

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 30 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 声を出して読むではいけません。
- 7 答えは全て解答用紙に HB または 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。
- 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。
- 10 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。
- 11 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。
- 12 解答用紙は、汚したり、折り曲げたりしてはいけません。

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 On the highest floor of a building.
- イ At a temple.
- ウ At their school.
- エ On the seventh floor of a building.

<対話文2>

- ア To see Mr. Smith.
- イ To return a dictionary.
- ウ To borrow a book.
- エ To help Taro.

<対話文3>

- ア At eleven fifteen.
- イ At eleven twenty.
- ウ At eleven thirty.
- エ At eleven fifty-five.

〔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 For six years.
- イ For three years.
- ウ For two years.
- エ For one year.

<Question 2>

(15秒程度、答えを書く時間があります。)

2

次の対話の文章を読んで、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〕がある。)

*Rika, Kento and Mick are classmates at Seimei High School in Tokyo. Mick is a student from the United States. They are members of the *biology club. At the beginning of their summer vacation, they are talking about a plan for their science presentation. Their presentation is held in early September. Rika asks them a question in the biology club house.*

Rika: Guess what sea *creature I want to talk about at the science presentation.

Kento: What kind of creature?

Rika: Well, its head looks like an umbrella.

Mick: An umbrella?

Rika: It has no *brain and most of the body is made of water.

Kento: Ah, it's a *jellyfish! But why did you pick it?

Rika: A few years ago, I went swimming in the sea with my family. I saw some white jellyfish there. They were swimming very slowly. Since then, I have been interested in jellyfish.

Kento: I see. Do you know why they swim slowly?

Rika: I'm not sure.

Kento: They never swim against the *current. They swim with the current.

Rika: (1)-a

Mick: Kento knows well about jellyfish, and Rika is interested in it. How about making a science presentation about jellyfish?

Rika: Good idea. I have wanted to have a chance to study about jellyfish.

Kento: Hmm... I don't think they are exciting for the science presentation.

Mick: Well, let's ask Mr. Naka, our biology teacher, about jellyfish. He is going to give us a lesson about sea creatures today. He will come back here soon from his trip to the sea. I hope he can give us some good advice.

The three students are sitting around Mr. Naka in the club house. He shows his students several living things. He has caught them in the sea. At the end of his lesson, he tells them to look at a bottle of water in his hand and turns off the lights.

Rika: Wow! Something is *glowing in the bottle.

Mick: How beautiful! They look like stars in the night sky.

Mr. Naka: Does anyone know what is glowing in the bottle?

Kento: I think there are *sea fireflies glowing in the bottle.

Mr. Naka: That's right. The sea fireflies are *emitting light. There are a lot of sea fireflies in the sea.

Rika: Mr. Naka, several sea fireflies have stopped glowing. Why?

Mr. Naka: Does anyone know how they emit their light again?

Kento: I do. Just shake the bottle.

Mr. Naka: Great job, Kento. Will you shake it?

Kento: Sure. Look, the sea fireflies are beginning to glow again.

Rika: Mr. Naka?

Mr. Naka: Yes, Rika.

Rika: How did the sea fireflies start to glow again?

Mr. Naka: The sea fireflies emitted two kinds of *substances into the sea water — a *luminescent material and an *enzyme. Does anyone know what happened with these two?

Kento: A *chemical reaction happened. So, the sea fireflies began to glow again.

Mr. Naka: That's correct.

Rika: Mmm.... I don't understand why the chemical reaction happened. Please tell me a little more about it.

Mr. Naka:

Mick: I'll try it. Imagine that there is an onion. If you don't do anything to the onion, it doesn't produce anything. Then what happens to you soon after you *chop the onion into pieces?

Rika: Tears come from my eyes.

Mick: What is happening in the onion then?

Rika: A chemical reaction happens when it is chopped into pieces.

Mick: That means . One is a *raw material and the other is a special substance. The raw material and the special substance will have a chemical reaction, and it will *stimulate your eyes. So, tears come from your eyes.

Rika: The raw material doesn't meet the special substance in the onion before I chop it, right?

