2019(H31) 県立 学校選択

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。

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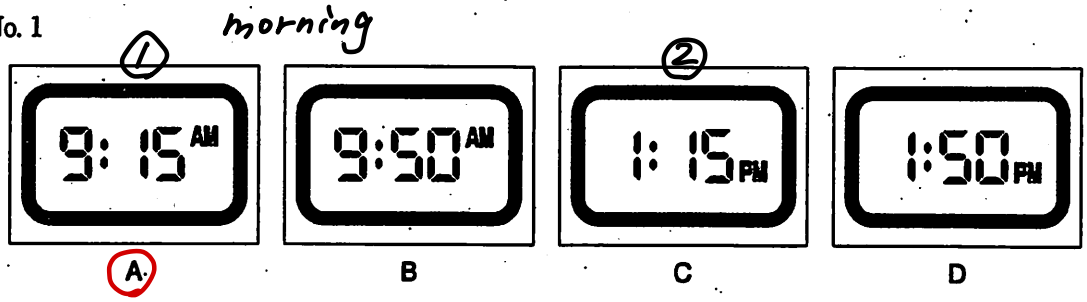
1 放送を聞いて答える問題(28点)

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



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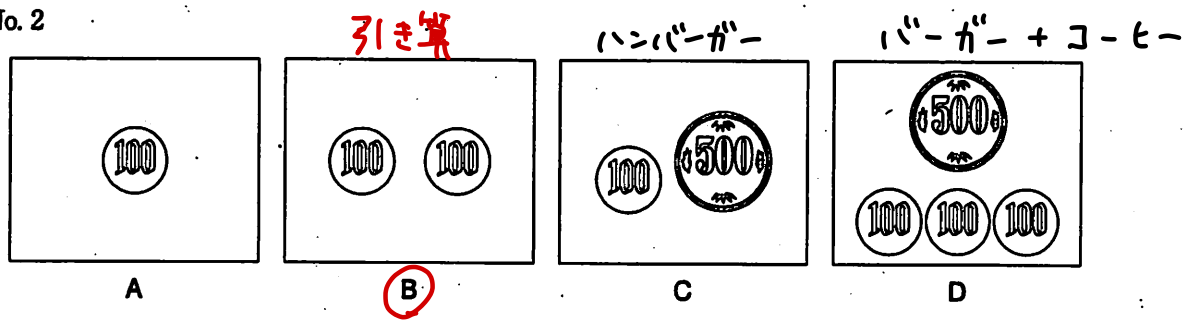

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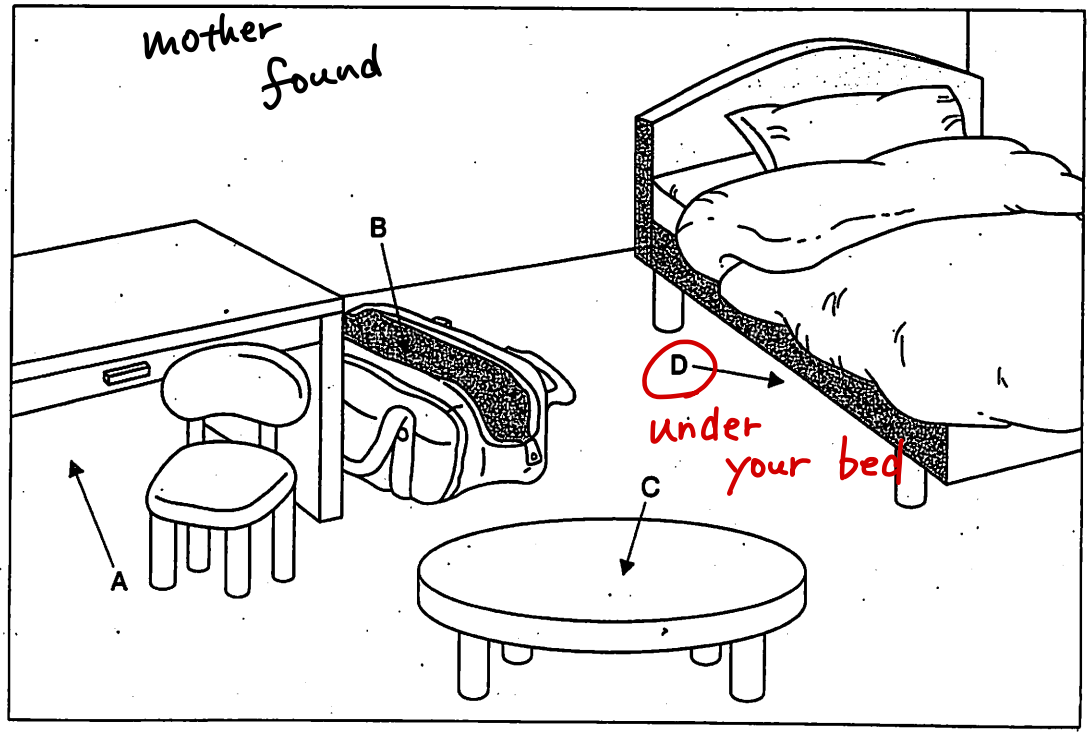


