

追検査

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| 受検番号 | 第 | 番 |
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平成31年度学力検査問題

英 語 (14時40分～15時30分)
(50分間)

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、はっきりと書きなさい。
- (4) 解答用紙は切りはなしてはいけません。
- (5) 解答用紙の※印は集計のためのもので、解答には関係ありません。

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11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。

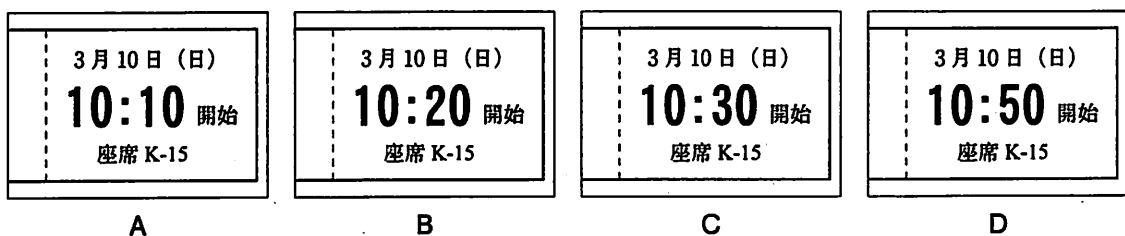
1 放送を聞いて答える問題(28点)

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。放送される内容についての質問にそれぞれ答えなさい。No. 1～No. 5及びNo. 7は、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1つずつ選び、その記号を書きなさい。No. 6は、それぞれの質問に英語で答えなさい。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。

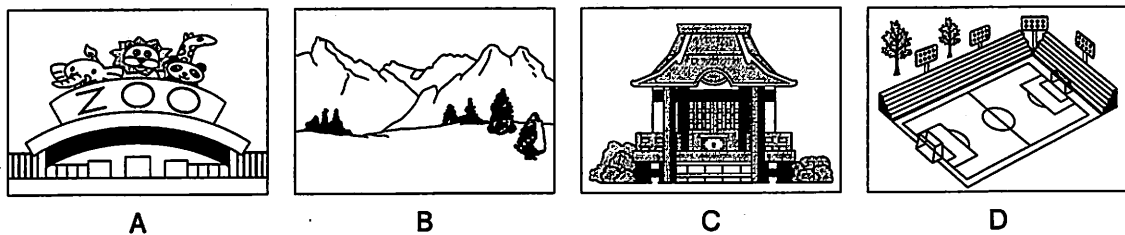
【No. 1～No. 3】(各2点)

