

令和5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55分から15時45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9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。

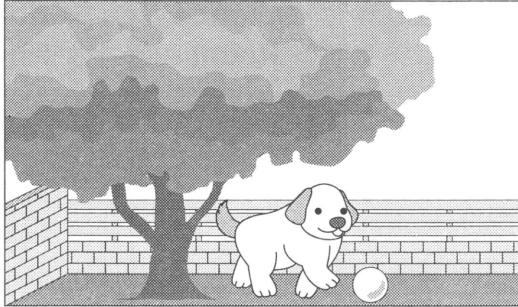
受 検 番 号	番
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1

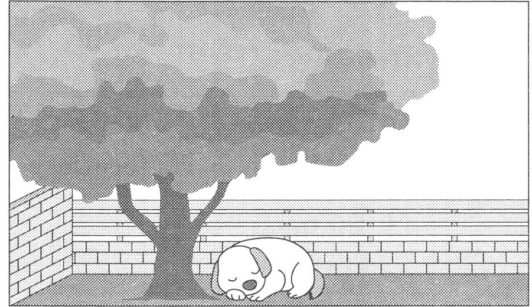
これは聞き方の問題である。指示に従って答えなさい。

1 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

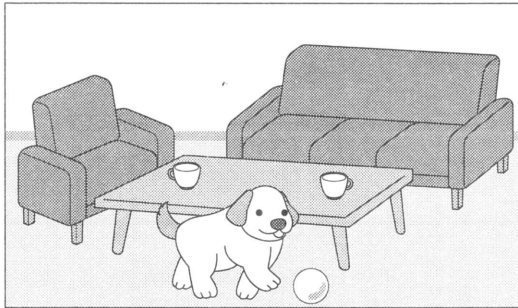
(1) ア



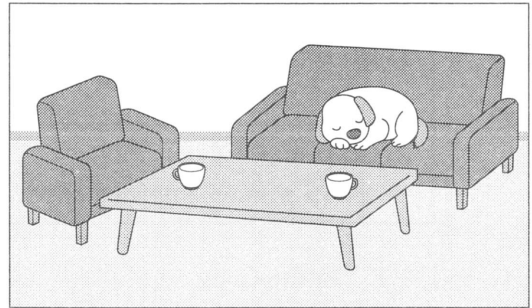
イ



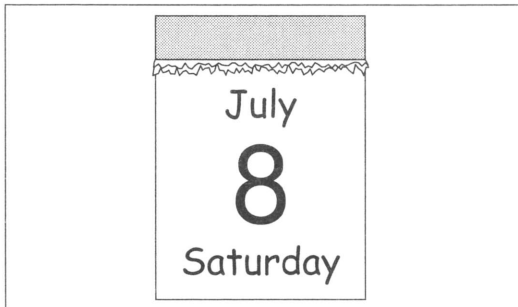
ウ



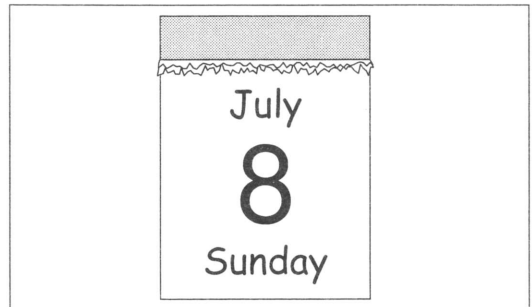
エ



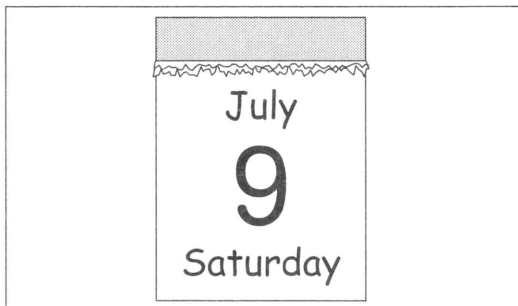
(2) ア



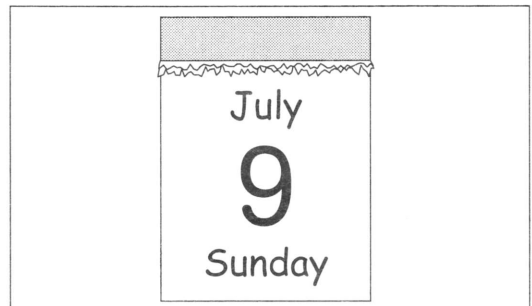
イ



ウ



エ



(3) ア Find the teacher's notebook.

