

学 力 検 査 問 題

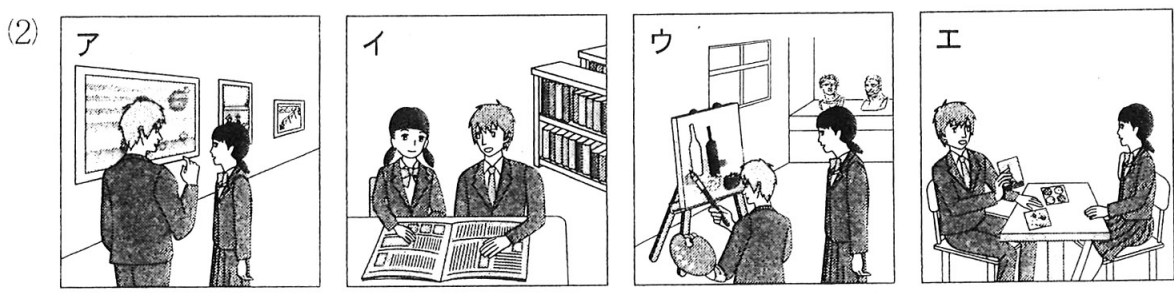
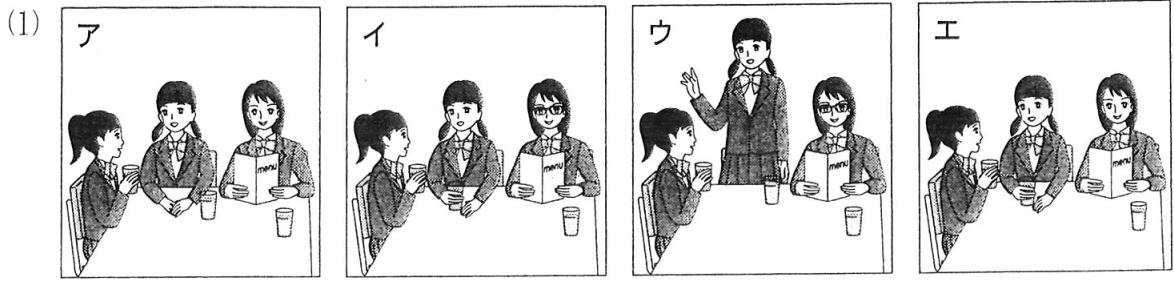
英 語

注 意

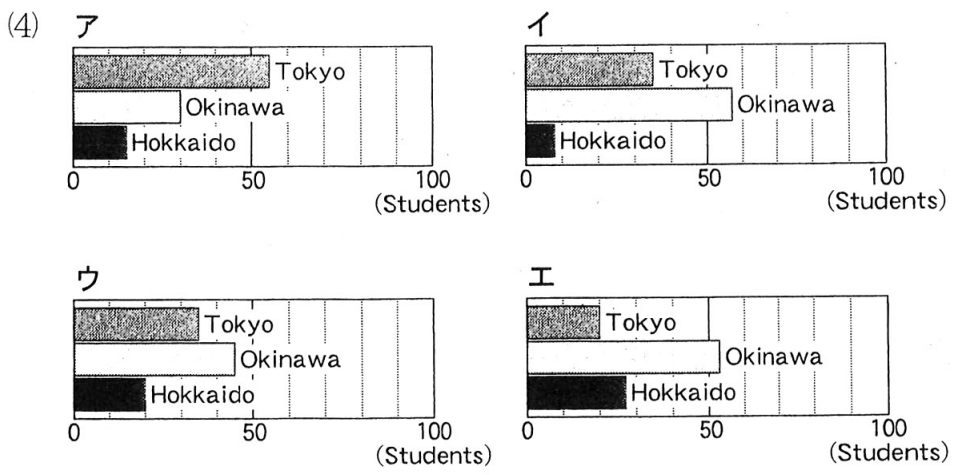
- 1 指示があるまでは、検査問題を開いてはいけません。
- 2 検査問題は表紙を除いて7ページで、問題は から まであります。
- 3 答えは、全て解答用紙に記入しなさい。

