

英語

注 意

- 1 問題は **1** から **4** までで、11 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 10 分です。
- 3 声を出して読むではいけません。
- 4 答えは全て解答用紙に HB 又は 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。
- 5 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、その記号の ○ の中を正確に塗りつぶしなさい。
- 6 答えを記述する問題については、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。
- 7 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。
- 8 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。
- 9 解答用紙は、汚したり、折り曲げたりしてはいけません。

1 次の各問に答えよ。

1 次の(1)~(3)の A と B との対話において、の中に入る語として最もふさわしいものは、それぞれ下のア~エのうちではどれか。

(1) A: What would you like to for breakfast?
B: I'd like some bread and cheese.

ア drink イ sing ウ have エ sell

(2) A: Have you finished reading the book you bought last week?
B: Yes, it was . I enjoyed reading it.

ア interesting イ busy ウ poor エ cloudy

(3) A: What is your favorite ?
B: Skiing is. I often go skiing in winter.

ア music イ month ウ season エ sport

2 次の(1)~(3)の A と B との対話において、の中に入る発言として最もふさわしいものは、それぞれ下のア~エのうちではどれか。

(1) A: Will you join the party I'm planning for next Saturday?
B: .

ア Please come to the party
イ Sorry, I have another plan for next Saturday
ウ Of course, you will
エ The party was really nice

(2) A: ?
B: Yes. I'll take you there.

ア Did you take care of your brother yesterday
イ When will the spring vacation start
ウ Do you know where the station is
エ Can I bring you some water

(3) A: Would you like some more orange juice?
B: .

ア I've had enough, thank you イ It looks like a museum
ウ Sure, I want some more pictures エ No, you can do it yourself

2 次の各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

1 中学校3年生の Amy と Ken の学校では、英語の授業で班ごとにプレゼンテーションを行うことになった。同じ班になった二人は自分たちの学年を対象にアンケート調査を行い、その結果を集計した表を見ながら話をしている。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が見ているアンケートを集計した表である。

Amy: First, look at the number of I **How long do you usually sleep?**

students who sleep for less than six hours. In Class B, there are (A) students.

Sleep Hours Class	Group A	Group B	Group C
	Less than 6 Hours	6 to 8 Hours	More than 8 Hours
Class A	8	23	5
Class B	13	19	4
Class C	9	23	4
Class D	8	21	7

Ken: That's the largest number in Group A. They should sleep longer. How about our class?

Amy: Well, eight students are in Group A, and the number of students in Group B is one of the largest of the four.

Ken: I see. And the number of students in our class in Group C is (B) .

Amy: Right.

Ken: Our city did a *survey about the sleep hours of students last year. Let's look at it.

Amy: That's a good idea.

〔注〕 survey 調査

ア (A) thirteen (B) four イ (A) eight (B) four

ウ (A) eight (B) five エ (A) thirteen (B) five

2 Amy と Ken は、調査結果を基に自分たちの班で作成したグラフを見ながら話をしている。 (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、右のページのア～エのうちではどれか。ただし、右のページの II-1、II-2 は、それぞれ、二人が見ているグラフである。

Ken: Look at these *graphs. We can easily see the *percentage for each Group.

Amy: Yes. First, look at Group B in each graph. They are the largest Groups.

Ken: The difference between the two is (A) percent. Where is this difference from?

Amy: Well, the percentage for each Group C is almost the same, but the percentage for Group A in our school is much higher than the percentage for Group A in our city. Our school has many students like me.

Ken: What do you mean?

Amy: I'm in (B) of the graph.

Ken: Really?

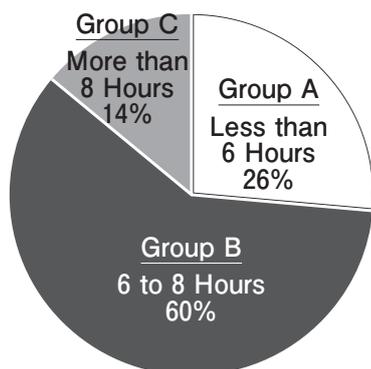
Amy: I often start doing my homework late at night, or read books until very late at night.