【No. 4, No. 5】(各2点)

Mayumi → ジェイク　How long

No. 4

A To study English.　B With my friends.

(C) For three weeks.　D Last month.

Kenta → Tom

No. 5

A Can you come to the tennis match?　B I bought a new racket last week.

(C) Are you free this weekend?　D Why don't you study more?

【No. 6】(各3点) かいとカンタン!?

6:58 (1) Question 1 : When did Mr. Wilson start learning Japanese?

Answer : He started learning Japanese when he was a (high school student).

7:26 (2) Question 2 : What does Mr. Wilson like to do in Japan?

Answer : He likes to (visit old towns) in Japan.

7:45 (3) Question 3 : What language does Takako want to learn in the future?

Answer : She (wants to learn Chinese) in the future.

【No. 7】(各3点)

(1) Question 1　Why Keiko decide to learn

A Because she found an old map of her town.

(B) Because she was interested in the changes in her town.

C Because she liked swimming in the river in her town.

D Because she wanted to tell her parents about her town.

(2) Question 2　What was built

(A) A hospital.

B A library.

C A convenience store.

D A new department store.

(3) Question 3　What Keiko hope

A She hopes to make the mountains and the rivers in her town beautiful again.

B She hopes to go shopping at the department store in the town with her mother.

C She hopes that traditional festivals in the town will change.

(D) She hopes that the people's hearts in her town will always be warm.

2 次の 1 ～ 4 は，Akina，Hayato とシンガポール(Singapore)出身の ALT の Mr. Lee 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 〈*Akina, Hayato and Mr. Lee are talking.*〉

Akina : We learned about *senior citizens in our home economics class today. Many senior citizens are working in Japan.

Mr. Lee : Really? [A] A lot of senior citizens in Singapore are still working, too.

Hayato : I go to an English language school near my home and the teachers are all senior citizens. They're good at teaching English.

Akina : Oh, all your teachers are senior citizens?

Hayato : Yes, they're all *retired. My favorite teacher was a pilot. He traveled around the world for thirty years!

Mr. Lee : That's cool!

Akina : We have to give a speech about senior citizens for our class next month, right? We should interview him.

Hayato : He will not be at the English language school this week, but I have another idea. Last week, when I went shopping, I saw many senior citizens who were walking around in the *shopping mall. Let's ask them some questions!

Akina : Let's do it!

Mr. Lee : Oh, that's a good idea. By the way, I'm going to go to Singapore next week. I'll try to take a video there for you, so you can learn about the senior citizens in Singapore.

Hayato : Thanks! I hope you have fun!

〔注〕 senior citizen……高齢者，お年寄り　　retired……退職した
shopping mall……ショッピングモール(大型のショッピングセンター)

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 It's easy for me.
イ It's too difficult.
ウ It's the same in my country.
エ It's different in my country.

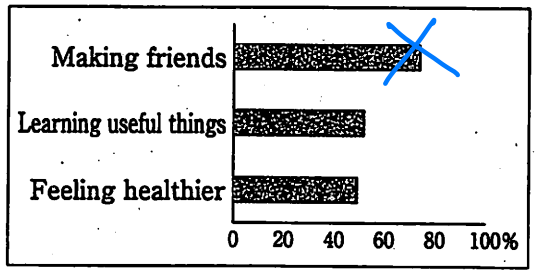
2 〈*Next month, Akina gives a speech with Hayato to their classmates.*〉

Have you ever heard about "mall walking?" Mall walking is a special program that some shopping malls hold. In mall walking programs, people walk around in the shopping mall for their health. Many senior citizens join these programs. Most shopping malls are large and *completely indoors. So, they (　　) about bad weather. Shopping malls also have food and drinks. We asked the *manager of the shopping mall in our town about this program. He said he wanted to help people in the city and to build a *community for the senior citizens to keep healthy. I think it's important for senior citizens to be happy and healthy, too. We interviewed some of the senior citizens in this program. We asked them, "What is good about this program?" Most of them said they felt healthier after walking in the shopping mall, and some others said they made friends or learned useful things. There were more people who said they felt healthier after mall walking than people who said they made friends or learned useful things.