1 放送を聞いて答える問題

1 これから短い英文を読みます。英文は(1)~(5)まで五つあります。それぞれの英文を読む前に、日本語で内容に関する質問をします。その質問に対する答えとして最も適切なものを、ア~エの中から一つずつ選び、その符号を書きなさい。
 なお、英文については2回ずつ読みます。



- (3) {
- ア When did you see the movie?
 - イ Why did you like the movie?
 - ウ What do you mean?
 - エ How about seeing the movie again next weekend?
- }



(5)

The Next English Class

- Day & Time ①
- Place ②
- What to bring ③

by Mr. Brown

ア

- ① Tuesday 11:45
- ② Library
- ③ Favorite thing

イ

- ① Thursday 11:45
- ② Room 201
- ③ Favorite thing

ウ

- ① Tuesday 10:45
- ② Library
- ③ Picture

エ

- ① Thursday 10:45
- ② Library
- ③ Picture

2 これから読む英文は、中学生の祐二（Yuji）とグリーン先生（Ms. Green）が話をしているときのものです。この英文を聞いて、(1), (2)の問いに答えなさい。なお、英文は2回読みます。

英文を聞く前に、まず、(1), (2)の問いを読みなさい。

(1) 次の①～③に対する答えを、祐二とグリーン先生の会話の内容に即して、英語で書きなさい。ただし、解答用紙の_____の部分には1語ずつ書くこと。

① What happened to Yuji's basketball team last week?

答え His team did not _____ the game.

② How does Yuji feel when he makes mistakes in the basketball game?

答え He always feels _____ for his friends in his team.

③ When will Yuji have his next game?

答え He will have it in _____.

(2) 祐二とグリーン先生の会話の内容に合っているものを、次のア～エの中から一つ選び、その符号を書きなさい。

ア Ms. Green has played basketball for ten years in Japan.

イ Ms. Green never felt nervous during her basketball games.

ウ Yuji was encouraged by his friend's words and smile.

エ Yuji learned that he could improve his basketball skills by making mistakes.

2

次の1～3の問いに答えなさい。

- 1 次の会話の()に入れるのに最も適切な英語を、1語書きなさい。ただし、()内に示されている文字で書き始め、その文字も含めて答えること。

Jim : Hi, Maki. I heard you were sick and left school early yesterday. How are you today?

Maki : I feel much (b) than yesterday. I went to the hospital and took medicine.

Jim : I'm glad to hear that.

- 2 次の会話の()に入れるのに最も適切なものを、ア～エの中から一つ選び、その符号を書きなさい。

(学校で)

Akiko : Paul, this is our class schedule.

Paul : Thank you very much. But why is this written in English and Japanese? Did you make it for me?

Akiko : Actually, no. I () from Mr. Suzuki, our English teacher. He wants us to learn how to say each subject in English.

(注) schedule : 予定表

ア got it イ sent it ウ made it エ gave it

- 3 由香 (Yuka) と留学生のメアリー (Mary) は、夏休みに鹿児島県に行く計画を立てています。由香とメアリーのそれぞれが良いと考えている計画として最も適切なものを、ア～エの中から一つずつ選び、その符号を書きなさい。















Mary : I'm so excited to go to Kagoshima. I found some plans to get there. Look at this, Yuka.




Yuka : Let me see. This is very cheap. But if we take a bus, it takes very long to get there.

Mary : That's true. I don't want to sit on the bus for more than 10 hours!

Yuka : I like to travel by plane. Oh, there are two ways to get there by plane. Well, this is the best plan for me because it takes the shortest time to get to Kagoshima. What do you think, Mary?

Mary : That's good, but I think this one is the best. It is cheaper than going there by plane.

| Plan | Start | Arrive | From Gifu to Kagoshima | How much? |
|------|-----------|------------|---|------------|
| ア | 6:30 a.m. | 12:30 p.m. | Gifu Station  Nagoya Station  Nagoya Airport  Fukuoka Airport  Hakata Station  Kagoshima Chuo Station | 37,860 yen |
| イ | 1:30 p.m. | 5:30 p.m. | Gifu Station  Nagoya Station  Chubu International Airport  Kagoshima Airport  Kagoshima Chuo Station | 34,610 yen |
| ウ | 1:10 p.m. | 6:50 p.m. | Gifu Station  Nagoya Station  Hakata Station  Kagoshima Chuo Station | 24,730 yen |
| エ | 7:40 p.m. | 11:10 a.m. | Gifu Station  Nagoya Station  Kagoshima Chuo Station | 16,670 yen |

Train  Bus  Plane 

3

次の英文は、健二（Kenji）が、地域の図書館の利用状況を調べてグラフ（Graph）を作り、英語の授業で発表したときのものです。1～3の問いに答えなさい。

Have you ever used the library in our town? I often go there to read books or to study. The library is a wonderful place for people who like reading books or people who want to study. I sometimes stay there for a long time. One day, I asked a person working at the library how long people stay in the library when they visit it.

