



名 前

/

広島県公立高

1 次の会話は、ひばり高校の生徒会役員である海斗、サラ、晴香、翼が、地域の高齢者で行うプロジェクトについて話し合ったときのものであり、グラフ1~3は、海斗たちがその話し合いの際に用いたものの一部です。これに関して、あとの1~6に答えなさい。

Kaito : Everyone, look at Graph 1. In 2013, 60.1% of households in Japan were nuclear families, and 26.5% were one-person households.

Sarah : You mean most households in Japan today are nuclear families and one-person households?

Kaito : That's right. Now, look at Graph 2. The number of old people who are living alone is increasing. In 2010, about million old people were living alone. What do you think about these graphs, everyone?

Haruka : Well, actually, my grandmother is living alone, and I don't have much time to talk with her. I'm afraid that the relationship between young people and old people is becoming weak.

Sarah : I think so, too, Haruka. That is one of the social problems in Japan now. As high school students, I think we should find something we can do .

Kaito : I agree with you, Haruka and Sarah. Now, look at Graph 3. It shows that 59.9% of old people want to communicate with young people. I think this will be a big hint about our project.

Tsubasa : Well, I have an idea. Old people have a lot of knowledge and wisdom. They also know ① old traditions that we should learn. We don't have a lot of opportunities to talk with them, but if we work together with old people, I think we can learn a lot of things from them. How about making an opportunity to talk with each other?

Sarah : I think that's a great idea. When I was living in England, I joined a project called "Historypin." Many people collected old photos of our town, and we used them as a tool to make new relationships between young people and old people. My grandfather also joined this project, and he talked about his old memories with young people. We had a very good time.

Haruka : That sounds interesting. My grandmother sometimes shows her old photos to me, and she talks about her memories. Her stories are always very interesting. I ask her many questions and imagine what her life was like a long time ago. Through the photos, we can share .

Tsubasa : Listen, everyone. Why don't we tell the students to collect old photos of this town? Then, let's use those photos to talk with old people about their memories. I think ② this will be the beginning of building a relationship between young people and old people of our community.

Sarah : I agree with you, Tsubasa! How about you, Kaito and Haruka?

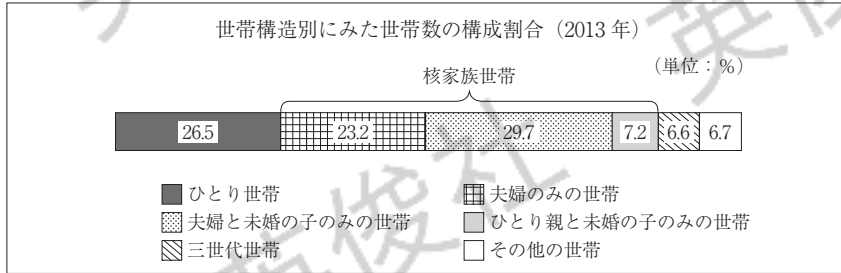
(注) household 世帯 nuclear family 核家族 increase 増加する relationship 関係

hint 手がかり project 企画 knowledge 知識 wisdom 知恵

opportunity 機会 Historypin ヒストリーピン (世代を超えた交流を生み出す取り組み)

