

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。

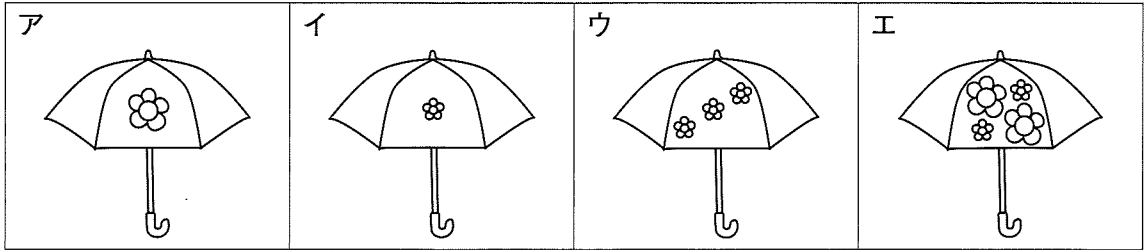
## 注 意

- 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。

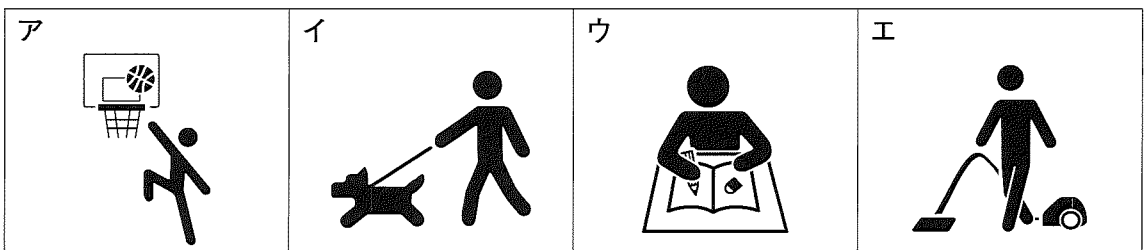
在学学校名、または、出身学校名	受 検 番 号	氏 名
学校		

1 これから1から4まで、いろいろな場面でのJamesとLuna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。

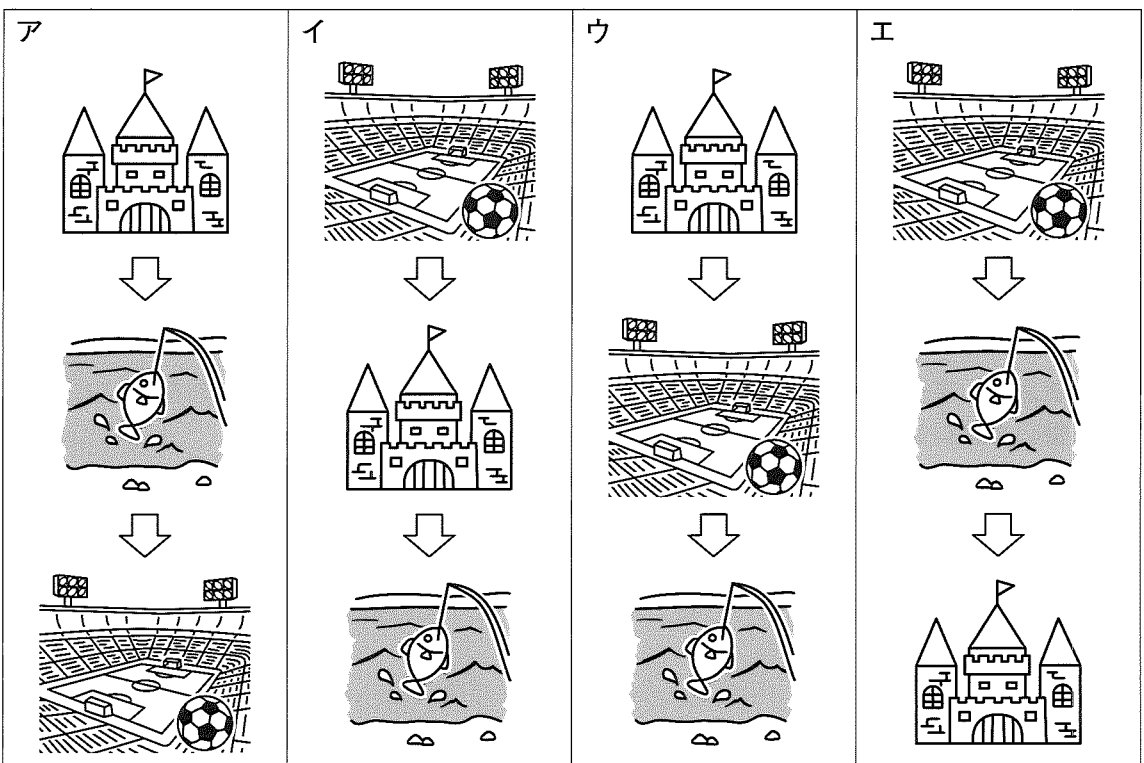
1



2



3



4

- ア At 10:45.
- イ At 10:50.
- ウ At 11:10.
- エ At 11:15.

