

令和2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)

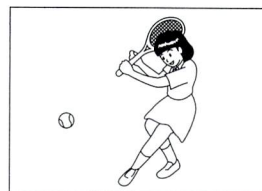
No. 1



A



B

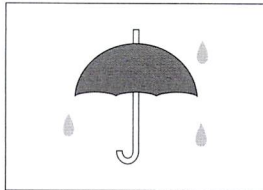


C

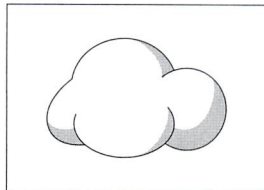


D

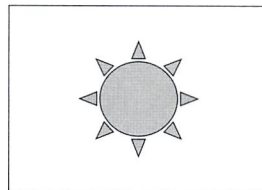
No. 2



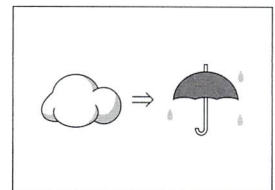
A



B

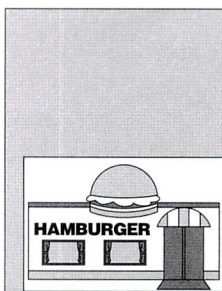


C

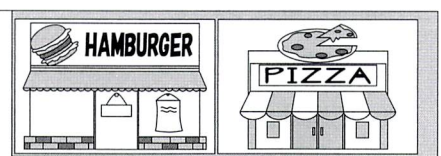
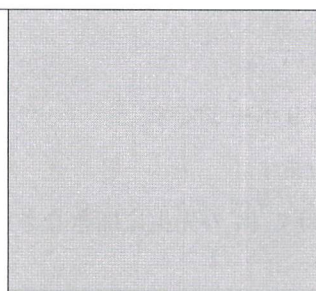


D

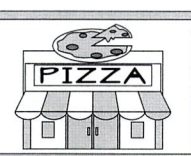
No. 3



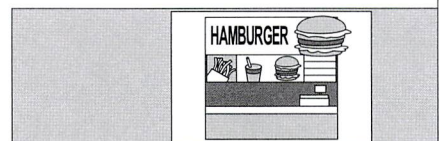
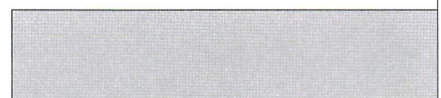
A



B



C



D

◎

◎は二人が会話をしている場所を示す。

【No. 4, No. 5】(かく てん 各2点)

No. 4

- A Shall we buy tickets to a *rakugo* show? B Would you like to watch *rakugo*?
C Where did we watch *rakugo*? D Can you give me tickets to a *rakugo* show?

No. 5

- A Can I help you? B Have you ever played the guitar?
C Please show me how to play the guitar better. D Playing the guitar is easy.

【No. 6】(かく てん 各3点)

(1) Question 1

- A About fourteen kilometers.
B About forty kilometers.
C About fourteen minutes.
D About forty minutes.

(2) Question 2

- A The bears eating apples.
B The lions sleeping in the tree.
C The elephants swimming in the pool.
D The children playing with some of the animals.

(3) Question 3

- A Three times.
B Four times.
C Five times.
D Six times.

【No. 7】(かく てん 各3点)

(1) Question 1 : Who did Ken visit during the summer vacation?

Answer : He () in New York.

(2) Question 2 : Why was Ken excited when he watched the baseball game in America?

Answer : Because () were in the game.

(3) Question 3 : What did Ken enjoy doing at the park?

Answer : He () in the park and swimming in the pool there.

2 次の [1] ～ [4] は, Arisa, Ken と 留 学 生 の Emma 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] 〈Arisa, Ken and Emma are talking.〉

Arisa : Hi! My family is going to watch the full moon at my house tonight. Would you like to come?

Emma : Why do you watch the moon?

Arisa : A lot of Japanese people enjoy watching the full moon around September because it is the most beautiful at this time of year. It's a Japanese event called *tsukimi*.

Emma : Sounds interesting. A

Arisa : Can you be there by seven? How about you, Ken?

Ken : I'm interested, but are we just going to sit and watch the moon? What else will we do?

Arisa : We are having a dinner party, too.

Ken : Oh, then I'd love to go.

Arisa : Do you have an event to watch the moon in your country, Emma?

Emma : No, we don't, but I heard that the full moon in September is called *the harvest moon in my country, because people once *harvested *crops under the moonlight in September.

Arisa : Oh, really? Do you have any other stories about the moon in your country? We are going to give a speech in English class next week, so why don't you talk about that in your speech? I'm going to talk about space in my speech.

