

英 語

問題冊子 1

注 意

- 1 問題は「問題冊子 1」と「問題冊子 2」の 2 分冊になっています。
- 2 「問題冊子 1」には、問題 **1** のリスニングテスト（1 ページ）が印刷してあります。「問題冊子 2」には、問題 **2** 以降（2 ページ以降）が印刷してあります。
- 3 解答用紙は 1 枚で、「問題冊子 1」と「問題冊子 2」共通です。
- 4 検査時間は 2 冊合わせて 50 分で、終わりは午後 0 時 10 分です。
- 5 最初に「問題冊子 1」のリスニングテストを行います。
- 6 声を出して読んではいけません。
- 7 答えは全て解答用紙に明確に記入し、**解答用紙だけを提出しなさい。**
- 8 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。
- 9 答えを直すときは、きれいに消してから、新しい答えを書きなさい。
- 10 **受検番号**を解答用紙の決められた欄に記入しなさい。

1

リスニングテスト（放送による指示に従って答えなさい。）

〔問題A〕 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア Last July.
- イ Last August.
- ウ Last October.
- エ Last November.

<対話文2>

- ア At nine on Saturday.
- イ At ten on Saturday.
- ウ At nine on Sunday.
- エ At ten on Sunday.

<対話文3>

- ア He has never been there.
- イ He has been there once.
- ウ He has been there three times.
- エ He has been there four times.

〔問題B〕 <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを英語で書きなさい。

<Question 1>

- ア He looked cute.
- イ He looked old.
- ウ He looked big.
- エ He looked happy.

<Question 2>

(15秒程度、答えを書く時間があります。)

英 語

問題冊子 2

注 意

「問題冊子 2」に印刷されている問題は、**2** から **4** までで、2 ページから 14 ページまであります。

2

次の対話の文章を読んで、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。)

*Ken and Aya are high school students. One day in June, they visited the ABC Museum and they saw a *notice of *internships there. They were interested, so they decided to work there at the end of August. Today is their first day at work. Mr. Suzuki, one of the staff, is finishing the *orientation for them.*

Mr. Suzuki: Do you have any questions?

Ken: No, I don't. But there 【 remember / are / to / things / many / so 】. Do you remember ⁽¹⁾ the first thing we have to do in the morning, Aya?

Aya: Yes, I do. When we arrive in the morning, we have to show our *ID cards at the front gate.

Ken: Oh, yes. I'll remember that.

Mr. Suzuki: Now, Ken and Aya, you'll work with one of our staff, Ms. Hara.

Ken, Aya: Good morning, Ms. Hara.

Ms. Hara: Nice to meet you both. I'll tell you what to do today. First, I want you to clean the *showcases over there. You can't open them because there are very important *collections in them. The collections are old *works of art. *From tomorrow on, you're going to clean the showcases every morning before visitors come.

Aya: I see. That *teacup and my father's teacup look the same. But they are different, aren't they?

Ken: It is difficult to know the differences.

Ms. Hara: Yes, knowing the differences takes many years. Next, both of you are going to work at the *entrance from this afternoon on. You'll check the visitors' tickets there. We have two kinds of tickets — for *adults and children. When you get the right ticket from each visitor, you should say hello and smile. Some visitors may ask some questions. Do you know what they are?

Ken: For example, "Who made that teacup?"

Ms. Hara: No, not like that. Something like "Where is the *restroom?" or "Do you have a gift shop?"

Ken: Those questions are easy, but we can't answer them if we don't know about such places.

Aya: Yes! We have to know where things are in the museum.

Ms. Hara: That's right. So, after 2, I'll show you around the museum in the morning and I'll answer your questions. That will help you.

Ken: Now I understand that there are many things to do for the visitors.

On their first day in the classroom at school after the summer vacation, Ken and Aya are talking with Edward, their classmate from the UK.

Edward: How was your internship at the ABC Museum, Ken?

Ken: Great. We really enjoyed working there.

Edward: How long did you work, Aya?

Aya: For four days.

Edward: What's the most important thing you learned, Aya?

Aya: I learned that the collections there are very important. There are no other things like them in the world.