Mick: That's right. Why ⁽⁵⁾ 【 ① really different ② does ③ change ④ something ⑤ into ⑥ the raw material ⑦ the special substance 】? You've already known it.

Rika: Ah, it's the chemical reaction. The chemical reaction happened with the help of the special substance, enzyme!

Mr. Naka: Yes, the enzyme is a special *protein. The enzyme never changes itself through the chemical reaction, while the raw material becomes something quite different. Are there any other questions?

Mick: Yes, today Rika talked to Kento and me about jellyfish. Are there any jellyfish glowing like the sea fireflies?

Mr. Naka: Yes, several kinds of jellyfish can glow.

Mick: I wonder where we can see such a kind of jellyfish.

Mr. Naka: Why don't you visit the science museum in our town next week? There will be an event about jellyfish. They have a guide for students.

Rika: Let's go there.

Rika, Mick and Kento visit the science museum in their town. A museum guide explains to them about jellyfish. Her name is Saki.

- Saki:* What kind of jellyfish would you like to see first?
- Rika:* We hear that some jellyfish can glow. We can't wait to see them.
- Saki:* Sure, they are just around the corner.
- Mick:* Wow, these jellyfish are glowing.
- Saki:* They are called *crystal jellyfish.
- Rika:* Beautiful green light.... I wonder how they emit it.
- Saki:* Would you read the sign here?
- Rika:* The sign says they can glow with *ultraviolet rays.
- Saki:* They have a special substance to emit light with ultraviolet rays.
- Rika:* What is the name of the special substance?
- Saki:* It is called *Green Fluorescent Protein. We call it GFP.
- Kento:* Is it a special kind of protein?
- Saki:* Yes.
- Kento:* What is about GFP?
- Saki:* It has a luminescent material and an enzyme in place. The crystal jellyfish don't have to get the enzyme from place when they glow.
- Kento:* Does that mean they don't produce light like sea fireflies?
- Saki:* That's right. The sea fireflies have the luminescent material and the enzyme in places of their body, so these substances need to meet before they glow.
- Kento:* The crystal jellyfish can emit light more easily than the sea fireflies, right?
- Saki:* Yes, that's correct. Scientists today know a great way to use GFP.
- Mick:* How do they use it?
- Saki:* They use it to find how proteins are moving in the body.
- Mick:* Does that mean GFP in the crystal jellyfish is used in other creatures?
- Saki:* Yes, the scientists add it to another creature's proteins and follow the proteins with GFP in the body. Why can the scientists see them clearly?
- Rika:* The proteins with GFP glow in the body.
- Saki:* That's true. The scientists in the past didn't get much information about proteins, especially about their movements in the body until GFP was discovered. It is used as one of the most important tools in science and technology.
- Kento:* Saki, I want to check what we have learned from you. May I ask my friends a question?
- Saki:* Sure.
- Kento:* What do the scientists need when they follow the proteins with GFP?
- Saki:* Oh, that's a good question.
- Mick:* Let's see. Is it a special protein?

Kento:

Rika:

Kento:

Rika:

Kento: That's right.

Saki: I'm happy to hear that. You remember what I told you about the crystal jellyfish. Do you know that a Japanese scientist was the first man to discover GFP in the crystal jellyfish? He received the Nobel Prize for his performance.

Rika: Oh, really? Thank you for giving us useful information, Saki.

Saki has gone. They are watching the crystal jellyfish for a while.

Kento: These jellyfish are amazing. I want to show how the Japanese scientist found the special substance at the school festival.

Mick: I hope we can catch a jellyfish for the science presentation.

Rika:

Mick: Listen, how about showing their pictures or videos?

Rika: Sounds good.

Mick: Let's see every jellyfish here with our own eyes first and then make our plan.

〔注〕 biology 生物

brain 脳

current 水流

sea firefly ウミホタル

substance 物質

enzyme 酵素

chop 細かく切る

stimulate 刺激する

crystal jellyfish オワンクラゲ

Green Fluorescent Protein 緑色蛍光タンパク質

creature 生き物

jellyfish くらげ

glow 光る

emit 出す

luminescent material 蛍光物質

chemical reaction 化学反応

raw material 原料

protein タンパク質

ultraviolet rays 紫外線

〔問1〕 (1)-a ~ (1)-d の中に、それぞれ次のA～Dのどれを入れるのがよいか。その組み合わせが最も適切なものは、下のア～カの中ではどれか。

- A That sounds interesting.
- B Are you kidding?
- C That's new to me.
- D That is a good question.

