

2019 (H31) 県立

追検査

追検査

受検番号

第

番

平成 31 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。

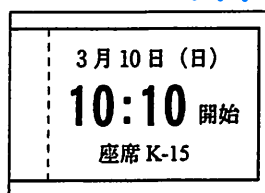
1 放送を聞いて答える問題(28点)

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. 5及びNo. 7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. 6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。

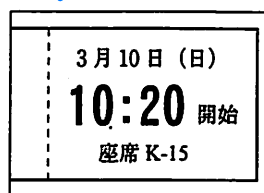
【No. 1～No. 3】(各2点)

No. 1

20分前におつまう → じゃあ 10:30ね



A



B



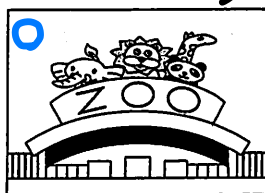
C



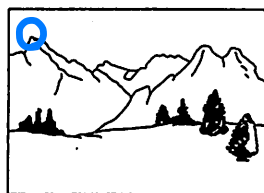
D

No. 2

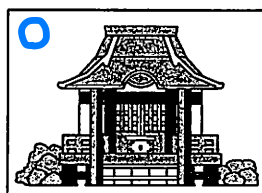
Mary this weekend



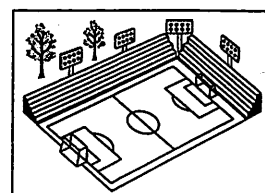
A



B



C



D

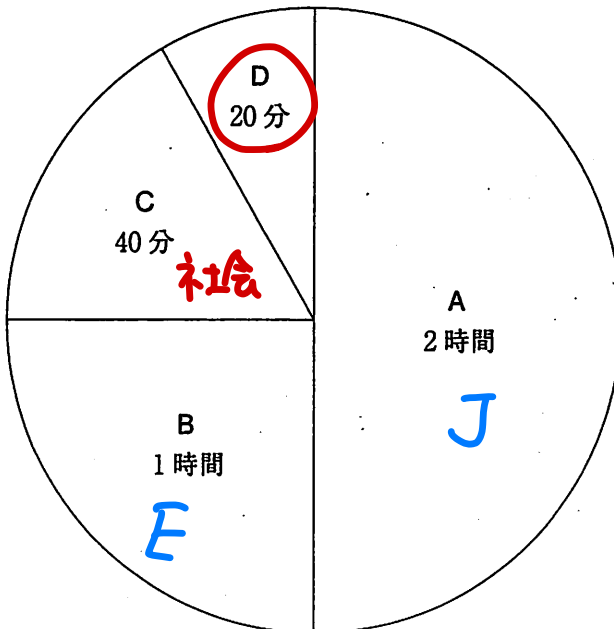
No. 3

勉強した教科と時間の内訳

Science

Social studies

longer



【No. 4, No. 5】(各2点)

No. 4

John → Yuki

A What can I do for my report?

C Do you want to be a doctor?

☒ B Are you OK?

D What are you reading now?

ジョン
は何かを読
んでる?

No. 5

Tom's sister → him

A Why don't you keep practicing?

C Shall we play baseball?

☒ B Let's get something to drink.

D There are thirty players.

hot
thirsty
あつ
すかし

【No. 6】(各3点)

(1) Question 1 : Where was Takuya when the woman spoke to him?

Answer : He was (in front of) the city hall.

7:27

(2) Question 2 : Why was (the woman) Takuya helped worried?

Answer : Because she didn't (know how to get to) the station.

7:31

(3) Question 3 : How long does it take to walk from the city hall to the station?

Answer : It (takes about ten minutes).

8:02

It's about ten minutes.

【No. 7】(各3点)

(1) Question 1

A Japanese anime.

B Japanese music.

☒ C Clubs.

D Sports Festival.

What it surprised

(2) Question 2

☒ A Volleyball.

B Basketball.

C Softball.

D Volleyball, basketball and softball.