Edward: That's a good thing to know. How about you, Ken?

Ken: ⁽³⁾ I learned that we had to communicate with the visitors. At the museum, I met many people. Some of them knew about history very well. Some of them were not interested in history. But I wanted all of them to enjoy their time at the museum, so I tried my best to talk to them and answer their questions.

Aya: By the way, have you ever done any internships in the UK, Edward?

Edward: Of course, I have. I worked at a *publishing company.

Ken: What did you do there?

Edward: I worked with a journalist, Mr. Brown. He was writing a story about a famous tennis player.

Aya: How did you help Mr. Brown?

Edward: Well, one day, we went to the player's home to *interview him. Mr. Brown told me to *take notes of the things the player said. Mr. Brown used some of my *notes to write the story.

Ken: Wow! That sounds great.

Aya: ⁽⁴⁾ What did you learn from the experience?

Edward: Well, Mr. Brown communicated with the player very well, so I learned that I needed to have good skills in communication.

Ken: Do you want to be a journalist in the future?

Edward: Yes. I'd like to work for a publishing company in Japan, not in the UK, because I want to learn more about Japan. How about you, Ken and Aya?

Ken: I'm not sure right now. I'm interested in science, so working in a science museum is one choice.

Aya: Working in a museum has been my dream since I was a child because my parents have often taken me to museums to see a lot of things. So I became interested.

Edward: I think our internships helped all of us. We thought about our future jobs and learned about the importance of communicating with people.

Aya: I hope more high school students will do internships in the future.

〔注〕 notice 掲示	internship 職場体験
orientation オリエンテーション (事前の説明会)	
ID card 身分証明書	showcase 展示ケース
collection 収蔵品	work of art 芸術作品
from ~ on ~から先	teacup 茶碗
entrance 入口	adult 大人
restroom トイレ	publishing company 出版社
interview インタビューする	take notes of ~ ~のメモを取る
note メモ	

〔問1〕 But there 【 remember / are / to / things / many / so 】, について, 本文の流れに
⁽¹⁾合うように, 【 】内の単語を正しく並べかえるとき, 【 】内で2番目と5番目
にくる単語の組み合わせとして正しいものは, 次のうちではどれか。

- | | | | |
|------------|------------|----------|----------|
| ア 2番目 many | 5番目 to | イ 2番目 to | 5番目 many |
| ウ 2番目 are | 5番目 things | エ 2番目 so | 5番目 to |

〔問2〕 本文の流れに合うように, の中に入る最も適切なものは, 次のうちでは
どれか。

- ア you clean the showcases
- イ you finish working at the entrance
- ウ you answer some questions from visitors
- エ you learn about the collections

〔問3〕 That's a good thing to know. を, 次のように書き表すとすれば, の中
⁽³⁾に, 下のどれを入れるのがよいか。

It is good to know .

- ア doing internships at the ABC Museum is a lot of fun
- イ we can find museums like the ABC Museum around the world
- ウ the things collected by the ABC Museum are very important
- エ we can work at the ABC Museum for four days

〔問4〕 That sounds great. とあるが、このように Ken が言った理由を最もよく表しているの
(4) は、次のうちではどれか。

- ア Edward wrote the story about the tennis player.
- イ Edward's notes were useful to the story Mr. Brown wrote.
- ウ Edward remembered the tennis player very well.
- エ Edward learned how to play tennis from Mr. Brown.

〔問5〕 次の質問に対する答えとなるように、下の の中に入る最も適切な連続する2語を本文中から抜き出せ。

(Question) What did Ken, Aya, and Edward think about because of their internships?

(Answer) They thought about their .

〔問6〕 本文の内容と合っているものを、次のア～カの中から一つ選べ。

- ア Students who do internships at the ABC Museum don't have to go through the front gate of the museum.
- イ Actually, the teacup Aya found in the ABC Museum was the one once used by her father at home.
- ウ Ken and Aya's main job was to sell tickets to the visitors at the entrance of the ABC Museum.
- エ Ken tried communicating with the visitors because he wanted them to enjoy the ABC Museum.
- オ Edward would like to go back to the UK and work as a journalist there in the future.
- カ The ABC Museum is a science museum, so it doesn't have any collections about history or art in it.