Ken: I see. The other students in Group A may do the same kinds of things. I think that you should change your *lifestyle.

Amy: Yes. I usually sleep only for about five hours. I will start to sleep more.

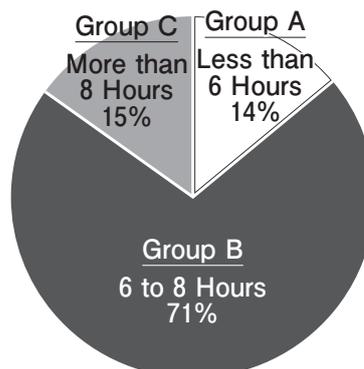
II-1

Our School (Third-year Students)



II-2

Our City (Third-year Students)



〔注〕 graph グラフ percentage 割合 lifestyle 生活習慣

ア (A) eleven (B) Group C

イ (A) eleven (B) Group A

ウ (A) twelve (B) Group A

エ (A) twelve (B) Group C

3 次の文章は、Amy の班が、英語の授業で行ったプレゼンテーションの内容である。

Hello, everyone. Today, we're going to talk about sleep.

We did a survey about the sleep hours of the third-year students in our school. We found that only fourteen percent of our third-year students sleep for more than eight hours. And twenty-six percent of those students sleep for less than six hours. I am one of them. We asked some students about their reasons. They said they often watch TV, use *smartphones, play video games, or read comic books for long hours at night. Many of us should *limit how long we do those things at night.

To change our lifestyles and sleep enough, it is a good idea to make a plan for the evening. And it's good for your sleep to take a warm bath two or three hours before you go to bed. For example, when you go to bed at ten, you should take a bath at seven or eight o'clock. A warm bath makes you relaxed. To relax is really important for good sleep.

We hope our *presentation has encouraged some of you to think about your sleep and to change your lifestyles.

Thank you for listening.

〔注〕 smartphone スマートフォン limit 制限する presentation プレゼンテーション

(1) このプレゼンテーションの内容と合っているのは、次のうちではどれか。

- ア When you go to bed at ten, you should take a bath at nine o'clock to have a good sleep.
- イ Twenty-six percent of the third-year students in Amy's school sleep for more than eight hours.
- ウ To change our lifestyles and sleep enough, making a plan for the evening is a good idea.
- エ Amy's group made a presentation in her class to encourage students to make good presentations.

(2) Amy と同じクラスの Hiroko は、英語の授業で Amy の班のプレゼンテーションを聞いた後、感想を書くことになりました。あなたが Hiroko だとしたら、どのような感想を書きますか。次の<条件>に合うように、下の の中に、三つの英語の文を書きなさい。ただし、Team (1) は、Amy の所属している班である。

<条件>

- 前後の文につながるように書き、全体としてまとまりのある感想とすること。
- Amy の班に伝えたい内容を一つ取り上げ、それを取り上げた理由などを含めること。

Team (1)

I really enjoyed your presentation. In it, you gave me some ideas about getting enough sleep. Now, I'm interested in changing my lifestyle.

I have often *stayed up late at night, but now I will go to bed early and get up at six. In that way, I will have time to do many things in the morning. I have some ideas about things to do. I'll tell you about one of them.

I'm looking forward to changing my lifestyle.

Thank you for your nice presentation.

Name : Hiroko

[注] stay up late 夜更かしをする

3

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。)

Kumi and Taku are junior high school students in Tokyo. Mr. Sato is their English teacher. Neha is a student from India. She just came to Japan last week. They are talking in the classroom before the class starts.

Kumi: Ohayo, Taku. Good morning, Neha.

Neha: Good morning, Kumi.

Taku: Good morning. Look. Mr. Sato is coming.

Kumi: Ohayo gozaimasu, Sato Sensei.

Mr. Sato: Good morning, Kumi, Taku, and Neha.

Neha: Kumi, I have a question. You said *Ohayo gozaimasu* to Mr. Sato. But you said ⁽¹⁾*Ohayo* to Taku. What's the difference between the two?

