

前期選抜学力検査

共通学力検査

英 語

解答上の注意

- 1 「始め」の指示があるまで、問題を見てはいけません。
- 2 問題 1・2・3（筆記）は、この冊子の中の 1～4 ページにあります。
- 3 問題 4・5・6（リスニング）は、問題 1・2・3 の終了後に配布されます。
- 4 答案用紙には、受付番号を記入しなさい。氏名を書いてはいけません。
- 5 答案用紙の答の欄に答えを記入しなさい。採点欄に記入してはいけません。
- 6 答えを記入するときは、それぞれの問題に示してある【答の番号】と、答案用紙の【答の番号】とが一致するように注意しなさい。
- 7 答えを記号で選ぶときは、答案用紙の答の欄の当てはまる記号を○で囲みなさい。答えを訂正するときは、もとの○をきれいに消すか、それに×をつけなさい。
- 8 答えを記述するときは、丁寧に書きなさい。
- 9 答えの書き方について、次の解答例を見て間違いのないようにしなさい。

解答例

- 1 次の質問に対する最も適当な答えを、3語の英語で書け。……………答の番号【1】
Are there seven days in a week?
- 2 次の問い(1)・(2)に答えよ。
 - (1) 北と反対の方角として最も適当なものを、次の(ア)～(ウ)から1つ選べ。
……………答の番号【2】
(ア) 東 (イ) 西 (ウ) 南
 - (2) 次の[]内の(ア)～(ウ)を、文意が通じるように正しく並べかえ、記号で書け。
……………答の番号【3】
My [(ア) name / (イ) Taro / (ウ) is].

| 問題番号 | 答の番号 | 答の欄 | 採点欄 |
|------|---------|-----------------|---|
| 1 | 【1】 | Yes, there are. | [1] <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> |
| 2 | (1) 【2】 | ア イ ウ | [2] <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> |
| | (2) 【3】 | (ア)→(ウ)→(イ) | [3] <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> |

| | | | |
|------------|------|--------|---|
| 共通学力検査 | 受付番号 | 123456 | 得点 |
| 英語 (筆記) | | | <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> |

前期選抜学力検査

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英 語

問題 1 ・ 問題 2 ・ 問題 3

(筆記)

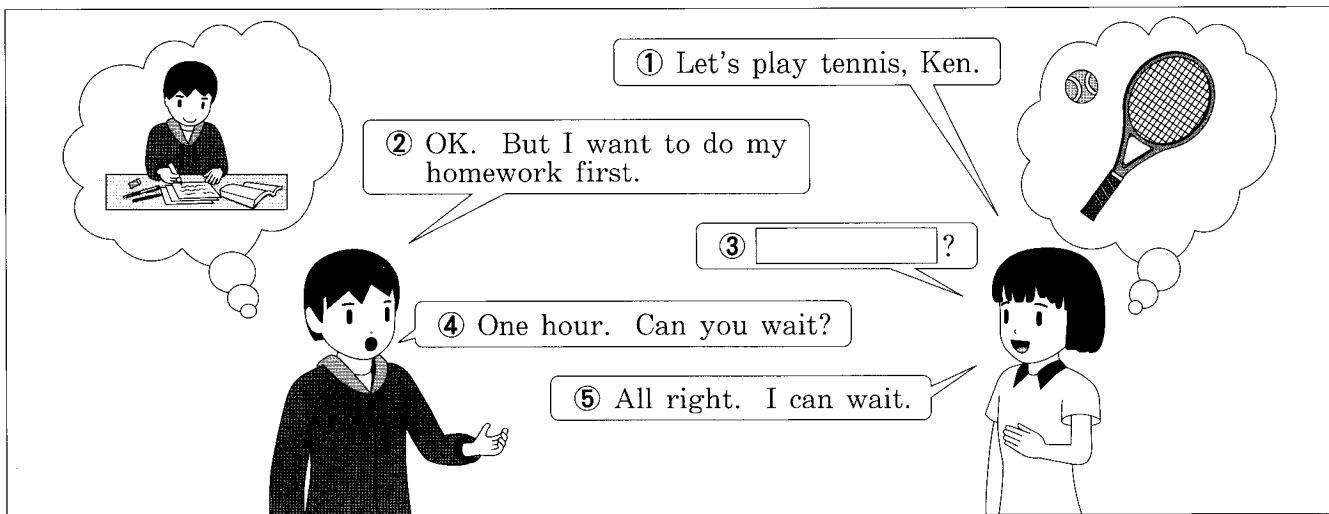
【注意】① 英語で書くときは、大文字、小文字に注意すること。筆記体で書いてもよい。

