

受検番号	第	番
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令和3年度学力検査問題

英語〔学校選択問題〕 (14時40分～15時30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

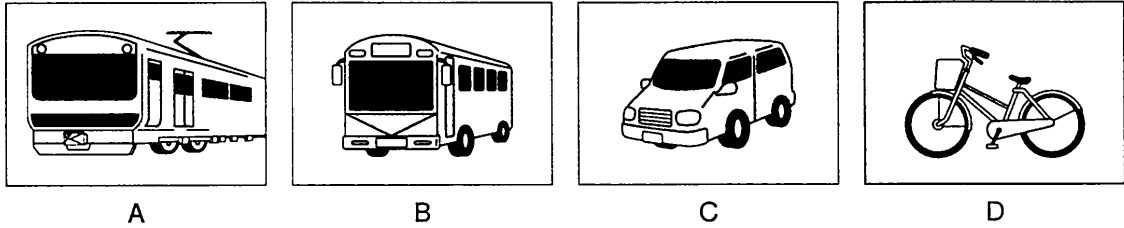
- (1) 表紙の所定の欄に受検番号を書きなさい。
 - (2) 問題は全部で4問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
- 印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

1 放送を聞いて答える問題(28点)

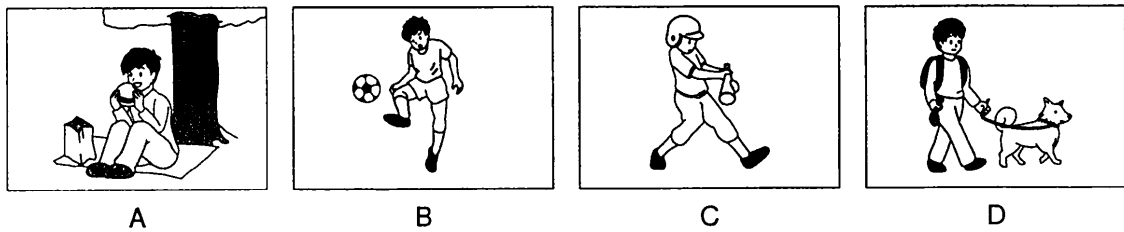
問題は、No.1～No.7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No.1～No.6は、質問に対する答えとして最も適切なものを、A～Dの中から1つずつ選び、その記号を書きなさい。No.7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。

【No.1～No.3】(各2点)

