

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

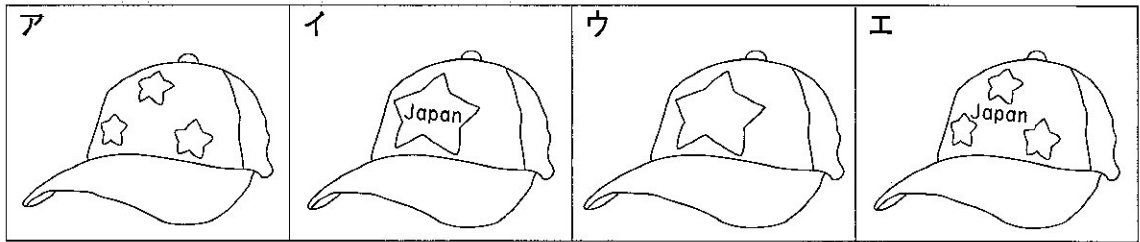
- 1 下の欄の決められた場所に、校名・受検番号・氏名を書き入れなさい。また解答用紙に受検番号・氏名を書き入れなさい。
- 2 検査問題は、**1** から **5** までの **5** 問で、**6** ページまでです。検査時間は、**45** 分間です。そのうち、**1** から **3** は、放送による約**10**分間の聞き取りの問題です。放送を聞きながらメモを取ってもかまいません。
- 3 検査開始後、**35**分過ぎたときに、係が時間を知らせます。
- 4 **1** から **3** までの聞き取りの問題が終わったところで、ページ数を調べて、異状があれば申し出なさい。
- 5 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 schools 名, または, 出身 schools 名	受 検 番 号	氏 名
学校		

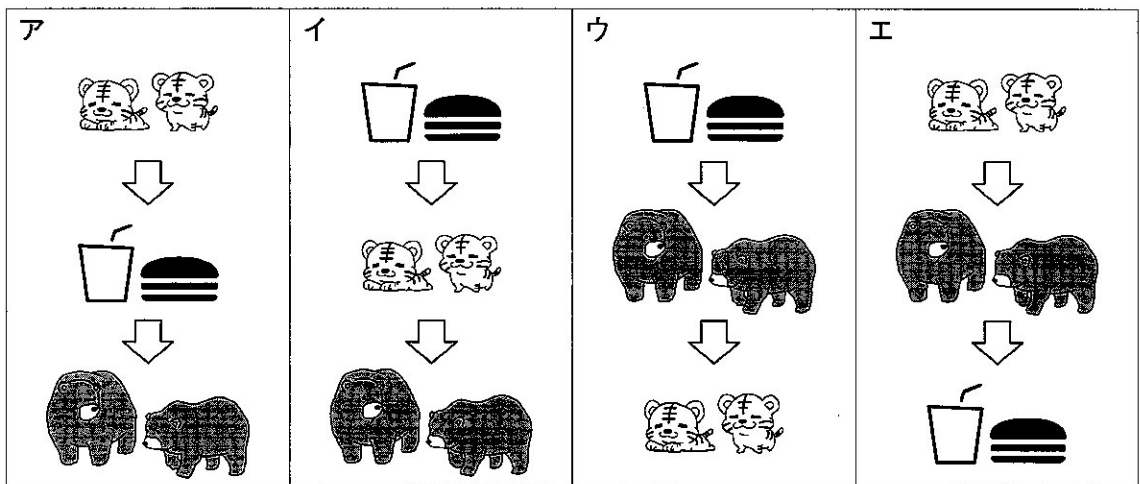
1 これは英文を聞き取り，その内容について英語の質問に答える問題です。

1 から 4 まで，いろいろな場面での Jim と Anne 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。

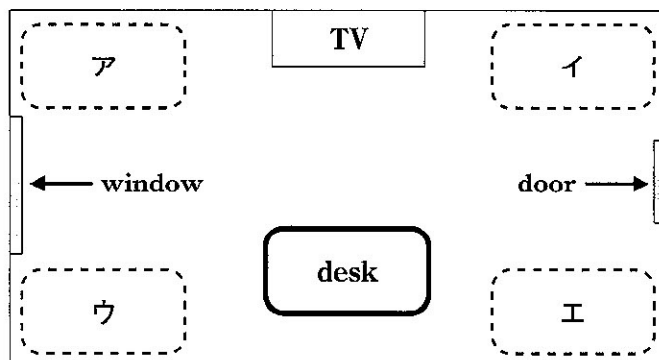
1



2



3



4

- ア One book.
- イ Two books.
- ウ Three books.
- エ Five books.

