

平成 31 年 度

高等学校入学者選抜学力検査問題

英 語

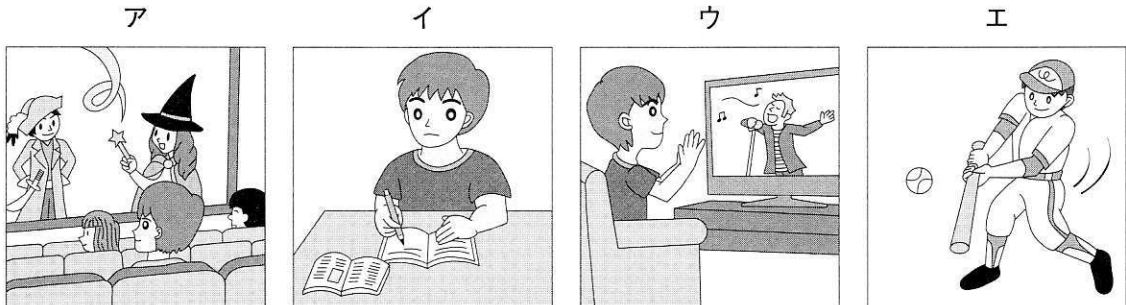
注 意 事 項

- 1 問題は、1 ページから 6 ページまであります。
- 2 解答は、すべて解答用紙に記入しなさい。

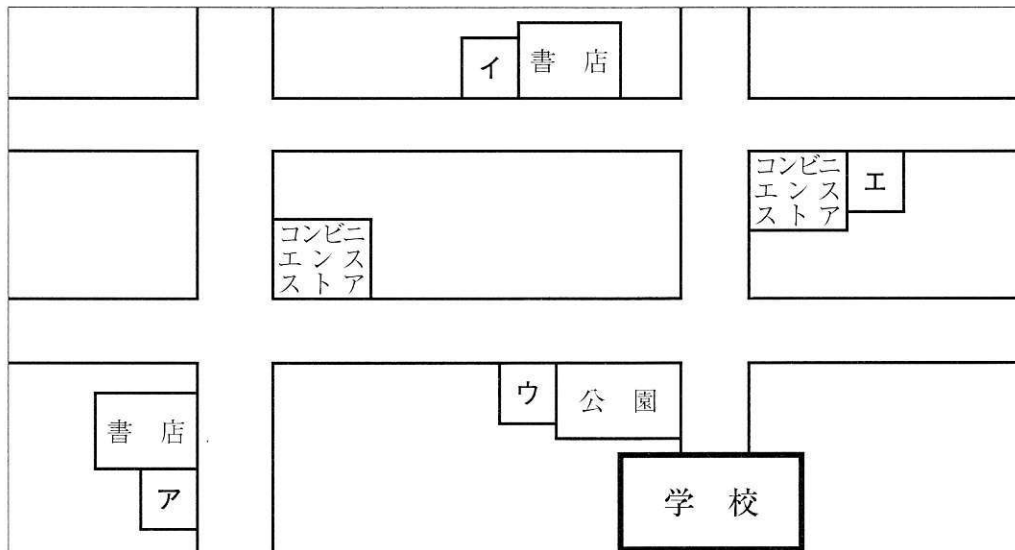
1 放送による問題 (14点)

