

2

英語

*** 開始の合図があるまで、開いてはいけません ***

試験が始まるまで、下の〔注意すること〕を読んでおいてください。

〔注意すること〕

- 問題用紙のページは8ページまでです。 解答用紙が1枚あります。
- 解答はすべて解答用紙に記入してください。
- 試験時間は、50分です。
- 印刷の見えにくい場合やページがぬけている場合は知らせてください。

そのほかの場合は、質問を受けません。

- 必要なものは、えんぴつ、消しゴム です。

1 次の会話文を読んで、後の問いに答えなさい。

これは、ある企業の役員会議の合間に交わされた、佐藤社長と田中副社長の会話である。彼らは、今後の社会で活躍できる人材を育てるために、教育に何が求められるかについて話している。

Mr. Sato: In today's global society, the first thing students need is to speak English, right? Almost all university students we meet can speak English.

Ms. Tanaka: That's true, Mr. Sato. But I think ①just knowing English is not enough today. Young people who want to work abroad need to learn more than what they study in English class.

Mr. Sato: I see. Do you mean they should study something different?

Ms. Tanaka: Not really. Learning English is still important, especially grammar. In addition, students also need more cross-cultural experiences. If they study or cooperate with people from other countries, they can learn how to cooperate with people who have different ideas and customs. People can still misunderstand each other because they think differently, even if they speak English well.

Mr. Sato: I understand. So, students need more chances to meet and talk with people from other countries, not just study in class.

Ms. Tanaka: Yes, that's right. To help students, schools can invite foreign students, make exchange programs, or use online projects to connect young people around the world. These experiences teach students things that books cannot, such as how to be flexible and solve problems.

Mr. Sato: That sounds good. These days, (②), because technology is developing quickly, many people think programming or presentation skills are more useful than learning about culture. What do you think?

Ms. Tanaka: ③Those skills are also important, but understanding other cultures is a bigger thing. If students don't understand cultural differences, even good programs or presentations may not work well. To communicate well, we need not only technical skills but also the ability to understand each other's cultures.

Mr. Sato: I see. If so, I think learning other languages, not just English, is also helpful.

Ms. Tanaka: Yes, I agree. Even a little knowledge of another language can open new doors and show respect. ④Multilingual students can see things from more points of view than others.

Mr. Sato: So, schools shouldn't make "English-speaking graduates," but should make students who understand other cultures and can work with many kinds of people.

Ms. Tanaka: You're right. Also, students should be more "glocal." For example, students at Yasuda University who study American business programs are working on a project to support a shopping street in the north part of Hiroshima. They share ideas from good examples in the US and other countries with local people. They also sell local foods and products to people abroad. This helps local shops become active again. Good school programs can help students grow into this kind of person.

Mr. Sato: That's it. Students should become (⑤), and education should change to support it.

注) cooperate: 協力する misunderstand: 誤解する flexible: 柔軟な

問 1 田中副社長が下線部①のように考える理由として最も適切なものを、次のア～エの中から1つ選びなさい。

- ア Studying grammar is not so important.
- イ We also need to understand other cultures and work together in a global society.
- ウ Many students already speak English, so they must learn other languages instead.
- エ Making exchange programs is more important than English.