Which sport in fall

(3) Question 3

A She has stayed in Japan for one year and is enjoying her life in Japan.

B In American high schools, students can play only one sport a year.

☒ C She found a lot of different things between American and Japanese high schools.

D American club activities are better than Japanese club activities.

What it say 2nd-4

2 次の[1]～[4]は、Ayaka, NaokiとALTのMr. Woodの会話と発表です。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。(28点)

[1] 〈Ayaka, Naoki and Mr. Wood are talking.〉

Ayaka : I learned about kimonos in my home economics class yesterday. That night, I told my grandmother about the class, and she showed me these pictures. What do you think?

Mr. Wood : Oh, are the people in this picture your grandparents?

Ayaka : No. They are my grandmother's parents. They were wearing kimonos, but not expensive ones. My grandmother said that [A].

Naoki : That's right. Most people *used to wear kimonos in Japan. Have you ever seen people who wear kimonos, Mr. Wood?

Mr. Wood : Of course. I visited Kyoto with my friends last month, and I saw many people who were wearing kimonos. They were beautiful. Why don't people wear kimonos every day?

Naoki : That's a good question. I want to *research the history of kimonos for my speech.

Ayaka : Oh, that's a good idea! I think I'll research how kimonos are used today.

〔注〕 used to～……よく～したものだ

research～……～を調査する

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 many kimonos were so heavy that people couldn't wear them

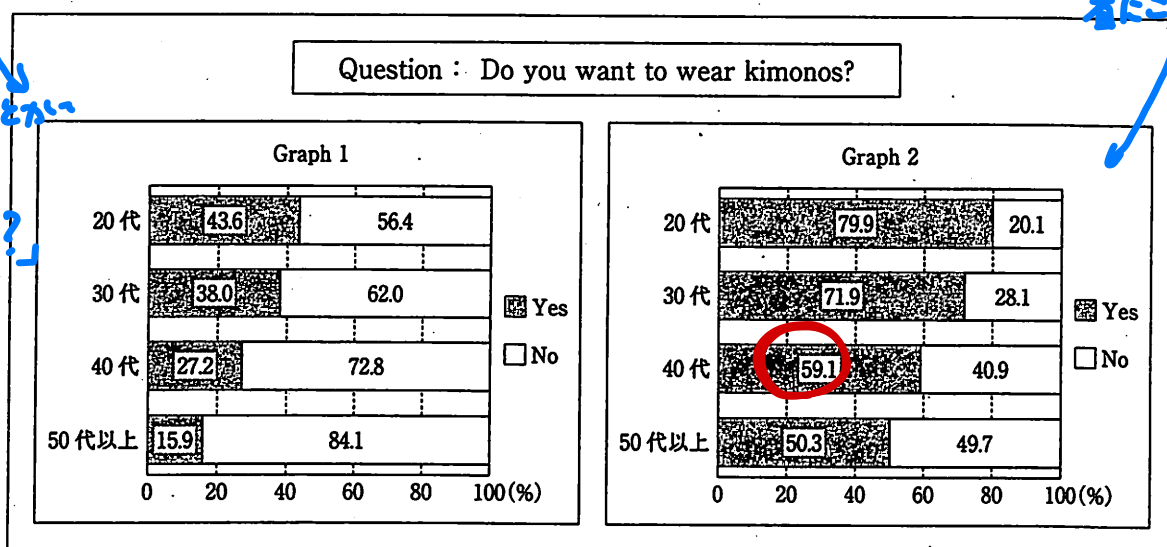
イ most people had kimonos to wear when she was a child

ウ both men and women could wear kimonos only at special events

エ a lot of kimonos were too expensive for many people to wear ※ too ∞ to ~ 極大

2 〈After researching the history of kimonos, Naoki makes a speech in class.〉

I researched the history of kimonos in Japan. People used to wear kimonos all the time. But after the Second World War, more people started wearing *Western clothes, so the number of kimonos people bought went down. After that, some kimonos became more expensive and many people stopped learning the right way of putting on kimonos. But now, one report shows that younger women are more interested in kimonos. Graph 1 shows how women who have never worn kimonos answered the question, "Do you want to wear kimonos?" I was surprised to learn that women *in their 50s and older are not very interested in kimonos. Graph 2 shows how women who have worn kimonos answered the same question. Over 70% of women in their 20s and 30s who have worn kimonos before say that they want to wear kimonos again.



