

英語

# 学力検査問題

放送が始まるまで、このページ以外のところを見てはいけません。  
下に書いてある注意を静かに読みなさい。

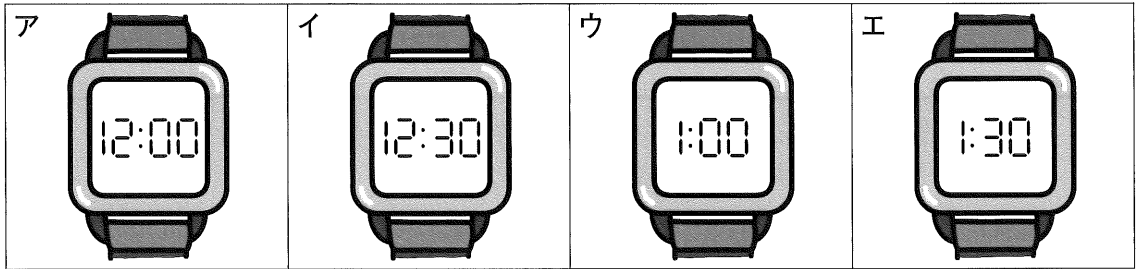
## 注 意

- 1 下の欄の決められた場所に、校名・受検番号・氏名を書き入れなさい。また解答用紙に受検番号・氏名を書き入れなさい。
- 2 検査問題は、**1** から **5** までの **5** 問で、**6** ページまでです。検査時間は、**45** 分間です。そのうち、**1** から **3** は、放送による約**10**分間の聞き取りの問題です。放送を聞きながらメモを取ってもかまいません。
- 3 検査開始後、**35**分過ぎたときに、係が時間を知らせます。
- 4 **1** から **3** までの聞き取りの問題が終わったところで、ページ数を調べて、異状があれば申し出なさい。
- 5 印刷がはっきりしなくて読めないときは、だまって手をあげなさい。問題内容や答案作成上の質問は認めません。
- 6 答えは、すべて別紙の解答用紙の決められた場所に、はっきり書き入れなさい。勝手なところに書いてはいけません。
- 7 答えを英語で書くときは、活字体でも、筆記体でも、かまいません。
- 8 係の「やめ」の合図があったら、すぐにやめて、係の指示を待ちなさい。

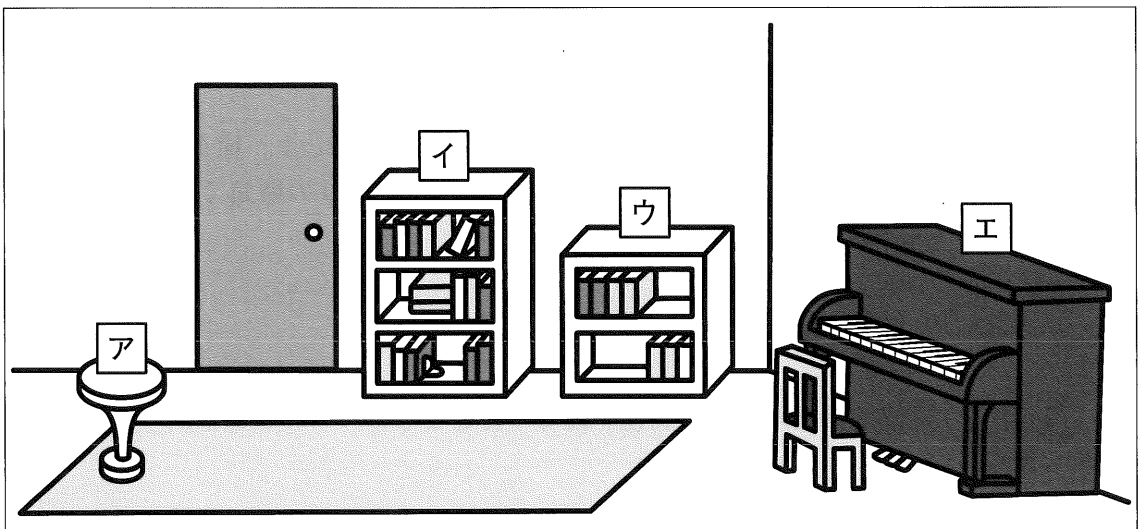
在学学校名, または, 出身学校名	受 検 番 号	氏 名
学校		

- 1 これから1から4まで、いろいろな場面での Daniel と Jessica の会話を放送し、それぞれの会話に続けて質問をします。質問の答えとして、最も適当なものをア、イ、ウ、エの中から一つずつ選び、その記号を書きなさい。英語は2回ずつ放送します。