[注] the harvest moon…… 秋 分 に 最 も 近 い 満 月, ハーベSTMーン
harvest……～を 収 穫 する crop……作物

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 How many people will visit you?

イ What time should I visit you?

ウ What is the best month to watch the moon?

エ Is Ken coming, too?

2 〈Next week, Emma gives a speech to her classmates.〉

My speech today will be about the moon. Last week, I enjoyed *tsukimi*. The moon that night [one / I / from / the / different / always see / looked]. People around the world have created many stories about the moon. Some are very famous all over the world. I'm sure that you have heard stories of men who become *wolves under the light of the full moon. I learned that the story of a girl born from bamboo is very famous in Japan.

People also see different things in the *surface of the moon. Arisa said that it looks like a rabbit. I was surprised because I've never seen it as a rabbit. My grandmother said it looks like the face of a woman. I think so, too. I asked some of my friends from other countries about this. Some said it looks like a *crab. Others said it looks like a lion.

The surface of the moon looks almost the same all over the world, but people look at it differently. Different cultures look at the world in different ways.

[注] wolf……オオカミ
crab……カニ

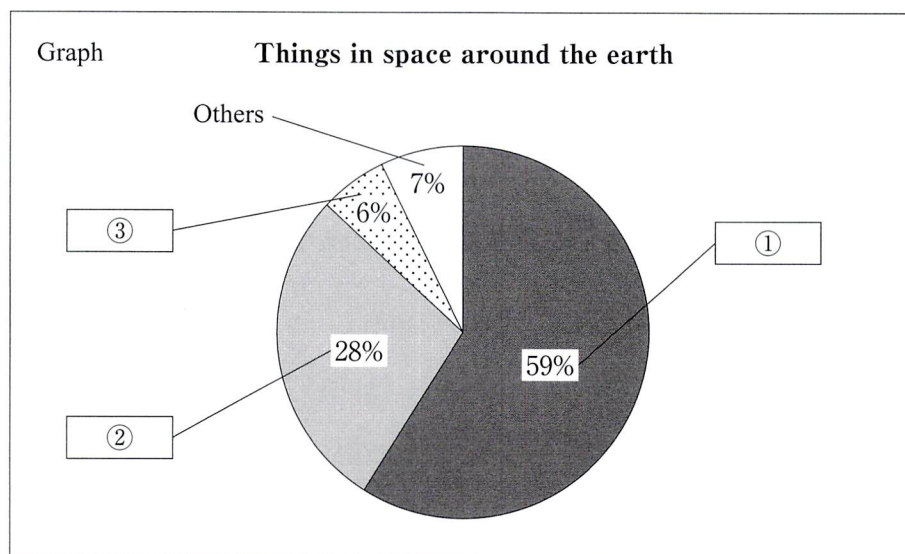
surface……^{ひょうめん}表面

もん 問 2 []内のすべての語句を正しい順序に並べかえて書きなさい。(4点)

3 〈After Emma's speech, Arisa gives a speech to her classmates.〉

Today, I will talk about a problem in space: *space debris. There are a lot of things in space around the earth. Please look at this graph. It shows that about 6% of these things are *satellites made by humans and still *in use. Everything else is space debris. More than half of this space debris is broken pieces from rockets or satellites. This is followed by rockets and satellites that are not in use. All of the debris was sent into space by humans.

Why is space debris a problem? Here are two reasons. First, space debris is not safe. Space debris moves very fast, so it may hit satellites or astronauts. Second, space debris makes more debris. If it breaks satellites, broken pieces from the satellites then become space debris, too. Most of the debris is () that it can't be cleaned up. It will be more difficult to send rockets or satellites into space in the future because of space debris.



※内閣府ホームページから作成

〔注〕 space debris……宇宙ゴミ
in use……使用されている

satellite……人工衛星

問 3 下線部が「宇宙ゴミの多くはとても小さいので取り除くことができない。」という意味になるように、()に2語の適切な英語を書きなさい。(4点)

問 4 Graphの空欄 ① ~ ③ にあてはまる最も適切なものを、次のア〜ウの中から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。(3点)

ア Satellites still in use イ Rockets and satellites not in use ウ Broken pieces

4 〈After class, Arisa, Ken and Emma are talking about the speech.〉

Emma : Space debris is a serious problem.

Arisa : You're right. I heard that some satellites were broken because of space debris.

Emma : Information from satellites helps us a lot in our everyday lives, so it is important. For example, we use information from satellites in *GPS.

