

# 平成 31 年度入学者選抜学力検査問題

## 英 語

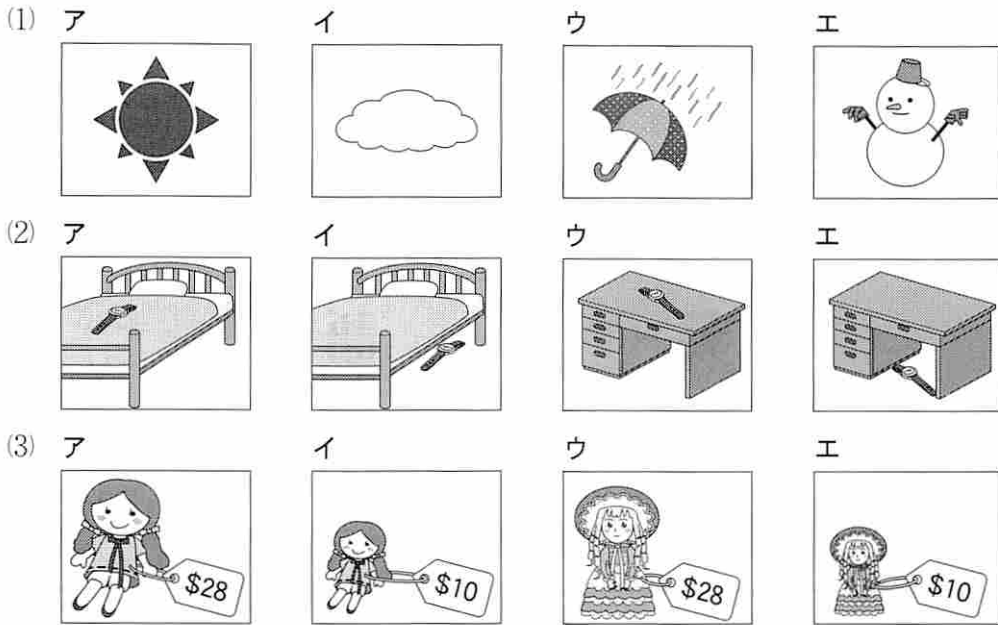
### 注 意

- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 検査時間は、14時30分から15時20分までの50分間です。
- 3 大きな問題は全部で6問で、表紙を除いて7ページです。  
また、別に解答用紙が1枚あります。
- 4 監督者の「始め」の合図があったら、すぐに受検番号をこの表紙と解答用紙のきめられた欄に書きなさい。
- 5 答えは、必ず解答用紙のきめられた欄に書きなさい。  
また、特に指示のあるもののほかは、各問いのア、イ、ウ、エ、…のうちから最も適当なものをそれぞれ一つ選んで、その記号を解答欄の( )の中に書き入れなさい。
- 6 監督者の「やめ」の合図があったら、すぐやめて、筆記用具をおきなさい。

受 検 番 号	番
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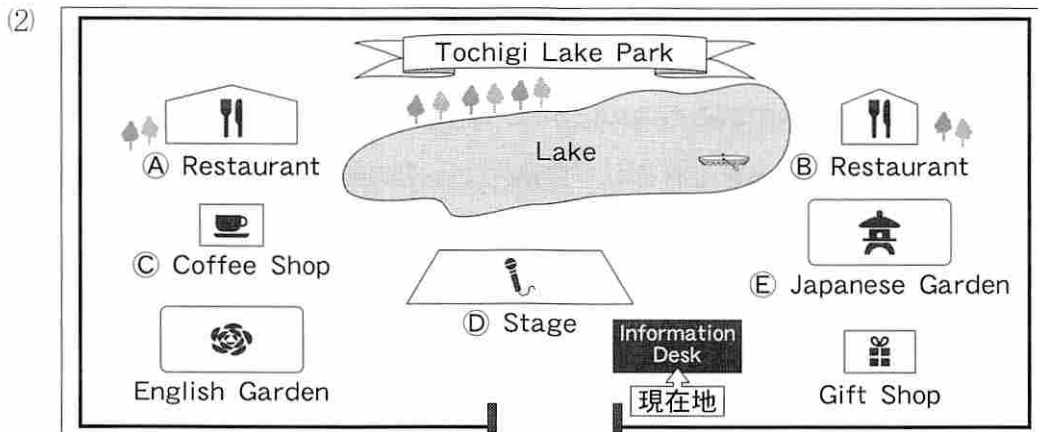
1 これは聞き方の問題である。指示に従って答えなさい。

1 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]



2 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

- (1) ①   ア Places to visit.                                  イ Nice pictures.  
              ウ Historical things.                                エ Things to buy.
- ②   ア The castle.    イ The museum.  
              ウ The kimono shop.                                 エ The bookstore.



