受検番号				

学 力 検 査 問 題

英　　語　第1回

（時間 50 分）

注　　意

1　解答用紙について

(1)　解答用紙は１枚で，問題用紙にはさんであります。

(2)　係の先生の指示に従って，所定の欄２か所に受検番号を書きなさい。

(3)　答えはすべて解答用紙のきめられたところに，マークまたは記入しなさい。

2　問題用紙について

(1)　表紙の所定の欄に受検番号を書きなさい。

(2)　問題は全部で５問あり，表紙を除いて９ページです。

○　最初に「放送を聞いて答える問題」を行います。

○　印刷のはっきりしないところは，手をあげて係の先生に聞きなさい。

Sample

サンプル

この二次元バーコードを
読み取ることで，
この回の放送音声を
再生できます。

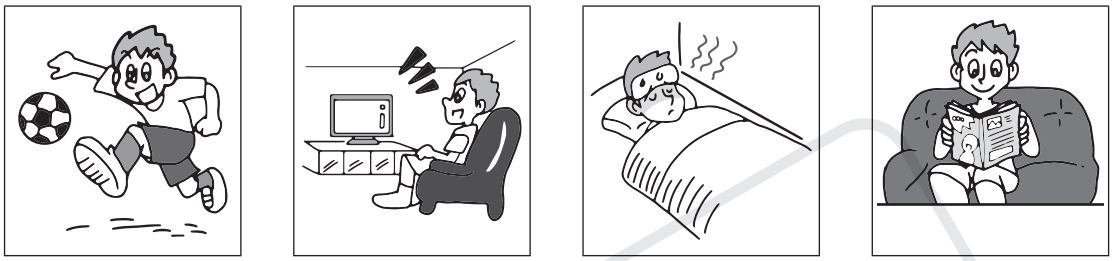
1 放送を聞いて答える問題（28点）

問題は，No. 1 ～ No. 7 の全部で 7 題あり，放送はすべて英語で行われます。放送を聞いて，それぞれの質問に対する答えとして最も適切なものを，**A** ～ **D** の中から一つずつ選び，その記号を答えなさい。放送中メモを取ってもかまいません。各問題について英語は 2 回ずつ放送されます。

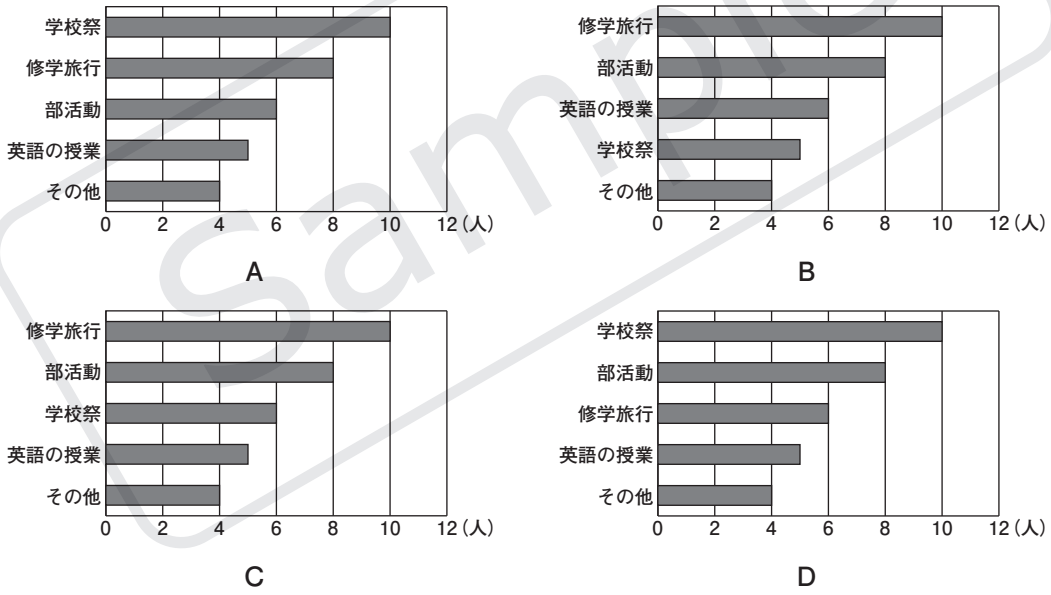
【No. 1 ～ No. 3】（各 2 点）

Listen to each talk, and choose the best answer for each question.