	(1)-a	(1)-b	(1)-c	(1)-d
ア	A	B	D	C
イ	A	D	B	C
ウ	C	A	D	B
エ	C	D	A	B
オ	D	B	C	A
カ	D	C	B	A

〔問2〕 Well, let's ask Mr. Naka, our biology teacher, about jellyfish. とあるが、このとき Mick が考えている内容として最も適切なものは、次の中ではどれか。

- ア I don't want to talk to Kento about the science presentation because he thinks jellyfish are so boring.
- イ Kento will join us after Mr. Naka's lesson because Mr. Naka will ask him to do that.
- ウ I'd like to share our information about jellyfish with Mr. Naka and learn something new about jellyfish from him.
- エ We need good advice from Mr. Naka to change our plan for the science presentation.

〔問3〕 本文の流れに合うように、(3) に英語を入れるとき、最も適切なものは、次の中ではどれか。

- ア Who can explain the chemical reaction with an easier example?
- イ Will you explain what happens in the body of glowing jellyfish?
- ウ What kind of vegetables do you imagine in addition to sea fireflies?
- エ Will you explain to Rika about a chemical reaction at the presentation?

〔問4〕 本文の流れに合うように、 に英語を入れるとき、最も適切なものは、次の中ではどれか。

- ア before you chop the onion, one of the two substances changes into a different one
- イ before you chop the onion, there are two different substances in it
- ウ soon after you chop the onion, it makes two quite new substances
- エ when you chop the onion, two substances in it become different ones

〔問5〕 ⁽⁵⁾【 ① really different ② does ③ change ④ something ⑤ into ⑥ the raw material ⑦ the special substance 】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、【 】内で
2番目と4番目と6番目にくるものの組み合わせとして最も適切なものは、次の
ア～カの中ではどれか。

	2番目	4番目	6番目
ア	④	⑤	③
イ	④	⑤	⑥
ウ	⑥	②	③
エ	⑥	③	①
オ	⑦	⑥	①
カ	⑦	⑥	④

〔問6〕 ～ の中に、それぞれ次のA～Dのどれを入れるのがよいか。その組み合わせとして最も適切なものは、下のア～カの中ではどれか。

- A another B different C special D the same

	<input type="text" value="(6)-a"/>	<input type="text" value="(6)-b"/>	<input type="text" value="(6)-c"/>	<input type="text" value="(6)-d"/>
ア	A	C	B	D
イ	A	D	B	C
ウ	B	A	D	C
エ	B	D	C	A
オ	C	A	D	B
カ	C	D	A	B

〔問7〕 (7)-a ~ (7)-d の中に、それぞれ次のA~Dのどれを入れるのがよいか。その組み合わせとして最も適切なものは、下のア~カの中ではどれか。

- A Of course not.
- B No, it isn't.... They usually come from the sun.
- C Oh, I see.... Ultraviolet rays.
- D People cannot see them in their daily life, right?

	(7)-a	(7)-b	(7)-c	(7)-d
ア	A	C	D	B
イ	A	D	C	B
ウ	B	C	A	D
エ	B	D	A	C
オ	D	A	B	C
カ	D	B	C	A

〔問 8〕 本文の内容に合う英文の組み合わせとして最も適切なものは、下のア～シの中ではどれか。

- ① Mick and Kento decided what to do for the science presentation before they met Rika in the club house at their school in early August.
- ② Kento knew about jellyfish so well that Rika and Mick were impressed by his quick answers to their questions and deep love of jellyfish.
- ③ Only Rika realized why several sea fireflies in the bottle didn't have enough energy to produce light.
- ④ At first Rika didn't understand the chemical reaction well, but Kento carefully taught her about it with another example later.
- ⑤ When the three students visited the science museum, the crystal jellyfish were glowing there because of the ultraviolet rays.
- ⑥ Kento found the two sea creatures had different ways to produce light after Saki's talk about them.
- ⑦ Saki said GFP was among the best tools in scientists' study of proteins, but it was not often used in science and technology before.
- ⑧ Mick thought it would be good to see all the jellyfish in the science museum and later think about their presentation plan.