- ①   ア English Garden → (A) → (D) → (C) → Gift Shop  
              イ English Garden → (A) → (E) → (C) → Gift Shop  
              ウ English Garden → (B) → (D) → (A) → Gift Shop  
              エ English Garden → (B) → (E) → (A) → Gift Shop
- ②   ア He will call the restaurant near the coffee shop.  
              イ He will call the restaurant near the Japanese Garden.  
              ウ He will visit the gift shop near the Information Desk.  
              エ He will visit the English Garden near the coffee shop.

3 [インタビューを聞いて、英語で書いたメモを完成させる問題]

- John believes (1)( ) is important.
- The team had a meeting every (2)( ).
- Ken broke his (3)( ) and couldn't play.
- Ken's (4)( ) supported the team.
- All the members of the team are needed.

2 次の1、2の問いに答えなさい。

1 次の英文中の (1) から (6) に入れるものとして、下の(1)から(6)のア、イ、ウ、エのうち、それぞれ最も適切なものはどれか。

My dream (1) to work at a zoo because I like animals. I think pandas are the (2) of all animals in the world. We can (3) them at Ueno Zoo in Japan, but in China, there are many pandas. Someday I want to go there to (4) time with them and learn about pandas. However, I have never (5) to China. So I will study Chinese (6) this summer vacation.

- |              |              |              |           |
|--------------|--------------|--------------|-----------|
| (1) ア am     | イ is         | ウ are        | エ were    |
| (2) ア cute   | イ as cute as | ウ cuter than | エ cutest  |
| (3) ア see    | イ saw        | ウ seen       | エ seeing  |
| (4) ア leave  | イ save       | ウ spend      | エ watch   |
| (5) ア be     | イ to be      | ウ been       | エ being   |
| (6) ア during | イ while      | ウ since      | エ between |

2 次の(1)から(3)の( )内の語句を意味が通るように並べかえて、(1)と(2)はア、イ、ウ、エ、(3)はア、イ、ウ、エ、オの記号を用いて答えなさい。ただし、文頭にくる語も小文字で示してある。

- (1) (ア writing イ was ウ a letter エ my sister) in English.  
 (2) Ms. Brown (ア her students イ go ウ told エ to) to the gym.  
 (3) (ア of イ who ウ care エ will オ take) the dog?

3 次の英文は、綾子(Ayako)とペルー(Peru)からの留学生カミラ(Kamila)が、民族音楽のコンサートに行った帰りにした、カホン(*cajon*)についての対話の一部である。これを読んで、1、2、3、4の問いに答えなさい。

Ayako: I enjoyed today's concert, Kamila. I especially loved the sound of the guitars.

Kamila: Did you? I loved it too.

Ayako: Kamila, I have a question. One player sat on a box. He hit it with his hands and fingers, and sometimes ( A ) it. Do you know what the box is?

Kamila: Oh, it is a popular instrument in Peru. It is called *cajon*. *Cajon* means "box" in Spanish.

Ayako: He was sitting on it, so I thought it was a ( B ) at first.

Kamila: *Cajon* is a kind of \*percussion instrument, and we sit on it when we play it. There is a large \*hole in the back of *cajon*, and the sound comes from it.

Ayako: Really? I couldn't see the hole. Is it a new instrument?

Kamila: No, it isn't. *Cajon* has a history. In the old days, \*slaves in Peru loved music, but they \*were not allowed to have any instruments.

In this way, *cajon* was born.

Ayako: I see. Is it easy to play it?

Kamila: Yes, it is. We can make sounds with our hands, fingers and \*heels.

Ayako: That's nice! By the way, why do you know about *cajon* well?

Kamila: My grandmother told me this. Now I think it is very important to know about our own history and culture. I want to travel around the world and tell many people about my country in the future.

Ayako: Wow, you have a wonderful dream! Kamila, I want more people around the world to know about Japan. I should learn more about my country.

[注] \*percussion instrument = 打楽器      \*hole = 穴      \*slave = 奴隷

\*be not allowed to ~ = ~することが許されない      \*heel = かかと

1 下線部(1)は何を指すか。具体的に日本語で書きなさい。

2 本文中の( A ), ( B )に入る語の組み合わせとして、最も適切なものはどれか。

ア A : kicked — B : drum      イ A : pulled — B : drum

ウ A : kicked — B : chair      エ A : pulled — B : chair

3 本文中の  に入る以下の三つの文を、意味が通るように並べかえて、記号を用いて答えなさい。

ア They started to use them for their music.

