

2 0 1 9 年 度

第 1 回

入 学 試 験 問 題

英 語

試験時間 50分

注 意

- 試験開始の合図があるまでこの問題冊子を開いて見てはいけません。
- 問題は **1** から **5** の13ページにわたって印刷してあります。足りないページや、印刷が不鮮明な箇所があった場合は、手をあげて監督者に申し出てください。
- リスニングテストは、監督者の指示に従って解答してください。
- 問題冊子と解答用紙の所定の欄に受験番号を記入してください。
- 解答は、すべて解答用紙の所定の欄に記入してください。
- 問題の内容に関する質問は受け付けません。
- 試験終了後、監督者の指示に従い問題冊子と解答用紙を提出してください。

佼成学園女子高等学校

受験
番号

--

1 リスニングテスト（放送による指示に従って答えなさい。）

Situation：あなたはスリランカ青少年交流プログラムに参加する校成学園女子高等学校の生徒です。
空港で、これから引率する先生から搭乗前の諸注意を受けます。

- 1) What is the aim of the students' trip?
 - a) to be on time
 - b) to improve their English language skills
 - c) to have fun with friends in Sri Lanka
 - d) cultural exchange

- 2) What time is it in Sri Lanka now?
 - a) 2:45p.m.
 - b) 3:30p.m.
 - c) 1:15p.m.
 - d) 9:45a.m.

- 3) What will students do first, after arriving in Colombo?
 - a) go to the restroom
 - b) pick up their luggage
 - c) go through immigration
 - d) exchange money

- 4) What is the monthly salary in Sri Lanka?
 - a) about 2,500 rupees
 - b) about 7,000 rupees
 - c) about 28,000 rupees
 - d) about 40,000 rupees

- 5) What do students need to bring on the plane?
 - a) their passport, Japanese yen and phone
 - b) their passport, Sri Lankan rupees and photo album
 - c) their passport, Japanese yen and photo album
 - d) their passport, Sri Lankan rupees and phone

2 次の会話文とその設定及び資料を読んで、あとの各問に答えなさい。

【設定】

ユリはサクラ高校の生徒で、AmyはイギリスのLakeside High Schoolからサクラ高校に留学している留学生である。二人はサクラ高校とLakeside High Schoolの生徒の携帯電話の使用状況についてアンケート調査を行い、クラスで発表する準備をしている。

Yuri : Hi, Amy! How's it going?

Amy : Hi, Yuri. Are you free later this afternoon? I would like to prepare for our presentation.

Yuri : The presentation about our fieldwork research on smartphones?

Amy : Yes. That's right.

Yuri : Actually, I have a club meeting this afternoon. Are you busy now?

Amy : No, not at all. Let's get started!

Yuri : Well, here are the results of the *¹survey that we *²carried out here at our school in Tokyo.

Amy : Oh. I am excited to see the results. The *³objective of our study was to find out how Japanese high school students use their smartphones.

Yuri : And also to discover *⁴to what extent Japanese students *⁵are addicted to their smartphones.

Amy : Also, we can *⁶compare our findings to this data from a school in the United Kingdom.

Yuri : Yes. It is interesting to compare the results. Before I looked at this information, I thought that students in the United Kingdom did not use their smartphones as much as students in Japan. However, if we look at the answers to Question 2, we can see that more students in the United Kingdom use their smartphones for more than 5 hours each day.

Amy : Yes. At our school in Japan 39% of students use their smartphones for more than 5 hours each day. *⁷On the other hand, at the school in the United Kingdom it was 47%.

Yuri : That is almost half of the students!

Amy : Hold on a second. Let's go back and look at Question 1.

Yuri : What was that?

Amy : It was, "Do you have a smartphone or a flip phone?" To be honest, I thought that all students in both countries have smartphones.

Yuri : Well, almost all of the students at both schools have smartphones. However, 8% of the students in Japan and 5% of the students in the United Kingdom use old-fashioned cellphones.

Amy : It could be because smartphones are expensive. Also, some parents don't want their children to spend too much time on the internet.

Yuri : However, if we look at the results of Question 3, we can see that smartphones are an important communication *⁸tool for students in both countries.

Amy : Yes. Question 3 was, "Which activities do you use your smartphone for every day?" I was not surprised that over 90% of smartphone users at both schools use them to check social media.

Yuri : Me, neither. It is interesting that twice as many students in Japan use their smartphones

to watch videos.

Amy : By the way, what do you think about the results for Question 4?

Yuri : Actually, I don't think that we can use them. This wasn't a good question because the students may not *⁹realize that they are addicted.