2

これは英文を聞き取り、メモを完成させる問題とスライドを選ぶ問題です。

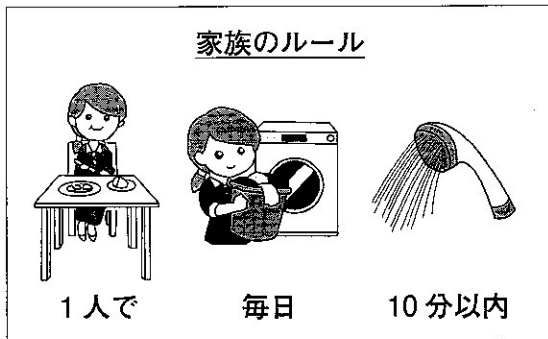
これから放送するのは、中学生のゆい (Yui) が、英語の授業でホームステイ先での過ごし方についてスライドを見せながら、クラスメイトに話している場面です。英文の内容に合うように、メモの中のア、イにはそれぞれ適当な1語の英語を、ウには適当な数字を書きなさい。また、ゆいが授業で見せているスライドとして、最も適当なものを①～④の中から一つ選び、その記号を書きなさい。英文は2回放送します。

<メモ>

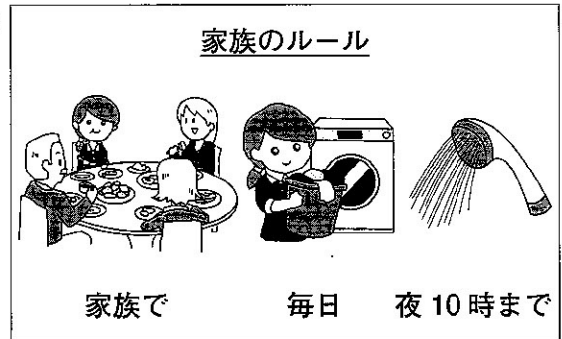
- ・ Yui stayed at Becky's house in Australia last ( ア ).
- ・ Yui had to ( イ ) her own room.
- ・ Yui enjoyed staying there for ( ウ ) weeks.

<スライド>

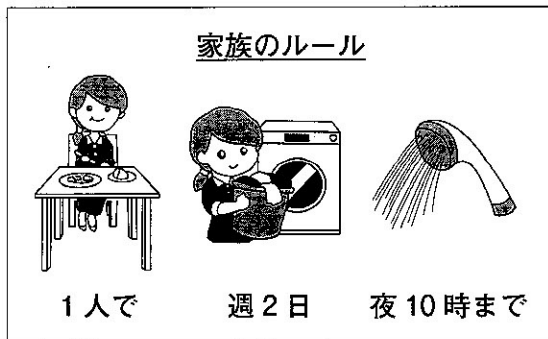
①



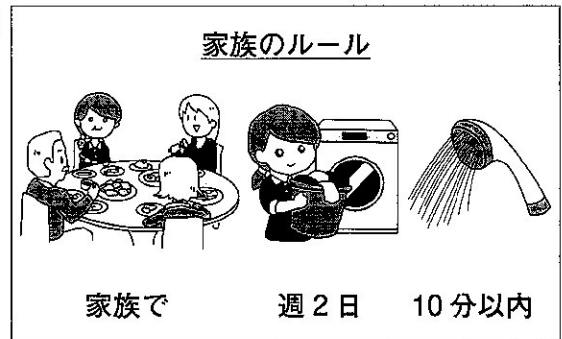
②



③



④



3

これは英文を聞き取り、その内容について英語の質問に答える問題です。

これから放送するのは、英語の先生が授業の流れについて説明している場面です。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 Read the textbook in their groups.
  - イ Read the news with their computers.
  - ウ Use their smartphones to ask questions.

- Question 2
- ア For four minutes.
  - イ For ten minutes.
  - ウ For fifteen minutes.

