

2019年度 入学試験問題

Ⅱ 英 語

(50 分)

受験番号					
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注 意 事 項

- 1 開始の合図があるまでは、この問題冊子を開いてはいけません。
- 2 試験問題は **16** ページあります。
- 3 解答はすべて解答用紙に記入しなさい。
- 4 英語で答える場合は、ブロック体でも筆記体でもかまいません。
- 5 試験開始から **5** 分後に【1】のリスニング問題が放送されます。
- 6 終了の合図があったら、すぐに解答をやめなさい。

問題は次のページから始まります。

【1】 リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。）

(ア) チャイムのところに入るリン（Lin）の言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を書きなさい。

- No. 1
1. I hope you did.
 2. Yes, I think so.
 3. Thanks a lot.
 4. No, we can't.

- No. 2
1. About thirty people.
 2. Maybe two meters long.
 3. About three times a week.
 4. Maybe twenty minutes.

- No. 3
1. Yes, we do.
 2. No, he shouldn't.
 3. Yes, let's.
 4. No, thank you.

- No. 4
1. You're welcome.
 2. You can do it.
 3. Take your time.
 4. I'd love to.

(イ) ジョン (John) とミカ (Mika) の対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの 1～4 の中からそれぞれ一つずつ選び、その番号を書きなさい。

No. 1 Question : Which is true about Mika?

1. She went to Hokkaido with her friend Tomoko by airplane.
2. She enjoyed eating food and walking around Osaka Castle with John.
3. She went to Osaka by Shinkansen to see Tomoko for the first time.
4. She had a chance to watch a baseball game with Tomoko's father.

No. 2 Question : Which is true about John and Mika?

1. John has already bought a CD for Cathy.
2. They are talking about Cathy's birthday present.
3. Mika knows Cathy has a lot of Japanese books.
4. They will go to a bookstore with Cathy next week.

No. 3 Question : Which is true about John's family?

1. John has two brothers who are older than him.
2. The boy next to his father in the picture is Tom.
3. John has a younger brother and his name is Tom.
4. The boy who has brown hair is Mike.

(ウ) ダニエル (Daniel) からリカ (Rika) への留守番電話のメッセージを聞いて、次の質問に対する答えを英語で書きなさい。ただし、答えは書き出しの **He wants to change the time because** に続けて 1 文で書き、文末は「.」(ピリオド) で終わること。

質問 : Why does Daniel want to change the time to meet Rika?

- 【2】 次の英文は、タロウ (Taro) と彼の友達リンダ (Linda) の電話での会話です。会話文中の(ア)～(ウ)の () の中にそれぞれ適する 1 語を英語で書きなさい。ただし、答えはそれぞれの () 内に指示された文字で書き始め、一つの _ に 1 文字が入るものとします。

Taro : Hi, Linda.

Linda : Hi, Taro. Where are you now? It's already 12:40. We (ア) (p _ _ _ _ _) to meet at Kamome Station at 12:30.

Taro : I'm sorry. I'm still at Aoba Station. I got on a train to be there at 12:20, but there was an (イ) (a _ _ _ _ _). The train suddenly stopped at Wakaba Station. So I decided to take a bus, and I'm waiting in a long line now.

Linda : Don't worry. Please call me when you (ウ) (a _ _ _ _ _) at Kamome Station.

Taro : OK, I will. Thank you.

- 【3】 次の(ア)～(エ)の文の () の中に入れるのに最も適するものを、あとの 1～4 の中からそれぞれ一つずつ選び、その番号を書きなさい。

(ア) The man () with Lucy over there is Kevin.

1. is talking 2. talks 3. talking 4. talked

(イ) In our city, we have () rain in summer.

1. little 2. many 3. lot 4. few

(ウ) There are so many famous places () in Kyoto and Nara.

1. visit 2. visiting 3. to visit 4. have visited

(エ) Please talk to each other about () you did during the summer vacation.

