

平成 31 年度 学力 検査

D 英 語 (13 時 15 分～14 時 00 分, 45 分間)

問 題 用 紙

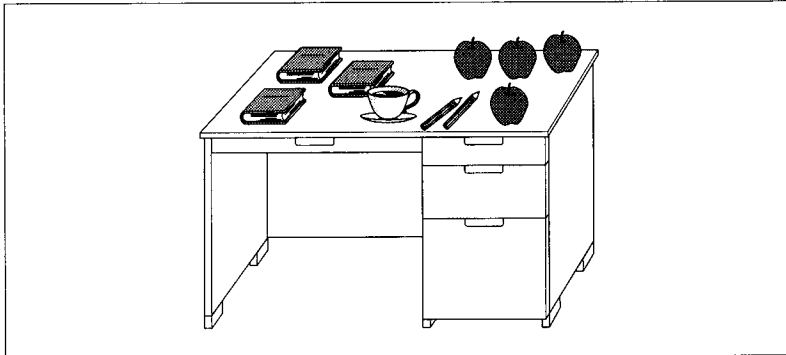
注 意

1. 「開始」の合図があるまで開いてはいけません。
2. 答えは、すべて**解答用紙**に書きなさい。
3. 英字を書くときは、どの字体でもかまいません。
4. 問題は、**1** から **4** までで、6 ページにわたって印刷してあります。
最初に放送によるリスニング検査を行います。
5. 「開始」の合図で、**解答用紙**の決められた欄に**受検番号**を書きなさい。
6. 問題を読むとき、声を出してはいけません。
7. 「終了」の合図で、すぐに筆記用具を置きなさい。

1 放送を聞いて、あとの各問いに答えなさい。(18点)

(1) 下の絵や表についての英語による質問を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

No. 1



- ア. One.
- イ. Two.
- ウ. Three.
- エ. Four.

No. 2

名前	昨日、読んだ本の内容	昨日、本を読んだ場所
Akari	科学者について	図書館
Hiroki	音楽家について	図書館
Tomoko	科学者について	自分の部屋
Yuji	音楽家について	自分の部屋

- ア. Akari did.
- イ. Hiroki did.
- ウ. Tomoko did.
- エ. Yuji did.

(2) 英語による対話を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

No. 1

- ア. Marie did.
- イ. Kenta did.
- ウ. Erika did.
- エ. Erika's grandmother did.

No. 2

- ア. To finish his homework.
- イ. To wash the dishes.
- ウ. To go to the supermarket.
- エ. To clean the table.

No. 3

- ア. Yes, he did.
- イ. No, he didn't.
- ウ. Yes, he does.
- エ. No, he doesn't.

- (3) 英語の授業で、高校生の Masashi がスピーチをしているときの英文を聞いて、話の内容に合うように、下の表の(①)~(⑤)に入る最も適当な日本語または数字を書きなさい。

Masashi が家族と大阪に行った日	8月(①)日
Masashi と家族が大阪に着いた時刻	午前(②)時
Masashi と家族が博物館に行った目的	日本の(③)を学ぶため
Masashi が博物館の中の店で買ったもの	(④)
Masashi と家族が午後に訪れた場所	(⑤)

- (4) 留学生の Bob と同じ学校に通う高校生の Rika との英語による対話を聞いて、それぞれの質問に対する答えとして、ア~エから最も適当なものを1つ選び、その記号を書きなさい。

No. 1

- | |
|---|
| [<ul style="list-style-type: none"> ア. Rika did. イ. Bob did. ウ. Rika's uncle did. エ. Miki did.] |
|---|

No. 2

- | |
|---|
| [<ul style="list-style-type: none"> ア. In the department store. イ. In the park. ウ. At Aoba Stadium. エ. At her uncle's house.] |
|---|

No. 3

- | |
|--|
| [<ul style="list-style-type: none"> ア. She will listen to the CDs. イ. She will watch a baseball game. ウ. She will get the tickets. エ. She will meet Miki.] |
|--|

- (5) 第二文を英語で正しく書き取りなさい。

(第一文) This jacket is too large.