② 語数制限がある場合は、短縮形 (I'm など) と数字 (100 や 2017 など) は 1 語として数え、符号 (, / . / ? ! / “ ” など) は語数に含めないものとする。

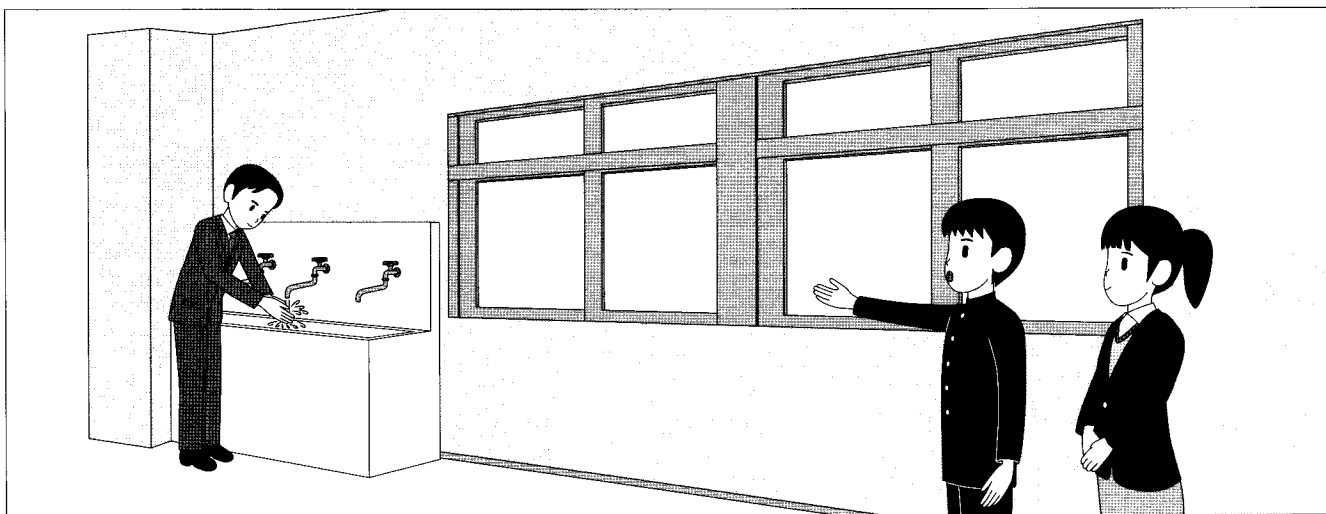
1 次の問い (1)・(2) に答えよ。(6 点)

(1) 次の絵の中の①～⑤の順に会話が成り立つように、に入る適切な英語を、5語で書け。

.....答の番号【1】



(2) 次の絵は、^{はやと} 隼人 (Hayato) が、留学生のルーシー (Lucy) と下の会話をしている一場面を表している。この絵をもとに、後の問い (a)・(b) に答えよ。



Hayato: Lucy, the ① his hands there is our new teacher.

Lucy : Oh, I don't know him. What's his name?

Hayato: He is Mr. Yamashita.

Lucy : I see. Do you know ② ?

Hayato: Yes, he teaches math.

(a) 会話が成り立つように、 ① に入る適切な英語を、2語で書け。

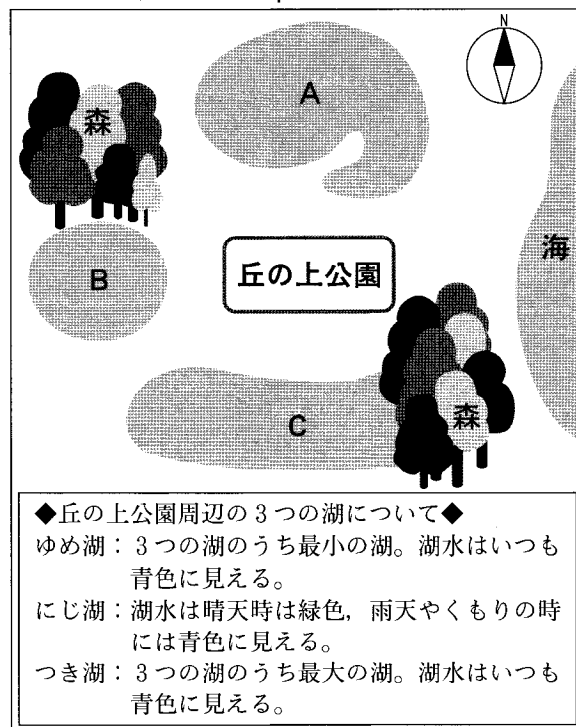
.....答の番号【2】

(b) 会話が成り立つように、 ② に入る適切な英語を、3語または4語で書け。ただし、what という語を必ず用いること。.....答の番号【3】

2 次の英文は、高校生の健 (Ken) が観光客のエマ (Emma) と、丘の上公園 (Okanoue Park) で、周辺の湖 (lake) について交わしている会話である。次の観光地図 (tourist map) を参考にして英文を読んで、下の問い (1)~(4) に答えよ。(8点)