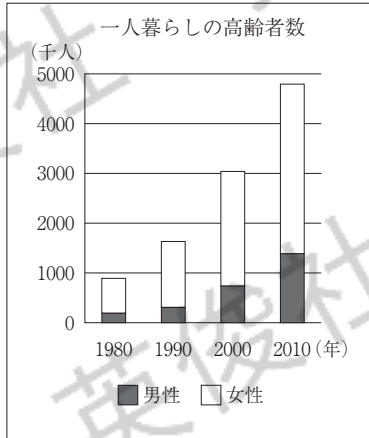
tool 手段 community 地域社会

グラフ 1

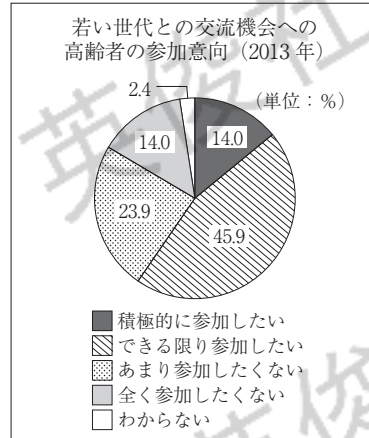


(厚生労働省大臣官房統計情報部「平成 26 年 グラフでみる世帯の状況」による。)

グラフ 2



グラフ 3



(グラフ 2・3 内閣府「平成 28 年版 高齢社会白書」による。)

1 本文中の **A** に当てはまる最も適切な数字を、次のア～エの中から選び、その記号を書きなさい。()

ア 5 イ 50 ウ 500 エ 5000

2 本文中の **B** に当てはまる最も適切な英語を、次のア～エの中から選び、その記号を書きなさい。()

ア for old people who want to know more about social problems

イ for young people who are living alone

ウ to build a strong relationship between teachers and students

エ to make the relationship between young people and old people stronger

3 本文中の下線部①について、あなたなら高齢者からどのようなことを学びたいと考えますか。具体的な例を 1 つ挙げ、それを挙げた理由を含めて、あなたの考えを 25 語程度の英語で書きなさい。なお、2 文以上になっても構いません。

()

4 本文中の **C** に適切な語を 2 語補って、英文を完成しなさい。()

5 本文中の下線部②の内容を、日本語で書きなさい。

()

6 次の会話は、後日、海斗とサラが、自分たちのプロジェクトについて海斗の祖母と話したときのもので、この会話中の (1)・(2) に適切な語をそれぞれ4語以上補って、会話を完成しなさい。

(1) ()

(2) ()

Kaito : Grandmother, we need some old photos. Will you show us your favorite ones?

Grandmother : Sure. But why do you need them?

Sarah : We would like to (1) to make new relationships between young people and old people.

Grandmother : Oh, that sounds interesting! Please tell me more.

Kaito : Well, high school students (2) with old people, so we've decided to make an opportunity to meet with each other. Will you join our project?

Grandmother : Of course!

東京都公立高

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。)

Haruo, Tetsu, and Yayoi are high school students in Tokyo. Susan is a high school student from London. They are talking in their classroom at lunch.

Haruo: Tetsu, *congratulations! You won a baseball game last Sunday.

Tetsu: Thank you for coming, everyone. I was happy that we won the game.

Yayoi: It was an exciting game. I enjoyed it very much.

Haruo: (1) Me, too. Tetsu, you looked like a professional baseball player.

Susan: You were really cool, Tetsu. You made many difficult catches. You were the hero of the game.

Tetsu: Thank you. I was glad to play on a good *field in the stadium. The groundskeepers were very good.

Haruo: Groundskeepers? Do you mean people who keep the fields in good *condition?

Tetsu: Yes. I thank people like groundskeepers for their work.

Susan: Oh, yes. (2) I remember an experience in London. A famous tennis player said the same kind of thing to me.

Yayoi: Tell us more, Susan.

Susan: I worked as a ball person at a big tennis tournament. I caught balls and passed them to players. Sometimes I needed to pass *towels to players when they needed them.

Haruo: Did you?

Tetsu: I'm sure it was difficult.

Susan: (3) Yes, it was, Tetsu. I had to watch the balls and the players' *facial expressions to see what they wanted me to do. That made me nervous.

Yayoi: I can imagine that was hard.

Susan: Yes. I was happy when one famous woman player said to me, "You are a great ball person. I was able to *concentrate on the match. I never said anything to you, but you passed me a towel many times just when I wanted one. Thank you." It was a great experience.

Yayoi: I understand. Ball persons are very important in a tournament.