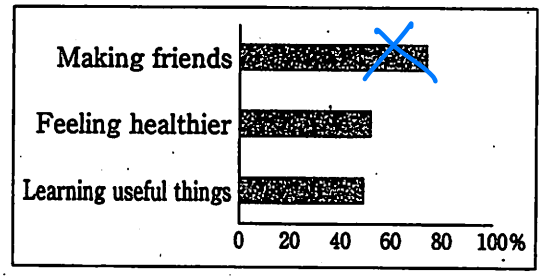
〔注〕 completely indoors……完全に屋内で　　manager……(売場などの)責任者
community……地域社会

問 2 下線部が「だから彼らは悪天候を心配する必要がありません。」という意味になるように，(　　)に4語以上の適切な英語を書きなさい。(4点)

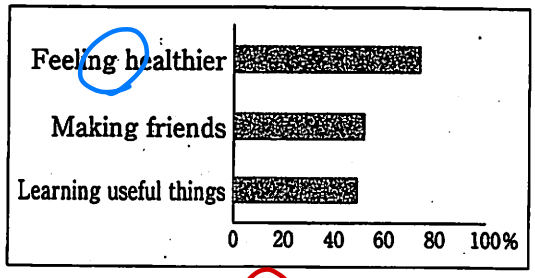
問 3 Akina と Hayato がインタビューした結果を表したグラフとして最も適切なものを，次のア～エの中から1つ選び，その記号を書きなさい。(3点)



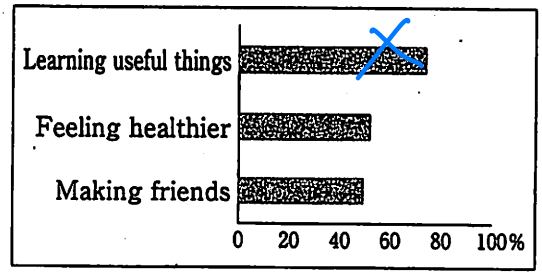
ア



イ



ウ



エ

※日本レクリエーション協会
トライアル事業報告より作成（一部変更）

3 〈*Mr. Lee took a video in Singapore to show to his class. In the video, he talks about the senior citizens there.*〉

Hello, class! I'm in a big supermarket in Singapore now. There are a lot of workers here. About half of the people working in this supermarket are over fifty years old. The oldest worker here is eighty-two! That's amazing, right? I interviewed one of the workers here. His name is Ron. He says he is seventy-two years old now and has worked here for five years. He usually works five days a week. He can meet a lot of people, so he likes working at this supermarket. People in Singapore say that sixty is "the new forty" because people live longer now and continue to work. I've heard that, in Singapore, 25% of the people who are more than sixty-four years old are still working. I hope I can *stay active like the workers here when I'm older.

〔注〕 stay active……元気でいる

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)

Why does Ron like working at the supermarket?

Because he can meet a lot of people.

4 〈*After class, Akina, Hayato and Mr. Lee are talking about the speech and video.*〉

Akina : I'm surprised that so many senior citizens in Singapore are still working.

Hayato : Me, too. I didn't know that there were so many senior citizens who were doing interesting activities in our city. I can't 〔 will / what / be / our / imagine / lives 〕 like when we're older.

Mr. Lee : You are still young, so you have a lot of time to think about your future. Are there any senior citizens you respect, Akina?

Akina : I really respect my grandmother. She teaches calligraphy to elementary school students at the community center in the city. She is very good at calligraphy. She is glad that she can teach many children. She loves her work very much.

Mr. Lee : That's great. People are living longer now, so I think it's important to keep happy and healthy even when we're older.

