

じゅけんばんごう 受検番号	だい 第	ばん 番
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へいせい 30 ねん ど がく りょく けん さ もん だい
平成 30 年度 学 力 検 査 問 題

えい
英

ご
語

(14 時 40 分 ~ 15 時 30 分)
(50 分間)

ちゅう い
注 意

1 かいとうようし
解答用紙について

- (1) かいとうようし は 1 枚で、もんだいようし 問題用紙にはさんであります。
- (2) かり 係のせんせい 先生のしじ 指示にしたが、しよてい らん 所定のらん 欄2か所にじゅけんばんごう 受検番号をかきなさい。
- (3) こた 答えはすべてかいとうようし 解答用紙のきめられたところに、はつきりとか 書きなさい。
- (4) かいとうようし 解答用紙は切りはなしてはいけません。
- (5) かいとうようし 解答用紙の * じるし 印はしゅうけい 集計のためのもので、かいとう 解答にはかんけい 関係ありません。

2 もんだいようし
問題用紙について

- (1) ひょうし 表紙のしよてい らん 所定のらん 欄にじゅけんばんごう 受検番号をかきなさい。
 - (2) もんだい 問題はぜんぶ 全部で5もん 問あり、ひょうし のぞ 表紙を除いて10ぺーじ ページです。
- さいしょ 最初に「ほうそう き 放送を聞いてこた 答えるもんだい 問題」をおこないます。
- いんさつ 印刷のはつきりしないところは、て 手をあげてかり 係のせんせい 先生にききなさい。

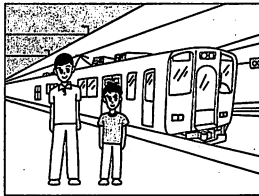
1 放送を聞いて答える問題(28点)

問題は、全部で7題あります。問題7は、英語による指示が1回のみ放送されます。放送中メモを取ってもかまいません。問題7の英語による指示以外の英語は、各問題とも2回ずつ放送されます。

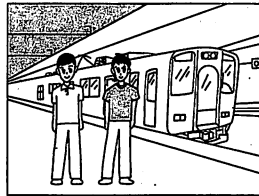
【問題1～問題3】

それぞれの会話を聞いて、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1つずつ選び、その記号を書きなさい。(各2点)

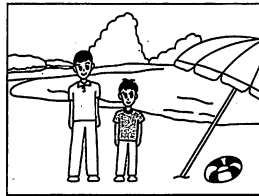
問題1



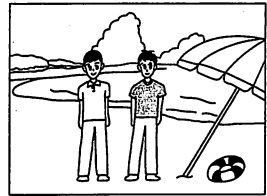
ア



イ

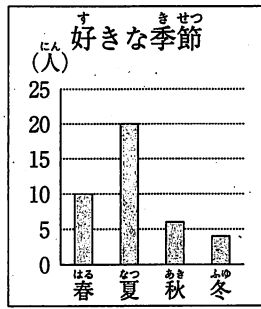


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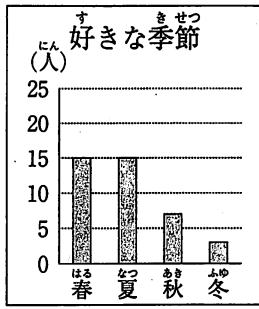