Susan: Thank you, Yayoi. I *was proud of my *role at the matches.

Yayoi: People like *umpires and groundskeepers are also important in a tournament.

Tetsu: (4) That's right. Many different roles are necessary. Baseball games cannot be held by players alone. We need umpires and groundskeepers, too.

Yayoi: That *holds true for our play at the school festival next month, too. Haruo, you'll be the hero of the play, right?

Haruo: Yes. That's an important role.

Susan: I agree. But all the roles are important.

Yayoi: Yes. We need *scenario writers, *stagehands....

Haruo: (5) I understand. Each one of us has an important role.

〔注〕 congratulations おめでとう field グラウンド condition 状態 towel タオル
facial expression 表情 concentrate on ~ ~に集中する
be proud of ~ ~を誇りに思う role 役割 umpire 審判員 hold true 当てはまる
scenario writer 脚本家 stagehand 舞台係

〔問1〕 (1) Me, too.の内容を、次のように書き表すとすれば、の中に、下のどれを入れるのがよいか。()

Haruo , too.

ア was happy to play on a good field イ looked like a professional baseball player
ウ was cool like Tetsu in the baseball game エ enjoyed the baseball game very much

〔問2〕 (2) I remember an experience in London.の内容を最もよく表しているのは、次のうちではどれか。()

ア Susan played tennis in a big tournament and received balls from ball persons.
イ Susan worked as a groundskeeper for a tennis tournament in her own country.
ウ Susan found that tennis players worked hard to win their tennis matches in the tournament.
エ Susan worked as a ball person at a big tennis tournament, and a tennis player thanked her.

〔問3〕 (3) Yes, it was, Tetsu.とあるが、このように Susan が言った理由を最もよく表しているのは、次のうちではどれか。()

ア Susan knew a ball person's role in the tournament was really hard.
イ Susan was able to concentrate on looking at players' facial expressions.
ウ Susan learned Haruo understood her hard work at the tournament.
エ Susan was sometimes happy when a tennis player gave her a ball.

〔問4〕 (4) That's right.とあるが、このように Tetsu が言った理由を次のように書き表すとすれば、の中に、下のどれを入れるのがよいか。()

Tetsu thinks .

ア Yayoi is proud of her hard work at the tennis matches
イ Susan had an important role as a player in a big tennis tournament
ウ baseball games need both players and people like umpires and groundskeepers
エ baseball players cannot be good players without a great experience in a baseball stadium

〔問5〕 (5) I understand.の内容を、次のように書き表すとすれば、の中に、下のどれを入れるのがよいか。()

Haruo understands that .

ア the hero is the most important role in the play
イ the play needs different people for different roles

ウ each of the classmates can be a scenario writer

エ he will also work as a stagehand for the play

[問6] 次の英語の文を、本文の内容と合うように完成するには、の中に、下のどれを入れるのがよいか。()

In a tennis tournament, a famous woman tennis player received a towel from Susan many times when she Susan to give her one.

ア told イ wanted ウ asked エ taught

[問7] 次の文章は、Tetsuたちと話した日に、Haruoがアメリカ人の友人に送ったEメールの一部である。 (A) 及び (B) の中に、それぞれ入る単語・語句の組み合わせとして正しいものは、あとのア～エのうちではどれか。()

Today I talked about sports tournaments with my friends Tetsu, Yayoi, and Susan. Tetsu talked about a baseball game. Susan said he was (A) in the game. He thought people like umpires and groundskeepers are (B) to hold a tournament.

We will give a play at the school festival next month. I will be (A) of the play. Before talking with Susan, Tetsu, and Yayoi, I didn't think much about people like stagehands, but now I think all the classmates are (B) for the play. I am looking forward to the school festival.