(第二文)

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2

次の対話文は、高校生で新聞部員の Ayumi が、学校新聞 (school newspaper) の記事を作るために、外国語指導助手 (ALT) の White 先生に、インタビューをしているときのものです。対話文を読んで、あとの各問いに答えなさい。(8点)

Ayumi : Good afternoon, Mr. White. My name is Ayumi, and I'm in the newspaper club. I'd like to write about you for our school newspaper, so (①)

Mr. White : Of course, Ayumi.

Ayumi : When did you come to Japan?

Mr. White : I came to Japan about two years ago, and I have lived in Minami Town since then.

Ayumi : I see. Do you enjoy living in this town?

Mr. White : Yes. I have a lot of Japanese friends and have a good time with them. It's a wonderful experience for me to teach Japanese students English at school, too.

Ayumi : That's good. I like your English classes. I think I have improved my English little by little. Then, let's change the topic. Could you tell me about your hobby?

Mr. White : Well, my hobby is running. I started running when I was a college student in Australia. Now I run before breakfast every morning.

Ayumi : Wow, every morning? It's difficult for me to run every morning.

Mr. White : Actually, running in this town is a lot of fun for me because I can see many kinds of flowers of each season.

Ayumi : Are they the flowers on the street along the river?

Mr. White : Yes, they are.

Ayumi : Volunteers living in this town grow the flowers, and my mother is one of them. So she will be very happy to hear that.

Mr. White : I hope so.

Ayumi : Thank you for your time, Mr. White. I want to tell students in the next school newspaper why you enjoy running in Minami Town.

Mr. White : I'm looking forward to reading it.

Ayumi : (②)

(注) little by little 少しずつ topic 話題 hobby 趣味
grow ~ ~を育てる

(1) (①), (②)に入るそれぞれの文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

- | | | | |
|---|---|---|---|
| ① | ア. how can I answer your questions?
イ. may I ask you some questions?
ウ. shall I answer your questions?
エ. what questions should I ask you? | ② | ア. I hope you'll like it.
イ. I'm sorry to hear that.
ウ. I don't have to look at it.
エ. I know you understood it. |
|---|---|---|---|

(2) 下線部に I want to tell students in the next school newspaper why you enjoy running in Minami Town. とあるが、Mr. White がみなみ町 (Minami Town) を走ることを楽しんでいる理由を、具体的に日本語で書きなさい。

(3) 対話文の内容に合う文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

- | |
|---|
| ア. Ayumi asked Mr. White to write about his hobby in English for the school newspaper.
イ. When Mr. White was a college student in his country, he wasn't interested in running.
ウ. Ayumi's mother is one of the volunteers growing flowers on the street along the river.
エ. When Ayumi was taking care of the flowers on the street along the river, she met Mr. White. |
|---|

3 あとの各問いに答えなさい。(12点)

(1) 次のような状況において、あとの①～③のとき、あなたならどのように英語で表しますか。それぞれ5語以上の英文を書きなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,),ピリオド(.)などは語数に入れません。

【状況】

オーストラリアから来た留学生の Lucy が、あなたの家でホームステイをしています。あなたは、Lucy と話をしています。

- ① 昨日作ってくれた夕食はおいしかったと伝えるとき。
- ② 日本での学校生活はどうかと尋ねるとき。
- ③ 日本にいる間にしたいことを尋ねるとき。

(2) Masato は、英語の授業で、大切な人について紹介することになり、祖父についてスピーチをすることにしました。

あなたが Masato なら、①～③の内容をどのように英語で表しますか。それぞれ4語以上の英文を書き、下の原稿を完成させなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,),ピリオド(.)などは語数に入れません。

【原稿】

Hello, everyone. Today I'm going to tell you about my grandfather.

- ① 祖父の家は学校の近くにあること。
- ② 祖父と私は一緒に彼の犬をしばしば散歩させること。
- ③ 祖父の家には彼の犬の写真がたくさんあること。

Thank you.

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4 次の文章を読んで、あとの各問いに答えなさい。(12点)

Hiroki is a junior high school student. He lives in a small town, and a summer festival is held at a park there every year. All the second-year junior high school students living in the town play the *taiko* drum at the festival. The performance of the *taiko* drums is very popular as one of the traditional events among the people living in the town.