Amy : I agree. I use my phone for around 5 hours a day, but I don't know which to answer; "yes" or "no."

Yuri : Maybe you are addicted to your smartphone. Anyway, from the results, I can see two main findings. First, high school students in both the United Kingdom and Japan use their smartphones in similar ways. Secondly, smartphones are an important item for them.

Amy : Yes. To make Question 4 better, I'd like to change it and carry out more research after our presentation.

Yuri : I agree. How about " _____ " as a question?

Amy : Sounds great. Well, I think that we have talked about everything. You should go to your meeting soon.

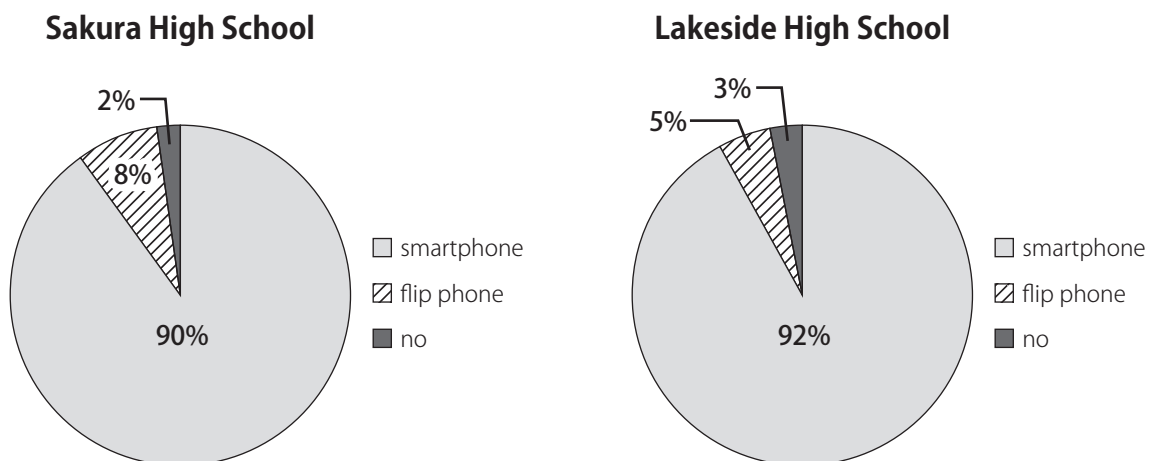
Yuri : Oh! I should! Let's meet up next week to talk about our PowerPoint presentation.

Amy : That sounds good.

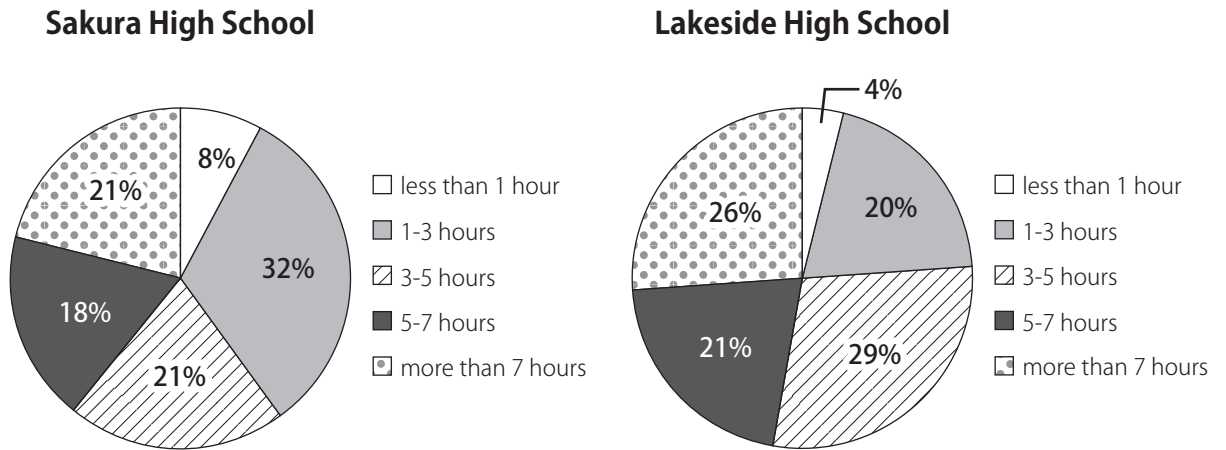
[注]	* ¹ survey	調査	* ⁶ compare	比較する
	* ² carry out	実施する	* ⁷ on the other hand	これに反して
	* ³ objective	目的	* ⁸ tool	道具
	* ⁴ to what extent	どの程度	* ⁹ realize	気がつく
	* ⁵ be addicted to ~	~の中毒になっている		

【資料】

Question 1: "Do you have a smartphone or a flip phone?"