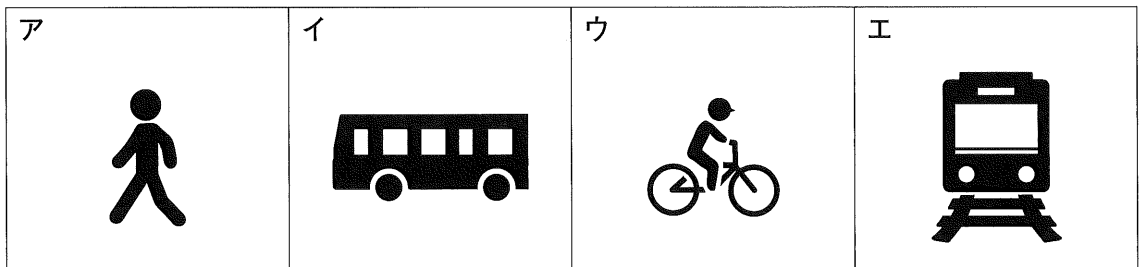
1



2



3



4

- ア 30 dollars.
- イ 60 dollars.
- ウ 100 dollars.
- エ 120 dollars.

- 2** あなたはイングリッシュキャンプに参加することになり、事前のミーティングで担当の Ms. Lily の話を聞いて、メモをとっています。あなたは2班のメンバーです。英文の内容に合うように、【メモの一部】のア、イ、ウにそれぞれ適当な1語の英語を書きなさい。また、話の最後に Ms. Lily から質問があります。【あなたの答え】として、最も適当なものを①～④の中から一つ選び、その記号を書きなさい。英文は2回放送します。

【メモの一部】

Goals :

- ・ to ( ア ) my English
- ・ to make memories together

Places :

- ・ the first day : at the ( イ )
- ・ the second day : at the ( ウ )

【あなたの答え】



あなた

- I'd like to
- ① ask Ms. Lily about better ways to study English.
  - ② find books about our city for foreign tourists.
  - ③ read English picture books to small children.
  - ④ take pictures of famous sites with my friends.

- 3** あなたはアメリカでの留学中、校外学習で国立公園を訪れて、現地のガイドの話を聞いています。英文は1度だけ放送し、それに続けて英文の内容に関して二つの質問をそれぞれ2回放送します。質問の答えとして、最も適当なものをア、イ、ウの中から一つずつ選び、その記号を書きなさい。

- Question 1
- ア Enjoy mountain climbing.
  - イ See many kinds of wild animals.
  - ウ Take our group photos.

- Question 2
- ア Because we can take care of large animals.
  - イ Because we can learn the history of the national park.
  - ウ Because we can understand how to protect nature.

- 4 次の英文は、中学生のはな (Hana)、ブラジル出身で日本に来たばかりのクラスメイトのパウロ (Paulo)、ALT (外国語指導助手) の Ms. Smith の会話です。授業で出された課題について話しています。これを読んで、1 から 5 の問いに答えなさい。(\* は注の語を示す。)

注	project : 課題学習	technology : 科学技術	translation(s) : 翻訳
	volunteer : ボランティア	custom(s) : 習慣	pamphlet : パンフレット
	face-to-face : 対面で		

— *After school in the classroom* —

- Hana: Hey, Paulo. Have you decided what to do for your \*project yet?  
Paulo: No, not yet. It's interesting to think about how we can make Yamanashi a better place to live in, but I don't have  good ideas.  
Hana: Actually, I'm thinking about how we can help foreign people living in Yamanashi. Why don't we work together on that topic?  
Paulo: I'd love to! My experience will be helpful for that topic.  
Hana: Really? Thanks, Paulo.  
Paulo: No problem. I think we need to hear various opinions.  
Hana:   
Paulo: Good idea. We can ask Ms. Smith about her life here. Let's go.

