

平成30年度学力検査

D 英 語 (13時15分～14時00分, 45分間)

問 題 用 紙

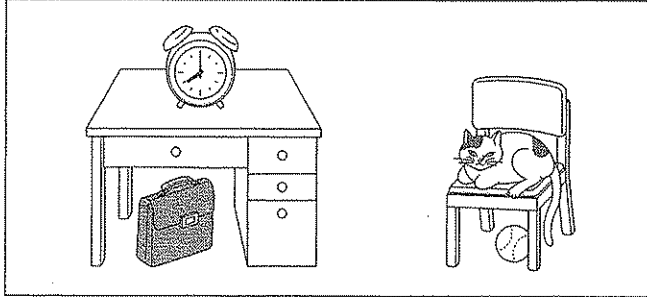
注 意

1. 「開始」の合図があるまで開いてはいけません。
2. 答えは、すべて解答用紙に書きなさい。
3. 英字を書くときは、どの字体でもかまいません。
4. 問題は、 から までで、6ページにわたって印刷してあります。
最初に放送によるリスニング検査を行います。
5. 「開始」の合図で、解答用紙の決められた欄に受検番号を書きなさい。
6. 問題を読むとき、声を出してはいけません。
7. 「終了」の合図で、すぐに筆記用具を置きなさい。

1 放送を聞いて、あとの各問いに答えなさい。(18点)

(1) 下の絵や表についての英語による質問を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

No. 1



- ア. On the chair.
- イ. Under the chair.
- ウ. On the desk.
- エ. Under the desk.

No. 2

名前	練習した楽器	練習した日
Chika	バイオリン	この前の火曜日
Maki	ピアノ	この前の火曜日
Norio	バイオリン	この前の木曜日
Takuya	ピアノ	この前の木曜日

- ア. Chika did.
- イ. Maki did.
- ウ. Norio did.
- エ. Takuya did.

(2) 英語による対話を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

No. 1

- ア. To teach children.
- イ. To be an engineer.
- ウ. To make robots.
- エ. To be a nurse.

No. 2

- ア. Because she wants to swim in the sea.
- イ. Because she wants to take better pictures.
- ウ. Because she wants to enjoy fishing in a lake.
- エ. Because she wants to eat many kinds of fruits.

No. 3

- ア. Yes, she did.
- イ. No, she didn't.
- ウ. Yes, she does.
- エ. No, she doesn't.

- (3) 英語の授業で、高校生の Naoto がスピーチをしているときの英文を聞いて、話の内容に合うように、下の表の(①)～(⑤)に入る最も適当な日本語または数字を書きなさい。

Naoto がオーストラリアから日本に帰ってきた日	(①)月 25 日
Naoto がオーストラリアの高校で勉強した期間	(②)か月
Naoto が勉強していたオーストラリアの高校の生徒数	約(③)人
Naoto がオーストラリアの高校で一番好きだった授業	(④)の授業
Naoto がオーストラリアでときどき放課後に友だちとしたスポーツ	(⑤)

- (4) 高校生で新聞部員の Ayaka が、Ayaka の学校の外国語指導助手(ALT)の Green 先生にインタビューをしているときの英語による対話を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを 1 つ選び、その記号を書きなさい。

No. 1

- ア. For about three years.
 イ. For about two years.
 ウ. For about one year.
 エ. For about one week.

No. 2

- ア. He talks with Ayaka in Japanese.
 イ. He teaches his students English at the school.
 ウ. He goes to a coffee shop he likes with his friends.
 エ. He travels with his friends.

No. 3

- ア. Because he has eaten lunch in the classroom in America.
 イ. Because he will eat lunch in the cafeteria next Wednesday.
 ウ. Because the students at Ayaka's school eat lunch in the classroom.
 エ. Because the students enjoyed lunch with Mr. Green in the classroom.

- (5) 第二文を英語で正しく書き取りなさい。

(第一文) Look at this picture.

(第二文)

次のページへ→

2 次の対話文は、高校生の Kaori が、保育所 (nursery school) での体験学習について、外国語指導助手 (ALT) の Smith 先生と、放課後に話をしているときのものです。対話文を読んで、あとの各問いに答えなさい。(8点)

Kaori : Hello, Mr. Smith.

