

令和3年学力検査

全 日 制 課 程 A

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、すぐ受検番号をこの表紙と解答用紙の決められた欄に書きなさい。
- (3) 問題は(1)ページから(5)ページまであります。表紙の裏と(5)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決められた欄に書きなさい。
- (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、書くことをやめ、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
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外国語（英語）筆記検査

1 次のピクトグラム (pictogram 案内用図記号) を見て、あとの問いに答えなさい。



説明文

Look at this pictogram.

You can see it anywhere in the library.

So you ① .

You should go outside, when you ② .

OK?

(問い) 校外学習で図書館へ行くため、あなたがクラスの外国人留学生にこのピクトグラムについて説明をすることになりました。説明文の ① には、このピクトグラムが示す禁止事項を、 ② には、外国人留学生が屋外に出るべき具体的な場面を、それぞれ5語以上の英語で書き、英文を完成させなさい。

ただし、 ① には eat ~ (～を食べる)、 ② には thirsty (のどのかわいた) を必ず使うこと。また、下の語を参考にしてもよい。

<語>

飲む、飲み物 drink ~ (の中) で in ~ ~を感じる feel ~

2 亜希 (Aki) と留学生のジョン (John) が会話をしています。二人の会話が成り立つように、下線部①から③までのそれぞれの () 内に最も適当な語を入れて、英文を完成させなさい。ただし、() 内に示されている文字で始まる語を解答すること。

Aki: Hi, John. How was your weekend?

John: Hi, Aki. It was great. I (t) around Kyoto (w) my host family.
①

Aki: Oh, really? You and your host family had a good time. What did you do there?

John: I could see the real Kyoto. For example, we saw great views of Kinkaku-ji and Arashiyama. I also saw monkeys in the wild for the first time. During our stay in Kyoto, we ate a lot of food. Kyoto is (f) (o) famous restaurants.
②

Aki: What did you eat?

John: I had ramen for the first time in Japan. I liked it because it (t) (d) .
③

Aki: Wow, I'm happy to hear that you're enjoying ramen in Japan.

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。

These days, more and more people around the world are thinking about how they produce electricity without destroying their environment. So new technologies and cooperation between countries have become more important. Let's share three stories to learn the fact.

In 2016, Portugal tried a test for energy. They used only renewable energy such as wind, water, and sunlight. They could produce all the electricity that was necessary for the whole nation. Now, the government and companies are (A) together to make some new power plants, such as a wind power plant. They want to use more renewable energy because the energy can save oil and protect the environment. The people think using renewable energy is ① . Their goal is to stop pollution, have more energy, and get economic growth.

In Hungary, a small company is trying a different plan for producing electricity. Instead of building big power plants, they are thinking about something much smaller. The company is designing solar panels made from old plastic bottles. It is a smart way of recycling garbage to build a better future. Twenty square meters of these solar panels can make enough electricity for one house. If your house has them, your family does not have to use the electricity from big power plants. This small technology can 【 big / solve / used / to / be / problems 】 ② .

Some countries are helping each other to use renewable energy. Kenya has built geothermal power plants with the help of Japan. These power plants use the heat of the earth. Japan has shown the engineers in Kenya how to build these plants and taught them how to use them. Kenya has set a goal of increasing the electricity the plants can make. It will be a challenge, but they are hoping to reach this goal in the future. With Japan's help, the people of Kenya are trying hard for the economic growth of their country, too. This kind of international help is important when many countries understand global problems and build a better world.

There are various kinds of renewable energy, and countries around the world are trying to use them in a better way. Portugal, Hungary, and Kenya are good examples. Now many countries are doing their best to create newer technologies, and have better cooperation for their brighter future.

