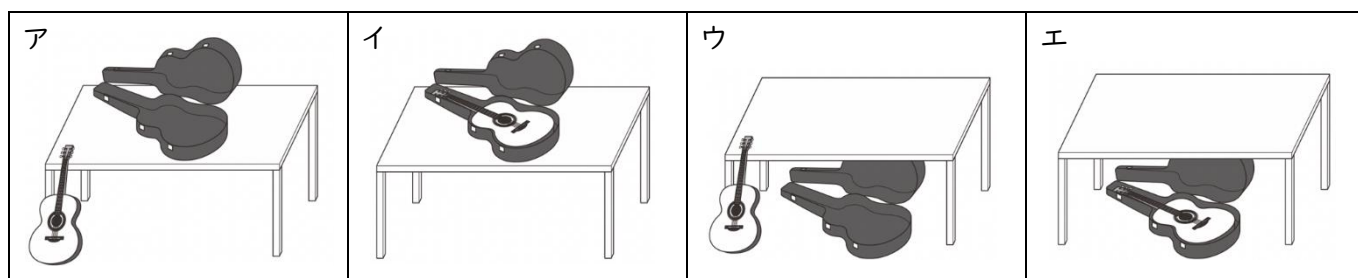


※試験開始 10 分後にリスニングテストを始めます。

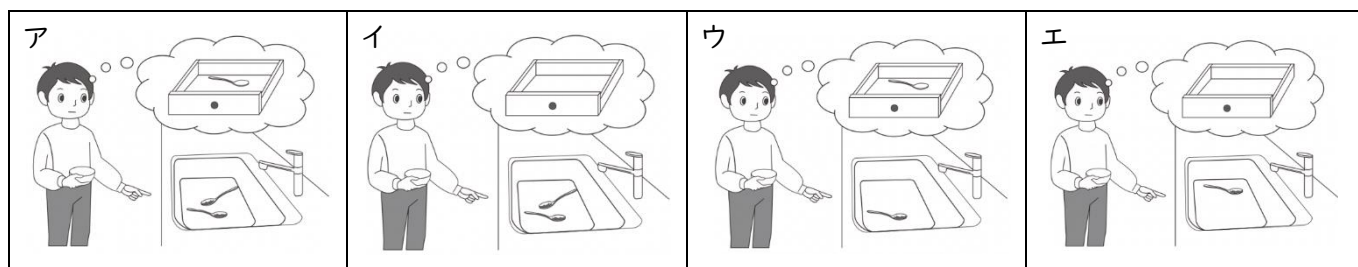
Ⅰ 次の(1)～(3)はリスニングテストです。放送を聞いて問題に答えなさい。

(1) 話される英語を聞いて、その内容を最も適切に表している絵を、それぞれア～エの中から1つ選び記号で答えなさい。英文は1度しか読まれません。(知 1点×4)