イ Give her notebook to the teacher.

ウ Go to the teachers' room.

エ Play soccer with the teacher.

(4) ア At Kate's house.

イ At the baseball stadium.

ウ At the bookstore.

エ At the museum.

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。

Hello, everyone. Do you like (1) movies? Me? Yes, I (2) . I'll introduce my favorite movie. It is "The Traveling of the Amazing Girl." The story is (3) a girl who travels through time. Some troubles happen, but she can solve (4) . The story is (5) , and the music is also exciting. The movie was made a long time ago, but even now it is very popular. It is a great movie. If you were the girl, what (6) you do?

- | | | | |
|-------------|-------------|------------|------------|
| (1) ア watch | イ watches | ウ watching | エ watched |
| (2) ア am | イ do | ウ is | エ does |
| (3) ア about | イ in | ウ to | エ with |
| (4) ア they | イ their | ウ them | エ theirs |
| (5) ア empty | イ fantastic | ウ narrow | エ terrible |
| (6) ア can | イ may | ウ must | エ would |

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) A: Is Tom the tallest in this class?

B: No. He (ア tall イ not ウ as エ is) as Ken.

(2) A: I hear so many (ア be イ can ウ seen エ stars) from the top of the mountain.

B: Really? Let's go to see them.

(3) A: What sport do you like?

B: Judo! Actually I (ア been イ have ウ practicing エ since オ judo) I was five years old.

3 次の英文を読んで、1, 2, 3, 4の問いに答えなさい。

When people in Japan want to decide who wins or who goes first quickly, they often play a hand game called **Janken*. They use three hand gestures to play the game. A closed hand means a **rock*, an open hand means paper, and a closed hand with the **extended *index and middle fingers* means **scissors*. A rock breaks scissors, so the rock wins. Also, scissors cut paper, and paper covers a rock. It is () the rules, so many people can play *Janken*.

This kind of hand game is played in many countries all around the world. Most of the people use three hand gestures, but some people use more than three. In **France*, people use four hand gestures. People in **Malaysia* sometimes use five hand gestures.

In other countries, people use hand gestures which are from the ones used in Japan. In **Indonesia*, a closed hand with the extended **thumb* means an elephant, a closed hand with the extended index finger means a person, and a closed hand with the extended **little finger* means an **ant*. In their rules, an elephant **beats* a person, because it is larger and stronger. In the same way, a person beats an ant. But how can a small ant beat a big elephant? Can you imagine the reason? An ant can get into an elephant's ears and nose, and the elephant doesn't like that.

Isn't it interesting to know that there are many kinds of hand games like *Janken* around the world? Even when the hand gestures and their meanings are , people can enjoy them. If you go to foreign countries in the future, ask the local people how they play their hand games. And why don't you introduce yours and play the games with them? Then that may be .

- 〔注〕 **Janken*=じゃんけん **rock*=岩, 石 **extended*=伸ばした
**index and middle fingers*=人差し指と中指 **scissors*=はさみ
**France*=フランス **Malaysia*=マレーシア **Indonesia*=インドネシア
**thumb*=親指 **little finger*=小指 **ant*=アリ
**beat* ~ = ~を打ち負かす

1 本文中の()に入るものとして、最も適切なものはどれか。

ア difficult to decide

イ easy to understand

ウ free to break

エ necessary to change

2 本文中の二つの には同じ英語が入る。適切な英語を1語で書きなさい。

3 本文中の下線部の内容を、次の が表すように、()に入る25字程度の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。

アリは()から、アリがゾウに勝つ。

4 本文中の に入るものとして、最も適切なものはどれか。

ア a good way to learn the culture and history of Japan

イ a good way to decide which hand gesture is the best

ウ a good start for communicating with people all over the world

エ a good start for knowing how you can always win at hand games

4 主人公である修二(Shuji)と、その同級生の竜也(Tatsuya)について書かれた次の英文を読んで、1から5までの問いに答えなさい。

I met Tatsuya when I was 7 years old. We joined a badminton club then. I was good at sports, so I improved my *skills for badminton soon. Tatsuya was not a good player, but he always practiced hard and said, "I can do it! I will win next time." He even said, "I will be the *champion of badminton in Japan." I also had a dream to become the champion, but I such words because I thought it was *embarrassing to do that. When I won against him, he always said to me, "Shuji, let's play one more game. I will win next time." I never lost against him, but I felt he was improving his skills.