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

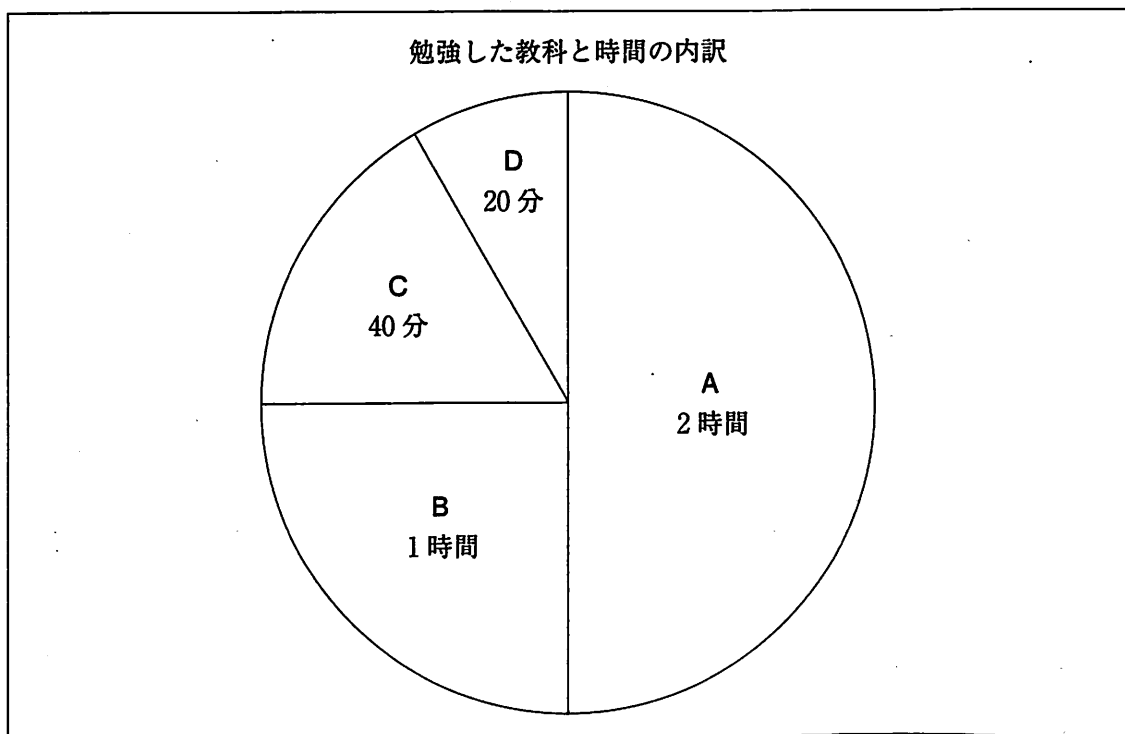
No. 1



No. 2



No. 3



2 東京1日バスツアーを案内するポスターを英語で作成します。〔日本語のメモ〕をもとに、空欄

A ~ D にあてはまる適切な1語を、それぞれ英語で書きなさい。なお、空欄

A ~ D には省略した形や数字は使わないものとします。(12点)

〔日本語のメモ〕

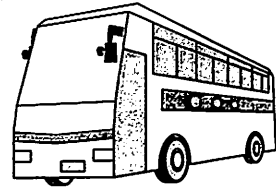
東京1日バスツアー

- ・3月3日 日曜日 午前9時に東京駅を出発し、午後3時に戻ってきます。
- ・東京の有名な場所を訪れます。
- ・昼食はレストランでとります。
- ・料金は5,000円です。

このツアーに興味のある方は、2月24日 日曜日までに048-***-****へお電話ください。

The one-day bus tour in Tokyo

- ・ You will leave Tokyo Station at nine in the morning and come back at three in the A on Sunday, March 3.
- ・ You will visit B places in Tokyo.
- ・ You will have lunch at a C .
- ・ The cost is 5,000 yen.



If you are interested in this tour, please call 048-***-**** by Sunday, D 24.

(各3点)

(問題は次のページに続きます。)

3 次の英文を読んで、問1～問6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。(20点)

Lucy is a student from Australia who is studying at a high school in Saitama. Her uncle, Jack, lives in the same city. Lucy sometimes visits her uncle to talk and asks questions about life in Japan.

One day in September, Lucy visited Jack after school. "How was school today?" Jack asked. Lucy said, "It was fine, but.. I'm not so good." She was thinking about her family in Australia and felt very (1). "You're doing well, Lucy," Jack said, "But it's not easy to live in a foreign country. Why don't you go running with me? You'll feel better." Lucy was very surprised. "Running?" she asked. "It's a lot of fun," Jack said, "Let's meet at the park tomorrow morning and run together."

The next morning, Lucy met Jack at the park. "It's a nice, sunny day!" Lucy said. "And there are a lot of people in the park!" Jack said. So Lucy was surprised that her uncle was such a fast runner. She couldn't run as fast as Jack. It was not easy for her to run with him. When they finished running, Jack smiled and said, "It's OK, Lucy. If you keep running, you'll get better." After that, they started running together for an hour every Saturday. Lucy always felt better after they ran together.

Four weeks later, Lucy asked her friend, Satsuki, to go running with her. "Do you want to go running with me after school, Satsuki? It'll give you a lot of *energy!" "Really?" Satsuki asked. "Yes," Lucy said, "Running has really helped me." After that day, Lucy and Satsuki started running together every Wednesday.

One day in November, Lucy and Satsuki met Jack when they were running. "There will be a 10 km *race in the city," he said, "Why don't you run in the race with me?" "Yes, let's do it! When is it?" Lucy said. "Next month," he answered. Satsuki was excited, too.

They kept running every week to practice for the race. On the day of the race, Lucy, Satsuki and Jack all stood together at the *starting line. "How are you feeling?" Jack asked. "It's my first race, so I'm really excited. I'll do my best," Lucy said.

Lucy, Satsuki and Jack all did their best in the race. It was a long race, but they all *stayed positive. Finally, they got to the finish line. They were all glad that they finished the race. "Let's run in the race again next year!" Satsuki said. Lucy smiled at Jack and said, "I've learned that it is good to try new things. You taught me that. Thanks, Uncle Jack!" He was happy (2) hear that and smiled back.

After the race, Lucy decided to keep running. Now, she is not sad and is enjoying her life in Japan more.

