

## 令和3年度入学者選抜学力検査問題

# 英 語

### 注 意

- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 検査時間は、14時30分から15時20分までの50分間です。
- 3 大きな問題は、全部で5問で、表紙を除いて7ページです。  
また、別に解答用紙が1枚あります。
- 4 監督者の「始め」の合図があったら、すぐに受検番号をこの表紙と解答用紙のきめられた欄に書きなさい。
- 5 答えは、必ず解答用紙のきめられた欄に書きなさい。  
また、特に指示のあるもののほかは、各問いの**ア**、**イ**、**ウ**、**エ**のうちから最も適当なものをそれぞれ一つ選んで、その記号を解答欄の( )の中に書き入れなさい。
- 6 監督者の「やめ」の合図があったら、すぐやめて、筆記用具をおきなさい。

受 検 番 号

番



- 3 [イングリッシュキャンプの班長会議でのスタッフによる説明を聞いて、班員に伝えるためのメモを完成させる問題]

○ Hiking Program : walk along the river

Meeting Place : at the entrance

Time : meet at 8:00, (1) (                    ) at 8:10

Things to Bring : something to (2) (                    ), a cap

  

○ Speaking Program : make a speech

Meeting Place : at the meeting room on the (3) (                    ) floor

Time : meet at 8:30

Thing to Bring : a (4) (                    )

2 次の1, 2の問いに答えなさい。

- 1 次の英文中の (1) から (6) に入る語句として、下の(1)から(6)の**ア**、**イ**、**ウ**、**エ**のうち、それぞれ最も適切なものはどれか。

Sunday, May 10

I went fishing in the Tochigi River with my brother, Takashi. It was the (1) time for me to fish in a river. Takashi (2) me how to fish. In the morning, he caught many fish, (3) I couldn't catch any fish. At noon, we had lunch which my mother made for (4). We really enjoyed it. In the afternoon, I tried again. I saw a big fish behind a rock. I waited for a chance for a long time, and finally I caught it! It was (5) than any fish that Takashi caught. I was (6) and had a great time.

- |                     |                  |                   |                   |
|---------------------|------------------|-------------------|-------------------|
| (1) <b>ア</b> one    | <b>イ</b> first   | <b>ウ</b> every    | <b>エ</b> all      |
| (2) <b>ア</b> taught | <b>イ</b> called  | <b>ウ</b> helped   | <b>エ</b> knew     |
| (3) <b>ア</b> if     | <b>イ</b> because | <b>ウ</b> or       | <b>エ</b> but      |
| (4) <b>ア</b> we     | <b>イ</b> our     | <b>ウ</b> us       | <b>エ</b> ours     |
| (5) <b>ア</b> big    | <b>イ</b> bigger  | <b>ウ</b> biggest  | <b>エ</b> more big |
| (6) <b>ア</b> boring | <b>イ</b> bored   | <b>ウ</b> exciting | <b>エ</b> excited  |

- 2 次の(1), (2), (3)の(            )内の語句を意味が通るように並べかえて、(1)と(2)は**ア**、**イ**、**ウ**、**エ**、(3)は**ア**、**イ**、**ウ**、**エ**、**オ**の記号を用いて答えなさい。

- (1) Shall we (**ア** of **イ** in **ウ** meet **エ** front) the station?
- (2) My mother (**ア** to **イ** come **ウ** me **エ** wants) home early today.
- (3) The boy (**ア** tennis **イ** playing **ウ** is **エ** the park **オ** in) my brother.

3 次の英文は、高校生のひろし (Hiroshi) とカナダ (Canada) からの留学生クリス (Chris) との対話の一部である。また、右の図はそのとき二人が見ていたチラシ (leaflet) の一部である。これらに関して、1 から 6 までの問いに答えなさい。

Chris: Hello, Hiroshi. What are you looking at?

Hiroshi: Hi, Chris. This is a leaflet about \*assistance dogs. I'm learning about them for my homework.

Chris: Oh, I see. They are the dogs for people who need some help in their lives, right? I haven't seen them in Japan.  assistance dogs are there in Japan?

Hiroshi: The leaflet says there are over 1,000 assistance dogs. There are three types of them. Look at the picture on the right. In this picture, a \*mobility service dog is helping its user. This dog can \_\_\_\_\_ (1) \_\_\_\_\_ for the user.

Chris: They are very smart. Such dogs are necessary for the users' better lives.

Hiroshi: You're right. The user in this leaflet says that he \_\_\_\_\_ (2) \_\_\_\_\_ \*thanks to his assistance dog. However, more than half of the users in Japan say that their dogs couldn't go into buildings like restaurants, hospitals, and supermarkets.

