

平成29年度 英 語 (50分)

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけない。
- 2 この問題冊子は11ページである。
試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び汚れ等に気付いた場合は、手を挙げて監督者に知らせること。
- 3 試験開始の合図前に、監督者の指示に従って、解答用紙の該当欄に以下の内容をそれぞれ正しく記入し、マークすること。
 - ・①氏名欄
氏名を記入すること。
 - ・②受験番号、③生年月日、④受験地欄
受験番号、生年月日を記入し、さらにマーク欄に受験番号(数字)、生年月日(年号・数字)、受験地をマークすること。
- 4 受験番号、生年月日、受験地が正しくマークされていない場合は、採点できないことがある。
- 5 解答は、解答用紙の解答欄にマークすること。例えば、

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と表示のある解答番号に対して②と解答する場合は、次の(例)のように解答番号10の解答欄の②にマークすること。

(例)

解答 番号	解 答 欄				
10	①	②	③	④	⑤

- 6 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
- 7 試験終了後、問題冊子は持ち帰ってよい。

英 語

(解答番号 ~)

次の 1 から 3 までの対話において、下線を引いた語の中で最も強く発音されるものを、それぞれ ①～④のうちから一つずつ選びなさい。解答番号は ~ 。

- 1 A : Rob, do you have some water? I'm very thirsty.
B : Sorry, I've already finished my bottle.
A : Oh, no! I really want some water.
B : Why don't you buy some at the next convenience store?
① ② ③ ④

- 2 A : You really should try the crab with spicy chili sauce.
B : Well, I like crab, but I don't like hot and spicy food.
A : That's too bad.
B : I wonder if I can get it without the spicy sauce.
① ② ③ ④

- 3 A : What a mess! Clean up your room, Tom!
B : But I'm busy doing my homework. I'll do it later.
A : No, you need to do it now!
① ② ③ ④
B : I'll do it right after I finish. I promise.

4 (At a movie theater)

A : Two tickets for the 7:15 showing of *Island of Zombies*.

B : Sorry, but that show is sold out.

A : Well,

B : Yes, but just a few at the front.

- ① can we sit anywhere in the theater?
- ② is it a popular movie?
- ③ are there any seats for the next show?
- ④ have you seen that film?

5 (At a clinic)

A : What seems to be the problem, Ms. Kerr?

B : I'm feeling sick. I have a fever, headache, and a sore throat.

A :

B : Last night, after I got home from work.

- ① Where did you get them?
- ② When did the problem start?
- ③ What made you feel so sick?
- ④ Why did it take that long?

4 次の1から3の各メッセージの送り手が意図したものとして最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。解答番号は 15 ～ 17。

1 This letter is to confirm that Brightlights Language School has accepted Tanaka Yoshiko as a student from July 3 to August 25, 2017. Fees for the summer language program, homestay, medical insurance, and airport pick-up service have been paid in full.

- ① 生徒の受入れを通知する。 ② 語学学校の宣伝をする。
③ 希望する留学期間を伝える。 ④ ホームステイ先を紹介する。

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2 Here is a five-day supply of your medicine. Please take two tablets four times a day, after each meal and at bedtime. This medicine may upset your stomach, so make sure to take it with plenty of water. You should be feeling better in a couple of days.

- ① 薬の種類を確認する。 ② 薬の服用方法を説明する。
③ 病気の症状を報告する。 ④ 病気の原因を調べる。

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3 Hello. This is Benjamin Nuttall from Mulberry Bookstore. We got the *Cooking Magazine* back issue you ordered last week, so you can come and get it anytime between 9 a.m. and 7 p.m. Thank you for your order. We look forward to seeing you soon.

- ① 料理教室の時間を案内する。 ② 新しい店の開店を伝える。
③ 待ち合わせの時間を変更する。 ④ 商品の入荷を連絡する。

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5 次の1から3の各英文の 内に入れるのに最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。解答番号は 18 ～ 20 。

1 Apples are a common fruit, so there are many expressions that mention them. 18 , “the apple of your eye” refers to the person you love the most. There is also a saying, “An apple a day keeps the doctor away,” which suggests that eating an apple each day is good for your health.

- ① Moreover ② Instead ③ For example ④ In short

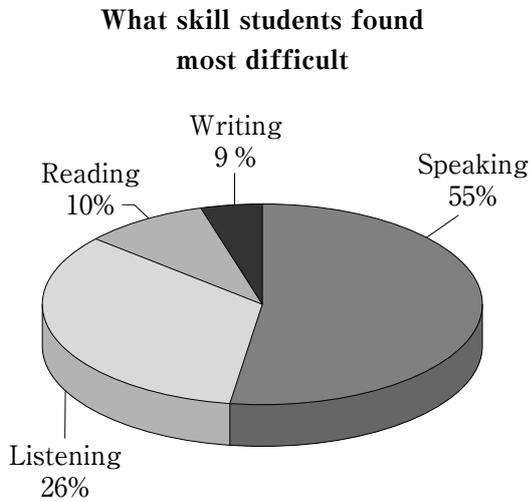
2 Collecting things is a popular hobby. Many people save coins, stamps, or character goods, but I like collecting coffee mugs. This is interesting because there are so many different sizes, colors, shapes, and designs. 19 I have already collected more than 50 mugs, I want even more.