ア	① ②	イ	① ⑥	ウ	② ④
エ	③ ⑥	オ	① ③ ⑥	カ	② ④ ⑧
キ	④ ⑦ ⑧	ク	⑤ ⑥ ⑧	ケ	③ ④ ⑤ ⑦
コ	③ ④ ⑦ ⑧	サ	④ ⑤ ⑥ ⑦	シ	④ ⑤ ⑥ ⑧

〔問 9〕 下の質問について、あなたの考えや意見を、40 語以上 50 語以内の英語で述べなさい。「,」「.」「!」「?」などは、語数に含めません。これらの符号は、解答用紙の下線部と下線部の間に入れなさい。

What is the most useful animal for people and why?

- 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〕がある。)

I am going to teach math at a junior high school in Tokyo this April. I will also take care of the girls' basketball club there. Of course, I am looking forward to meeting my students and spending time with them. But I sometimes get (1)-a. I say to myself, "Will the students get interested in my math class? Can I become a good basketball coach and give the club members a lot of useful advice?" When I start to worry about these things, I always look at one picture. I put it in the *photo stand on my desk. In the picture, two girls having the same face are smiling. One girl is me, Ayumi, and the other is my *twin sister, Haruka. The picture was taken when we entered high school. Haruka lives in London now, and she is one of the dancers of a *ballet company in London. She often sends me emails and tells me about her life in London and her ballet performances. She lives in the city alone and often goes to many foreign countries with other dancers. She always gives me the courage to start something (1)-b. I say to her in the picture, "OK, Haruka. I'll do my best like you."

We went to different high schools. Just after the school year started, I joined the basketball club. Haruka didn't join any club because she went to a ballet school every day. She started to take ballet lessons when she was four years old, and she really loved ballet dancing. When we came back home, we talked about each other's school life. Though Haruka didn't join any club at school, she enjoyed studying with her friends and taking part in school events. We shared each other's experience. I always said to myself, "I have the best friend at home all the time." I believed so at that time.

Three months passed after we entered high school. One day in July, just before the summer vacation, when Haruka came back home from the ballet school, she looked (1)-c. She said to me, "Ayumi, I have something (1)-d to tell you." "What is it?" I asked her. She started to talk to me. "I had an *audition for a ballet school in the U.K. It was held in Tokyo in March. I *applied for a *scholarship after I passed the audition. Today one of my teachers at the ballet school gave me great news. I won the scholarship! I can go to the U.K. in September, Ayumi. I will become a ballet dancer in London!" I was so surprised at the news that I could not say anything. I just looked at Haruka's face. I said to myself, "Why? Why are you going to leave me? I know we will live in different places someday. ⁽²⁾But not now, not now, Haruka. It is too soon!"

That night, after dinner, I asked Mom and Dad, "Did you know Haruka had the audition and passed it?" Dad answered in a quiet voice, "Of course we did." Then I said, "You didn't tell me about that. Why?" Haruka answered my question. "Sorry, Ayumi. I didn't tell you about it because I didn't have much *confidence in passing the audition and winning the scholarship. Also I wanted to surprise you! I thought you would be glad about the news, so..." "You can take ballet lessons here in Japan and continue to enjoy your school life, too," I said. Haruka said clearly, "I've decided to go to the U.K. to realize my dream. I want to get into the world of *competition and become a ballet dancer in London." "It's called an

*impossible dream, Haruka,” I said without thinking. Haruka looked a little sad and said to me, “We have always supported each other. Why are you saying such a thing?” “I worry about you, Haruka,” I answered. Haruka said quietly, “No. You worry about only (3).” Then Dad said, “OK, you two, stop talking about it. It is time to go to bed.”

During the summer vacation, we were busy every day. Haruka began to prepare for her life in the U.K. and went to the ballet school. I went to school and played basketball. Both of us wanted to talk about the matter, but we didn’t. I knew Haruka very well. When she decided to do something, she would do it. She had a strong *will. I didn’t think I could change her decision. I wanted to give her encouraging words, but something in my heart stopped me.