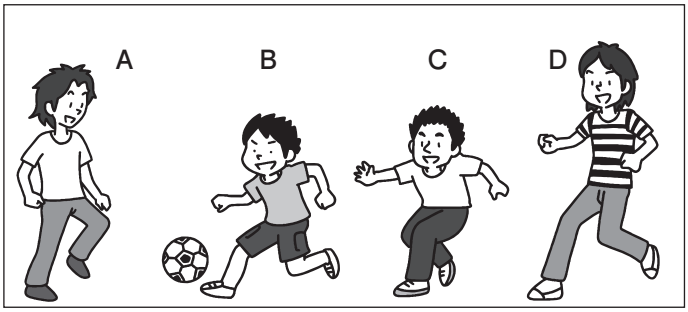
No. 1



No. 2



No. 3



Sample

【No. 4, No. 5】（各2点）

Listen to each situation, and choose the best answer for each question.

No. 4

A May I leave a message?
B Can I speak to Jack?
C Can I take a message?
D Do you want him to call back?

No. 5

A Do you want more?
B Would you like something to drink?
C Shall I bring you another one?
D Thank you very much.

【No. 6】（各3点）

Listen to the speech of a junior high school student, Yuta, and choose the best answer for questions 1, 2 and 3.

(1) Question 1

A Baseball.
B *Kendo*.
C Judo.
D *Kendo* and judo.

(2) Question 2

A Satoshi and Mike's friends did.
B Satoshi and Mike's parents did.
C Satoshi and Satoshi's friends did.
D Satoshi and Satoshi's parents did.

(3) Question 3

A Because he wanted to dance with his friends in Canada.
B Because he wanted to give the pictures to his friends in Canada.
C Because he wanted to talk about the festival with his parents.
D Because he wanted to make *takoyaki* for his parents.

【No. 7】（各3点）

Listen to the talk between Shota and Emily, and choose the best answer for questions 1, 2 and 3.

(1) Question 1

A Thirty years old.
B Thirty-five years old.
C Forty years old.
D Forty-five years old.

(2) Question 2

A For six months.
B For eight months.
C For a year.
D For three years.

(3) Question 3

A She has a book she wrote.
B She has a book written by her father.
C She has a letter from her father.
D She has pictures her father took.

Sample

2 Emiko はこの前の土曜日からいなくなった飼いネコを探すために，日本語と英語で迷いネコのチラシを作成します。〔日本語のチラシ〕と〔英語のチラシ〕を読んで，問 1，問 2 に答えなさい。(17 点)

〔日本語のチラシ〕

迷いネコ

私たちはこの前の土曜日から私たちのネコを探しています。
・彼の名前はマオです。
・マオは毛の短い大きな黒いネコです。
・マオはとても人なつっこいです。
もし彼を見かけたら電話，またはメールでご連絡ください。
※電話番号：090－1234－××××
メールアドレス：my_cat_house@cat.jp （山田）

〔英語のチラシ〕

Lost Cat

We have been looking for our cat [A] last Saturday.
・His name is Mao.
・Mao is a big black cat [B] short hair.
・Mao is very [C] to people.
Please contact us by phone or e-mail [D] him.
＊ Phone number：090－1234－××××
E-mail address：my_cat_house@cat.jp （Yamada）

問 1　〔日本語のチラシ〕をもとに，空欄 [A] ～ [D] にあてはまる最も適切なものを，次の**ア**～**エ**の中から一つずつ選び，その記号を答えなさい。(各 3 点)

A	**ア** from	**イ** for	**ウ** since	**エ** on
B	**ア** with	**イ** of	**ウ** about	**エ** over
C	**ア** gentle	**イ** friendly	**ウ** clearly	**エ** clever
D	**ア** if you see		**イ** if you will see	
	ウ when you call		**エ** when you will call	

問 2　雨の日に公園で首輪をつけたネコを保護した Nick は，自宅近くで迷いネコの〔英語のチラシ〕を見かけました。日本に来たばかりで，まだ日本語を話したり書いたりできない Nick はメールで飼い主に連絡をすることにしました。あなたが Nick なら，どのような英文のメールを書きますか。空欄 [E] に 2 文以上の英文を書きなさい。ただし，1 文目は I found this cat in a park, and now に続けて，「家でそのネコを世話しています。」となるように書き，2 文目以降は【語群】の中の語を **1 語のみ**使って，もし飼い主であればメールを英語で送ってもらえるような内容を書きなさい。(5 点)

Dear Ms. or Mr. Yamada,
Please look at this picture.
[E]
I cannot understand Japanese.