Emma: Excuse me. Could you help me, please?
 Ken : Sure. What can I do for you?
 Emma: I got this tourist map at the station, but I can't read Japanese.
 Ken : OK. I'll help you by reading the map for you.
 Emma: ① From my sister, I heard that there is an interesting lake around here. The color of the lake's water looks different depending on the weather. Is there a lake like that?
 Ken : ② The map says there is a lake like that.
 Emma: Oh, good! I want to take pictures of that lake. From here in the park, I can see three lakes. Which lake is it?
 Ken : Well, let's check the map. The map says the lake your sister talked about is not the largest or the smallest ③ the three lakes around this park.
 Emma: I see.
 Ken : Right now, we are at Okanou Park and can see the sea in front of us, and the smallest lake is behind us.
 Emma: That means we're facing the east, right?
 Ken : Yes. Now we can see one large lake on our left side and another large lake on our right side.
 Emma: To me, the lake on our left side looks smaller. Is it the lake my sister talked about?
 Ken : ④ The map says the lake on our left side is the largest one. It also says the color of the largest lake's water always looks ⑤ . ⑥The lake your sister talked about is the other large one.
 Emma: All right! It's cloudy now, but the weather forecast says that today it will be sunny in the afternoon.
 Ken : Oh, that's good! I didn't know the weather forecast for the afternoon. Then you can see two different colors of the lake today. I hope you will enjoy the colors and take many good pictures!
 Emma: Thank you very much for your help.
 Ken : ⑦ I have never been here before, so I didn't know much about the lakes around here. However, through talking with you, I learned a lot about them. Thank you! Have a nice day.

観光地図 (tourist map)



(注) depending on ~ ~によって behind ~ ~の後ろに face ~ ~の方に向く
 side 側 forecast 予報

- (1) ① ・ ② ・ ④ ・ ⑦ に入る表現として適当なものを、次の (ア)~(エ) からそれぞれ1つずつ選べ。ただし、(ア)~(エ) のすべてを必ず用いること。 ……答の番号【4】
 (ア) You're welcome. (イ) No. (ウ) Thank you. (エ) Yes.
- (2) 本文の内容と観光地図 (tourist map) から考えて、 ③ に入る語として最も適当なものを、次の (ア)~(エ) から1つ選べ。また、 ⑤ に入る最も適当な1語を書け。 ……答の番号【5】
 (ア) during (イ) for (ウ) in (エ) of
- (3) 本文の内容から考えて、下線部⑥が指すものの名前を、次の (ア)~(ウ) から1つ選べ。また、下線部⑥にあたるものを、観光地図 (tourist map) 中のA~Cから1つ選べ。 ……答の番号【6】
 (ア) ゆめ湖 (イ) にじ湖 (ウ) つき湖
- (4) 本文の内容と一致しない英文を、次の (ア)~(エ) から1つ選べ。 ……答の番号【7】
 (ア) Emma asks Ken to help her because she can't read the tourist map written in Japanese.
 (イ) Emma has heard from her sister about a lake near Okanou Park before.
 (ウ) Ken knows the weather forecast for the afternoon after talking with Emma.
 (エ) Ken learned about the lakes by reading the map Emma got at Okanou Park.

【裏へつづく】

3 次の英文は、大学生の明子（Akiko）が書いた作文である。これを読んで、問い（1）～（10）に答えよ。（24点）

I have practiced *kendo* ① I was a little girl. One day in the summer, when I was sixteen, a boy came to my city from Australia. The boy, John, was going to study Japanese culture for one year at my high school. I was excited when I heard that he decided to be a member of my *kendo* team. When we started practicing *kendo* together for the first time, I said to him, "Thank you for ②(join) our team. I'm Akiko. Nice to meet you." He smiled and said, "Nice to meet you, too, Akiko." Soon we became friends.