One day in August, our grandfather visited us from Okayama. His old friends gathered in Tokyo once a year, so he came to stay with us to meet them. He taught Japanese at a high school in Okayama until he was sixty years old. He studied the *Japanese classics. Haruka and I really loved him. We (4) ① him ② often ③ about ④ gave ⑤ respected ⑥ also ⑦ us ⑧ good advice ⑨ he ⑩ some ⑪ because our school life. Soon after he came to our house, Haruka told him about her decision. He looked surprised, but he said that he would support her idea. A day before he returned home, Grandpa and I went for a walk in the park near our house. It was a cool day for the time of the year, so we enjoyed walking there. I suddenly wanted to talk with him about Haruka’s decision. I said, “Grandpa, I don’t think Haruka should go to the ballet school in the U.K. now. She wants to get into the world of competition and improve her skill of ballet dancing. But she can also make her skill better here. I really worry about her.” He looked at me with kind eyes and said, “Well, Ayumi, do you know *Tsurezuregusa* written by *Yoshida Kenko*?” I was a little surprised at his question. I answered, “Yes. I have read some *chapters of the book at school. It was a very famous *collection of essays written in the Kamakura period, right?” Grandpa said, “That’s right. The book was written a long time ago, but there is a lot of useful advice for our life in it. I think Chapter 150 has good advice especially for people like Haruka.” He *recited the chapter and then started to explain it easily.

A person trying to learn art often says, “I’ve just started to learn art, so I’m practicing hard alone. When I’ve become good at it, I can show many people a great performance.” However, such a person will never learn any art. If a *beginner learns art among *experts and makes every effort to become good at it, the person will finally be a *top-ranking expert in the art.

I listened to Grandpa carefully. I thought *competing with other students in a foreign country would be very hard for Haruka, but she really wanted to do so. I said to myself, “(5) It’s her will. Maybe now is the time for us to go our (6) ways.” Then Grandpa said to me, “Ayumi, will you take me to Haruka’s ballet school? I want to see her dance.” “OK, Grandpa. I think she is still practicing at the school,” I said and we went there. In the large lesson room, Haruka was dancing alone. She was practicing the same

part again and again, but she couldn't do it well. Finally, she fell down and hit the floor with her hand. She looked a little angry with herself. Grandpa and I looked at her quietly at the door. I said to Grandpa in a small voice, " (7) " "Yes, she really does," he answered. We just looked at her and didn't talk to her.

In September, the day came. At the *departure gate, Haruka smiled at me and said, "Thank you, Ayumi, and I'm very sorry." I asked her, "What are you sorry for?" She answered, "I didn't tell you about the audition before I had it. I was afraid that you would stop me. I didn't want to give up my dream." I said, "You don't have to say sorry. Don't worry about that." Then my parents and I said goodbye to her. When she entered the gate, I said to her in a loud voice, "Haruka, have confidence in your skill of dancing and realize your dream!" Haruka looked at me and gave me a big smile. After she left, Mom held me in her arms, and Dad said to me, "You are such a *considerate sister, Ayumi. We really love both of you!" I tried to say thank you, but tears stopped me. I said to myself, "Haruka, I'll work hard to find my goal through my school life."

— I am going to be a teacher this spring.

〔注〕 photo stand 写真立て	twin 双子の
ballet company バレエ団	audition オーディション
apply for ~ ~に応募する	scholarship 奨学金
confidence 自信	competition 競争
impossible dream 見果てぬ夢	will 意志
Japanese classics 日本の古典	chapter (書物などの) 段
collection of essays 随筆集	recite 暗唱する
beginner 初心者	expert 熟練者
top-ranking 一流の	compete 競う
departure gate 搭乗ゲート	considerate 思いやりのある

〔問1〕 (1-a) ~ (1-d) にそれぞれ以下の語を入れるとき、最も適切な組み合わせは、下のア~カの中ではどれか。

A excited B quiet C nervous D angry E new F important G good

	(1-a)	(1-b)	(1-c)	(1-d)
ア	A	B	D	G
イ	A	D	G	B
ウ	B	A	C	E
エ	B	G	F	A
オ	C	E	A	F
カ	C	F	E	D

〔問 2〕 ⁽²⁾ But not now, not now, Haruka. とあるが、このように Ayumi が思った理由を最もよく表しているものは、次の中ではどれか。

- ア Ayumi thought that Haruka was telling her a lie about the scholarship to a ballet school in London.
- イ Ayumi thought that she and Haruka should support each other and spend a lot of time together.
- ウ Ayumi thought that it was difficult for Haruka to enter a foreign ballet school with her dancing skill.
- エ Ayumi thought that Haruka had to study hard as a high school student and give up her dream.

