

慶成高等学校

令和5年度一般入学試験問題

英語

注意

- 1 試験開始の合図があるまで、この問題冊子を開かないでください。
- 2 問題は、1ページから7ページまであります。
- 3 解答はすべて解答用紙の所定の欄に記入してください。
- 4 解答用紙の※印の欄には、何も記入しないでください。
- 5 試験時間は50分間です。
- 6 試験終了の合図で筆記用具を置き、解答用紙を裏返しにして、机の上に置いてください。
- 7 解答用紙のみ提出し、問題冊子は持ち帰ってください。

1 次の(1)～(5)の文の()にあてはまる最も適当なものを、ア～エから1つ選び、記号を書け。

- (1) Mr. Smith is good at () Japanese.
ア. speak イ. speaks ウ. speaking エ. to speak
- (2) () he help his mother yesterday?
ア. Is イ. Was ウ. Does エ. Did
- (3) It () rainy next Monday.
ア. is イ. is going to ウ. will be エ. has
- (4) Come to the library () you want to ask some questions for the test.
ア. if イ. that ウ. because エ. so
- (5) Sayo () Mami since she was a child.
ア. knows イ. has known ウ. is known エ. is knowing

2 次の(1)～(3)の各組の対話が成り立つように、()にあてはまる最も適当なものを、ア～エから1つ選び、記号を書け。

- (1) *Kanako* : Have you seen this movie?
Jack : No, I haven't. But my friends say it's interesting.
Kanako : I'm going to see it with my sister this Sunday.
Why don't you come with us?
Jack : ()
- ア. Sorry. But I have to do my homework. イ. Sure. I watched it last week.
ウ. Of course. You can join us. エ. No. I have never seen it before.
- (2) *Aya* : Ellen, is it Tuesday today?
Ellen : Yes, it is, Aya.
Aya : Is it February 3?
Ellen : No, February 3 was yesterday.
Aya : Oh, ()
- ア. what was the date yesterday? イ. please tell me what time it is.
ウ. I know today is February 4. エ. I was looking at the next year's calendar.

4 次の英文は、来月ニュージーランドに帰国する留学生のジェーン(Jane)さんのお別れ会(farewell party)について、ALTのベーカー先生(Mr. Baker)と生徒が対話をしている場面である。これを読んで、後の各問に答えよ。

Mr. Baker : Let's discuss Jane's farewell party today. What do you want to do for her?

Yoko : I want to give her something that she can remember her stay.

Kenta : Great. How about an album of photos taken during her stay? I took a lot of photos of her activities in the photography club. She has experienced Japanese culture such as calligraphy and flower arrangement since she came to our school.

Yoko : That's a very good idea. I think it would be nice to put her calligraphy on the cover.

Mr. Baker : Great idea. Do you have any ideas, Nana?

Nana : Why don't we make a video message? We can leave messages on the video from her classmates and the team members of the basketball club she belongs to.

Yoko : I agree. Where should we shoot the video?

Nana : I think we should shoot the video in the classroom, the gym and the music room.

Mr. Baker : OK. I'm sure all the students will be willing to leave messages. Any other ideas?

Yoko : How about singing her favorite Japanese song? We can surprise her with it. If we invite her to sing with us, she can enjoy singing with us too.

Mr. Baker : That's nice.

Kenta : Let's ask our music teacher to help us practice the song after school.

Yoko : Of course.

Nana : ①Each idea is wonderful for her. I'm sure she'll be happy.

Mr. Baker : We all discussed some things for Jane. I think it was a meaningful talk. You may have some troubles later. In such a case, imagine the joy on Jane's face, and I am sure you will be able to do well. When you do something for someone,

(注) photography club : 写真部 calligraphy : 習字 flower arrangement : 生け花 leave : 残す
belong to ~ : ~に所属している shoot : 撮影する meaningful : 意味のある

問1. 英文中に書かれている「アルバムの表紙」に最も近いものを、ア～ウから一つ選び、記号を書け。

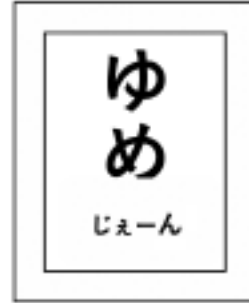
ア.



イ.



ウ.



問2. 下線部①の内容として当てはまらないものを、次のア～エから一つ選び、記号を書け。

- ア. They will give Jane an album which has photos of her activities.
- イ. They will enjoy Japanese culture with Jane.
- ウ. They will make a video that has messages of her classmates.
- エ. They will sing a song Jane likes and tell her to sing together.