問 5 〔 〕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)

① what あり：間接ギモン文

② can't + 原形
will + 原形

③ うしろの like は「～のように」だと思うべき。

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) Akina and Hayato were surprised

ア that Mr. Lee was a pilot in America.

イ that all the teachers at the English language school were young.

ウ to see a lot of activities like "mall walking" in Singapore.

エ to learn that a lot of senior citizens in Singapore are still working.

4

とりたいけど 時間かかりそう

(2) Many senior citizens

ア call young people in Singapore "the new forty."

イ join the walking program in the shopping mall in Akina's town.

ウ watch workers in Singapore in the video.

エ teach calligraphy to elementary school students.

2

問 7 次は，後日の Akina と Mr. Lee の会話です。下線部が本文の内容をふまえた自然な流れの1文になるように，(　　)に適切な5語以上の英語を書きなさい。(4点)

Mr. Lee : Hi, Akina, what's up?

Akina : Hi, Mr. Lee. May I borrow (the video you took in) Singapore?

Mr. Lee : Sure, I still have it at home. Do you want to see it again?

Akina : Actually, I want to show it to my grandmother. I think she will be surprised to see senior citizens in Singapore who are staying active.

Mr. Lee : That's a good idea. I'll give it to you later.

何を借りたいのか？

it が指すもの

3 次は，高校1年生の Kazuma が書いた文章です。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)

サンゴ礁 いろいろ役に立ってる ↓ 保護せよ!!

消えていってる理由
1. ヒトデが食う
2. 赤土のせい
3. 水温
4. やっぱり人間

1 Japan is surrounded by the sea and has rich fishing grounds. There are over ninety thousand kinds of living things in the area of *coral reefs, and they support many of these living things. Corals look like plants, but they are actually animals. Corals are also important for keeping sea water clean. Coral reefs can be homes for sea animals. Coral reefs cover only 0.2% of the sea, but support almost 25% of all living things in the sea. This [by / we / living things / many / that / taking / save / means / can] care of coral reefs, so it is very important to *preserve them.

2 However, coral reefs are disappearing. There are several reasons. First, a kind of *starfish that eats corals has suddenly increased. This kind of starfish appeared near the west sea of Okinawa in 1969, and almost all of the coral reefs in Okinawa were lost in about ten years because of the starfish. Next, *red soil is sometimes washed into the sea because many parts of Okinawa have been developed since 1972. If coral reefs are [A] with red soil, it is hard for corals to grow. In 2011 in Okinawa, about 298,000,000 kg of red soil ran into the sea. Third, high water temperatures make corals sick. From 1997 to 1998, *coral bleaching happened because of high water temperatures around the world. If water temperatures in summer stay 1℃ higher than they usually are, corals start to turn white. This looks beautiful, but actually means that the corals are *alive but are slowly [B]. In those two years, about 16% of the coral reefs in the world were lost. Finally, people sometimes touch and break corals.

深刻な問題だ + 対策が必要だ

3 *The Ministry of the Environment and several prefectures think of these situations as serious problems. Several *measures to save coral reefs from these problems are necessary. For example, Okinawa Prefecture is trying to reduce the *amount of red soil which runs into the sea and supports groups joining in this activity. Kagoshima Prefecture is trying to save coral reefs by using fences to stop water pollution. Of course, it is also important to think about *sustainable tourism and to build *relations between humans and coral reef *ecosystems. Sometimes more than 3,500 people visit the marine area in Okinawa in one day. Some of these visitors touch or even break corals, so to stop problems like this, a *law to save places plants and animals live in was made. More people are now interested in saving coral reefs.

法律つくられた = 問3

他の対策もある。

4 People have also taken other measures. For example, *fisheries cooperatives in some areas are trying to *get rid of the starfish which eat corals, but this is very hard. [①] Also, the sea is very large, and there is not much we can do. So, the best thing that we can do is to *concentrate on only a few areas. It is not easy to stop the starfish from increasing or to stop high water temperatures, so some people are also working to *revive coral reefs by *transplanting new corals in the sea. Fisheries cooperatives were afraid that the environment was getting worse and tried to find a new way to save coral reefs. [②] Three years later, they learned a better way to transplant corals, and after an *airline company started to support the fisheries cooperative in the village, many divers helped them and started to transplant more corals. [③] People who cannot dive in the sea can also join the coral transplanting program. First, everyone in the program learns about coral reef ecosystems, and then puts coral *fragments into blocks. After that, divers take the blocks and leave them in the sea. From 2004 to 2015, more than 5,000 coral fragments were transplanted in the sea by a transplanting group. Through these experiences, people can learn how coral reef ecosystems work.