〔注〕 energy……活力

race……競走

starting line……スタートライン

stay positive……積極的である

問 1 下線部①について、(1)にあてはまる適切な1語を、本文中から抜き出して書きなさい。(3点)

問 2 本文中の ~ のいずれかに、When they started running, Jack ran much faster than Lucy. という1文を補います。どこに補うのが最も適切ですか。 ~ の中から1つ選び、その記号を書きなさい。(3点)

問 3 下線部②について、(2)にあてはまる適切な1語を、英語で書きなさい。(3点)

問 4 本文の内容に関する次の質問の答えとなるように、()に適切な英語を書きなさい。(3点)

Question : Which month did Lucy run in the 10 km race in?

Answer : She ().

問 5 Lucy は、どのようなことを学んだと Jack に述べていますか。日本語で書きなさい。(4点)

問 6 本文の内容と合うものを、次のア～オの中からすべて選び、その記号を書きなさい。(4点)

ア Jack is Lucy's teacher in Saitama.

イ Lucy has felt great since she started her life in Japan.

ウ The weather was nice when Lucy ran with Jack for the first time.

エ Lucy was excited when she was at the starting line.

オ Lucy decided to stop running after the 10 km race.

4 次の [1] ~ [4] は, Ayaka, Naoki と ALT の Mr. Wood の会話と発表です。これらを読んで, 問1 ~ 問8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。(30点)

[1] 〈Ayaka, Naoki and Mr. Wood are talking.〉

Ayaka : I learned about kimonos in my *home economics class yesterday. That night, I told my grandmother about the class, and she showed me these pictures. What do you think?

Mr. Wood : Oh, are the people in this picture your *grandparents?

Ayaka : No. They are my grandmother's parents. They were wearing kimonos, but not *expensive ones. My grandmother said that [A].

Naoki : That's right. Most people *used to wear kimonos in Japan. Have you ever seen people who wear kimonos, Mr. Wood?

Mr. Wood : Of course. I visited Kyoto with my friends last month, and I saw many people who were wearing kimonos. They were beautiful. Why don't people wear kimonos every day?

Naoki : That's a good question. I want to *research the history of kimonos for my speech.

Ayaka : Oh, that's a good idea! I think I'll research how kimonos are used today.

〔注〕 home economics……家庭科
expensive……高価な
research～……～を調査する

grandparent……祖父, 祖母
used to～……よく～したものだ

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1つ選び, その記号を書きなさい。(3点)

- ア many kimonos were so heavy that people couldn't wear them
- イ most people had kimonos to wear when she was a child
- ウ both men and women could wear kimonos only at special events
- エ a lot of kimonos were too expensive for many people to wear

問2 本文 [1] 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1つ選び, その記号を書きなさい。(3点)

Mr. Wood saw many people who were wearing kimonos

- ア when he went to Kyoto with his friends last month.
- イ when he met Ayaka's grandparents in Kyoto.
- ウ when he learned about Japanese culture in his country.
- エ when he came to Kyoto to learn Japanese.

2 〈After researching the history of kimonos, Naoki makes a speech in class.〉

I researched the history of kimonos in Japan. People used to wear kimonos all the time. But after *the Second World War, more people started wearing *Western clothes, so the number of kimonos people bought went down. After that, some kimonos became more expensive and many people stopped learning the right way of *putting on kimonos. But now, one report shows that younger women are more interested in kimonos. Graph 1 shows how women who have never *worn kimonos answered the question, "Do you want to wear kimonos?" I was surprised to learn that women *in their 50s and older are not very interested in kimonos. Graph 2 shows how women who have worn kimonos answered the same question. Over 70% of women in their 20s and 30s who have worn kimonos before say that they want to wear kimonos again.

掲載許諾申請中

〔注〕 the Second World War……第二次世界大戦 Western clothes……洋服
put on～……～を着る worn……wear の過去分詞
in their 50s……50代の

問 3 本文 2 の内容について、Graph 1, Graph 2 から読み取れるものとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(4点)

ア About 44% of women in their 20s who have worn kimonos before want to wear kimonos again.

イ Most women in their 30s who haven't worn kimonos before answered "Yes."

ウ More than half of the women in their 40s who have worn kimonos before want to wear kimonos again.

エ About 16% of women in their 50s and older who have worn kimonos before answered "No."

3 (After Naoki's speech, Ayaka makes a speech in class.)