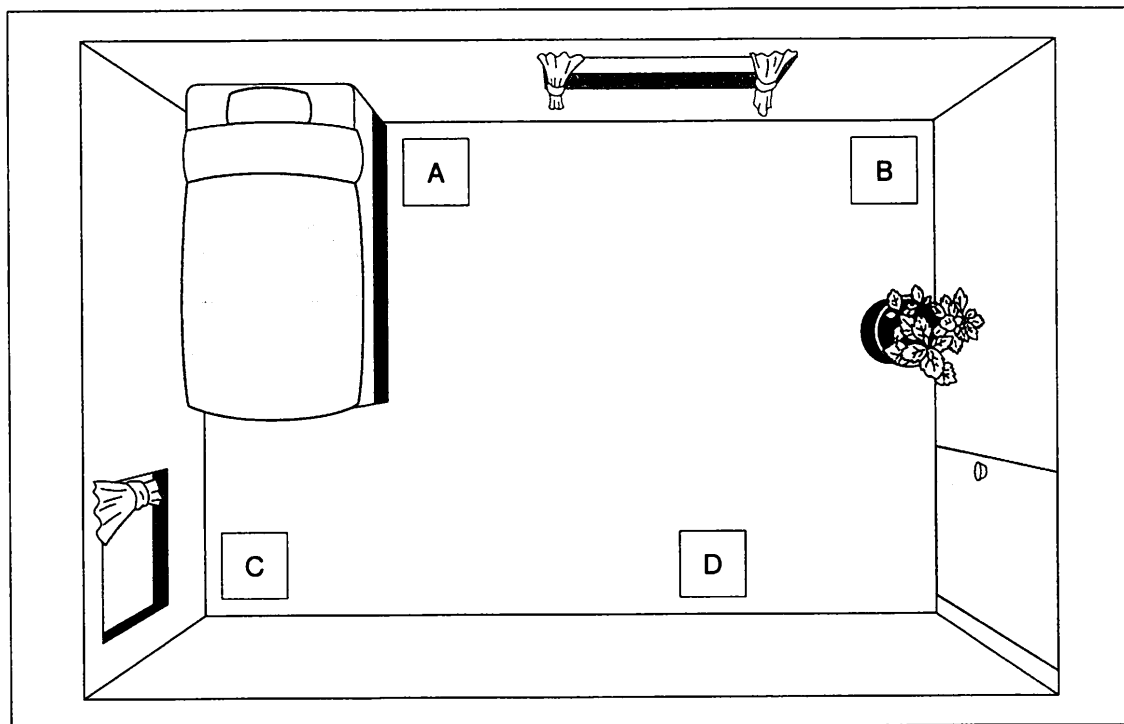
No.1



No.2



No.3



【No. 4, No. 5】(各2点)

No. 4

- A Here you are.
- B Thanks.
- C You, too.
- D Give me some water, please.

No. 5

- A Sorry, I don't know.
- B You should go alone.
- C I will go with you.
- D Will you change trains at the station?

【No. 6】(各3点)

(1) Question 1

- A On the shopping street near Keyaki Station.
- B In the soccer stadium.
- C In the building of Keyaki Station.
- D On the way to a flower shop.

(2) Question 2

- A One day.
- B Two days.
- C Three days.
- D Four days.

(3) Question 3

- A The new candy shop sells flowers from other countries.
- B The new candy shop opens at seven a.m.
- C The special ice cream is the most popular at the new candy shop.
- D The new candy shop is closed on Mondays and Tuesdays.

【No. 7】(各3点)

(1) Question 1 : When is Mr. Ford happy?

Answer : He is happy when students () in English.

(2) Question 2 : Where does Mr. Ford often go to enjoy bird watching in Japan?

Answer : He goes to the () house.

(3) Question 3 : What did Mr. Ford want to be when he was a junior high school student?

Answer : He wanted to be ().

2 次の①～④は、Haruka、イギリス(the UK)に住むPhilとALTのMr. Belleの会話と発表です。これらを読んで、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。(28点)

① 〈Haruka in Japan is *making a video call with Phil in the UK on her *tablet computer.〉

Phil : Hi, Haruka. What are you doing today?

Haruka : Hi, Phil. It's raining today, so I'm reading a book. How is the weather in your town?

Phil : It's sunny today. Haruka, I learned something interesting about Japan. It was about the entrance of houses.

Haruka : What did you learn?

Phil : I'll show you. Just a minute. I'm going to the entrance of my house. Please look at the *front door. I am opening it, and then closing it. Is anything different?

Haruka : There are no shoe boxes.

Phil : Well, you're right, but that is not the point.

Haruka : Oh, I see! Your door opens to the inside of the house. The front door of my house opens to the outside.

Phil : That's right. My father () many countries before. So, I asked him about it. He said that many front doors in other countries usually open to the inside.

Haruka : Really? I think many front doors in Japan open to the outside. But why do they open to the outside?

〔注〕 make a video call……ビデオ通話をする tablet……タブレット型の
front door……玄関のドア

問1 下線部が「今までに、父は多くの国に行ったことがあります。」という意味になるように、
()に適切な3語の英語を書きなさい。(3点)

2 〈At school, Haruka is talking with her ALT, Mr. Belle.〉

Haruka : Mr. Belle, why do front doors in Japan open to the outside of the house?

Mr. Belle : There may be a few reasons. One of them is shoes.

Haruka : Shoes?

Mr. Belle : You don't wear shoes in the house, so you put your shoes at the entrance.

Haruka : Oh, I see! If the front door opens to the outside of the house, the door will not hit the shoes. So, front doors opening to the outside are good for houses in Japan.

Mr. Belle : That's right.

Haruka : That's interesting. Do you have any other examples like that?

Mr. Belle : Well, many people in Japan clean their whole houses at the end of the year. But people in some countries do it in spring.

Haruka : Why do they do it in spring?

Mr. Belle : Why don't you find out and give a speech about it in English class next week?

Haruka : That sounds interesting. Thank you.

