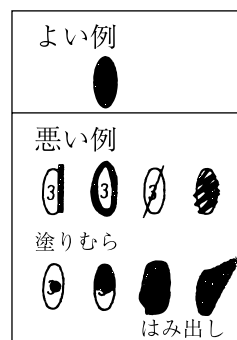


2019年

# 英語

## マークのしかた

- マークは楕円内をむらなく塗りつぶすこと。
- HBの鉛筆または同じ濃さのシャープペンシルで塗りつぶすこと。
- 一度塗りつぶしたものを直すときは、あとが残らないように、プラスチック製消しゴムできれいに消してから直すこと。



## 受験番号のマークのしかた

- 受験番号記入欄に、自分の受験番号を記入し、下の該当する数字をマークしなさい。
- 右図は1503番の人の例です。

受験番号			
1	5	0	3
●	○	○	○
○	○	○	○
○	○	○	●
○	○	○	○
○	●	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

## 解答のしかた

- 記述で解答するように指示してある問題以外はマークで解答しなさい。
- 右図の例は 1 の(1)に③、(2)に⑤と答えるときのものです。この例では(4)は記述で解答します。

問題番号	解答欄
<span style="border: 1px solid black; padding: 2px;">1</span>	(1) ○ ② ● ④ ○ ⑤ ○ ⑥ ○ ⑦ ○ ⑧ ○ ⑨ ○
	(2) ○ ① ○ ② ○ ③ ○ ④ ● ⑥ ○ ⑦ ○ ⑧ ○ ⑨ ○
	(3) ○ ① ○ ② ○ ③ ○ ④ ○ ⑤ ○ ⑥ ○ ⑦ ○ ⑧ ○ ⑨ ○
	(4)
	(5) ○ ① ○ ② ○ ③ ○ ④ ○ ⑤ ○ ⑥ ○ ⑦ ○ ⑧ ○ ⑨ ○

1 放送による聞き取りテスト

放送による問題は2部に分かれています。第1部は会話を聞いて質問に答える問題、第2部は英文を聞いて質問に答える問題です。放送による指示をよく聞いて、正しい番号をマークしなさい。

(18点)

2 次の会話は病室での会話です。(1)～(6)に入れるのに最も適切な英文を、①～⑨からそれぞれ一つ選び、その番号をマークしなさい。ただし、同じものを二度使うことはできません。

(18点)

Emily: Hi, Linda, please come in.

Linda: How are you feeling today, Emily?

Emily: ( 1 )

Linda: Here are some flowers from Mr. Parker and some fruit from our class.

Cathy: ( 2 )

Linda: Mr. Parker said you almost had \*pneumonia.

Emily: Yesterday, I had a fever, but now my \*temperature has come down, so I feel much better.

Linda: That's good news. I worried about you. Why did you get so sick?

Emily: I had a high fever last week. My mother told me not to go to school, but I went \*anyway. I didn't want to \*miss any of Mr. Parker's classes.

Linda: Yes. ( 3 )

Emily: Yes, they are. But I'm sorry I didn't listen to her.

Linda: Well, take care of yourself. ( 4 )

Emily: In a week or so, my doctor said.

Linda: ( 5 ) Then you can come to the \*athletic meet next month, can't you?

Emily: Sure.

Linda: Well, I have to go now. I hope you'll get well soon.

Emily: Thank you. Say hello to everyone for me, will you?

Linda: ( 6 ) Good-bye.

Emily: Good-bye.

[注]

pneumonia 肺炎	temperature 体温、熱	anyway それなのに
miss ～ ～(を)欠席する	athletic meet 運動会	

- ① I want to be a doctor.
- ② Oh, thank you very much.
- ③ OK, I will.
- ④ His lessons are interesting, aren't they?
- ⑤ When can you leave here?
- ⑥ Because it was very cold.
- ⑦ I'm glad to hear that.
- ⑧ Better, thank you.
- ⑨ When did you catch a cold?

3 次の日本語の意味を表すように ( ) 内の語を並べたとき、(1) ~ (14) に入る語の番号をマークしなさい。マークの方法は下記の例に従いなさい。ただし、文頭の語も小文字で書いてあります。

(21点)

例) 兄は毎日テニスをします。

( ① plays ② my ③ tennis ④ brother ) every day.

\_\_\_\_\_ (15) \_\_\_\_\_ (16) every day.

答えは、My brother plays tennis every day. なので、(15) に④、(16) に③をマークする。

1. 私達の ALT は以前東京で日本語を学んだことがあります。

Our ( ① Japanese ② ALT ③ in ④ studied ⑤ Tokyo ⑥ has ) before.

Our \_\_\_\_\_ (1) \_\_\_\_\_ (2) before.

2. 昨夜彼が電話をくれた時、私は数学を勉強していました。

I ( ① he ② studying ③ me ④ was ⑤ when ⑥ math ⑦ called ) last night.

I \_\_\_\_\_ (3) \_\_\_\_\_ (4) last night.

3. 誰があなたにピアノの弾き方を教えてくれたのですか。

( ① the ② to ③ who ④ play ⑤ taught ⑥ how ⑦ you ) piano?

\_\_\_\_\_ (5) \_\_\_\_\_ (6) piano?

4. 彼女は私たちの先生より上手に英語を話します。

( ① teacher ② English ③ she ④ better ⑤ speaks ⑥ than ⑦ our ).

\_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_.

5. その歌を聞いて私たちはとてもうれしくなりました。

( ① made ② the ③ happy ④ song ⑤ us ⑥ very ).