(1) 寛人(Hiroto)とリンダ(Linda)の会話を聞いて、質問の答えとして最も適切なものを選ぶ問題

A



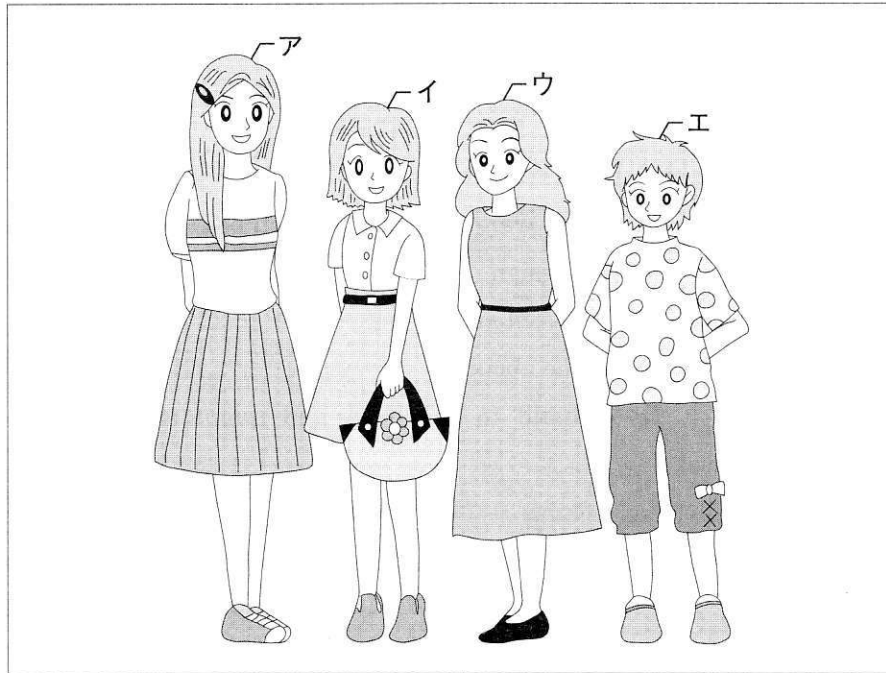
B



C

7月						
日	月	火	水	木	金	土
				1	2	3
4	5	6	7	8	9	10
11	12 ^ア	13	14	15	16 ^イ	17
18	19	20 ^ウ	21	22	23 ^エ	24
25	26	27	28	29	30	31

D



(2) 寛人の話を聞いて、質問に対する答えとなるように()の中に適切な数字や語、語句を記入する問題

質問 1 How many days does Hiroto's mother work at the library in a week?

She works there () days in a week.

質問 2 Why did Hiroto go to the library last Saturday?

Because he wanted to (a) a book about (b).

質問 3 What does Hiroto's mother want more children to do by reading books to them?

She wants them ().

2 次の英文は、留学生のニック(Nick)と、クラスメートの悠太(Yuta)との会話である。この英文を読んで、(1)~(5)の問いに答えなさい。(12点)

(In the classroom.)

Yuta: Let's eat lunch, Nick. I'm very hungry.

Nick: So, I can't wait to open my lunch box! Oh, the cloth wrapping your lunch box has a beautiful design.

Yuta: This kind of cloth is called *tenugui*.

Nick: *Tenugui*? Can you tell me about it?

Yuta: *Te* is 'hand' in Japanese, and *nugui* is 'to wipe.' It's a Japanese traditional towel.

Nick: I see. Actually, I'm looking (㉔) a present for my family. I want to see other *tenugui*.

Yuta: Around here, . Let's go there after school.

(At the shop.)

Nick: Wow, so many *tenugui*! Look at this! This *tenugui* has a lot of *kanji*. Are these famous words by someone?

Yuta: No, no! All of these *kanji* (㉕) the names of fish.

Nick: They look similar and have a cool pattern. It's amazing! And... [ア is イ know ウ how much エ do you オ this *tenugui*] ?

Yuta: Let's see...look, it's 800 yen.

Nick: I'll take it. I think this *tenugui* will be a great present.

Yuta: I hope your family will like it. Wow...look at that *tenugui* displayed on the wall. I've never thought about such a way of using it. *Tenugui* are not only used for wiping or wrapping something.

Nick: Oh, I have a good idea! I want to use a *tenugui* to wrap a present like your lunch box, Yuta. It'll be fun for my family to think about how to use it after opening a present.

Yuta: I agree. But if you use it for wrapping, you should find (㉖) good present.

Nick: Oh, no...

(注) cloth : 布 wrap : ~を包む wipe : ~を拭く towel : タオル
actually : 実は similar : 似ている pattern : 模様 display : ~を飾る

(1) 会話の流れが自然になるように、本文中の ~ の中に補う英語として、それぞれア~ウの中から最も適切なものを1つ選び、記号で答えなさい。

- | | | | |
|--------------------------------|-------------------|-----------------|---------------------|
| <input type="text" value="A"/> | ア Do you? | イ Me, too. | ウ I don't think so. |
| <input type="text" value="B"/> | ア Sure. | イ That's right. | ウ I'm sorry. |
| <input type="text" value="C"/> | ア You're welcome. | イ Pardon? | ウ No problem. |

(2) 本文中の (㉔) ~ (㉖) の中に補う英語として、それぞれア~エの中から最も適切なものを1つ選び、記号で答えなさい。

- | | | | | | | | | |
|-------|---|---------|---|------|---|-------|---|------|
| (㉔) | ア | back | イ | for | ウ | from | エ | in |
| (㉕) | ア | learn | イ | meet | ウ | ask | エ | mean |
| (㉖) | ア | another | イ | each | ウ | every | エ | many |

