

令和5年度

群馬県公立高等学校

入学者選抜学力検査問題

英 語

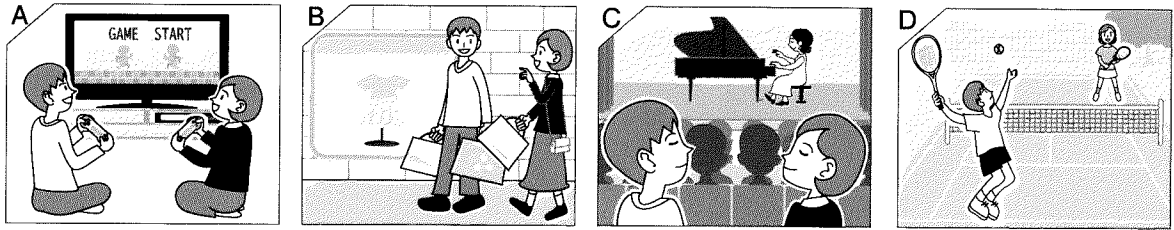
(後期選抜)

— 注 意 事 項 —

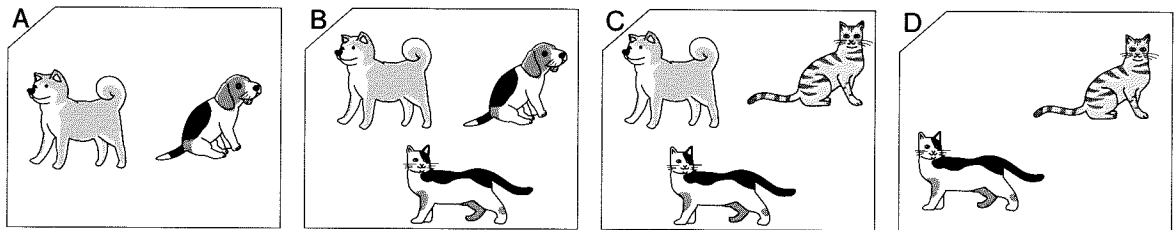
- 1 「始めなさい。」の指示があるまで、問題用紙を開かないこと。
- 2 解答は、全て、解答用紙に記入すること。
- 3 「やめなさい。」の指示があったら、直ちに筆記用具を置き、問題用紙と解答用紙の両方を机の上に置くこと。
- 4 問題は、1ページから9ページまであります。
- 5 *が付いている語句は、後に(注)があります。
- 6 1～3の放送を聞いて答える問題は、メモをとってもかまいません。
- 7 解答用紙の、の欄には何も書かないこと。

1 これから、No.1とNo.2について、それぞれ2人の対話と、対話に関する質問が流れます。質問に対する答えとして最も適切なものを、それぞれの選択肢A～Dの中から選びなさい。

No.1



No.2



2 これから、No.1～No.3について、それぞれJackとMikiの2人の対話が流れます。Mikiが2度目に発言する部分で次のチャイムを鳴らします。(チャイム音) チャイムの部分の発言として最も適切なものを、それぞれア～エの中から選びなさい。

No.1

Jack:	ア At three o'clock.
Miki:	イ For two hours.
Jack:	ウ Near the station.
Miki: <input type="text"/>	エ Ten dollars.

No.2

Jack:	ア Yes, I am.
Miki:	イ No, thank you.
Jack:	ウ I like reading books.
Miki: <input type="text"/>	エ It's a book about the history of China.

No.3

Jack:	ア Yes. It will be the third time.
Miki:	イ Yes. I have been there four times.
Jack:	ウ No. I have never been there.
Miki: <input type="text"/>	エ No. It will be the second time.

- 3 これから、国際交流のイベントで、留学生のSaraが行ったスピーチが流れます。次の【スライド】は、その時にSaraが使ったものです。スピーチを聞いて、【スライド】の中の[A]～[C]に当てはまるものとして最も適切なものを、それぞれア～エの中から選びなさい。また、スピーチの内容に合うように、[D]の部分に入る英語を書きなさい。

【スライド】

My country

・ I'm from [A].

- A ア Australia
イ India
ウ New Zealand
エ South Africa



My experience in Japan

・ I came to Japan when I was [B].
・ We went to many places in Japan.
・ We met a woman. She [C].

- B ア 4
イ 7
ウ 10
エ 14



My future

・ I want to be a Japanese teacher.
・ I want many students [D].