\_\_\_\_\_ (9) \_\_\_\_\_ (10) \_\_\_\_\_.

6. 私たちは SNS を注意深く利用することが大事です。

( ① to ② important ③ for ④ it ⑤ use SNS ⑥ is ⑦ us ) carefully .

\_\_\_\_\_ (11) \_\_\_\_\_ (12) \_\_\_\_\_ carefully.

7. 向こうで話している男性は私たちの新しい ALT です。

( ① talking ② is ③ the ④ our ⑤ over there ⑥ man ) new ALT.

\_\_\_\_\_ (13) \_\_\_\_\_ (14) \_\_\_\_\_ new ALT.

4 次は現在高校生の健(Takeru)が中学生の時を振り返りながら授業で話したスピーチの原稿である。英文を読んで、以下の問いに答えなさい。(43点)

“What is your dream, Takeru?”

When I was a junior high school student, some teachers and my classmates often asked me this question. However, I couldn't answer it at all because I didn't have a dream. And this question was always \*boring to me. I thought “<sup>(1)</sup>(future / to / do / why / have / decide / my / I) now?” Also, I \*was worried about my future, because my friends were beginning to find their dreams.

One day, I talked about my dream with my parents after I came home. I told them that I didn't have a dream. I thought my parents ( 2 ) be angry at me. But my father laughed and said to me, “It's \*natural. You are \*the same as I was when I was a junior high school student.” I was surprised to hear that. And then my parents gave me some good \*advice.

My father said, “I am an \*engineer now because I liked making \*toy cars and planes since I was a child. It was the most interesting thing for me. I was lucky to know <sup>(3)</sup>that. I hoped my favorite thing would be my dream. And then, my dream came true. So you should \*find out what you like the best.”

My mother said to me, “Having a dream is \*not always best. I loved English when I was a junior high school student, but I was not good at it. However, I was also learning to play the piano. I didn't like it at first, but I could play it well. Finally, I became a music teacher. 4”

My father and mother had <sup>(5)</sup>the two same opinions. First, the \*past \*leads to your future. They said to me, “We learned a lot from our experiences. We tried many different things. We believe that working hard will be useful for you.” Second, it is necessary to be honest. They said to me, “If you \*lie to yourself, you won't know yourself. You must \*keep this in mind.”

Now, I am a second-year high school student and I can still remember the advice from my parents. I like to play soccer. Also, I am good at math and also interested in computers now. I have \*come to know about myself, and I'm thinking more about my future job. I want to go to university in the future and study \*sports science with a computer. This may be my future. Thinking about yourself is very important. So I want to ask you, “What do you like the best? What is your \*strong point? <sup>(6)</sup>What are you the most interested in now?”

[注]

boring	退屈な	be worried about	～ ～について心配に思う
natural	自然な、当然の	the same as	～ ～と同じ
engineer	エンジニア	toy	おもちゃ
not always best	いつも最善だとは限らない	past	過去
lead(s) to	～につながる	lie to	～に嘘をつく
keep	～ in mind	come to	～するようになる
sports science	スポーツ科学	strong point	長所
		advice	助言、アドバイス
		find out	見つけ出す

1. 下線部(1)を本文の内容に合うように並べ替えなさい。ただし、文頭に来る語句も小文字にしてあります。解答は、記述解答欄に書くこと。
2. ( 2 )に入れるのにふさわしい語を①～④の中から一つ選び、その番号をマークしなさい。  
① did            ② won't            ③ can            ④ would
3. 下線部(3)が指す内容として適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。  
① 父親にとって仕事だけではなく、趣味も大事だということ。  
② 父親にとって物作りが最も興味深いものだということ。  
③ 父親は健の趣味に合わせてエンジニアという仕事を決めたこと。  
④ 父親は車の運転が好きで、自動車会社に勤めていること。
4. 

4
---

 について <sup>たける</sup> 健の母親が話した内容として適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。  
① So you should know what you are good at.  
② So you must always have your dream.  
③ So you have to practice the piano with me.  
④ So you should know what you like the best.
5. <sup>たける</sup> 健の父親と母親について適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。  
① Takeru's mother smiled when he talked about his dream.  
② Takeru's father had a dream when he was a junior high school student.  
③ Takeru's mother liked to study English and was also good at it.  
④ Takeru's father has been interested in model cars and planes.
6. 下線部(5)が指す内容として適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。  
① His parents thought that experience was the most important.  
② His parents told him to work harder and to be honest.  
③ His parents believed that Takeru should be kind to people.  
④ His parents said that the past was different from the future.
7. 下線部(6)の問いかけに対するあなたの考えを15語以上の英語で書きなさい。文の数はいくつでも構いません。解答は、記述解答欄に書くこと。

8. このスピーチ原稿のタイトルとして適切なものを次の①～④の中から一つ選び、その番号をマークしなさい。

① My Parents' Jobs Are Interesting

② Having a Dream Is Important

③ The Way to Find Your Dream

④ Don't Tell a Lie to Yourself

9. 次の英文が、<sup>たける</sup>健が紹介した話の内容になるよう、( ア ) ～ ( カ ) に入る最も適切な語を書きなさい。解答は、記述解答欄に書くこと。

Takeru is ( ア ) a speech in front of the high school students. When he was a junior high school student, he didn't have a dream. One day, he talked about it with his ( イ ) and got some good advice from them. In addition, he knew that ( ウ ) could help him and it was ( エ ) to be honest. Now he has come to know his ( オ ) thing and strong point, and he ( カ ) to study sports science at university in the future.