エ

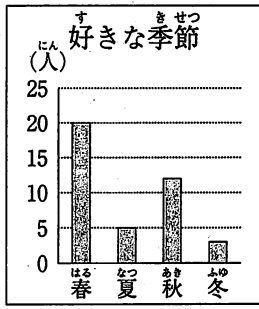
問題2



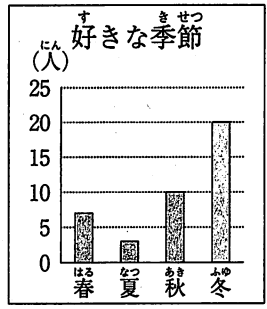
ア



イ

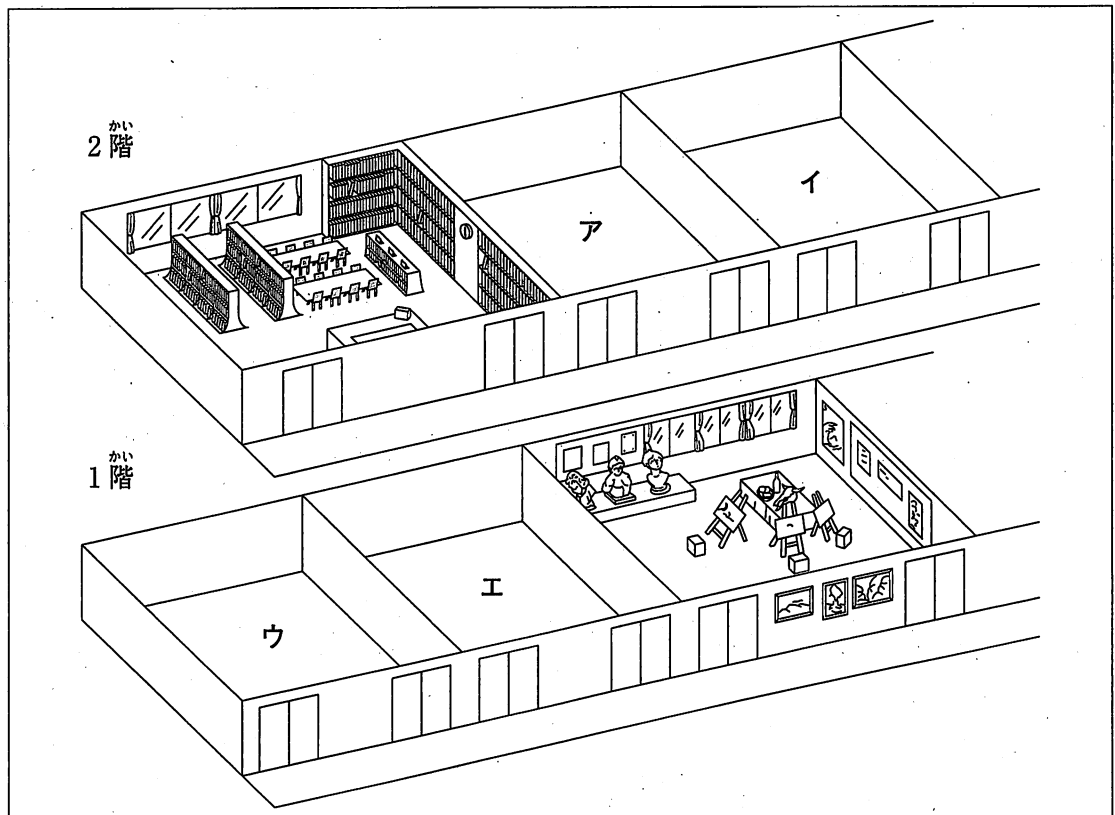


ウ



エ

問題3



【問題4, 問題5】

それぞれの「ある場面」を説明する英文を聞いて、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1つずつ選び、その記号を書きなさい。(各2点)

問題4

- ア Do you want to leave a message? イ This is Ken speaking.
ウ Sorry, he is not at home. エ I'll call him later.

問題5

- ア Sure, do you need anything else? イ Please show me other bags.
ウ OK, send it to my house, please. エ Thank you for selling me that.

【問題6】

留学生のEmmaとクラスメートのSatoshiの会話を聞いて、次の(1)～(3)の質問に日本語で答えなさい。(各3点)

- (1) Emmaが日本に来た理由は何ですか。
(2) Emmaはどこで昼食を食べましたか。
(3) Mr. Fukudaは、どのようなことを宿題として出しましたか。

【問題7】(各3点)

(1) Question 1

- A To keep walking slowly.
B To clean the mountain.
C To see the morning sun.
D To take the flowers.

(2) Question 2

- A Checking that the mountain roads were safe.
B Learning about the plants on the mountain.
C Keeping their office clean.
D Giving their warm clothes to people who needed them.