※経済産業省 和装振興研究会 報告書より作成

〔注〕 Western clothes……洋服

in their 50s……50代の

問 2 本文 2 の内容について、(Graph 1, Graph 2 から読み取れるもの)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。(4 点)

✕ ア About 44% of women in their 20s who have worn kimonos before want to wear kimonos again.

✕ イ Most women in their 30s who haven't worn kimonos before answered "Yes." No

ウ More than half of the women in their 40s who have worn kimonos before want to wear kimonos again.

✕ エ About 16% of women in their 50s and older who have worn kimonos before answered "No." Yes

どちらの人に注目しているのかを
よく見ておく。

3 〈After Naoki's speech, Ayaka makes a speech in class.〉

I researched how kimonos are used today. There are a lot of events that are trying to make kimonos popular all over Japan. For example, if you wear a kimono and go to watch sumo matches on special days, you can receive special presents. Many young people wear kimonos at sumo matches, so this event helps to *promote kimonos. Some junior-high schools *offer classes for students to learn about the different kinds of kimonos and their history. And, of course, students can try on some kinds of kimonos, too. One of the students who tried on a kimono in this special class said, "I really like wearing kimonos. Now I understand why kimonos are loved by many people."

In foreign countries, there are a lot of people who are interested in Japanese culture like kimonos. I think Japanese people should learn more about kimono culture, so we can teach people from all over the world about kimonos.

〔注〕 promote～……～を促進する

offer～……～を提供する, 与える

問 3 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 can people get if they wear kimonos at sumo matches on special days?

They can get special presents.

こゝへは

4 〈Ayaka, Naoki and Mr. Wood are talking about the things they learned.〉

Mr. Wood : Thank you for your speeches. I learned a lot about kimonos from you two. What do you think about the things you learned from your speeches?

Ayaka : From Naoki's speech, I learned that almost 80% of women in their 20s who have worn kimonos before want to wear them again. I am glad to know that some young people are interested in wearing kimonos.

Naoki : I learned that there are a lot of events that promote kimonos from Ayaka's speech. I think that events are a really good way to promote kimono culture.

Mr. Wood : I think so, too. Many other countries are also trying to promote their traditional cultures.

Naoki : Really? Where?

Mr. Wood : Well, for example, some students in the U.K. wear traditional clothes as their school uniforms, and people in *Bali wear traditional clothes for many special events. They can learn about their culture by wearing traditional clothes.

Naoki : Learning about traditional clothes and cultures is very important. I have a yukata that I wear for the summer festival every year.

Ayaka : You should try on a kimono, too, Mr. Wood! Next week, we have a special home economics class in the gym. A kimono teacher is (many / to / of / how / us / to / kinds / put on / going / show) kimonos. We can try them on then!

Mr. Wood : Really? That's great! Thank you.

〔注〕 Bali……バリ島

• how to
• is going to
• many kinds of

問 4 ([] 内のすべての語句を正しい順序に並べかき書きなさい。(4点)

A kimono teacher is going to show us how to put on many kinds of kimonos.

A B 5 —

問 5 [1] ~ [4] の会話と発表の内容と合うように、次の(1)~(3)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]

(1) Mr. Wood saw many people who were wearing kimonos

☒ ア when he went to Kyoto with his friends last month.

イ when he met Ayaka's grandparents in Kyoto.

ウ when he learned about Japanese culture in his country.

エ when he came to Kyoto to learn Japanese.

エ=1:あ、ア=か
ア=エ!!

[3]

(2) In her speech, Ayaka talked about

ア kimonos as special presents.

イ learning about Western cultures.

ウ the ways to make kimonos.

☒ エ making kimonos popular.