1. that 2. how 3. why 4. what

【4】 次の(ア)～(エ)の対話文が完成するように、() 内の六つの語の中から五つを選んで正しい順番に並べかえ、その順に番号を書きなさい。(それぞれ一つずつ不要な語があるので、その語は使用しないこと。)

(ア) A : How was your trip to Hokkaido?

B : It was great. There was so much nature and I have (1. to 2. a 3. ever 4. such
5. been 6. never) beautiful place.

(イ) A : What happened, Dad?

B : I think (1. wrong 2. something 3. the computer 4. is 5. with 6. for).

(ウ) A : Which boy is Satoshi in this picture?

B : The boy who (1. in 2. the 3. is 4. all 5. tallest 6. of) is Satoshi.

(エ) A : How (1. has 2. many 3. Tom 4. have 5. lessons 6. does) in a day?

B : He has three.

【5】 次の(ア), (イ)の問いに答えなさい。

- (ア) 次の英文は、鈴木先生 (Mr. Suzuki) がある場面の英語表現について、クラスの生徒たちに話したものです。英文を読んで、() の中に適する英語を書きなさい。ただし、あとの<条件>にしたがうこと。

When you are in a foreign country on a homestay program, you may see many things which are different from the ones you know. For example, a washing machine in a house. When you have to wash your clothes by yourself in a different type of washing machine, you should ask your *host mother, “Would you () this washing machine?”

* host mother : ホストマザー

<条件>

- ① 5 語以上で書くこと。
- ② 短縮形 (I'm や don't など) は 1 語と数えること。

- (イ) 次の英文を読んで、アダムズ先生 (Mr. Adams) の問いかけに対する答えとしてふさわしい内容を考え、英語で書きなさい。ただし、あとの<条件>にしたがうこと。

Mr. Adams is an English teacher at Sakura Junior High School. One day he said to his students in his class, “You have four English classes every week and I know that you are always trying hard to learn English. Have you ever thought of the good points of learning English? Please give me your ideas.”

<条件>

- ① By learning English, で書き始め、これらを含んで全体を 10 語以上の 1 文で書くこと。
- ② 短縮形 (I'm や don't など) は 1 語と数え、符号 (, や . など) は語数に含めません。

【6】 次の英文は、ある日の中学生のツトム（Tsutomu）と友人のマイク（Mike）との対話です。前後の文脈や絵の表す内容に合うように、対話文中の , の中にそれぞれ適する英語を書きなさい。ただし、あとの<条件>にしたがうこと。

Tsutomu : I'm very hungry! I didn't eat breakfast this morning. Let's eat at the school cafeteria.

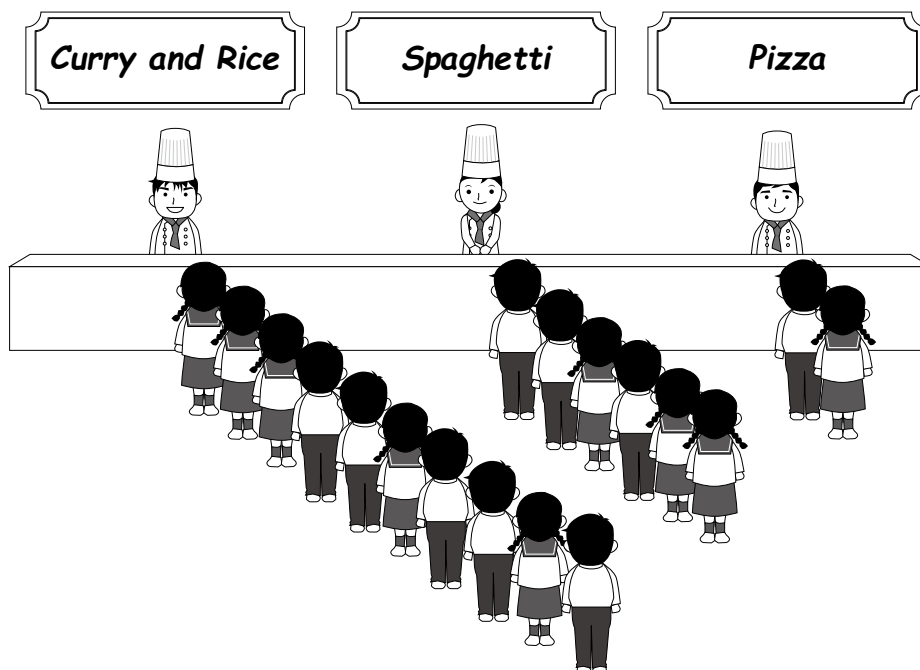
Mike : That's a good idea. I'm very hungry, too.