(3) Question 3

- A Ms. Kean thinks that we should do things without help because no one sees us.
B Ms. Kean believes that helping people is important even when no one sees us.
C Ms. Kean wanted to tell her students that they should not bring their bottles back.
D Ms. Kean found that she could not keep walking up Mt. Fuji because she was too tired.

2 Haruki は留学生の Peter に、バスケットボールの試合があることを伝えるため、メール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〕

バスケットボールの試合

日付：4月15日 日曜日
 時間：午前8時から午前11時
 場所：みどり体育館
 連絡：家で朝食を食べてきてください。
 試合には赤色のユニフォームを着用します。

試合の後にみんなで写真を撮ります。
 君の家族に送ってあげてください。

From: Haruki
 To: Peter
 Date: March 20, 2018 18:15
 Subject: Basketball game

Hi, Peter.
 How are you?
 We have a basketball game next month.

Date: Sunday, **A** 15
 Time: 8 a.m. to 11 a.m.
 Place: Midori Gym

* Please have **B** at home.
 * We will wear the **C** uniforms during the game.

We'll take pictures after the game.
 Please send the pictures to your **D**.

(各3点)

もんだい つぎ
(問題は次のページに続きます。)

3 中学生の Miyuki は、留学生の Kate とデパートでの職業体験プログラムに参加しました。次は、その体験について Miyuki が書いた文章です。これを読んで、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)

Last month, Kate and I joined a *job experience program at a department store. We worked as *salespeople in the *socks section for three days. **A** On the first day, we first met Mr. Ueda, the *manager of the section. He said, "Helping customers will not be easy. But you can do it." Before we went to our section, he taught us how to help customers.

There were a lot of customers when the department store opened. All the salespeople welcomed them with a smile. We tried to smile too. Then, an *elderly Japanese woman came to us. She said, "Show me some *men's socks, please. **B** I'm looking for some nice socks for my husband." I got nervous. There were many kinds of socks in our section, but I didn't know which ones to show her. Kate looked nervous too. We couldn't say anything. The woman said, "Never *mind, it's OK," and went to another section. We were sad because we couldn't help her. **C** He said, "We have to know a lot about the things we sell to make our customers happy."

On the second day, we tried to answer questions from customers. I felt that I was doing better. But then a man asked me a question in English. He asked, "Where can I get children's socks?" I understood him, but I couldn't help him in English. Kate came and answered his question. He told her, "Thank you very much. You're a good salesperson." She looked happy, but I was sad again. She said, "Don't be sad, Miyuki. I've practiced Japanese hard since I came to Japan, and now I can speak Japanese, so if you practice hard too, your English will get better." Her words *cheered me up. After I went back home, I opened my English textbook and read it again and again. **D**

On the last day, I was able to talk to customers a little better. My English wasn't (), but when a few customers who didn't speak Japanese came, I helped them in English. In the afternoon, I saw the elderly woman who came on the first day. I asked her, "() I help you?" She answered that she was looking for socks again. So I showed her some socks. She said, "These blue ones are nice. I'll take them." She smiled and continued, "I'm *looking forward to giving these to my husband. Thank you very much." I was very happy to hear that.

Before finishing the program, we talked with Mr. Ueda. He said, "I love my job because I have a wonderful time with many people." Selling things isn't easy, but it is exciting. This experience gave me a chance to think about working in the future.

- 〔注〕 job experience program……職業体験プログラム salespeople……販売員(単数形は salesperson)
 socks section……靴下売場 manager……(売場などの)責任者
 elderly……年配の men's……男性用の
 mind……気にする cheer~up……~を励ます
 look forward to~……~を楽しみに待つ

もん 問 1 本文中の ～ のいずれかに, After that, we learned more about socks from Mr. Ueda. 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)

もん 問 2 下線部①について, () にあてはまる最も適切な1語を, 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 poor イ perfect ウ difficult エ important

もん 問 3 下線部②が「いらっしゃいませ。」という意味になるように, () にあてはまる適切な1語を, 英語で書きなさい。(3点)

もん 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, 5語の英文1文で書きなさい。(4点)

Question : What did Miyuki read after she came home on the second day of the program?