[4]

(3) From the speeches by Naoki and Ayaka, Mr. Wood learned

ア why sumo is important for Japanese people.

☒ イ what people think about kimonos and how they are promoted today.

ウ that students in the U.K. wear traditional clothes at school.

エ that people in Bali wear traditional clothes for special events.

問 6 次は、後日の Ayaka と Mr. Wood の a special home economics class での会話です。自然な
会話になるように、() に適切な5語以上の英語を書きなさい。(4点)

Ayaka : Your kimono looks really nice!

Mr. Wood : Thank you. A lot of people helped me.

Ayaka : That's great! By the way, my grandmother started to wear her old kimonos
again after I told her I was excited to learn about kimonos at school. She
looked very happy.

Mr. Wood : Really? () her kimonos?

Ayaka : Maybe once or twice a week. She especially likes to wear kimonos when she
goes out.

☆ 前後の内容から推測する

回数を書く

How often does she wear

(How many times 也可) — 6 —

- 3 次は、高校1年生の Miwa が書いた文章です。これを読んで、問1～問7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)

1 What is important when you talk with others? People are often surprised to learn that it may not be the words they use. The things we say are important but we can also communicate and show how we feel through our *gestures, *facial expressions, *tone of voice and so on. In fact, one report shows that words are used in only 35% of all communication. To communicate well it's important to learn about the different ways of communicating. People communicate without words, too.

2 In some situations, people can't talk, so they have to use gestures to communicate. For example, when you're in a movie theater and you have to tell your friends to [A] you can hold up your *index finger in front of your mouth. When your friends see this gesture, they'll understand they have to stop talking. In the same way, young children often point to the things they want. They can't talk yet, so they communicate by pointing. *On the other hand, even *adults hold a hand up to their ear to show that they couldn't [B]. Then people around them will try to speak *louder. Gestures like these are used to send messages to others and make communication *smoother.

3 Facial expressions can also be used to send messages to the people around you. If you look at someone's facial expression you can usually understand how they're feeling. For example, if your friend looks worried and you ask him "Are you all right?" he'll *probably say "I'm fine." But if you look at his facial expression, you can tell that this isn't true. Facial expressions can show how people really feel. If you watch a movie in a foreign language, you can sometimes *guess what is happening by [C] the actors' facial expressions.

4 It's also important to think about your tone of voice when you communicate. Sometimes your tone of voice can change the meaning of your words. If your friend asks how you're doing and you say, "Oh, I'm great," in a *sarcastic tone of voice, your friend will understand that you're not happy. The words you say may mean one thing, but the tone of voice you use can show that you mean something different. If you listen to someone's tone of voice, you can guess how they really feel.

5 But you also have to remember one more thing. Each culture has its own gestures and rules for communication. My teacher taught us to try hard to understand different cultures. I've found that a good example of this is greetings. For example, in some cultures, it's *normal to hug each other when you meet someone, but in other cultures, people *shake hands or touch noses. People from different cultures may speak different languages and their ways of communicating without using words may be different, too.

6 There are some gestures that can be used in many cultures, but there are other gestures that are used in only one culture. Sometimes, there are even gestures that may have many different meanings in the same culture. For example, people in Hawaii use a special gesture called the "shaka" every day. The gesture is made by holding up your *thumb and little finger. The shaka can be used as a greeting, but it can also mean "thank you," "good job" or "everything is OK." It [that / to / meanings / understand / necessary / different / is / the] some gestures are used for.

7 Gestures may be very useful for understanding others, but you also have to be careful when you use them. Problems often happen among people from different cultures because [1]. So what should we do to *avoid such problems and communicate better with each other? There are two things we should remember. First, we should remember to keep an open mind. Second, we should remember to teach others about our own culture. Each culture has its own kind of communication. When people don't understand what you're trying to say, you have to be *honest and say what you really mean. It's also a good idea to ask others when you don't understand their ways of communicating, too. Communication is more than just words, so when you learn a foreign language, you have to learn not only new words and *grammar, but also [2].

