

英 語

6

分割後期・二次
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: This is very interesting.
B: Really? Can I read it?

ア picture イ performance ウ movie エ magazine

(2) A: We finally finished moving these tables.
B: Yes. Your help was to finish it before the class.

ア heavy イ necessary ウ popular エ interesting

(3) A: Is it difficult to carrots in the garden?
B: No, it's easy. But don't give them too much water.

ア buy イ draw ウ grow エ carry

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: This homework is very hard. Can you help me?
B:

ア You're welcome. イ Sure.
ウ Yes, please. エ No, thank you.

(2) A: What should we do for her birthday?
B:

ア That's a good reason. イ It was a nice present.
ウ I have an idea. エ We should do it first.

(3) A: Good bye, everyone. It's Friday today.
B: Thank you. You, too.

ア Have a nice weekend! イ Please bring my pencils.
ウ Here you are. エ I will go to the sea this Sunday.

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 高校生の Kota とオーストラリアからの留学生である Lex は、英語の授業で留学をテーマにプレゼンテーションを行うことになった。同じ班の二人は、留学に関する資料を見ながら、発表の準備をしている。〔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、下のア～エのうちではどれか。ただし、下の I は、二人が見ている資料の一部である。

Lex: Japanese students go abroad to study in I various countries.

Kota: 2,860 students went abroad to study last year.

Lex: They were from 1,305 high schools. How many 〔A〕 are there in Japan?

Kota: I'll check that on the Internet. Well,...about 5,000.

Lex: That means that the students were from about twenty six percent of all the high schools.

Kota: In this table, the top five countries are English-speaking countries.

Lex: Many Japanese students may want to study English.

Kota: I think so, too, but some students went to Germany, France, and Italy.

Lex: In those countries, English is not a main language. About 〔B〕 percent of the students went to those three countries to study. Do you know why they did not choose an English-speaking country?

Kota: Let's check about that later.

Number of Japanese High School Students Who Studied Abroad

The number of students
2,860 students from 1,305 high schools

The names of countries

The USA	796 (27.8%)
Canada	712 (24.9%)
New Zealand	498 (17.4%)
Australia	319 (11.2%)
The UK	68 (2.4%)
Germany	61 (2.1%)
France	49 (1.7%)
Italy	42 (1.5%)

ア (A) students (B) five イ (A) high schools (B) five

ウ (A) students (B) seventy エ (A) high schools (B) seventy

2 Kota と Lex は、留学に関する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 は、二人が見ているグラフである。

Kota: Next, for our presentation, let's look at some *interests for studying abroad. Why were you interested in Japan?

Lex: I was interested in seeing festivals and visiting temples in Japan.

Kota: Those are *cultural activities. Were you interested in language learning?

Lex: Yes, but I was more interested in 〔A〕. It's the second from the top in this graph.

Kota: Has studying abroad been good for you?

Lex: In Australia, I read books and learned about Japan, but I have had many important experiences in Japan. For example, I have talked with many Japanese people, and I have enjoyed the local daily life. I think studying abroad is great.

Kota: I see. I want to study abroad in the future.

Lex: Please come to Australia and stay at my house.

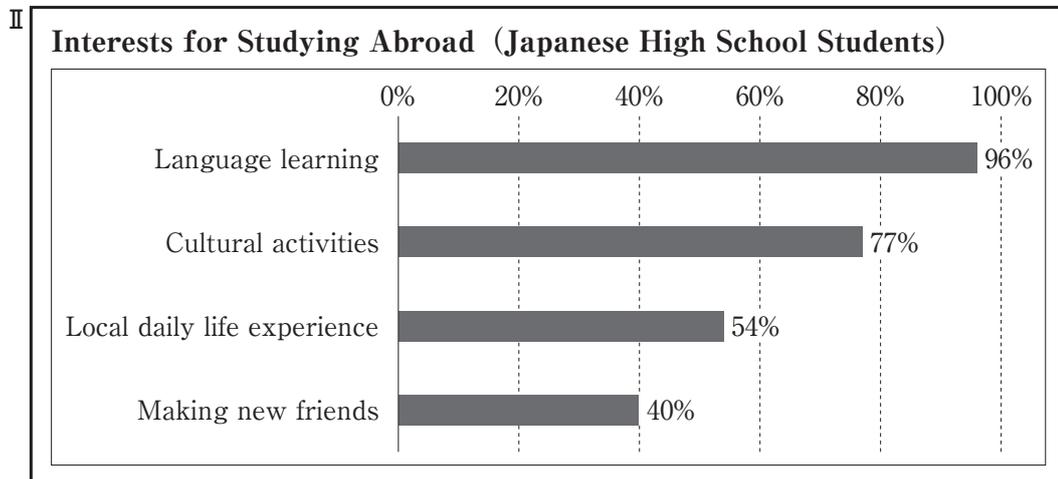
Kota: Sounds good! I want to visit your country.