ア (A) the most important member (B) necessary

イ (A) the most important member (B) happy

ウ (A) the hero (B) necessary

エ (A) the hero (B) happy

岐阜県公立高

3 次の英文は、中学生の浩（Hiroshi）と美香（Mika）とが、放課後の教室で、ホワイト先生（Ms. White）と、会話をしているときのものです。1～6の問いに答えなさい。

Hiroshi: You look happy today, Ms. White.

Ms. White: Yes, Hiroshi. Do you want to know why? Look at this.

Mika: Does that paper have good news?

Ms. White: Yes, Mika. This is an e-mail from my grandfather in America. He says that he has just started living with his new friend. Her name is Judy. She is four years old. She helps him every day. He also says in the e-mail that Judy has actually changed his life.

Hiroshi: I'm afraid that I don't understand what you mean. A four-year-old girl living with your grandfather helps him?

Ms. White: Actually, Hiroshi, Judy is not a 'girl'. Please look at ① this picture that my grandfather sent with the e-mail.

Mika: Oh, Judy is a dog! She is very cute.

Hiroshi: So your grandfather has started keeping a dog as a pet. In the picture, Judy is playing with your grandfather's shoe, and he is smiling.

Ms. White: Well, Hiroshi, Judy is not a pet-dog but a service dog.

Hiroshi: A service dog? I haven't heard of that. How about you, Mika?

Mika: Hiroshi, do you remember we learned about assistance dogs in our social studies class last year? Assistance dogs are given special training to help people with disabilities. In Japan, there are three types of assistance dogs; guide dogs, hearing dogs, and service dogs. I read in a book that a service dog can help its owner to get up from his bed, to take off his shoes, and even to call his family on the phone.

Hiroshi: Wow! Service dogs are really (②). Then, is Judy trying to take off your grandfather's shoe in the picture, Ms. White?

Ms. White: That's right. My grandfather uses a wheelchair. Service dogs are able to help people who use wheelchairs. His e-mail says that Judy opens doors for him, carries his bag, and sometimes pushes elevator buttons when he goes out. I believe he enjoys his life every day because (③).

Hiroshi: Now I understand why your grandfather said, "Judy has actually changed my life." Well, Mika, can you tell me a little more about service dogs in Japan?

Mika: Sure. I heard that there are about seventy or eighty service dogs in Japan now. Japan has a law which helps the owners of service dogs. The law says that the owners can stay at hotels, go into restaurants and get on trains with their service dogs.

Ms. White: In America, we have the same kind of law which gives people the right to live comfortably with their service dogs.

Hiroshi: How many service dogs are there in America?

Ms. White: My grandfather told me that there are more than two thousand service dogs in America. But we need more because there are still many people with disabilities waiting for a chance to have service dogs.

Mika: More than two thousand? So many? I think we should start to do something to get more service dogs in Japan.

Hiroshi: I think so, too. It is important to make our friends interested in service dogs. If they find how necessary it is for people with disabilities to have service dogs, our friends will also try to do something to get more service dogs in Japan.

Mika: I agree. But how?

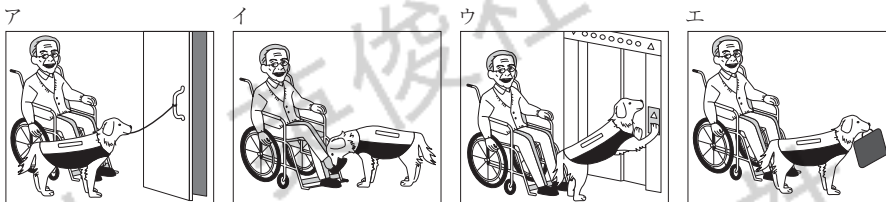
Hiroshi: I have an idea. I'm going to take part in the English presentation contest next month. And in my presentation, I can show that service dogs are wonderful members of our community.

Ms. White: Hiroshi, how nice! For your presentation, I will ask my grandfather to give us information about service dogs and to send some more pictures of Judy working for him.

Hiroshi: Thank you very much, Ms. White. Please say "Thank you" to your grandfather and his cute friend for me!