I researched how kimonos are used today. There are a lot of events that are trying to make kimonos popular all over Japan. For example, if you wear a kimono and go to watch sumo matches on special days, you can receive special presents. Many young people wear kimonos at sumo matches, so this event helps to *promote kimonos. Some junior high schools *offer classes for students to learn about the different kinds of kimonos and their history. And, of course, students can *try on some kinds of kimonos, too. One of the students who tried on a kimono in this special class said, "I really like wearing kimonos. Now I { many people / are / understand / by / kimonos / loved / why }."

In foreign countries, there are a lot of people who are interested in Japanese culture like kimonos. I think Japanese people should learn more about kimono culture, so we can teach people from all over the world about kimonos.

[注] promote～……～を促進する
try on～……～を試着する

offer～……～を提供する, 与える

問 4 []内のすべての語句を正しい順序に並べかえて書きなさい。(4点)

問 5 本文 [3] の内容に関する次の質問に, 英語で答えなさい。(4点)

What can people get if they wear kimonos at sumo matches on special days?

4 〈Ayaka, Naoki and Mr. Wood are talking about the things they learned.〉

Mr. Wood : Thank you for your speeches. I learned a lot about kimonos from you two. What do you think about the things you learned from your speeches?

Ayaka : From Naoki's speech, I learned that . I am glad to know that some young people are interested in wearing kimonos.

Naoki : I learned that there are a lot of events that promote kimonos from Ayaka's speech. I think that events are a really good way to promote kimono culture.

Mr. Wood : I think so, too. Many other countries are also trying to promote their traditional cultures.

Naoki : Really? Where?

Mr. Wood : Well, for example, some students in *the U.K. wear traditional clothes as their school uniforms, and people in *Bali wear traditional clothes for many special events. They can learn about their culture by wearing traditional clothes.

Naoki : Learning about traditional clothes and cultures is very important. I have a *yukata* that I wear for the summer festival every year.

Ayaka : You should try on a kimono, too, Mr. Wood! Next week, we have a special home economics class in the gym. A kimono teacher is going to show us how to put on many kinds of kimonos. We can try them on then!

Mr. Wood : Really? That's great! Thank you.

〔注〕 the U.K.……イギリス

Bali……バリ島

問 6 空欄 にあてはまる最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(4点)

ア many women started wearing kimonos after the Second World War

イ many women know how to put on kimonos by themselves

ウ more than 80% of women in their 50s and older who have worn kimonos before want to wear them again

エ almost 80% of women in their 20s who have worn kimonos before want to wear them again

問 7 Mr. Wood は、the U.K. や Bali の人たちが伝統的な服を着ることで、どのようなことができると述べていますか。日本語で書きなさい。(4点)

問 8 次は、後日の Ayaka と Mr. Wood の a special home economics class での会話です。自然な会話になるように、() に適切な 5 語以上の英語を書きなさい。(4点)

Mr. Wood : How do I look? The kimono teacher showed me how to put on a kimono.

Ayaka : You look great! How is it?

Mr. Wood : It is lighter than I thought!

Ayaka : I see. (), Western clothes or kimonos?

Mr. Wood : I like Western clothes better, but kimonos are really nice.

5 次の〔意見〕に対して、〔条件〕に従い、まとまった内容の文章を5文以上の英文で書きなさい。

(10点)

〔意見〕 Some people say that students should use the Internet to learn.

〔条件〕 ① 1文目は、〔意見〕に対する自分の考えを、解答欄の①に書きなさい。

② 2文目以降は、その理由が伝わるように、4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。)

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|------------|-----|--|-----|------------|-----|--|
| No. 1 * | | No. 2 * | | No. 3 * | | |
| No. 4 * | | No. 5 * | | | | |
| No. 6 * | (1) | He was () of the city hall. | | | | |
| | (2) | Because she didn't () to the station. | | | | |
| | (3) | He wants to () in English. | | | | |
| No. 7 * | (1) | | (2) | | (3) | |

2
□

| | |
|--------|--|
| A * | |
| B * | |
| C * | |
| D * | |

3
□

| | |
|----------|----------|
| 問 1 * | |
| 問 2 * | |
| 問 3 * | |
| 問 4 * | She (). |
| 問 5 * | |
| 問 6 * | |

1~3の計

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(切りはなしてはいけません。)

(ここは何も書いてはいけません。)

4
□

| | |
|----------|-------------------------------------|
| 問 1 * | |
| 問 2 * | |
| 問 3 * | |
| 問 4 * | Now I (). |
| 問 5 * | |
| 問 6 * | |
| 問 7 * | |
| 問 8 * | (), Western clothes or kimonos? |

5
□

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| ① | |
| ② | |

1~3の計

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| 得点 | | ※ | |
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