When we were 11 years old, the situation changed. In a city tournament, I played a badminton game against Tatsuya. Before the game, he said to me, "Shuji, I will win this time." I thought I would win against him easily because I never lost against him. However, I couldn't. I lost against him *for the first time. I never thought that would happen so soon. He smiled and said, "I finally won!" Then I started to practice badminton harder because I didn't want to lose again.

When we were junior high school students, we played several badminton games, but I couldn't win even once. Tatsuya became strong and joined the *national badminton tournament, so I went to watch his games. In the tournament, his play was great. Sometimes he *made mistakes in the games, but then, he said, "It's OK! I will not make the same mistake again!" He even said, "I will be the champion!" I thought, "He hasn't changed since he was a beginner."

Finally, Tatsuya really became the champion of badminton in Japan. After the tournament, I asked him why he became so strong. He said, "Shuji, I always say that I will be the champion. Do you know why? When we *say our goals out loud, our *mind and body move to *reach the goals. In fact, by saying that I will be the champion, I can practice hard, and that helps me play better. The words I say make me strong." I realized that those words gave him the (p) to reach the goal. On that day, I decided to say my goal and practice hard to reach it.

Now I am 18 years old and I am ready to win the national tournament. Now I am standing on the *court to play a game against Tatsuya in the *final of the national badminton tournament. I have changed. I am going to say to Tatsuya, "I will win this time. I will be the champion."

[注] *skill=技術 *champion=チャンピオン *embarrassing=恥ずかしい
*for the first time=初めて *national=全国の *make a mistake=ミスをする
*say~out loud=~を声に出す *mind=心 *reach~=~を達成する
*court=コート *final=決勝

- 1 本文中の に入る適切な英語を 2 語または 3 語で書きなさい。
- 2 本文中の下線部の指す内容は何か。日本語で書きなさい。
- 3 本文中の()に入る適切な英語を 1 語で書きなさい。ただし、()内に示されている文字で書き始め、その文字も含めて答えること。
- 4 次の文は、本文中の最後の段落に書かれた出来事の翌日に、竜也が修二に宛てて送ったメールの内容である。(A), (B)に入る語の組み合わせとして、最も適切なものはどれか。

Hi Shuji,

*Congratulations!

Now you are the champion, my friend.

You've become my goal again.

You were always my goal when I was little.

I remember I was very (A) when I won against you for the first time.

At that time, you told me that it was embarrassing for you to say your goal.

So I was (B) when you said to me, "I will be the champion."

This time I lost, but I will win next time.

Your friend,

Tatsuya

〔注〕 *congratulations = おめでとう

- ア A : sorry — B : bored イ A : sad — B : excited
ウ A : happy — B : lonely エ A : glad — B : surprised

- 5 本文の内容と一致するものはどれか。
- ア Shuji played badminton better than Tatsuya when they began to play it.
イ Tatsuya asked Shuji to practice hard and become the champion in Japan.
ウ Shuji thought Tatsuya would win against Shuji in the national tournament.
エ Tatsuya decided to say his goal out loud because Shuji told Tatsuya to do so.

5 次の英文は、高校生の光(Hikari)とドイツ(Germany)からの留学生レオン(Leon)の対話の一部である。また、**図**は二人が見ているウェブサイトの一部である。これらに関して、1から7までの問いに答えなさい。

Hikari: Leon, look at this T-shirt. I bought it yesterday.

Leon: It looks cute, but didn't you get a new one last weekend?
(1)

Hikari: Yes. I love clothes.

Leon: Me too, **A**. Instead, I wear my favorite clothes for many years.

Hikari: Many years? I like new fashion, so I usually enjoy my clothes only for one season.

Leon: Too short! You mean you often *throw away the clothes you don't need?

Hikari: Well, I did that before, but I stopped it. I have kept the clothes I don't wear in my
(2) *closet. However, I don't know what I can do with those clothes.

Leon: When I was in Germany, my family used "Kleidercontainer."

Hikari: What is that?

Leon: It is a box to collect used clothes. I will show you a website. It is made by a Japanese woman, Sachiko. She lives in Germany. Look at this picture on the website. This is *Kleidercontainer*.