問 2 本文 2 で, Haruka は, 外側に開く玄関のドアが日本の家に適しているのはなぜだと述べていますか。日本語で書きなさい。(4点)

3 〈Haruka is giving a speech to her classmates in English class.〉

When do you clean your whole house? Most of you will do it in December. But people in some countries do it in spring. Why do they do it then?

In the past, many houses in some northern countries had *fireplaces. Winter in these countries is very cold. So, people burned wood to make their houses warm. After the cold winter, there was a lot of *soot from the fireplace in their houses. So, they needed to clean their houses in spring. This is called "spring cleaning." Now, many people in those countries have other *heating systems in their houses, so in winter. They don't need to clean their houses in spring, but they still have this custom.

Different people have different ways of living. I think this is an important thing for you to remember to understand other cultures.

[注] fireplace……暖炉

soot……すす

heating system……暖房装置

問 3 空欄 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 a lot of people visit those countries

イ you can enjoy skiing

ウ they don't need to use fireplaces

エ most of them burn more wood

問 4 本文 3 の内容に関する次の質問に, 英語で答えなさい。(4点)

What does Haruka want her classmates to remember to understand other cultures?

4 <After school, Haruka is talking with Mr. Belle.>

Haruka : It's very interesting to learn about other cultures.

Mr. Belle : Why don't you study abroad in the future?

Haruka : Actually, I often think about it.

Mr. Belle : What country do you want to go to?

Haruka : I'm interested in a few countries, but I haven't decided yet. A few days ago, I was looking for some information about studying abroad. I found a very interesting graph. Among Europe, Asia, and North America, which area has the most Japanese students studying abroad, Mr. Belle?

Mr. Belle : It's North America, right?

Haruka : North America has a lot of Japanese students, but it doesn't have the most.

Mr. Belle : Then what about Europe?

Haruka : Well, [than / more / Europe / from / has / Japan / North America / students] has. Actually, foreign countries in Asia have the most Japanese students.

Mr. Belle : Oh, really? I didn't know.

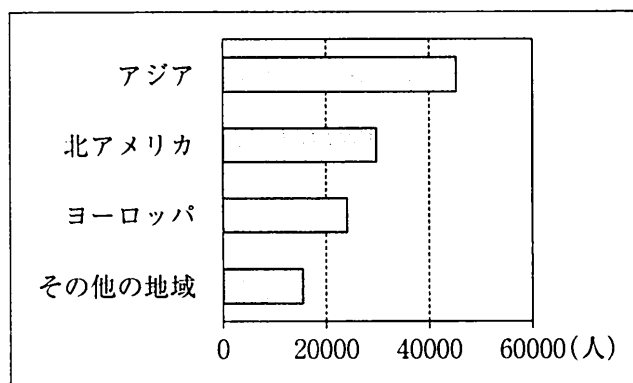
Haruka : I will study a lot and think about my reasons for studying abroad, and then I will choose a country.

Mr. Belle : Good idea. Try your best.

Haruka : These days, I often call my friend in the UK. He told me a lot about his culture. But the best way to learn about foreign cultures is to visit foreign countries.

問 5 次は、本文 4 で述べられているグラフです。本文 4 の〔 〕内のすべての語句を、本文の流れとグラフに合うように、正しい順序に並べかえて書きなさい。(4点)

グラフ 地域別日本人留学生の人数



日本学生支援機構ホームページから作成

問 6 ①～④の会話と発表の内容と合うように、次の(1)、(2)の英語に続く最も適切なものを、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) Phil wants Haruka

- ア to call him more often on her tablet computer on rainy days.
- イ to learn that the front door of his house opens to the inside.
- ウ to know that he doesn't have a shoe box.
- エ to look at his shoes carefully because his father bought them abroad.

(2) Haruka says that

- ア winter is the best of all the seasons for cleaning.
- イ she is interested in studying abroad in the future to learn English.
- ウ people stopped doing "spring cleaning" after their way of living changed.
- エ she will choose a country to study in after she thinks about her reasons to study abroad.

問 7 次は、後日の Haruka と Mr. Belle の会話です。自然な会話になるように、()に適切な3語の英語を書きなさい。(4点)

Haruka : Mr. Belle, I have a question. Can I talk with you now?