- ① Although ② Wherever ③ Before ④ Whether

3 Two of Yuna’s friends asked her to go out on the weekend. One suggested going to see a new movie, but the other wanted to go shopping. Yuna couldn’t 20 what to do. She wanted to see the film, but she also needed new clothes. In the end, they all went shopping together and made plans to see the movie another time.

- ① finish ② decide ③ forget ④ touch

- 6 次のグラフ、表及び英文を読み、1から3の質問の答えとして最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。解答番号は ～ 。



Activities and numbers of participants

Month	Week	Interview Competition	English Speaking Society
April	3rd week	28	13
	4th week	52	21
May	1st week	No activity	No activity
	2nd week	78	32
	3rd week	90	38
	4th week	105	44

At the beginning of the 2016 school year, English teachers at Hoshiyama High School started a new program for students who were having difficulties in English. To begin with, English teachers carried out a survey to find out what problems they had.

The teachers asked two hundred students in the second year what they thought the most difficult English skill was: listening, reading, speaking or writing. The results clearly showed that more than half of the students found speaking was the most difficult. Listening came next, and reading followed. Because students seemed to have problems with oral communication skills, the teachers decided to start a new extracurricular program called “English Exploration.” The new program was designed to give students more chances to communicate with others in English. It also offered a chance for students to win prizes by using English outside of regular classes.

The English Exploration program included two activities. One was an interview competition, and the other was an English Speaking Society (ESS) club after school. For the interview competition, students had to ask English teachers questions in English during break times, lunch time, and after school. Every time they asked a question, they got a stamp on their score sheets. Students were also able to take part in ESS club meetings, which were held twice a week after school on Mondays and Thursdays. When students attended an ESS club meeting, they got three stamps. Students submitted their score sheets each Friday, and the student who received the most stamps that week got a prize the following Monday. As the teachers had hoped, the number of students who took part in the activities and submitted their score sheets increased each week.

1 According to the graph and the table, which of the following is true?

- ① None of the students answered that writing was the most difficult.
- ② More than half of the students thought listening was the most difficult.
- ③ The interview competition was more popular than the ESS club meetings.
- ④ The number of participants in ESS club meetings decreased from April to May.

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2 According to the passage, which of the following is true?

- ① The English skills survey was given to the first year students.
- ② The teachers wanted students to read more books through the new program.
- ③ Thanks to the new program, the teachers improved their own English skills.
- ④ English Exploration was created for students to use English outside of classes.

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3 According to the passage, which of the following is true?

- ① An interview competition was part of the English Exploration program.
- ② Students got three stamps when they asked an English question.
- ③ ESS club meetings were held four times a week after school.
- ④ Students submitted their score sheets each Monday.

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7 次の英文を読み、1から4の 内に入れるのに最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。解答番号は 24 ~ 27 。

Akari didn't hate junior high school, but she didn't really like it either. She was surrounded by friends, liked her homeroom, and of course, she loved being in the badminton club. The biggest problem was that she never seemed to do very well on tests, especially English and math, so she never felt that she was a good student. She didn't have any subject that she liked best or that she was really good at.

In high school, things were much the same. Akari made lots of friends, joined the tennis club, and had fun at the school festival and other events. Her classes were OK, and she studied for tests and handed in all of her homework, but she usually only managed to get low scores on her report cards. She struggled with all her subjects, and she continued to have a difficult time in English and math classes. She also couldn't imagine needing them in the future. Nobody she knew spoke English well, and neither her parents nor anyone she knew really used English or math in their jobs. In the second year, she had to decide what she wanted to do in the future. She couldn't think of any work that she wanted to do, but she also didn't want to go to university without a clear goal, so she decided to work after graduation.

As Akari liked fashion, her teacher suggested she get a job in a clothing store. Akari wasn't really excited about working in a store, but she thought it might be good to try. She searched for and found a clothing store chain that was looking for staff. She applied, was interviewed, and then got the job!

After graduation, Akari started working and was surprised at how much she liked her job. It was fun serving customers, creating displays, and even taking clothing out of boxes and putting it on shelves. Akari got along well with her coworkers. They all worked hard, but they still had time to enjoy laughing and joking together. Akari wanted to get better at her job and someday be a store manager, so she decided to work for a few years and then go to university to study management. However, one day, her manager told her that the clothing company would soon be opening a new store in Singapore and he wanted her to help set it up. Six months later, she was living in Singapore! The new store set-up went very well. Akari was surprised at herself. She was good at her job, she was really enjoying her career, and she was using English and math every single day!

1 When Akari was in junior high school, she did not 24

- ① have any friends.
- ② have a favorite subject.
- ③ enjoy her homeroom.
- ④ join any club.

2 In high school, Akari 25

- ① began to work part time at a supermarket.
- ② did not take any math or English classes.
- ③ thought that her school festival was not very interesting.
- ④ did not think she would need English and math in the future.

3 Akari found a job 26

- ① at a university.
- ② as an English teacher.
- ③ as a store manager.
- ④ at a clothing store.

4 Although she had never imagined it, Akari 27

- ① won a fashion contest.
- ② opened her own store.
- ③ worked in a foreign country.
- ④ started to teach math.