(3) 本文中の で、悠太は、日本の物を売っている店があるという内容を伝えている。その内容となるように、 の中に、適切な英語を補いなさい。

(4) 本文中の [] の中のア~オを、意味が通るように並べかえ、記号で答えなさい。

(5) 次の英文は、ニックがこの日に書いた日記の一部である。本文の内容と合うように、次の の中に補うものとして、本文中から最も適切な部分を3語で抜き出ささい。

Yuta and I talked about *tenugui* today, and I liked it. After school, I went to a shop with Yuta. I found so many *tenugui* there. My favorite *tenugui* was the one with a *kanji* design. I want to wrap a present for my family in the same a *tenugui*, like wrapping Yuta's lunch box. Next time, I have to find one more thing to wrap in it.

3 百合(Yuri)とジョン(John)の会話に関する、(1)、(2)の問いに答えなさい。(4点)

(1) 次の において、()内に示されていることを伝える場合、どのように言えばよいか。 の中に、適切な英語を補いなさい。

Yuri: Hey, John! A new student will come to our school from Tokyo!

John: Oh, really?
(それは初耳だよ。)

(2) 会話の流れが自然になるように、次の の中に、7語以上の英語を補いなさい。

John: Your mother said *Hinamatsuri* was coming soon. What is *Hinamatsuri*?

Yuri:

John: I see. Thank you for telling me.

4 中学生の久美(Kumi)は、友人のエマ(Emma)に、メールを送ることにした。伝えたいことは、私の誕生日に父親がカメラを買ってくれたので、冬休み中に一緒に写真を撮りに行かないかということである。あなたが久美なら、このことを伝えるために、どのようなメールを書くか。次の の中に英文を補い、メールを完成しなさい。(4点)

Hello, Emma.

Bye,
Kumi

- 5 次の英文は、中学生の美咲(Misaki)が、学校行事の合唱コンクール(chorus contest)の練習を振り返って書いたものである。この英文を読んで、(1)~(7)の問いに答えなさい。(16点)

Last fall, we had the chorus contest in our junior high school. I was the leader of the alto part.

The song of my class was , but my part members it well quickly. I felt we were taking the first step, and this made me happy. Then, I wanted the singing voice of my part to be more cheerful. So, I always said to my part members, "Sing in a big voice!" We sang in a bigger voice. I was glad to think our singing voice was ^a(get) better. I thought I was working well as a leader.

Some days later, Haruna, the conductor, said, "All the part leaders, come to the front, and listen to the chorus." When I listened to the chorus, I was very shocked. The voice of the alto part was often too big. I thought, "My advice was only for the alto part. I didn't think about the other parts." Then, Haruna said, "Leaders, tell your part members what to do. And start your part practice." In the part practice, I couldn't say anything about their voices.

After the practice, I was going home with Haruna without saying anything. I was thinking only about my job as a leader. Haruna asked me, "Are you worried about something?" I answered, "The voice of my part was often too big because my advice as a leader wasn't good. But... I couldn't tell my part members about it. I didn't want them to think I was a bad leader." Haruna looked a little surprised and said, "I also found the bad point of our chorus, but I didn't tell it to anyone as the conductor. And I asked the part leaders to give advice to the members." She continued, "I'm sorry, Misaki. I understand you're having a hard time now." I said, "No, it's not because of you. I didn't lead my part members well." Finally, Haruna said, "From tomorrow, both of us should .

The next day, while we were singing together with all the classmates, Haruna said to everyone, "Start the song in a small voice. From here, a little bigger." Haruna ^b(give) good advice and led everyone better. At that time, I thought, "It's necessary for me to tell my part members even about bad points that are hard to say." In the part practice, I said to the members, "I have something to tell you. I always told you to sing in a big voice, but it took the beautiful harmony away from the chorus." They looked at each other and smiled. One of them said, "Really? Was our voice too big?" Another member said, "Thank you for telling us, Misaki. Please give us more advice. You are our leader!" I was really glad to hear their words. Then, I said, "OK. Let's start our part practice again!"

(注) leader(s) : リーダー alto : アルト member(s) : メンバー step : 段階
cheerful : 元気のよい conductor : 指揮者 shocked : ショックを受けた
advice : 助言 practice : 練習 lead : ~を導く (led は過去形)
harmony : ハーモニー

(1) 本文中の , の中に補う英語の組み合わせとして, 次のア~エの中から最も適切なものを1つ選び, 記号で答えなさい。

- ア A : very easy B : were able to sing
イ A : very easy B : weren't able to sing
ウ A : really difficult B : were able to sing
エ A : really difficult B : weren't able to sing

(2) ㉔, ㉕の () の中の語を適切な形に直しなさい。

(3) 次の質問に対して, 英語で答えなさい。

- ① Why did Misaki want her part members to sing in a big voice?
② What did Misaki find about the voice of the alto part when she listened to the chorus?