Chris: Really? In my country, assistance dogs can usually go into those buildings without any trouble.

Hiroshi: There is a difference between our countries.  
(3)

Chris: Why is it difficult for assistance dogs to go into those buildings in Japan?

Hiroshi: Because many people in Japan don't know much about assistance dogs. Some people don't think they are clean and \*safe. In fact, their users take care of them to keep them clean. They are also \*trained well.

Chris: I understand some people do not like dogs, but I hope that more people will know assistance dogs are .

Hiroshi: I hope so too. Now, I see many shops and restaurants with the \*stickers to welcome assistance dogs.

Chris: The situation is getting better, right?

Hiroshi: Yes, but there is another problem. We don't have enough assistance dogs. It is hard to change this situation because it takes a lot of time to train them. Money and \*dog trainers are also needed.  
(4)

Chris: That's true.

Hiroshi: Look at this leaflet again. The \*training center for assistance dogs needs some help. For example, we can \_\_\_\_\_ (5) \_\_\_\_\_ like clothes and toys. I think there is something I can do.

Chris: You should try it. In Canada, high school students often do some volunteer work. Through this, we learn that we are members of our \*society.

Hiroshi: Wow! That's great. What volunteer work can we do as high school students? I'll think about it.  
(6)

[注] \*assistance dog = 補助犬 \*mobility service dog = 介助犬 \*thanks to ~ = ~のおかげで  
\*safe = 安全な \*train = 訓練する \*sticker = ステッカー  
\*dog trainer = 犬を訓練する人 \*training center = 訓練センター \*society = 社会

## ほじょ犬について知っていますか？

### ほじょ犬とは？

盲導犬 (909頭)      介助犬 (57頭)      聴導犬 (64頭)

2020年10月現在

### 介助犬の仕事の様子

### ほじょ犬ユーザーのコメント

ほじょ犬のおかげで、新しい人々に出会えてうれしいです。

### 「ほじょ犬マーク」ステッカー

**訓練センターではあなたの助けが必要です!**

- ・自分が使わないものを送る(服やおもちゃなど)
- ・訓練センターでボランティア活動をする(シャンプー、えさやりなど)
- ・子犬の里親になる(子犬を家庭で1年程度飼育)

図 「厚生労働省」, 「特定非営利活動法人日本補助犬情報センター」のウェブサイトにより作成

- 1 二人の対話が成り立つよう、A に入る適切な英語 2 語を書きなさい。
- 2 上のチラシを参考に、二人の対話が成り立つよう、下線部(1), (2), (5)に適切な英語を書きなさい。
- 3 下線部(3)の指す内容は何か。解答用紙の書き出しに続けて、30 字以内の日本語で書きなさい。ただし、句読点も字数に加えるものとする。
- 4 本文中の B に入る語として、最も適切なものはどれか。  
 ア difficult      イ important      ウ loud      エ popular
- 5 次の   内の英文は、下線部(4)の内容を表している。①, ②に入る適切な英語を、本文から 1 語ずつ抜き出して書きなさい。

There are not enough assistance dogs for people who ( ① ) some help in their lives. Also, it is difficult to change this situation ( ② ) enough time, money, and dog trainers.

- 6 下線部(6)について、あなたなら社会や誰かのためにどのようなことができると思いますか。つながりのある 5 文程度の英語で書きなさい。ただし、本文及びチラシに書かれていること以外で書くこと。

4

結衣(Yui)とノブ(Nobu)についての次の英文を読んで、1から5の問いに答えなさい。

I was a quiet girl when I was small. I was too \*shy to talk with people. Even after I became a junior high school student, I wasn't good at talking. I wanted to talk like my friends, but I couldn't. I didn't like myself very much. One day, my teacher told me and other students to go to a \*nursery school for \*work experience. The teacher said, "Yui, don't be afraid. I hope you'll learn something there." I said to myself, "A nursery school? I can't talk with children. How can I do that?" I felt scared.

The day came. I was still ( A ). I walked to the nursery school slowly. I felt it was a long way. When I got there, I saw my classmates. They were playing with children. Then some of the children came and talked to me. However, I didn't know what to say, so I didn't say a word. They went away. I was standing in the room. I felt worse. Suddenly, a boy came to me and said, "Hi! Play with me!" I tried to say something, but I couldn't. The boy didn't care about my \*silence and kept talking. His name was Nobu. His stories were interesting. I listened to him and \*nodded with a smile. I had a great time. He made me feel better. However, I felt that I did nothing for him.

