中学校 英語

解答についての注意点

- I 解答用紙は、マーク式解答用紙と記述式解答用紙の2種類があります。筆答試験後にリスニングテストを行いますが、リスニングテストの問題用紙および解答用紙は筆答試験終了後に配付します。
- 2 大問 I と大問 2 については、マーク式解答用紙に、大問 3 と大問 4 については、記述式 解答用紙に記入してください。
- 3 解答用紙が配付されたら、まずマーク式解答用紙に受験番号等を記入し、受験番号に対応する 数字を、鉛筆で黒くぬりつぶしてください。 記述式解答用紙は、全ての用紙の上部に受験番号のみを記入してください。
- 4 大問 I と大問 2 の解答は、選択肢のうちから、**問題で指示された解答番号**の欄にある数字のうち一つを黒くぬりつぶしてください。例えば、「解答番号は 」 」と表示のある問題に対して、「3」と解答する場合は、解答番号 1 の欄に並んでいる ① ② ③ ④ ⑤ の中の ③ を黒くぬりつぶしてください。
- 5 間違ってぬりつぶしたときは、消しゴムできれいに消してください。二つ以上ぬりつぶされて いる場合は、その解答は無効となります。
- 6 その他、係員が注意したことをよく守ってください。

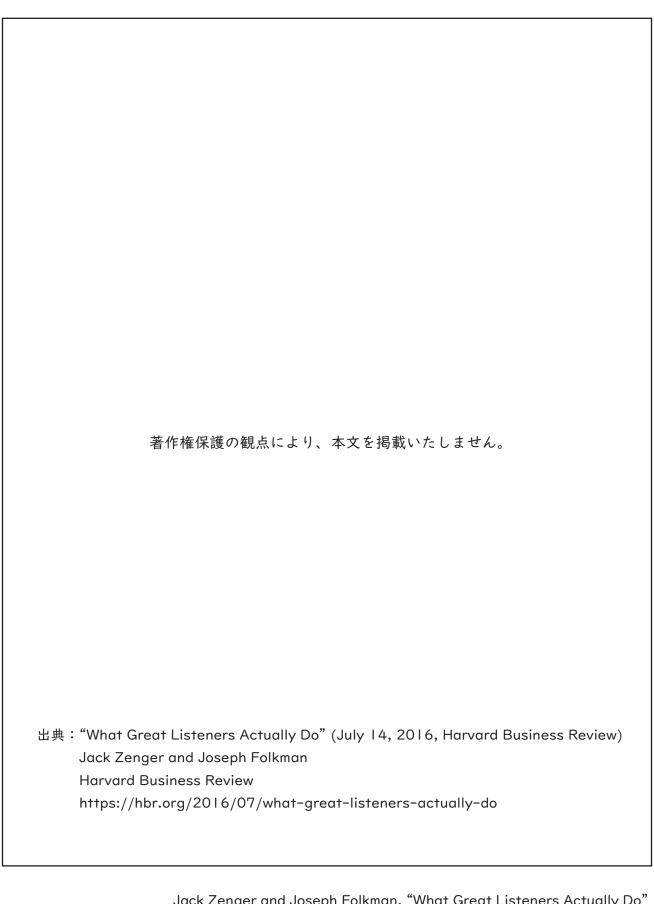
指示があるまで中をあけてはいけません。

| 1 | 次 | (n) ~ (25) n | 各英文の()内に | 入る最も適切な語(や | 司)はどれか。 |
|-----|-----|---------------------------------------|-----------------------|------------------------|-------------------------------|
| |)~ | ④から一つ選べ。 | | | |
| | | | | | |
| (1 |) | We will give this g | gift to the voluntee | rs to show our (|) for their daily efforts in |
| | | | | n live comfortably in | |
| | | ① agitation | ② discipline | ③ gratitude | ④ therapy |
| | | | | | 解答番号は |
| (2 | 2) | If the pharmaceuti | cal company succee | eds in developing thi | s new drug, it will be () |
| | | beneficial for findi | ng cures for intracto | able diseases. | |
| | | ① approximately | ② impatiently | ③ manually | ④ significantly |
| | | | | | 解答番号は 2 |
| (3 | 3) | The paintings (|) the lives of teer | nagers growing up ir | n a small seaside town. |
| | | ① cease | ② depict | ③ sorrow | ④ perspire |
| | | | | | 解答番号は 3 |
| (/ | ١) | Reing from Europe | Africa and Asia | this multicultural t | eam in the Youth Forum can |
| (- | · / | _ | | mental issues from r | |
| | | ① adorable | ② diverse | ③ metabolic | (4) uptight |
| | | | | | 解答番号は 4 |
| (= | . \ | The live department of | | | |
| (5 |)) | such as an earthqu | | acuation arilis in pro | eparation for a major () |
| | | ① calamity | ② diploma | ③ gratuity | 4 ingenuity |
| | | · · · · · · · · · · · · · · · · · · · | | © gratuity | 解答番号は 5 |
| | | | | | |
| (6 |) | The desk had a sec | | | ep her letters and photos. |
| | | ① compartment | 2 investment | ③ proponent | ④ temperament |
| | | | | | 解答番号は 6 |
| (7 | ") | • | | | . Now, though, her English is |
| | | | orks on studying Eng | | |
| | | ① consecutive | 2 pedantic | ③ rusty | 4 steep |
| | | | | | 解答番号は 7 7 |
| (8 | 3) | Jeremy sat down a | nd () to the lo | ast meeting. Then he | e remembered that he had put |
