

受検番号	第	番
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平成26年度学力検査問題

英 語 (14時20分～15時10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^{かん}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8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。

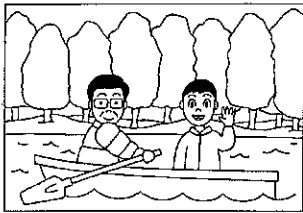
1 放送を聞いて答える問題(28点)

問題は、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。

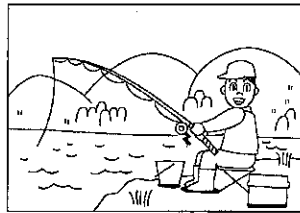
【問題1～問題3】

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)

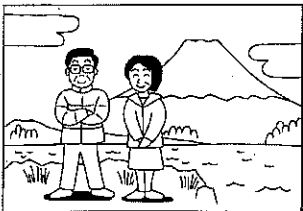
問題 1



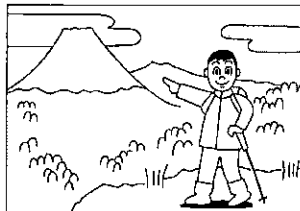
ア



イ

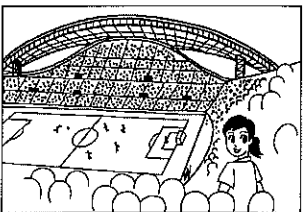


ウ



エ

問題 2



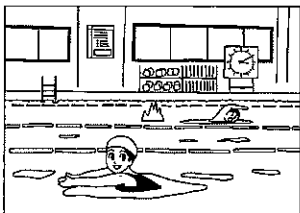
ア



イ



ウ



エ

問題 3

スピーチ コンテスト プログラム
11:30 開始
1 ミドリ 「・・・」
2 アキラ 「・・・」
3 ナオコ 「・・・」
(休憩)

ア

スピーチ コンテスト プログラム
11:30 開始
1 ナオコ 「・・・」
2 ミドリ 「・・・」
3 アキラ 「・・・」
(休憩)

イ

スピーチ コンテスト プログラム
11:35 開始
1 ミドリ 「・・・」
2 アキラ 「・・・」
3 ナオコ 「・・・」
(休憩)

ウ

スピーチ コンテスト プログラム
11:35 開始
1 ナオコ 「・・・」
2 ミドリ 「・・・」
3 アキラ 「・・・」
(休憩)

エ

【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 I will tell you how to make it. イ Do you want to know how to make it?
ウ What will you make next time? エ Can you tell me how to make it?

問題 5

- ア I know your name and phone number. イ May I use your phone?
ウ May I ask your phone number? エ Will you write my name and phone number?

【問題 6】

Taro とクラスメートの Lucy 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) Taro の父が先月に買ったものは何ですか。
(2) Taro の母はいつも Taro にどのようなことを言っていますか。
(3) Taro は、英語を学習するのにどのような方法がよいと Lucy に言っていますか。 |
|--|

【問題 7】

オーストラリアから来た留学生の Bill がクラスで行ったスピーチを聞いて、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 The basketball team.
イ The judo club.
ウ The soccer team.
エ The English club.

(2) Question 2

- ア In January.
イ In March.
ウ In May.
エ In June.

(3) Question 3

- ア Because he wanted to say "Nice to meet you" to the Japanese students.
イ Because he wanted to say "Nice to meet you" to the students in Australia.
ウ Because he wanted to say "Thank you" to the students in Australia.
エ Because he wanted to say "Thank you" to the Japanese students.

2 次の英文を読んで、問1～問4に答えなさい。(12点)

Junko and her little sister Yumi went shopping to buy a birthday present for their father.

A

They were looking for a T-shirt at a shop. **B** They found a white T-shirt and thought it was cool. Then Yumi found a nice blue T-shirt. They thought the blue T-shirt was ① (good) than the white one. But the blue T-shirt looked too small for their father. So they asked ② the man () worked there, "Do you have a large one in the same color?" He said, "Yes," and showed them a large one. Junko wanted to buy it. **C** Junko asked, "Why?" Yumi said, "I want both our father and mother to wear T-shirts in the same color." Junko thought it was a good idea, so she said to Yumi, "Let's buy those T-shirts for both of them." **D**

After Junko and Yumi came home, they gave the T-shirts to their father and mother. Junko and Yumi were very happy because they liked the presents.

問1 本文中の **A** ～ **D** のいずれかに、But Yumi wanted to buy one more T-shirt. という1文を補います。どこに補うのが最も適切ですか。 **A** ～ **D** 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、(good)を適切な形にして、書きなさい。(3点)

問3 下線部②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 what イ who ウ how エ which

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 : How many T-shirts did Junko and Yumi buy?

Answer : They ().

3 次は, Kenji, Yutaka, 担任の Ms. Ikeda と ALT の Mr. Davis が放課後の職員室で行った会話です。これを読んで, 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)

Ms. Ikeda : You looked tired in class this morning. Are you OK, Kenji?