【語群】　・owner　　・your　　・own

Sample

3 次は，中学生の Kota が書いた英文です。これを読んで，問 1 ～問 5 に答えなさい。＊印のついている語には，本文のあとに〔注〕があります。(17 点)

I like books. I started to read books when I was four years old. There were many books in my house. In my childhood, my parents read many books to me. They always said that books were interesting. ①That made me a boy who likes reading books. 【 A 】

How about you? Do you like books? According to a survey, 70% of the Japanese junior high school students answered, "I like books," or "I *prefer to read books." 【 B 】 In the same survey, 35.4% of them don't read any books from Monday to Friday. I am sorry to know that. If we read books, we can get knowledge and wisdom. We can learn words and expressions from books. These things〔 **ア** communication **イ** us **ウ** will **エ** improve **オ** help 〕skills with other people, and give us good *imagination and *inspiration to make new things.

Some students say, "We don't have books to read and we don't know what to read." But we have school libraries and *public libraries. 【 C 】 They have many kinds of books and ②I (　　) much time there for a long time. We can find books we want to read. In the same survey, 57.8% of the students almost never go there. I hope more students go to libraries and read many books.

〔注〕 prefer ～……どちらかと言えば～が好きである　　imagination……想像力
inspiration……ひらめき　　public……公立の

問 1　下線部① That がさす内容として**不適切なもの**を，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。(3 点)
ア　小さいころから本が好きだったこと。
イ　家にたくさん本があったこと。
ウ　両親がたくさんの本を読み聞かせてくれたこと。
エ　両親が本はおもしろいといつも言っていたこと。

問 2　本文中の【 A 】～【 C 】のいずれかに，Then, how many hours do they read books in a day? という 1 文を補います。どこに補うのが最も適切ですか。【 A 】～【 C 】の中から一つ選び，その記号を答えなさい。(3 点)

問 3　〔　　〕内のすべての語を，本文の流れに合うように，正しい順序に並べかえたとき，〔　　〕内で**2 番目**と**4 番目**にくるものを，**ア**～**オ**の中からそれぞれ選び，その記号を答えなさい。(4 点)

問 4　下線部②について，(　　)にあてはまる最も適切なものを，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。(3 点)
ア　will spend　　**イ**　have spent　　**ウ**　didn't have　　**エ**　never need

問 5　本文の内容と合うものを，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。(4 点)
ア　Kota has been reading books for four years in the library.
イ　Kota's parents often read a lot of books to Kota even now.
ウ　There are a variety of books in libraries, so most of the students use them.
エ　Kota wants students to use libraries and read books.

Sample

4 次の [1] ～ [4] は，Haruka，Ryota とオーストラリア出身の David の会話です。これらを読んで，問 1 ～問 7 に答えなさい。＊印のついている語句には，本文のあとに〔注〕があります。

（26 点）

[1] 〈*One day after school, Haruka, Ryota and David are talking.*〉

David : We'll have an *evacuation drill at our school tomorrow. Evacuation drills are not so popular in Australia because there aren't many earthquakes there.

Haruka : Oh, really? I've thought every country has evacuation drills.

David : [A]

Ryota : Protect yourself by covering your head and neck under a table or a desk. You must remember the instruction, "*Drop, Cover, and Hold on!"

Haruka : When you're at home, please *stay away from windows, the fire, and heavy furniture. These things can be dangerous. Protecting yourself is very important.

David : I see. Do you talk about what to do in an *emergency with your family members?

Ryota : With my family members? No.

Haruka : Well, a few months ago, I talked with my mother about the nearest *shelter. We checked the emergency food at home, too.