問3. 英文中の 内に、会話の内容から考えて、最も適する文を、ア～エから一つ選び、記号を書け。

- ア. it is important to think about him or her.
- イ. it is kind to play with him or her.
- ウ. it is difficult to do something good for him or her.
- エ. it is nice to give a present to him or her.

問4. 英文の内容に合っているものを、1～4から一つ選び、番号を書け。

- 1. Yokoは、帰国後もJaneが滞在中を思い出せるような贈り物をしたいと考えている。
- 2. お別れ会の準備中に問題が生じた場合は、みんなで話し合いをすることが大切である。
- 3. Kentaは、音楽の先生にJaneのために歌を歌ってほしいと頼むつもりだ。
- 4. Janeは、滞在中に写真部の生徒と一緒に、たくさんの活動写真を撮った。

5 次の英文を読んで、後の各問に答えよ。

Last year a Japanese student, Haruka stayed in Australia for a year. She went there to study English. One day one of her teachers, Mr. Brown asked her if she could teach something about Japan in his class. She said, “How about origami? I have enjoyed origami since I was a little girl. I would like to teach origami to my classmates.” “Great. I think everyone will like it,” he said. Haruka was happy to be able to talk about origami in class. Haruka decided to make a paper crane. She tried hard to find out how to explain the way to fold it in English.

The day came. Haruka showed some colored paper to her classmates and said, “Do you know origami?” One of the students, Beth answered, “Of course I know origami, but I have never tried it before.” Haruka said, “We can make ①various things, like animals and flowers with paper. Origami is a Japanese traditional art of paper folding. Look, this is a paper crane. It is a famous Japanese bird.” Many students said, “Wow, how beautiful! It’s very beautiful. Tell us how to fold it, please.” After 20 minutes, everyone in the class finished folding. She had a good time during the class. She realized that it was useful to know the culture and traditions of her own country when she speaks English.

One afternoon, Beth invited Haruka to her house. She became very interested in Japanese culture after she learned origami. Haruka was very happy to know ②that.

After returning to Japan, Haruka received ③an e-mail from Beth. She said she hoped to see Haruka again. Haruka was happy to hear that, so she wrote back to Beth.

以下の英文は下線部③の内容の一部である。

Haruka, I loved the present you gave me when you came to my house. I was so happy when I saw the colored paper and the handbook written in English. I was surprised to see in the handbook that so many things could be made with paper. I’m going to make a lot of origami works. Now I learn tea ceremony every Sunday. I want to visit Japan someday to know more about Japanese culture, so I have started studying Japanese. I’m looking forward to having a chance to talk with you in Japanese someday.

(注) colored paper : 色紙 handbook : 手引き

問1. 下線部①を別の語で表現する場合, 最も適当なものを, 次のア～エから一つ選び, 記号を書け。

ア. different イ. kind ウ. big エ. easy

問2. 下線部②の具体的な内容を, 英文中から探し, 日本語で書け。

問3. Harukaが, 折り紙の授業を通して気づいたことを, 英文中から探し, 日本語で書け。

問4. 英文の内容に関する次の質問の答えとなるように, ()に適切な英語1語を書け。

Question : How often does Beth learn tea ceremony?

Answer : She learns it () a week.

問5. 英文の内容に合っているものを, 1～6から二つ選び, 番号を書け。

1. Haruka was asked to teach something about Japan to her classmates by her teacher.
2. It was easy for Haruka to explain how to make a paper crane in English.
3. Haruka's classmates were surprised to see the paper crane made by her.
4. Beth is looking forward to talking with Haruka in English.
5. While Haruka was in Australia, she stayed with Beth.
6. Haruka was happy to get a present from Beth when she visited Beth.

- 6 英語の授業で以下のテーマについて英作文を書くことになった。あなたの意見を、あとの【条件】に従って、英語で書きなさい。

テーマ Which do you like, watching TV or YouTube videos?

(注) YouTube videos : インターネット上で見る動画視聴サービス

【 条件 】

- ・最初の文は、I like watching (TV , YouTube videos) better. を用いること。
その際、(TV , YouTube videos) のいずれかを○で囲んであなたの考えを理由とともに書くこと。
- ・最初の文は語数に含めずに、20語以上30語以内の英語で書くこと。
- ・英文の数は問わないが、前後のつながりのある内容の文章にする。
- ・短縮形(I'm / don't)などは1語として数える。
- ・符号(, / ! ? // など)は下線部と下線部の間に書き、語数に含めない。

* (TV , YouTube videos) のいずれかを○で囲んでいない場合は採点対象外とする。

I like watching (TV , YouTube videos) better.

_____ 20語

_____ 30語