8 Next time you talk with your friends, try to think about your gestures, facial expressions and tone of voice. Words are important, but in *face-to-face communication, our ways of communicating without words often say more than the words we use.

〔注〕 gesture……身ぶり、しぐさ
tone……口調、調子
on the other hand……他方では
loud……大きな声で
probably……たぶん
sarcastic……皮肉な、いやみな
shake hands……握手する
avoid……～を避ける
grammar……文法

facial expression……表情
index finger……人差し指
adult……大人
smooth……順調な
guess……～を推測する
normal……普通の
thumb……親指
honest……正直な
face-to-face……面と向かっての

問 1 (空欄 A , B) にあてはまる最も適切なものを、次のア～クの中から1つずつ選び、その記号を書きなさい。なお、同じ記号を2度使うことはありません。(各3点)

ア be quiet イ go out ウ sit down エ say goodbye
オ speak again カ hear well キ eat a lot ク drink something

問 2 (空欄 C) にあてはまる最も適切なものを、次の中から1つ選び、正しい形にかえて書きなさい。(3点)

watch listen say make

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 , ②) にあてはまる最も適切なものを、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度使うことはありません。(各3点)

ア they always speak the same language even in different countries
イ people do not have different ideas when they think and talk to each other
① ウ they communicate in different ways
エ 35% of all communication in the world
② オ gestures, facial expressions and tone of voice in that culture カン
カ songs to understand gestures and messages without words

問 5 (Miwa は、先生がどのようなことを教えてくれたと述べていますか。) 日本語で書きなさい。
 5 たんぱく (3点)

問 6 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 should (we) remember to avoid problems and communicate better when we communicate with people from different cultures?

7 たんぱく

問 7 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)

One report shows that people 1 in only 35% of all communication. The words we say are important, but people also use gestures, facial expressions, tone of voice and so on to communicate. Sometimes a gesture may not have (2) meaning in a different culture, so you have to be careful to avoid problems. In communication, our gestures, facial expressions and tone of voice can (3) 8 our words, so we should think about our ways of communicating without words, too.

8 かな

問7

① ~ shows that people (^① words are used _⑤ use words) in only 35% ...

★ 受動態をふつうの文にする

② ~ a gesture may not have (² the same) meaning

in a different culture,

異文化では 同様の意味ではないかもしれない

③ ⑧ にそのまま書ける

- 4 次の creativity(創造性)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。(10 点)

Creativity is necessary to do things such as producing new ideas and making new things, and it is needed more and more in society. What do you think about creativity?

創造力についてどう思う？

[条件] 自分の考えを明らかにして、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,	2001.	It
is Ken's birthday, too.				
.....				

(以上で問題は終わりです。)

【下書き欄】

I	think	creativity	is	necessary.
I	have	two	reasons.	First,
if	we	don't	have	creativity,
we	can't	produce	new	things
for	our	society	to	make
it	better.	Second,	I	like
to	try	new	things.	This
is	why	I	want	to
be	a	creative	person.	
				40 語
				50 語

- ① 創造力は必要だと思う。
- ② 理由は 2 つ。
- ③ もし創造力がなければ、社会をより良くするための新しいものを生み出すことができない。
- ④ 私は新しいことに挑戦することか大好きだ。
- ⑤ だから、クリエイティブな人間になりたい。

英語 [学校選択問題] 解答用紙 (1)

追検査

1 ☐ 28

No. 1	D 2	No. 2	A 2	No. 3	D 2
No. 4	B 2	No. 5	B 2		
No. 6	(1) He was (in front of) the city hall. 3 (2) Because she didn't (know how to get to) the station. 3 (3) It (takes about ten minutes). 3				
No. 7	(1) C 3	(2) A 3	(3) C 3		

2 ☐ 28

問 1	I 3	問 2	少 4
問 3	They can get special presents. 4		
問 4	A kimono teacher is (going to show us how to put on many kinds of) kimonos. 4		
問 5	(1) ア 3	(2) エ 3	(3) イ 3
問 6	(How often does she wear) her kimonos? 4		

