

平成 29 年度県立高等学校入学者選抜学力検査

英 語

注 意

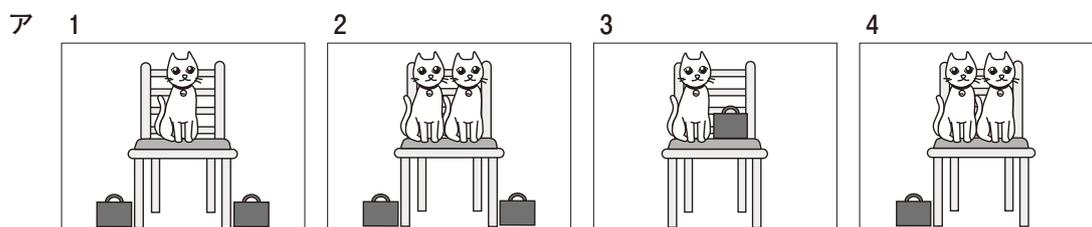
- 1 問題の①は放送による検査です。問題用紙は放送による指示があるまで開いてはいけません。
- 2 問題用紙は表紙を入れて7ページあり、これとは別に解答用紙が1枚あります。
- 3 受検番号は、検査開始後、解答用紙の決められた欄に記入下さい。
- 4 机の上には、受検票・えんぴつ(シャープペンシルも可)・消しゴム・えんぴつけずり以外の物を置いてはいけません。
- 5 筆記用具の貸し借りはいけません。
- 6 問題を読むとき、声を出してはいけません。
- 7 印刷が悪くて分からないときや、筆記用具を落としたときなどは、だまって手をあげ下さい。
- 8 監督者の「やめ」という合図ですぐにやめ下さい。

答えの書き方

- 1 答えは、問題の指示に従って、すべて解答用紙に記入下さい。
- 2 答えはていねいに書き下さい。答えを書き直すときは、きれいに消してから書き下さい。

1 放送による検査 (27 点)

(1)



- イ 1 Mouth. 2 Neck.
3 Leg. 4 Hair.
- ウ 1 In January. 2 In April.
3 In October. 4 In November.

(2)

- ア 1 About studying abroad. 2 About winter in Japan.
3 About becoming excited. 4 About Japanese students.
- イ 1 In English. 2 For seven days.
3 During spring vacation. 4 From foreign countries.
- ウ 1 Because there were many foreign students in the school Shingo visited.
2 Because many foreign students didn't know much about Japan.
3 Because Shingo didn't learn English with foreign students.
4 Because foreign people wanted to understand more about Japan.

(3)

- ア 1 Yes, I did. 2 Let's go shopping.
3 You're right. 4 That's good.
- イ 1 I never go there. 2 Three times a week.
3 I want this. 4 Be quiet in the library.

(4) ().

- 2 次の英文は、ケンタ（Kenta）と、日本に留学しているジャック（Jack）の対話の一部です。2人は、ボランティア活動のポスターを見ながら話をしています。これを読んで、あとの（1）～（3）に答えなさい。*印の語句には、対話のあとに（注）があります。（14点）

【ポスター】

<p>グループA 朝日海岸清掃ボランティア 日時 8月3日（土）10：00～12：00 （学校集合9：15，雨天中止） 場所 朝日海岸 持ち物 帽子，飲み物</p> <hr/> <p>グループB 『子どもと遊ぼう』夏祭りボランティア 日時 8月10日（土）14：00～17：00 （学校集合13：45，雨天中止） 場所 中央公園 持ち物 帽子，飲み物</p>	<p>会場周辺略図</p>
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- Kenta : Do you like volunteer activities ?
 Jack : Yes, I sometimes do them. In my country, a lot of junior high school students join them. ア I hope (do to more students try them).
 Kenta : I hope so. Why do you like them ?
 Jack : イ To (for something is others do) much fun for me. I am really tired during the *activity, but I feel happy. ウ I want to do it again (after doing finish it I). By the way, if it is , can we do these activities ?
 Kenta : No, but don't worry about it. *Weather forecast says it will be sunny these days. These two activities *will be done on Saturday. Are you OK ?
 Jack : Yes. Well, which will you join, group A or group B ?