David : Great! I think having the drill will be a good opportunity to think about *disasters with our family, too.

〔注〕 evacuation drill……避難訓練
Drop, Cover, and Hold on……姿勢を低く，頭を守り，動かない（避難訓練の標語）
stay away from ～……～から離れている　　emergency……緊急事態
shelter……避難所　　disaster……災害

問 1　空欄 [A] にあてはまる最も適切なものを，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。（4 点）

ア Where should we go if an earthquake happens?

イ Why should we have earthquake drills?

ウ What should we do if an earthquake happens?

エ How should we have earthquake drills?

Sample

2 〈*The next day after school, they start discussing* *disaster awareness.〉

David : Haruka, Ryota, please look at this *table. I found this yesterday. It shows what *percentage of Japanese people in each age group in 2017 said, "Yes," or "No," to this question. When I saw this table, I thought more Japanese people should talk with their family members or friends to *prepare for an emergency.

Did you discuss what to do in an emergency with your family members or friends *in the past one or two years?		
Age Group	Yes(%)	No(%)
18 − 29	53.6	45.2
30 − 39	66.3	33.7
40 − 49	**B**	**C**
50 − 59	58.6	40.7
60 − 69	54.6	45.1
70 or above	49.4	50.2
Average	57.7	41.7

(内閣府資料により作成)

Ryota : Wow! Japanese people talked a lot with their family members!
Haruka : You think so, Ryota? I disagree with you. I don't think they discuss disasters a lot.
David : I agree with Haruka. Only 57.7 percent of people in Japan discussed them.
Haruka : Ryota, look at this group. Many people around my mother's age discussed them.
Ryota : How old is your mother?
Haruka : She is 45.
Ryota : Oh, my mother is almost the same age!
David : I think some people of this generation are raising children. They need to protect 〔 **ア** but **イ** only **ウ** themselves **エ** also **オ** not 〕their children in an emergency. I think, as a result, they have more chances to talk about disasters with their family members.
Haruka : So the percentage of people around my mother's age is the highest.
Ryota : Now look at this group. The oldest group didn't talk much about what to do in an emergency with people around them.
David : It's a surprise. I've thought they are interested in it.

〔注〕 disaster awareness……防災意識　　table……表
percentage……割合，パーセント(%)　　prepare for 〜……〜に対して準備する
in the past one or two years……過去 1，2 年のうちに

問 2　本文 2 の内容と合うように，表の空欄 **B** ，**C** にあてはまる数字の組み合わせとして最も適切なものを，次の**ア**〜**エ**の中から一つ選び，その記号を答えなさい。(3 点)
ア　**B** 49.3 − **C** 49.8　　**イ**　**B** 59.3 − **C** 39.2
ウ　**B** 69.3 − **C** 29.6　　**エ**　**B** 33.2 − **C** 66.5

問 3　〔　　〕内のすべての語を，本文の流れに合うように，正しい順序に並べかえたとき，〔　　〕内で**2 番目**と**4 番目**にくるものを，**ア**〜**オ**の中からそれぞれ選び，その記号を答えなさい。(4 点)

問 4　本文 2 の内容と合うように，次の英語に続く最も適切なものを，**ア**〜**エ**の中から一つ選び，その記号を答えなさい。(4 点)
David thinks that
ア　more Japanese people should discuss what they do in an emergency.
イ　the younger generation likes to discuss disasters.
ウ　the percentage of each age group is affected by their environmental reasons.
エ　the elderly people are not interested in talking with people around them.

3 〈*They continue talking.*〉

Haruka : We learned in class that more and more elderly people in Japan live alone now. *Even if they want to talk, some of them don't have anyone around them.

David : I think they especially need help in an emergency.

Haruka : I think that's a problem. I also think we are missing important chances. Elderly people know a lot about the disasters that happened in this town. But young people don't have a chance to listen to their stories. If younger generations hear the stories, they will learn that it's important to prepare for disasters.

David : Nice idea!

Haruka : My grandmother lives alone in this town. I have never asked her about the disasters in the past. I will visit her this evening and ask her some questions.

Ryota : Please share the story with us and our classmates later.

Haruka : Of course!

