

じゅけんばんごう
受検番号

だい
第

ばん
番

へいせい 28 ねん ど がく りょく けん さ もん だい
平成 28 年度 学力 検査 問題

えい
英

ご
語

(14 じ 20 ぶん ~ 15 じ 10 ぶん)
(50 ぶんかん)
(50 分間)

ちゅう
注 意

1 かいとうようし
1 解答用紙について

- (1) かいとうようし まい もんだいようし
解答用紙は 1 枚で、問題用紙にはさんであります。
- (2) かり せんせい しじ したが しょうてい らん しょ じゅけんばんごう か
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) こた かいとうようし か
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) かいとうようし き
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 じるし しゅうけい かいとう かんけい
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 もんだいようし
2 問題用紙について

- (1) ひょうし しょうてい らん じゅけんばんごう か
表紙の所定の欄に受検番号を書きなさい。
 - (2) もんだい ぜんぶ 5 もん ひょうし のぞ
問題は全部で 5 問あり、表紙を除いて 8 ページです。
- まいしょ ほうそう き こた もんだい おこな
最初に「放送を聞いて答える問題」を行います。
- いんさつ かり せんせい き
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。

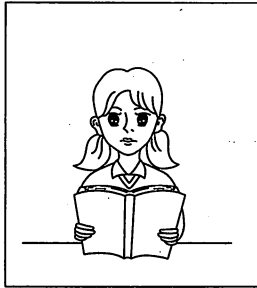
1 放送を聞いて答える問題(28点)

問題は、全部で7題あります。放送中メモを取ってもかまいません。各問題とも、英語は2回ずつ放送されます。

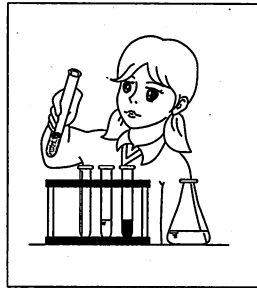
【問題1～問題3】

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



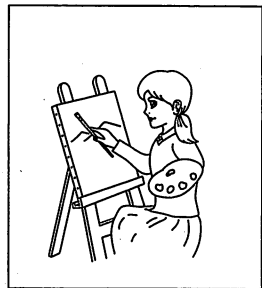
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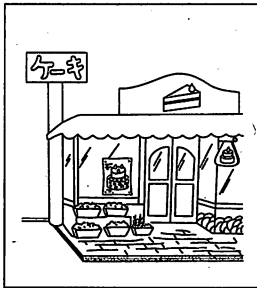


ウ

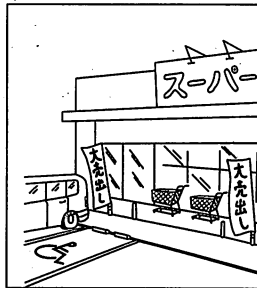


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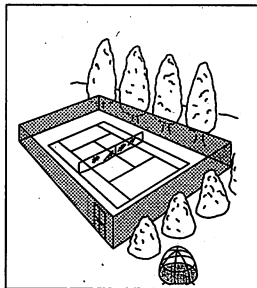
問題2