- C ア took us to our hotel
イ talked with us in English
ウ showed us where to take a bus
エ couldn't find the way to her hotel

4 中学生のNaokiがALTのMs. Greenと会話をしています。会話の流れに合うように、会話中の(1)にはNaokiからMs. Greenへの質問を書きなさい。また、(2)、(3)にはMs. Greenからの質問に対するNaokiの答えを、絵を参考にして書きなさい。ただし、(1)~(3)の下線部にはそれぞれ3語以上の英語を書くこと。

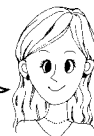


Naoki

Hi, Ms. Green.

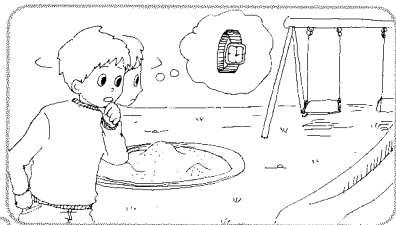
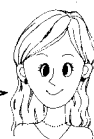
(1) _____

Hi, Naoki.



Ms. Green

I'm fine, thank you. Oh, I saw you in the park yesterday. What were you doing there?



I lost my watch.

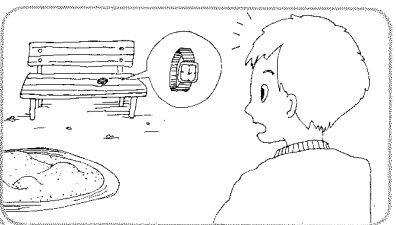
(2) So _____

Did you find it?



Yes, I did.

Where did you find it?



(3) I _____

Oh, that's good.



5 次のクリスマスカードは、中学生のSachikoが、オーストラリアにいる友人Judyからもらったものです。また、後の英文は、Sachikoが送ったお礼のメールです。これを読んで、英文の意味が通るように、(ア)～(オ)に当てはまる単語を後の〔 〕内からそれぞれ1語選び、必要があれば適切な形に変えて書きなさい。



Hi Judy,

I've just (ア) your Christmas card. Thank you very much. I like the picture of *Santa Claus. He is (イ) with fish and looks so happy!

In the card, you say that you will go to the sea with your family on Christmas. That's amazing! If I (ウ) in Australia, I could go to the sea with you.

Please tell me more about Christmas in summer. How does Santa Claus bring presents to children? Are there any popular Christmas songs (エ) by many people in Australia?

I'll (オ) a New Year's card to you soon.

Sachiko

(注) Santa Claus サンタクロース

〔 begin live receive send sing swim win 〕

6 次の英文は、中学生のMihoが英語の授業で行った発表(presentation)と、その発表についてのクラスでのやり取りの一部です。英文を読んで、後の(1)~(3)の問いに答えなさい。

Ms. Noda: Hello, everyone. Today, you are going to *introduce places in Gunma to our new ALT, Mr. Smith. He has just come to Japan and wants to know where he should go in Gunma. Miho, please start your presentation.

Miho: Hello, Mr. Smith. We have heard that you like driving. So I'm going to talk about *Michi-no-Eki* in Gunma. Do you know what they are? *Michi* means “*road” and *Eki* means “station” in English. They are places for people who travel by car. There are many things you can do at *Michi-no-Eki*. For example, you can buy many kinds of *locally produced food such as vegetables and fruits. I like cooking and eating very much, so it is fun to buy many kinds of food there. You can enjoy eating there, too. A lot of *Michi-no-Eki* have a restaurant in them. The restaurant uses locally produced vegetables for dishes and sweets. When I went to the *Michi-no-Eki* near my house last weekend, I had apple cake. It was so delicious. Also, you can see a nice *view if you go to *Michi-no-Eki* near the mountains. You can enjoy seeing beautiful mountains in each season. These are some of the things you can enjoy at *Michi-no-Eki* in Gunma. I hope you will go to them and have fun! Thank you for listening.

After Miho's presentation, Mr. Smith and the students in the class are talking about it.

Mr. Smith: Thank you, Miho.

Miho: You're welcome.

Mr. Smith: It was very interesting. I have never been to *Michi-no-Eki*. But now I'm very interested in them because I like cooking, too. Yumi, have you ever been to *Michi-no-Eki*?

Yumi: Yes. I often go to the *Michi-no-Eki* near my grandmother's house with my family because we can enjoy *hot springs there.

Mr. Smith: Really? That sounds nice.