5 I actually tried transplanting corals through this program with my family in Okinawa last summer. We put coral fragments into the blocks, and then local divers took them into the sea. I was glad to learn that many people were working hard to save the sea. I hope the coral fragments are growing well. Everyone should think about the environment. It may not sound like much, but I believe that even small efforts can bring big changes. If we can make an effort to save the environment, our future with the sea will be bright.

問6 - 3

〔注〕 coral reef……サンゴ礁
starfish……ヒトデ
coral bleaching……サンゴの白化現象
the Ministry of the Environment……環境省
amount……総計
relation……関係
law……法律
get rid of～……～を取り除く
revive～……～をよみがえらせる
airline company……航空会社
preserve～……～を保護する
red soil……赤土
alive……生きている
measure……対策
sustainable tourism……持続可能な観光事業
ecosystem……生態系
fisheries cooperative……漁業協同組合
concentrate on～……～に集中する
transplant～……～を移植する
fragment……断片

問 1 〔　　〕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。（3点）

問 2 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）

cover	clean	die	get
give	have	see	wait

問 3 Kazuma は，下線部 people sometimes touch and break corals に対して，どのようなものがつくられたと述べていますか。日本語で書きなさい。（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 In a village in Okinawa, the fisheries cooperative started to transplant corals in 1999.
イ In 2004, more than fifteen companies joined this activity.
ウ The activity was not supported by many people because they had to save these starfish.
エ But this could be done without great trouble.
オ And in those sea areas, coral reefs didn't need to be protected any more.
カ This measure didn't do well because it was taken after the starfish began to increase.

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 was Kazuma glad when he joined the coral transplanting program last summer?

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）

Kazuma visited Okinawa with his family and joined the coral transplanting program last summer. Then he wrote a report about the importance of coral reefs and protecting them. When he wrote the report, he learned why it is necessary to save coral reefs. For example, a lot of corals are （ 1 ） a kind of starfish. Red soil also runs into the sea and stops coral reefs from growing, and coral bleaching happens because of high water temperatures. To protect them, many measures have been taken. The program that Kazuma （ 2 ） in is also one of the measures. By transplanting corals, there will be more healthy corals in the sea and people who join this program can learn a lot about corals and the environment. Through this report, Kazuma wanted （ 3 ） think about the environment.

問1. ① 動詞チェック … taking , means , save

canのうしろは原形

② 文法要素

1. 接続詞の that がある.

2. 動詞 means → 主語が単数だとわかる

3. by ~ing の形がつくれそう + 熟語 take care of つくれる

4. 前後の文の流れをカクニン

前 さんご礁 いろいろ役に立っている → ( ) → so(だから) 保護することがとっても重要!!

5. つくってみる

This [means] that we can save many living things by [taking] care of ~

それほど難しくもない

4 次の information literacy skills(情報リテラシー：自分が必要とする情報を見きわめて入手し，活用する力)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)

> People need information literacy skills. Some people say that every elementary school student should start learning these skills at school. What do you think about this idea?

〔条件〕 質問に対する自分の考えを，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,	2001.	It

50 語

is Ken's birthday, too.

(以上で問題は終わりです。)

【下書き欄】

should

I	think	students	start	learning
these	skills	as	early	as
possible.	I	have	two	reasons.
First,	most	of	us	have
our	own	smartphones.	Second,	it
is	necessary	for	us	to
use	smartphones	when	we	learn.
This	is	why	we	should
learn	how	to	use	our
smartphones	more	carefully.		

40語

50語

① 学生は できるだけ早く こんうの能力を
学び始めるべきだと思う。

② 理由は2つ。

③ ひとつめ。私たちのうちのほとんどは
それぞれスマホを持っている。

④ ふたつめ。私たちが学ぶとき スマホを使うことは
必要だからだ。

⑤ だから スマホをより注意深く使う方法を
学ぶべきである。

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英 語 〔学校選択問題〕 解 答 用 紙 (1)