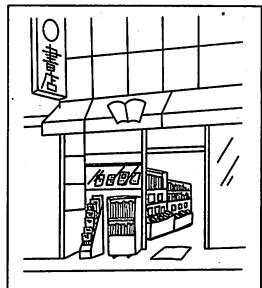
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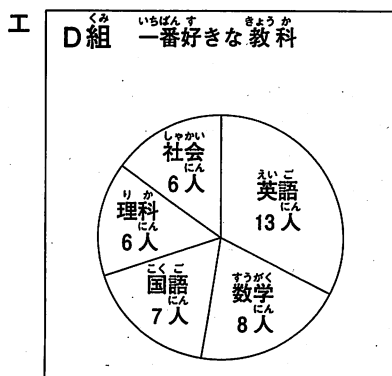
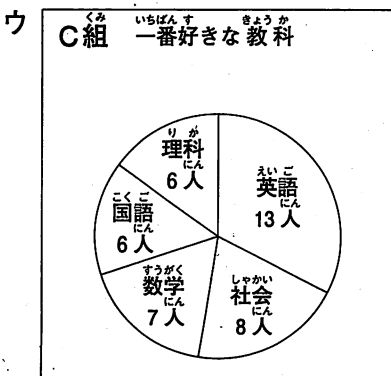
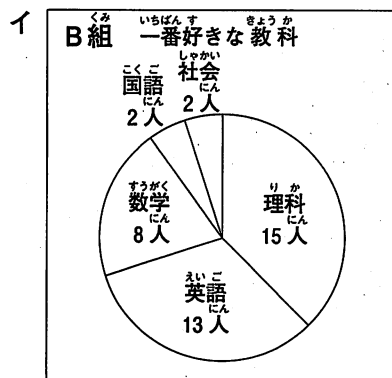
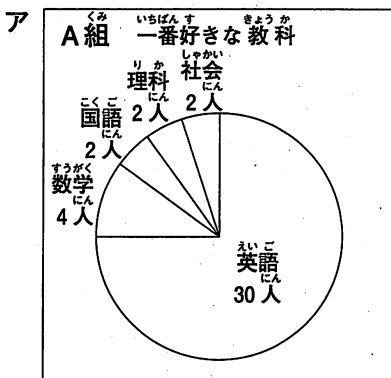


ウ



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 You should take the bus to the hospital. イ The hospital is in front of the police station.
ウ Can I ask the way to the hospital? エ The hospital is near the city hall.

問題 5

- ア I'm sorry, but Yoko is out now. イ I'm afraid I can't join tomorrow's game.
ウ What's the matter? エ Do you mean you can't join the game?

【問題 6】

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

- (1) Masaru が父に買ってもらったものは何ですか。
(2) Masaru と Emily は来週の何曜日にサイクリングに行く予定ですか。
(3) Emily はミナミ湖に行って何をすることを提案しましたか。

【問題 7】

ALT の Mr. Johnson のスピーチを聞いて、その内容に対する(1)～(3)の質問の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3点)

(1) Question 1

- ア One month ago.
イ Two months ago.
ウ Three years ago.
エ Four years ago.

(2) Question 2

- ア To make a lot of friends.
イ To read many books.
ウ To use the foreign language.
エ To understand each other.

(3) Question 3

- ア To go to university and study.
イ To teach English in Japan.
ウ To come to Saitama again.
エ To teach Japanese in his country.

2 次の英文を読んで、問1～問4に答えなさい。*印のついている語には、本文のあとに〔注〕があります。(12点)

Tadashi was at the station near his house. He was going to Tokyo to see a movie. He saw a *foreigner in front of a *ticket machine. Tadashi spoke to him and said, "Excuse me, may I help you?" The man said, "Oh, thank you. I want to buy a ticket to Tokyo Station. How () is the ticket?" Tadashi said, "Three hundred and ninety yen. Please put your money in here." The man said, " Thank you very much. You are so kind." Tadashi said, "You're welcome. I'm going to go to Tokyo Station too. Let's go together."

The man bought a ticket and they (leave) for Tokyo Station together. They talked about many things on the train. The man's name was Bill. He came to Japan from Australia just a few days ago. He was interested in old Japanese temples. He wanted to visit Tokyo to buy some books about them. When they arrived at Tokyo Station, Tadashi said, " Have a nice day." "You too," said Bill.

〔注〕 foreigner……外国人

ticket……切符

問1 本文中の ～ のいずれかに、I enjoyed talking with you. 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 long イ fast ウ large エ much

問3 下線部②について、(leave)を適切な形にして、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3語の適切な英語を書きなさい。(3点)

Question : Why did Bill want to go to Tokyo?

Answer : Because he wanted to buy some books about ().

3 次の Tomoya と留学生の Ben の会話を読んで、問 1 ～問 7 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。(26 点)

Ben : Hi, Tomoya. What are you looking at?

Tomoya : I'm looking at a *leaflet about a *robot contest for high school students.

Ben : That sounds interesting. Can I see it?

Tomoya : Sure. Here you are.

Ben : Wow, the robot in this picture stands on two legs like a human. Was this made by high school students?

Tomoya : Yes, that's right. I think it's a really cool robot. Last night, I saw another robot on the news. It can read *facial expressions. I was surprised.