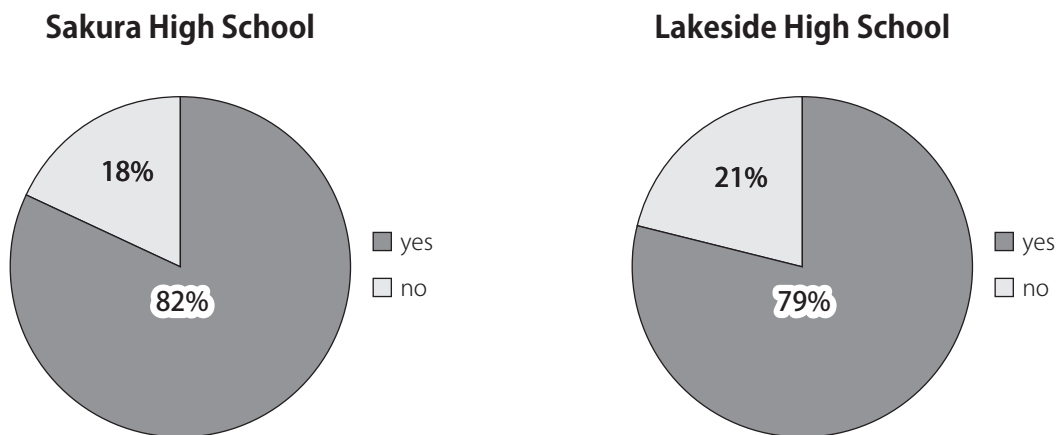
Question 2: "How long do you usually spend on your smartphone?"



Question 3: "Which activities do you use your smartphone for every day?"

	Sakura High School	Lakeside High School
Phone calls	22%	32%
Email or texting	78%	75%
Social media	96%	91%
Web surfing	40%	44%
Games	34%	56%
Watching videos	30%	15%
Playing music	17%	8%
Taking pictures	10%	3%

Question 4: "Do you feel addicted to your smartphone?"



問1 ユリと Amy は Question 1 ～ 4 についてクラスでどのような発表をすると考えられるか、最も適切なものを選択肢から選び、記号で答えなさい。

1. Question 1

- a) Only at Sakura High School, almost all the students use a smartphone.
- b) Only at Lakeside High School, almost all the students use a smartphone.
- c) At both high schools, only a few students use an old-fashioned cellphone.
- d) At both high schools, just a few students use a smartphone.

2. Question 2

- a) Only at Sakura High School, almost half of the students use a smartphone for more than five hours a day.
- b) Only at Lakeside High School, almost half of the students use a smartphone for more than five hours a day.
- c) At both high schools, almost half of the students use a smartphone for more than five hours a day.
- d) At both high schools, a few students use a smartphone for more than 5 hours a day.

3. Question 3

- a) Only at Sakura High School, most of the students use their smartphones to check social media.
- b) Only at Lakeside High School, most of the students use their smartphones to check social media.
- c) At both high schools, students use their smartphones more for communication than for entertainment.
- d) At both high schools, students use their smartphones more for entertainment than for communication.

4. Question 4

- a) Students at Sakura High School are more addicted to their smartphones.
- b) Students at Lakeside High School are more addicted to their smartphones.
- c) At both high schools, many students are addicted to their smartphones.
- d) There are no findings for Question 4 so far, because it was not a good question.

問2 Question 1～4のうち、アンケート調査を行う前のユリまたはAmyの予想と調査の結果が一致してなかったものを2つ番号で答えなさい。例) Question 1が答えの場合は1と記入

問3 会話文中の下線部に当てはまるものとして最も適切なものを次から選び、記号で答えなさい。

- a) How often do you check your smartphone a day?
- b) From what age did you start to use a smartphone?
- c) How should parents check their children's smartphone?
- d) Which do you prefer to do with your smartphone; watch videos or play games?

問4 会話文に関する以下の内容のうち、アンケート結果の事実ではなく、ユリまたはAmyの考えた内容を2つ選び記号で答えなさい。

- a) There are more students who use a smartphone for more than five hours a day at Lakeside High School than at Sakura High School.
- b) Some parents don't want their children to spend too much time using a smartphone.
- c) More students at Sakura High School use a smartphone to watch videos than students at Lakeside High School.
- d) There are two big findings from the survey.