(注) activity 活動 weather forecast says～ 天気予報によると～
 will be done 行われる予定である

- (1) 下線部ア～ウについて、文の意味が通るように、()内の語句をすべて用いて、正しい順序に並べかえて書きなさい。
- (2) に入る最も適切な英語1語を書きなさい。
- (3) 下線部 which will you join, group A or group B ? の問いかけにあなたなら何と答えますか。どちらかに参加するものとし、理由も含めて英語15語以上で書きなさい。文の数はいくつでもかまいません。

- 3** 次の英文は、ミキ (Miki) と、青森県に留学しているベス (Beth) の間でやりとりされた電子メールです。これを読んで、あとの (1), (2) に答えなさい。*印の語には、電子メールのあとに (注) があります。(13点)

Hi, Miki.
I finished my homework. If you have time, please write an e-mail to me.
Beth

Hi, Beth.
Yes, I finished it, too. By the way, [] Miki

Yes. My family will visit Aomori to see me this winter vacation, but actually they want to go to Tokyo, too. So, I will take them there. They are interested in Japanese culture, *especially sumo and food. Beth

You should take them to *Kokugikan. You can enjoy watching sumo with your family. There are many Japanese restaurants near it, so Miki

I see. My family wants to buy something made in Japan. Are there any good *souvenirs ?
Beth

Yes. How about Japanese *stationery ? Its design is wonderful and it is very useful. There are some big stationery shops in Tokyo. You can see many kinds of stationery there and [] For example, you can learn how to draw a picture on a *postcard.
Miki

That sounds great. We will be happy. Thank you.
Beth

(注) especially 特に Kokugikan 国技館 (東京都内にある相撲場)
souvenirs みやげ stationery 文房具 postcard はがき

- (1) 電子メールのやりとりが成立するように、 ~ に入る英文をそれぞれ一つ書きなさい。
- (2) 電子メールのやりとりが成立するように、[], [] に入る最も適切なものを、次の 1 ~ 6 の中からそれぞれ一つ選び、その番号を書きなさい。
- 1 have I done something wrong ?
 - 2 we can buy the pencil, too.
 - 3 you can see them on your left.
 - 4 does your family live in Tokyo now ?
 - 5 you can also have a good experience.
 - 6 is there something you want to tell me ?

- 4** 次の英文は、サキ (Saki) が、“自分があこがれている人物 (My Hero)” というテーマで、英語の授業で行ったスピーチです。これを読んで、あとの (1) ~ (3) に答えなさい。*印の語句には、スピーチのあとに (注) があります。(21 点)

Who is your “My Hero?” My “My Hero” is my *great-grandmother. She is now ninety years old and she is in the *nursing home in this town. She needs help when she walks, but she is *lively. She has three sons and two daughters and they all love her very much. Her children have taken care of her *in turn for some years. So, I think she is very happy. Other old people there eat lunch with people working in the nursing home, but my great-grandmother eats lunch with her children almost every day. *Though she doesn't live with her family, she looks very happy.

When my family goes to see her, she always smiles and tells us about the dogs she had. She took the pictures of them and they are her treasures. I like her nice and *warm smile. When I am sad, I want to visit her. She always listens to me and *encourages me. Then, I become fine and go home. She has helped me a lot since I was a child and I thank her very much. I love her very much and I also want to be a woman who is loved by my children in the future.

She is my “My Hero.”

- (注) great-grandmother 曾祖母 (祖父母の母) nursing home 高齢者福祉施設
lively 元気な in turn 交代で though ~ ~だけれども
warm 温かい encourages 元気づける

- (1) 次の文章は、サキのスピーチの内容を同級生がまとめたメモです。スピーチの内容と合うように、(ア)~(ウ)に入る最も適切な数字や日本語をそれぞれ書きなさい。

【メモ】

[サキの“マイヒーロー”について]

- ・曾祖母がマイヒーローで現在 (ア) 歳である。この町の高齢者福祉施設にいる。
- ・曾祖母の宝物は (イ) である。
- ・サキが悲しいときに曾祖母を訪問すると、いつも (ウ) くれて、元気づけてくれる。

- (2) サキのスピーチの内容と合うように、次の 1 ~ 3 の質問に対する答えをそれぞれ一つの英文で書きなさい。
- 1 How many children does Saki's great-grandmother have ?
 - 2 When does Saki's great-grandmother eat lunch with her children ?
 - 3 Does Saki want to be a woman loved by her children like her great-grandmother ?
- (3) 次の文章は、サキのスピーチを聞いたあとで、同級生が彼女に書いた感想です。下線部 1, 2 をそれぞれ一つの英文で書きなさい。

Your speech was very good. Though I don't have a great-grandmother, Grandmother lives in the next city. My family will go there next week. 1 私は数か月間彼女に会っていませんでしたので、会うことを楽しみにしています。 2 彼女に美しい花を数本あげるつもりです。

5 次の英文は、ケン (Ken)、タカシ (Takashi)、日本に留学しているエイミー (Amy) のクラスで、学級活動の時間 (class activities) に学んだことについて書かれた文章です。これを読んで、あとの (1) ~ (3) に答えなさい。*印の語句には、本文のあとに (注) があります。(25 点)

One day, in the class activities, Ken's teacher said to the students, "Next Thursday is March 18. Do you know what day it is?" They were not able to answer the question. Their teacher said to them, "This day is *World Sleep Day. Let's think together about sleep today."