3

次の文章を読んで、あとの各問に答えよ。なお、[1]～[8]は段落の番号を表している。
(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

[1] The sea level is rising. The weather is changing. Some *research says global warming is *causing a lot of problems. We have to fight against these problems. The research also says global warming is caused by CO₂ *emissions. CO₂ is produced when we burn *fossil fuels.

[2] How can we reduce the use of fossil fuels? By using high *efficiency *devices and systems when we use fossil fuels. Think about *hybrid cars and LED lights. When we drive hybrid cars, we need only about half the fuel of *regular cars. When we use LED lights, we use only about half the electricity of regular lights. This means we can save energy by choosing devices with high efficiency.

[3] What other high efficiency devices and systems can we use to save more energy and reduce the use of fossil fuels? *According to research from 2014, in Japan 88% of electricity is made by burning fossil fuels at *thermal power plants. We should use high efficiency devices there to make as much electricity as we can. Then after making electricity, we should not waste the *heat energy that is left. We can use this heat energy to produce things in *factories, and to *run the *air-conditioning and *hot water supply in buildings and houses near the power plants. Even after this, we can use the heat energy for swimming pools, and in farms to grow fruits and vegetables.

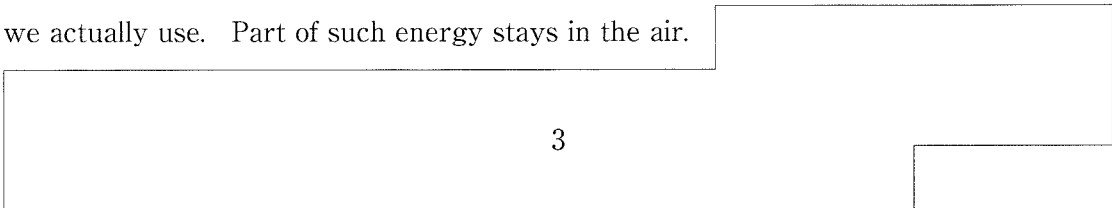
【① called ② is ③ of ④ this way ⑤ How ⑥ What ⑦ using energy】? It is called
(1) cascade use. In this way, through the use of high efficiency devices and cascade use at thermal power plants, we will not have to use as much fossil fuel as now. You can find cascade use of power plants in many countries in Europe, but not so much in Japan.

[4] Next, how can we improve energy efficiency in houses, offices, and stores? In these places, more than half of the energy is used for air-conditioning and hot water supply. Can we save energy without changing our life style? Yes, one answer is to use heat *pumps. A heat pump is a high efficiency device that uses heat energy from the air, rivers, and buildings. Maybe many of you have never heard of heat pumps. However, you can find heat pumps in all kinds of places — air-conditioning, hot water supply, *refrigerators, and so on.

[5] How do heat pumps work? When we open the refrigerator, warm air goes in. Even when it is closed, heat continues to go in. The refrigerator is a device that moves heat from inside to outside and keeps the air inside cold. A heat pump is a system that moves heat from a cold place to a hot place. In nature, heat moves from a hot place to a cold place. ⁽²⁾ Imagine you have a cup full of hot water. Heat will move away from the cup, and the water becomes cold after a while. However, heat pumps take heat from a colder place and move it to a warmer place. This is just like a water pump that moves water from a lower place to a higher place. Because of this, a heat pump is called a “pump.” Water pumps move water and heat pumps move heat.

[6] Why are heat pumps so great? Regular electric heaters can produce only *one unit of heat energy from one unit of electric energy. However, heaters using heat pumps can produce six units of heat energy. Here, by using one unit of electric energy, heat pumps take five units of heat energy from the air, and the one unit of electric energy used to do this changes into one unit of heat energy. So, heaters with heat pumps can produce six *times more heat energy than regular ones.

[7] There is one more thing. The sun is sending us 15,000 times more energy than we actually use. Part of such energy stays in the air.