This was John's first time to try *kendo*, so he had to learn many things about the customs in *kendo*. He tried to learn everything, and he often asked me questions. 【 A 】 I enjoyed practicing *kendo* with him because his questions gave ③me chances to think about the customs. For example, one day, he asked me a question, "Why do we bow so often?" Through my experiences in *kendo* lessons, I had an answer to his question. However, it was difficult to explain it to him, especially in English. I answered, "Well, we say the Japanese word *rei* when we bow. The word means bowing. And the word also means thanks and respect. We can show these feelings to others by bowing. Through *kendo*, we have learned that it's important to have and show such feelings all the time, so we bow often." He said, "Oh, I see. We can learn an important Japanese way of thinking through *kendo*!" I was happy to hear that. We practiced *kendo* a lot after that.

John learned about *kendo* and Japanese culture every day. I studied English ④[(ア) and / (イ) him / (ウ) many / (エ) tell / (オ) things about / (カ) tried to] *kendo* and Japanese culture in English. The next summer came quickly. 【 B 】 It was time for John to go back to his country. On his last day in Japan, he said to me, "Thank you for everything you did for ⑤me, Akiko. I'll practice *kendo* in my country, and I'll be back here in the future. Thank you very much. See you again." Then, he left Japan.

Five years later, I was still studying English and practicing *kendo*. One day, a letter came to me. 【 C 】 In the letter, John said that he was going to come to Japan to join an international *kendo* tournament. He also said that he was going to visit me with his team members. That news made me excited.

A few weeks later, John visited me. 【 D 】 I said, "Wow, John! You're here again!" He smiled and said, "I'm really happy to see you again. *Kendo* has ⑥(bring) me back here." I said, "I'm happy to know that you still practice *kendo*." "I practice it with my team members," he answered. He introduced his team members to me, and they politely bowed. He said, "From you, I learned one of the wonderful ideas many Japanese people have. I learned we can show thanks and respect to others by bowing. I want many people in my country to know more about ⑦this idea and to be interested in Japanese culture. So, I try to explain these things by teaching *kendo* to many people and practicing *kendo* with them." On that day, his team members and I enjoyed talking about *kendo* and Japanese culture, and we became friends. They asked me many questions about Japanese culture, Japanese ways of thinking, and *kendo*. ⑧Answering their questions in English was not difficult for me because I could speak English better and understood more about Japanese culture through *kendo* than before. I was happy to know that his team members were interested in Japanese culture.

Today many people around the world are interested in Japanese culture and are visiting Japan, so I think we have many chances to talk with people from different countries even in Japan. To communicate with these people, it's important to learn foreign languages. And, from my experiences through *kendo*, I think it's also important to know a lot about Japanese culture. If we understand our culture well and explain it well, we can make people more interested in our culture.

- | | | |
|--|----------------------|------------------------|
| (注) practice ~ ~を練習する | <i>kendo</i> 剣道 | |
| was going to ~ (be going to ~の過去形) ~するつもりだった | | |
| culture 文化 | excited わくわくした | custom しきたり |
| bow 礼をする | explain ~ ~を説明する | respect 尊敬 |
| feeling 感情 | all the time いつでも | |
| international <i>kendo</i> tournament | トーナメント形式で行われる剣道の国際大会 | |
| introduce ~ ~を紹介する | politely 礼儀正しく | communicate 情報や意見を伝え合う |

- (1) ①に入る最も適当な1語を書け。……………答の番号【8】
- (2) 下線部②(join)・⑥(bring)を、文意から考えて、それぞれ正しい形にかえて1語で書け。……………答の番号【9】
- (3) 次の英文を本文中に入れるとすればどこが最も適当か、本文中の【A】～【D】から1つ選べ。
……………答の番号【10】

I was surprised because it was from John.

(4) 下線部③・⑤が指す人物の組み合わせとして最も適当なものを、次の(ア)～(エ)から1つ選べ。

.....答の番号【11】

- (ア) ③ Akiko ⑤ Akiko (イ) ③ Akiko ⑤ John
(ウ) ③ John ⑤ Akiko (エ) ③ John ⑤ John

(5) 下線部④の [] 内の(ア)～(カ)を、文意が通じるように正しく並べかえ、記号で書け。

.....答の番号【12】

(6) 下線部⑦について、具体的な内容を表す最も適当な部分を本文中から10語で抜き出し、その部分の最初の4語を書け。.....答の番号【13】

(7) 次の英文は、下線部⑧について説明したものである。本文の内容から考えて、に入る最も適当な1語を書け。また、に入る最も適当な語を、下の(ア)～(エ)から1つ選べ。.....答の番号【14】

Answering questions in English about Japanese culture, Japanese ways of thinking, and *kendo* was than before for Akiko because she could speak English better and understood more about Japanese culture through *kendo*. she talked with John's team members.