Lex: Are you interested in studying English and learning about the culture of Australia?

Kota: Yes. And I also want to (B) . In this graph, that has the lowest percent, but it's important for me. I want to meet and talk with many people. After I come back to Japan, I will send e-mails to them.

Lex: Many people go abroad to learn a language, but like you, some students have other interests for going abroad.

Kota: Let's talk about that in our presentation.



〔注〕 interest 関心事 cultural activity 文化的活動

ア (A) learning Japanese (B) enjoy local daily life

イ (A) learning Japanese (B) make new friends

ウ (A) cultural activities (B) enjoy local daily life

エ (A) cultural activities (B) make new friends

3 次の文章は、オーストラリアに帰国した Lex が Kota に送ったEメールの内容である。

Dear Kota,

Thank you for everything while I was in Japan. I had a great time with you. It was my first stay in Japan, but, thanks to you, I enjoyed it very much.

As you know, I'm interested in festivals and temples in Japan. Do you remember our trip in the fall? We saw many temples and enjoyed their beautiful gardens. Your mother bought beautiful Japanese dishes for my family. All of my family were very glad! I also remember fireworks in the summer festival. They were very large and beautiful, and I was surprised by that.

After coming back to Australia, I talked about Japanese temples and festivals in my class. Many other students became very interested in Japan. Next week, I have a chance to talk about Japan to my classmates again. I have to choose a new topic. If you talked to my classmates, what would you tell them about Japan? Do you have any ideas? I'm looking forward to hearing from you soon.

Yours,

Lex

(1) このEメールの内容と合っているのは、次のうちではどれか。

ア Lex's mother bought some Japanese dishes for Kota's family, and all of Kota's family were happy.

イ Kota took Lex to many temples and beautiful gardens in the summer when Lex was staying in Japan.

ウ Lex talked about Japanese temples and festivals to his classmates after he went back to Australia.

エ Kota went to Australia for the first time, and he enjoyed his stay very much thanks to Lex.

(2) Kota は Lex に返事のEメールを送ることにしました。あなたが Kota だとしたら、Lex にどのような返事のEメールを送りますか。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。

<条件>

- 前後の文につながるよう書き、全体としてまとまりのある返事のEメールとすること。
- Lex 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。

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Hello, Lex,

Thank you for your e-mail. Since you went back to Australia, I have missed you very much. Spending time with you was a great experience.

Of course, I remember well our trip in the fall. I was happy to visit many temples and festivals with you. In this e-mail, I am sending you some pictures which I took at the firework festival. I was also glad that you enjoyed Japanese food during your stay in Japan. Do you eat Japanese food in Australia?

You asked me what I wanted your classmates to know about Japan. I will tell you about one of my ideas.

I hope you like my idea.

Your friend,
Kota

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には、本文のあとに〔注〕がある。)

Eita, Riko, and Takumi are high school students in Tokyo. Megan is a student from New Zealand. They are talking in their classroom during lunch break.

Eita: Have you finished your report for science class?

Riko: Yes. I did it last night.

Takumi: I haven't started yet, but I'll finish it today.

Megan: We have to finish it by next week, right?

Eita: Right. I've been working on it for a few days, but I haven't finished it yet. I can't
*concentrate on studying in my room. Takumi, where are you going to work?

Takumi: In my room. I usually clean it before I start. I like to study in a clean and quiet place.

Riko: Me, too. I go to the library after school and study for several hours. It's also clean
(1) and quiet.

Eita: For several hours?

Riko: Yes. It's easy to concentrate for a long time in the library.

Eita: Sometimes, I sit at a desk in my room for a long time, but I don't really study very much.

Megan: Why is that?

Eita: After I study for about thirty minutes, I usually start doing some other things. I
often read comics.

Takumi: I can understand that. I often get bored. It's difficult to keep doing one thing for a
(2) long time.

Eita: But you can do it, right?

Takumi: When I study for tests or do homework, I can. But it's hard to do it every day.
For me, playing sports is as important as studying.

Megan: Is it helpful for studying?

Takumi: Yes. I played soccer all day last Saturday. I was tired, but I felt good and studied
a lot the next day.

Eita: I see. How about you, Riko? In the library, are you always studying?

Riko: No. I sometimes relax. I stop studying and don't worry about it then. Reading a
(3) favorite book on a sofa in the library is the best way for me to relax.

