

令和2年度一般選抜学力検査問題

英 語

(3時間目 60分)

注 意

- 1 問題用紙と解答用紙の両方の決められた欄に，受検番号と氏名を記入しなさい。
- 2 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。
- 3 問題は1ページから6ページまであり，これとは別に解答用紙が1枚あります。
- 4 答えは，すべて解答用紙に記入しなさい。

受検番号		氏名	
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1 リスニングテスト

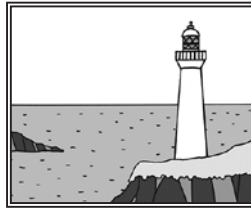
(1) (会話を聞き、質問に対する答えとして最も適切な絵を選ぶ問題)

2回ずつ放送

① ア



イ



ウ



エ



② ア



イ



ウ



エ



(2) (会話を聞き、会話の最後の文に対する応答として最も適切なものを選ぶ問題)

1回ずつ放送

① ア I'll come with you.

イ OK. I'll take it.

ウ I washed it yesterday.

② ア The movie will be interesting.

イ I'll be free tomorrow.

ウ That will be nice.

③ ア She is a small brown cat.

イ She is looking at the window.

ウ She is in my room.

(3) (会話を聞き、質問に対する答えとして最も適切なものを選ぶ問題)

2回ずつ放送

① ア Last month.

イ Last Wednesday.

ウ Five days ago.

エ Five months ago.

② ア For ten minutes.

イ For twenty minutes.

ウ For thirty minutes.

エ For forty minutes.

③ ア They will have lunch.

イ They will sing a song.

ウ They will dance.

エ They will practice the *taiko* drum.

(4) (スピーチを聞き、その内容として適切なものを2つ選ぶ問題と、ボブ先生の最後の

[問い]に対して、話題を1つ取り上げ、英文2文であなたの[答え]を書く問題)

2回放送

ア Bob worked as a teacher in China.

イ Bob was worried because he couldn't speak Japanese.

ウ Bob cleans the streets after his work.

エ Bob learns new things from many friends.

[答え]

2 次の(1)～(3)の問いに答えなさい。

- (1) 次は、中学生の純(Jun)が、和食(washoku)の料理人であるアレックス(Alex)にインタビューした内容をまとめたレポートの一部です。本文中の①～④にそれぞれ当てはまるものを、[]の中から1つずつ選んで、英語1語に直して書きなさい。

Alex is from America. He works in a (①) Japanese restaurant. Ten years ago, he visited Japan and found washoku was great. Then, he (②) to learn more about it and become a washoku chef. He said, "It's interesting for me to know well about Japan through washoku. Japanese people have some nice words to thank the food and the people who make it. For (③), 'Itadakimasu' is one of them. I really like working in Japan." He will have his own Japanese restaurant next (④).

[決意した 春 ゆっくりと 有名な 例]

- (2) 次は、中学生の理子(Riko)と留学生のアン(Ann)が、動物愛護センター(an animal protection center)でのイベントについて会話した内容の一部です。①～④の()内の語を、それぞれ適切な形に直して書き、会話を完成させなさい。

Riko : You (① tell) me about your favorite animals last week. I'll go to an animal protection center with my brother next Sunday. An event will be held there. Do you want to come with us?

Ann : Yes, thank you. What can we do at the event?

Riko : There are many *rescued animals. We can play and walk with them. I think many people will go because this event is (② become) popular.

Ann : Can we give the animals some food there?

Riko : Yes. I gave them some food last year. A lot of food was (③ bring) by the people who visited. The animal protection center needs our *donations.

Ann : I see. Has your brother ever visited it?

Riko : Yes. He sometimes (④ carry) some food there when he is free.

【注】 *rescued : 保護された *donation : 寄付

- (3) 次の①～③について、(例)を参考にして、〈 〉の状況の会話がそれぞれ成り立つように [] 内の語に必要な2語を加え、正しい語順で英文を完成させなさい。ただし、文頭にくる語は、最初の文字を大文字にすること。

(例) 〈休み明けに留学生から話しかけられて〉

Mike : [you] go yesterday?

Naoki : Oh, I went to the park. I played tennis with Ken.

[答え] (Where) (did) (you)

- ① 〈A L Tの先生がクラスに問いかけて〉

Mr. Brown : [pen] this? I found it under the desk.

Satoru : Oh, it's mine. Thank you, Mr. Brown.

- ② 〈授業中の話し合いで〉

Nancy : I always go to bed at ten. I think sleeping well is important.

Maiko : I agree. And I think eating breakfast [important] as sleeping well. So I eat breakfast every morning.

- ③ 〈放課後に留学生と教室で〉

Minami : We'll have a party next Saturday. I want [come] to my house. Can you come at eleven in the morning?