Kenji : I'm OK now. Thank you for about me. I usually get up at seven, but I could not get up at that time. I practiced today's English speech until late last night. So I didn't have breakfast.

Mr. Davis : Oh, I see. Your speech was wonderful, but you didn't look well. So Ms. Ikeda and I were talking about you. We know you are studying harder than before. Do you sometimes study until late at night?

Kenji : Yes, sometimes.

Yutaka : You should sleep more and have breakfast.

Ms. Ikeda : That's right. I always say you should go to bed early, get up early and eat breakfast.

Mr. Davis : The early bird *catches the worm. Do you know what this means?

Kenji : No, I don't. What does it mean?

Mr. Davis : Getting up early will help you in many ways. For example, it will help your studies.

Kenji : That's true. I was hungry, so I could not *concentrate in class this morning.

Mr. Davis : I don't have enough time to eat breakfast sometimes, but I try to eat some fruit.

Yutaka : Mr. Davis, [fruit / of / what / you / like / kind / do]?

Mr. Davis : I like apples the best. How about you, Yutaka?

Yutaka : I like bananas and apples. When you eat bananas, they will give you *energy fast. Apples are also good. I hear that by eating one apple every day, you will not need to see a doctor.

Ms. Ikeda :

Yutaka : My sister studies *nutrition at university and sometimes tells me about her classes. She always eats breakfast with fruit.

Mr. Davis : How about you, Kenji? Do you like fruit too?

Kenji : I also like bananas. Japan *imports a lot of bananas from other countries. Now I am learning about *globalization in social studies class. My social studies teacher gave us homework, so I went to the *supermarket and looked at foods there. I found many foods from foreign countries.

Mr. Davis : You two are great students. We can learn about a lot of things from fruit. Yutaka, can you make an English speech about fruit and nutrition in class next week?

Yutaka : Sure. I have to study more about them.

Ms. Ikeda : Kenji, you made a good speech today. Now, how about writing an *essay? Our city is having an essay *contest now. The *title is "Globalization and the Future of Japan." You can write about the things you learned in social studies class.

Kenji : Writing an essay? It sounds difficult.

Mr. Davis : I believe you can do it! I will help you.

Kenji : OK. I'll try. I'm interested in globalization.

Yutaka : But you should not write it late at night.

Mr. Davis : Yutaka is right. Remember the things Ms. Ikeda always says.

Kenji : I'll try to be an early bird and write my essay before going to school.

〔注〕 catch the worm……虫をとらえる	concentrate……集中する
energy……エネルギー	nutrition……栄養学
import～……～を輸入する	globalization……グローバル化
supermarket……スーパーマーケット	essay……作文
contest……コンテスト	title……題, タイトル

問 1 空欄 にあてはまる適切な 1 語を, 英語で書きなさい。(3 点)

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 1 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 How do you know that? | イ Why did your sister know that? |
| ウ Where does your sister study? | エ What do you know about fruit? |

問 4 会話の中で, Mr. Davis が Remember the things Ms. Ikeda always says. と述べていますが, the things の具体的な内容とはどのようなものですか。日本語で書きなさい。(4 点)

問 5 会話の中で, Kenji が I'll try to be an early bird. と述べていますが, Kenji が伝えたい内容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 Kenji wants to sleep more.
- イ Kenji wants to see a doctor.
- ウ Kenji will get up early.
- エ Kenji will write an essay at school.

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 Mr. Davis knew Kenji always studied late at night, so he thought Kenji was a great student.
- イ Kenji liked bananas very much, so he went to the supermarket and looked for good ones.
- ウ Yutaka wanted to make a speech in the next class, so he told Mr. Davis about his idea.
- エ Kenji was interested in globalization, so he decided to write an essay about it.

問 7 次は, 後日の Kenji と Ms. Ikeda の会話です。自然な会話になるように, ()に 3 語以上の適切な英語を書きなさい。(4 点)

Ms. Ikeda : Are you writing the essay?

Kenji : Yes. I'm writing the essay now. When ()?

Ms. Ikeda : Well, today is Monday. I want to have it before this weekend.

4 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)

Mayumi and Ayako are students at Nishi Junior High School, and they are good friends. One day in May they met at the station to do some shopping. They saw a new building by the station and some new shops on the first floor. They also saw that there weren't any more cherry trees in front of the station. Mayumi said, "Shopping at the new stores will be fun, but..." Ayako said, "We can't see the cherry blossoms next year."

A few days later, when Mayumi and Ayako were on their way home from school, they saw that some trees were *cut down in a small forest. They stopped walking, and then Mayumi said, "On the way to school this morning, these trees were a part of the small forest." Ayako said, "Today someone cut down these trees. I think more trees will be cut down." Mayumi said, "I think so too." She almost cried. She remembered seeing the beautiful trees in spring, *catching insects in summer and *picking up acorns in fall with Ayako and other friends. She liked the small forest very much.

