

# 平成31年度 公立高等学校入学者選抜

## 学力検査問題

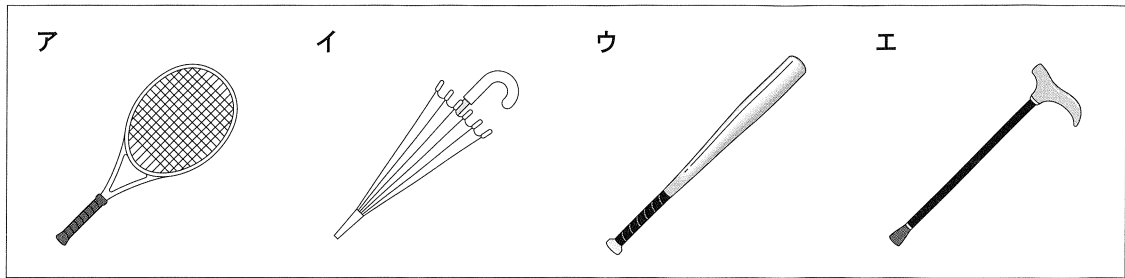
# 英 語

### 注 意

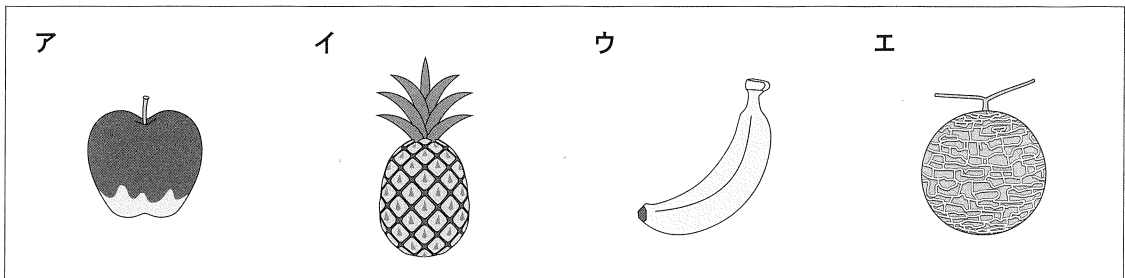
- 1 指示があるまで、問題冊子と解答用紙に手をふれてはいけません。
- 2 問題は【問 1】から【問 4】まであり、問題冊子の2～9ページに印刷されています。10ページ以降に問題はありません。
- 3 問題冊子とは別に、解答用紙があります。解答は、すべて解答用紙の  の中に書き入れなさい。
- 4 最初にリスニングテストがあります。リスニングテストは、すべて放送の指示に従って答えなさい。
- 5 メモをとる必要があるときは、問題冊子のあいているところを使いなさい。