Jack : Sure. I'll make some food for the party.

- 3 次は、中学生の優子(Yuko)とカナダにある姉妹校の男子生徒のサム(Sam)が、互いの生活についてやり取りしているメールです。これを読んで、(1)、(2)の問いに答えなさい。



Hello, Yuko.

How are you doing? I was very happy to get an e-mail from you. I learned many things about Japan through your e-mail. I borrowed a book about Japan from the school library last week. I enjoy reading it every day. There are also some pictures of traditional Japanese events in it. They are really interesting. I found that New Year's Day is special for Japanese people. I want to know more about it.

What do you do on New Year's Day?

Your friend,
Sam



Hello, Sam.

I'm good. I'm happy to know that you're interested in Japan.

I'll tell you about my New Year's Day.

I'm interested in your life in Canada. How do you enjoy your school life? Do you play any sports? I'm a member of the basketball team, and practice basketball hard from Tuesday to Friday after school. Our team is good and won our games last week. Please tell me about your school life.

Your friend,
Yuko

- (1) 次の①、②の問いに対する答えを、それぞれ**主語と動詞を含む英文1文**で書きなさい。
- ① What does Sam enjoy every day?
 - ② How does Yuko usually spend her time after school?
- (2) サムはメール内で下線部のような質問をしています。あなたが優子なら、質問に対してどのように答えますか。《条件》にしたがって、内に英文で書きなさい。
- 《条件》 ・文の数は問わないが、**15語以上25語以内の英語**で書くこと。
・符号(, . ? ! など)は語数に含めない。

4 次は、中学生の拓(Taku)と留学生のビル(Bill)が、化石展が開催されている博物館の入口(entrance)で、館内案内図(floor guide)を見ながら会話をしている場面です。これを読んで、(1)～(3)の問いに答えなさい。

Taku : Look at the floor guide. This museum has four *exhibitions. Where should we go first?

Bill : I want to see *fossils of *dinosaurs.

Taku : Oh, look here. Today's video will start at 11:20 a.m. It's 9:30 now. Why don't we see the second floor first? I want to see the fossils of *insects.

Bill : OK. I'm interested in the fossils of plants. How about seeing the Plants room after the Insects room?

Taku : Great.

Bill : Can we see fossils of fish and *shells in this museum? I'm also interested in them.

Taku : Yes. I heard that there was a sea around here many years ago. So, I think that [①] are shown in the Special Exhibition.

Bill : That's interesting. Let's see them after the plants.

Taku : Yes, let's. Then how about going to the Dinosaurs room after the Special Exhibition?

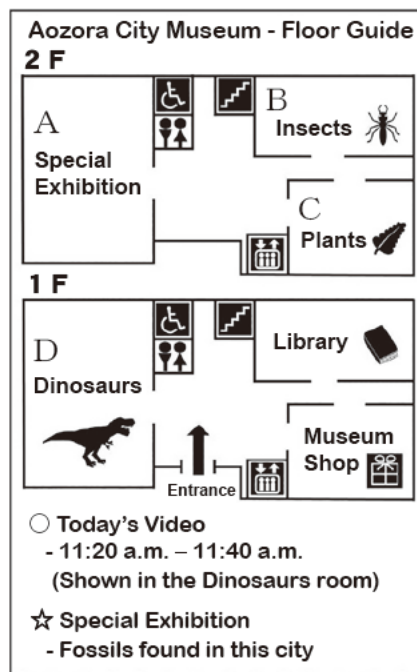
Bill : OK. Well, can we go to the library on the first floor to find some books about dinosaurs?

Taku : Yes. Let's go there after all the exhibitions. I want to read books about dinosaurs, too.

Bill : [②] It's not easy for me to read Japanese.

Taku : Don't worry. I will help you and look for good ones with you.

Bill : Thank you, Taku. Now let's see the exhibitions.



【注】 *exhibition : 展示 *fossil : 化石 *dinosaur : 恐竜 *insect : 昆虫 *shell : 貝

(1) 館内案内図中のA～Dの展示について、拓とビルが行こうとしている順番に並べて、記号を書きなさい。

(2) 本文中の①、②に当てはまる最も適切なものを、ア～エからそれぞれ1つずつ選んで記号を書きなさい。

- | | |
|--------------------------------------|---------------------------------------|
| ① ア many English books | イ many fossils from the sea |
| ウ plants and animals of today | エ videos from 11:20 a.m. |
| ② ア Can I read them for you? | イ Have you written them in Japanese? |
| ウ Have you seen all the exhibitions? | エ Can I find any English books there? |

(3) 次は、博物館から帰る途中に、拓とビルが会話をしている場面です。①、②にそれぞれ適する英語1語を書きなさい。ただし、答えは()内に示されている文字で書き始めること。

Bill : The exhibitions were wonderful today. I was very ①(e _____) to see many fossils of dinosaurs.