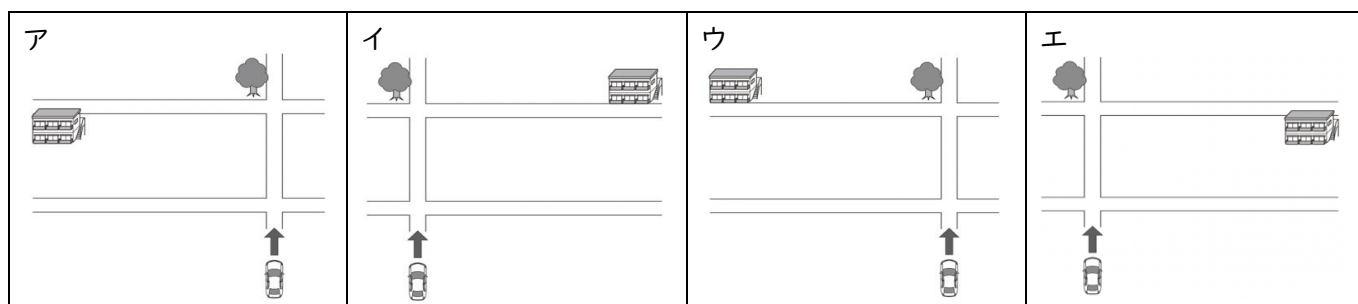
No.1



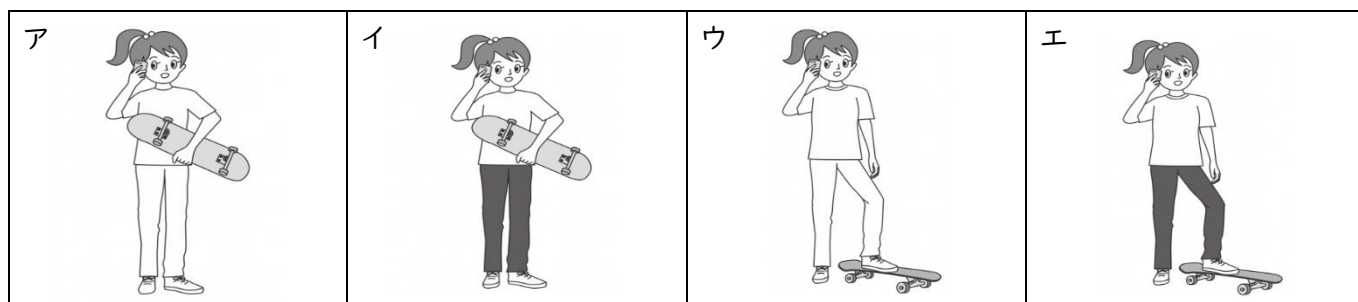
No.2



No.3



No.4



(2) 英語を聞いて、その内容と最もよく合っているものを、それぞれア～エの中から1つ選び記号で答えなさい。

(知1点×4)

- No. 1    ア The speaker loves Jennifer's sweater.  
          イ The speaker is asking about the sweater.  
          ウ The speaker is looking for a sweater.  
          エ The speaker wants to see Jennifer's sweater.
- No. 2    ア The speaker doesn't enjoy playing tennis.  
          イ The speaker doesn't want to play any sports now.  
          ウ The speaker thinks badminton is the most fun.  
          エ The speaker thinks tennis better than bowling.
- No. 3    ア The speaker doesn't want to eat steak.  
          イ The speaker hasn't eaten dinner yet.  
          ウ The speaker is eating steak now.  
          エ The speaker wants to eat dinner alone.
- No. 4    ア The speaker is talking to the dentist.  
          イ The speaker is telling Diana the time.  
          ウ The speaker wants to call Diana.  
          エ The speaker wants to go to the dentist.

(3) 英語を聞いて、その内容に関する質問の答えとして最も適切なものを、それぞれア～エの中から1つ選び記号で答えなさい。(思1点×2)

No. 1 (状況) レストランで夫婦が何を注文するか話をしています。

Question: What is true according to the conversation?