| | | his notebook on the | e rack under the des | sk. | |
| | | ①marked down | ②picked on | ③put forward | 4) thought back |
| | | | | | 解答番号は 8 |
| (9 | 1) | Please set your mo | bile phone to the sil | ent mode and (|) from talking on the phone. |
| | | ① avail | ② dismay | ③ lapse | 4 refrain |
| | | | | | 解答番号は 9 |

| (10) | Every morning, Joa | ın takes a () w | vith her dog around l | ner neighborhood. |
|------|-----------------------|-------------------------|-----------------------|---------------------------------|
| | Afterwards, she re | ads the newspaper | and drinks coffee. T | hat is her daily routine. |
| | ① batch | 2 parlance | ③ stroll | 4 validation |
| | | | | 解答番号は 10 |
| (11) | After graduating fr | om high school, the m | nembers of the baske | tball club used to get together |
| | once a year, but the | ey began to (| and now haven't see | n each other for years. |
| | ① draw on | ② drift apart | ③ iron out | ④ step up |
| | | | | 解答番号は |
| (12) | The teacher cautio | oned her students no | ot to () too fa | r from the bus because of the |
| | short break time. | | | |
| | ① clinch | 2 rouse | 3stray | 4 thrive |
| | | | | 解答番号は 12 |
| (13) | The aquarium is or | ne of the largest in | the world. There is | also an aquarium of (|
| | size in the United S | States. | | |
| | \bigcirc comparable | ② cynical | ③ humble | 4 stealthy |
| | | | | 解答番号は 13 |
| (14) | Before eating, (|) the noodle sou | p base. Add four pa | rts of water to every one part |
| | of concentrate. | | | |
| | ① betray | ② dilute | ③ entitle | 4 forbid |
| | | | | 解答番号は 14 |
| (15) | My apartment is s | so small but I don't | want to move, bec | ause I find it very warm and |
| | () in the win | ter. | | |
| | ① cozy | 2 genetic | ③ greedy | 4 resolute |
| | | | | 解答番号は 15 |
| (16) | Students should su | ubmit all of their ass | ignments () a | timely manner. |
| | ① along | 2 at | ③ for | 4 in |
| | | | | 解答番号は 16 |
| (17) | ABC Seafoods exp | pects its new rice (| gratin to become th | e () popular seafood- |
| | flavored frozen foo | od ever produced. | | |
| | ① more | 2 most | ③ much | 4 very |
| | | | | 解答番号は 17 |
| (18) | The elderly man wo | as wanted by the pol | ice on suspicion of c | carrying () passports. |
| | ① forge | ② forged | ③ forging | 4 to forge |
| | | | | 解答番号は 18 |