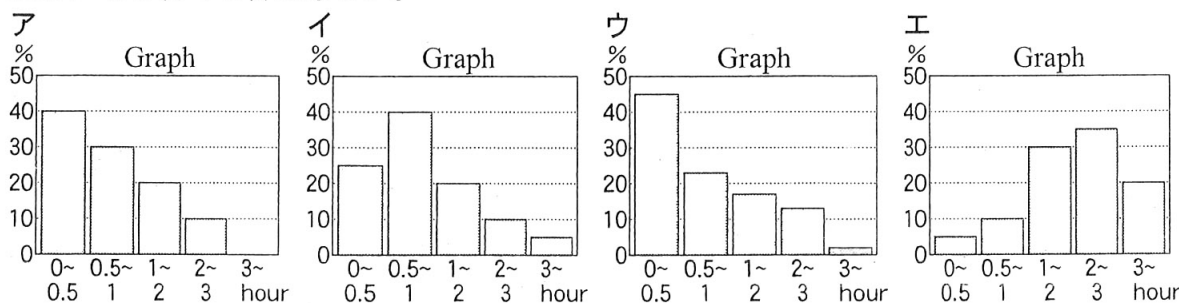
Please look at the graph. You can see more than 60% stay for less than one hour. Among them, the number of people who stay for less than 30 minutes is larger. Those people don't stay very long because they just come to borrow or return books. Few people stay for more than three hours. People using the library for studying want to stay longer, but there is not enough space for them now. In addition, there are not enough computers to get some information.

What should we do to make the library more comfortable for people who want to stay longer? I'll tell you my idea. Look at this picture. First, we should have a book space and a larger learning space in different places. Then each space will be quieter and more comfortable. Second, we should have more computers near the learning space because they are very useful for people who study. Third, we should have a special room for people who want to study in groups. Then they can get new ideas by studying in groups.

(①), more people will enjoy staying in the library in our town. What do you think about my idea?

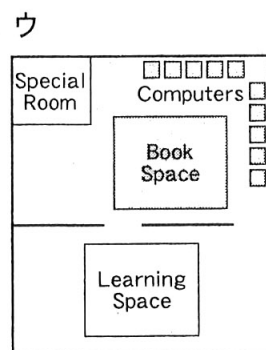
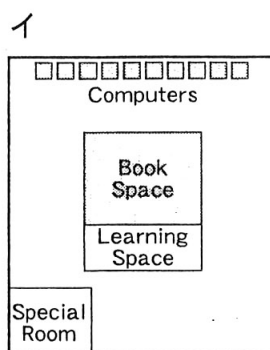
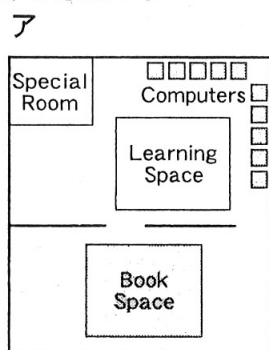
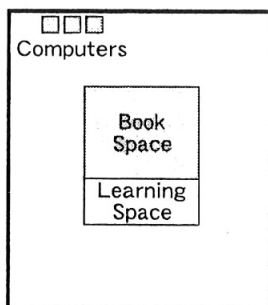
(注) less than～：～未満 space：空間 in addition：加えて comfortable：快適な

1 健二が発表のときに見せたグラフとして最も適切なものを、次のア～エの中から一つ選び、その符号を書きなさい。



2 健二が発表の中で示した図書館の改善案として最も適切なものを、次のア～ウの中から一つ選び、その符号を書きなさい。

〈現在の図書館〉



3 本文中の(①)に入れるのに最も適切なものを、次のア～エの中から一つ選び、その符号を書きなさい。

- ア Though we can't improve the library
- イ If we can improve the library this way
- ウ Though we don't have a library in our town
- エ If we go to better libraries in other towns

4 次の英文は、中学生の裕美（Yumi）と留学生のトム（Tom）が、伊藤先生（Mr. Ito）と環境問題（environmental problem）について話をしているときのものです。1～7の問いに答えなさい。

Yumi : My mother always says that the weather in Japan has changed a lot. Is it an effect of global warming?