Taku : I'm happy to hear that. I like fossils very much. I hope to study more about them in the future.

Bill : Why don't you come to my hometown? Many fossils were found there, too. I think that my hometown is a good ②(p _____) to study them.

Taku : That's wonderful, but I think I have to study English hard first.

5 次の英文は、インド出身の学生ビスマン・デュー(Bisman Deu)さんの話です。これを読んで、(1)～(6)の間に答えなさい。

Bisman Deu was born in North India. She wanted to know about everything around her when she was a child. So, she always asked questions. Later, when she was a high school student, she found a wonderful *solution to very difficult problems in her hometown.

Bisman's father and mother were farmers and *grew rice. One evening, when Bisman was walking outside, she saw a lot of *smoke. The smoke was from *rice waste. Many farmers in her hometown grew rice. They usually *burned the rice waste after the *harvest. She found the smoke was not good for people's health. Then, she learned that her town had very bad *air pollution. She wanted to know how to stop it.

First, Bisman began to collect rice waste and study about it. When she was collecting rice waste, she saw many poor people in her town. They lived in old small houses and didn't have enough money to build new houses. She thought, "Can I make something useful for those people? They need something cheap and strong to build houses. If I can () the rice waste, I can help those poor people and stop the air pollution." Then, she started to put different *materials in the rice waste. Every day she tried many different ideas to make a *model product.

After many days, Bisman made the first model product. It was made from rice waste. She named it Green Wood because it looked like wood. However, it was still weak and expensive. She had to improve it, and it was very hard for her to do that alone. She asked two friends to join her work. She was happy to have their help, but there were still many things to do to improve Green Wood. She worked hard with them every day. Green Wood was getting better.

In 2013, Bisman and her friends joined an international contest for high school students. They showed Green Wood as a solution to the problems of their *society. They also showed ideas for their future plans. Many people liked Green Wood and their ideas. There were many students from 19 countries in the contest, but Bisman's team received first prize.

Green Wood has three good points. First, poor people can buy it and build houses because it is cheaper than wood. Second, farmers can get money by selling rice waste. Third, Green Wood will be useful to stop air pollution.

Bisman is still improving Green Wood. She wants to make it cheaper and better for the people around the world. She says, "Good ideas come from thinking in a new way. If we have questions about problems around us and think in different ways, we can find a good solution. Then, we can get over the problems and change our society." Bisman also says, "We all have a great power in us, but many people don't try to use it. Chances to use our power never come to us if we just wait. We must produce the chances with our own hands."

【注】 *solution : 解決策 *grow : 育てる *smoke : 煙 *rice waste : もみがら
*burn : 燃やす *harvest : 収穫 *air pollution : 大気汚染 *material : 物質
*model product : 試作品 *society : 社会

(1) ()に当てはまる**英語 1 語**を，次の**ア～エ**から 1 つ選んで記号を書きなさい。

ア enter **イ** send **ウ** draw **エ** recycle

(2) 本文の内容に合うように，次の**ア～エ**を，起こった順に並べかえて，記号を書きなさい。

- ア** Bisman asked her friends to help her.
- イ** Bisman made a model product and named it Green Wood.
- ウ** Bisman found the smoke from the rice waste was bad for people's health.
- エ** Bisman started to study about rice waste.

(3) グリーンウッド(Green Wood)が貧しい人々と農家の人々の**それぞれ**にもたらす利点を，本文の内容に合うように，**日本語**で書きなさい。

(4) 下線部 get over の意味として最も適切なものを，本文の内容から判断して，次の**ア～エ**から 1 つ選んで記号を書きなさい。

ア 克服する **イ** 見過ごす **ウ** 妥協する **エ** 促進する

(5) 本文の内容と合っているものを，次の**ア～カ**から **2 つ**選んで記号を書きなさい。

- ア** Bisman was a child who knew many things and had no questions.
- イ** Many farmers in Bisman's hometown were so poor that they couldn't grow rice.
- ウ** Green Wood was made from rice waste and was expensive at first.
- エ** Bisman made Green Wood better without hard work.
- オ** Bisman's team won first prize in an international contest.
- カ** Green Wood is strong and cheap, so Bisman has already stopped improving it.

(6) 次の英文は，ある生徒が本文を読んで学んだことをまとめたものです。本文の内容に合うように，①，②に適する**英語 1 語**を，下の**ア～オ**からそれぞれ **1 つずつ**選んで記号を書きなさい。

Bisman's story taught me a lot. When we want solutions to problems around us, it is important to have different ways of (①). We have a big power in us, but a lot of people only wait for the chances to use it. I think (②) the chances is also important.

ア cleaning **イ** thinking **ウ** making **エ** selling **オ** teaching