【問 1】 リスニングテスト

(1) No. 1

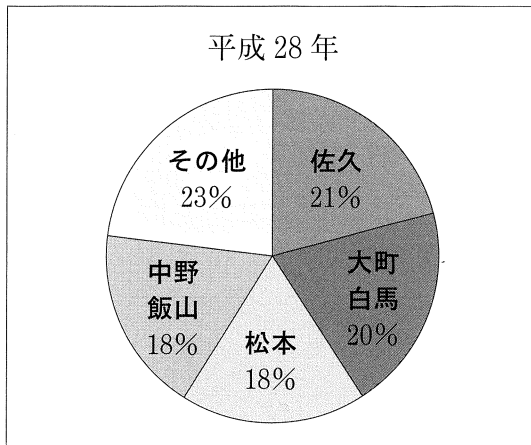


No. 2

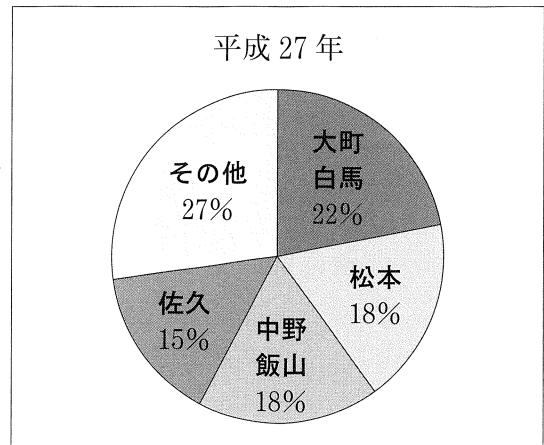


No. 3 長野県内の地域別 外国人延べ宿泊者数の割合

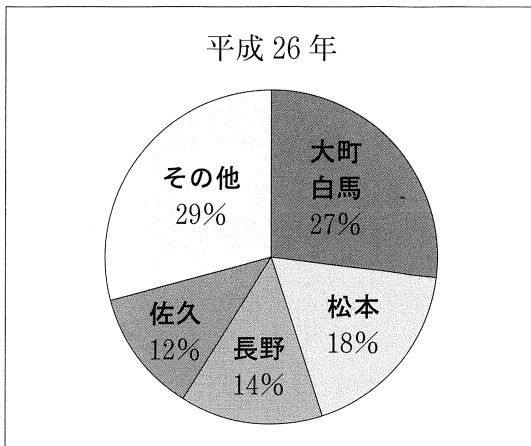
ア



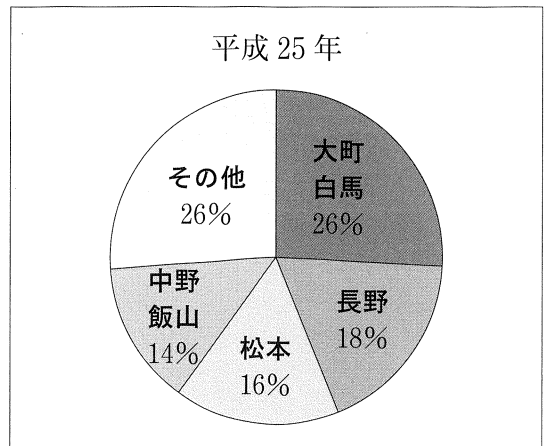
イ



ウ



エ



(長野県観光部による資料から作成)

(2) No. 1

- |   |   |                              |   |
|---|---|------------------------------|---|
| 〔 | ア Because she doesn't like going outside. | イ Because she is OK now.     | 〕 |
|   | ウ Because she didn't want to stay home.   | エ Because she was sick then. |   |

No. 2

- |   |                                  |                                 |   |
|---|----------------------------------|---------------------------------|---|
| 〔 | ア I like potatoes.               | イ Salad is delicious.           | 〕 |
|   | ウ I'll have a small one, please. | エ Special Salad is my favorite. |   |

No. 3

- |   |   |                                       |   |
|---|---|---------------------------------------|---|
| 〔 | ア I'm sure they will be happy to see you. | イ I don't know much about your class. | 〕 |
|   | ウ I went to London two years ago.         | エ I'm sure they will be sad.          |   |

(3) No. 1 Why is Jennie so excited to be in Japan?

- |   |   |   |
|---|---|---|
| 〔 | ア Because she is listening to many Japanese students. | 〕 |
|   | イ Because she likes Japanese food very much.          |   |
|   | ウ Because she has never tried Japanese food.          |   |
|   | エ Because she likes Japanese students very much.      |   |

No. 2 What does she want to talk about with the students who are not anime fans?

- |   |  |   |
|---|--|---|
| 〔 | ア She wants to talk about Japanese anime on TV.            | 〕 |
|   | イ She wants to talk about old Japanese stories.            |   |
|   | ウ She wants to talk about their favorite food and places.  |   |
|   | エ She wants to talk about studying English in high school. |   |

No. 3 What does she want the students to do to help her with her Japanese?

- |   |  |   |
|---|--|---|
| 〔 | ア She wants them to help her with cooking Japanese food.         | 〕 |
|   | イ She wants them to teach her how to watch Japanese anime on TV. |   |
|   | ウ She wants them to help her with talking in English.            |   |
|   | エ She wants them to teach her many useful Japanese words.        |   |

No. 4 How long is she going to stay in Alps High School?

- |   |   |   |
|---|---|---|
| 〔 | ア She is going to stay there for one day.   | 〕 |
|   | イ She is going to stay there for a week.    |   |
|   | ウ She is going to stay there for one month. |   |
|   | エ She is going to stay there for a year.    |   |

【問 2】

I 各問いに答えなさい。

(1) 対話の流れに合うように、( )に当てはまる最も適切な英文を、(a), (b)それぞれについて下のア～エから1つ選び、記号を書きなさい。

(a) A: This is delicious.

B: I'm glad you like it.