Tom : I think so. I watched a program about environmental problems around the world on TV last year. I learned many things from the program. The increase of CO₂ in the atmosphere is one of the causes of global warming. 【ア】 Global warming gives a lot of damage to our lives. Environmental pollution problems also give serious damage to the earth. So I started thinking about what to do to solve environmental problems.

Mr. Ito : I found an article on an English newspaper. I want you to read this.

How will our lives be changed in the future? The earth has a lot of problems — environmental problems, energy problems, food problems, and other problems. They are very serious. What will happen to the earth (①)? We should know that they are not someone else's problems.

In June 1992, Severn Suzuki, a twelve-year-old girl from Canada, made a speech in front of world leaders at the UN Earth Summit in Rio de Janeiro. She talked about serious problems of the earth with strong messages. She really wanted the leaders to think about the problems and asked them to start something to protect the future world. Her words impressed all the people there and around the world.

Many years after her speech, many countries took action. In 2015, at a world meeting of the UN, world leaders made some goals to solve the world's problems.

Today, April 22, is Earth Day. Let's talk about what we can do for the future.

<After Yumi and Tom read the article...>

Mr. Ito : Do you know anything about Earth Day?

Yumi : I've seen some posters of Earth Day in some places. I know Earth Day is an important day for everyone, but I think the earth's problems sound a little difficult for me. 【イ】 So I haven't thought about them well.

Tom : I understand what you mean. But all people have to think about them as their own problems.

Mr. Ito : That's right. The article says ②the same thing. Have you listened to Severn Suzuki's speech?

Yumi : No, I haven't.

Tom : I've listened to her speech recently on the Internet. I was moved by her speech because a young girl like my age had very strong opinions. She is still working very hard to solve environmental problems. You should listen to it, Yumi. I think we can learn a lot from her.

Yumi : OK, Tom. I will.

Mr. Ito : Why don't we start something together to solve environmental problems? 【ウ】 I also believe even small things can change the world. Do you have any ideas?

Yumi : Well, we can say "No thanks" to plastic bags at shops. And we can save water at home. We can try to recycle or reuse things, too.

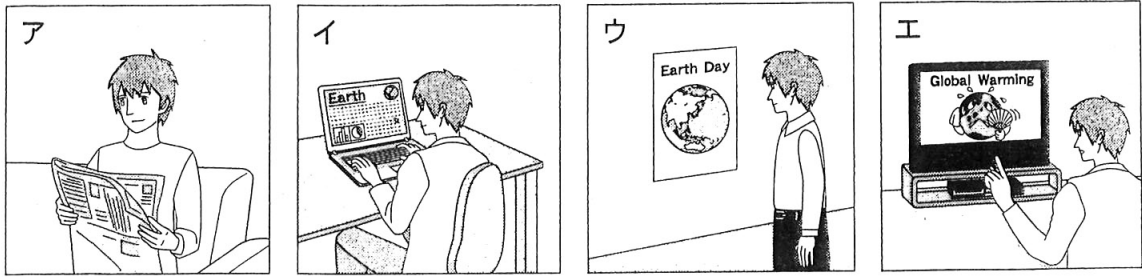
Mr. Ito : How about you, Tom?

Tom : Well, how about making a special Earth Day for our school and putting posters on the wall? We can write some messages for solving environmental problems on the posters.

Mr. Ito : 【エ】 That's a nice idea. I want to talk about what we can do to solve environmental problems in our English class. I hope we can get many ideas from other students.