〔問 3〕 本文の流れに合うように、 に英語 1 語を補いなさい。

〔問 4〕 ⁽⁴⁾ 【 ① him ② often ③ about ④ gave ⑤ respected ⑥ also ⑦ us ⑧ good advice ⑨ he ⑩ some ⑪ because 】 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、 内で 1 番目と 6 番目と 10 番目にくるものの組み合わせとして最も適切なものは、次のア～クの中ではどれか。

	1 番目	6 番目	10 番目
ア	②	④	③
イ	②	⑤	⑨
ウ	④	③	⑥
エ	④	⑩	⑦
オ	⑤	⑥	①
カ	⑤	⑧	④
キ	⑥	②	⑧
ク	⑥	⑦	⑪

〔問 5〕 本文の流れに合うように、 に英語を入れるとき、最も適切なものは、次の中ではどれか。

- ア How can I talk to her?
- イ How can I encourage her?
- ウ How can I stop her?
- エ How can I say sorry to her?

〔問 6〕 本文の流れに合うように、 に英語 1 語を本文中から抜き出して補いなさい。

〔問7〕 本文の流れに合うように、(7) に英語を入れるとき、最も適切なものは、次の中ではどれか。

- ア Haruka really feels sad, Grandpa.
- イ Haruka really gets angry, Grandpa.
- ウ Haruka really dances very well, Grandpa.
- エ Haruka really loves dancing, Grandpa.

〔問8〕 本文の内容に合う英文の組み合わせとして最も適切なものは、下のア～シの中ではどれか。

- ① Ayumi is Haruka's younger sister and she is going to be a math teacher at a high school this April.
- ② Haruka lives alone in a foreign country now and often tells Ayumi about her life by email.
- ③ Ayumi and Haruka joined the same basketball team and Haruka also went to a ballet school every day.
- ④ Ayumi was really shocked to hear that Haruka would go to a ballet school in London in September.
- ⑤ Their parents didn't know that Haruka had an audition to enter a ballet school in London.
- ⑥ With the help of their grandfather, Ayumi understood why Haruka decided to enter the world of competition.
- ⑦ Haruka didn't tell Ayumi about the audition because she didn't want to make Ayumi very sad.
- ⑧ After Haruka left for London, Ayumi decided to go there and see her ballet performance.

ア	① ②	イ	③ ⑥	ウ	④ ⑦
エ	⑤ ⑧	オ	① ⑤ ⑧	カ	② ④ ⑥
キ	③ ④ ⑧	ク	④ ⑤ ⑦	ケ	① ③ ④ ⑦
コ	② ③ ⑤ ⑥	サ	③ ⑤ ⑥ ⑧	シ	④ ⑤ ⑦ ⑧

〔問9〕 以下の英文は、ロンドンへ行った直後の Haruka に送った Ayumi の E メールである。(①)～(④)に入る最も適切な英語 1 語をそれぞれ本文中から抜き出して答えなさい。

Dear Haruka,

How's your school life in London? I hope you are doing well. When Grandpa visited us, I told him about you. I didn't want you to go to London because I really worried about you. I thought that you could (①) to go to your ballet school and improve your skill here in Japan. Grandpa told me about one essay from a famous collection of essays written in the Kamakura period. It was about a person learning art as a (②). I think he gave me a useful piece of (③). Then we visited your ballet school. You were practicing very hard, so we didn't talk to you. Haruka, when I heard your news for the first time, I didn't say, "I'm (④) to hear that!" I am really sorry for that. Now I want to say this. I believe you'll be a great ballet dancer in the future. Take care!

Love,

Ayumi

