

令和〇年学力検査

全 日 制 課 程

## 第 5 時 限 問 題

外 国 語 (英 語) 筆 記 検 査

検査時間 14時50分から15時30分まで

「解答始め」という指示があるまで、次の注意をよく読みなさい。

### 注 意

- (1) 解答用紙は、この問題用紙とは別になっています。
- (2) 「解答始め」という指示で、すぐこの表紙に受検番号を書きなさい。続いて、解答用紙に氏名と受検番号を書き、受検番号についてはマーク欄も塗りつぶしなさい。
- (3) 問題は(1)ページから(6)ページまであります。(6)ページの次は白紙になっています。受検番号を記入したあと、問題の各ページを確かめ、不備のある場合は手をあげて申し出なさい。
- (4) 答えは全て解答用紙のマーク欄を塗りつぶしなさい。
- (5) 印刷の文字が不鮮明なときは、手をあげて質問してもよろしい。
- (6) 「解答やめ」という指示で、解答することをやめ、解答用紙と問題用紙を別々にして机の上に置きなさい。

受検番号

第

番

# 外国語（英語）筆記検査

- 1 数学のテストを終えた賢人（Kento）と留学生のナンシー（Nancy）が教室で話しています。二人の対話が成り立つように、下線部(1)から(3)までのそれぞれにあてはまる最も適当なものを、あとのアからエまでの中から選びなさい。

Kento: Oh, no. I don't know what to do.

Nancy: Kento, you look so \_\_\_\_\_ (1) \_\_\_\_\_.

Kento: Well, Nancy, the math test was very difficult. I'm disappointed in myself.

Nancy: You prepared for the test yesterday, didn't you?

Kento: No. I \_\_\_\_\_ (2) \_\_\_\_\_. So I studied English, not math.

Nancy: I see. You should forget the past, and do your best for tomorrow.

Kento: \_\_\_\_\_ (3) \_\_\_\_\_.

(注) be disappointed in ~ ~にがっかりしている

- (1) ア tired  
イ happy  
ウ sleepy  
エ nervous
- (2) ア mistook math for English last week  
イ mistook math for English last night  
ウ didn't have time to do last night  
エ didn't have time to do last week
- (3) ア Thank you for your help  
イ Thank you for the past  
ウ Thank you for your advice  
エ Thank you for yesterday

2 買い物に行く途中のあなたは、困っている様子の外国人を見かけ、手助けを申し出て次の対話をしました。あとの(1), (2)の問いに答えなさい。



対話 (A:あなた, B:外国人)

A: Excuse me, \_\_\_\_\_ ① \_\_\_\_\_ ?

B: Oh, yes, please. I'm looking for Asahi Station. Do you know the station?

A: Yes, \_\_\_\_\_ ② \_\_\_\_\_ . I'll take you there.

B: Thank you. \_\_\_\_\_ ③ \_\_\_\_\_ !

(1) 下線部①, ③にあてはまる語句の組み合わせとして最も適当なものを、次のアからエまでの中から選びなさい。

- |   |                      |                  |
|---|----------------------|------------------|
| ア | ① can I help you     | ③ You're so busy |
| イ | ① can I help you     | ③ You're so kind |
| ウ | ① are you a stranger | ③ You're so kind |
| エ | ① are you a stranger | ③ You're so busy |

(2) 下線部②にあてはまるように、次のアからカまでの語句の中から五つ選んで正しく並べ替えるとき、1番目, 3番目, 5番目にくるものをそれぞれ選びなさい。

- ア I    イ to    ウ the way    エ know    オ the station    カ the school

3 次の文章を読んで、あとの(1)から(5)までの問いに答えなさい。

Japan is surrounded by the sea and people in Japan can see many kinds of fish and sea animals. However, it may be difficult for them to survive. In the world, about 8 million tons of plastic waste go into the sea every year. So, we should protect the sea for the future. This story is about ① the way to solve it.

You may know Aichi is famous for making things, such as pottery and cars. But do you know that, in 2019, Aichi produced the most plastic products in Japan, about 12%? Plastic parts produced in Aichi are ( A ) in stationery, electronic devices, and so on. A lot of plastic products are around people in Japan. They are useful and support their daily lives.

Plastic products are convenient, but plastic waste is causing some problems in the sea. Plastic waste on roads moves into rivers, and then they carry the waste to the sea. So there ② the sea. Some people say that sea animals may eat the plastic waste and die. Other people say dangerous chemicals adhere to small pieces of plastic in the sea and fish may eat them. If we eat the fish, we may get sick. We should know plastic waste is a big problem not only for fish, but also for people.

Now many countries are trying hard to reduce plastic waste. One example is free plastic bags which people often use after shopping. In 2002, people in Bangladesh stopped using plastic bags for the first time in the world. In 2015, shops in the U.K. started selling a plastic bag for 5 pence. In 2018, people in more than 127 countries stopped using free plastic bags or any kind of plastic bags. In 2020, Japan started selling plastic bags instead of giving free plastic bags. In fact, Japan has reduced about three quarters of plastic bags for a year.

What should we do to reduce plastic waste? Aichi is running a campaign and trying to keep the sea clean. The campaign tells us that it is important to be interested in plastic pollution and take action. We should take our own bags for shopping instead of buying plastic bags after shopping.

The sea and the land are connected in nature. Our daily lives on the land influence many lives in the sea. Let's change our behavior as soon as possible. Taking action will make the sea cleaner.