[8] With cascade use of energy at thermal power plants and high efficiency devices like heat pumps, we can save a lot of energy. Because we don't have to use so much fossil fuel, we can also reduce CO₂ emissions and *slow down the increasing temperature. These are some of the things we can do to fight against global warming.

[注] research 調査	cause 引き起こす
emission 排出	fossil fuel 化石燃料
efficiency 効率	device 装置
hybrid car ハイブリッド車 (ガソリンエンジンと電気モーターで動く車)	
regular 通常の	according to ~ ~によると
thermal power plant 火力発電所	heat 熱
factory 工場	run 機能させる
air-conditioning 空調	hot water supply 給湯
pump ポンプ	refrigerator 冷蔵庫
one unit of ~ 1つの単位の~	~ times ~倍
slow down 遅らせる	

〔問1〕 【① called ② is ③ of ④ this way ⑤ How ⑥ What ⑦ using energy】⁽¹⁾について、
本文の流れに合うように、【 】内の単語・語句を正しく並べかえるとき、1番目と
3番目にくる単語・語句の組み合わせとして正しいものは、次のア～カのうちではどれか。
ただし、【 】内には**不要な単語**が1語含まれている。

- ア 1番目 ⑤ How 3番目 ① called
- イ 1番目 ⑤ How 3番目 ⑦ using energy
- ウ 1番目 ⑤ How 3番目 ④ this way
- エ 1番目 ⑥ What 3番目 ① called
- オ 1番目 ⑥ What 3番目 ⑦ using energy
- カ 1番目 ⑥ What 3番目 ④ this way

〔問2〕 In nature, heat moves from a hot place to a cold place.⁽²⁾について、この内容を具体的に説明している1文が下線部の後ろにある。その1文の**最初の2語**を本文中から抜き出せ。

〔問3〕 本文の流れに合うように、3の中に、次のA～Eの文を入れるとき、その最も適切な順番を表しているものは、下のア～カのうちではどれか。

- A After some time, all this heat energy goes up and it is lost in space.
- B For this reason, a heat pump is a great device for Japan, a country with only a few ways to make its own energy.
- C Heat pumps collect such heat energy from the air.
- D So, with heat pumps, it is not lost and it can be used.
- E When electricity or oil is used, much of its energy also stays in the air as heat energy.

- ア C→A→E→B→D
- イ E→A→C→D→B
- ウ C→E→A→B→D
- エ E→A→D→B→C
- オ C→A→E→D→B
- カ E→C→A→B→D

〔問 4〕 [2], [3]の段落の内容に一致するものを, 次のア～オの中から一つ選べ。

- ア High efficiency devices like hybrid cars and LED lights don't need any energy, but instead, they produce energy.
- イ Hybrid cars and LED lights are the only examples of high efficiency devices and systems in the world today.
- ウ Even when we use high efficiency devices at thermal power plants, we cannot reduce the use of fossil fuels anymore.
- エ Even after making electricity at thermal power plants, we can still save more energy by using heat energy produced there.
- オ Cascade use of energy is spread not only in countries in Europe, but also in many cities all over Japan.

〔問 5〕 [4], [5], [6]の段落の内容に一致するものを, 次のア～オの中から一つ選べ。

- ア Changing our life style is the only way to improve energy efficiency in houses, offices or stores, and to fight against global warming.
- イ The refrigerator is a device that moves heat from a hot place to a cold place, so it can keep cold air inside.
- ウ Maybe you have never heard of heat pumps, and in fact they cannot be found in so many devices or systems in your daily life.
- エ When we think about water pumps and heat pumps, we can say that pumps move things against the natural movement of things.
- オ When we use one unit of electric energy, we can produce just five units of heat energy with heaters using heat pumps.

〔問 6〕 次の文章は本文の内容について書かれたものである。 の中に入る最も適切な連続する 3 語を本文中から抜き出せ。

Heat pumps can get heat energy not only from the air, but also from other places like rivers and buildings. If we use heat pumps, we can save heat energy that we are wasting now. So, we can say a heat pump is a to fight against global warming.

4

次の文章を読んで、あとの各問に答えよ。なお、[1]～[6]は段落の番号を表している。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Sandy, fifteen years old, lives with her parents and her little sister, Linda, nine years old. They have moved to a new house. Sandy is writing about her day.

