

令和3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 机の上に置けるものは、受検票・鉛筆(シャープペンシルも可)・消しゴム・鉛筆削りです。
- 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 印刷がはっきりしなくて読めないときや、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 「やめなさい」という合図ですぐに書くのをやめ、筆記用具を置きなさい。

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なさい。答えを書き直すときは、きれいに消してから書きなさい。

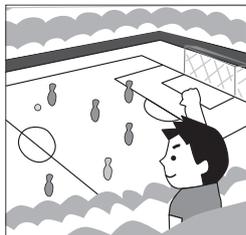
1 放送による検査 (27 点)

(1)

ア 1



2



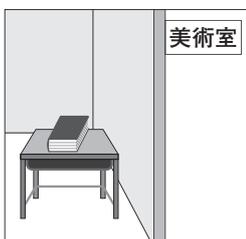
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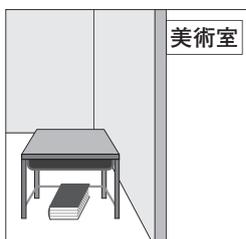
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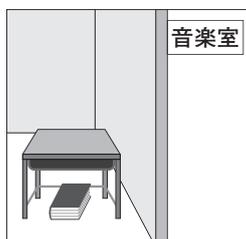
イ 1



2



3



4



- ウ 1 I don't think so.
3 Thank you for listening.

- 2 Shall I carry your bags?
4 Could you say that again?

(2)

- ア 1 Five years old.
3 Fifteen years old.

- 2 Six years old.
4 Sixteen years old.

- イ 1 Because he can go to many places by bike.
2 Because walking is good for his health.
3 Because he wants to buy a new bike.
4 Because his brother walks to school.

- ウ 1 His bike.
3 His mother's bike.
- 2 His brother's bike.
4 His father's bike.

(3)

- ア 1 At a movie theater.
3 At a stadium.

- 2 At a post office.
4 At a library.

- イ 1 May 11.
3 June 11.
- 2 May 12.
4 June 12.

(4) ().

2 次の英文は、アメリカのあるレストランでの、接客係のローブさん (Mr. Loeb) と、留学中の高校生のジュンイチ (Junichi) との対話の一部です。2人は、最初、メニュー (menu) 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)

Mr. Loeb : May I *take your order ?

Junichi : Oh, I have not decided yet. ア (most is which popular the)
food in this restaurant ?

— Menu —	
*jambalaya	cola
hamburger	orange juice
pizza	coffee
It's seven dollars for food and *drink.	
We have *free refills of drinks for one hour.	

Mr. Loeb : It's jambalaya.

Junichi : Jambalaya ? What is it ?

Mr. Loeb : Jambalaya is an American food that is popular here. Meat, *vegetables, and rice are in jambalaya.

Junichi : OK. I'll have it. By the way, what does "free refills" mean on the menu ?

Mr. Loeb : It means if you *order a drink, you can have it many times.

Junichi : I see. I'll have an orange juice.

Mr. Loeb : Sure. I'll bring it.

〈After eating〉

Mr. Loeb : Did you enjoy the food ?

Junichi : Yes. Jambalaya was like *paella. イ (than delicious was more it) paella. I didn't know about jambalaya when I was in Japan.

Mr. Loeb : Oh, are you Japan ? I like Japanese culture.

Junichi : Really ? I'm going to talk about Japanese culture at my school event next Sunday. Why don't you come to my school event then ?

Mr. Loeb : OK. ウ (to looking I'm it forward).

(注) take~order ~の注文をとる jambalaya ジャンバラヤ (アメリカの郷土料理)
 drink(s) 飲み物 free refills おかわり自由 vegetables 野菜
 order~ ~を注文する paella パエリア (スペインの郷土料理)

(1) 下線部ア~ウについて、文の意味が通るように、()内の語をすべて用いて、正しい順序に並べかえて書きなさい。大文字にする必要のある文字は大文字にしない。

(2) に入る最も適切な英語1語を書きなさい。

(3) 下線部 I'm going to talk about Japanese culture とありますが、あなたなら日本の文化について何を紹介しますか。下の英文の [] 内に、あなたが紹介したい日本の文化一つについて英語20語以上で書きなさい。紹介する日本の文化の名称はローマ字で書いてかまいません。また、文の数はいくつでもかまいません。

Hello, everyone. I'm あなたの名前. Today, I'm going to talk about Japanese culture.
 [] Thank you.