In the cafeteria, they are talking about what they are going to eat.

Tsutomu : for lunch yesterday?

Mike : Well, I ate curry and rice. So I will have something else today. What will you have?

Tsutomu : I will eat pizza because .








<条件>

- ① (ア)は後ろに **for lunch yesterday?** が続く形で、これらを含んで全体を **7 語以上の 1 文** で書くこと。
 - ② (イ)は絵の表す内容を踏まえて **I will eat pizza because** で書き始め、これらを含んで全体を **10 語以上の 1 文** で書くこと。
- ※ 短縮形 (I'm や don't など) は 1 語と数え、符号 (, や . など) は語数に含めません。

【7】 次の英文は、高校生のケンジ（Kenji）が英語の授業で行った発表の原稿です。英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Hello, everyone. Last week I read a book and was surprised to know that most of the information we get comes through the eyes. Look at *Table 1. It shows how much we *depend on each of the *five senses when we get information.

Table 1

Five Senses	Sight 	Hearing 	Smell 	Touch 	Taste 
*Percentages	83.0%	11.0%	3.5%	1.5%	1.0%

(Stolovitch H. D., & Keeps E. J. (2011). *Telling Ain't Training*. Alexandria, VA: ASTD Press. に基づき作成)

As you can see, we get 83% of information through the eyes. Close your eyes, and you'll find how difficult it is to do things. We also depend on the ears. The percentage of hearing is not so high, but hearing is very important because we get a lot of information through the ears. (①). Today I will talk about a *barrier-free society.

What is "barrier-free?" Let's think about the nearest station as an example. It has an *elevator. We can say that it is barrier-free because by using an elevator it is much easier for everyone to move between floors. I have other examples. (②). First, I found two types of *tactile paving for *blind people. One type has straight lines which mean "Go" and the other has *dots which mean "Stop" or "Be careful." Next, I found *traffic lights with a sound that tells everyone it is safe to cross the road.

Have you seen Picture 1? If you have never seen it, guess what it means. We can see it on toys for children.

Picture 1



Toys with Picture 1 are for both children who are blind and children who are not. If you see Picture 1 on *Othello, for example, it means you can know which side is black or white by touching the *disks. This picture was made by the people of *the Japan Toy Association about thirty years ago because []. Now, you can see this picture on toys sold in other countries, too.

Look at Picture 2.

Picture 2



(日本空港ビルデング株式会社のウェブサイトに基づき作成)

If you see Picture 2, it means that there is a *sign language phone. This phone *was first installed in 2017 in Haneda Airport for people who use sign language. A person who uses sign language sends a message to the *interpreter on the *screen. The interpreter changes the message into words and tells them to the other person on the phone. With this phone, *communication between people who use sign language and people who don't is easier and faster.

These are some of the examples of things which are friendly to everyone, but we have to remember that there are still a lot of things to *solve to make our society better. Let's think about vending machines. A lot of them have *braille to show where blind people should put their money in the machines and where they can get their money back. But vending machines don't have any braille to show the kinds of drinks, so blind people cannot easily buy the drink they want.

Like this, there are many other problems we haven't noticed yet. (③). We should try very hard to do so *towards the 2020 Olympic and Paralympic Games. I hope that visitors will enjoy staying in Japan and think it is a wonderful country. Thank you very much for listening.