A: Yes, I really like it. ( )

B: We call it *okonomiyaki*.

[ ア How about you? ]

イ What do you eat? ]

[ ウ Why do you call me? ]

エ What do you call it? ]

(b) A: Do you see those people dancing over there?

B: Wow! ( ) Can I join them?

A: Sure. Let's go and join them together.

[ ア Look at the picture. ]

イ That is something to use. ]

[ ウ That looks like fun. ]

エ I don't see any dance. ]

(2) 健(Ken)と留学生のマイク(Mike)が、週末、買い物に行くために、信州ショッピングセンター(Shinshu Shopping Center)のパンフレットを見ながら対話をしている。

Ken: What do you want to buy, Mike?

Mike: *Soba*. I want my family to try *soba*.

It's my favorite Japanese food. Where can I buy that?

Ken: You can buy some in ( ) or at some Japanese restaurants. But how about books with pictures? They tell you a lot about things in Nagano like mountains and rivers.

Mike: Sounds good. I want to buy one. I think it will be good to show my family the places I have visited.

Ken: I see. Let's go and look for one in ( ) first, then eat lunch.

Mike: Sure.

(a) 対話の流れに合うように、下線部①、②の( )に当てはまる最も適切な英語を、次のア～エから1つずつ選び、記号を書きなさい。

[ ア Building A ]

イ Building B ]

[ ウ Building C ]

エ Building D ]

(b) パンフレットの内容と合っている最も適切な英文を、次のア～エから1つ選び、記号を書きなさい。

[ ア All the shops and restaurants open at 10:00 a.m. ]

イ You can ask for wheelchairs if it is necessary. ]

ウ You must not take any pets to Shinshu Shopping Center. ]

[ エ Shinshu Shopping Center is very far from Shinshu Station. ]

パンフレット

### Shinshu Shopping Center

**Building A**  
Food

**Building B**  
Books, DVDs and CDs

**Dog Run**

**Building C**  
Restaurants

**Building D**  
Clothes and \*Shoes

INFORMATION

	Open	Close
Shops	10:00*a.m.	7:00 p.m.
Restaurants	11:00 a.m.	8:00 p.m.

? You can ask questions about Shinshu Shopping Center here. We have \*wheelchairs you can use.

Please do not enter the shops or restaurants with your pets. You may use the Dog Run.

**How to get to Shinshu Shopping Center**  
Arriving by train :  
1-minute walk from Shinshu Station

\* (注) Shoes くつ a.m. 午前  
wheelchairs 車いす

- (3) インターネットで食品の無駄(food waste)についての記事を読んだ雄太が、そのことについて英語で ALT に説明している。

Japan is \*wasting a lot of food. One of the main reasons is food waste ( ) families. We often can't eat all the food we buy at shops because we buy too much, or we forget about the food we have bought before. We (ア find / イ to / ウ way / エ have / オ new / カ a) of life. For me, I am going to buy only the food that I really ( ). Do you have the same problem in your country? \* (注) wasting ← waste 無駄にする

- (a) 話の流れに合うように、下線部③の( )に当てはまる最も適切な英語を、次のア～エから1つ選び、記号を書きなさい。

[ ア after                      イ under                      ウ from                      エ on ]

- (b) 下線部④の文が、意味の通る英文になるように、( )のア～カを最も適切な語順に並べかえて、その記号を左から順番に書きなさい。

- (c) 話の流れに合うように、下線部⑤の( )に当てはまる、アルファベット小文字の n で始まる最も適切な英語を1語で書きなさい。

II 各問いの指示に従って、主語と動詞のある英文を書きなさい。ただし、英文の数は問わない。

- (1) 次の英文を読んで、**伝えたいこと**が伝わるように( )に当てはまる適切な英文を書きなさい。ただし、**伝えたいこと**の(ii)については、主語のない英文でもよい。

You say to your friend from Australia, "Next Saturday, I'm going to write an English report at the city library for an hour. ( )"

市立図書館の開館時間 あなたの予定

平日 9:00 ~ 21:00	next Saturday 9:00 - 12:00 : *free 12:00 - 13:00 : lunch at home 13:00 - 16:00 : practice tennis at school * (注) free 時間が空いている
土日・祝日 9:00 ~ 16:00	



〔伝えたいこと〕

- (i)手伝ってほしいと依頼すること                      (ii)待ち合わせの時刻を提案し、誘うこと

(時刻は、市立図書館の開館時間とあなたの予定に合わせて自分で設定してよい。なお、時刻は、算用数字を用いて書いてもよい。)

- (2) 次の英文を読んで、下の手順に従って適切な英文を書きなさい。

Some people say that more people are joining volunteer work in Japan today. Do you also want to join volunteer work?