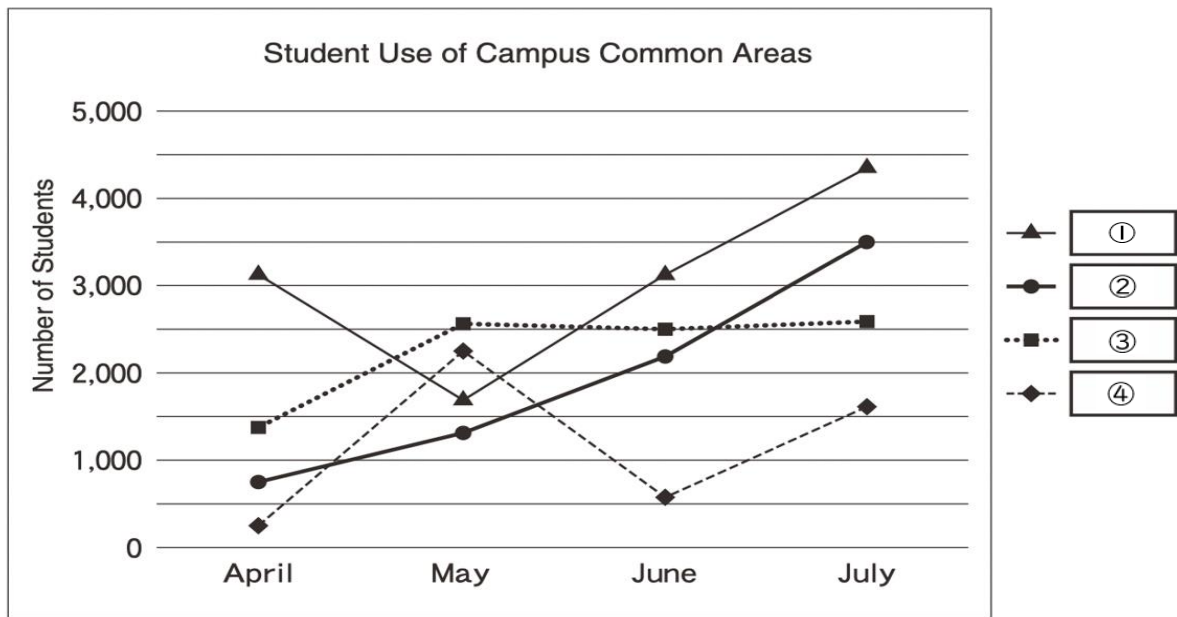
- ア The man will order fish and pie.  
          イ The man will order pasta and cake.  
          ウ The woman will order fish and cake.  
          エ The woman will order pasta and pie.

No.2 (状況) 道で、男性が同僚の女性に話しかけています。

Question: What will the man do?

- ア Go to the subway with the woman.  
          イ Help the woman with one of the bags.  
          ウ Take the bags home for the woman.  
          エ Walk with the woman to the bus stop.

(4) あなたは、大学の講義で配られた資料のグラフを完成させようとしています。クラスメイトの発表を聞き、( ① ) ~ ( ④ ) に入れるのに最も適切なものを、次のア~エから1つずつ選び記号で答えなさい。( 思 1点×4)



ア Cafeteria      イ Computer Room      ウ Library      エ Student Lounge

**2** 次の各問いについて答えなさい。

A 下線部の発音が異なるものを1つ選び記号で答えなさい。( 知 1点×5)

- |                   |            |           |            |
|-------------------|------------|-----------|------------|
| (1) ア grade       | イ rate     | ウ flavor  | エ appetite |
| (2) ア communicate | イ subject  | ウ funeral | エ reduce   |
| (3) ア dialogue    | イ finance  | ウ wipe    | エ display  |
| (4) ア store       | イ postpone | ウ pour    | エ inform   |
| (5) ア estimate    | イ rent     | ウ seize   | エ decorate |

B 最も強く読まれる箇所にアクセント記号を書き入れなさい。( 知 1点×5)

- (1) ordinary      (2) inform      (3) familiar      (4) architecture      (5) prepare

C 日本語の意味に合う英語を下の語群から選び、解答用紙に記入しなさい。( 知 1点×20)

- (1) 大多数      (2) ~を消費する      (3) 夜明け      (4) 供給      (5) 続く  
 (6) 習慣      (7) 努力      (8) 財政      (9) ~の用意をする      (10) 道具

prepare / dawn / finance / last / glance / habit / majority / affair / effort /  
 supply / consume / instrument

- (11) 便利な      (12) 利用できる      (13) 避けられない      (14) ~を持つ      (15) わずかな  
 (16) 適した      (17) 価値がある      (18) 十分な      (19) 上がる      (20) 異なった

inevitable / rise / raise / distinct / convenient / worth / adequate / sufficient /  
 slight / available / purchase / possess

3 次の英文を読んで、各問いに答えなさい。

A 本文の内容に合うように、下線部の①～⑥に入る適当な語(語句)を答えなさい。(知 1 点×6)

When people ①( ) a seeing disability read and write, they use Braille, a special form of language. In Braille, the raised dots express letters and numbers. Today, Braille is used in many public places ②( )( ) stations, hospitals, and city halls.