Kumi: We use *polite expressions like *Ohayo gozaimasu* to show respect.

Neha: I see. In India, we do that, too. We often say *Namaste*. That is like saying "Hello" in English. When we want to say it in a polite way, we say *Namaskar*. Both *Hindi and Japanese have polite expressions.

Kumi: That's interesting. I'll give you an example in Japanese. When we want to say "I'll eat," we usually use *taberu*. When we want to say it in a polite way, we use *itadaku*.

Neha: That's interesting.

Mr. Sato: I'll give you another example in English. When we want someone to open a window, we can say "Open a window." You can say that to your friends. But "Would you open a window?" is a much more polite expression.

Taku: Using polite expressions is important. I'd like to add one more thing. That is about *attitude. Yesterday, when I visited you, Mr. Sato, to ask some questions about English, you looked very busy. But you stopped working and gave me time to talk with you. That made me happy.

Mr. Sato: Oh, really? I'm glad to hear that.

Kumi: Mr. Sato is always kind to everyone.

Neha: It's important to be kind to other people, right?

Taku: Yes. I think so, too. Last year I had a work experience at a hotel. One of the things I did was to welcome *guests. When guests came into the hotel, I *bowed and smiled. Many guests smiled back at me. I was happy to see that.

Kumi: I know what you mean. I had a work experience at a supermarket. The clerks at the supermarket *treated me as a clerk. I think that was a nice attitude. I was happy about that.

Neha: I understand. We should use polite expressions and show a kind attitude to everyone.

Taku: I agree. That's really important.

Kumi: We should remember that.

〔注〕 polite 丁寧な Hindi ヒンディー語 attitude 態度
guest 客 bow お辞儀する treat ~ as ... ~を…として扱う

〔問1〕 Kumi, I have a question. とあるが、このように Neha 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。

Neha wants to .

- ア know more about Taku, one of her friends at school in Japan
- イ know the difference between *Ohayo* and *Ohayo gozaimasu*
- ウ know why Japanese people should use polite expressions
- エ know why Mr. Sato said "Good morning" to the three

〔問2〕 I'll give you an example in Japanese. 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 Japanese often say *Ohayo* to friends.
- イ Japanese doesn't have polite expressions.
- ウ *Itadaki* is a polite word for *taberu*. "I'll eat."
- エ "Would you open a window?" is not a polite expression.

〔問3〕 That made me happy. 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。

Taku was happy because .

- ア Kumi went to a supermarket with him
- イ he talked with Neha and Kumi in the classroom
- ウ he was able to answer Mr. Sato's English questions
- エ Mr. Sato stopped working and gave him time to talk

〔問4〕 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
(4) 入れるのがよいか。

Neha understands that .

- ア it is important to use polite expressions and to show a kind attitude
- イ it is important for junior high school teachers to have a work experience
- ウ it is interesting for Kumi to give some examples of polite expressions
- エ it is interesting for Kumi to bow and smile at guests in a hotel

〔問5〕 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。

Last year, Taku was happy after he saw the smiles of .

- ア teachers
- イ guests
- ウ students
- エ friends

[問6] 次の文章は、Taku たちと話した日に、Neha がインドに住む祖母に送った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、下のア～エのうちではどれか。

Today, I talked with my friends Kumi and Taku, and with one of my English teachers, Mr. Sato. We talked about polite expressions and attitude.

Kumi said *Ohayo* to Taku. But to Mr. Sato, she used □(A) expression to show respect. That was interesting to me. Then Kumi told me about another polite expression.

Then we talked about Mr. Sato and about a work experience. Kumi said that Mr. Sato was very □(B). He gave Taku time to ask some questions about English, though he was busy at that time. Taku was happy then. Kumi felt happy during a work experience at a supermarket because she was treated as a clerk. Taku also had a work experience at □(A) place, and he said that a □(B) attitude is important, too.