1 /28

No. 1	A 2	No. 2	B 2	No. 3	D 2
No. 4	C 2	No. 5	C 2		
No. 6 (1)	He started learning Japanese when he was a (high school student). 3				
No. 6 (2)	He likes to (visit old towns) in Japan. 3				
No. 6 (3)	She (wants to learn Chinese) in the future. 3				
No. 7 (1)	B 3	(2)	A 3	(3)	D 3

2 /28

問 1	ウ 3
問 2	So, they (don't have to worry) about bad weather. 4
問 3	ウ 3
問 4	Because he can meet a lot of people. 4
問 5	I can't (imagine what our lives will be) like when we're older. 4
問 6	(1) エ 3 (2) イ 3
問 7	May I borrow (the video you took in Singapore?) 4

which / that あってもOK

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)

3 /34

問 1	This (means that we can save many living things by taking) care of coral reefs, so it is very important to preserve them. 3				
問 2	A covered 3	B dying 3			
問 3	動物や植物が住む場所を救うための法律がつくられた。 3				
問 4	① カ 3	② ア 3	③ イ 3		
問 5	Because he learned many people were working hard to save 4				
問 6	(1) eaten by 3	(2) took part 3			
	(3) everyone to 3				

4 /10

I	think	students	start	learning
these	skills	as	early	as
possible.	I	have	two	reasons.
First,	most	of	us	have
our	own	smartphones.	Second,	it
is	necessary	for	us	to
use	smartphones	when	we	learn.
This	is	why	we	should
learn	how	to	use	our
smartphones	more	carefully.		

40語

50語

1．2の計

得 点 ※

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英 語 〔学校選択問題〕 解 答 用 紙 (1)

1 /28

No. 1		2	No. 2		2	No. 3		2
No. 4		2	No. 5		2			
No. 6	(1)	He started learning Japanese when he was a ( ).						3
	(2)	He likes to ( ) in Japan.						3
	(3)	She ( ) in the future.						3
No. 7	(1)		3	(2)	3	(3)		3

2 /28

問 1		3
問 2	So, they ( ) about bad weather.	4
問 3		3
問 4		4
問 5	I can't ( ) like when we're older.	4
問 6	(1) 3 (2) 3	
問 7	May I borrow ( ) Singapore?	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)

3 /34

問 1	This ( ) care of coral reefs, so it is very important to preserve them.	3
問 2	A 3 B	3
問 3		3
問 4	① 3 ② 3 ③	3
問 5		4
問 6	(1) 3 (2)	3
	(3) 3	

4 /10

40語

50語

1，2の計

得 点		※

受検番号	第 番

問題			正答	配点		採点上の注意
1	No. 1		A	2	28	
	No. 2		B	2		
	No. 3		D	2		
	No. 4		C	2		
	No. 5		C	2		
	No. 6	(1)	He started learning Japanese when he was a (high school student).	3		
		(2)	He likes to (visit old towns) in Japan.	3		
		(3)	She (wants to learn Chinese) in the future.	3		
	No. 7	(1)	B	3		
		(2)	A	3		
		(3)	D	3		
2	問1		ウ	3	28	
	問2		(例) So, they (don't have to worry) about bad weather.	4		(注) iの採点上の注意による。
	問3		ウ	3		
	問4		(例) Because he can meet a lot of people.	4		(注) iiの採点上の注意による。
	問5		I can't 〔imagine what our lives will be〕 like when we're older.	4		
	問6	(1)	エ	3		
		(2)	イ	3		
	問7		(例) May I borrow (the video you took in) Singapore?	4		(注) iiの採点上の注意による。
3	問1		This 〔means that we can save many living things by taking〕 care of coral reefs, so it is very important to preserve them.	3	34	
	問2	A	covered	3		
		B	dying	3		
	問3		(例) 動植物が生きる場所を救うための法律がつくられた。	3		内容に応じて部分点を認める。
	問4	①	カ	3		
		②	ア	3		
		③	イ	3		
	問5		(例) Because he learned that many people were working hard to save the sea.	4		(注) iiの採点上の注意による。
	問6	(1)	(例) eaten by	3		
		(2)	(例) took part	3		
		(3)	(例) everyone to	3		

問題	正答	配点	採点上の注意
4	(例) I think elementary school students should start learning the skills to choose, collect and use information. They must think about messages from TV, the Internet, and newspapers. By using the skills, they'll be able to think about the world around them more carefully and learn more by themselves. (48語)	10	(注) iii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2」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。

ii 「2の問4，問7，3の問5」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。

iii 「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。