問5 下記の質問についてあなたの考えとその理由を2つ述べて、60～70語程度の英語で答えなさい。

Do you think students should be able to use their smartphones in class?

問題は次のページに続きます。

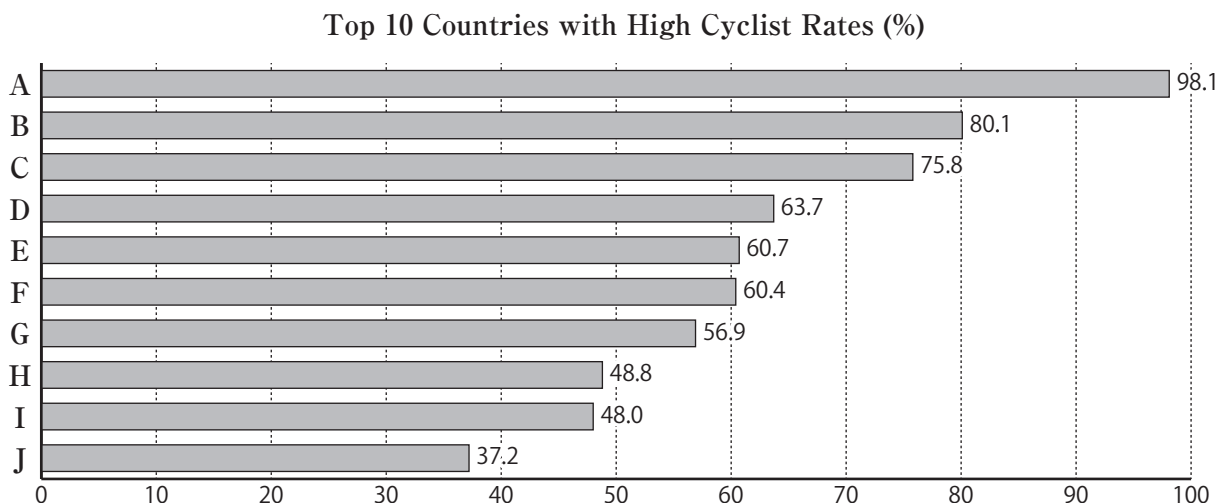
3 次の文章を読んで、あとの各問に答えなさい。

Countries with High ^{*1}Cyclist Rates

There are more than a ^{*2}billion bicycles in the world, twice as many as cars. In recent years, bicycle production has been over 100 million per year. Bicycles were invented in the 19th century, and have been used in many ways: ^{*3}commuting, sports and so on. For example, in the USA, people use bicycles to lose weight because cycling needs a lot of energy. In China or other countries, people use bicycles mostly for ^{*4}transportation needs. For these reasons, in some countries, bicycles are especially popular.

Figure 1 shows the top 10 countries with high cyclist rates. The country with the highest cyclist rate (98.1) is the Netherlands. In the Netherlands, 27% of all trips are made by bicycle. The average distance cycled per day is 2.5 km. Countries in Europe following the Netherlands are Denmark, Germany, Sweden, Norway and Finland. Japan ranks behind those countries. In Japan, bicycles are widely used as an ^{*5}alternative to cars. More and more Japanese are riding bicycles to their workplaces for health reasons and to ^{*6}avoid traffic jams and crowded trains. No.8 and No.9 are Switzerland and Belgium. China ranks behind them. China has the most bicycles in the world, but at the same time it has the most people in the world, so the cyclist rate is No. 10.

Figure 1



[注] ^{*1} cyclist rate 自転車使用率 ^{*4} transportation 移動
^{*2} billion 10億 ^{*5} alternative 代わりになるもの
^{*3} commuting 通勤 ^{*6} avoid 避ける

問1 グラフのA～Jの項目のうちから、中国を表すものをひとつ選びなさい。

問2 世界で最も自転車の数が多い国はどこか、下の1～4のうちから選びなさい。

1. the Netherlands 2. Denmark 3. Finland 4. China

問3 本文の内容と合うものを下の1～5のうちから2つ選びなさい。

1. The number of bicycles in the world is higher than that of cars.
2. People in the USA prefer cars and do not commute by bicycle.
3. In the Netherlands, 27% of the people use their bicycles.
4. Some people in Japan ride bicycles for health reasons.
5. There are more bicycles than people in China.