| (19) | · | en hard for Mike to foc | us on his work because | a road () in front |
|------|---------------------|--------------------------|---------------------------|--------------------------|
| | of his office. | | | |
| | ① builds | ② has built | ③ is being built | 4 was building |
| | | | | 解答番号は 19 |
| (20) | The special prose | cutors squad is exam | ining the expense reco | rds of the former vice |
| | president, (|) was fired last year by | the board of directors. | |
| | ① as | ② it | 3 that | 4 who |
| | | | | 解答番号は 20 |
| (21) | Each floor of the | new shopping mall ha | s locker facilities (|) shoppers can keep |
| | their personal belo | ongings. | | |
| | ① there | ② what | ③ where | 4 which |
| | | | | 解答番号は 21 |
| (22) | Teachers have | to be careful in cha | oosing their words (|) there be any |
| | misunderstanding | among the class. | | |
| | ① although | ② lest | ③ so that | 4 such that |
| | | | | 解答番号は 22 |
| (23) | The real-estate co | ompany () better | than to purchase a pied | ce of land though it did |
| | not have enough f | unds. | | |
| | ① should do | ② should have been | ③ should have known | 4 should know |
| | | | | 解答番号は 23 |
| (24) | One of the activiti | es () the NGO is | involved is to prevent gl | obal warming. |
| | ① in that | ② in which | 3 that | 4 which |
| | | | | 解答番号は 24 |
| (25) | () not been | for adequate food and | d decent climbing gear, | the alpinist might have |
| | found himself in tr | ouble. | | |
| | ① Had it | ② Having | ③ If it | 4 Were it |
| | | - | | 解答番号は 25 |

| 2 | 次の英文を読み、あとの(1)~(| (7) の問いに答えよ。 |
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| | 著作権保護の観 | 点により、本文を掲載いたしません。 |
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Jack Zenger and Joseph Folkman, "What Great Listeners Actually Do" (July 14, 2016, Harvard Business Review)

| | ĵ | 解答番号は 26 |
|--|---------------------------------|-----------------------|
| ① The authors conveyed research by their coaching skills. | asking the participants 20 q | uestions regarding |
| ② The authors discovered that there and their listening skills. | was a correlation between pe | ople's driving skills |
| ③ The authors found out that repe effective listening skills. | ating back to the talker was | s one of the least |
| The authors identified some chara them with average listeners. | cteristics that great listeners | had by comparing |
| (2)下線部②について、文全体の意味が通るよ | こうに【 】内の語を並べ替えた | :時、2番めと5番め |
| にくる語の組合せとして最も適切なものを、 | ①~④から一つ選べ。 | 解答番号は 27 |
| ① 2番め(expected) | 5番め(qualities) | |
| ② 2番め(qualities) | 5番め(to) | |
| ③ 2番め (some) | 5番め(expected) | |
| ④ 2番め (we) | 5番め(some) | |
| (3)本文中の【 ア 】に入る最も適切な語句 |]を、①~④から一つ選べ。 🥏 🧍 | 解答番号は 28 |
| ① challenge social stereotypes | ② enjoy the one-way interac | tion |
| ③ remain silent nodding | (4) want additional information | n |
| (4)本文中の【 イ 】に入る最も適切な語を | と、①~④から一つ選べ。 1 | 解答番号は 29 |
| ① competitive | ② discursive | |
| ③ easy-going | ④ talkative | |
| (5)下線部③について、文全体の意味が通るよ | こうに【 】内の語を並べ替えた | ±時、2番めと5番め |
| にくる語の組合せとして最も適切なものを、 | ①~④から一つ選べ。 | 解答番号は 30 |
| ① 2番め(accept) | 5番め(suggestions) | |
| ② 2番め(people) | 5番め(accept) | |
| ③ 2番め(to) | 5番め(from) | |
| ④ 2番め (we) | 5番め(to) | |
| | | |