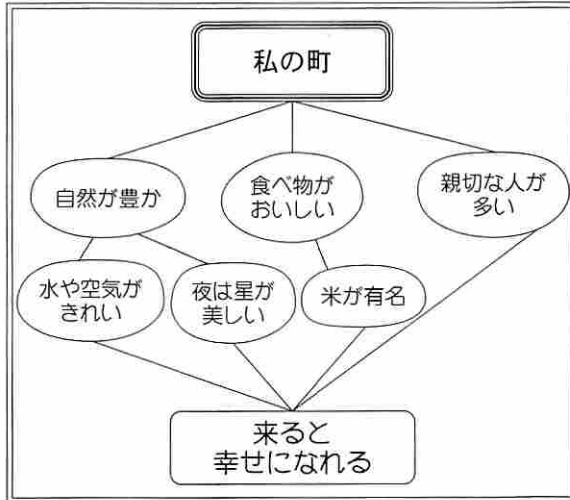
イ Then they found boxes made of wood.

ウ So they looked for something to play.

4 下線部(2)の指す内容は何か。具体的に日本語で書きなさい。

4 次の1, 2の問いに答えなさい。

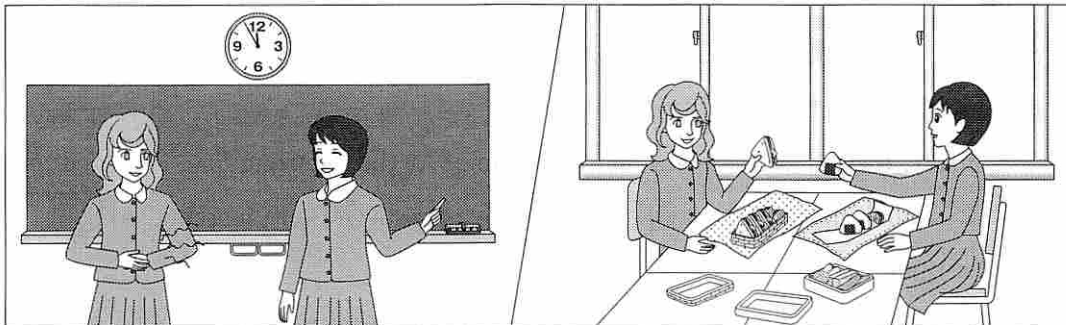
1 英語の授業で、海外からの観光客に、自分の町を紹介する英文を作ることになった。下の [ ] は、そのために作成した日本語のメモである。 [ ] 内の(1), (2)に適切な英語を入れなさい。



My Town

I really like my town. It has some good points. First, my town is rich in nature. Here, \_\_\_\_\_ (1) \_\_\_\_\_. Also, the stars are beautiful at night. Second, the food is delicious. My town is famous for its rice. Third, \_\_\_\_\_ (2) \_\_\_\_\_. I'm sure you will be happy if you come to my town.

2 次の絵と英文は、ジェーン(Jane)と華(Hana)が会話をしている様子を表したものである。下の(1), (2)の問いに答えなさい。



Jane: I am so hungry. It's around noon. [ ] ①

Hana: Yes, let's. I'm hungry too.

~ 10 minutes later ~

Hana: I brought rice balls today.

Jane: Wow! They look delicious. I made some sandwiches. [ ] ②

Hana: Yes. Thank you! Then I will give you one of my rice balls.

Jane: Oh, thank you. By the way, we usually have \*school lunch. Which do you like better, \*box lunch or school lunch?

[注] \*school lunch=給食      \*box lunch=弁当

(1) 絵を参考に、二人の会話が成り立つよう、 [ ] ① , [ ] ② に適切な英語を入れなさい。

(2) 下線部の質問に対してあなたが答えるとき、その答えと理由を、つながりのある5文程度の英語で書きなさい。

5 絵美(Emi)と姉の友子(Tomoko)についての次の英文を読んで、1, 2, 3, 4の問いに答えなさい。

My name is Emi. I'm a third-year student in junior high school. My sister, Tomoko, is a high school student. She is very smart, and she is also good at sports. She can do everything better than me. She is perfect. So, I didn't like her until my last \*marathon race.

I didn't like the marathon race at my junior high school, because I was always the last runner. One day, I said to my mother and Tomoko, "I won't go to the marathon race this year." My mother said, "Why? This is the last year. You should go." I answered, "I think I will be last again." Then Tomoko said, "Well..., I have an idea. I think we can run every morning, Emi. You still have two weeks before the marathon race." I said, "Run every morning for two weeks with you? I don't want to do that." "Do you want to be last again, Emi? I'll run with you. You'll be all right." "Are you sure? OK. I'll try," I answered.