Megan: After I relax, I feel good.

Riko: How do you relax, Megan?

Megan: I walk along a river near my house.

Eita: Why do you do that?

Megan: In my hometown, there is a beach near my house. Look at these photos. I sometimes look at these to remember my life in New Zealand. I walked along the beach with my dog to feel relaxed.

Takumi: That's a nice beach. But you can't do that in Tokyo.

Megan: No, I can't. But in Tokyo, I have found that doing a similar thing helps me relax.

Takumi: Tell me more.

Megan: One day, I felt happier while I was walking along the river. So now I walk there when I miss my hometown. That has become one way for me to relax here.

Eita: I like reading comics in my room, but I don't feel relaxed then. I feel I have to stop reading and study.

Riko: Can you concentrate more on studying in any other place?

Eita: Yes. On the bus. But only for twenty minutes.

Takumi: I saw you there this morning. I didn't want to say hello because you were studying so hard.

Eita: Actually, I always concentrate because I only have a short time on the bus.

Megan: Do you feel tired or sleepy after getting off the bus?

Eita: No. And I usually study again in a classroom for another fifteen minutes before the first period.

Riko: You can concentrate for fifteen or twenty minutes in different places.

Eita: I'll try to find more places and study for a short time in each one.

Megan: Great. Then you will be able to relax and enjoy reading in your room.

Eita: That's right. Thank you, everyone.

〔注〕 concentrate 集中する

〔問1〕 Me, too. の内容を最もよく表しているのは、次のうちではどれか。
(1)

- ア Riko goes to the library to study for several hours.
- イ Riko likes to study in a clean and quiet place.
- ウ Riko will finish her report for science class today.
- エ Riko usually cleans the library before she starts studying.

〔問2〕 I can understand that. の内容を、次のように書き表すとすれば、 の中に、
(2) 下のどれを入れるのがよいか。

Takumi can understand that .

- ア Eita usually starts doing other things after he studies for about thirty minutes
- イ it is easy to sit at a desk in a room and concentrate on studying for a very long time
- ウ Eita can study for a long time when he studies for tests or does his homework
- エ it is difficult to keep reading comics for a long time in a room

〔問3〕 I sometimes relax. の内容を最もよく表しているのは、次のうちではどれか。
(3)

- ア Riko sometimes plays sports because it is helpful for studying.
- イ Riko sometimes worries about studying and doesn't stop studying.
- ウ Riko sometimes studies a lot after she plays soccer all day.
- エ Riko sometimes reads a favorite book on a sofa in the library.

〔問4〕 That has become one way for me to relax here. の内容を、次のように書き表すとすれば、
(4) の中に、下のどれを入れるのがよいか。

In Japan, .

- ア Megan has found that walking along a beach helps her relax
- イ Megan looks at some photos and remembers her life in her hometown
- ウ Megan walks along a river near her house when she misses her hometown
- エ Megan likes to walk along a beach with her dog

〔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。

Eita likes reading comics in his room, but he usually thinks he has to that and start studying again.

- ア clean
- イ enjoy
- ウ remember
- エ stop

[問6] 次の文章は、Eita たちと話した日に、Megan が書いた日記の一部である。 (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 Eita, Riko, and Takumi about our own ways of studying and relaxing. Riko and Takumi can study for a long time. Takumi thinks playing sports is as important as studying. After he plays soccer, he feels (A), but he studies a lot the next day.

Eita didn't think (B) was the best place to study. Takumi saw Eita on the bus this morning, and Eita was studying hard then. He always concentrates on the bus because he only has a short time to study. He doesn't feel (A) after that. He often studies for a short time in one place, and then he studies again for a short time in another place. Riko said Eita could concentrate on studying for fifteen or twenty minutes in different places. I hope he will be able to relax in (B).

- ア (A) tired (B) his room イ (A) tired (B) the library
ウ (A) bored (B) his room エ (A) bored (B) the library

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。)

Jun was a first-year high school student in Tokyo. One day in September of that year, one of his classmates, Naoto, said to Jun, "Next Sunday, an event called *Let's Enjoy Old Japanese Games!* will be held at the Momiji Center. I work at it as a staff member every month. Why don't you work with me?" Jun asked, "Who comes to the event?" Naoto answered, "It is for children from seven years old to nine years old. We'll play with them. Some other high school students will also work at the event as staff members." He continued, "If you join us, the children will enjoy playing with you." Jun was happy to hear that. He said to Naoto, "I'd love to do it!"