3 次の英文は、野球の国際交流のために日本を訪れている高校生のニック (Nick) と、アメリカに住んでいるお父さん (Dad) との電話での応答の一部です。これを読んで、あとの (1), (2) に答えなさい。*印の語句には、応答のあとに (注) があります。(13 点)

Nick : I have just arrived at a hotel, Dad.

Dad : That is good.

Nick : It took twelve hours. Well, I have to talk with you about something.

Dad : What is it ?

Nick : I had our team's *training camp before coming to Japan. Then, I was chosen as our team's *leader. I have tried to make a good team, but some of my *teammates don't follow me. I don't know what to do.

Dad : I see. I also had the same problem when I was the team leader of the baseball club in high school. At first, I decided everything without talking with my teammates. That was my way. *As a result, they didn't follow me. Some of them never *accepted my opinions. Then, I *realized that my way was not good. So,

Nick : How did you change it ?

Dad : I listened to the opinions of my teammates.

Nick : That is nice. I have a question.

Dad : They said things about how to practice baseball. They had different opinions. So, I listened to them, and then decided my *direction. That is one of the things that leaders should do.

Nick : []

Dad : I understand. When other teammates don't accept your direction, Nick, you should remember that we all are not the same. We are different, so you need to listen to their opinions.

Nick : Oh, it's hard to be a leader.

Dad : Yes. Leaders are sometimes *lonely. []

Nick : OK. I'll *do my best. Thank you, Dad.

Dad : You're welcome, Nick. Good luck.

(注) training camp 合宿 leader(s) リーダー teammates チームメート
As a result その結果として accept(ed)~ ~を受け入れる (た)
realized that ~ ~とわかった direction 方向性 lonely 孤独な
do my best 最善を尽くす

(1) 電話での応答が成立するように、 ~ に入る英文をそれぞれ一つ書きなさい。

(2) 電話での応答が成立するように [], [] 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 Some teammates don't accept my direction.
- 2 If you remember we are all the same, you will be a good leader.
- 3 But if you have this experience, you will be a good leader.
- 4 All my teammates follow me.
- 5 So you should not listen to their opinions.
- 6 Leaders should decide everything without talking with teammates.

- 4 次の英文は、外国語指導助手のスミス先生（Mr. Smith）が、北海道・北東北の縄文遺跡群（Jomon Prehistoric Sites in Northern Japan）^{じょうもん いせきぐん}について中学生に話した内容の一部です。これを読んで、あとの（1）～（3）に答えなさい。*印の語句には、内容のあとに（注）があります。（21点）

I have lived in Aomori *Prefecture for two years. One day, a Japanese teacher gave me a *pamphlet about Jomon Prehistoric Sites in Northern Japan. I didn't know about them and read the pamphlet. It was written in English, so I could understand it easily. One of those *sites was in this city and I wanted to see it with my own eyes.

One week later, I visited the site. I was surprised to find that people in the *Jomon period made many kinds of things. Some were used in their daily lives and others were used for special purposes like *rituals. All those things looked beautiful to me. When I was looking at the site, I met some *local high school students. They were working as *volunteer guides. They will get the chance to think about their important place from the experience.

It is fun for me to know about Jomon Prehistoric Sites in Northern Japan. Foreign people can learn a lot from them, too. I think they are important not only for local people but also for people all over the world. I want many people to enjoy those sites and we should *preserve them. I think *the inscription on the World Heritage List is a good way. I hope the day will come soon.

（注） Prefecture 県 pamphlet パンフレット site(s) 遺跡
Jomon period 縄文時代 rituals 儀式 local 地元の
volunteer guides ボランティアガイド preserve～ ～を守る
the inscription on the World Heritage List 世界遺産への登録

- （1） 次の文章は、スミス先生の話した内容に関する生徒のメモです。話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】

- ・スミス先生は青森県に（ア）年間住んでいる。
- ・縄文時代の人々が作ったものには、彼らの（イ）で使われたものもあれば、儀式のような特別な目的のために使われたものもあった。
- ・スミス先生は、北海道・北東北の縄文遺跡群は、地元の人々にとってだけでなく、（ウ）人々にとっても大切であると考えている。

- （2） スミス先生の話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 Why could Mr. Smith understand the pamphlet easily ?
- 2 What will those local high school students get from the experience ?
- 3 Does Mr. Smith think it is necessary to preserve Jomon Prehistoric Sites in Northern Japan ?