The next day, the children went to the vegetable garden and picked tomatoes. They were picking \*round red tomatoes. They looked very excited. Then I found one thing. Nobu was picking tomatoes which didn't look nice. I wanted to know why. Finally, I talked to him, "Why are you picking such tomatoes?" At first, he looked surprised to hear my voice, but he said in a cheerful voice, "Look! Green, \*heart-shaped, big, small..." He showed the tomatoes to me and said, "They are all different and each tomato is special to me." I listened to him \*attentively. He continued with a smile, "You are always listening to me. I like that. You are special to me." I said, "Really? Thank you." I felt ( B ) when I heard that. We looked at the tomatoes and then smiled at each other.

While I was going back home, I remembered his words. I said to myself, "Nobu is good at talking and I am good at listening. Everyone has his or her own good points. We are all different, and that difference makes each of us special." I looked at the tomatoes given by Nobu and started to \*feel proud of myself.

Now I am a junior high school teacher. Some students in my class are cheerful, and some are quiet. When I see them, I always remember Nobu and the things I learned from him.

[注] \*shy=恥ずかしがりの      \*nursery school=保育園      \*work experience=職場体験  
 \*silence=沈黙      \*nod=うなずく      \*round=丸い      \*heart-shaped=ハート型の  
 \*attentively=熱心に      \*feel proud of ~ = ~を誇らしく感じる

1 本文中の( A ), ( B )に入る結衣の気持ちを表している語の組み合わせとして、最も適切なものはどれか。

- ア A : brave — B : shocked      イ A : shocked — B : nervous  
ウ A : nervous — B : glad      エ A : glad — B : brave

2 次の質問に答えるとき、答えの  に入る適切な英語 2 語を、第 2 段落(The day came. で始まる段落)から抜き出して書きなさい。

質問 : Why did Yui feel that she did nothing for Nobu?

答え : Because she just  him.

3 下線部の指す内容は何か。日本語で書きなさい。

4 次の  は、ノブの行動や発言から、結衣が気付いたことについてまとめたものである。①に 10 字程度、②に 15 字程度の適切な日本語を書きなさい。ただし、句読点も字数に加えるものとする。

|  |
|--|
| 誰にでも(                      ①                      )があり、私たちはみんな違っていて、その違いが(                      ②                      )ということ。 |
|--|

5 本文の内容と一致するものはどれか。

- ア Yui didn't want to talk like her friends at junior high school because she was not good at talking.  
イ Some children at the nursery school went away from Yui because she didn't say anything to them.  
ウ Nobu asked Yui about the different tomatoes when he was picking them in the vegetable garden.  
エ Yui always tells her students to be more cheerful when she remembers the things Nobu taught her.

5 次の英文を読んで、1, 2, 3, 4の問いに答えなさい。

Many people love bananas. You can find many  to eat them around the world. For example, some people put them in cakes, juice, salads, and even in soup. Bananas are also very healthy and they have other good points. In fact, bananas may \*solve the problems about plastic.

Some people in India have used banana \*leaves as plates, but those plates can be used only for a few days. Today, like people in other countries, people in India are using many things made of plastic. For example, they use plastic plates. After the plates are used, they are usually \*thrown away. That has been a big problem. One day, an Indian boy decided to solve the problem. He wanted to make banana leaves stronger and use banana leaf plates longer. He studied about banana leaves, and finally he \*succeeded. Now, they can reduce the plastic waste.

This is not all. A girl in \*Turkey wanted to reduce plastic made from oil. Then she \*focused on banana \*peels because many people in the world throw them away. Finally, she found how to make plastic which is kind to the earth. Before she found it, she tried many times at home. After two years' effort, she was able to make that kind of plastic. She says that it is easy to make plastic from banana peels, so everyone .

Now, you understand the wonderful points bananas have. Bananas are a popular food and, at the same time, they can save the earth.

[注] \*solve=解決する      \*leaves=leaf(葉)の複数形      \*throw~away=~を捨てる  
\*succeed=成功する      \*Turkey=トルコ      \*focus on~==~に注目する  
\*peel=皮

- 本文中の  に入る語として、最も適切なものはどれか。  
ア days                      イ fruits                      ウ trees                      エ ways
- 下線部について、何をするによって問題を解決しようと思ったか。日本語で書きなさい。
- 本文中の  に入るものとして、最も適切なものはどれか。  
ア must reduce plastic made from banana peels      イ can eat banana peels  
ウ must stop throwing it away in the sea                      エ can make it at home
- 次の  内の英文は、筆者が伝えたいことをまとめたものである。(                      )に入る最も適切なものはどれか。

Many people in the world like eating bananas. Some use banana leaves and peels to reduce plastics. If you look around, (                      ).

- you may find a new idea to make something good for the earth
- you may find plastic plates which you can use again and again
- you will learn that many people like bananas all over the world
- you will learn that people put bananas into many kinds of food