(注) service dog : 介助犬 assistance dog : 補助犬 training : 訓練 disability : 障がい
 type : 種類 guide dog : 盲導犬 hearing dog : 聴導犬 owner : 飼い主
 wheelchair : 車椅子 elevator button : エレベーターのボタン law : 法律
 comfortably : 快適に take part in ~ : ~に参加する contest : コンテスト
 community : 地域社会

1 下線部①にあたるものを、本文の内容に即して、次のア~エの中から一つ選び、その符号を書きなさい。()



2 本文中の (②) に入れるのに最も適切なものを、次のア~エの中から一つ選び、その符号を書きなさい。()

ア smart イ shy ウ selfish エ lazy

3 本文中の (③) に入れるのに最も適切なものを、次のア~エの中から一つ選び、その符号を書きなさい。()

ア he is proud of helping other people in trouble

イ he can learn about assistance dogs in a social studies class

- ウ he is very busy taking care of Judy and other dogs
- エ he can do many things more easily with Judy's help

4 次の質問に対する答えを、本文の内容に即して、英語で書きなさい。ただし、解答欄の____の部分には1語ずつ書くこと。

(1) Are there more service dogs in America than in Japan?
____, there ____.

(2) Why does Hiroshi want to talk about service dogs at the English presentation contest?
Because he thinks it is _____ to make his friends _____ in service dogs.

5 本文の内容に合っているものを、次のア～カの中から二つ選び、その符号を書きなさい。
() ()

ア Ms. White is happy because she got good news by e-mail from her grandfather.

イ Ms. White's grandfather is surprised because Ms. White has made a new friend.

ウ Judy is only a little girl, so she cannot help Ms. White's grandfather at all.

エ Hiroshi knows very much about service dogs because he keeps a dog as a pet.

オ Mika and Hiroshi think they should start to do something to get more service dogs in Japan.

カ In America, there isn't a law which gives people the right to live comfortably with service dogs.

6 次の英文は、ホワイト先生が浩と美香と会話をした後、ホワイト先生のおじいさんに送ったEメールの一部です。(④), (⑤)に入れるのに最も適切な英語を、本文中から抜き出して1語ずつ書きなさい。ただし、()内に示されている文字で書き始め、その文字も含めて答えること。④() ⑤()

One of my students will talk about service dogs at a presentation contest. Can you give me (④ i) about service dogs for him? He will be very happy. Will you also send some more (⑤ p) of Judy? He may use them in his presentation.

埼玉県公立高

4 次の Akiko, Masao と ALT の Mr. Miller の会話を読んで、問 1～問 8 に答えなさい。*印のついている語句には、本文のあとに〔注〕があります。

Mr. Miller : Did you have English class today, Akiko?

Akiko : Yes, I did.

Mr. Miller : What did you do?

Akiko : I made a speech. I was nervous because I had to speak English in of my classmates.

Mr. Miller : Oh, I'm sorry I *missed it.

Masao : Me too. I really wanted to hear it. What was your speech about?

Akiko : It was about my dream. I didn't think I was ready, but my English teacher, Mr. Ikeda, said my speech was very good.

Mr. Miller : Did you *prepare it by yourself?

Akiko : Yes, but writing a speech in English was difficult.

Masao : Good job, Akiko. Tell me more about it.

Akiko : So I talked about it in my speech.

Masao : Really? I didn't know that.

Akiko : I thought a lot about my future for the first time when I was preparing the speech. My science teacher, Ms. Sato, is a very good teacher. She is also my *homeroom teacher. She knows a lot of things about science, and she takes good care of her students. I love science, so I want to be a teacher like her.

Masao : Wow, that's great! Everyone likes Ms. Sato.

Mr. Miller : I respect her *professionalism. She always works hard to prepare good classes and *communicate well with students and other teachers. I hope [come / dream / true / will / your], Akiko.

