1語が入るのが適切か、選びなさい。

- ア they
- イ it
- ウ one
- エ there

〔問3〕 (3) [we / hit / talked about / that / the particles] が本文の内容と合うように [] 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 we イ hit ウ talked about
エ that オ the particles

〔問4〕 にはどのような1語が入るのが適切か、選びなさい。

- ア to
イ can
ウ that
エ for

〔問5〕 の形として適切なものを選びなさい。

- ア sees
イ seen
ウ seeing
エ saw

〔問6〕 次の文を、本文の内容と合うように完成するには、 の中にどれを入れるのが適切か、選びなさい。

The colors of the aurora are also related to how far the atoms and molecules are from .

- ア the ground
イ space
ウ the sun
エ the poles

〔問7〕 本文の内容と合うように、次の質問に対する答えとして適切なものを選びなさい。

Which color is seen at the highest part of an aurora?

- ア Green is.
- イ Red is.
- ウ Pink is.
- エ Blue is.

〔問8〕 本文の内容と合うように、次の質問に対する答えとして適切なものを選びなさい。

Why can we say that the aurora in Hokkaido was not related to explosions on the sun?

- ア Because there were more solar winds coming to the earth.
- イ Because no such explosion was seen at that time.
- ウ Because there is no air in space.
- エ Because Hokkaido is too far from the North Pole.

〔問9〕 次のア～カの中から本文の内容と合っているものを2つ選びなさい。

- ア The kinds of atoms and molecules are important when the colors of the auroras are decided.
- イ The colors of auroras are related to the colors of atoms and molecules.
- ウ The solar wind comes to the earth because of the earth magnetism.
- エ An aurora was seen in Hokkaido last year because of the explosion on the sun.
- オ The best spot to see the auroras is not the North Pole or the South Pole.
- カ The solar wind is not really coming to the earth from the sun.

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。)

Nami was a Japanese university student who lived in Tokyo. She was eighteen years old and a first year student. She was studying Japanese *literature. She enjoyed her college life, but she spent her days with no *ambition. She didn't think this was good for her. (1) she wanted to find something *meaningful to do. Then she decided to study abroad for a year.

Nami went to a small town in the U.K. in September the next year. She made friends with her *roommate, Kate, from London. Kate was studying child *education and she often visited a *community center for children near the college. She asked Nami, “(2) visit the center together tomorrow afternoon?” Nami wanted to meet children and she decided to go there. The next day, they met many children there. Some children were drawing pictures and others were doing their homework. Kate introduced Nami to them. An eleven-year-old boy, Alex, asked her, “How do you say ‘stars’ in Japanese?” Nami answered, “We say *hoshi* in Japanese.” Alex and the other children repeated after her, “*Hoshi, hoshi!*” It was the first time for them to learn Japanese. In the town, Japanese was not a popular language to learn.

Before leaving the center, Nami found a *notice on the wall which said, “NEW *PROJECT WANTED.” Then, she said to Kate, “I can teach Japanese here.” Kate smiled and said, “(3).” From the next week, Nami started teaching as a volunteer. She taught for an hour after school on Fridays because she had no class in the afternoon. The students were *mostly in elementary schools and they started learning very simple Japanese greetings, for example, “*Konnichiwa*” and “*Arigatou*.” Her lessons became popular among the children because her way of teaching was good and they enjoyed learning. As she often played games in her classes, every child was relaxed when they practiced speaking.

One year passed and the students learned so many simple words for communication. At the goodbye party for Nami, Alex read a letter which was (4) write by everyone. He said, “*Nami-sensei, doumo arigatou. Mata aimashou.*” Nami was happy because he also said he would study Japanese more. Alex added, “I could never talk in front of many people. But now, I can. Thanks to you, now I really like studying.” Nami was moved so much (5) she cried. She opened the door for the students to study Japanese. She thought, “I've finally found something meaningful to do. I want to be a Japanese teacher!” After Nami went back to Japan, she studied very hard and she became a Japanese teacher at a language school for foreign students.

One morning some years later, the *principal came to Nami and said, “Nami, ⁽⁶⁾ [year / teach / students / will / the first] today? Mr. Kato is sick and he can’t teach them.” When Nami came to the class for the first time, a student stood up and shouted, “*Nami-sensei!*” The student was Alex. Nami said, “Oh my god! Is that you, Alex?” Then he said, “Wow! It’s a small world!” ⁽⁷⁾ They were glad because they never thought they would meet again. She talked about her experience of studying abroad and ⁽⁸⁾ [teach] in the U.K. to the other students. They were surprised at this *coincidence. Alex said to the classmates, “*Nami-sensei* was a good Japanese teacher and every student was *encouraged. I got a *scholarship because I tried hard.” Alex also talked about her lessons in Japanese. His Japanese was much better and Nami thought he made a great effort. Nami said, “Now, everyone. I’ll teach you the most important Japanese word.” She wrote *doryoku* on the blackboard. She said, “It means ‘effort.’ Look at Alex. Your efforts will be *rewarded someday.”

Everyone *nodded and agreed. Then Nami said, “Now let’s start today’s lesson.”