問 2 空所②に入れるのに最も適切な語句を、次のア～エの中から1つ選び、記号で答えなさい。

- ア however
- イ therefore
- ウ for example
- エ as a result

問 3 下線部③が示す内容を日本語で答えなさい。

問 4 下線部④の語の意味として最も適切なものを、次のア～エの中から1つ選び、記号で答えなさい。

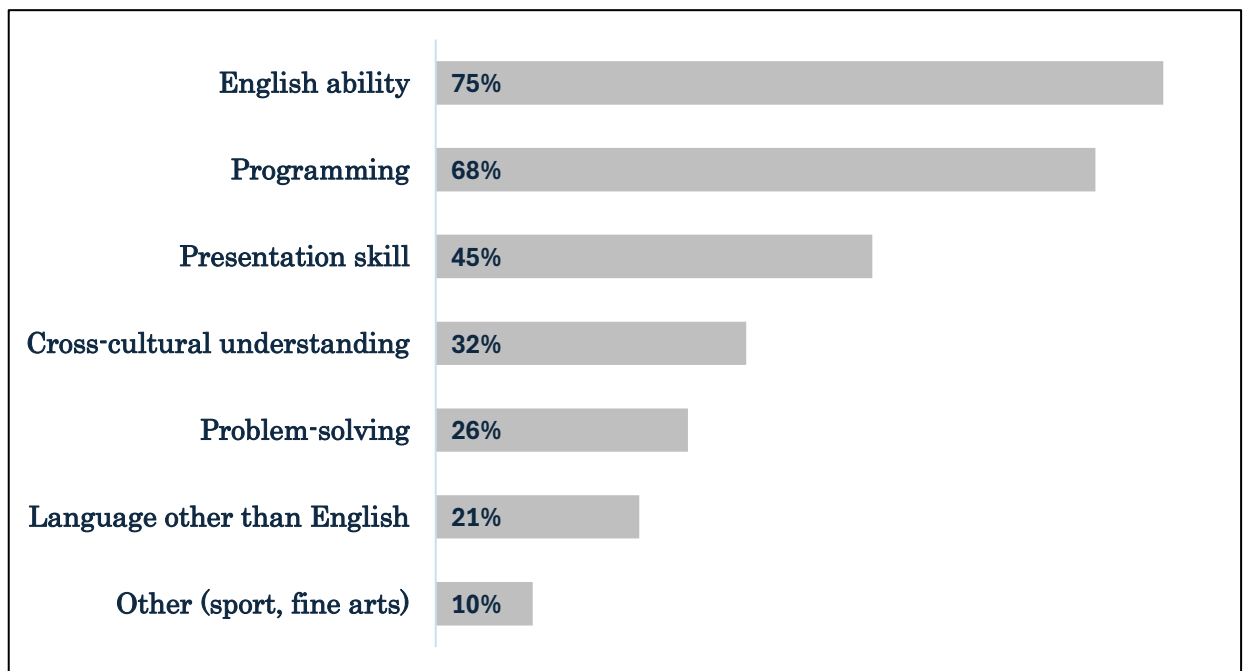
- ア able to talk with many people
- イ able to understand numbers easily
- ウ able to make doors easily
- エ able to speak more than two different languages

問5 空所⑤に入れるのに最も適切な語句を、次のア～エの中から1つ選び、記号で答えなさい。

- ア people who speak English, Japanese, and another language
- イ people who study abroad or know much about other countries
- ウ people who can connect their local communities with the world
- エ people who visit many towns and countries

問6 田中副社長はこの会話のあと、高校生の意識調査に関する記事を読み、下の資料を見つけました。本文と下の資料の内容に一致する最も適切なものを、次のア～エの中から1つ選び、記号で答えなさい。

資料 日本の高校生が将来役立つと思う能力に関する調査（複数回答可）



- ア 高校生はプログラミング能力を2番目に重視しているが、企業の経営者はその必要性を軽視している。
- イ 高校生は英語力を最も重視しているが、企業の経営者はより高度な英語力の必要性を指摘している。
- ウ 企業の経営者が期待している能力は、過半数の高校生が重視する能力と完全に一致する。
- エ 高校生の意識と企業の経営者の期待する能力は異なっており、教育の変化が必要だと本文で示されている。

- 2 Mayumi と Jun が高校生の social media の使用に関する Essay をそれぞれ書きました。これら2つの Essay を読んで、後の問いに答えなさい。

QUESTION : (X)

Essay 1 (Mayumi)

I think social media is good for high school students. First, they can talk with friends anytime, even if their friends are far away. It helps them keep good relationships. Second, students can learn many things from social media, such as news and useful study tips. 【ア】 Social media can also help students join events and meet new people who have the same hobbies. Of course, they should not spend too much time on it. They must be careful. But if they use it well, social media can make school life better. 【イ】 So, I believe social media is important for high school students.

Essay 2 (Jun)

I think social media should be limited for high school students. First, many students spend too much time on social media, and they cannot finish their homework. Second, social media is not always safe. Some students get hurt because of online bullying, bad comments, dangerous online friends, and so on. 【ウ】 Students often feel tired after using it for many hours, and it becomes hard to wake up early for school. If students use it less, they will have more time to study and talk with family and friends in real life. 【エ】 So, I think it is better to have rules to limit social media use for students.

注) social media: SNS (インターネットを使って、ユーザー同士が交流したり、メッセージや写真を送り合ったりできるサービス)

anytime: いつでも tip: 豆知識 online bullying: ネットいじめ

問 1 2つの Essay は、共通する質問に対して書かれたものです。空所 (X) に入る最も適切なものを、次のア～エの中から1つ選び、記号で答えなさい。

ア Why do students like social media?

イ What do you think about social media for students?

ウ How do students study on social media?

エ What are the problems of online bullying for students?

問 2 本文の【ア】～【エ】の中に次の英文を入れるとき、最も適切な箇所を1つ選び、記号で答えなさい。

Social media can also lead to big problems in their daily life.