- 2** あなたは授業で、ALT（外国語指導助手）の Ms. Kelly の話を聞いています。あなたは5班のリーダーです。欠席をした同じ班の班員に、話の内容を伝えることになりました。話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、【Ms. Kelly が最も伝えたいこと】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】

- ・ Ms. Kelly is going to send a birthday present to her ( ア ) .
- ・ Ms. Kelly hasn't decided ( イ ) to send as a present.
- ・ Our group will take the speaking test next ( ウ ) .

【Ms. Kelly が最も伝えたいこと】

- ① Ms. Kelly is interested in Japanese culture.
- ② Students will make a speech about a present they recommend.
- ③ Pictures can be used in the speech.
- ④ After the speech, students may be asked some questions.

- 3** あなたはカナダでの留学の初日に、留学先の先生から放課後の過ごし方についての説明を聞いています。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 Because students must go home early.  
                  イ Because students can make new friends.  
                  ウ Because students should join a famous club.

- Question 2    ア Watching many kinds of movies.  
                  イ Reading books and magazines.  
                  ウ Talking about books with others.

4 次の英文は、中学生のまなと (Manato) とオーストラリア出身で日本に来たばかりのクラスメイトの Wilson 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	competition : 大会	up to ~ : ~まで	specific : 特定の
	separate : 仕分ける	was held : 開催された	including ~ : ~を含んだ

- Wilson: Hi, Manato.
- Manato: Hi, Wilson.  is school life in Japan?
- Wilson: It's great! My classmates always try to speak to me in English like you. You are all so kind.
- Manato:  We want to talk with you in English. Wilson, what were you surprised by most ① ( ア though イ if ウ because エ when ) you came to school in Japan?
- Wilson: I was especially surprised that students at this school clean after classes. In Australia, we don't clean the school because cleaning staff do it for us.
- Manato: Oh, that's interesting! We usually have club activities after cleaning. ② ( ア For example イ Some day ウ Since then エ Like this ), we enjoy sports, art, and music. Wilson, you like sports, right?
- Wilson: Yes. It's one of my hobbies.
- Manato: (1) (                   sports                   )?
- Wilson: I play soccer and tennis. They're popular in Australia.
- Manato: I often read about sports in the newspaper. A few days , I learned about a sport.
- Wilson: What was it?
- Manato: Well, have you heard of "SPOGOMI"?
- Wilson: No, I haven't. .
- Manato: That's a good question. "SPO" means "sports", and "GOMI" is the Japanese word for "trash". "SPOGOMI" is a sports \*competition for picking up trash. It was invented by a Japanese man in 2008, and it's a kind of sport that anyone can do.
- Wilson: I didn't know that. Can you tell me about (2) the rules of "SPOGOMI" that you read about in the newspaper?
- Manato: Of course! Every team has three people. Each member can be \*up to ten meters from each other and must pick up trash in a \*specific area for one hour. Then, they have twenty minutes to \*separate it. Finally, the team's points are decided by the variety and amount of collected trash.
- Wilson: I understand. It sounds very exciting. I ③ ( ア hope イ want ウ wish エ need ) we had such competitions in Australia, too.
- Manato: Actually, they are in Australia.
- Wilson: What? Really?
- Manato: The first "SPOGOMI World Cup" \*was held in Japan in November 2023. Before that, there were smaller tournaments in twenty-one countries \*including Australia and Japan.
- Wilson: Is that so? .
- Manato: I also couldn't at first, but people around the world like it. I'm surprised that a new, environment-friendly sport was created from different things, such as sports and picking up trash!
- Wilson: That's right. I  with you. "SPOGOMI" is a new sport that helps the environment.
- Manato: I have a good idea. (3) Why  the next tournament?
- Wilson: That's a great idea. I can't wait! Let's do our best!

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

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

- ア Is it a Japanese word?
- イ It's good for all of us, too.
- ウ I knew it's a sport which was born in Japan.
- エ Why is "SPOGOMI" good for Japanese people?
- オ I can't believe "SPOGOMI" is known in many places.

3 ①～③の ( ) に当てはまる最も適切な英語を、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。

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

5 下線部(2)が表している内容について、Wilson は情報を以下のようにまとめました。本文の内容に合うように、( ㊸ ) と ( ㊹ ) に入る最も適切な数字をそれぞれ書きなさい。

- ・ 1 team : ( ㊸ ) players
- ・ Time to pick up trash : 60 minutes
- ・ Time to separate trash : ( ㊹ ) minutes

6 本文の会話が成り立つように、下線部(3)に Why から始まり、the next tournament? で終わる適切な英文を一つ書きなさい。ただし、Why と the next tournament? 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切な英語を1語ずつ書きなさい。

- ① Wilson told Manato that students in Australia don't have to ( ) the school.
- ② Wilson likes sports, but he hasn't ( ) of "SPOGOMI" before.
- ③ Manato thinks sports and picking up trash are ( ), and is surprised that "SPOGOMI" was created from them.