(注) effect : 影響 increase : 増加 CO₂ : 二酸化炭素 atmosphere : 大気 cause : 原因
damage : 被害 pollution : 汚染 article : 記事 leader : 指導者
the UN Earth Summit : 国連地球サミット take action : 行動する recently : 最近

- 1 トムが環境問題について考えるようになったきっかけを正しく表しているものを、本文の内容に即して、次のア～エの中から一つ選び、その符号を書きなさい。



- 2 新聞記事の(①)に入れるのに最も適切なものを、次のア～エの中から一つ選び、その符号を書きなさい。

- ア if we can't read English newspapers to learn problems on the earth
 イ if we study hard about the earth on the Internet every day
 ウ if we don't try to solve serious problems around the world
 エ if we find answers to the environmental problems easily

- 3 本文中の下線部②が示す内容として、最も適切な1文を、新聞記事の中から抜き出して書きなさい。

- 4 次の英文を入れるのに最も適切な箇所を、本文中の【 ア 】～【 エ 】の中から一つ選び、その符号を書きなさい。

【 I believe there is something that we can do. 】

- 5 次の質問に対する答えを、本文の内容に即して、英語で書きなさい。ただし、解答用紙の_____の部分には1語ずつ書くこと。

- (1) Does Yumi know that Earth Day is an important day for everyone?
 (2) Why was Tom moved by Severn Suzuki's speech?

- 6 本文の内容に合っているものを、次のア～オの中から二つ選び、その符号を書きなさい。

- ア The newspaper article says that Severn Suzuki went to Canada to make a speech about Earth Day.
 イ The newspaper article says that world leaders made some goals to solve the world's problems in 2015.
 ウ Mr. Ito told Yumi and Tom to listen to Severn Suzuki's speech on Earth Day.
 エ Mr. Ito asked Yumi and Tom to make posters of environmental problems.
 オ Mr. Ito wants to talk about what to do to solve environmental problems with students in his English class.

- 7 次の英文は、伊藤先生が裕美とトムと話したことを、他の生徒に伝えているときのものです。(③)、(④)に入れるのに適切な英語を、本文中から抜き出して1語ずつ書きなさい。ただし、()内に示されている文字で書き始め、その文字も含めて答えること。

Yumi and Tom want to start something to solve environmental problems. I think that even (③s) things can change the world. They will make a special Earth Day for our school and put posters on the wall. I want all of you to think about what we can do to (④p) the world from environmental problems.

5 次の1, 2の会話について, それぞれの[]内の語を正しく並べかえて, 英文を完成させなさい。ただし, 解答用紙の _____ の部分には1語ずつ書くこと。

1 (昼休みの教室で)

Emma : I really enjoyed your piano performance last Sunday.

Yuki : Thank you very much for coming. Do you play the piano?

Emma : Yes, I do. But I [not / a / chance / had / have] to play it since I came to Japan.

Yuki : Really? Then, you can come to my house to play it.

Emma : That's very kind of you.

2 (友達の家で)

Hana : Thank you for taking care of my little sister.

Ann : You're welcome. It was fun for me to spend time with her.

Hana : She said that she really liked the book you read to her.

Ann : Oh, did she? I'll give [her / to / she / if / it] likes it so much.

Hana : Thank you. She will be happy.

6 あなたは, 留学生としてあなたの通う中学校に来る予定のマーク (Mark) に, 学校生活についてメールで紹介するためのメモを作成しました。メモをもとにマークに送るメール文を完成させなさい。メール文の ①, ② には, それぞれメモに即して, 適切な英語を書きなさい。また, ③ には, 【学校生活でマークと一緒にしてみたいこととその理由】について, あなたの考えを英語で書きなさい。

ただし, ③ は, メモに書かれていない内容であること。

<メモ>

- ・学校は朝8時半に始まる。
- ・授業は, 毎日6時間目までである。
- ・給食があるので, 自分の昼食を持って来なくてもいい。
- ・昼食が終わったら, みんなで掃除をする。

【学校生活でマークと一緒にしてみたいこととその理由】

- ・ あなたの考え

<メール文>

Dear Mark,

I would like to tell you about my school life.

Our school ① . We have six classes every day. After the fourth class, we have lunch. We ② because our school serves school lunch. When we finish eating, we clean the school buildings together. When you come to my school, I ③ . I'm looking forward to seeing you.