In April, thirty second-year students began to practice the *taiko* drum at the community center every Saturday. Hiroki was one of them, but he wasn't interested in playing the *taiko* drum at first. Some people in the town taught the students how to play the *taiko* drum, and Hiroki began to think playing the *taiko* drum was fun for him.

One Saturday in May, when Hiroki was practicing together with the other students, he thought he could play the *taiko* drum well. However, after they practiced, Sanae, one of the students, said to Hiroki, "(①) So you need to match the timing with the other students." He was a little surprised to hear that. Then, Mr. Kojima, an elderly man, said to Hiroki, "You should listen to the sound of the other students and play the *taiko* drum more slowly." After that, Hiroki tried to follow Mr. Kojima's advice when he was practicing together with the other students. Soon he understood what his problem was.

On the day of the summer festival, many people came to the park and watched the performance of the *taiko* drums. Hiroki did his best for them. After the performance, Sanae said to Hiroki, "We played the *taiko* drum very well because we practiced hard." Mr. Kojima said, "That was your best performance, Hiroki!" Hiroki was happy to hear that and said, "Thank you very much." Then, an elderly woman said to the students, "We really look forward to the performance every year. I hope this traditional event of our town will continue for a long time." Hiroki hoped so, too. ② An elementary school student came to them and said, "I want to play the *taiko* drum like you." After Hiroki talked with some people in the town, he realized that this traditional event was important to all the people living there.

(Ten years later)

When Hiroki was twenty-four years old, he was at the community center in his town with Sanae again. They began to teach the junior high school students how to play the *taiko* drum there. It was a lot of fun for Hiroki to do that. One of the students had the problem that Hiroki had ten years ago. So he gave the student the advice that Mr. Kojima gave Hiroki at that time. ③

On the day of the summer festival, the students played the *taiko* drum very well, and many people said they were moved by the performance. Hiroki hoped that the students would be proud of the traditional event of their town.

(注) second-year 2年生の *taiko* drum(s) 太鼓 performance 演奏
community center 公民館, コミュニティーセンター at first 初めは
match the timing with ~ ~とタイミングを合わせる elderly 年配の
realized ~ ~だと気づいた were moved by ~ ~に感動した

- (1) (①)に入る文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

ア. Actually we practice the *taiko* drum very hard.
イ. Sometimes you play the *taiko* drum too fast.
ウ. We should play the *taiko* drum like you.
エ. You don't have to practice the *taiko* drum.

- (2) 下線部②に Hiroki hoped so, too. とあるが、Hiroki が望んだのはどのようなことか、その内容を具体的に日本語で書きなさい。

- (3) 下線部③に So he gave the student the advice that Mr. Kojima gave Hiroki at that time. とあるが、Mr. Kojima が Hiroki に伝えたアドバイスはどのようなことか、その内容を具体的に日本語で書きなさい。

- (4) 下の質問に対する答えとして、本文の内容に合うものはどれか、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

<質問> Why was Hiroki at the community center with Sanae again when he was twenty-four?

ア. To play the *taiko* drum with her for elderly people living in his town.
イ. To give Mr. Kojima some advice about how to play the *taiko* drum.
ウ. To meet people who came there to watch the performance of the *taiko* drums.
エ. To teach the junior high school students how they should play the *taiko* drum.

- (5) 本文の内容に合う文として、ア～カから適当なものを2つ選び、その記号を書きなさい。

ア. The second-year junior high school students living in Hiroki's town are the *taiko* drum players at the summer festival there.
イ. Hiroki practiced the *taiko* drum at the community center every Saturday because Mr. Kojima told him to do so.
ウ. Sanae told Hiroki what his problem was after they played the *taiko* drum on the day of the summer festival.
エ. Hiroki did his best for people who watched the performance of the *taiko* drums at the summer festival when he was a second-year junior high school student.
オ. An elementary school student played the *taiko* drum with Hiroki and the other students on the day of the summer festival.
カ. Hiroki told Sanae how important the performance of the *taiko* drums was for all the people living in his town after he talked with some people living there.

—おわり—