4 次の文章は、中学生のひろき (Hiroki) と ALT (外国語指導助手) の Mr. Jones との会話です。これを読んで、1 から 7 の問いに答えなさい。(\* は注の語を示す。)

注	research : 調査	ancient : 古代の	wall paintings : 壁画
	Latin : ラテン語	shadow(s) : 影	raincoat : レインコート
			get wet : ぬれる

— Outside after school on Friday —

Hiroki: Oh, Mr. Jones. Are you going home now?  
Mr. Jones: No. I'm going to the library.  
Hiroki: It's going to rain really hard. Do you have an umbrella?  
Mr. Jones: No, I'll be OK without one. In the U.S., we don't often use umbrellas.  
Hiroki: Really?  
Mr. Jones: Sorry, Hiroki. I have to go.  (a) See you next week.

— In the teachers' room next Monday —

Hiroki: Hello, Mr. Jones. I came here to talk with you. (1) あなたは、この前の金曜日私に会ったことを覚えていますか。  
Mr. Jones: Of course, Hiroki. Thank you  A coming.  
Hiroki: At that time, I wanted to ask you why you don't often use an umbrella, but I couldn't. So, I did some \*research about how people use umbrellas abroad by reading some books and websites.  
Mr. Jones: Wow! Please  B me know the things you found out.  
Hiroki: According to the books I read, the ① (ア color イ history ウ language エ number) of umbrellas is very long. "Sun umbrellas" were drawn in \*ancient \*wall paintings about 4,000 years ago. People have been using "sun umbrellas" longer than "rain umbrellas."  
Mr. Jones: Is that so? Oh, Hiroki, did you know the word "umbrella" comes from the \*Latin "umbra"? It means "\*shadow."  
Hiroki: Well, umbrellas were first used to make shadows on hot and sunny days, right? Anyway, I thought just reading books ② (ア weren't イ haven't ウ couldn't エ wasn't) helpful enough to understand the use of umbrellas around the world. I actually asked a student who came from the U.K. about it.  
Mr. Jones:  (b)  
Hiroki: He said when he first came here, it was interesting that a lot of Japanese people use umbrellas on rainy days. He told me there are many rainy days in the U.K., but it stops raining quickly there.  (c) He has heard it may be the same in Europe.  
Mr. Jones: I see. In the U.S., we often wear a \*raincoat when it rains hard or for a long time. However, some Americans don't worry about \*getting wet in the rain. I'm  C of them.  
Hiroki: I understand now. Japan is a country that uses umbrellas often. ③ (ア At first イ For example ウ On the other hand エ As a result), some countries don't use them much. From the things I read and heard, I've learned each country has its own way of thinking and living. This research about umbrellas was a lot of fun.  
Mr. Jones: (2) You've realized something important, Hiroki.  
Hiroki: Thank you, Mr. Jones.  
Mr. Jones: I also respect you because you kept thinking about your question and tried to answer it yourself in various ways. (3) Can \_\_\_\_\_ in class?  
Hiroki: Sure. I want everyone to enjoy my speech.

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

ア What did the student say?

イ The library will soon be closed.

ウ What will you do at the library?

エ So, most people usually don't use umbrellas.

オ If you were a student in the U.K., what would you say?

2 本文の会話が成り立つように、下線部(1)あなたは、この前の金曜日私に会ったことを覚えていますか。という内容を表す英文を一つ書きなさい。

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

4 ①～③の( )に当てはまる最も適当な英語を、本文の内容に合うように、ア～エから一つずつ選び、その記号を書きなさい。

5 下線部(2)You've realized something importantの中の something important が表している内容を、ひとつづきの10語で本文中から抜き出し、始めと終わりの2語を書きなさい。

6 本文の会話が成り立つように、下線部(3)に **Can** から始まり、**in class?** で終わる適当な英文を一つ書きなさい。ただし、**Can** と **in class?** も書くこと。

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

① On Friday, Hiroki wanted to know ( ) Mr. Jones doesn't use an umbrella.

② The umbrellas ( ) in ancient wall paintings are "sun umbrellas."

③ Mr. Jones respected Hiroki because Hiroki didn't ( ) thinking about his own question and tried to answer it himself in various ways.

- 5 次の英文は、高校生のけいこ (Keiko) が英語の授業で、経験から学んだことについて書いた内容です。これを読んで、1から6の問いに答えなさい。(\*は注の語を示す。)

注	tourism : 観光	fruits : 果物	draft : 原稿	pronunciation : 発音
	seat : 座席	judge : 審査員	suitable : 適切な	volume : 音量

Two years ago, my English teacher, Ms. Sato, introduced an English speech contest to me because she knew that I studied very hard in her classes. It was going to be held at a city hall. At first, I did not want to join it because I did not think I could do well. So, she told me more about the contest and said, "It is a good chance to improve your English. You can also enjoy listening to the ideas of students from many different schools." After talking with her, I decided to join my first speech contest.