Ken : Yes, it also helps us when we want to know the weather. I don't think we can do a lot about this problem for now, but someday we may be able to solve this problem.

Arisa : I agree. I want to find a way to make space clean and safe again in the future.

Emma : That's great. If you try hard, your dream will come true.

Ken : What about you, Emma? What do you want to do in the future?

Emma : I haven't decided yet, but I'm interested in cooking. How about you?

〔注〕GPS……^{ちゅう}全^{ぜん}地^ち球^{きゅう}位^い置^ち把^は握^{あく}システム

問 5 本文^{もん ほんぶん} 4 の会話^{かいわ}の中^{なか}で, Arisa は 将^{しょう}来^{らい}ど^ののよう^になことをしたいと述^のべていますか。日本語^{にほんご}で書^かきなさい。(4 点^{てん})

問 6 1 ~ 4 の会話^{かいわ}と発^{はつ}表^{びょう}の^{ない}内^{よう}容^あと合^あうよう^にに, 次^{つぎ}の(1), (2)の英^{えい}語^ごに続^{つづ}く最^{もっと}も適^{てき}切^{せつ}なものを, ア~エの中^{なか}から1つづつ選^{えら}び, そ^の記^き号^{ごう}を^か書^{かく}きなさい。(各3点^{てん})

(1) In her speech in English class, Emma

ア talks about the night of the harvest moon in her country.

イ says that she asked her friends from foreign countries to give a speech about the moon.

ウ says that she sees the surface of the moon as the face of a woman.

エ talks about the story she wrote about the animals living on the moon.

(2) Arisa explains

ア the harvest moon and its meaning to Emma.

イ why people see the moon in many ways.

ウ how to solve the problems of space debris to her classmates.

エ the space debris made by humans.

問 7 次^{つぎ}は, 後^ご日^{じつ}のKen と Emma の会^{かい}話^わです。自^し然^{ぜん}な会^{かい}話^わに^なるよう^にに, () に適^{てき}切^{せつ}な3語^ご以上^{いじょう}の英^{えい}語^ごを^か書^{かく}きなさい。(4 点^{てん})

Ken : I learned that there are a lot of Japanese astronauts, but no Japanese astronauts have stood on the moon. I have decided to be the first Japanese person on the moon.

Emma : That's a wonderful dream. I'm sure your dream will come true if you study a lot.

Ken : What should I study?

Emma : Everything, but I think you should study English harder. You will have () astronauts from other countries.

3 つぎ 次は、高校1年生の Yuka が書いた英文です。これをよんで、問1～問6に答えなさい。＊印の
についている語句には、本文のあとに〔注〕があります。(34点)

I learned about *developing countries at school last month. Around three quarters of the countries in the world are seen as developing countries, and people in these countries sometimes don't have enough food, or they don't have many chances to get a good education. I knew that many *developed countries have helped them by A roads and bridges, or giving them food and money. But, while I was studying, I was surprised to learn that many companies are *successful in these developing countries and their businesses have become good support for the people there. I was very interested in the businesses that support people in difficult situations. I was especially interested in two of these companies in *Ethiopia.

Ethiopia is famous for its long history and beautiful mountains. About 100 million people live there, and most of them live in *rural areas. The lives of many people in Ethiopia were once very hard, but over the past few years, they have greatly improved. One of the *major *products in Ethiopia is coffee. Ethiopian coffee is loved by a lot of people all over the world. Another major product is *sheep skin. The *leather products made from Ethiopian sheep skin are popular because they are strong, soft, and light.

One of the two companies was started by an Ethiopian woman. She B up in a small village in Ethiopia. Her mother and father worked hard, but the life of her family was not easy. She wanted her family and the people in her village to have better lives. A few years after graduating from school, she started a company that made shoes from local *materials in Ethiopia, like sheep skin, *organic cotton, and so on. The high quality shoes her company made had unique designs. The shoes were also unique because of the materials of the shoe *soles. In Ethiopia, there were a lot of old, wasted car tires, so her company decided to recycle them as the soles for the shoes. Her business was successful and *benefited the local people. Her company gave local workers jobs with higher *pay. She plans to *hire more local workers in the future.

The other company was started by a Japanese woman. Once, she was a volunteer worker in Ethiopia. She worked with the local people. She [sad / see / how / felt / lived / to / they]. But, she liked many things in Ethiopia. Many of the people were poor, but they were full of energy and very kind. Ethiopia also had a rich natural environment. She was especially interested in Ethiopian sheep skin. She wanted people around the world to know about the high quality of Ethiopian sheep skin. ① Her company also hired local workers. While they were working, they learned the skills to make leather products by hand. At first, her company sold the bags made from Ethiopian sheep skin in Japan, but now, she is planning to sell them all over the world.