Hikari: Wow, it's big! Sachiko is (3) the box, right?

Leon: That's right. Then, the collected clothes are used again by someone else, or they are recycled.

Hikari: Nice! Hey, look at the picture next to *Kleidercontainer*. You have a *bookshelf on the street?

Leon: It is "Öffentlicher Bücherschrank." It means "*public bookshelf." When you have books you don't need, you can bring them here.

Hikari: Sachiko says that people can (4) from the bookshelf *for free! Is that true?

Leon: Yes. When I was in Germany, I sometimes did that.

Hikari: Great! Sachiko is also introducing how she uses things she doesn't need in other ways. For example, by using an old T-shirt, she (5) or clothes for her pet.

Leon: Oh, some people call those activities "upcycling."

Hikari: Upcycling? I have never heard that word. **B** what upcycling is?

Leon: Sure! When you have something you don't need, you may throw it away. However, by creating something (C) from the thing you don't need, you can still use it. Upcycling can give (C) *values to things you don't use.

Hikari: Interesting! In this way, we can use things for a (D) time. I want to think more about how I can use my clothes in other ways.

[注] *throw away~/throw~away=~/捨てる *closet=クローゼット


*bookshelf=本棚 *public=公共の *for free=無料で *value=価値

www.sachikosdailylifeingermany.com

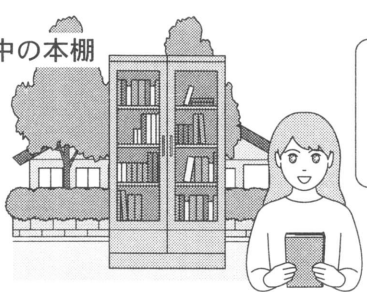
Sachiko's Daily Life in Germany

リサイクルやリユースの例を紹介！

1. 服の回収箱

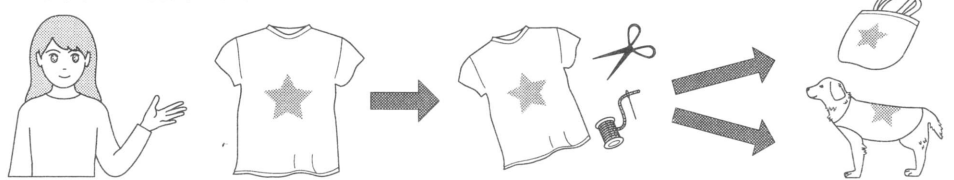


2. 街中の本棚



読みたい本を
もらうことが
できます。

3. 私の不要品の活用方法



図

- 1 下線部(1)は何を指すか。本文から抜き出して書きなさい。
- 2 に入るものとして、最も適切なものはどれか。
 ア but I don't buy new clothes so often イ but I like shirts better than T-shirts
 ウ so I buy a lot of clothes every season エ so I'm happy to hear that you love clothes
- 3 下線部(2)の that とはどのようなことか。15 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 図を参考に、二人の対話が成り立つよう、下線部(3)、(4)、(5)に適切な英語を書きなさい。
- 5 二人の対話が成り立つよう、 に入る適切な英語を 3 語または 4 語で書きなさい。
- 6 本文中の(C), (D)に入る語の組み合わせとして、最も適切なものはどれか。
 ア C : old — D : long イ C : old — D : short
 ウ C : new — D : long エ C : new — D : short
- 7 英語の授業で、「今後、服を手放す際に、どのような手段を選ぶか」について、短いスピーチをすることになりました。それに向けて、次の〔条件〕に合うよう、あなたの考えを書きなさい。
 〔条件〕 ① 下の 内の四つの手段から一つを選ぶこと。
 なお、()内の例を参考にして書いてもよい。
 ② なぜその手段を選ぶのかという理由も書くこと。
 ③ まとまりのある 5 文程度の英語で書くこと。

- | | |
|-----------|------------------------|
| ・売る | (例：*フリーマーケットやオンラインで売る) |
| ・他の人にあげる | (例：兄弟姉妹や友だちにあげる) |
| ・*寄付する | (例：*慈善団体に寄付する) |
| ・リサイクルに出す | (例：リサイクルのためにお店に持って行く) |

〔注〕 *フリーマーケット=flea market *(~を…に)寄付する=donate~to…

*慈善団体=charities