One day, when Takahashi Kosuke, a Japanese innovative designer, saw Braille, a question ③( )( ) his mind. “Why can’t I read Braille?”

Then Takahashi ④( )( )( ), “It must be interesting if everyone could read Braille. But how? Maybe I can change Braille into ⑤( )( ).” He started to create a new type of letters for ⑥( ) non-sighted people and sighted people.

<ヒント> ④ひとりごとを言う ⑤ 新しいもの \*意味のヒントです。形の変化は考えて(Bも同じ)

B 本文の内容に合うように、下線部の①～⑥に入る適当な語(語句)を答えなさい。(知 1 点×6)

Takahashi also shared his new letters ①( ) his colleagues. They ②( ) ( ) use his letters at one event for people with a seeing disability. He presented a logo designed with Braille Neue.

During the event, two people, non-sighted and sighted, were touching and looking at the logo. “They both understood the logo. They had ③( )( )( ) about together. I was really ④( ),” Takahashi said.

Takahashi is now making a new type of picture book ⑤( ) in Braille Neue. All children, non-sighted and sighted, can read it together. Braille Neue will be a valuable ⑥( ) for creating a new world of communication for everyone.

<ヒント> ② 決める ③ 話すこと ④ 感動する ⑤ 書かれている ⑥ 手段

C 次の下線部①～④を、英文の内容に合うように並べ替えなさい。ただし、文頭に来る語も小文字で始めてある。(知 2点×4)

Just like Louis Braille, Takahashi opened another door of promise. ①(between / the Braille / dots / them / by / connected / he / drawing / lines). Finally, Takahashi worked out a new set of letters. He named it “Braille Neue.”

“When I designed these letters,” he said, “I never thought ②(be / they / other / used / people / would / by). I was going to use them only for some New Year’s cards.”

However, after he introduced his letters through social media, ③(Takahashi / surprising / from / received / feedback) inside and outside Japan. One person said, “I like the new letters and now I also have an interest in original Braille.” Another said, “I ④(be / read / if / I / will / happy / can) my son’s textbooks in Braille.”

C 英文の内容に合うように、選択肢ア～オの文を英文中の( 1 )～( 5 )に入れなさい。(知 2点×5)

( 1 ) It was named after Louis Braille. When he was a child, Louis lost his sight. ( 2 ), and there he learned special letters for people with a seeing disability.

However, those letters were very complicated. ( 3 ) Soon his simplified letters were introduced into many other schools for children with a seeing disability.

( 4 ) ( 5 ) It has opened a door of possibilities for millions of people with a seeing disability.

<選択肢>

ア He changed to a new school in Paris

イ Today Braille is used around the world.

ウ Braille was invented in France in the early 19th century.

エ In 1890, a Japanese version of Braille was established.

オ After some time, Louis succeeded in simplifying them.

4 次の英文について、指示に従い、正しい文にしなさい。(知 1点×5)

(1) I have received a letter from a friend (stay) in Finland. (カッコ内の語を適当な形に)

(2) My sister loves clothes ( make ) in France. (カッコ内の語を適当な形に)

(3) A stranger spoke to her this morning. (下線部を主語にした文に)

(4) ( seen / a / be / full / can / moon ) this evening. (並べ替えて正しい文に)

(5) He was the first ( on / person / walk / to ) the moon. (並べ替えて正しい文に)

5 次の英文を読んで、各問いに答えなさい。

Braille is a \*tactile writing system that has been used by people who are blind or have low vision for over 200 years. It is a system of raised dots that are arranged in a grid of six dots by three dots. Each character is expressed by a combination of dots. ( ア )

Traditional Braille can be difficult to read and write, especially for people with low vision. The dots are small and close together. ( イ )

In recent years, there has been a growing interest in developing a new type of Braille that is more accessible and user-friendly. One such new type of Braille is Braille Neue. ( ウ )

Braille Neue has several advantages over traditional Braille. First, it uses larger dots and more space between dots than traditional Braille. This makes it easier for people with visual impairments to read and write.

