

## 令和2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5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
---------	---



3 [英語の説明を聞いて、Eメールを完成させる問題]

To: Jessie Smith
From: (Your Name)

Hi, Jessie,

We got homework for Mr. Brown's class. Choose one book and write about it.

Write four things about the book.

1. The writer of the book.
2. The (1)( ) of the book.
3. The (2)( ) for choosing the book in more than one hundred words.
4. Your (3)( ) words in the book.

You have to bring the homework to Mr. Brown on Thursday, (4)( ) 11th.

Don't forget!

See you soon,  
(Your Name)

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。

I like music the best (1) all my subjects. The music teacher always (2) us that the sound of music can move people. I cannot speak well in front of people, (3) I think I can show my feelings through music. I learned (4) play the guitar in class last year. Now, I practice it every day. In the future, I want to visit a lot of countries and play the guitar there. If I can play music, I will get more (5) to meet people. Music (6) no borders, so I believe that I can make friends.

- |               |           |           |           |
|---------------|-----------|-----------|-----------|
| (1) ア at      | イ for     | ウ in      | エ of      |
| (2) ア says    | イ tells   | ウ speaks  | エ talks   |
| (3) ア but     | イ or      | ウ because | エ until   |
| (4) ア how     | イ how to  | ウ the way | エ what to |
| (5) ア lessons | イ hobbies | ウ chances | エ spaces  |
| (6) ア are     | イ do      | ウ has     | エ becomes |

2 次の(1)から(3)の( )内の語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) My (ア has イ eaten ウ cousin エ never) Japanese food before.
- (2) Sophie (ア go イ decided ウ abroad エ to).
- (3) (ア think イ you ウ will エ it オ do) rain next weekend?

3 次の英文は、中学生の美樹(Miki)とフランスからの留学生エマ(Emma)との対話の一部である。これを読んで、1から7までの問いに答えなさい。

Emma: Miki, I found "Cleaning Time" in my \*daily schedule. What is it?

Miki: Oh, it is time to clean our school. We have it almost every day.

Emma: Every day? ( ) cleans your school? <sup>(1)</sup>

Miki: We clean our classrooms, the library, the nurse's office and other rooms. <sup>(2)</sup>

Emma: I can't believe that! In France, \*cleaning staff clean our school, so students ( A ) do it. I think cleaning school is very hard work for students.

Miki: That may be true, but there are some good points of cleaning school. Oh, we made a newspaper about it because we have "Cleaning Week" this month. Look at the newspaper on the wall.

Emma: Ah, the girl who has a \*broom in the picture is you, Miki. What is the girl with long hair doing?

Miki: She is cleaning the blackboard. The boys \_\_\_\_\_ <sup>(3)</sup> \_\_\_\_\_, and that girl is going to \*take away the trash. We have many things to do, so we clean our school together.

Emma: Now, I am interested in cleaning school. Oh, this is Ms. Sato. What does she say?

Miki: She says that it is \_\_\_\_\_ <sup>(4)</sup> \_\_\_\_\_ our school clean every day.

Emma: OK. If you clean it every day, cleaning school may not be so hard work.

Miki: That's right. Emma, look at the graph on the newspaper. We asked our classmates a question. "What are the good points of cleaning school?" They found some good points. Fourteen students answer that \_\_\_\_\_ <sup>(5)</sup> \_\_\_\_\_ after they clean school. Ten students answer that they use the things and places around them more carefully.

Emma: I see. Now I know why you have cleaning time in Japan. Oh, in France, we have one thing we use carefully at school. It is our textbook! In my country, we borrow textbooks from school.

Miki: Oh, do you?

Emma: Yes. At the end of a school year, we ( B ) them to school. Next year, our \*juniors use the textbooks, so we don't write or draw anything on them.

Miki: You mean, you reuse your textbooks. That's nice!

Emma: Other people will use them after us. We have to think about those people, so we use our textbooks carefully.