— *In the teachers' room* —

- Paulo: Excuse me, Ms. Smith. Can we ask you a question about our project?  
Ms. Smith: Sure. (1)( topic / thinking )?  
Hana: We're thinking about how to make life in Yamanashi easier for foreign people. What are the difficult parts of your life here?  
Ms. Smith: Well, I feel people in Yamanashi are very kind, but I sometimes have trouble with reading Japanese.  
Paulo:  However, \*technology makes \*translations easier.  
Ms. Smith: I agree, but I don't always understand everything because I'm still not sure about some of the rules in Japan, like garbage rules.  
Hana: I once joined a Japanese language class in our town  a \*volunteer. Foreign people there asked me about Japanese language and \*customs.  
Ms. Smith: I understand how they feel.  
Paulo: Then, for our project, we can make a \*pamphlet called "A Guide to Living" in easy Japanese. We can show things such as rules, customs, and events.  
Hana: Good idea. We should use pictures and English translations. I think English is useful for people living here, even when their own  isn't English.  
Paulo: That's true, but we also need to know which countries people come from.  
Ms. Smith: That's a good point. Knowing your neighbors makes communication easier.  
Hana: I see. I'd like to go to the Japanese language class again. I'll ask the foreign people there about their countries and their lives in Yamanashi.  
Paulo: (2)( go / with )?  
Hana: Of course, you can. There are some people from Brazil there, so you can help them.  
Ms. Smith: It'll help you too. There are some things you will experience only when you talk \*face-to-face.  
Paulo: I agree. Learning more about each other makes Yamanashi a better place to live in.  
Ms. Smith:   
Hana: Me too. When it's finished, I'd like you to see our pamphlet.  
Paulo: Thank you, Ms. Smith. We'll do our best!

1  ~  に当てはまる適当な英語を、本文の内容に合うように、1語ずつ書きなさい。

2  ~  に入る最も適当な英文を、次のア～オから一つずつ選び、その記号を書きなさい。

- ア Why don't you go to the teachers' room?
- イ I hope you will learn a lot from this project.
- ウ It's easier than speaking Japanese.
- エ How about visiting our English teacher together?
- オ I feel the same way.

3 本文の会話が成り立つように、下線部(1)、(2)について、( )内の語に、いくつか不足している語を補って、適当な英文を一つずつ書きなさい。

4 本文とほぼ同じ内容になるように、次の①～③の英文の( )に当てはまる適当な英語を1語ずつ書きなさい。

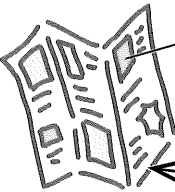
- ① Paulo decided to ( ) Hana's project.
- ② Hana asked Ms. Smith what is ( ) for her about living in Yamanashi.
- ③ If people living in Yamanashi ( ) more about each other, it will be a better place to live in.

5 次は、はな(Hana)が、パウロ(Paulo)とMs. Smithとの会話をもとに作成した【メモの一部】です。本文の内容に合うように、(㊸)～(㊹)に当てはまる最も適当なものを、下のア～カから一つずつ選び、その記号を書きなさい。

【メモの一部】

About our project

**Why** ( ㊸ )

**What** make a pamphlet → 

**To Do**

・ ( ㊹ )

↳ ask the foreign people about their countries and their lives in Yamanashi

**How**

・ ( ㊺ )

- ・ rules
- ・ customs
- ・ events
- ・ use pictures
- ・ add English translations

- ア help foreign people in Yamanashi
- イ make "A Guide to Living"
- ウ visit the Japanese language class
- エ teach Japanese to children
- オ speak in easy English
- カ write in easy Japanese

- 5** 次の英文は、高校1年生のりく（Riku）が英語の授業でスピーチをしたときの原稿です。これを読んで、1から6の問いに答えなさい。なお、本文中の【1】～【6】はスピーチ原稿の段落番号を表します。（\*は注の語を示す。）

注

throw away：捨てる

student council：生徒会

wallet(s)：財布

fire hose(s)：消火ホース

material(s)：原料

creative：創造的な

sew：縫う

be dry：乾いている

design(s)：デザイン

【1】 How many T-shirts do you have? How long do you wear them? I like wearing T-shirts, but I often stop wearing them after only one season. T-shirts are just one example of things which can still be used but are \*thrown away as garbage. It is said that about five hundred thousand tons of clothes are thrown away from home in Japan every year. I think this is a serious problem because it is not good for the environment. I think we should do something about it, so I decided to try to reduce waste.

【2】 I talked about this with the members of the \*student council. Most of them were interested in it, so we decided to do an event at the school festival. We collected old clothes from students and teachers, and tried to sell them. We told many people about our event and shared the information on the internet. On the day of the festival, a lot of people came to buy the clothes. However, not all the clothes were sold, so there were many items left.