〔注〕

literature	文学	ambition	目標	meaningful	意義のある
roommate	ルームメート	education	教育		
community center	コミュニティー・センター			notice	掲示
project	計画	mostly	ほとんど	principal	校長
coincidence	偶然	encourage	励ます	scholarship	奨学金
reward	報いる	nod	うなずく		

〔問1〕 [(1)] にはどのような1語が入るのが適切か、選びなさい。

- ア If
- イ But
- ウ When
- エ So

〔問2〕 [(2)] にはどのような語句が入るのが適切か、選びなさい。

- ア May I
- イ Why are you going to
- ウ Shall we
- エ Do you have to

〔問3〕 にはどのような語句が入るのが適切か，選びなさい。

- ア That's interesting
- イ Take care
- ウ Not at all
- エ Don't worry

〔問4〕 の形として適切なものを選びなさい。

- ア writing
- イ written
- ウ writes
- エ to write

〔問5〕 にはどのような1語が入るのが適切か，選びなさい。

- ア why
- イ because
- ウ that
- エ as

〔問6〕 を1語補って並べ替え，文脈に合うようにしなさい。

〔問7〕 の表す内容として適切なものを選びなさい。

- ア All the students in the classroom
- イ Nami and Mr. Kato
- ウ All the people in the classroom
- エ Nami and Alex

〔問8〕 の形として適切なものを選びなさい。

- ア taught
- イ teaching
- ウ has taught
- エ to teach

〔問9〕 本文の内容に合うように、次の質問に対する答えとして適切なものを選びなさい。

How did Nami know about the community center?

- ア Kate told her about it.
- イ She was studying child education.
- ウ Kate wanted to teach Japanese.
- エ She saw the notice about it.

〔問10〕 次の文を、本文の内容と合うように完成するには、の中にどれを入れるのが適切か、選びなさい。

Alex said he liked studying Nami.

- ア because of
- イ before meeting
- ウ after teaching
- エ in front of

〔問11〕 本文の内容と合っているものを選びなさい。

- ア The principal said it was important to make an effort.
- イ All the classmates of Alex were surprised to see Nami.
- ウ Nami thought Alex's effort was rewarded.
- エ Alex did his best to get some money to be a teacher.

読み上げ台本

『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。』

『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、対話がそれぞれ2度ずつ読まれます。その対話に続ける言葉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1部を始めます。』

(3秒の間)

[No.1]

(3秒の間)

Woman: We spent a lot of time for the shopping.
Man: What time is it, Cindy?
Woman: It's almost noon.
Man: What? Our bus leaves soon.
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)

Woman: You look a little tired today.
Man: Not tired, but I'm feeling down. I lost the tennis match on the weekend.
Woman: Really? You are a very strong tennis player. What happened?
Man: Actually, I caught a bad cold last Friday, and I was still not well on the game day.
So I couldn't play well.
Woman: ()

(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)

Woman: Did you use this computer yesterday?
Man: Yes, but why?
Woman: It doesn't work now.
Man: It was OK yesterday morning. And when your brother used it after lunch,
it was OK, too.
Woman: ()

(5 秒の間)

『繰り返します。』

(2 秒の間)

([No.3] の繰り返し)

(10 秒の間)

[No.4]

(3 秒の間)

Man: Excuse me. Does this bus go to City Hall?
Woman: Yes, it does. But it will take a long time because the bus doesn't go
straight to City Hall.
Man: Do you think I should take a taxi?
Woman: It's not so far from here. You don't need to ride anything.
Man: ()

(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)

『これで第 1 部を終わります。』

(5 秒の間)

『では、第 2 部を始めます。第 2 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2部を始めます。』

(3秒の間)

[No.1]

(3秒の間)

Man: Hi, may I help you?
Woman: Yes, I'll take nine apples.
Man: They are one dollar each. So, that's nine dollars. But if you buy ten, I'll give you one more.
Woman: Oh, that's nice. I'll buy ten.

(3秒の間)

[Man] Question. How many apples will the woman get?

(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)

[Man] Question. How many apples will the woman get?

(10秒の間)

[No.2]

(3秒の間)

Man: Excuse me. I'm looking for a flower shop. Do you know a good one?
Woman: Well, there are two flower shops around here.
Man: I'm going to meet my friend in City Park after shopping. So, I want to go to the closer one.
Woman: All right, then ABC Flower will be better. It's between the post office and the department store. The park is very close to there.

(3秒の間)

[Man] Question. Where will the man go after the flower shop?

(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)

[Man] Question. Where will the man go after the flower shop?

(10秒の間)

[No.3]

(3秒の間)

Woman: Dad, Bob says we should go to the zoo this weekend, but I don't want to go there.
Man: Why do you say so?
Woman: Because we went there last month.
Man: Can't you be nice to your little brother? He loves the zoo so much.

(3 秒の間)

[Woman] Question. What is the father's idea?

(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)

[Woman] Question. What is the father's idea?

(10 秒の間)

[No.4]

(3 秒の間)

Man: Are you going to Antonio's party tomorrow night?
Woman: Actually, I don't want to go.
Man: Really? I thought you liked Italian food.
Woman: Yes, I do. But the problem is the music he always plays.

(3 秒の間)

[Man] Question. Does the woman want to go to Antonio's party?

(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)

[Man] Question. Does the woman want to go to Antonio's party?

(10 秒の間)

『これで放送による問題を終わります。』