Miki: We do different things in each country, but we have the same idea behind them, don't we? <sup>(6)</sup>

Emma: That's true. Today, we found the differences and \*similarities by \*reflecting on our own cultures. By the way, I hear you have some school events in Japan. Please tell me about one of them. <sup>(7)</sup>

(注) \*daily schedule = 日課表      \*cleaning staff = 清掃員      \*broom = ほうき  
\*take away ~ = ~を捨てる      \*junior = 後輩      \*similarity = 類似点  
\*reflect on ~ = ~を振り返る

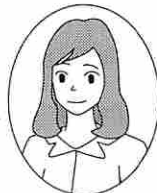
# 3-1新聞 あおぞら 9月号

9月1日発行

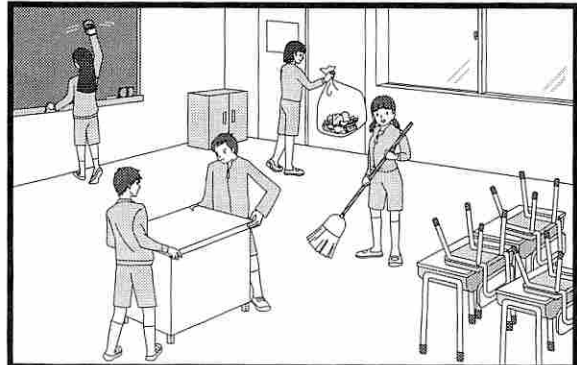
## 清掃週間 スタート!!

9月23日から『清掃週間』が始まります。  
みんなで協力して、学校をきれいにしましょう。

日頃から学校をきれいにしておくことが大切ですよ。



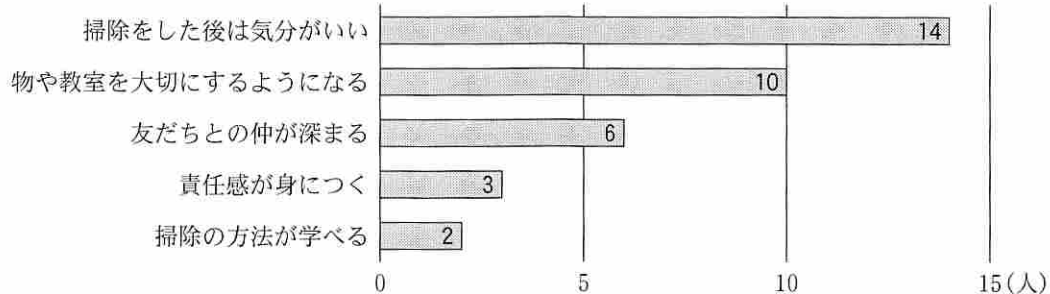
佐藤先生より



教室清掃の様子

みなさんに協力してもらった「学校清掃についてのアンケート」の結果です

### 学校清掃の良いところ



- 1 下線部(1)は何を指すか。英語 2 語で書きなさい。
- 2 二人の対話が成り立つよう、下線部(2)の( )に入る最も適切な英語を書きなさい。
- 3 本文中の( A )に入る語句として、最も適切なものはどれか。  
ア need to      イ are able to      ウ would like to      エ don't have to
- 4 上の新聞を参考に、二人の対話が成り立つよう、下線部(3), (4), (5)に適切な英語を書きなさい。
- 5 本文中の( B )に入る語として、最も適切なものはどれか。  
ア return      イ receive      ウ repeat      エ report
- 6 下線部(6)の指す内容は何か。具体的に日本語で書きなさい。
- 7 下線部(7)について、あなたなら、本文に書かれていること以外で、どんな学校行事をエマに紹介しますか。つながりのある 5 文程度の英語で書きなさい。

4 次の英文を読んで、1、2、3、4の問いに答えなさい。

"Ryu, you are the new \*leader of the volunteer club," Ms. Yamada, our club \*adviser, said to me at the meeting. I was ( A ) to hear that. I said in a loud voice, "I'll do my best as a leader." When I looked up, I could see the beautiful sky. I was full of hope.

While I was walking home, I met Hiro, my uncle. He is the leader in his \*community. He is respected by people living there. He said, "Hi, Ryu. What's up?" "I became the leader of the club!" I answered. He said, "Great! By the way, I am looking for some volunteers for the Summer Festival.  us with the festival?" "Sure!"

The next day, I told the members about the Summer Festival. "Hiro asked us to join the festival as volunteers. He also wants us to make five \*posters and display them in our school." Some members said to me, "We will make the posters." I said, "Thank you, but I think I can do it \*by myself." "Really?" "Yes, of course! I must do it by myself because I am the leader."

One week later at the club meeting, Ms. Yamada asked me, "Ryu, have you finished the posters?" I answered in a small voice, "Not yet. I've finished only two." She said, "Oh, no. Everyone, please help Ryu." While other members were making the posters, I couldn't look at their faces. I felt ( B ).

A few weeks later, the festival was held. The members were enjoying the volunteer activities. But I wasn't happy because I couldn't finish making the posters by myself. I thought, "I'm not a good leader." The \*fireworks started, but I looked down at the ground.