Answer : ().

もん 問 5 Mr. Ueda は, 自分の仕事が大好きな理由を何と言っていますか。日本語で書きなさい。(4点)

もん 問 6 本文の内容と合うものを, 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 Miyuki and Kate joined a job experience program at different sections.

イ Because the elderly woman didn't like the socks Miyuki showed her, she didn't buy them on the first day.

ウ Miyuki felt that selling things at the department store was a good experience for her.

エ Miyuki was able to help customers in English on the second day because Kate taught her English.

4 次の [1] ~ [4] は, Arisa, Makoto とイギリス (the UK) 出身の ALT の Ms. Smith の会話と発表です。これを読んで、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] <Arisa, Makoto and Ms. Smith are talking.>

Arisa : Ms. Smith, what did you do last weekend?

Ms. Smith : I *rode my bike along a river in my town with my friends. I had a good time.

Makoto : Wow, that's interesting! I often see people who ride cool bikes around my town.

Arisa : I do too. My father works at his office about 5 kilometers away from our home. He has a car, but he usually goes to his office by bike. He said, "Cycling to work is good for the *environment."

Makoto : I think so too. [A], but you should be careful.

Ms. Smith : What do you mean?

Makoto : Two months ago, I was walking on the *sidewalk on my way home in the evening. It was a little dark. Suddenly, a young man riding a bike almost hit me. I was so surprised because I didn't see him. I said to the young man, "Be more *careful! You should use your *bike's headlight when it's dark!" He said, "I'm sorry, I forgot to use my bike's headlight."

Ms. Smith : Oh, no! But I'm glad you're OK. We should think about this problem. Arisa, next week you're going to write a speech, right? Why don't you make a speech about bike *safety for our next class?

Arisa : That's a good idea! I have a poster I got from the police. I'll use that for the speech. Ms. Smith, your country has a *training program about bike safety. Can you tell us about that?

Ms. Smith : Sure. I'll ask my friends in the UK about their experiences.

〔注〕 rode……ride の過去形

environment……環境

sidewalk……歩道

careful……注意して

bike's headlight……自転車のライト

safety……安全

training program……トレーニングプログラム

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 Bikes are not so safe

イ Bikes are useful in many ways

ウ Your father never uses a car to go to work

エ Your father works in front of your house

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)

The young man who almost hit Makoto

ア rode his bike on the sidewalk.

イ was angry because Makoto told him to be more careful.

ウ didn't have a headlight.

エ didn't listen to Makoto.

2 <After talking with Makoto and Ms. Smith, Arisa makes a speech about the poster in class.>

Should bikes *follow the *rules for cars or *pedestrians? In Japan, the police say they should follow the rules for cars. Bikes also have special rules to follow. Please look at this poster. It tells us five rules for riding a bike.

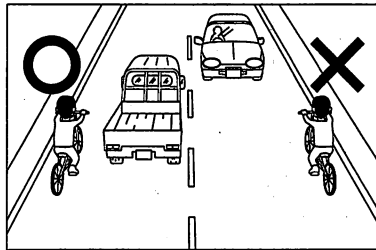
Five rules to ride bikes *safely

- 1 *As a general rule, do not ride on the sidewalk.
- 2 B of the road.
- 3 If you can *not ride on the road at all, go slowly along *the side of the sidewalk closest to the road.
- 4 Follow the *traffic rules. For example, use your bike's headlight when it is dark.
- 5 Children must wear helmets when they ride bikes.

Let's follow the traffic rules and ride bikes safely!