- [1] The living room in our new house has large *bookshelves along one of its walls. They are all painted white, and Linda has to use a chair to reach the top *shelf. I liked them very much when I entered the room for the first time, and I decided to call the *built-in shelves our Library Wall. I knew I would have to share the Wall with my parents, and maybe with my little sister, Linda, but I started to imagine my own books *displayed beautifully on the shelves.
- [2] We moved to our new house last week. At first, every room was full of boxes, and for the first few days, we were very busy because we had to look for many things which we needed. Yesterday we finally gathered in the living room and started to talk about *what to do with the Library Wall.
- [3] Linda raised her hand and stood up. She had an idea, but my heart *sank when Linda said, "I want to put my soft toys and picture books on the two *bottom shelves." *Fortunately, my father said no. Of course, soft toys should stay in Linda's room! The next speaker, my mother, said she wanted to display family photos. Fortunately⁽¹⁾ again, my father didn't agree. Actually, we already had family photos in the *dining room. Now it was my *turn. I stood up and showed a *drawing of my Library Wall. I really wanted to display my books on the Wall. I was happy when my parents and Linda liked my plan, and we began to talk more about it.
- [4] We all agreed that the Wall should be used as bookshelves. We decided we could bring our books and put them on the shelves. But how should we put them? Linda said to me, "How about *dividing the shelves into four parts? The first part from the left is for Dad, the second part is for Mom, the third for you and the fourth for me." That sounded good, but it was not perfect. Our Wall should look good *as a whole. I said to my parents and Linda, "Let's share all the books in the Wall. You can borrow my books, and I can borrow your books. That will be better. We don't have to divide the shelves." They agreed.
- [5] We all brought our books to the living room. Then a funny thing happened⁽²⁾. My father began to gather books with *titles beginning with A, B, and C. My mother was trying to gather books written by the same writer. And I started to gather small size books. Linda was collecting books with a pink or red cover. We saw what each of us was going to do and we all laughed. My father said, "You usually try to find a book by its title, don't you? We can easily find a book if they're *arranged in *alphabetical order of titles." My mother said, "I want to arrange the books in alphabetical order of

writers' family names because I often read books by the same writer *one after another." I said, "I want the books to be in the right place. If large books are put together on the bottom shelves, the room will be safe for everyone. Most of our books are *normal size books, and they should be given a large part in the middle. Small books have a place at the 3." Linda said, "One of my friends, Judy, has pretty bookshelves in her room. She arranges her books by the color of their cover. They look really beautiful!" I agreed that would be beautiful, but I also thought **【 ① to / ② by color / ③ would be / ④ find books / ⑤ it / ⑥ too difficult 】**.⁽⁴⁾

[6] Now we all have to think of the best way to arrange books in our Library Wall. My father asked, "If all the books are arranged in alphabetical order of writers' names, how can you find a book written by more than one writer?" My mother answered, "I don't have such books." She said, "It's OK to put the books in alphabetical order of titles. But how can you find a book if you remember the writer's name and forget the title?" Now I felt I had to say something, but then Linda said, "I have a good idea, Mom and Dad. Remember how books are displayed in a bookstore. I don't know how the books are arranged, but I can always find a book I want. Have you ever thought it was difficult to find a book in a bookstore?" They both said no. I *got the point and said, "Let's remember how they arrange books." "I see. *Novels and stories should be put together in one place, and they should be arranged by writers' family names. Books by different writers with the same family names should be arranged by the writers' first names. If there are two or more by the same writer, arrange them in alphabetical order of titles," said my mother. "And comics should be arranged in the same way," said my father. "Cooking books and picture books should have their places. You don't need to worry about the order because they are not so many," my mother added. We all agreed. We talked about all kinds of books we have and decided how they should be arranged and displayed. Tomorrow we are going to arrange books in our Library Wall. They will look beautiful!

