

平成 30 年度

# 英 語

(一 般)

## 注 意

- 1 問題は 1 ページから 6 ページまであり、これとは別に解答用紙が 1 枚ある。
- 2 解答は、すべて別紙解答用紙の該当欄に書き入れること。

(一) 聞き取りの問題

- 1 ア Last summer.  
イ Last Monday.  
ウ For three weeks.  
エ For two months.
  
- 2 ア Two people.  
イ Three people.  
ウ Four people.  
エ Five people.
  
- 3 ア To make *Okonomiyaki*.  
イ To go to high school.  
ウ To watch a Japanese movie.  
エ To speak Japanese.
  
- 4 ア A shopping mall.  
イ A supermarket.  
ウ A junior high school.  
エ A movie theater.
  
- 5 ア Because Janet watched a movie in Japanese.  
イ Because the host family had a welcome party.  
ウ Because Janet and Mayu could understand each other.  
エ Because Janet and Mayu went shopping.

(二) 次の1～3の問いに答えなさい。

1 次の(1)～(3)の対話文の( )に当てはまる最も適当な語を1語ずつ書き入れ、対話文を完成させなさい。ただし、それぞれ( )内の文字で始まる語を書くこと。

(1) A : Is this pen yours?

B : Yes, it's ( m ) . Thank you.

(2) A : What ( k ) of book are you reading?

B : I am reading a science book.

(3) A : How many languages are ( s ) in your country?

B : Three. We speak French, English and Spanish.

2 次の(1)～(3)の対話文の文意が通るように、( )の中のア～エを正しく並べかえて、左から順にその記号を書きなさい。ただし、文頭にくる語も小文字にしてある。

(1) A : Could you ( ア me イ show ウ new guitar エ your )?

B : Here you are.

(2) A : How old is Mike?

B : ( ア as イ he ウ is エ old ) as you.

(3) A : Can I borrow this book for a few days?

B : Sure. It ( ア will イ you ウ happy エ make ) .

3 次の(1)、(2)の英文を一か所だけ区切って読むとき、最も適当な位置をア～エの中からそれぞれ一つずつ選び、その記号を書きなさい。

(1) The girl went / shopping with / her friend / to buy / a notebook yesterday.  
ア イ ウ エ

(2) The man you / met at / the station / yesterday / is my father.  
ア イ ウ エ

(三) 中学生の志保里(Shiori)とアメリカからの留学生エミリー(Emily)が、放課後教室で話をしています。  
次の対話文を読んで、1～3の問いに答えなさい。

Shiori : Hi, Emily. What are you doing now?

Emily : Oh, hi, Shiori.  The picture for July is very unique.  
Is the tree in the calendar bamboo?

Shiori : Yes, it is. We use bamboo for Tanabata \*decorations.

Emily : Tanabata?

Shiori : Tanabata is a Japanese festival celebrated on July 7. It is known as the Star Festival.

Emily : Why is it known as the Star Festival?

Shiori : \*Altair and \*Vega were a \*close couple in the sky.  So the  
King got angry and separated them \*with the Milky Way. The King \*allowed them to  
meet \*once a year.

Emily : Oh, I see. What are these small pieces of paper?

Shiori : Those pieces of paper are called Tanzaku in Japanese. First, everyone writes a wish on  
a piece of paper. Then everyone puts it on a branch of bamboo. When I was a child, I  
wrote a wish on a piece of paper.

Emily : If I have a chance to do that,  I enjoy learning about Japanese  
culture and customs.

Shiori : OK. I know where Tanabata decorations are \*displayed. \*Why don't we go to see  
them right now?

Emily :  I'm happy. Can I write a wish there?

Shiori :  What is your wish?

Emily : Let's see. I hope to live in Japan in the future and learn about Japanese culture more.

Shiori : Sounds interesting. Let's go.

(注) \*decoration(s) : 飾り \*Altair : アルタイル(わし座の一等星) \*Vega : ベガ(こと座の一等星)

\*close couple : 親しい一組のカップル \*with the Milky Way : 天の川で

\*allow~to... : ~に...することを許す \*once a year : 一年に一度 \*display : 展示する

\*Why don't we~ : (一緒に) ~しよう

1 本文中の①～⑤に当てはまる最も適当なものを、それぞれ次のア～エの中から一つずつ選び、その記号を書きなさい。

- |                                |                                 |
|--------------------------------|---------------------------------|
| ① ア I'm looking for my camera. | イ I'm looking at this calendar. |
| ウ I'm taking a picture.        | エ I'm talking about bamboo.     |
| ② ア And they did a good job.   | イ And they separated soon.      |
| ウ But they didn't work hard.   | エ But they were not sad.        |
| ③ ア That day is July 7.        | イ That day is Saturday.         |
| ウ They didn't become stars.    | エ They like the King.           |
| ④ ア I didn't fly in the sky.   | イ I must learn Japanese.        |
| ウ I don't feel happy.          | エ I want to try.                |
| ⑤ ア Yes, I am.                 | イ No, I'm not.                  |
| ウ Yes. Let's go.               | エ No. We will not go.           |

2 本文中の(A)、(B)の英語の内容が、次のそれぞれ次の日本語の内容に合うように、最も適当な英語を、(A)は4語、(B)は2語で書きなさい。

(A) 「それはどういう意味ですか。」

(B) 「もちろん。」

3 本文の内容に合うように、次の英文の(1)～(4)の( )に入る最も適当なものを、それぞれ次のア～エの中から一つずつ選び、その記号を書きなさい。

(1) There is ( ) in the picture.