- 5** 次の英文は、高校1年生のあおい (Aoi) が、英語の授業で発明 (invention(s)) について発表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】～【5】は発表した原稿の段落番号を表します。(\*は注の語を示す。)

注	Afghanistan : アフガニスタン	landmine(s) : 地雷	explode : 爆発する
	radar : レーダー	remove : 除去する	safely : 安全に
	reduce : 減らす	global warming : 地球温暖化	

【1】 What is a great invention? There are a lot of inventions in our lives. Let me show you one example. Many people today use smartphones. We can't imagine life without them. We often use smartphones to communicate with others. We can take photos and videos, listen to music, and buy many things with them. Smartphones are a great invention because they make our lives very convenient.

【2】 On the other hand, there is another kind of invention which is used to hurt people. One day I was watching the news, and learned about wars which happened some time ago in \*Afghanistan. I heard that a lot of \*landmines were used then, and that many of them are still left there. I was surprised by that, so I tried to get more information on the internet the next day. I found that it is not difficult to make landmines, and that they hurt people even now. They are put in the ground. When they are touched by something, they suddenly \*explode. Who could invent such a terrible thing?

【3】 When I talked about the topic with my sister, she told me about a book. The book was about a Japanese scientist who works for her university. He invented a special \*radar which can find a lot of landmines in a short time. This is a great invention. I found that it's very hard for people living in Afghanistan to find landmines, and that it takes a lot of time to \*remove them. Also, while those people are looking for landmines, they sometimes are hurt. However, by using the special radar, they can find and remove landmines fast, easily and \*safely. That means the radar can save many people's lives in Afghanistan.

【4】 After I read the book, I wanted to meet the scientist. My sister said she could introduce me to him, so I visited him during summer vacation. The scientist was very kind to show me his radar. I asked him why and how he invented it. He said landmines are a really dangerous invention. There are a lot of landmines which are still not removed, not only in Afghanistan but also in many countries. Actually they have hurt more than 130 thousand people in about 20 years. He felt this is a very serious problem, and decided to do something to \*reduce the number of landmines all over the world. He tried many ideas, finally invented a radar, and improved it again and again. He believes his invention will be helpful  and make the world safer.

【5】 From his story, I understood the power of inventions. After meeting the scientist, I started to think about what I want to do in the future. Now I have a dream. I want to be a creative person like the scientist and invent something good for people. I often remember his words, "If you want to be creative, it's important to find out what is happening in the world and what people really need." There are many problems in this world, like \*global warming. As he said, I think inventions can solve some of them and make the world better. I will try to learn more about great inventions.

- 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 Aoi talk about smartphones?

- ア Because she thinks people should not use them very often.
- イ Because she thinks people can invent many things with them.
- ウ Because she thinks they are an invention to hurt people.
- エ Because she thinks they are a convenient invention.

② What did Aoi do after she watched the news?

- ア She communicated with people living in Afghanistan.
- イ She learned more about landmines on the internet.
- ウ She read a book to make a special radar.
- エ She visited her sister during summer vacation.

- 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 Landmines continue to hurt people in Afghanistan.
- イ Aoi learned about who invented landmines by watching the news.
- ウ It was easy to find landmines in the ground before the radar was invented.
- エ A lot of landmines are still left only in Afghanistan.
- オ Aoi found out what she wants to be after she met the scientist.

- 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 to get many ideas in a short time
- イ to reduce the number of radars
- ウ to solve the landmine problem
- エ to know what people really need

- 4 次のア~オは, 本文の【1】~【5】のいずれかの段落の内容を表した見出しです。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 The way to be creative
- イ An invention which saves many people's lives
- ウ An invention which hurts people
- エ An invention which makes people's lives convenient
- オ Talking with the scientist about his invention

- 5 次の英文は, あおい (Aoi) の発表をもとに, あるクラスメイトがまとめたものです。( 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。

Aoi learned many things about inventions. There are not only convenient inventions like smartphones ( A ) also dangerous ones like landmines. A lot of landmines are still left all over the world. To solve this problem, a special radar was invented by a scientist. It can help people ( B ) and remove landmines fast, easily and safely. Aoi understood the ( C ) of inventions from the scientist's story. She wants to make the world better ( D ) inventing something good for people.

- 6 下線部 I will try to learn more about great inventions. に関連して, あなたなら将来のためにどのようなことを努力したいと思うか, 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)