(注) cooperation 協力, 協働 Portugal ポルトガル power plant 発電所
economic 経済の Hungary ハンガリー solar panel 太陽電池パネル
Kenya ケニア geothermal power plant 地熱発電所

(1) (A) にあてはまる最も適当な語を、次の5語の中から選んで、正しい形にかえて書きなさい。

stop take blow work sell

(2) ① にあてはまる最も適当な英語を、次のアからエまでのの中から一つ選んで、そのかな符号を書きなさい。

- ア not good for the environment because many people use oil
- イ much better for protecting the environment than burning oil
- ウ not a good example of using wind, water, and sunlight
- エ dangerous because renewable energy facilities cannot save oil

(3) 下線②のついた文が、本文の内容に合うように、【 】内の語を正しい順序に並べかえなさい。

(4) 本文中では、ケニアの再生可能エネルギー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文の中から一つ選んで、そのかな符号を書きなさい。

- ア Kenya is working with a small company to put solar panels on every house.
- イ Kenya has built several new wind power plants with the help of Japan.
- ウ Kenya is buying a lot of plastic bottles from Japan to build their power plants.
- エ Kenya has built power plants with Japan to use renewable energy.

(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全て選んで、そのかな符号を書きなさい。

- ア New technologies are important but cooperation between countries is not important.
- イ In Portugal, the government and companies are trying to stop pollution and create energy.
- ウ Portugal decided to use more energy, have more pollution, and get more economic growth.
- エ A small company in Hungary is making solar panels from plastic bottles.
- オ Japan has helped the engineers in Kenya to learn how to use geothermal power plants.
- カ Countries around the world have found a better way to go without renewable energy.

- 4 桜 (Sakura) と留学生のトム (Tom) が会話をしています。次の会話文を読んで、あとの(1)から(4)までの問いに答えなさい。

Sakura: Hello, Tom. Can I ask you some questions about your school in America?

Tom: 【 a 】

Sakura: Thank you. I'm () in learning about schools in other countries. In Japan, we often eat school lunch in our classrooms together. Please tell me about your school.

Tom: I see. Well, in my country, we don't eat lunch in the classroom. Students usually go to a cafeteria and eat lunch there.

Sakura: What's a "cafeteria"?

Tom: It's a big lunch room for students and teachers.

Sakura: 【 b 】 Our school doesn't have one. What do students eat for lunch?

Tom: Some students bring their own lunch. Other students buy lunch at the cafeteria. We can (A) our food from the menu. For example, hamburgers, pizzas, sandwiches, salads, and so on. We can buy many kinds of food every day.

Sakura: 【 c 】

Tom: Today is my first day here, so I want to know about school lunch here.

Sakura: OK. In my school, many students usually eat the same dish for school lunch. Of course, the menu changes every day.

Tom: You have various dishes, too. Do you like your school lunch?

Sakura: 【 d 】 By the way, in this school, some students not only study subjects, but also do other things. They () care of our fields and water school flowers. Please tell me about such work in your school.

Tom: 【 e 】 Students in my school don't have such work at school. However, we help our families at home.

Sakura: That's interesting. How about school uniforms? We have them.

Tom: Our school does not have school uniforms. I usually wear a T-shirt there.

Sakura: I didn't know that! There are big differences between your school and ours. I want to visit your school someday.

(1) 次のアからオまでの英文を、会話文中の【 a 】から【 e 】までのそれぞれにあてはめて、会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, I do. I love our school lunch.

イ Is that so? I hope you'll enjoy our school lunch.

ウ That is usually the job of someone working at the school.

エ Wow, I cannot imagine such a place for lunch.

オ Sure. What do you want to know?

(2) 下線①, ②のついた文が、会話の文として最も適当なものとなるように、それぞれの()にあてはまる語を書きなさい。

(3) (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んで、そのかな符号を書きなさい。

ア depend

イ give

ウ choose

エ write

(4) 次の英文は、この会話が行われた夜、トムが母国にいる友人のライアン (Ryan) に送ったメールです。このメールが会話文の内容に合うように、次の (X), (Y) のそれぞれにあてはまる最も適当な語を書きなさい。

Hi, Ryan.

I talked about school in America with my classmate, Sakura.

We eat (X) at our school cafeteria, right? She was surprised to hear that.

She told me about what to wear at school.

Here in Japan, students wear school (Y) .

Did you know that?

Bye,

Tom

(問題はこれで終わりです。)