問 3 Mayumi と Jun の意見について、次の文の()に入る最も適切なものを次のア～エの中から1つ選び、記号で答えなさい。

Mayumi thinks social media has () good points than Jun thinks.

ア more

イ less

ウ worse

エ better

問 4 Mayumi と Jun の Essay で、共通して述べられているものを次のア～エの中から1つ選び、記号で答えなさい。

ア Students can learn a lot through social media, and it helps them finish their homework.

イ Social media can always change students' daily life in a good way.

ウ Students can connect with other people, but problems with them can also happen.

エ Students need to be careful about how long they use social media.

問 5 次の問いに理由も含めて20語程度の英語で答えなさい。

Do you think social media is good for junior high school students?

- 3 次の文章は My Dream というテーマの Yui のスピーチ原稿である。これを読んで後の問いに答えなさい。

Hello, everyone. I'm glad to be here. I'd like to talk about my dream.

Everyone **あ**[have] a dream. Some of my classmates want to be doctors, and others want to be teachers, nurses, sports players, and so on. I also have a dream. My dream is to become a singer **い**[know] to people all over the world. I **う**[have] the dream since I was a child. My parents love music, so my house is always full of it, and my mother likes world-famous songs. So, ①[be interested / me / music / for / natural / it / in / is / to].

One day, when I was an elementary school student, I wanted to listen to my mother's CDs. I selected one of them and played it. As soon as the song began to play, I was so shocked at the beautiful and powerful voice. Then, I wanted to sing right away and couldn't wait! I kept **え**[sing] with the CD again and again. It was the first time that ②[how / realized / enjoyed / much / I / singing / I]. Luckily, soon after that, my mother took me to a concert. The artist on stage was the same singer who made the CD. She was a world-famous singer, and her performance moved me so much. I wanted to be like her, so I listened to her songs many times and practiced singing them.

Since then, my dream has been to become a singer. I have been taking lessons at a vocal training school near my house for seven years. The teacher is strict, but she gives me good advice. For example, one day, she ③[to record / told / my own singing / know / me / to] what to improve. I am doing this training now, and it has helped me improve my singing a lot. I slowly started to feel better about my singing, and last year I stood on the stage at the school festival. The view from the stage was amazing, but I was very nervous. There **お**[be] some parts I couldn't sing well, but I tried my best. After I finished, people there gave me a big hand and many smiles, and I felt happy. Then, I thought, "I want to make people happier with my singing." So, I decided **か**[practice] singing. I wanted people to feel happy. Sometimes I think, "Maybe it's too hard to become a singer," or "Maybe I can't do it." But I dream about the future. I want to sing and make people happy. It makes me strong. Please cheer for me when I start singing one day. Thank you for listening.

問1 下線部**あ**～**か**の[]内の動詞を適切な形に変えて英文を完成させなさい。ただし、2語以上になる場合もある。

問2 下線部①～③を[]内の語(句)を並べかえて英文を完成させなさい。

4 次の各組の英文がほぼ同じ意味になるように、()内に適切な語を入れなさい。

問1 Let's take a walk.

= () () take a walk?

問2 Mike took an exam yesterday. It was very difficult.

= The exam () () yesterday was very difficult.

問3 While we were staying in Paris, we made friends with an American tourist.

= During () () in Paris, we made friends with an American tourist.

問4 It's rainy today, so we can't have a BBQ.

= If it () sunny today, we () have a BBQ.

5 次の日本語の意味になるように[]内の語(句)を並べかえて英文を完成させなさい。
ただし、文頭に来る語も小文字で示されています。

問1 フィンランドで話されている言葉は何ですか。

[is / Finland / spoken / language / the / in / what]?

問2 私はびっくりして何も言えなかった。

I [anything / surprised / say / so / I / couldn't / was / that].

問3 その男の子は親切にも Aya に自転車を使わせてくれた。

[was / the boy / use / enough / Aya / kind / to / let] his bike.

問4 日本では、男性より女性の数のほうが多い。

In Japan, [men / of / than / the number / larger / that / women / of / is].

※の部分には何も記入しないこと

1	問1		問2	
	問3			
	問4		問5	
	問6			

※

2	問1		問2	
	問3		問4	
	問5			

※

※

3	問1	あ		い		う	
		え		お		か	
	問2	①	So, .				
		②	It was the first time that .				
		③	... she				
			what to improve.				

※

4	問1		
	問2		
	問3		
	問4		

※

5	問1		?
	問2	I	.
	問3		his bike.
	問4	In Japan,	.

※

※