I learned three important things about supporting people in difficult situations through business from the stories of these two companies. First, it is important to use local materials. Companies should make products from local materials. ② This will give more people chances to live better. Second, job training is important. It is important to give money to people in need, but it is more important for the people to learn the skills to make good products. The sheep skin made in Ethiopia is bought by foreign companies at low prices. These companies make leather products and sell them at high prices. They have the skills to make good leather products from Ethiopian sheep skin. ③ Third, it is very important for the local workers to have the *motivation to improve their skills. If many people buy high quality products Ethiopian workers make, and are very happy with them, the workers will want to make better products. They will also want to improve their skills. I think that these three important things create a *cycle to make people's lives better. This will be a good example of supporting local *communities through business.

I think that a good business is one that helps people. I will remember this. Someday, I want to make people happy with my work.

〔注〕 developing……開発途上の
 successful……成功した
 rural……農村の
 product……生産物, 製品
 leather……なめし革, 皮革
 organic cotton……有機栽培の綿
 benefit～……～のためになる
 hire～……～を雇う
 cycle……循環

developed……先進の
 Ethiopia……エチオピア(国名)
 major……主要な
 sheep skin……羊皮
 material……材料, 原料
 sole……靴底
 pay……賃金
 motivation……意欲
 community……地域

問 1 空欄 A , B 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)

break	lose	find	catch
build	look	grow	spend

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)

What materials did the Ethiopian woman's company use as the soles for the shoes?

問 3 []内のすべての語を正しい順序に並べかえて書きなさい。(3点)

問 4 空欄 ① ~ ③ 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 By doing so, local workers who produce the materials also have more chances to get jobs.

イ In this way, studying the history and social problems is important to make Ethiopia better.

ウ But, if the workers in Ethiopia have these skills, they will have more chances to get higher pay.

エ After a few years, she started a company and built a factory in Ethiopia which made leather products.

オ This means that they helped the people in Ethiopia, and protected the environment at the same time.

カ These efforts improve the quality of Ethiopian sheep skin, so the products of her company have become famous all over the world.

問 5 下線部 This は, どのようなものをさしていますか。日本語で書きなさい。(3点)

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)

I learned that businesses have become support for many people in developing countries. I was interested in two companies in Ethiopia. One is a company started by a woman from Ethiopia. It produces shoes. The other is a company of a Japanese woman who once (1) a volunteer in Ethiopia. It makes leather products. Both of the two companies make high quality products (2) the materials in Ethiopia. They also hire the local workers and train them. When companies (3) in difficult situations through business, it is important to use local materials, to train the local workers, and for the local workers to have the motivation to improve their skills.

- 4 次の Learning foreign languages についての英文を読んで、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)

You have studied English for three years or more. The only foreign language most students in Japan study is English. But in many other countries, high school students learn more than one foreign language. For example, as a second foreign language, many high school students in Germany learn French or Spanish, and many students in China learn French, Spanish or Japanese.

Some people say that high school students in Japan should learn English and another foreign language. However, others say that they should *focus on studying only English. Which idea do you agree with?

〔注〕 focus on～……～に集中させる

〔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】になったら、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もかまいません。

【記入例】

Hi!	I'm	Nancy.	I'm	from
America.	Where	are	you	from?

is	April	2,	2004.	It
is Ken's birthday, too.				

(以上で問題は終わります。)

【^{した}下^が書^{らん}き欄

[illegible]

英 語 [学校選択問題]

解 答 用 紙 (1)

追検査

1

No. 1 ※			No. 2 ※			No. 3 ※		
No. 4 ※			No. 5 ※					
No. 6 ※	(1)		(2)		(3)			
No. 7 ※	(1)	He () in New York.						
	(2)	Because () were in the game.						
	(3)	He () in the park and swimming in the pool there.						

2

問 1 ※						
問 2 ※	The moon that night [].					
問 3 ※	Most of the debris is () that it can't be cleaned up.					
問 4 ※	①	②		③		
問 5 ※						
問 6 ※	(1)		(2)			
問 7 ※	You will have () astronauts from other countries.					

1, 2 の計

受 検 番 号 第 番

3

問 1 ※	A		B	
問 2 ※				
問 3 ※	She [].			
問 4 ※	①		②	③
問 5 ※				
問 6 ※	(1)		(2)	
	(3)			

4

[illegible]

1, 2 の計	
---------	--

得 点		※
-----	--	---

受 検 番 号	第	番
---------	---	---