- （3） 次の文章は、スミス先生の話聞いたあとで、生徒がスミス先生に英語で書いた感想です。下線部1、2をそれぞれ一つの英文で書きなさい。

I listened to your story and I am interested in joining the volunteer guides at the site. It is good to do useful things for the site. Before joining them, 1 私には学ぶべきことがたくさんあります。 I will try it. 2 私は、すばらしいものを人々に見せることを楽しむでしょう。

5 次の英文は、高校生のタロウ (Taro) が、祖父やアミ (Ami) とのやりとりを通して学んだことについて書いた文章です。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)

I have played the *Japanese flute in the traditional events of the village for eight years. I practice it every day to play it well. My grandfather is one of the best Japanese flute players in the village and he teaches me and other children at his house.

One day, he listened to my *performance and said to me, "Very good ! I can understand that you practice hard. Well, I have an idea. How about teaching children together this Saturday ?" I *was worried. Teaching was too difficult for me.

When I went to my grandfather's house that day, I found a girl. She was sitting on the chair next to my grandfather and looked *nervous. Her name was Ami and she was nine years old. She started to practice the Japanese flute two months ago. I wanted her to enjoy my *lesson, so I played the traditional music of the village. When she listened to it, she smiled and stood up. She was watching my fingers *carefully.

We started to practice the music. It had a difficult *part for her and she stopped at that part many times. She didn't give up but looked sad. I said, "You're good. You don't give up." She said, "I like playing the Japanese flute. I want to play that part well soon." I said, "I can say two things to you, Ami. If you practice even for a short time every day, you can play it well. If you don't forget that you are doing your favorite thing, you can get the power to enjoy difficult things." She could not play the part that day but after practicing, she said to me *cheerfully, "I enjoyed your lesson. Thank you. See you again."

When I was going to leave my grandfather's house, he said to me, "I learned a good thing from you." That made me surprised and I asked him, "Did you learn from me ? Why ? You are the best teacher." He said, "I am not perfect. I am still learning. Today, you taught her the way of learning. Of course, we need to practice hard to play the Japanese flute well but we have another important thing. Ami learned it from you. I learned it again. Thank you, Taro." Teaching was a good experience for me. I will not stop learning like my grandfather.

(注) Japanese flute 笛
nervous 緊張して
part 部分

performance 演奏
lesson 稽古
cheerfully 明るく

was worried 心配だった
carefully 注意深く

- (1) 本文の内容と合うように英文を完成させるとき、次のア～エに続く最も適切なものを、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 After Taro's performance, his grandfather thought that

- 1 Taro stopped practicing the Japanese flute.
- 2 Taro was a teacher of traditional events in the village.
- 3 Taro was able to play the Japanese flute well.
- 4 Taro was worried about playing the Japanese flute.

イ When Taro played the traditional music for Ami,

- 1 she started to cry.
- 2 she was glad and stood up.
- 3 she started to play the music, too.
- 4 she was nervous and sat down.

ウ Ami looked sad because

- 1 she gave up practicing with Taro.
- 2 she wanted to practice with Taro's grandfather.
- 3 she didn't do her favorite thing.
- 4 she couldn't play a difficult part.

エ When Taro was going to leave his grandfather's house,

- 1 Taro was surprised by his grandfather's words.
- 2 Taro and his grandfather talked about Ami's school.
- 3 Taro's grandfather taught Ami an important thing.
- 4 Taro was so tired that he couldn't say anything.

- (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。

Taro (ア) the Japanese flute every day. One day, he taught Ami how to play it. They practiced the traditional music of the village. There was a difficult part and she tried to play it. At the end of practicing with Taro, she told him that she had a (イ) time with him. After that, he and his grandfather talked. Taro wants to (ウ) learning like his grandfather.

1 difficult	2 keep	3 bad	4 practices	5 good	6 teaches	7 finish
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- (3) 下線部 another important thing が表している内容を日本語で書きなさい。