Satoshi: Mr. Smith, there are more things we can do at *Michi-no-Eki*. Some *Michi-no-Eki* in Gunma have parks, and one *Michi-no-Eki* has a museum. We can enjoy playing outside or looking at pictures there.

Miho: That's right. In fact, Gunma has the most *Michi-no-Eki* in the Kanto area. If you drive a car in Gunma, you will often see *Michi-no-Eki*. Please go to them.

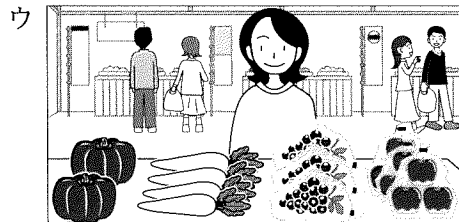
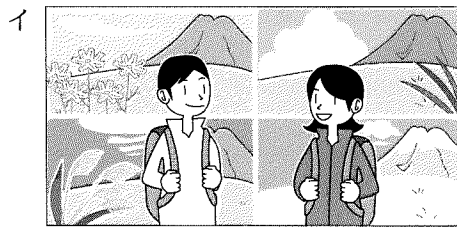
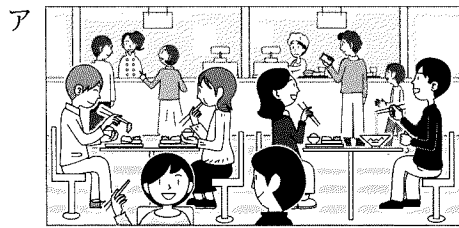
Mr. Smith: Miho, please tell me more about them later. I like driving very much, so going to *Michi-no-Eki* sounds really good to me.

Miho: Sure!

(注) introduce ~ toに~を紹介する road 道 locally produced 地元で生産された
view 景色 hot spring 温泉

(1) Mihoは、発表の中で次の4枚の【スライド】を見せながら話をしました。発表の流れに合わせて使用するのに最も適切な順序となるように、次のア～エを並べなさい。

【スライド】



(2) , に当てはまるものとして最も適切なものを、それぞれ次のア～エから選びなさい。

- | | | |
|---|--------------------------------|----------------------------|
| A | ア How about you? | イ How was my presentation? |
| ウ | What was your favorite food? | エ Why do you think so? |
| B | ア I think you should go there. | イ I will never do that. |
| ウ | Really? I don't think so. | エ Thank you. I will. |

(3) 本文の内容について、次の①、②の問いに対する答えとして最も適切なものを、それぞれア～エから選びなさい。

① Which is true about Mr. Smith?

- ア He enjoys both cooking and driving.
- イ He wants to climb the mountains in Gunma.
- ウ He has been teaching at Miho's school for many years.
- エ He has been to one of the *Michi-no-Eki* which Miho likes.

② Which is true about things the students did for Mr. Smith in the English class?

- ア Miho taught him how to make apple cake in the presentation.
- イ Miho showed him things people can do and things they cannot do at *Michi-no-Eki*.
- ウ Yumi asked him to go to Yumi's grandmother's house with his family.
- エ Satoshi told him about parks and a museum at *Michi-no-Eki* in Gunma.

7 次の英文を読んで、後の(1)~(3)の問いに答えなさい。

A junior high school student, Ken, learned about great *inventions in an English class. His English teacher, Mr. Hayashi, said, “Great inventions have changed our lives, but they have *caused some problems, too. For example, I think cars are great. Now, we can go to many places easily by car. But, because too many people use cars, we hear about some problems such as *accidents or more CO₂ in the air. In the next class, you are going to write about a great invention, so start thinking about it. *Take notes about your ideas.” Then Mr. Hayashi gave his students this *worksheet.

Invention: _____
Question 1: How has it changed our lives?
Question 2: What problems has it caused?

Ken decided to write about *smartphones because his mother was talking about her smartphone before. When he came home, he talked about smartphones with his mother. He said to her, “You said that your smartphone helped you a lot when you stayed in *Korea last month. How useful was it?” His mother said, “It was really useful. I don’t speak *Korean well, so my smartphone helped me in many ways. When I was hungry, I could find good restaurants very quickly, and my smartphone showed me how to get to them. Also, at the restaurants, I could choose and *order food easily. Because my smartphone has *machine translation, I could change Korean into Japanese and Japanese into Korean very quickly.”