Ben : I saw the same news. We often hear news about robots. Are you interested in robots?

Tomoya : Yes. In the future, [to / help / I'd / robots / like / make / to] people.

Ben : That's great. What kind of robot do you want to make?

Tomoya : I want to make *rescue robots.

Ben : Oh, that's a good idea. I'm interested in rescue robots too. When I see *natural disasters on the news, I think rescue robots are important. If you are interested in robots, how about going to a *technical high school?

Tomoya : My brother goes to a technical high school. He made a robot at school and *took part in the robot contest on the leaflet last year.

Ben : That's great. Did your brother enjoy it?

Tomoya : Yes. I want to take part in the robot contest with him next year if I can go to his high school. My brother says his technical high school is fun because he can make things with his classmates. But he also says thinking of new ideas is sometimes difficult.

Ben : I . I think finding new ideas is not so easy. I saw a rescue robot in the newspaper. It looked like a *snake. I think the rescue robot is a good idea because it can go into places that people cannot go into. The *developers who made it did a good job.

Tomoya : I saw the rescue robot too. My brother talked to me about finding new ideas. He said that the developers who make machines or robots sometimes get useful ideas from animals and *plants. He also said that the developers need to understand a lot of things about humans.

Ben : That's very interesting. We need to understand many different things, and I think studying English is useful. If you understand English, you can share ideas with developers around the world. You can also talk with people who need help from robots all over the world.

Tomoya : You're right. When we go to high school, we will have the *chance to study more.

〔注〕 leaflet……リーフレット, 小冊子
 facial expression……顔の表情
 natural disaster……自然災害
 take part in……に参加する
 developer……開発者
 chance……チャンス

robot contest……ロボットコンテスト
 rescue robot……救助用ロボット
 technical high school……工業高校
 snake……へび
 plant……植物

問 1 Ben がリーフレットで見たロボットを説明したのも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。(3点)

- ア The robot stands on two legs.
- イ The robot moves like a snake.
- ウ The robot can see the news.
- エ The robot can read facial expressions.

問 2 []内のすべての語を正しい順序に並べかえて書きなさい。(4点)

問 3 空欄 にあてはまる最も適切な文を、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 I don't think so.
- イ I think you can go.
- ウ I think you'll like it.
- エ I'm thinking about it.

問 4 Tomoya の兄は、通っている工業高校が楽しいと言っていますが、それはなぜですか。日本語で書きなさい。(4点)

問 5 空欄 にあてはまる最も適切な1語を、英語で書きなさい。(3点)

問 6 会話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。(4点)

- ア Ben isn't interested in robots, but he wants to go to a technical high school.
- イ Tomoya was surprised to see a rescue robot made by high school students.
- ウ Robot developers sometimes find ideas from animals and plants.
- エ Tomoya's brother wants to talk with people around the world.

問 7 次の、翌日の Tomoya と Ben の学校での会話です。自然な流れになるように、()に適切な英語を、3語以上の英文1文で書きなさい。(4点)

Ben : Hi, Tomoya. Talking with you yesterday was fun. I've become more interested in robots.

Tomoya : Oh, really? My brother is going to take part in the robot contest again this year. Do you want to come and see it?

Ben : That sounds fun. ()?

Tomoya : It is on the thirtieth, at the end of this month.

4 留学生の Mary が、中学生の Junko の家にホームステイをしています。次の英文を読んで、問1～問4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。(26点)

Mary is staying with Junko's family in Japan. Before she came to Japan, Mary's father said, "You should try to learn more about Japan and be interested in its people." So Mary studies hard at school in Japan. She also helps Junko's mother with cooking. Mary is learning about Japanese food too.

One day, Junko's family took Mary to a museum. There were treasures from some famous temples in Kyoto in the museum. Junko's father knew Mary wanted to see them. There were a lot of people in the museum. While Mary was looking at the treasures, she remembered some pictures from her social studies textbook. She was excited to see the *real things.

It was one o'clock in the afternoon when Mary and Junko's family finished looking at the treasures in the museum. Junko's father knew Mary was interested in Japanese culture and traditional food. He said, "I know a good *unagi* restaurant near here. Shall we eat *unagi*?" Mary said, "What is *unagi*?" He said, "*Unagi* means *eel in English. Japanese people often eat *unagi* in summer. It's *delicious." Mary said, "I've never eaten it, but I'll try it."