The next day Mayumi talked to Mr. Ogawa at school. He was her science teacher. She talked to him about the cherry trees and the small forest. Mr. Ogawa understood how she felt. He said, "I think there are some *reasons for cutting down trees." Then he told her about the ideas of *sustainable *development and a sustainable *society. He thought she would be interested in them. She asked him to tell her more. He said, "Development is needed, but we also need to think about the environment for our future and our children's future." Mayumi thought it was a good idea, but she didn't know what to do. He said, "We should keep thinking about a sustainable society. We also should do something for the environment. There are many easy things we can do for the environment. For example, we can *turn off switches to *conserve electricity. Also I'm *growing *morning glories to make a *green curtain. You should begin with easy things you can do for the environment." She became interested.

After school Mayumi and Ayako went back home together. Mayumi told Ayako about talking with Mr. Ogawa. Ayako asked, "What is a green curtain?" Mayumi answered, "A green curtain *makes shade with plants like morning glories. It can make rooms cooler in summer, so we can conserve electricity." Ayako said, "I want to make green curtains at my house." Mayumi said, "Me too. Tomorrow let's talk about green curtains with our classmates. I want to make them at school too." Ayako said, "That's a good idea. Our classmates will like our ideas." Then Ayako told Mayumi about last night's TV news. Ayako said, "Some volunteers were *planting young trees by the river. I want to do volunteer work when I start high school." Mayumi thought that was a good idea too, so she said, "When we start high school, let's do something for the environment as volunteers and learn more about it." Ayako said, "Let's do it!"

[注] cut……cut～(～を切る)の過去分詞形	catch insects……虫をつかまえる
pick up acorns……どんぐりを拾う	reason……理由
sustainable……持続可能な	development……開発
society……社会	turn off switches……スイッチを切る
conserve electricity……電気を節約する	grow～……～を育てる
morning glory……アサガオ	
green curtain……緑のカーテン, グリーンカーテン	
make shade with plants……植物で日かげをつくる	
plant～……～を植える	

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) When Mayumi and Ayako saw that some trees were cut down in a small forest,

- ア they wanted to see the cherry blossoms next year.
- イ they were on the way to school in the morning.
- ウ they thought more trees would be cut down.
- エ they wanted to plant trees there.

(2) Mr. Ogawa thought

- ア he needed to study more about the idea of sustainable development.
- イ the idea of a sustainable society was too difficult for Mayumi.
- ウ Mayumi and Ayako were not interested in green curtains.
- エ there was something Mayumi could easily do for the environment.

問 2 本文の内容に関する次の質問に、英語で答えなさい。(4点)

Where did Mayumi and Ayako want to make green curtains?

問 3 Mayumi と Ayako は、高校に進学してどのようなことをしてみたいと述べていますか。日本語で書きなさい。(4点)

問 4 次の英文は、本文の内容をまとめたものです。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)

Mayumi and Ayako were good friends. One day they saw that some trees were cut down in a small forest. Mayumi felt (1). The small forest was her favorite place.

The next day Mayumi talked with Mr. Ogawa. He gave her some ideas. He thought it was (2) to think about the environment for their future and their children's future. He also thought making green curtains was a good way to (3) the environment. Then Mayumi and Ayako talked. Ayako told her about the things she wanted to do in high school. Mayumi (4), and they shared the same ideas.

- 5 次の【条件】に従い、自分の行きたい場所について、自分の考えや気持ちなどを含め、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)

【条件】

- ① 1文目は if という語を使い、「もし日曜日が晴れならば、～に行きたい。」という文を、
解答欄の①に書きなさい。「～」の部分には自分の行きたい場所を書きます。
- ② 2文目は have という語を使い、①で書いた自分の行きたい場所に「行ったことがある」、
または「行ったことがない」という内容の文を、解答欄の②に書きなさい。
- ③ 3文目以降は、なぜそこに行きたいのかが伝わるように、解答欄の③に書きなさい。

(以上で問題は終わりです。)

英語 解答用紙 (1)

1

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問題 1 *		問題 2 *		問題 3 *	
問題 4 *		問題 5 *			
問題 6 *	(1)	新しい ()			
	(2)				
	(3)				
問題 7 *	(1)		(2)		(3)

2

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問 1 *		問 2 *	
問 3 *		問 4 *	They () .

3

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問 1 *	
問 2 *	Mr. Davis, []?
問 3 *	
問 4 *	
問 5 *	問 6 *
問 7 *	When ()?

1～3の計

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切りはなしてはいけません。

ここには何も書いてはいけません。

英 語 解 答 用 紙 (2)

4
□

問 1 *	(1)		(2)	
問 2 *				
問 3 *				
問 4 *	(1)		(2)	
	(3)		(4)	

5
□

①	
②	
③	

1～3の計

得 点		※	
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