She also said, “When I traveled to Korea for the first time in 2008, everything was different. I didn’t have a smartphone then, so I bought a map and some books for tourists before the trip. Sometimes it was very difficult to find how to get to restaurants on the map. And I couldn’t choose food easily because I couldn’t read Korean. When I didn’t know how to get to restaurants or order food, I had to ask people. That was also difficult.” Ken said, “I see. So smartphones have changed how people travel.” His mother said, “Yes, I really think so.”

After Ken talked with his mother, he thought about problems which smartphones caused. He remembered that a doctor talked about some problems on the news. For example, our eyes get bad if we look at our smartphones too much. Also, we should not use them for a long time before we go to bed because we cannot sleep well. He also thought, “Some people use their smartphones while they are walking or driving. There are many accidents because of this.”

Ken took notes about his ideas on the worksheet. He thought, “I will write about these ideas in the next class. Smartphones are useful, but people who use them should know about their problems, too.”

(注) invention 発明品 cause ~ ~を引き起こす accident 事故 take notes メモを取る
worksheet ワークシート smartphone スマートフォン Korea 韓国 Korean 韓国語
order ~ ~を注文する machine translation 機械翻訳

(1) 次の①, ②の問いに対して, 本文の内容に合うように, それぞれ4語以上の英語で答えなさい。

- ① What invention did Mr. Hayashi talk about as an example in the English class?
- ② When did Ken's mother go to Korea for the first time?

(2) 本文の内容と合っているものを, 次のア~エから1つ選びなさい。

- ア Ken chose to write about smartphones because he often used his smartphone when he stayed in Korea.
- イ It wasn't easy for Ken's mother to change one language into another language with machine translation.
- ウ Ken's mother told him about some problems of smartphones, and Ken decided to write about them.
- エ Ken has realized that there are both good points and bad points of smartphones that people need to know.

(3) Kenは, worksheetにメモを取った内容をもとに, 次の【作文】を書きました。【作文】中の A , B に当てはまるものとして最も適切なものを, 後のア~ウからそれぞれ選びなさい。また, C , D には, 本文から連続する4語をそれぞれ抜き出して答え, 【作文】を完成させなさい。

【作文】

People have invented many great things. I think smartphones are one of them. Smartphones have changed how people travel. When my mother went to Korea for the first time, A . But this year, her trip to Korea was easier because B .

However, smartphones have caused some problems, too. If we use smartphones too much, C and D . Also, there are accidents because some people walk and use smartphones at the same time. We should be careful about these problems if we use smartphones.

- A ア she could find restaurants very quickly
 - イ she took a map and some books for tourists with her
 - ウ she didn't have to ask people how to order food
- B ア her smartphone showed her when to order food
 - イ she spoke Korean well and asked people many things
 - ウ her smartphone helped her do things she wanted

- 8 英語の授業で、国連が定める様々な記念日について調べ、ポスターにまとめて発表する活動を行いました。次の【ポスター】は、RioのグループがWorld Water Day（世界水の日）について調べたことをまとめたものです。後の《条件》に従って、(A)～(C)に入る内容を英語で書きなさい。

【ポスター】

March 22 is World Water Day!

People cannot live without water. It is important for everyone in the world to get clean and safe water easily.


We need to realize:

- Clean and safe water is necessary for our health.**

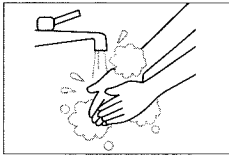
We need clean and safe water for (A), (B), and so on.
- Getting water easily is also important for children's *education.**

In Japan, we _____ (C)

Picture A






Picture B



Picture C

水が手に入りにくい国々に住む子供たちの1日の例 日本に住む私の1日の例

6:30	起床		起床
		行き ↓ 水くみ ↓ 帰り	朝食
			学校
16:20	食事		
17:40	家で勉強		
18:30	家の手伝い		夕食
21:30	就寝		家で勉強
22:00			入浴
			就寝

(UNICEF ホームページを参考に作成)

(注) education 教育

《条件》

- ・ (A) には1語、(B) には3語で、それぞれPicture A, Bに合う英語を書くこと。
- ・ (C) には、下線部の内容について、Picture Cの「水が手に入りにくい国々に住む子供たちの1日の例」と「日本に住む私の1日の例」を比較して分かることを、書き出しに続けて30語～40語の英語で書くこと。ただし、英文の数はいくつでもよい。
- ・ 符号(, . ! ? “ ” など)は語数に含めないこと。
- ・ 解答の仕方は、[記入例]に従うこと。

[記入例] Is it raining now? No, it isn't.