(注) serve : 提供する

(放送原稿)

放送を聞いて答える問題

放送を聞いて答える問題 1

これから短い英文を読みます。英文は(1)から(5)まで五つあります。それぞれの英文を読む前に、日本語で内容に関する質問をします。その質問に対する答えとして最も適切なものを、アからエの中から一つずつ選び、その符号を書きなさい。
なお、英文については2回ずつ読みます。

(1) これから読む英文の内容を、正しく表しているものはどれでしょう。

Three girls are sitting around the table. Two of them are holding glasses. A girl wearing glasses is looking at the menu.

(2) これから読む英文は、ジョン (John) と絵里 (Eri) との会話です。2人が会話している場面を表しているものはどれでしょう。

John: This is a very famous picture. Have you ever seen this picture, Eri?

Eri: No, I haven't. But it's very beautiful. Don't you think so, John?

John: Yes. We can see other famous pictures here. Let's go and look around.

(3) これから読む英文は、マーク (Mark) と香奈 (Kana) との会話です。その会話の中で、香奈がひとこと付け加えるとすると、どの表現が最も適切でしょう。なお、香奈がひとこと付け加えるところで、チャイムが鳴ります。

Mark: Kana, what did you think about the movie?

Kana: I thought it was a great movie. I was impressed with the story. How about you, Mark?

Mark: I like the story, too. I also like all the characters in the movie. They are so funny. So, I want to see it again.

Kana: I agree. (チャイムの音)

(4) これから読む英文は、新聞部が行ったアンケートの結果を、浩志 (Hiroshi) がグラフにまとめ、英語の授業で発表したときのものです。浩志が発表のときに見せたグラフはどれでしょう。

Which place would you like to visit in summer — Tokyo, Okinawa, or Hokkaido? Please look at this. It shows where 100 students in our school want to go during the summer vacation. Tokyo is popular because there are many places for shopping. But Okinawa is more popular than Tokyo. More than half of the students want to visit Okinawa to swim in the beautiful sea there. Hokkaido is a nice place to go because it is cool in summer, and there is a lot of beautiful nature there. However, Okinawa and Tokyo are more popular than Hokkaido.

(5) これから読む英文は、ブラウン先生 (Mr. Brown) が、英語の授業について、連絡をしているときのものです。ブラウン先生が紙に書いた連絡の内容を正しく表しているものはどれでしょう。

You are going to make a speech about your favorite thing in the next English class. We usually have our English class at 11:45 here in room 201 every Thursday. But we will have the next class at the library on Tuesday next week. And the class will start one hour earlier on that day. Please don't be late. When you make a speech, you need to bring the picture of your favorite thing. I wrote this information on the paper and I will put it on the wall for you.

放送を聞いて答える問題 2

これから読む英文は、中学生の祐二 (Yuji) とグリーン先生 (Ms. Green) が話しているときのものです。この英文を聞いて、(1)、(2) の問いに答えなさい。なお、英文は2回読みます。

英文を聞く前に、まず、(1)、(2) の問いを読みなさい。

では、始めます。

Yuji: Hello, Ms. Green.

Ms. Green: Hi, Yuji. You don't look well today. What happened?

Yuji: Last week we had a basketball game. I was so nervous that I couldn't play well. Finally, our team lost the game.

Ms. Green: Oh, I understand how you feel. I played basketball for ten years in Canada. I felt nervous during games, too.

Yuji: Oh, did you? I always feel sorry for my friends in my team when I make mistakes in the game.

Ms. Green: Yuji, I had the same feeling. When I made a mistake in the game, I told my friends that I was sorry. But one of my friends said, "Don't feel sorry for us. We can improve by making mistakes. You can try again!" She told me with a big smile. Her words and smile encouraged me. Since then, I have kept her words in mind.

Yuji: Thank you, Ms. Green. I learned a very important thing from you. Now I believe that I can improve my basketball skills by making mistakes.

Ms. Green: Great, Yuji! I'm glad to hear that. When is your next game?

Yuji: Oh, it's in November. Please come to watch our game!

Ms. Green: Sure. I'm looking forward to seeing it. Good luck.

Yuji: Thank you, Ms. Green. I'll do my best.