Mr. Smith : Hi, Kaori. What are you writing?

Kaori : Last week, I went to a nursery school for three days to learn how to take care of children, and I'm writing a report about that.

Mr. Smith : Oh, (①)

Kaori : The children were very cute, and I learned a lot of things from the experience.

Mr. Smith : That's good. Please tell me more.

Kaori : On the first day, I read a picture book to the children, but they didn't look excited. So I was sad. I didn't know what to do, and I asked one of the nursery school teachers, Ms. Fukuda, why the children didn't enjoy the picture book.

Mr. Smith : What did she say?

Kaori : She said that my voice was too small. She also said that I didn't look at the children's faces when I was reading the picture book. Then, she gave me a chance to read another picture book, so I practiced reading it at home. On the next day, I read it to the children.

Mr. Smith : (②)

Kaori : Yes. They listened to me with a smile. I was very happy to see them.

Mr. Smith : Good job, Kaori.

Kaori : Thank you. Ms. Fukuda told me why my way of reading a picture book was not good, so I read it better.

Mr. Smith : I see. I'm glad you learned from the experience.

Kaori : After I finish writing this report, I'm going to write a letter of thanks to the nursery school teachers. I would like to send some messages to the children, too.

Mr. Smith : That's a good idea.

(注) report レポート, 報告書 picture book 絵本 letter of thanks 礼状

(1) (①), (②)に入るそれぞれの文として、ア～エから最も適切なものを1つ選び、その記号を書きなさい。

- | | | | |
|---|---|---|--|
| ① | ア. How was that?
イ. When was that?
ウ. Where were they?
エ. Who were they? | ② | ア. Did they practice reading it?
イ. Did they write a report?
ウ. Did you listen to it with a smile?
エ. Did you read it well? |
|---|---|---|--|

(2) 下線部に Ms. Fukuda told me why my way of reading a picture book was not good, so I read it better.とあるが、Ms. Fukuda が Kaori の絵本の読み方について良くなかったこととして、Kaori に言ったのはどのようなことか、具体的に2つ日本語で書きなさい。

(3) 対話文の内容に合う文として、ア～エから最も適切なものを1つ選び、その記号を書きなさい。

- | |
|---|
| ア. Mr. Smith and Kaori went to a nursery school to learn a lot of things.
イ. The children didn't look excited when Kaori read a picture book on the first day.
ウ. Kaori gave the children a chance to practice reading a picture book at home.
エ. Mr. Smith is going to teach Kaori how to write a letter of thanks. |
|---|

3 あとの各問いに答えなさい。(12点)

(1) 次のような状況において、あとの①～③のとき、あなたならどのように英語で表しますか。それぞれ5語以上の英文を書きなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,),ピリオド(.)などは語数に入れません。

【状況】

あなたは、アメリカから来た留学生のJohnと、休み時間に教室で話をしています。

- ① 音楽を聞くことが好きだと伝えるとき。
- ② 次の日曜日にコンサートに行こうと誘うとき。
- ③ 好きな歌手に会えるのを楽しみにしていることを伝えるとき。

(2) Akiraは、英語の授業で、夏休みの出来事についてスピーチをすることになり、下の原稿を準備しました。

あなたがAkiraなら、①～③の内容をどのように英語で表しますか。それぞれ6語以上の英文を書き、下の原稿を完成させなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,),ピリオド(.)などは語数に入れません。

【原稿】

Hello, everyone. I'm going to tell you about my trip to Yamanaka City.

- ① Yamanaka Cityに電車で家族と行ったこと。
- ② 晴れていたなので、公園を散歩したこと。
- ③ 毎年、夏にその公園で有名な祭りが開催されること。

Thank you.

次のページへ→

4

次の文章を読んで、あとの各問いに答えなさい。(12点)

Miwako and Satoru are in the same class at a junior high school.