At the restaurant, Junko's father said that the restaurant opened about two hundred years ago. He said, "Do you know there is a very old *31-syllable Japanese poem about eating *unagi*? It is in *the Manyoshu*, 'The Ten Thousand Leaves.' I think you can learn about *the Manyoshu* in your Japanese or social studies textbook." Then Junko's mother said, "We didn't know much about *unagi*. For example, we didn't know where *unagi* came from for a long time. But some Japanese *researchers have found where baby *unagi* are born. They are born in the sea near *Guam. Guam is an *island about two thousand and five hundred kilometers south of Japan. When baby *unagi* are born, they travel *west toward the Philippines. From the Philippines, they ride *the Japan Current and come to Japan." After learning about *unagi*, Mary enjoyed her lunch more.

After coming home, Mary and Junko went to the room they shared. They used the Internet and tried to find more *information about *unagi*. They found that *unagi* are an *endangered species. They worried about *unagi*. Mary said, "I think the countries that *catch a lot of *unagi* should think about the number of *unagi* that they will catch." Junko said, "Here is some different information about *unagi*. It's about the *unagi*'s living environment. I think we should make a better environment for *unagi*." Mary and Junko talked a lot and shared their ideas.

Before going to bed, Mary wrote about her day in her notebook. Junko asked, "What are you writing?" Mary answered, "I'm writing about today. Do you want to see?" Junko said yes. Mary showed Junko her notebook. When Junko finished reading it, Mary said, "I'm happy because I learned more about Japan." Junko said, "I'm happy too because I had a good time with you today." Junko gave the notebook back to Mary. Mary closed her notebook, and they went to bed.

〔注〕 real……本物の

delicious……おいしい

The Ten Thousand Leaves……万葉集

Guam……グアム

west toward the Philippines……フィリピンに向かって西へ

the Japan Current……黒潮 日本海流

endangered species……絶滅危惧種

eel……ウナギ

31-syllable Japanese poem……和歌

researcher……研究者

island……島

information……情報

catch……を捕まえる

問 1 本文の内容に合うように、次の(1)と(2)の英語に続けるのに最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各3点)

- (1) While Mary and Junko's family were in the museum,
- ア Junko saw a lot of famous people there.
 - イ Mary remembered some pictures from her textbook.
 - ウ Junko took many pictures of the treasures from Kyoto.
 - エ Mary was thinking about making traditional Japanese food.

(2) Mary learned a lot about *unagi*. For example,

- ア there is not anything about eating *unagi* in *the Manyoshu*.
- イ Japanese people ate *unagi* two hundred years ago, but now they don't.
- ウ *unagi* that come to Japan are born in the sea near Guam.
- エ baby *unagi* travel from the Philippines to Guam.

問 2 Junko と Mary がウナギについて話したとき、Junko はどのような考えを述べましたか。日本語で書きなさい。(4点)

問 3 本文の内容に関する次の質問に、英語で答えなさい。(4点)

Why did Mary say that she was happy when she talked with Junko before going to bed?

問 4 次の英文は、Mary が書いたノートの一部です。次の(1) ~ (4)にあてはまる英語を、1語ずつ書きなさい。(各3点)

Today I went to a museum with Junko's family. I really enjoyed the museum. Seeing treasures from Kyoto was (1) for me. Then we went to an *unagi* restaurant and enjoyed our lunch. I ate *unagi* for the first time and it was delicious.

After coming home, Junko and I used the Internet and (2) for more information about *unagi*. We found that *unagi* are an endangered species. We talked about ways to (3) *unagi*.

I remembered my father's words. It is (4) to learn about the culture of a country. I've become more interested in Japan and its people.

5 つぎ しつもん たい じょうけん したが ないよう ぶんしょう ぶんいじょう えいぶん か
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。
(8点)

〔質問〕

Which month do you like the best?

〔条件〕

- ① 1文目は like という語を使い、〔質問〕に対する答えを、解答欄の①に書きなさい。ただし、月の名前は省略した形を使わずに書きなさい。
- 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。)