【3】 After the festival, we talked to our teacher. I asked, “What can we do with these clothes?” She showed us a picture of some \*wallets and said, “These are made from old \*fire hoses. They can be used for a long time because fire hoses are strong.” I said, “How interesting! Turning old things into new and better things is a good idea!” She said, “Yes, it is called ‘upcycling.’” I knew the word ‘recycling’ but I didn’t know the word ‘upcycling.’ She also said, “Both recycling and upcycling can reduce waste. Recycling changes old things, like plastic or paper, into new \*materials. On the other hand, upcycling means using old things in a new and better way.” I felt that upcycling is a very \*creative way of helping the environment.

【4】 The next day, I started to cut and \*sew the old clothes with some friends. We made aprons and small bags. It was so much fun! After that, I got another idea. Every rainy season, thousands of umbrellas are left at train stations, schools, and convenience stores. Only a few people come back to get them, and many of the umbrellas are burned as waste. I thought, “Why don’t we ?” Umbrellas are strong against water, so we can make bags which will \*be dry in the rain. These bags can be used for carrying things like sports clothes or lunch boxes. I shared this idea with my parents, and they liked it very much. My father told me about a local company which makes bags.

【5】 A few weeks have passed since then. My friends and I have been working with the company to make our special bags from old umbrellas. There were many things to do such as collecting and washing old umbrellas from stations, schools, and shops, so we asked more students to join us. Thanks to them, we had enough umbrellas to make our bags.

【6】 Now I’m looking forward to seeing our bags. All the umbrellas have different colors and \*designs, so when they are put together, each bag will look unique. By upcycling, we can create very special items for everyone. I hope more students will try upcycling for a more sustainable society.

1 次の①, ②の問いに答えるとき, 本文の内容に合う最も適当なものを, ア～エから一つずつ選び, その記号を書きなさい。

① Why did Riku use T-shirts as an example?

- ア To explain how many clothes he has.
- イ To explain how much garbage he collects.
- ウ To explain how serious the garbage problem is.
- エ To explain how often people buy them.

② What did Riku do after he talked with the members of the student council?

- ア He tried to sell old clothes at the school festival.
- イ He decided to try recycling plastic items at school.
- ウ He had the idea of making bags from old fire hoses.
- エ He told many students to stop buying T-shirts.

2 次のア～オのうち, 本文の内容と合っているものを二つ選び, その記号を書きなさい。

- ア Riku shared the information about the event on the internet.
- イ Riku knew the word 'upcycling' before his teacher talked about it.
- ウ Riku and his friends enjoyed making aprons from old clothes.
- エ Riku collected and washed old umbrellas without any help.
- オ Riku and his friends have finished making their special bags.

3 本文の内容から考えて, 本文中の  に入る最も適当なものを, 次のア～エから一つ選び, その記号を書きなさい。

- ア carry the umbrellas back to the train stations
- イ buy new umbrellas at a convenience store
- ウ make stronger umbrellas with a local company
- エ use the umbrellas in a new and better way

4 次のア～オは, 本文のいずれかの段落の内容を表した見出しです。【2】【3】【6】の各段落に最もふさわしい見出しを, ア～オから一つずつ選び, その記号を書きなさい。

- ア A creative idea from a teacher
- イ A school effort to reduce waste
- ウ Collecting things from different places
- エ Finding new ways to use forgotten items
- オ Creating special items for a better society

5 次の英文は, りく (Riku) のスピーチに対するあるクラスメイトの感想です。( A ) ~ ( D ) に当てはまる適当な英語を1語ずつ書きなさい。

Thank you for your great speech. Like you, I also think that we often throw away things which we can still ( A ). By upcycling, we can continue using them for a long time ( B ) of throwing them away. Now I understand that turning ( C ) things into new and better things can help the environment. I can't wait to see and buy one of your bags which are ( D ) against rain. I want to try upcycling with things that I no longer need.

6 持続可能な社会の実現に向けて, あなたが普段の生活の中で取り組んでみたいこと, または取り組んでいることは何ですか。次の条件に従って書きなさい。

- 条件
- ・ 一つのことについて, 詳しく書くこと。
  - ・ 35語以上50語以内の英語で書くこと。文の数はいくつでもよい。なお, 記入例のように, 短縮形 (I've や isn't など) は1語と数え, 符号 ( , や ? など) は語数に含めない。
- (記入例)      No,      it      isn't.      [3語]

(終わり)