英語 解答用紙

受 検 番 号

| | | | | | | |
|---|---|-----------|-----------|-----------|-----------|-----------|
| 1 | 1 | (1) _____ | (2) _____ | (3) _____ | (4) _____ | (5) _____ |
|---|---|-----------|-----------|-----------|-----------|-----------|

| | | |
|---|-----|--|
| 2 | 2 | ① His team did not _____ the game. |
| | (1) | ② He always feels _____ for his friends in his team. |
| | | ③ He will have it in _____. |

| | |
|-----|-------|
| (2) | _____ |
|-----|-------|

| | | | | |
|---|---|-------|---|-------|
| 2 | 1 | _____ | 2 | _____ |
|---|---|-------|---|-------|

| | | | |
|---|---|---------------|---------------|
| 3 | 3 | Yuka's plan : | Mary's plan : |
|---|---|---------------|---------------|

| | | | | | | |
|---|---|-------|---|-------|---|-------|
| 3 | 1 | _____ | 2 | _____ | 3 | _____ |
|---|---|-------|---|-------|---|-------|

| | | | | |
|---|---|-------|---|-------|
| 4 | 1 | _____ | 2 | _____ |
|---|---|-------|---|-------|

| | |
|---|-------|
| 3 | _____ |
|---|-------|

| | |
|---|-------|
| 4 | _____ |
|---|-------|

| | | |
|---|-----|--|
| 5 | (1) | _____, she _____. |
| | (2) | Because a young girl like _____ age had very _____ opinions. |

| | | | | | | |
|---|-------|---|---|-------|---|-------|
| 6 | _____ | 7 | ③ | _____ | ④ | _____ |
|---|-------|---|---|-------|---|-------|

| | | |
|---|---|--|
| 5 | 1 | But I _____ _____ to play it since I came to Japan. |
|---|---|--|

| | | |
|---|---|--|
| 2 | 2 | I'll give _____ _____ likes it so much. |
|---|---|--|

| | | |
|---|---|------------------|
| 6 | ① | Our school _____ |
|---|---|------------------|

| | | |
|---|---|--|
| ② | 2 | We _____ because our school serves school lunch. |
|---|---|--|

| | | |
|---|---|-------------------------------------|
| ③ | 3 | When you come to my school, I _____ |
|---|---|-------------------------------------|

英 語 解 答

注：ここに示した以外の細部については、
学校ごとに統一すること。

| 問題 番号 | 正 答 | 配 点 | 備 考 |
|----------|---|--|--|
| 1 | 1 (1) イ (2) ア (3) エ (4) イ (5) ウ 2 (1) ① His team did not <u>win</u> the game. ② He always feels <u>sorry</u> for his friends in his team. ③ He will have it in <u>November</u> . (2) エ | ① 1 (1)~(5) 各3点 計15点 2 (1) ①~③ 各3点 計9点 (2) 3点 | |
| 2 | 1 better 2 ア 3 Yuka's plan : イ Mary's plan : ウ | ② 1 3点 2 3点 3 各3点 計6点 | |
| 3 | 1 ウ 2 ア 3 イ | ③ 1~3 各4点 計12点 | |
| 4 | 1 エ 2 ウ 3 We should know that they are not someone else's problems 4 ウ 5 (1) <u>Yes</u> , she <u>does</u> . (2) Because a young girl like <u>his</u> age had very <u>strong</u> opinions. 6 イ, オ 7 ③ small ④ protect | ④ 1 2点 2 3点 3 3点 4 3点 5 (1), (2) 各3点 計6点 6 各3点 計6点 7 ③, ④ 各3点 計6点 | ④ 5 (2) 正答の一例である。 6 順序は問わない。 |
| 5 | 1 But I <u>have</u> <u>not</u> <u>had</u> <u>a</u> <u>chance</u> to play it since I came to Japan. 2 I'll give <u>it</u> <u>to</u> <u>her</u> <u>if</u> <u>she</u> likes it so much. | ⑤ 1, 2 各4点 計8点 | |
| 6 | ① starts at 8:30 in the morning ② don't have to bring our lunch ③ (略) | ⑥ ①, ② 各3点 計6点 ③ 6点 | ⑥ ①, ② 正答の一例である。 ③ 内容及び文法・語法の二つの観点について、各学校で採点基準を適切に設け、総合的に評価すること。 |
| | | 英 語 計100点 | |