The next Sunday, Naoto took Jun to the Momiji Center. Ms. Aoki, a staff leader, welcomed Jun. On that day, Naoto worked as a student staff leader. Fifteen children came to the event. Some children looked a little nervous. He wanted to make them relaxed and happy. He smiled and said, "Hello! Let's have fun!" At the event, they played games, such as, *koma*, *otedama*, *takeuma*, and *kendama*. Naoto used simple words and gestures for them. The children looked happy to learn how to play games. They enjoyed the games very much. After the event, one of the children came to Naoto and said, "It was fun. I want to do it again." Jun thought to himself, "Naoto did very well as the leader. I want to be like him." Jun decided to work at the events with Naoto every month.

Three months later, Ms. Aoki said to Jun, "I want you to be a student staff leader at next month's event." He was surprised and said, "Me?" She said, "You will be able to do it well." Naoto also said to Jun, "That will be a good chance for you." Jun said, "Yes."

The next month, twenty children came to the event. During the event, Jun tried to show children how to play games, but he was so nervous that he couldn't do it like Naoto. He just read *memos and didn't pay attention to the children. Some children didn't understand Jun's words and looked bored. He was sad about that. Then, some other staff members and Naoto helped Jun and told the children how to play the games again. After that, the children enjoyed playing them.

The next day, Jun had no *confidence and said to Naoto, "I worked hard, but it didn't go well at yesterday's event." Naoto wanted to encourage him and said, "You did your best." Jun said, "I don't know what I can do for children." Naoto said, "I felt the same way when I worked as a leader for the first time. I think you will be able to find your own way soon." Jun said, "Find my own way..." After that, he thought about that *for a while.

One month later, Jun got a chance to work at the event as a student staff leader again. This time he prepared very well. Before the event, he read memos many times and also remembered the children's names. About twenty children came to the event. When the event started, he called the children's names one by one. They were surprised and felt happy.

One of the children asked Jun, “Do you remember all of our names?” Jun smiled and answered, “Of course.” Jun said, “Let’s have fun!” This time he paid attention to the children. He showed them well how to play games. He and the children had a good time.

After the event, Naoto and Ms. Aoki came to Jun. Naoto said, “It was great to call the children’s names! Was that your idea?” Jun answered, “Yes. I wanted to give the children a warm welcome by doing that.” Naoto added, “That’s your own way, Jun.” Ms. Aoki smiled and said at last, “You did well, Jun. Thanks to you, I was able to see children’s wonderful smiles today.” Jun felt very happy to hear that.

〔注〕 memo メモ confidence 自信 for a while しばらくの間

〔問1〕 Jun was happy to hear that. 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。

Jun was happy because .

- ア an event called *Let’s Enjoy Old Japanese Games!* would be held at the Momiji Center
- イ Naoto worked at the event as a staff member every month
- ウ Naoto said that the children would enjoy playing with him
- エ some other high school students would also work at the event as staff members

〔問2〕 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Jun heard the event was for children from seven years old to nine years old.
- イ Jun felt very happy because Ms. Aoki said that she was able to see children’s wonderful smiles.
- ウ Jun and the children had a good time when he worked as a student staff leader again.
- エ Jun was asked to be a student staff leader by Ms. Aoki and he said, “Yes.”

[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) On Jun's first day at the Momiji Center event, .

- ア he worked as a student staff leader
- イ he decided to work at the events with Naoto every month
- ウ he looked a little nervous, and Naoto made him relaxed
- エ the children didn't understand how to play games and looked bored

(2) When Jun worked at the event as a student staff leader for the first time, .

- ア he was so nervous that he couldn't show children how to play games like Naoto
- イ he was surprised and said it would be a good chance for himself
- ウ some other staff members and Naoto were helped by Jun
- エ all the children understood Jun's words and looked happy

(3) When Naoto worked as a student staff leader for the first time, .

- ア he wanted to encourage Jun and did his best
- イ he wanted to find his own way for the events soon
- ウ he didn't know what he could do for children
- エ he wanted Jun to work hard at the event

[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 did Jun want to be like Naoto when he saw Naoto at the event?

- ア Naoto used simple words and gestures and did very well as a student staff leader.
- イ Fifteen children came to the event and said hello to Naoto.
- ウ Naoto took Jun to the Momiji Center, and Ms. Aoki welcomed them.
- エ Naoto enjoyed playing games, such as, *koma*, *otedama*, *takeuma*, and *kendama*.

(2) How did Jun show his warm welcome to the children who came to the event?

- ア He said, "Let's have fun!" and paid attention to the children.
- イ He read memos many times to understand how to play games.
- ウ He tried to make the children surprised when the event started.
- エ He remembered all the children's names and called them one by one.