〔手順〕

まず、"Yes, I do. I also want to join volunteer work." "No, I don't. I don't want to join volunteer work." のいずれかを選び、解答用紙の( )に○をかきなさい。次に、選んだ英文に続くように、その理由を10語以上の英語で書きなさい。ただし、コンマ、ピリオドなどの符号は語数に含めない。短縮形は1語と数えること。

【問 3】 次の英文は、アメリカのバーリントン(Burlington)出身のリー先生(Ms. Lee)に、学校のお昼の放送で伊東先生(Mr. Ito)がインタビューをしたときの様子である。各問いに答えなさい。

**Mr. Ito:** I'd like to start with some information about your town.

**Ms. Lee:** Sure. I'm from Burlington, a city in the United States near Canada. You can see beautiful mountains and \*Lake Champlain, and many people visit them in summer.

**Mr. Ito:** That sounds nice. Is there a famous place in the town?

**Ms. Lee:** Yes. There is a special house with a sign outside. The sign has the name \*John Dewey on it. When I was a little girl, I was wondering why people were visiting his house. Many years later, I learned who John Dewey was.

**Mr. Ito:** He was a famous \*philosopher, right?

**Ms. Lee:** That's right. He was born in my town in 1859. His ideas have changed schools in some countries. He thought that children should do things \*by themselves. When he was a boy, he \*explored all over Lake Champlain in a \*boat with his brother. The lake is so large that it has about 80 islands. Sometimes, they also went up to Canada with their friends. They watched animals and tried to catch fish to learn about living things. Those were long trips with difficult problems, but he learned a lot from those experiences.

**Mr. Ito:** What did he do after that?

**Ms. Lee:** He went to university, and later he started the Dewey School in \*Chicago in 1896. At first, the school had two teachers and 16 children between six and nine years old.

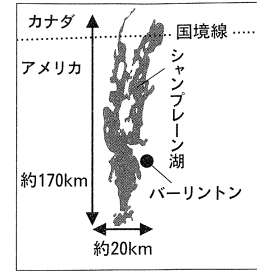
**Mr. Ito:** Did the children in the Dewey School learn together?

**Ms. Lee:** Yes. They learned in groups as one \*community. The children \*realized their ideas by doing things by themselves. For example, they made boxes. Some children thought about making a \*toy box, and others hoped to make a box for their pencils. They went out to different places to see and learn about many kinds of wood. Different woods have different colors, \*smells, \*prices, and so on. Among these, the children chose the wood they liked. Then, they decided what kinds of boxes they wanted to make. After that, they learned how to \*measure and cut wood with \*saws and \*planes by making their boxes. It was not easy for small children, but they worked in groups and helped each other. In that way, they \*overcame difficult problems and made a good small community.

**Mr. Ito:** I see. They learned a lot by doing activities like that, didn't they? Sounds fun.

**Ms. Lee:** Each child made a different beautiful box. Dewey talked about the importance of learning by doing. This is the thing the children did in the Dewey School.

**Mr. Ito:** Ms. Lee, thank you very much. I really enjoyed talking with you.



\* (注) Lake Champlain シャンプレーン湖 John Dewey ジョン・デューイ(人名) philosopher 哲学者  
by themselves 自分たちで explored ← explore 探検する boat ボート Chicago シカゴ(アメリカの都市)  
community 社会 realized ← realize 実現する toy おもちゃ smell(s) におい price(s) 値段  
measure 測る saw(s) のこぎり plane(s) かんな overcame ← overcome 乗り越える