[注] bookshelf 本棚	shelf 棚
built-in 作り付けの	display 展示する
what to do with ~ ~をどうしたらよいか	
sink 沈む (sink - sank - sunk)	bottom shelf 下の段
fortunately 幸いにも	dining room 食堂
turn 順番	drawing 図
divide ~ into ... ~を…に分ける	as a whole 全体として
title 題名	arrange 並べる
alphabetical order アルファベット順	one after another 次々と
normal 普通の	get the point 言いたいことが分かる
novel 小説	

〔問1〕 Fortunately again について、次のように説明する場合、 の中に、下のどれを
(1)
入れるのがよいか。

Sandy didn't like Linda's idea, and she didn't like her mother's idea. Sandy was
 to know that her father felt the same way.

- ア glad
- イ sad
- ウ nervous
- エ angry

〔問2〕 a funny thing happened について、次のように説明する場合、 の中に、どの
(2)
ような1語を入れるのがよいか。

The four family members first thought they were going to do the same thing in
the same way, but in fact their ways were all . Sandy thought that was
funny.

〔問3〕 本文の流れに合うように、 3 の中に入る最も適切な1語を本文中から抜き出せ。

〔問4〕 【① to / ② by color / ③ would be / ④ find books / ⑤ it / ⑥ too difficult】 につ
(4)
いて、本文の流れに合うように、【 】内の単語・語句を正しく並べかえるとき、
3番目と5番目にくる単語・語句の組み合わせとして正しいものは、次のア～カのうちで
はどれか。

- | | | | | |
|---|-----|-----------------|-----|--------------|
| ア | 3番目 | ③ would be | 5番目 | ④ find books |
| イ | 3番目 | ③ would be | 5番目 | ① to |
| ウ | 3番目 | ⑤ it | 5番目 | ① to |
| エ | 3番目 | ⑤ it | 5番目 | ③ would be |
| オ | 3番目 | ⑥ too difficult | 5番目 | ① to |
| カ | 3番目 | ⑥ too difficult | 5番目 | ④ find books |

〔問5〕 Sandyの家族の話し合いの結果にしたがって、次の1～6の小説を本棚に並べるとしたら、順番として適切なものは、下のア～カのうちではどれか。

	Title	Writer
1	<i>When You Feel Happy</i>	David Woods
2	<i>Always Love You</i>	Charles Parks
3	<i>Anything That You Can Get</i>	Charles Parks
4	<i>Things to Remember</i>	David Walker
5	<i>Life in the Mountains</i>	Alice Walker
6	<i>Cats and Dogs</i>	Jenny Collins

- ア 2 → 3 → 4 → 5 → 6 → 1
 イ 2 → 3 → 6 → 5 → 4 → 1
 ウ 5 → 2 → 4 → 6 → 3 → 1
 エ 5 → 2 → 3 → 4 → 1 → 6
 オ 6 → 2 → 3 → 5 → 4 → 1
 カ 6 → 2 → 4 → 5 → 1 → 3

〔問6〕 次のA～Fの英文を、出来事が起きた順に並べかえたものとして適切なものは、下のア～カのうちではどれか。

- A Sandy's family got together in the living room to talk about how to use the Wall.
 B Sandy's family decided to share the bookshelves in the living room.
 C Linda brought her books to the living room.
 D Sandy's family moved to their new house.
 E Sandy's family decided how to arrange their books.
 F Sandy showed her plan for the Library Wall.

- ア B → D → A → C → F → E
 イ B → A → F → D → E → C
 ウ D → F → A → B → C → E
 エ D → A → F → B → C → E
 オ F → B → E → C → D → A
 カ F → D → A → B → C → E

〔問7〕 家族で本棚に本を並べ終えた後、Linda は友だちの Judy にEメールを送ることにした。そのEメールを、必ず次の①～③全ての内容を含めて 35 語以上 50 語以内の英語で書け。二つ以上の英文になってもかまわない。下の〔例〕のように、「,」「.」などは語数に含めない。短縮形は1語と数える。

- ① Judy の本棚が気に入っていることを書く。
- ② Linda の家で本をどのように並べたかを書く。
- ③ 本を並べ終えた後の感想を書く。

Hi, Judy.

Linda

〔例〕 I'm a student. My mother said to
me, "Are you busy?" I said, "Yes!"