〔注〕 even if ～……たとえ～だとしても

問5 本文 3 の内容と合うものを，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。

(4点)

ア David thinks young people don't have to get the knowledge about the disasters in the past.

イ Haruka often talks with her grandmother about what to do in an emergency.

ウ Ryota is going to visit his grandmother living alone in his town this evening.

エ Ryota asked Haruka to tell their classmates the stories she would hear from her grandmother.

Sample

4 〈*Next Monday, Haruka is reporting to Ryota and David.*〉

Haruka : I visited my grandmother last Friday. We talked a lot about disasters.

David : That's nice. What did she say?

Haruka : She told me that there are many things we can do to prepare for disasters. For example, we need to decide how to *get in touch with our family members in an emergency.

Ryota : That's true. Even if our family members aren't in the same place at the time of disaster, we can find them easily.

Haruka : Yes. Before leaving her house, she said, "In time of disaster, try to protect yourself and your family members first. Then, if you are in a safe place, try to find something you can do for other people."

David : I agree with her. I think it is important to find something we can do for other people. In time of disaster, we need to help each other.

Ryota : I think so, too.

〔注〕 get in touch with 〜……〜と連絡を取る

問6 下線部 many things のさすものの例として最も適切なものを，次の**ア**〜**エ**の中から一つ選び，その記号を答えなさい。(3点)

ア この前の金曜日に祖母と話したこと。

イ 緊急時の家族との連絡方法を決めておくこと。

ウ まず自分自身と家族の身を守ろうとすること。

エ 他の人たちのためにできることを探すこと。

問7 次は，後日の Haruka と David の会話です。自然な会話になるように，(　　)に適切な3語以上の英語を書きなさい。(4点)

Haruka : You gave me a chance to talk with my grandmother about disasters. Thank you, David.

David : I'm happy to hear that.

Haruka : Usually, (　　) get information about an emergency?

David : From the internet. My father gave me a new tablet. I want to learn more about disasters with it.

Sample

5 次は，アメリカに住む，あなたの友人である Emily から届いたメールです。これを読んで，問 1 ～問 3 に答えなさい。＊印のついている語句には，本文のあとに〔注〕があります。(12 点)

Hi! How are you doing?

Last week, I went to a new restaurant in my town in California with my family. It opened that week. ①We can eat many (　　) of Japanese food there. I'm so happy because the restaurant is near my house! You know, I love Japanese food. I like *sushi* the best of all. We ordered *sushi*, *tempura*, and *udon*. They were all delicious! When I stayed at your house in Japan last year, we sometimes ate *udon*. Using *chopsticks was difficult for me, but the *udon* was very good. *Udon* *reminds me of the good times with you and your family during my homestay. By the way, I have good news. My father really enjoyed the Japanese food at the restaurant, and he said, "Why don't we travel to Japan next year?" I was excited to hear that. Of course, I will see you and your family. So, I have a question to ask you. ②What is the best season to visit Japan?

〔注〕 chopsticks……箸　　remind ～ of ―……～に―を思い出させる

問 1　下線部①について，(　　)にあてはまる最も適切なものを，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。(3 点)

ア pieces　　**イ** parts　　**ウ** times　　**エ** kinds

問 2　本文の内容と合うものを，次の**ア**～**エ**の中から一つ選び，その記号を答えなさい。(3 点)

ア Emily は先週，家族と一緒にカリフォルニア料理のレストランを訪れた。

イ Emily が日本食の中で一番好きな食べ物はうどんである。

ウ Emily はうどんを食べて，日本でのホームステイ生活を思い出した。

エ Emily のお父さんは今年，日本へ行っておいしい日本食を食べたいと思っている。

問 3　下線部②について，日本を訪れるのに一番よい季節について，〔条件〕に従い，Emily に伝わるように，空欄 **A** に 3 文以上の英文を書いて，**メール**を完成させなさい。(各 3 点)

メール

Hi, Emily. How are you doing?

A

I look forward to seeing you in Japan. Bye!

〔条件〕　① 1 文目は，日本を訪れるのに一番よい季節について，I think に続けて，解答欄の①に書きなさい。

② 2 文目以降は，①について具体的に，2 文以上で解答欄の②に書きなさい。

(以上で問題は終わりです。)

Sample