- (1) インタビューの内容と合っている最も適切な英文を、次のア～エから1つ選び、記号を書きなさい。
- ア Ms. Lee is talking about a special house in Canada.  
 イ Ms. Lee is asking Mr. Ito how to make boxes with saws and planes.  
 ウ Ms. Lee is telling Mr. Ito about her town and John Dewey.  
 エ Ms. Lee is giving information about good places to visit in Japan.
- (2) リー先生が述べた内容として最も適切な英文を、(a), (b)それぞれについて下のア～エから1つ選び、記号を書きなさい。
- (a) Dewey's young days
- ア During his trips, Dewey had experiences that helped him with learning.  
 イ Dewey explored Lake Champlain in a boat without any other people.  
 ウ More than 200 years ago Dewey was born and spent his young days in Burlington.  
 エ Dewey was interested in living things, but stayed home and didn't go outside.
- (b) The Dewey School in Chicago
- ア The children didn't have a chance to choose the wood for their boxes.  
 イ Making boxes was so difficult that the children gave up making them.  
 ウ When the school started, it was not very famous and had only two children.  
 エ When there were difficult problems, the children helped each other.
- (3) インタビューの内容について、次の(a), (b)の質問に英語で答えなさい。答えは( )に1語ずつ書きなさい。
- (a) Did Ms. Lee know why people visited John Dewey's house when she was a little girl?  
 ( ), ( ) ( ).
- (b) How old were the children in the Dewey School when it was started?  
 They were ( ) ( ) ( ) ( ) ( ) ( ).
- (4) 放送後、英語クラブに所属するあゆみは、リー先生が述べた話の内容を紹介する新聞記事を英語で書いた。

### John Dewey and His School

I heard about John Dewey from Ms. Lee today. He was born in Burlington in the United States. His idea about children's learning has changed ( ) in some countries.

Dewey thought that ( ) ( ) ( ) was important. Making boxes in the Dewey School was an example of this way of learning. I think this is great. Another good thing about the school was that the children were working together as a small community.

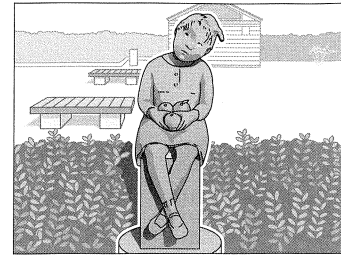
I think these two things are important for children even today. I learned this from Ms. Lee. I'm glad that we had a good time. How about you? What do you think about Ms. Lee's story?

- (a) 下線部①の( )に当てはまる、アルファベット小文字のsで始まる最も適切な7文字の英語を1語でインタビューの中から抜き出して書きなさい。
- (b) 下線部②の( )に当てはまる最も適切な英語を、連続する3語でインタビューの中から抜き出して書きなさい。
- (c) 下線部③のあゆみの質問に対するあなたの考えを主語と動詞のある10語以上の英語で書きなさい。ただし、英文の数は問わないが、あゆみが書いた新聞記事の英文を1文そのまま引用しないこと。なお、コンマ、ピリオドなどの符号は語数に含めない。短縮形は1語と数えること。

【問 4】 横須賀(Yokosuka)に住む桃子(Momoko)が、芥川龍之介(Akutagawa Ryunosuke)の「蜜柑」("Mikan")を英語の授業で紹介した。その原稿を読んで、各問いに答えなさい。なお、

1 ~ 5 は段落の番号を表している。

1 Look at this picture. Have you seen this statue of a girl holding \*tangerines in her hands? I found the statue and a tangerine tree in a park near my house. The girl is a \*character from the story "Mikan." Do you know who (write) it? After seeing the statue, I became interested in the story, so I went to the library to learn more about it.



2 Today, I will tell you about this story. "Mikan" was written about 100 years ago by Akutagawa Ryunosuke, one of the greatest writers in Japan. The story comes from Akutagawa's experience on a train when he was working for \*the Naval Engineering School in Yokosuka. He was teaching English there and went to the school by train. At that time, trains ran more slowly than today and made black \*smoke. They had three kinds of \*cars — \*first, second, and third class. The third class ticket was the cheapest, and you had to \*pay more for first and second class.

3 The story starts in the evening on one winter day. At Yokosuka Station, the \*main character was tired and sitting in a second class car on a train. Then, suddenly, a thirteen or fourteen-year-old girl came into the car just when the train left the station. At first, he didn't like this girl who was in front of him. He was not happy with her \*dirty clothes. He even felt a little angry with her. She was holding a red third class ticket, but was in the second class car. When the train was running through a \*tunnel, she opened the window of the train, and black smoke came into the car. Because of the smoke, he \*coughed and couldn't stop. He was not happy about that and didn't understand why she opened it.