(4) 本文中の下線部のように晴菜(Haruna)が謝っているのは, 美咲を悩ませてしまったと考えたからである。美咲を悩ませてしまった原因として, 晴菜が考えたことをすべて, 日本語で書きなさい。

(5) 本文中の の中に補う英語として, 次のア~エの中から最も適切なものを1つ選び, 記号で答えなさい。

- ア listen to their ideas
イ practice singing harder
ウ tell a good point to them
エ try to be better leaders

(6) 次のア~エの中から, 本文の内容と合うものを1つ選び, 記号で答えなさい。

- ア Misaki didn't think she should sing in a big voice because she was a leader.
イ Misaki told Haruna nothing about the alto part when they went home together.
ウ Misaki couldn't tell the bad point to her part members, and she asked Haruna to do so.
エ Misaki felt very happy when she heard the words of the members in the alto part.

(7) 美咲と晴菜と一緒に帰った次の日, 晴菜がみんなに助言する姿を見て, 美咲はどのようなことを思ったか。美咲が思ったことを, 日本語で書きなさい。

放送による問題

はじめに、(1)を行います。これから、中学生の寛人 (Hiroto) と留学生のリンダ (Linda) が、英語で **A**, **B**, **C**, **D** の4つの会話をします。それぞれの会話のあとに、英語で質問をします。その質問の答えとして最も適切なものを、ア、イ、ウ、エの4つの中から1つ選び、記号で答えなさい。なお、会話と質問は2回繰り返します。

では、始めます。

A

Linda : Hi, Hiroto. Have you eaten lunch yet? Can you go to see a movie with me?

Hiroto : I'd like to go, but I can't. I have to do my homework after lunch. Have you finished your homework?

Linda : Yes, I have. I finished it this morning. After that, I watched TV. What did you do this morning?

Hiroto : I played baseball. Now, I'll have lunch.

Linda : OK. Bye.

質問 What will Hiroto do after lunch?

(6秒休止)

B

Linda : Can you tell me the way to the flower shop from our school?

Hiroto : OK. First, you will see the park on your left, but keep walking straight.

Linda : And then?

Hiroto : When you see the convenience store on your right, turn left. The first store you see on your right is the bookstore. The flower shop is next to it.

Linda : Thank you.

質問 Where is the flower shop?

(6秒休止)

C

Linda : What's the date today, Hiroto?

Hiroto : July 12th. Why?

Linda : There will be a summer festival in our city this weekend, right?

Hiroto : No. The summer festival will be next week, from Friday to Sunday.

Linda : Oh, I see. Let's go together.

質問 When will the summer festival begin?

(6秒休止)

D

Linda : Hiroto, look at this picture!

Hiroto : Wow, you have a nice bag.

Linda : Thank you. And this is my mother. She is as tall as I. And this is my younger sister.

Hiroto : Oh, your younger sister is taller than you.

Linda : Yes. And the girl who is shorter than I is my friend.

質問 Which girl is Linda's younger sister?

(6秒休止)

次に、(2)を行います。これから、中学生の寛人(Hiroto)が、英語で話をします。その話の内容について、問題用紙にある3つの質問をします。それぞれの質問に対する正しい答えとなるように、()の中に、適切な数字や語、語句を記入しなさい。なお、先に問題用紙にある質問を2回繰り返し、そのあとで話を2回繰り返します。

では、始めます。

質問1 How many days does Hiroto's mother work at the library in a week?

(2秒休止)

質問2 Why did Hiroto go to the library last Saturday?

(2秒休止)

質問3 What does Hiroto's mother want more children to do by reading books to them?

(2秒休止)

続いて、話をします。

My mother loves reading books and usually reads about five books in a week. She works at a library on Tuesdays, Wednesdays, Fridays and Saturdays.

Last Saturday, I went to the library to borrow a book. Then, I saw my mother working there. She was reading a book to children. After she finished it, I asked my mother, "Do you have some time to help me? I want to borrow a book about science." Then, she helped me and I borrowed one quickly. I said, "Thank you for helping me." My mother answered, "You're welcome. It's a part of my job here. Reading books to children is my favorite part. And by doing so, I hope more children will become interested in books."

My mother enjoys working at the library. I'm happy to know that.

(20秒休止)