In addition, Braille Neue uses a simpler system of dots' arrangement than traditional Braille. ( ① ), the letter "a" is shown by a single dot in the middle of a line in Braille Neue, while it is represented by two dots in a row in traditional Braille. This makes it easier for people with seeing disability to learn Braille.

Braille Neue is still under development, but it has the potential to \*revolutionize the way that people with visual impairments access information. It could make it easier for people with visual impairments to read, write, and learn. It could also make it easier for them to participate in the workforce and in society. ( エ )

(注) tactile 触れる revolutionize 進歩させる

(1) 次の英文が入る最も適切な箇所を、( ア )～( エ )の中から1つ選び記号で答えなさい。

This can make it difficult to find the difference between them.

(2) 下線部と同じ意味を表している単語を本文中から1語で抜き出して答えなさい。

(3) 次の質問に対する答えを日本語でまとめたとき、( ア )、( イ )に入る適当な日本語を、それぞれ13字程度で答えなさい。

(質問) How does Braille Neue make it easier for people with visual impairments read and write?

従来の点字に比べて、( ア )使い、加えて、( イ )使うことによって簡単にしている。
---

(4) ( ① )に入る適当な表現を、次のア～エの中から1つ選び、記号で答えなさい。

ア Finally      イ However      ウ For example      エ Also

(5) 次の英文のうち、本文の内容と一致しないものを2つ選び、記号で答えなさい。

ア Braille Neue is a system of raised dots that are arranged in a grid of four dots by two dots.

イ Braille Neue is a new type of Braille that is designed to be easier to read and write than traditional Braille.

ウ The dot arrangement in Braille Neue is simpler than the dot arrangement in traditional Braille.

エ Braille Neue has already been used by many schools for the people with a seeing disability.

オ Braille Neue could potentially make it easier for people with visual impairments to get a job.

**6** あなたの意見を、次の場面と条件に従って英語で書きなさい。（思 5 点）

（場面）あなたは、探究学習で小林市の公共施設にブレイ・ノイエ（Braille Neue）を導入する計画をたて研究をしています。来月、市役所を訪れ、導入の利点についてプレゼンを行うため、原稿を作成しています。

（条件）・主張・理由・具体例・結論の構成で書くこと（理由は複数でも可）。

・60語以上100語以内の英文で書くこと

<採点基準>

評価	内容（語数）	構成	表現
5～4点	<ul style="list-style-type: none"> <li>・ <u>学んだ内容を踏まえ、自分の気づきや思いを、体験</u>とともに表現している。</li> <li>・ 条件を満たした語数で書いている</li> </ul>	<ul style="list-style-type: none"> <li>・ <u>繋ぎ言葉</u>もしくは、<u>時間の表現</u>を使っており、<u>展開が自然で、説得力</u>がある。</li> </ul>	<ul style="list-style-type: none"> <li>・ <u>既習事項の活用</u>や、<u>言い換えた表現</u>の活用がある。</li> <li>・ 文構造の間違いがほとんどない。</li> </ul>
3～2点	<ul style="list-style-type: none"> <li>・ 学んだ内容を踏まえ、自分の気づき、もしくは思いを表現している。</li> <li>・ 条件は満たしていないが、40語以上の英文で書いている</li> </ul>	<ul style="list-style-type: none"> <li>・ 論理展開が自然であり、意見が伝わる。</li> </ul>	<ul style="list-style-type: none"> <li>・ 既習事項を活用している。</li> <li>・ 文構造の誤りがやや見られる。</li> </ul>
1～0点	<ul style="list-style-type: none"> <li>・ 「B」を満たしていない。</li> </ul>	<ul style="list-style-type: none"> <li>・ 「B」を満たしていない。</li> </ul>	<ul style="list-style-type: none"> <li>・ 「B」を満たしていない。</li> </ul>