ア a star

イ a man

ウ bamboo

エ blue sky

(2) ( ) these pieces of paper.

ア Wishes are written on

イ Everyone wants to cut

ウ Some colors are used on

エ People will throw

(3) Emily hopes that ( ) in the future.

ア Shiori will learn abroad

イ she will live in Japan

ウ Shiori will come to America

エ she will go to school in Japan

(4) Shiori and Emily will go to ( ) now.

ア take a lot of pictures

イ the Milky Way in the sky

ウ meet their friends

エ see Tanabata decorations

(四) 次の英文は、健太(Kenta)の学級が文化祭(the school festival)で劇(a play)に取り組んだことについて書かれたものです。これを読んで1~7の問いに答えなさい。

*When Kenta was a high school student, he had a good experience at the school festival. Kenta's classmates were talking about the school festival.*

Kenta said, "Last year our class made a large picture from used plastic bottle \*caps. We needed many caps. (A) We [ to / to / many stores / went / get ] them. It was difficult to get the same color caps, but I still remember that I was very happy when I finished ( ① ) with my friends."

One girl said, "Let's do something more interesting this year! How about a play?" "That's a good idea. If we work hard together, we can do it. When the students see our play, they will ( ② )," a boy said.

Kenta was asked to write a \*script and teach his play to his classmates because he was ( ③ ) \*the drama club. He thought that helping each other was important for the school festival. So he answered, "Yes."

Writing a script was difficult for Kenta, but he finished it finally. Then he began to teach his play to the classmates after school. They didn't practice hard every day, so their play didn't get better. When the school festival was \*approaching, (B) Kenta felt down about the play. He did not know ( ④ ) he should tell them. Two weeks before the school festival, Kenta didn't say anything about their play during practice. So the classmates were \*concerned about Kenta. Everyone stopped practicing. The classroom became very quiet. Suddenly, a student said, "This festival is the last one for our class. I love my class. (C)" These words \*encouraged Kenta and classmates.

Finally the school festival was held in November. When the play started, Kenta was very excited. (D) His class became one and did their best. When the play finished, big \*applause started and some friends came to him with smiles. Kenta was very happy. His classmates were happy, too. Many things \*came to Kenta's mind. Kenta finally understood that working together and (E) each other could give everyone something important.

(注) \*cap(s) : ふた \*script : (劇の)台本 \*the drama club : 演劇部 \*approach : 近づく

\*concerned : 心配そうな \*encourage : 勇気づける \*applause : 拍手

\*come to one's mind : ~の頭に浮かぶ

1 下線部(A)が「私たちはそれらを得るためにたくさんのお店に行きました。」という意味になるように[        ]の語を並べかえて書きなさい。

2 本文中の( ① )～( ④ )に当てはまる最も適当なものを、次のア～エの中からそれぞれ一つずつ選び、その記号を書きなさい。

- |   |            |           |            |           |
|---|------------|-----------|------------|-----------|
| ① | ア standing | イ meeting | ウ sleeping | エ working |
| ② | ア move     | イ moved   | ウ be moved | エ moving  |
| ③ | ア in       | イ about   | ウ to       | エ of      |
| ④ | ア which    | イ what    | ウ whom     | エ who     |

3 下の文は本文中の下線部(B)の理由をまとめたものである。本文の内容に合うように( ア )～( ウ )に当てはまる適当な日本語を書きなさい。

健太のクラスメート達が毎日( ア )ため、彼らの( イ )が( ウ )から。

4 (C)に入る最も適当な英文を次のア～エの中から一つ選び、その記号を書きなさい。

- |                            |                        |
|----------------------------|------------------------|
| ア Let's see how things go. | イ Let's do our best.   |
| ウ Let's do our homework.   | エ Let's go for a walk. |

5 下線部(D)の意味を日本語で答えなさい。

6 (E)に入る最も適当な英語 1 語を、本文中からそのまま抜き出して書きなさい。

7 本文中に書かれている内容と一致するものを、次のア～カの中から二つ選び、その記号を書きなさい。

- ア Kenta had a good experience when he was a junior high school student.
- イ Kenta's class made a large picture from used cans at the school festival.
- ウ One girl said that she wanted to show a play at the school festival.
- エ A teacher told Kenta to teach a play to students of another class.
- オ Kenta's classmates were angry because Kenta didn't practice hard.
- カ Kenta thought that it was important to do something with his classmates.