Akiko : Thank you, Mr. Miller. Masao, have you done your speech yet?

Masao : No, but I'll do mine next week.

Akiko : What will you talk about, Masao?

Masao : Well, I'm going to talk about an experience I had at the hospital last week. I didn't think much about my future *until recently. But this experience helped me to think about something I want to do in the future.

Mr. Miller : What *happened?

Masao : My aunt has been in the hospital for about ten days, and I went to see her there last week. I had to wait for her in the waiting room because she was seeing her doctor. I sat next to a little girl and her mother. At first, the mother read a book to the little girl, and she listened. But *after a while, the girl began to .

Akiko : Was she sick?

Masao : I think she was just very tired. Her mother tried to take care of her, but she

kept crying. I wanted to do something for her, but I didn't know what to do. I didn't want to *ignore her, so I drew a picture of some animals on a piece of paper and showed it to her.

Mr. Miller : Did she stop crying then?

Masao : No, she didn't. So I drew one more picture for her, and she finally stopped crying. She said, "Draw some more!" I drew many more pictures to show her. She was happy to see them. After a while, a nurse came to tell me that my aunt was ready to see me, and I started to leave the waiting room. Then the girl looked very sad. So I decided to give her all the pictures. She smiled happily and said, "Thanks! I'll keep all these pretty pictures." Her mother said, "Thank you very much. You are so kind, and your pictures are great."

Mr. Miller : Wow, that's a wonderful story!

Masao : Thank you. I was glad to make someone happy with my pictures.

Akiko : You're very good at art. Do you want to work as an artist?

Masao : I'm thinking about it. Actually, I want to draw pictures for children's books in the future.

Mr. Miller : That's a nice dream. I'm sure your speech will be a great one. By the way, how is your aunt? Is she OK?

Masao : She's fine now, thank you. The doctor says she can come back home next Monday.

Mr. Miller : I'm happy to hear that. Did you tell her that story?

Masao : Not yet. But when I see her next time, I'll tell her what happened at the hospital.

Akiko : I think she'll be glad to hear that you've found your dream.

Masao : I hope so.

〔注〕 miss ～…～を聞き逃す prepare ～…～を準備する homeroom teacher…担任の先生
 professionalism…プロ（専門家）意識 communicate…理解し合う
 until recently…最近まで happen…起こる after a while…しばらくして
 ignore ～…～を無視する

問1 空欄 にあてはまる適切な1語を、英語で書きなさい。()

問2 空欄 にあてはまる最も適切な文を、次のア～エの中から1つ選び、その記号を書きなさい。()

ア I want to study English in the future.

イ I like teachers I can talk to easily, like Mr. Ikeda.

ウ I want to be a science teacher.

エ I have a lot of time to think about my dream.

問3 [] 内のすべての語を正しい順序に並べかえて書きなさい。

I hope (), Akiko.

問4 空欄 [C] にあてはまる適切な1語を、本文中に使われている語の形を変えて書きなさい。

()

問5 会話の内容に関する次の質問に、英語で答えなさい。

What did Masao decide to do for the little girl when he started to leave the waiting room at the hospital?

()

問6 会話の中で、Masao は将来どのようなことをしたいと述べていますか。日本語で具体的に書きなさい。

()

問7 会話の内容と合うものを、次のア～エの中から1つ選び、その記号を書きなさい。()

ア Mr. Miller helped Akiko when she prepared her speech.

イ Akiko heard Mr. Miller's speech today in her class.

ウ Masao is going to talk about working as a doctor at the hospital in his class.

エ Masao will tell his aunt about his dream when he sees her next time.

問8 次は、後日の Masao と Mr. Miller の会話です。自然な流れになるように、() に適切な英語を、5語以上の英文1文で書きなさい。

()?

Mr. Miller : Hi, Masao. How was your speech?

Masao : I was a little nervous, but I did well, thanks. By the way, I saw the little girl and her mother yesterday.