1. 2 の計

受検番号 第 番

(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 [学校選択問題] 解答用紙 (2)

追検査

3 ☐ 34

問 1	A ア 3	B カ 3
問 2	watching 3	
問 3	It (is necessary to understand the different meanings that) some gestures are used for. 3	
問 4	① 少 3	② オ 3
問 5	異文化を理解しようとして一生けんめい努力すること。 3	
問 6	We should remember to keep an open mind and teach others about our own culture. 4	
問 7	(1) use words 3	(2) the same 3
	(3) say more 3	

4 ☐ 10

I think creativity is necessary.	
I have two reasons. First,	
if we don't have creativity,	
we can't produce new things	
for our society to make	
it better. Second, I like	
to try new things. This	
is why I want to	
be a creative person.	

1. 2 の計

得点 ※

受検番号 第 番

追検査

平成 31 年度 採点の手引 (英語〔学校選択問題〕)

問 題		正 答	配 点	採 点 上 の 注 意		
1	No. 1	D	2	28		
	No. 2	A	2			
	No. 3	D	2			
	No. 4	B	2			
	No. 5	B	2			
	No. 6	(1)	He was (in front of) the city hall.		3	
		(2)	Because she didn't (know the way to) the station.		3	
		(3)	It (takes about ten minutes).		3	
	No. 7	(1)	C		3	
		(2)	A		3	
(3)		C	3			
2	問 1	イ	3	28		
	問 2	ウ	4			
	問 3	(例) They can get special presents.	4		(注) i の採点上の注意による。	
	問 4	A kimono teacher is [going to show us how to put on many kinds of] kimonos.	4			
	問 5	(1)	ア			3
		(2)	エ			3
		(3)	イ			3
	問 6	(例) (How often does she wear) her kimonos?	4		(注) i の採点上の注意による。	
3	問 1	A	ア	3	34	
		B	カ	3		
	問 2	watching		3		
	問 3	It [is necessary to understand the different meanings that] some gestures are used for.		3		
	問 4	①	ウ	3		
		②	オ	3		
	問 5	(例) 異文化を理解しようと一生懸命努力すること。		3	内容に応じて部分点を認める。	
	問 6	(例) We should remember to keep an open mind and teach others about our own culture.		4	(注) i の採点上の注意による。	
	問 7	(1)	(例) use words	3		
		(2)	(例) the same	3		
		(3)	(例) say more	3		

問題	正 答	配 点	採 点 上 の 注 意
4	(例) I think we need creativity to solve many problems in the world. For example, some people don't have enough food or water, so we need to find new ways to get more food and water. If we are creative, we can improve our technology to solve new problems in the future. (51語)	10	(注) ii の採点上の注意による。 40語に満たない場合も、採点の対象とする。
配 点 合 計		100	

※採点に際しては、「採点上の注意」とともに、問題や放送台本を十分に検討する。

(注)

i 「2の問3、問6、3の問6」の採点上の注意

英語の大文字、小文字、綴り字の誤り等は、原則として、1か所につき1点を減ずる。文の構造に関する誤り等は、その程度に応じて、1～2点を減ずる。

ii 「4」の採点上の注意

次の「観点」と「基準」に基づき、細部の採点基準を作成して採点する。

観 点		基 準
問題への正対	指示に従って書かれた文章であるか。	問われている内容について書かれていない、指示に従っていない、40語に満たない等の場合は、その程度に応じて、1～10点を減ずる。
適切な表現 (内容・構成)	内容を整理した上で、文のつながりや構成を考えた文章であるか。	文章全体に一貫性がない、同じ内容の文を無用に繰り返している等、文のつながりや構成が不適切な場合は、その程度に応じて、1～5点を減ずる。
正確な表現 (文法・綴り字等)	書こうとしていることが読み手に正確に伝わる文章であるか。	語順、時制、綴り字の誤り等のため、内容の理解に支障をきたす場合は、その程度に応じて、1～5点を減ずる。