[注] follow～……～に従う rule……ルール
 pedestrian……歩行者 safely……安全に
 as a general rule……原則として not～at all……全く～ない
 the side of the sidewalk closest to the road……歩道の中で車道に最も近い側
 traffic……交通の

問3 次の絵は、自転車^{じてんしゃ}が車道^{しやどう}を通行^{つうこう}するときのルール^{ルール}を示^{しめ}したもので、Arisa^{ありさ}が示^{しめ}した5つのルール^{ルール}のうち^{うち}の2番目^{にばんめ}のルール^{ルール}です。空欄^{くうらん} B に適切な英語^{てきせつ えいご}を入れ、英文^{えいぶん}を完成^{かんせい}させなさい。(4点)



3 <After Arisa's speech, Ms. Smith talks to the students.>

In the UK, the number of traffic *accidents began to *increase about fourteen years ago. To stop this, a special training program was made in 2007. About 80% of school children take these lessons. The program has three age *levels. At Level 1, children learn how to ride and how to check a bike for safety at the age of nine. At Level 2, children from ten to eleven years old learn traffic rules and *hand signals. At Level 3, children from eleven to eighteen years old learn how to decide which road to take safely. If they *pass the test for their age level, they receive a *badge.

[注] accident……事故 increase……増える
 level……段階 hand signal……手信号
 pass～……～に合格する badge……バッジ

問4 Ms. Smith のスピーチのタイトル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^{きごう}を書きなさい。(4点)

- ア School children in the UK
- イ Checking a bike at bike shops in the UK
- ウ Children's bike lessons in the UK
- エ Special English lessons in the UK

4 <Arisa, Makoto and Ms. Smith are talking about the speech after the lesson.>

Makoto : Thank you for your speeches, Ms. Smith and Arisa. By the way, C



Arisa : Yes, it is a *sign which shows bike *lanes.

Makoto : *Thanks to bike lanes, *cyclists don't have to worry about pedestrians, so [is / ride / easier / it / to / for / them].

Arisa : You're right, but I think there is one problem. When I ride in the bike lanes on the road, the cars are near my bike and I'm worried they will hit me.

Ms. Smith : That's true, Arisa, but there are too many pedestrians on the sidewalks, so cyclists should ride on the road.

Makoto : Yes. Having these lanes in Japan is great, but the most important thing that we have to remember is that we all should be kind to others on the road.

Arisa : Yes, that's right, Makoto.

Ms. Smith : Pedestrians, cyclists, and car drivers should all work together to make *society safe for all people. Let's follow the traffic rules.

[注] sign……^{ひょうしき}標識

lane……^{しゃせん}車線

thanks to……～のおかげで

cyclist……^{じてんしゃのひと}自転車に乗る人

society……^{しゃかい}社会

問 5 ^{くうらん}空欄 C にあてはまる ^{もっとも}最も ^{てきせつ}適切なものを、^{つぎ}次のア～エの ^{なか}中から 1 つ ^{えら}選び、その ^{きごう}記号を書きなさい。(4点)

- ア did you see my new bike?
- イ are you good at taking pictures?
- ウ will you show me your new bike?
- エ have you ever seen this picture?

問 6 [] ^{ない}内のすべての ^{ことば}語を ^{ただ}正しい ^{じゅんじょ}順序に ^{なら}並べかえて ^か書きなさい。(4点)

問 7 Makoto は、^{おぼ}覚えていなければいけない ^{もっとも}最も ^{たいせつ}大切なことは、^のどのようなことだと ^の述べていますか。日本語で書きなさい。(4点)

問 8 ^{つぎ}次は、^{こじつ}後日の Arisa と Ms. Smith の ^{かいわ}会話です。自然な会話になるように、() に ^{てきせつ}適切な 4 語以上の ^{えいご}英語を書きなさい。(4点)

- Arisa : Ms. Smith, I usually take the bus to go shopping, but I rode my bike to the department store yesterday because you told me that you enjoyed cycling.
- Ms. Smith : That's nice! () there?
- Arisa : I bought a cycling helmet. My father's birthday is next Saturday, so I will give it to him then.
- Ms. Smith : I'm sure he'll like it.

- 5 次の〔質問〕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)

〔質問〕

When you are a high school student, what do you want to try?

〔条件〕

- ① 1文目はI want to に続けて、〔質問〕に対する答えを解答欄の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。)