- (ア) after (イ) if (ウ) that (エ) when

(8) 本文の内容に合うように、次の問い(a)・(b)に対する最も適当な答えを、下の〈条件〉にしたがい、それぞれ英語で書け。

(a) Does Akiko think she has many chances to talk with people from different countries?

.....答の番号【15】

(b) Which country did John go back to after studying for a year in Japan?

.....答の番号【16】

- 〈条件〉 ・(a)は3語で書くこと。
 ・(b)は5語で書くこと。

(9) 次の(ア)～(オ)は、本文中のできごとについて述べたものである。(ア)～(オ)を時間の経過にそって古いものから順に並べかえ、記号で書け。.....答の番号【17】

- (ア) Akiko told John her name when they practiced *kendo* together for the first time.
(イ) Akiko was excited to know John was going to come to Japan and meet her.
(ウ) John came to Japan with the members of his *kendo* team.
(エ) John learned about *kendo* and Japanese culture at Akiko's school.
(オ) John started practicing *kendo* in his country.

(10) 次の英文は、この作文を読んだ留学生のパウロ (Paulo) がクラスメイトの友里 (Yuri) と交わしている会話の一部である。これを読んで、下の問い(a)～(c)に答えよ。

Paulo: Akiko had a wonderful experience with John and his team members.
Yuri: I agree. Like Akiko, I was happy to know that John didn't practicing *kendo* after he left Japan. I think John really liked *kendo* and Japanese culture.
Paulo: I think so, too. Also, Akiko really enjoyed talking about these things with John's team members. Then she was happy because she Japanese culture.
Yuri: From Akiko's story, I learned that we cannot make people from other countries interested in our culture only by explaining something well in foreign languages.
Paulo: Me, too. She thinks that is also important to communicate better with people from other countries. I learned this idea from her story.

(a) 本文の内容から考えて、に入る、sから始まる最も適当な1語を書け。.....答の番号【18】

(b) に入る適当な英語を本文の内容にそって、6語で書け。.....答の番号【19】

(c) に入る表現として最も適当なものを、次の(ア)～(エ)から1つ選べ。

.....答の番号【20】

- (ア) learning a lot about our own culture
(イ) understanding our own languages
(ウ) knowing a lot about foreign culture
(エ) having a lot of experience in foreign countries

【英語(筆記)おわり】

共通学力検査 英語(筆記) 正答表

| 問題番号 | 答の番号 | 答の欄 | | 備考欄 | | | | |
|------|------|------|--|---------------------------------------|------|------|-----------|---|
| | | | | | 配点 | | | |
| 1 | (1) | 【1】 | (例) How long will it take ? | | 【1】 | 2 | | |
| | (2) | (a) | 【2】 | (例) man washing | | 【2】 | 2 | |
| | | (b) | 【3】 | (例) what subject he teaches | | 【3】 | 2 | |
| 2 | (1) | 【4】 | ① ㊦ ② ㊥ ④ ㊩ ⑦ ㊧ | | 【4】 | 完全解答 | 2 | |
| | (2) | 【5】 | ③ ㊥ ⑤ blue | | 【5】 | | 2 (各1) | |
| | (3) | 【6】 | ⑥が指すものの名前 ㊩ ⑥にあたるもの ㊦ | | 【6】 | | 2 (各1) | |
| | (4) | 【7】 | | ㊥ | 【7】 | | 2 | |
| 3 | (1) | 【8】 | since | | 【8】 | | 2 | |
| | (2) | 【9】 | ② joining | ⑥ brought | 【9】 | | 2 (各1) | |
| | (3) | 【10】 | ㊦ | | 【10】 | | 2 | |
| | (4) | 【11】 | ㊩ | | 【11】 | | 2 | |
| | (5) | 【12】 | (ア)→(カ)→(エ)→(イ)→(ウ)→(オ) | | 【12】 | 完全解答 | 2 | |
| | (6) | 【13】 | we can show thanks | | 【13】 | 完全解答 | 2 | |
| | (7) | 【14】 | i easier | ii ㊥ | 【14】 | | 2 (各1) | |
| | (8) | (a) | 【15】 | (例) Yes, she does. | | 【15】 | | 2 |
| | | (b) | 【16】 | (例) He went back to Australia. | | 【16】 | | 2 |
| | (9) | 【17】 | (ア)→(エ)→(オ)→(イ)→(ウ) | | 【17】 | 完全解答 | 2 | |
| | (10) | (a) | 【18】 | stop _____ | | 【18】 | | 1 |
| | | (b) | 【19】 | (例) knew that they were interested in | | 【19】 | | 2 |
| | | (c) | 【20】 | ㊦ | | 【20】 | | 1 |