

令和3年学力検査

全 日 制 課 程 B

## 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。

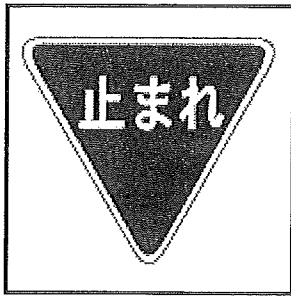
### 注 意

- (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 次の道路標識（road sign）を見て、あとの問いに答えなさい。



説明文

Look at this road sign.

The sign is red and a Japanese word is written in white.

It tells  ① , because you  ② .

I hope it'll be sunny all day!

(問い) あなたは次の休日に、日本を訪れた外国人の友人と二人でサイクリングに行くため、この標識について説明をすることになりました。説明文の  ① には、この標識が伝えている内容を、 ② にはその理由を、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 you (あなた)、 ② には traffic (交通、交通の) を必ず使うこと。また、下の語句を参考にしてもよい。

<語句>

場所 place    ~を確認する check ~    右側 right side    自転車 bike

2 太朗 (Taro) と留学中のサリー (Sally) 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。

Taro: I heard you went to Marine Aquarium. Is that right?

Sally: Yes. With my host sisters.

Taro: Great. ① But (h ) did you (g ) there? It's far away.

Sally: I took a train.

Taro: I see. Did you see the dolphins?

Sally: Yes, I did. ② I really (e ) (w ) them.

Taro: It was cold outside the building, wasn't it?

Sally: Yes. That was a problem. I missed the summer heat!

Taro: ③ You (s ) (v ) them in summer again!

(注) miss ~ ~を懐かしく思う

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。

Now we live in a convenient world thanks to technology, especially communication tools. If we use our telephone, we can easily talk with a friend who ( A ) far away, and even see the face through our cell phone or computer. Such tools are so useful that it is very difficult for us to imagine our life without them.

Cell phones and computers, however, also have bad points. For example, they do not work well when a disaster happens. We cannot contact our family if a big earthquake hits Japan and destroys the electricity networks. Our society may depend on  . We need to do something for that situation.

A young boy in Japan is trying to change the situation with his unique project. He has come up with an idea of using homing pigeons. The birds were once used as a popular communication tool all over the world. He 【 using / useful / thinks / will / the birds again / be 】 <sup>②</sup> . Our communication networks may be much stronger with his project.

For thousands of years, people have used many kinds of communication tools, such as drums, smoke, lights, letters, and so on. They have developed the tools to send their messages faster and further. Homing pigeons were one of those tools. The birds have a strong habit to fly back to their home from any place. People used this habit and built a network of homing pigeons to send messages fast. In the early twentieth century, newspaper companies had pigeon houses on their buildings, and the birds played an important role for sending messages. In 1923, when a big earthquake hit Tokyo, journalists brought pigeons outside their office, interviewed people, and wrote articles about the disaster. Then they put the articles into a small case which was attached to the bird's leg. After that, the bird was set free and flew back to the office with the articles.

The Japanese boy's idea of building the pigeon network may sound strange or impossible, but his ambitious challenge won the prize of the government's project. Maybe in the near future his idea will become reality, and we will have a better communication network. Why don't you follow his example? The future of communication may be in your hands. Be ambitious, boys and girls.

(注) network ネットワーク project プロジェクト homing pigeon 伝書バト (通信に  
利用するためのバト) further より遠くに habit 習性  
play a ~ role ~な役割を担<sup>に</sup>う attached 取り付けられた ambitious 意欲的な

(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。

bring            do            think            live            take

(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 kind people even in a disaster
- イ the reality of having no serious earthquake
- ウ the network of families for a long time
- エ the convenience of the technology too much

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

(4) 本文中では、通信手段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 Humans have used many kinds of communication tools in history over thousands of years.
- イ New communication tools were made to send messages slower than before.
- ウ Thanks to the habit of homing pigeons, they can fly to any place and cannot come back.
- エ People have never built a network of sending messages in their history.

(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 If you live far from your friends, you have no way to talk with them.
- イ Computers give us good information, but they cannot be used as communication tools.
- ウ Cell phones and computers are so perfect that these tools work well even in a disaster.
- エ The young boy in Japan is trying to build a communication network with homing pigeons.
- オ Homing pigeons were used as an important communication tool in the early 20th century.
- カ The young boy won the prize of the government because his idea was strange and impossible.

- 4 早紀 (Saki) と留学生のピーター (Peter) 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。

Saki: Nice to meet you. I'm Saki.

Peter: 【 a 】 I'm Peter from Australia. Have you ever been to Australia?

Saki: Yes. Two years ago, I studied at our sister school in Melbourne for two weeks.

Peter: I'm from Sydney, but I went there with my family to watch the Australian Open.

Saki: 【 b 】 My host sister, Emily, told me about its history and Melbourne. The city was full of many smiles, and I learned a lot from their culture.

Peter: Well, I want to learn something from Japanese culture, too. When I was in Sydney, I watched Japanese anime on TV for the first ( ) and started to read Japanese comic books written in English. But comic books in English were very expensive, so I bought original comics written in Japanese, and studied the language to enjoy the stories.

Saki: 【 c 】 The pictures in the books will be a great help.

Peter: That's true. I was attracted by the characters. They were my first Japanese ( ) who taught me Japanese conversation very well. Then I started to become more interested in Japanese pop culture.

Saki: 【 d 】 Japanese people should learn its good points. When I came back to Japan from Melbourne, I found some good points of Japan myself.

Peter: Could you tell me one of the ( A )?

Saki: Let me see... the trains. When I took a train in Melbourne, there were just a few announcements at stations or in the trains. I didn't understand the announcements, so I missed my station several times!

Peter: 【 e 】

Saki: How about trains in Japan? I think they give us good service.

Peter: I think that they're also a part of Japanese culture. You were able to discover the good points of Japan through your experience in Australia.

Saki: Exactly. I'm sure that you'll broaden your horizons here and also find good points about Australia!

(注) Melbourne メルボルン Australian Open 全豪オープン (テニスの国際大会の一つ)

(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 I'm very happy to hear your feelings about our culture.
- イ I understand. I took trains several times there.
- ウ Wow, reading comics is a good way to learn a new language.
- エ Hi, Saki. Nice to meet you, too.
- オ During my stay there, I often heard the name.

(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 ways
- イ problems
- ウ examples
- エ arts

(4) 次の英文は、この会話が行われた日の夜、早紀 (Saki) がエミリー (Emily) 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, Emily.  
How's everything?  
My school welcomed a student, Peter, from Sydney.  
He wants to learn Japanese ( X ) , so we talked about it.  
We enjoyed our conversation about Japanese anime and trains.  
By the way, in your town, I forgot to ( Y ) off at my station several times.  
Your friend,  
Saki

(問題はこれで終わりです。)