Mr. Belle : Sure, what do you want to know?

Haruka : Can you tell me () more friends from foreign countries?

Mr. Belle : I think there are many ways. For example, you can take part in many international events, or you can ask your friend in the UK to introduce his friends to you.

Haruka : OK! Thank you.

3 次は、高校1年生のTomokoが書いた英文です。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。(34点)

I like visiting *aquariums. I have visited a lot of aquariums and seen many different sea animals. There are always a lot of *colorful fish in the fish *tanks. I am always happy when I see them in aquariums.

Last summer, I went to an aquarium with my family. I had a great time and watched the fish as I always do. I found two interesting fish in the corner of a large fish tank. One was gray and about as large as my tennis racket. It opened its large mouth. The other was blue and had a black line running along its side. It was about ten centimeters long. It was swimming around the head of the large fish. I was worried about the small fish. It would be easy for the large fish to eat the small fish. But I didn't think the small fish cared about this. Actually, [afraid / didn't even / swimming / look / into / of / it] the large fish's mouth. Soon after it swam in, it quickly swam out. I was surprised to see this. I found a *staff member at the aquarium, and asked her a question. I said, "Is it safe for the small fish to swim around the large fish? The large fish may eat the small fish." She said, "Don't worry. The small fish is a *bluestreak cleaner wrasse. It eats *parasites and *diseased parts on other fish, so it is called a cleaner fish. This small cleaner fish keeps the large fish healthy. The large fish knows this, so it will not eat the cleaner fish." I said, "I've never heard about cleaner fish. This is a very interesting *relationship. Thank you very much."

① There was a yellow fish in another fish tank. It came out of a hole in the ground, and then a *shrimp followed it. I read the *explanation on the wall by the tank. I learned that the fish was a kind of *goby. The shrimp was *digging a hole and the goby just stayed near the shrimp. It was very interesting to see them together. Then, both of them got in the hole again. I thought they were good friends. Why did they stay together? I wanted to learn more about these relationships, so I used the Internet to learn about them.

I learned that such relationships are called *mutualisms. ② This means that each side *benefits from the relationship *in some way. In the relationship between the bluestreak cleaner wrasse and the large fish, the large fish is cleaned by the cleaner fish. This is good for the large fish. This relationship is also good for the cleaner fish. The large fish goes to the cleaner fish for help, so the cleaner fish can get food easily just by swimming around the large fish. Both benefit from each other.

Then, what about the relationship between the goby and the shrimp? Both of them live in a hole together at the bottom of the sea. The hole is their house. The shrimp is very good at digging holes, but doesn't have good eyes and cannot swim well. *On the other hand, the goby can see well. It can swim fast, but it cannot swim very far. ③ The shrimp sometimes needs to *repair their house. When the shrimp comes out, the goby comes out, too. The shrimp always stays near the goby, and keeps touching the goby's body to get a sign from the goby. The goby looks around carefully. As soon as the goby finds a dangerous animal, it gives a sign to the shrimp. When the shrimp gets this sign, it also knows that an animal **A** to eat them is coming. Both of them quickly get inside their house. The shrimp can stay safe with the goby's help, and the goby can *hide itself in the house **B** by the shrimp.

In the natural world, some animals eat and some are eaten. I didn't think of other relationships among sea animals. But some different kinds of animals live together by helping each other. I learned this after watching the sea animals at the aquarium. I want to learn even more about sea animals. I am looking forward to learning about *diversity in the sea.

〔注〕 aquarium……水族館	colorful……色彩豊かな
tank……水槽	staff……従業員
bluestreak cleaner wrasse……ホンソメワケベラ(魚の名前)	
parasite……寄生虫	diseased……病気の
relationship……関係	shrimp……エビ
explanation……説明	goby……ハゼ(魚の名前)
dig～……～を掘る	mutualism……相利共生
benefit……利益を得る	in some way……何らかの点で
on the other hand……これに対して	repair～……～を修理する
hide～……～を隠す	diversity……多様性

問 1 []内のすべての語句を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(3点)

問 2 空欄 ～ にあてはまる最も適切な文を、次のア～カの中から1つずつ選び、その記号を書きなさい。なお、同じ記号を2度以上使うことはありません。(各3点)

- ア After watching them, I found another interesting relationship between two sea animals at the aquarium.
- イ In this relationship, one gets something from the other, but the other gets nothing.
- ウ Each of them has both good points and bad points, so they support each other to stay safe.
- エ Later, another relationship between two fish was found, and this surprised a lot of scientists.
- オ In these relationships, one animal always has to follow the stronger one to live in peace.
- カ In relationships like these, two or more different kinds of animals may give food, safe places, or care to each other.