4 次の文章を読んで、あとの各問に答えなさい。

It is said that Japan is behind in English education compared to the rest of Asia. The average scores of Chinese and Korean students in TOEFL are much higher than those of Japanese. For those reasons, the Entrance Examination System for universities in Japan will be changed in 2020. Most of you will be tested not only on reading and listening skills, but also on writing and speaking ones. Also, elementary school children will be given English as a subject, not just as a language experience. (A).

There is a small country called ^{*1}Bhutan which is between the south of China and the north of India. It has a unique English education system. About forty years ago, the king of Bhutan decided to begin their modern education system. The country needed to change to live in the coming global age. Until then, people could not watch television or wear western dress to keep the traditional culture away from the ^{*2}influence of other countries. (B).

At first, modern textbooks were all from India, so they were written in English, India's ^{*3}official language. However, there weren't many teachers who could read and teach from those textbooks in Bhutan, so teachers were also invited from India. That's why the king could tell all of the schools to teach all subjects in English, ^{*4}except for the national language, ^{*5}Dzongka, and history. (C). Outside the classroom, the students often mixed English words with Dzongka when they talk to each other because there were so many new words that were not in Dzongka.

Today, in the cities of Bhutan, English is spoken among many young people. If you have a chance to go there, you can travel without the need for a language other than English. In this way, people in Bhutan learn English as small children and many young people go to foreign countries to study at university. (D). The king's son also studied in England to learn about many things, such as modern technology and science, to help develop the country.

On the other hand, some people were afraid of losing their own language, Dzongka, and their traditional culture. So, they decided to speak Dzongka at home or between friends and always wear traditional clothes. It is very difficult to find a balance between the development of a country and the protection of its traditional culture. (E).

Among Asian countries, Japan may be a developing country in English education as we start the elementary school project in 2020. However, Japan has already become a developed country in the field of technology and science without losing the Japanese language and culture. Maybe, we have already experienced the ^{*6}dilemma and found the balance since the end of "Sakoku." I hope the change in our English language education in 2020 will cover our weak points and that .

[注]	* ¹ Bhutan	ブータン (国名)	* ⁴ except for ~	～以外は
	* ² influence	影響	* ⁵ Dzongka	ゾンカ (ブータンの母語)
	* ³ official language	公用語	* ⁶ dilemma	ジレンマ (板ばさみ)

問1 本文中の下線部 (A) ~ (E) に適する文を以下から選び、記号で答えなさい。

- ア He wanted to keep the language and the country's traditional culture
- イ It's similar to "Sakoku" in the Edo period in Japan
- ウ Bhutan is trying, in its own way, to find this balance
- エ English education in Japan is at a very big turning point now
- オ After returning to Bhutan, they do important work for the country

問2 本文の内容から筆者の見解を推測し、空所 にもっともあてはまるものを以下から1つ選び、番号で答えなさい。

- 1 more young Asian people will communicate with foreign people freely in the future without losing their own traditional culture
- 2 more young Japanese people will communicate with foreign people freely in the future without losing their own traditional culture
- 3 more young Japanese people will go abroad to study at foreign universities in the future without keeping their own traditional culture
- 4 more young Asian people will study abroad to help developing countries in the future without keeping their own traditional culture

5 ()に入る最も適切な語句を、次のア～エから選びなさい。

- ① When I was reading a book, the telephone ().
ア ring イ ringing ウ rang エ rings
- ② Arisa is the best handball player () my class.
ア between イ among ウ in エ of
- ③ I () the actress since she came to Japan.
ア will know イ know ウ have known エ knew
- ④ Did you see the student from Thailand () came to our school two days ago?
ア what イ who ウ whose エ whom
- ⑤ A friend of mine is very fond of () Korean stars' cards.
ア collects イ collected ウ collecting エ to collect
- ⑥ These are pictures () near the London Bridge in England.
ア take イ took ウ taken エ taking
- ⑦ My family was waiting at Haneda airport to () our homestay student to our house.
ア take イ let ウ get エ carry
- ⑧ If you want to read the first Harry Potter book, it can () from the library.
ア borrow イ borrowed ウ be borrowing エ be borrowed
- ⑨ A: () do you think of this book written by Malala?
B: It's wonderful. She makes the world a better place.
ア What イ How ウ Which エ Who
- ⑩ A: Anna, can I use your iPad?
B: Of course, but it doesn't () well. I think it's broken.
ア live イ do ウ make エ work

⑪ A: The girl () that lady is my classmate.

B: I know. Her name is Ayame.

ア help イ helps ウ helping エ helped

⑫ A: () go shopping?

B: Yes, let's.

ア Will you イ Can you ウ Shall I エ Shall we