Mr. Miller : Wow, that's interesting. ()?

Masao : At the convenience store near my house. The girl said, "I always carry the pictures you gave me at the hospital," and she showed them to me. I was very happy to hear that.

四天王寺高

5 次の対話文と映画館のウェブサイトを讀み、各問いに答えなさい。

The Browns talk about their plan for Grandfather's 65th birthday on coming Saturday.

Mother: Is there anything you want to do on your birthday?

Grandfather: I'd like to see a movie in a theater.

Mother: Shall we go to the movies?

Grandfather: What kind of movies are they showing at Movie City?

Mother: Let's check the schedule online.

They all look at Movie City Website.

Mary: I want to see 'Toy Story'.

Ken: I don't want to see that. I have seen 'Titanic' before. One of my friends said

A was fantastic and exciting.

Grandfather: That seems interesting. Then, Ken and I are going to see that. Mary, why don't you see 'Toy Story' with Mother? That must be a good movie for elementary school children like you.

Mother: B In fact, I'm interested in 'Titanic'. I'll see the movie with your dad when he comes back from a business trip next week. We are both members of "Movie City Club".

Mary: Thank you, Mom.

Ken: I have a volleyball game at our junior high school on Saturday morning. So let's go in the afternoon.

Grandfather: How about the 1:30 p.m. show? Both movies start at the same time.

Mother: 劇場に着くには30分かかるわ。 So let's leave at 12:45.

Ken: Our movie finishes later than yours. Are you two going home without waiting for us?

Mother: How long do we have to wait?

Ken: About C .

Mother: We will do shopping for dinner until your movie finishes. We can come home together.

MOVIE CITY WEBSITE

Showtime

	Theater	Thursday	Friday	Saturday
Titanic (194 minutes)	Theater 1	11:00	10:00	10:00
		14:30	13:30	13:30
		18:00	17:00	17:00
Toy Story (81 minutes)	Theater 2	12:15	10:30	9:30
		14:45	12:30	11:30
		17:15	14:30	13:30
			16:30	15:30
The Sound of Music (174 minutes)	Theater 3	11:30	9:30	9:45
		15:00	13:00	13:15
		18:30	16:30	16:45
Star Wars (133 minutes)	Theater 4	10:45	11:00	10:30
		14:15	14:30	13:30
		17:45	18:00	16:30
				19:30

Tickets

Adult: 1,500 yen

Student (age 13-18): 1,200 yen

Child (age 12 or under): 800 yen

Senior (age 60 or over): 1,000 yen

- Late show (after 20:00): 1,000 yen

- Ladies' Day (age 13 or over, every Thursday): 1,000 yen

- A member of "Movie City Club": 900 yen

問1 A ~ C に入る適切なものをア~エから1つずつ選び、記号で答えなさい。

A () B () C ()

A ア 'Titanic' イ 'Toy Story' ウ 'The Sound of Music' エ 'Star Wars'

B ア I'm afraid 'Toy Story' isn't interesting.

イ OK. I'll see 'Toy Story' with Mary.

ウ 'The Sound of Music' seems good for two of us.

エ I don't think so. 'The Sound of Music' is too long for Mary.

C ア twenty minutes イ an hour ウ one and a half hour エ two hours

問2 下線部の日本語を英語に直しなさい。ただし、It で始めること。

It () .

問3 おじいさんの誕生日に、ブラウン一家は映画のチケット代としていくら払うことになるでしょうか。金額を数字で答えなさい。() 円

問4 Movie City Website を見て、チケット代が最も安いグループを1~4から選び、番号で答えなさい。ただし、どの人も Movie City Club 会員でないものとします。()

1 An adult woman with her 14-year-old daughter and 11-year-old son on Thursday.

2 Two adults on Friday.

3 A senior woman with her 15-year-old grandson and 9-year-old granddaughter on Thursday.

4 An adult woman with her 10-year-old son and his classmate on Friday.