- * Table : 表 depend on ~ : ~に頼っている five senses : 五感 Percentages : 割合
barrier-free society : 障壁のない社会 elevator : エレベーター
tactile paving : 視覚障害者誘導用ブロック blind : 目が見えない dots : 点
traffic lights : 交通信号機 Othello : オセロゲーム disks : オセロの黒と白の石
the Japan Toy Association : 日本玩具協会 sign language phone : 手話フォン
was first installed : 初めて設置された interpreter : 通訳者 screen : 画面
communication : 意思疎通 solve ~ : ~を解決する braille : 点字
towards the 2020 Olympic and Paralympic Games : 2020 年のオリンピック・パラリンピック
競技大会に向けて

(ア) 本文中の (①) ～ (③) の中に、次の A ～ C を意味が通るように入れるとき、その組み合わせとして最も適するものを、あとの 1 ～ 6 の中から一つ選び、その番号を書きなさい。

A. And we need to solve them to make a really barrier-free society

B. So it may be very difficult for people who can't see or hear to live without help

C. When I walked around my town, I found some things friendly to everyone

1. ① - A ② - B ③ - C

2. ① - A ② - C ③ - B

3. ① - B ② - A ③ - C

4. ① - B ② - C ③ - A

5. ① - C ② - A ③ - B

6. ① - C ② - B ③ - A

(イ) 本文中の [] の中に入れるのに最も適するものを、次の 1 ～ 4 の中から一つ選び、その番号を書きなさい。

1. blind children wanted to go to a toy shop with their pets

2. many children with sight problems didn't like animals

3. they wanted everyone to enjoy playing with toys together

4. they wanted to make special toys only for blind children

(ウ) 本文の内容に合うものを、次の 1 ～ 6 の中から二つ選び、その番号を書きなさい。

1. Kenji talked about the percentages of the five senses to show how important the eyes and ears were.

2. Blind people who notice tactile paving with lines should stop or walk slowly.

3. Kenji thinks that the information we can get through the sense of smell is not important.

4. Picture 1 is used for barrier-free toys not only in Japan but also in foreign countries.

5. Everyone needs to use sign language to communicate on the sign language phone.

6. Japan is already a barrier-free country, so we don't have to do anything about the vending machines.

【8】 次の(ア)～(ウ)の英文について、それぞれあとの **Question** の答えとして最も適するものを、1～4の中からそれぞれ一つずつ選び、その番号を書きなさい。

(ア) Akira entered Kita High School this April. He wants to decide what club he will join. One day, he found a notice and got interested in it.



Let's Enjoy Baseball Together!!!



Have you chosen your club? We want new students to join our baseball club! We welcome students who like to play baseball or watch baseball games, students who just like sports, and students who have not played baseball before. If you are interested in our club, please contact us : bbclub@khs.ac.jp.

★ Events in April ★

Thursday, April 15th

Meeting (4 p.m. - in the club room)

Sunday, April 18th

Practice (9 a.m. - 11 a.m. on the school grounds)

Saturday, April 24th

Game with Minami High School (1 p.m. - on the school grounds)

* Students who want to join our club must come to the meeting on Thursday 15th.

We will give you a lot of information about our club.

* You don't have to join the practice on Sunday 18th or come to the game on Saturday 24th.

If you want to practice with us, bring a cap and a drink.

(If you have your own *bat or baseball glove, you can bring them.)

* bat or baseball glove : バットやグローブ

Question : What does Akira have to do?

1. He has to get information about the baseball club before he joins it.
2. He has to have experience of playing baseball to join the baseball club.
3. He has to come to watch the game on Saturday to join the baseball club.
4. He has to bring a cap and a bat to join the baseball game on Sunday.

(4) Yuki is a high school student in Japan. She is going to visit Canada during the summer vacation and spend two days at ABC Language School to study English. She took the test for new students, and she got 90% on the test. She must take four classes in two days. *Discussions in English is popular at this school, so she wants to take it. Here is the *timetable of the summer English classes.