- ア (A) the same (B) polite イ (A) a different (B) polite
ウ (A) the same (B) kind エ (A) a different (B) kind

4

次の文章を読んで、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。)

Keita was a first-year high school student in Tokyo. He was interested in English and in other countries. He was thinking about studying abroad. One day in April of that year, he talked about it to his parents. At first, they didn't say yes. They didn't want him to live far away from them. But they knew that he wanted to learn a lot in other countries and to improve his English. Keita explained his plan to his parents many times. Two weeks later, they agreed with his plan for studying abroad. He was happy to hear that. At the end of June, he was chosen as an *exchange student to Canada and joined a program to prepare for studying abroad. In the program, he took special lessons and learned about Japanese history and culture. He also studied English and a lot of other things.

The next year in August, Keita arrived in Canada. He would be there for about one year. He stayed with a host family. In the family, there was one son, Rick, and his parents. Keita was looking forward to his school life with Rick. He was a little worried about his English, but he thought he would be able to improve it. He studied English very hard.

On the first day at Keita's new school, he introduced himself to a class. He said that he liked baseball very much. Keita was welcomed by teachers and classmates. The start of his life in Canada was full of hope.

A week later, Keita started to lose *confidence in his English. He felt that his English was not getting better. During his first week in Canada, his classmates asked him questions about himself and Japan. He understood their questions and tried to answer them, but he didn't know what to say in English. That made him worried. He became quiet during his classes.

One day, Keita and one of his classmates, Leo, were talking about doing their homework in the city library the next Saturday. Leo said to Keita, "Let's meet at the library at three fifteen next Saturday afternoon." Keita agreed. On the next Saturday, Leo was already at the library when Keita arrived there. Leo asked Keita, "Keita, what's wrong? You are late." Keita didn't understand and said, "Am I late? What do you mean?" Leo said that they *were supposed to come to the library at three fifteen, not three fifty. Keita understood his mistake about the time. Keita said to Leo, "I'm sorry." Leo said it was OK, but Keita was really shocked about his mistake. He *completely lost confidence in his English.

One night, Rick came to Keita's room and said to him, "I want to talk with you now." Rick wanted to do something to encourage him. Rick said to Keita, "How about playing baseball with friends next Sunday in the city park? Leo will join us, too. If you play baseball, I am sure you will have fun." Keita didn't want to do it, but he agreed.

On Sunday, Rick and Keita went to the city park. There were a lot of friends waiting for them. Keita played baseball and his team won. After the game, Rick said to Keita, "Good job, Keita!" Leo said to Keita, "You played hard!" Keita said, "Thank you, but I'm sorry that I got

[問3] 次の(1)~(3)の文を, 本文の内容と合うように完成するには, の中に, それぞれ下のどれを入れるのがよいか。

(1) When Keita arrived in Canada in August, .

- ア he was looking forward to his school life with Rick
- イ he explained his plan to his host family many times
- ウ he wanted to study in the city library with Rick
- エ he played baseball with Rick at school

(2) After Keita arrived at the city library, .

- ア Leo was not there, and Keita couldn't study with him
- イ he wanted to do something to encourage Rick
- ウ he understood his mistake about the time
- エ Leo was really shocked about Keita's mistake

(3) When Rick came to Keita's room and talked with him, .

- ア Rick was sure that Keita would meet his classmates at the library
- イ Rick was sure that Keita would enjoy playing baseball
- ウ Rick thought that Keita would invite him to the baseball game
- エ Rick thought that Keita would try to ask him some questions

[問4] 次の(1), (2)の質問の答えとして適切なものは, それぞれ下のうちではどれか。

(1) Why was Keita worried after he started his school life in Canada?

- ア Because he understood his classmates' questions but he didn't know what to say in English.
- イ Because he would have to live far away from his parents to study English.
- ウ Because he said that he didn't like baseball very much.
- エ Because he would be in Canada for about one year as an exchange student.

(2) What did Keita learn from Leo?

- ア He learned that his English was not good yet.
- イ He learned that it was important for him to enjoy a baseball game.
- ウ He learned that there were a lot of friends waiting for him in the city park.
- エ He learned that it was important to focus more on the things he could do.