Then, Hiro came and asked, "Ryu, what happened?" I answered, "As a leader, I was trying to make all the posters by myself, but I couldn't." Hiro said, "Listen. Do you think leaders must do everything without any help? I don't think so. I work together with people living here. We live together, work together, and help each other." His words gave me energy. "I understand, Hiro. I'll work with my club members."

At the next club meeting, I said, "I'm sorry. I believed that leaders must do everything without any help, but that wasn't true." Everyone listened to me \*quietly. "I've learned working together is important. I want to work with all of you." I continued, "Let's talk about a new activity today. What do you want to do?" One of the members said, "How about \*planting flowers at the station?" Then, everyone started to talk. "Sounds good!" "Let's ask local people to get together." "Working with them will be fun." Everyone was smiling. When I saw the sky, the sun was shining.

[注] \*leader = リーダー      \*adviser = 助言者      \*community = 地域  
\*poster = ポスター      \*by oneself = ひとりで      \*firework = 花火  
\*quietly = 静かに      \*plant ~ = ~を植える

1 本文中の( A ), ( B )に入る竜(Ryu)の気持ちを表している語の組み合わせとして最も適切なものはどれか。

- ア A : interested — B : excited      イ A : bad — B : angry  
ウ A : excited — B : bad      エ A : angry — B : interested

2 本文中の  に、適切な英語を3語で書きなさい。

3 下線部に見られる竜の考えの変化と、そのきっかけとなったヒロ(Hiro)の発言とはどのようなものか。次の  内の( ① )に25字以内、( ② )に20字以内の適切な日本語を書きなさい。ただし、句読点も字数に加えるものとする。

竜は、リーダーは( ① )と信じていたが、ヒロの「私たちは( ② )。」という言葉聞いて、リーダーとしてのあり方を考え直した。

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 Hiro chose Ryu as the new leader of the volunteer club in the community.  
イ Hiro wanted Ryu and his club members to take part in the festival as volunteers.  
ウ Ryu asked his members to make the posters, but no one tried to help him.  
エ Ryu finished making all the posters before Ms. Yamada told him to make them.  
オ After the Summer Festival, Ryu and his club members talked about a new activity.  
カ When Ryu grew flowers with local people, every club member was having fun.

- 5 シールド工法(shield method)について書かれた次の英文を読んで、1、2、3、4の問いに答えなさい。

“London Bridge Is Falling Down” is a famous song about a bridge which fell down many times. This bridge was built over a big river that goes through London. In the 19th century, the river was very useful for \*transporting things by \*ship. Every day there were many big ships with \*sails on the river. Many people gathered along rivers and [ ] cities like London.

There was one problem. When ships went under the bridges, the sails hit the bridges. So, there were only a few bridges over the river. People couldn't go to the other side of it easily. [ア] Then, some people thought of an idea to build a \*tunnel under the river. They made the tunnel with the “shield method.” With this method, they could make a stronger tunnel because the tunnel was supported by \*pipes called “shield” from the inside. Water didn't come into the tunnel, so the tunnel didn't break down easily. [イ]

How did people find this way of building the tunnel? They found it from a small \*creature's way of making a \*hole in \*wood. [ウ] At that time, ships were made of wood. The creatures called \**Funakuimushi* ate the wood of the ships and made some holes. When they eat wood, they put a special \*liquid from its body on the wall of the hole. When this liquid becomes hard, the holes become strong. [エ] In this way, people found the way to make tunnels strong.

Today, around the world, there are many tunnels under the sea and in the mountains. A small creature gave us the idea to build strong tunnels. We may get a great idea from a small thing if we look at it carefully. By doing so, we can make better things.

(注) \*transport=輸送する      \*ship=船      \*sail=帆      \*tunnel=トンネル  
\*pipe=筒      \*creature=生き物      \*hole=穴      \*wood=木材  
\**Funakuimushi*=フナクイムシ      \*liquid=液体

- 本文中の[ ]に入れるものとして、最も適切なものはどれか。  
ア built      イ lived      ウ left      エ went
- 下線部の理由は何か。日本語で書きなさい。
- 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。

People were so happy to have such a strong tunnel.

- 本文を通して、筆者が最も伝えたいことはどれか。  
ア The song about London Bridge has been famous around the world.  
イ It was hard for people in London to get to the other side of the river.  
ウ A small creature called *Funakuimushi* likes to eat wood in the ships.  
エ An idea from a small creature has improved the tunnels in the world.