(Ⅰ) 下線部①について、本文で述べられている内容と一致するものを①~④から一つ選べ。

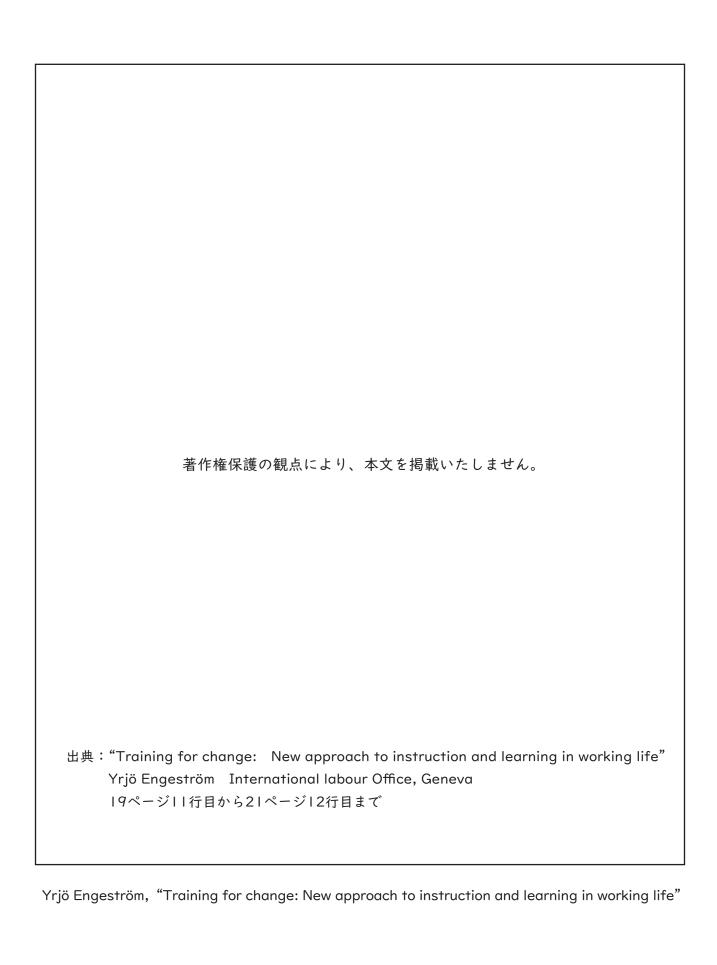
| (6)本文中の【 | ウ 】に入る最も適切な詞 | 語を、①~④から- | -つ選べ。 | 解答番号は | 31 |
|-----------|--------------|-----------|--------|-------|----|
| ① amplify | ② dominate | ③ repeal | ④ with | draw | |

(7)次の①~④の英文を読み、本文で述べられている内容と一致しないものを一つ選べ。

解答番号は 32

- ① Good listeners ask questions that constructively clarify assumptions the other person holds.
- ② Good listeners create a comfortable environment where the other person feels supported.
- ③ Good listeners intentionally change the subject of the discussion when necessary.
- ④ Good listeners play the role for the other person that a trampoline plays for a person.

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- (I) 本文中の【 ア 】【 イ 】【 ウ 】に入る語の組合せとして最も適切なものを、①~④から 一つ選び、番号で答えよ。
 - ① ア genuine イ uncritical ウ voluntary
 - ② ア genuine イ voluntary ウ uncritical ③ ア uncritical イ genuine ウ voluntary
 - ④ ア voluntary イ uncritical ウ genuine
- (2) 下線部①が表す内容について、30字以下の日本語で書け。
- (3)下線部②について、本文で述べられている内容と一致するものを、①~④から一つ選び、番号で答えよ。
 - ① When students study so as not to get a bad score on an exam, their instrumental motivation is engaged.
 - ② When students study temporarily to cram knowledge before a test, their situational motivation is engaged.
 - 3 When students study vigorously for a course with deep curiosity in the subject, their alienated motivation is engaged.
 - When students study while stimulated by their teacher's character, their substantial motivation is engaged.
- (4) 下線部③の意味を日本語で書け。
- (5) 下線部④の意味を日本語で書け。
- (6) 下線部⑤の内容を表す英語を書け。
- (7)下線部⑥の内容を表す英語を書け。

- 4 次の(I)、(2)の問いに答えよ。
 - (1)次の下線部の内容を表す英語を書け。

グローバル化の一層の進展が予想される中、日本が抱える社会課題や地球規模課題を自ら発見し、解決できる能力を有したグローバルに活躍する人材の育成が重要である。また、<u>言語や文化が異なる人々と主体的に協働していくことができるよう</u>、国内外の様々な場において、外国語で躊躇せず意見を述べたり、他者と交流し、共生していくために必要な力等を育成していくことが重要である。

(「第3期教育振興基本計画について(答申)」(平成30年3月8日 中央教育審議会)より)

(2) 中学校学習指導要領(平成29年)解説 外国語編の「話すこと[やり取り]」(イ)の領域目標では、「日常的な話題について、事実や自分の考え、気持ちなどを整理し、簡単な語句や文を用いて伝えたり、相手からの質問に答えたりすることができるようにする。」とある。

これらを踏まえ、中学校英語教員として生徒の話す力を高めるために、どのような段階的指導を 行うか。100語程度の英語で書け。

解答の際は、次の記入例にならって書き、コンマやピリオドなどの記号は語数に含めないこと。

| 記入例 | | | | | |
|-----|--------|-------|------|--------|-----|
| Do | you | know | what | date | it |
| is | today? | Well, | it's | August | 20. |