I wanted to make a speech about \*tourism in Yamanashi because I knew many good places. I collected information on my favorite places and \*fruits, and then made a \*draft. After that, I worked very hard to make a good speech by improving my English \*pronunciation.

The day of the contest came. There were many people in the city hall. I really wanted them to listen to my good English pronunciation. However, soon after starting, I forgot the words I practiced so many times. With the help of the contest's staff, I finished my speech. When I returned to my \*seat, I started crying. Ms. Sato said to me, "You did a good job. Don't worry. Everyone has this kind of experience. I was just like you when I first joined a contest like this. Now, let's enjoy the speeches of the other students." While I was listening to their speeches, I sometimes saw the audience looked surprised or excited. I could not get any prize, but it was still fun to listen to them.

When I was going to leave, a \*judge said to me, "I think your speech was good because we learned a lot about Yamanashi. However, your speeches will be much better if they have your own ideas that give the audience something new. Please don't forget this if you want to improve your speeches." Because of her words, I realized one thing: I was not thinking about the audience.

The next day, I watched famous speeches and presentations on the Internet at home, and I went to the library to read books on them. I found out two things I can do to make a better speech or presentation.

The first thing is collecting and choosing \*suitable information that can be used to make our own idea. Our speeches or presentations will be better if the idea is new and interesting for the audience.  The other thing is controlling how we speak to the audience. For example, making eye contact, changing our \*volume and speed of speaking, and using gestures can make the audience interested in our speech or presentation. There are more things we can do, but I decided to start with these two things.

Now, I am always careful about them when I make a speech or a presentation even in Japanese. The other day at school, I had a chance to make a speech in English in front of many students. I did my best to give a good speech. A student I did not know came and talked to me. He said, "The idea in your speech was very interesting and unique. We enjoyed watching and listening to your speech." I felt happy to hear that. I learned a very important thing through my first speech contest.

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 Ms. Sato introduce an English speech contest to Keiko?

- ア Because Ms. Sato knew that Keiko was good at making a speech.
- イ Because Ms. Sato knew that Keiko studied English very hard.
- ウ Because Ms. Sato knew that Keiko wanted to join the contest.
- エ Because Ms. Sato knew that Keiko wanted to make some friends.

② What did Keiko want to do at her first speech contest?

- ア To teach how to make a speech.
- イ To make the audience happy.
- ウ To help other students.
- エ To speak with good English pronunciation.

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 Keiko made a draft for the speech contest with information about her favorite things.
- イ Keiko felt sad because she could not finish her speech at the speech contest.
- ウ Before the speech contest, Keiko did not know any good places in Yamanashi.
- エ To make a better speech, Keiko asked the staff of the speech contest some questions.
- オ After the speech contest, Keiko learned how to make her speech better.

3 次のア~オを, 起きた順に並べかえ, 記号で書きなさい。

- ア To learn about speeches and presentations, Keiko went to the library.
- イ Ms. Sato told Keiko about her own experience of a speech contest.
- ウ Keiko decided to join the English speech contest held in a city hall.
- エ Keiko felt happy to hear the words of a student.
- オ Keiko made a speech in front of a lot of students at her school.

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

- ア We can find famous ideas on the Internet.
- イ It is important to practice our English hard.
- ウ It is not enough just to share information.
- エ We do not have to cry after making a speech.

5 次の英文は, けいこ (Keiko) が書いた英文の内容をまとめたものです。( A ) ~ ( D ) に当てはまる最も適当な英語を1語ずつ書きなさい。

Keiko joined her first speech contest. She made a draft about Yamanashi and ( A ) very hard to improve her English pronunciation. However, she could not do ( B ) at the contest. Before leaving the city hall, she talked with a judge and was ( C ) advice. Keiko understood that she needed to ( D ) about the audience and tried to do so. Some days later, Keiko made a different speech and felt happy to hear that it was interesting and unique for the audience.

6 下線部 I learned a very important thing through my first speech contest に関連して, あなたがこれまでの経験から学んだことについて, 次の条件に従って書きなさい。

- 条件
- ・経験したことを一つ挙げ, そこから学んだことについて具体的に書くこと。
  - ・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, 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。また, 記入例のとおり, 解答欄に記入すること。
- (記入例)      No,                  it                  isn't.      [3語]

(終わり)