Takashi said, "How long do we sleep in a day?" Ken, Takashi, and Amy asked all the *classmates about how long they sleep. Then they found the classmates slept for about seven hours and ten minutes a day *on average. Their teacher showed the students some *materials and said, "Look at these *graphs. What do they show you?" Amy said, "In my country, the USA, and other countries, for example, France and Spain, there are many people who sleep for more than eight hours a day on average." Ken said, "Japanese people sleep for about seven hours and twenty minutes a day on average. Japanese people sleep for *the same *amount of time as people in *Singapore, and this is shorter than one hundred countries in the world." Their teacher said, "That's right. It is a problem in Japan. The amount of time Japanese people sleep is becoming shorter than before. Please think about why it is a problem for the next class activities, and make a speech about sleep in a group." Then the students looked for some books and read them.

A week later, the students made speeches. Ken said, "Sleeping *rests people's *brains and bodies, and it is necessary to live and to *help people grow." The students also learned that sleeping well *prevents people from getting *diseases and from getting older sooner. Amy said, "Our group read a book. There were some ways to get better sleep in it. They were to *keep away from strong light after eight. And they were to stop eating, and to stop drinking coffee or tea about two or three hours before going to bed."

Takashi heard the speeches and said, "I decided to stop watching TV two hours before going to bed." Ken said, "I will go to bed before eleven at night. If we sleep well, we will be able to study harder and play sports better."

Their teacher said to the students, "You all have done a good job, but your work isn't finished yet." Ken said, "I understand what you mean." He continued, "Each of us must do the things we decided to make our lives better." Their teacher smiled and said, "That's right."

(注) World Sleep Day 世界睡眠の日 classmates 同級生 on average 平均して
materials 資料 graphs グラフ the same~as... ...と同じ~
amount of time 時間の長さ Singapore シンガポール rests 休ませる brains 脳
help~grow ~を成長させる prevents~from... ~が...なるのを防ぐ
diseases 病気 keep away from~ ~を遠ざける

- (1) 本文の内容と合うように、次のア～エの英文に続けるのに最も適切なものを、1～4の中からそれぞれ一つ選び、その番号を書きなさい。

ア One day, in the class activities,

- 1 the students could answer what day it was next Thursday.
- 2 the students thought together about how long their teacher slept.
- 3 Ken, Takashi, and Amy asked their classmates about the amount of time they sleep.
- 4 Ken, Takashi, and Amy found their classmates slept for ten hours a day on average.

イ The graphs show that on average

- 1 many people sleep for more than eight hours a day once a week in the USA.
- 2 many people in the USA, France, and Spain sleep for more than eight hours a day.
- 3 people in Japan sleep shorter than people in Singapore.
- 4 people in Singapore sleep longer than people in one hundred countries in the world.

ウ A week later,

- 1 Ken said, "Sleeping is necessary to live and to help people grow."
- 2 Ken said, "Sleeping well prevents people from growing."
- 3 Amy's group read a book about diseases.
- 4 Amy's group read a book about a good way to drink coffee after eight.

エ When the students heard the speeches,

- 1 Amy stopped eating three hours before going to bed.
- 2 Takashi thought he was not able to watch TV two hours before going to bed.
- 3 Ken thought of going to bed before eleven at night.
- 4 Amy, Takashi, and Ken stopped drinking tea before going to bed.

- (2) 次の英文が本文の内容と合うように、(ア)～(ウ)に入る最も適切な語を、下の1～7の中からそれぞれ一つ選び、その番号を書きなさい。

In Japan, the (ア) of sleep have become shorter than before. The teacher thought it was a problem. He (イ) the students to make a speech about sleep. Then the students looked for some books and read them. Amy talked about some ways to get better sleep from a book. After the speeches, Takashi and Ken decided (ウ) to do.

1 most 2 what 3 talking 4 hours 5 said 6 why 7 told

- (3) 下線部 but your work isn't finished yet とありますが、先生が生徒たちに伝えたいことを日本語で具体的に書きなさい。