From the next morning, we started to run. I couldn't run so fast, but Tomoko always ran with me and talked about a lot of things: her school life, her friends and our \*childhood memories. Little by little, I began to enjoy running with Tomoko. One day, Tomoko said to me, "When we went to the zoo with our parents about ten years ago, we \*got lost. Do you remember that? I was so tired that I stopped walking, and then you looked at me and pulled my hand." "Did I?" I asked. "Yes, you did. You walked with me and we could find our parents. I was so happy."

Finally, the day of the marathon race came. At the \*starting line, I wanted to run away. Then I found Tomoko. She said, "Emi, you have practiced every morning, so  the last runner. You can do it!" I \*breathed deeply.

"Ready, go!" I ran and ran..., but the other students were faster than me. I didn't see any runners behind me. I was so tired and almost gave up. Suddenly, in front of me, a student fell on the ground. I thought, "I won't be the last runner!" Then I remembered the childhood memory. I stopped, \*reached out my hand and pulled the student's hand. I ran with her and we reached the \*goal together.

When I came home, I said to Tomoko, "I was the last runner again. I'm sorry." "Oh, don't say that. I'm proud of you. Everyone gave you a big hand. They were moved by your kind action. I think the true winner in life is the person who can care about others. For me, you are the winner." "Am I? Then, you are also the winner, Tomoko. You got up early and ran with me every morning. You always care about me!" Tomoko and I \*hugged each other.

(注) \*marathon race=長距離走大会      \*childhood memory=子どもの頃の思い出  
\*get lost=迷子になる      \*starting line=スタートライン      \*breathe=呼吸する  
\*reach out ~ = ~を差し伸べる      \*goal=ゴール      \*hug=抱きしめる

1 下線部(1)の指す内容は何か。具体的に日本語で書きなさい。

2 本文中の  に、適切な英語を 3 語または 4 語で書きなさい。

3 次の  が、友子が下線部(2)と言った理由となるように、( )に適切な日本語を書きなさい。

友子は、( )だと考えていて、  
絵美の行動がそれにふさわしいと思ったから。

4 本文の内容と一致するものはどれか。二つ選びなさい。

- ア Emi didn't like Tomoko before the marathon race because Tomoko was perfect.
- イ Tomoko gave up running with Emi because Emi couldn't run fast.
- ウ Emi couldn't find Tomoko before the marathon race started.
- エ Emi stopped running to help the student in the marathon race.
- オ Tomoko was happy because Emi got the first prize in the marathon race.
- カ Tomoko said that getting up early was important to win the marathon race.

6 クモ (spider) についての次の英文を読んで、1, 2, 3, 4 の問いに答えなさい。

Do you like spiders? Most of you will answer, "No." You may be scared when a spider appears suddenly. You may think spiders are dangerous and want to get away from them. But wait a minute! Spiders are [            ] \*creatures.

You know spiders make \*webs. The webs are made of \*spider silk and can catch many things. Have you ever seen webs covered with \*water drops? Yes, spider silk can catch water in the air. Scientists have studied the great power of spider silk. They thought it would be a solution to water problems. In some parts of the world, people don't get enough water. If they make something like spider silk, it will help people living in such places.

Spider silk is very \*thin, so we think it is weak. [ ア ] However, it is so strong, light and \*elastic that we want to use it for clothes. But collecting a lot of spider silk is difficult. [ イ ] So, scientists have found ways to make \*artificial spider silk. [ ウ ] The clothes have become stronger and lighter. [ エ ] In addition, the artificial spider silk is good for the earth and our future. We must use oil to make other artificial \*fibers, but we don't have to depend on oil to make artificial spider silk. If we use it, we can save oil. Like this, from spiders, we can learn some ways to live in the future.

You have found that spiders have [            ] powers. Now, can I ask the same question again? Do you like spiders?

[注] \*creature=生き物      \*web=クモの巣      \*spider silk=クモの糸  
\*water drop=水滴      \*thin=細い      \*elastic=伸縮性がある  
\*artificial=人工の      \*fiber=繊維

1 本文中の[            ]に共通して入る語を選びなさい。

ア joyful      イ amazing      ウ careful      エ boring

2 下線部の、科学者たちが考えた解決策とはどのようなことか。次の [            ] 内の①、②に適切な日本語を書きなさい。

( ① ) ことのできるクモの糸が持つ力を使って、( ② ) 人々を助けること。

3 本文中の [ ア ] から [ エ ] のいずれかに次の1文が入る。最も適切な位置はどれか。

By using this, some companies are making wonderful clothes.

4 本文の内容と一致するものはどれか。

- ア We think spiders always appear in dangerous places.  
イ Spider silk can get water and make oil from the earth.  
ウ We should buy the clothes made by spiders to save the earth.  
エ Spiders may give us several ideas to live in the future.