

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。

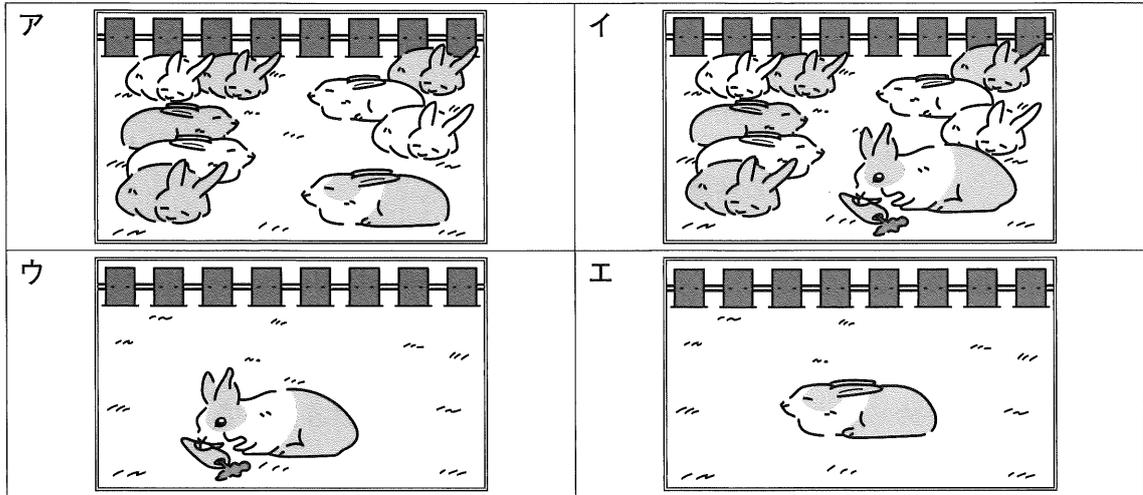
注 意

- 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。

在學校名，または，出身學校名	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 Jack と Elena 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

 August 						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8 ア	9 イ	10 ウ	11 エ	12	13

3

ア	4F	Sitting Area	
イ	3F	Restaurant	
ウ	2F	Movie Theater	
エ	1F	Supermarket	

4

- ア 4:20.
- イ 4:30.
- ウ 5:20.
- エ 5:30.

- 2** あなたは国際交流事業に参加し、オーストラリアの学校を訪問することになりました。引率者のALT（外国語指導助手）のMs. Leeの話聞いて、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】のアには適当な数字を、イ、ウにはそれぞれ適当な1語の英語を書きなさい。また、【Ms. Lee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】

About my group's presentation

- ・ Time : (ア) minutes
- ・ Topic : classes and (イ)

To do

- ・ to think about unique things about Japanese schools
- ・ to (ウ) with the audience

【Ms. Leeが最も伝えたいこと】

- ① Which place to visit in Australia.
- ② How to make the presentations better.
- ③ What to ask the students in Australia.
- ④ When to use gestures in an effective way.

- 3** あなたは英語の授業で先生から、翌日の予定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 Listen to English songs.
 イ Enjoy playing games.
 ウ Have an English lesson.

- Question 2 ア Because he wanted us to ask how to study English.
 イ Because he wanted us to watch some videos on a computer.
 ウ Because he wanted us to learn about foreign cultures.

4 次の英文は、中学生のまや (Maya) と ALT (外国語指導助手) の Ms. Olsen との会話です。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	look ~ up : ~を調べる	mix : 混ぜたもの	mathematics : 数学
	animation : アニメーション	originally : もともとは	cosplay : コスプレ (仮装)
	alive : 生きている	connect : つなぐ	

- Maya: Ms. Olsen, can I ask you something?
- Ms. Olsen: Sure, what is it?
- Maya: You always have that notebook with you. (a)
- Ms. Olsen: I write down Japanese words that I don't know or I'm interested in, and *look them up each time. It's like my own dictionary.
- Maya: I see. (A) the way, I learned the word "brunch." I'm interested in how the word was made. I heard it's a *mix of "breakfast" and "lunch."
- Ms. Olsen: That's right. It was created because there are people who eat something later than breakfast but earlier than lunch.
- Maya: I want to know other examples like that. (1)(tell / more)?
- Ms. Olsen: Sure. There is "hangry," a mix of "hungry" and "angry." It means getting angry because you're hungry.
- Maya: What a funny word! I understand that feeling. English is an interesting language.
- Ms. Olsen: It is, and I think Japanese is too.
- Maya: (2)(think)?
- Ms. Olsen: Well, because Japanese people like to make new, shorter words like "purezen" from "presentation" and "sumaho" from "smartphone."
- Maya: You're right. A shorter word is easier to use and sometimes just fun to say. It's the (B) with English, like "math" from "*mathematics," "anime" from "*animation," and "info" from "information," right?
- Ms. Olsen: "Anime" is different. Actually, it was made by Japanese people. Japanese animation became popular around the world and "anime" became a new English word.
- Maya: (b) It was *originally a Japanese word, wasn't it?
- Ms. Olsen: That's right. "Cosplay" is another example. It was also made in a similar way. Japanese people sometimes create new words from English words, and then they may return to English.
- Maya: That's interesting. I heard there are more than 500 Japanese words in one of the most famous English dictionaries now.
- Ms. Olsen: Yes. Also, 23 new Japanese words were added to that dictionary this year.
- Maya: (c) I was happy to know people from other countries use Japanese words and learn about our culture. Words are like a bridge between cultures.
- Ms. Olsen: Yeah, words travel across languages. I feel that words are *alive, always changing, and *connecting different cultures.
- Maya: "Words are alive!" I've never thought like that.
- Ms. Olsen: Though we live in different countries, we can share ideas and cultures through words.
- Maya: That's great! Let's keep sharing and learning together. I want to start to make my own (C), just like yours.