4 Soon the train came ( ) the tunnel. The man saw poor houses and three boys standing at a \*railroad crossing. They were all small and said something in a big voice. The girl \*threw five or six tangerines to them from the open window. He suddenly understood she was going to work as a \*servant. The boys were her brothers and came there to \*send her off. The girl thanked them for coming. In the end, the man had warm feelings for her. The girl looked very different to him.

5 I was impressed by two things. First, the main character's feelings changed a lot after he saw the girl and the boys. Second was the girl's love for her brothers. When I eat tangerines in winter, I always remember this story. I think a tangerine is just like a family. The \*segments are like family members who are \*closely \*tied together, just like the girl and her brothers. If you have a chance, please read this story.

\* (注) tangerine(s) みかん character 登場人物 the Naval Engineering School 海軍機関学校  
 smoke 煙 car(s) 車両 first, second, and third class 一等, 二等, 三等(車両) pay 支払う  
 main character 主人公 dirty 汚い tunnel トンネル coughed ← cough 咳をする  
 railroad crossing 踏切 threw ← throw 投げる servant 奉公人 send ~ off ~を見送る  
 segment(s) (みかんの)房 closely しっかりと tied ← tie 結ぶ



- (1) 下線部①の( )の語を最も適切な形になおして1語で書きなさい。  
 (2) 下線部②はどのようなことを意味しているか、最も適切な英語を次のア～エから1つ選び、記号を書きなさい。

[ ア working at the Naval Engineering School    イ meeting a girl with tangerines  
 ウ writing the story "Mikan"                    エ eating tangerines in his room ]

- (3) 下線部③を別の英文で表すとき、最も適切な英文を次のア～エから1つ選び、記号を書きなさい。

[ ア She was in the first class on the train.    イ She didn't have any tickets for the train.  
 ウ She was in the wrong car on the train.    エ She didn't pay any money for the train. ]

- (4) 下線部④の( )に当てはまる最も適切な英語を、次のア～エから1つ選び、記号を書きなさい。

[ ア out of    イ on    ウ into    エ around ]

- (5) 下線部⑤の内容をより具体的に表すとき、次の英文の( )に当てはまる最も適切な英語を、下線部⑥は1語で、下線部⑦は連続する2語で、原稿の中から抜き出して書きなさい。

At first, the main character was a little ( ) with the girl, but finally he had ( )  
 ( ) for her.

- (6) 桃子が紹介した「蜜柑」の話の順になるように、次のア～エを左から並べて、記号を書きなさい。

[ ア The main character coughed because the girl opened the window.  
 イ The main character saw the small boys standing outside.  
 ウ The girl with the red ticket came into the car which the main character was in.  
 エ The girl threw tangerines to her brothers from the running train. ]

- (7) 原稿の内容と合っている英文を、次のア～カから2つ選び、記号を書きなさい。

[ ア Akutagawa was teaching the Japanese language at the Naval Engineering School.  
 イ When "Mikan" was written about 100 years ago, trains didn't run as fast as today.  
 ウ Momoko saw the statue of the boys standing at the railroad crossing.  
 エ Momoko went to the library, and then visited the park with the statue.  
 オ Momoko thinks of the story "Mikan" when she is eating tangerines in winter.  
 カ The main character knew why the girl opened the window of the train and helped her. ]

- (8) 原稿の内容について次の表をつくった。表の **あ** ~ **え** に当てはまる最も適切な英文を、次のア～エから1つずつ選び、記号を書きなさい。

表

段落	内容
1	あ
2	い
3 4	う
5	え

[ ア We learn when and how the idea for the story "Mikan" was born.  
 イ We learn how the story "Mikan" goes.  
 ウ We learn how Momoko feels about the story "Mikan."  
 エ We learn why Momoko became interested in the story "Mikan." ]

- (9) 原稿につけるタイトルとして最も適切なものはどれか。次のア～エから1つ選び、記号を書きなさい。

[ ア "Mikan" — the Story of the Girl Who Was Coming Back Home with Tangerines  
 イ "Mikan" — the Story of the Girl Who Was Given Tangerines on the Train  
 ウ "Mikan" — the Story of the Girl Who Sent Her Sisters Off at the Railroad Crossing  
 エ "Mikan" — the Story of the Girl Who Had Love for Her Family ]

これより先に問題はありません。

下書きなどが必要なときに、自由に使いなさい。