One day in July, the teacher of Japanese, Mr. Maeda, gave the students homework for the summer vacation. The homework was to read a book and write what they thought after reading it during the summer vacation. Mr. Maeda said they would talk about what they wrote about the books in September. Miwako wasn't interested in reading books, so she thought the homework was hard. After school, Miwako and Satoru went to the school library to borrow books. Miwako said, "Well, there are too many books in our library, and it's difficult for me to choose a book." Satoru said to Miwako, "(①)" Then, she saw some cards near the books on a table. Some teachers at the school wrote their names and comments about books on the cards. They hoped the students would read many books. Miwako read some comments and chose one of the books on the table. It was the book which Mr. Maeda recommended. The comment written by him said, "I have read this novel many times, and it's very important to me." Miwako decided to read the novel during the summer vacation.

② In September, the students spoke about the books they read during the summer vacation in the Japanese class. Miwako said, "Before I read this novel, I didn't want to try anything new. But a girl, the main character in this novel, always tries to do many things. Now, I want to become a person like her." Miwako's classmates enjoyed listening to her. After that, Satoru said, "I read a story about a baseball player who didn't give up his dream. Last month, our baseball team lost the game and I was very sad. But I was encouraged by this story." All the classmates finished talking about their books, and Miwako was interested in some of the books. Mr. Maeda said to the class, "I'm glad because you enjoyed reading books very much. I hope you will read more books and introduce your favorite books to your friends."

When the class finished, Miwako said to Mr. Maeda, "The card you wrote gave me a chance to read your favorite novel. May I write my comments about books I read?" Mr. Maeda said, "Yes, you can do that."

Miwako started to go to the school library almost every day. She read many books and wrote her comments on the cards. One day, Satoru said to her, "I read your comments written on the cards and borrowed some books." Miwako said to him, "I feel happy to hear that."

③ (Ten years later)

Miwako is working at an elementary school. ④ She still remembers the homework for the summer vacation given by Mr. Maeda ten years ago. She began to be interested in reading books through the homework. She always tells her students to write comments on the cards when they finish reading books. She believes that the cards will connect her students with books, and she wants them to know the joy of reading books.

(注) teacher of Japanese 国語の先生 comment(s) コメント
recommended ~ ~を推薦した novel 小説 main character 主人公
lost the game 試合に負けた introduce ~ to ... ~を...に紹介する
connect ~ with ... ~と...をつなぐ joy 楽しみ

(1) (①)に入る文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

- ア. Look at these cards!
- イ. Give me your homework!
- ウ. Show me your book!
- エ. Tell me your name!

(2) 下線部②に In September, the students spoke about the books they read during the summer vacation in the Japanese class. とあるが、Satoru が国語の授業の中で話した本の内容として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

- ア. A book about teachers who think it's important for them to read books.
- イ. A book about a girl who always wanted to try something new.
- ウ. A book about a baseball player who didn't lose hope for his dream.
- エ. A book about a student who goes to the school library every day.

(3) 下線部③に I feel happy to hear that. とあるが、Miwako が聞いてうれしかったことはどのようなことか、その内容を具体的に日本語で書きなさい。

(4) 下線部④に She still remembers the homework for the summer vacation given by Mr. Maeda ten years ago. とあるが、Maeda 先生が10年前の夏休みにMiwako たちに出した宿題はどのようなことか、その内容を具体的に日本語で書きなさい。

(5) 本文の内容に合う文として、ア～カから適当なものを2つ選び、その記号を書きなさい。

- ア. One day in July, Miwako thought the homework for the summer vacation was easy for her when Mr. Maeda gave it to the students.
- イ. Some teachers wanted the students to read many books and wrote their names and comments about the books on the cards.
- ウ. Satoru was very sad because his baseball team lost the game, but he became happy after he was encouraged by Mr. Maeda.
- エ. When Miwako finished listening to all the classmates, she was interested in some of the books which her classmates read during the summer vacation.
- オ. After the class in September, Mr. Maeda told Miwako to write her comments about books she would read, but she didn't want to do that.
- カ. When Miwako was an elementary school student, she learned how interesting reading books was through the homework given by Mr. Maeda.

—おわり—