1 ~ 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 I didn't know that.
- イ I've never used them.
- ウ I saw that on the news.
- エ Where do you usually keep it?
- オ What do you usually write in it?

2 ~ 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。

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()に当てはまる最も適当な英語を1語ずつ書きなさい。

- ① Ms. Olsen writes down Japanese words in her notebook if they're () or interesting to her.
- ② The word "cosplay" was created by Japanese people and became a new () word.
- ③ People in different countries can () ideas and cultures through words.

5 次は、まや(Maya)がMs. Olsenと話した内容をもとに、英語をグループ分けした【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本文中の英語を、下のア～オから一つずつ選び、その記号を書きなさい。ただし、同じ記号は複数回使用しないこと。

【メモの一部】

info
(㊸)

hangry
(㊹)

cosplay
(㊺)

ア anime イ brunch ウ presentation エ math オ smartphone

5 次の英文は、高校1年生のるい (Rui) が英語の授業で、自分の住む町 (hometown) 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】～【6】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	project : プロジェクト	hold : 開催する	mascot(s) : マスコットキャラクター
	judge : 審査員	attract : 引きつける	
	exhibition : 展覧会	firefly (fireflies) : ホタル	

【1】 Do you like your hometown? I like my hometown because it has a lot of good things and places. I am very proud of it now, but I didn't always feel that way. I thought my hometown didn't have anything special. There are not so many people who visit it, and a lot of young people leave it. I was also going to do so, but my feelings have changed since I heard a news story.

【2】 One day, my father told me about some news he saw on TV. He said a group of students in another city worked with a local company and made a special kind of bread from local rice. They were trying many ideas to introduce a new way of eating the rice. They sold the bread at a department store, and it became popular among young people. I was surprised to learn how much time they spent on their *project. My father also said, "Our city hall wants to develop our town and they are *holding a contest to collect new ideas." I became interested in the contest, and wanted to do something to develop my hometown.

【3】 I talked about the contest with my classmates, and we decided to join it as a team. We worked together to think of new ideas for our town. I checked the internet and found there are many kinds of *mascots called *yurukyara*. Some of them are very popular and help their local areas. We thought it would be a good idea to use *yurukyara* to develop our town, and worked hard on our own character design for our project.

【4】 The day of the contest came. We were sure everybody would like our design, but we didn't win any prizes in the end. After the contest, a *judge came to us and said, "Thank you for your presentation. Your *yurukyara* was cute, but we were looking for something different. We want you . I think there are good things and places that people don't know about. Please try to think of a new way to *attract people."

【5】 The next day, we told our teacher about the result of the contest. He said to us, "The contest is over, but you should keep working. Why don't you go and see the photo *exhibition this weekend? Maybe you'll get some ideas." That weekend, we went to the museum. There were a lot of amazing pictures of our town. For example, there were photos of a traditional temple in the morning light, beautiful mountains covered with snow, and many *fireflies flying in a rice field. I knew all these places, but they looked different to me. I thought they would be something special not only for us but also people living in other towns. This experience gave me the idea of using photos to develop my hometown.

【6】 For the new project, I have decided to hold a photo contest with my team members. In this contest, people will take a picture of their favorite place in our town, and put it on the internet. When people in other towns see those pictures, they may want to visit our town. If some of them also join the contest, their pictures may attract more people to our town. We hope many tourists will come to our town and learn how wonderful it is. We want to make the future of our town better.

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 What did Rui think about his hometown before he heard the news story?

ア He thought it had a lot of good things and places.

イ He thought it didn't have anything special.

ウ He thought many people visited it.

エ He thought he wasn't going to leave it.

② Why did a group of students in another city make a special kind of bread?

ア Because they wanted to work with young people in other towns.

イ Because they wanted to collect new ideas to develop their town.

ウ Because they wanted to spend a lot of time at a department store.

エ Because they wanted to show a new way of eating their local rice.

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 Rui learned about the city hall's contest by watching the news on TV.

イ Rui and his classmates decided to work with a local company in another city.

ウ Rui's teacher told his team that they should go to the museum.

エ Rui saw a lot of pictures of places that he didn't know at the photo exhibition.

オ In Rui's photo contest, people will take a picture of their favorite place in his town.

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 learn more about our town

イ to win many prizes in the contest

ウ to take pictures of beautiful mountains

エ to join the contest as a team

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】【5】【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 new project which will attract tourists

イ Drawing a *yurukyara* for Rui's project

ウ Getting interested in developing towns

エ Things that Rui learned from photos

オ Helpful words from a judge

5 次の英文は, るい (Rui) 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。

Rui wanted to develop his hometown, so he made a *yurukyara* with his (A). However, it didn't go well. They talked with their teacher and he told them to (B) working. At the photo exhibition, Rui saw amazing pictures and learned his hometown has something special. Then he got the idea of holding a photo contest. Rui and his team members hope many people will visit their town and learn (C) wonderful it is through the contest. Now Rui is very (D) of his hometown.

6 あなたが地域の魅力を発信するとしたら, どのようなことを伝えますか。次の条件に従って書きなさい。

条件 ・ 一つの地域 (都道府県もしくは市町村) 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)