(注) part 部品    adhere to ～ ～に付着する    reduce ～ ～を減らす    free 無料の  
Bangladesh バングラデシュ    for 5 pence 5 ペンスで(ペンス：英国の貨幣単位)  
pollution 汚染

(1) ① にあてはまる最も適当な英語を、次のアからエまでの中から選びなさい。

- ア the sea, plastic pollution and
- イ sea animals, Japanese people or
- ウ Asian countries, plastic waste and
- エ global warming, renewable energy or

(2) ( A ) にあてはまる最も適当な語を、次のアからエまでの中から選びなさい。

- ア saved
- イ lived
- ウ made
- エ used

(3) 下線部②にあてはまるように、次のアからカまでの語句を正しく並べ替えるとき、1 番目、3 番目、5 番目にくるものをそれぞれ選びなさい。

- ア our daily lives
- イ plastic waste
- ウ is
- エ a lot of
- オ from
- カ in

(4) 本文中では、ビニールぶくろについてどのように述べられているか。最も適当なものを、次のアからエまでの中から選びなさい。

- ア Fish and sea animals do not eat small pieces of plastic bags as food at all.
- イ Japanese people use plastic bags to reduce plastic waste and to keep the sea clean.
- ウ In 2002, people in Bangladesh started using plastic bags for the first time in the world.
- エ Many countries in the world have changed rules to reduce plastic bags since 2002.

(5) 次のアからカまでの文の中から、その内容が本文に書かれていることと一致するものを二つ選びなさい。

- ア Every year, about 8 million tons of plastic waste come to Japan by the sea.
- イ About 12% of the people in Aichi have been making only pottery and cars since 2019.
- ウ People in Japan live their daily lives with a lot of convenient plastic products.
- エ Plastic waste in the sea influences sea animals, but it does not influence people at all.
- オ It is important for the people in the world to be interested in only plastic pollution.
- カ The sea and our lives are connected, so changing our behavior makes the sea cleaner.

4 彩 (Aya) と帰国を控えた留学生のボブ (Bob) が昼休みに教室で話しています。次の対話文を読んで、あとの(1)から(4)までの問いに答えなさい。

Aya: Hi, Bob. When will you go back to your hometown?

Bob: Hi, Aya. I'll go back to San Francisco next month.

Aya: 【 a 】

Bob: Wonderful! I have learned about Japan in our school since last year, so I often talk about it with my host family.

Aya: Please tell me more.

Bob: Well, I learned about QR codes in the class last week. So I talked about them with my host grandfather. I told him that the codes were made in Japan. Then he told me that he \_\_\_\_\_ ① \_\_\_\_\_ for a Japanese company which first invented the QR code in 1994.

Aya: Did he?

Bob: 【 b 】 When I went to a restaurant with my family, my mother sometimes scanned the code with her smartphone to pay the money after the meal. It was very convenient. The Japanese technology has supported our daily lives in America.

Aya: 【 c 】 Did you talk about anything else?

Bob: Yes, we talked about evacuation drills. I think it's another strong point of Japan. Japanese drills are different from American drills.

Aya: Is that so?

Bob: 【 d 】 Then fire alarms in the school make loud ( A ) suddenly, and let us know the drill has started.

Aya: I've heard that some schools in Japan have that kind of drill.

Bob: Great! During my stay here, I've known that many Japanese prepare for disasters, such as fires, earthquakes and heavy rain.

Aya: 【 e 】 My family has made an emergency kit and we keep it in the house.

Bob: Oh, have you? My host family knows how much food and water they should store, and they also know \_\_\_\_\_ ② \_\_\_\_\_ the local shelter is during a disaster. It's amazing!

Aya: Our family, too. It's important for everyone to prepare for an emergency.

Bob: I agree with you. After going back to America, I'll tell my family to store food and water in case of a disaster.

(注) QR code 二次元コードの一つ scan ～ ～を読み取る loud 大きい

(1) 次のアからオまでの英文を、対話文中の【 a 】から【 e 】までのそれぞれにあてはめて、対話の文として最も適当なものにするには、【 b 】と【 d 】にどれを入れたらよいか、そのかな符号を書きなさい。ただし、いずれも一度しか用いることができません。

ア Yes. The codes are also popular in San Francisco.

イ I see. Japan has a variety of disasters every year.

ウ Your stay in this school has passed quickly. How's Japanese school life?

エ Yes. On a fire drill day, students in my school don't know about it at all.

オ Sounds good. Technology is a strong point of Japan.

(2) 下線部①、②にあてはまる語の組み合わせとして最も適当なものを、次のアからエまでのの中から選びなさい。

ア ① worked ② where      イ ① worked ② what

ウ ① looked ② where      エ ① looked ② what

(3) ( A ) にあてはまる最も適当な語を、次のアからエまでのの中から選びなさい。

ア voices      イ laughter      ウ sounds      エ songs

(4) 次の英文は、対話があった日の夜、彩が英語の授業で発表するために書き始めたスピーチ原稿の一部です。この原稿が対話文の内容に合うように、英文中の( X )、( Y )にあてはまる語の組み合わせとして最も適当なものを、あとのアからエまでのの中から選びなさい。

### Strong points of Japan

Japan is so wonderful. One day, I learned a new fact when I talked with Bob, a student from America. He knew about QR codes in America and he learned, in the class, that they were created in Japan. A Japanese technology is spreading to another country, giving the people a convenient life and ( X ) their daily lives!

In addition, many Japanese are ready ( Y ) a disaster. Bob was surprised to know that many Japanese have stored some food and water in case of a disaster....

ア X supporting      Y to      イ X supporting      Y for

ウ X making      Y for      エ X making      Y to

(問題はこれで終わりです。)