問 3 空欄 , にあてはまる最も適切なものを、次の中から1つずつ選び、それぞれ正しい形にかえて書きなさい。(各3点)

forget	grow	hold	make
sound	stop	send	try

問 4 下線部 I learned this の this は何をさしていますか。日本語で書きなさい。(3点)

問 5 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 is the relationship with the large fish good for the bluestreak cleaner wrasse?

問 6 次の英文は、本文の内容をまとめたものです。次の(1)～(3)に適切な英語を、それぞれ2語で書きなさい。(各3点)

When Tomoko visited the aquarium, she found two interesting relationships between different kinds of animals. One was the relationship between a small fish and a large fish. It would be dangerous for the small fish to swim near the large fish, but the small fish (1) because the large fish knew the small fish would help it. The other was the relationship between a goby and a shrimp. The goby has good eyes. It is a (2) but isn't able to swim far. It looks around carefully (3) any dangerous animals. The shrimp doesn't see or swim well, but it is good at digging holes. The two animals help each other. These relationships are called mutualisms.

4 次の英文を読んで、あなたの考えを、[条件]と[記入上の注意]に従って40語以上50語程度の英語で書きなさい。*印のついている語句には、本文のあとに[注]があります。(10点)

Many people think that it is good to do many activities in *nature. So, many *organizations give children chances to spend time in nature. For example, schools hold many outdoor events to take children to places like mountains, rivers, lakes, or the sea. Museums or other *public facilities also hold events such as nature *observation classes or *farming activity classes. Children can do a lot of different activities in nature.

Some people say that elementary school children should spend more time in nature. What do you think about this?

- | | |
|-------------------------|------------------|
| [注] nature……自然 | organization……団体 |
| public facilities……公共施設 | observation……観察 |
| farming……農業 | |

[条件] 下線部の質問に対するあなたの考えを、その理由が伝わるように書きなさい。

[記入上の注意]

- ① 【記入例】にならって、解答欄の下線 _____ の上に1語ずつ書きなさい。
 - ・符号(, . ? ! など)は語数に含めません。
 - ・50語を超える場合は、解答欄の破線 で示された行におさまるように書きなさい。
- ② 英文の数は問いません。
- ③ 【下書き欄】は、必要に応じて使ってかまいません。

【記入例】

Hi!	I'm	Nancy.	I'm	from
America.	Where	are	you	from?
.....				
is	April	2,	2005.	It
is Ken's birthday, too.				50語
.....				

(以上で問題は終わりです。)

【下書き欄】

				40 語
				50 語

英語 (学校選択問題) 解答用紙 (1)

1 □	No. 1 ■		No. 2 ■		No. 3 ■	
	No. 4 ■		No. 5 ■			
	No. 6 ■	(1)		(2)		(3)
	No. 7 ■	(1)	He is happy when students () in English.			
		(2)	He goes to the () house.			
		(3)	He wanted to be ().			

2 □	問 1 ■	My father () many countries before.				
	問 2 ■					
	問 3 ■					
	問 4 ■					
	問 5 ■	Well, () has.				
	問 6 ■	(1)		(2)		
	問 7 ■	Can you tell me () more friends from foreign countries?				

1, 2の計

受検番号 第 番

切りはなしてはいけません。()には何も書いてはいけません。

英語 (学校選択問題) 解答用紙 (2)

3 □	問 1 ■	Actually, () the large fish's mouth.				
	問 2 ■	①		②		③
	問 3 ■	A				B
	問 4 ■					
	問 5 ■					
	問 6 ■	(1)		(2)		
(3)						

4 □	_____				

1, 2の計

得点 ※

受検番号 第 番