《 Summer English Classes 》

Date \ Time	9 a.m. – 11 a.m.	1 p.m. – 3 p.m.
August 1 st	Beginners' Class Ms. Green	Let's Talk in English Ms. Green
	English Reading Mr. Brown	English *Grammar Mr. Brown
August 2 nd	Speeches in English Mr. White	Discussions in English Mr. White
	Newspapers in English Ms. Smith	Let's Sing in English Ms. Smith

* You cannot take **Beginners' Class** if you have gotten over 80% on the test.

* You cannot take both **Let's Talk in English** and **Discussions in English**.

* If you want to take **Discussions in English**, you have to take **Newspapers in English**.

* **Discussions** : 議論 timetable : 時間割 **Grammar** : 文法

Question : Whose classes is Yuki going to take?

1. The classes of Ms. Green, Mr. Brown, and Mr. White.
2. The classes of Ms. Smith, Mr. Brown, and Ms. Green.
3. The classes of Mr. Brown, Mr. White, and Ms. Smith.
4. The classes of Mr. White, Ms. Green, and Ms. Smith.

- (㉞) Sanae is a Japanese high school student and has a friend, Mei, in China. Mei is going to visit Sanae's town next week. She will spend time with Sanae from Friday to Sunday. Here are e-mails between them.

From : Sanae	To: Mei	Date: Wednesday, August 8, 2018
<p>Hi Mei,</p> <p>I am really looking forward to seeing you. I can't wait! Here are some plans that I have. My town is famous for its beautiful sea, so I want to take you there. I think Friday is the best because there are too many people there on Saturday and Sunday.</p> <p>Then, why don't we visit the history museum on Saturday afternoon? The weather report says that it will be too hot to stay outside on Saturday. In the evening, we can go shopping around the town because it'll be cooler.</p> <p>On Sunday, how about spending some time with my family? For lunch, my mother will cook Japanese dishes for you at home. At night, let's go to the sea again to see the fireworks!</p> <p>I'm waiting for your e-mail.</p> <p>Sanae</p>		

From : Mei	To: Sanae	Date: Thursday, August 9, 2018
<p>Hi Sanae,</p> <p>Thank you for making plans for me.</p> <p>I agree with you. It's a good idea to stay inside while it is too hot. But can we change one thing? I am more interested in art than in history. I hear that your town has a famous art museum, so I want to go there on Saturday.</p> <p>Mei</p>		

Question : Which is true about their e-mails?

1. Sanae and Mei are going to visit the sea to see fireworks on Friday.
2. Sanae and Mei are going to go shopping after it gets cooler on Saturday.
3. Sanae and Mei are going to visit an art museum on Sunday.
4. Sanae and Mei are going to eat Japanese dishes at a restaurant on Sunday.

【9】 次の英文を読んで、あとの(ア)～(エ)の問いに答えなさい。

David is a high school student from Australia. He came to Japan to study Japanese culture a week ago, and he is staying at Kazuki's house. David and Kazuki are talking in Kazuki's room. Yuri, Kazuki's sister, comes into the room.

Yuri : Hi, what are you talking about?

Kazuki : We are talking about David's experience in Japan.

David : This is my first visit, so everything is new to me!

Yuri : For example?

David : When I went to Hakone, I was surprised at the people wearing no clothes at all in the *onsen*.

Yuri : I'm sure that was very strange for you.

David : Yes, but I liked the Japanese *onsen*. I want to go there again when I need to relax.

Yuri : Did you go to any other places?

David : Yes, Kazuki took me to some famous places in Tokyo. I really enjoyed them, but I was surprised at (①)! The trains we took were too crowded, especially on our way back. We couldn't sit. We couldn't even move. I've never seen so many people on a train in Australia.

Yuri : In Tokyo, trains are always so crowded in the morning and in the evening. Over 35 million people live in Tokyo, Kanagawa, Saitama, and Chiba. Many of them take trains and buses.

David : Over 35 million people? That's so many!

Kazuki : Yes, but can you believe that the *population of Japan *is getting smaller every year?

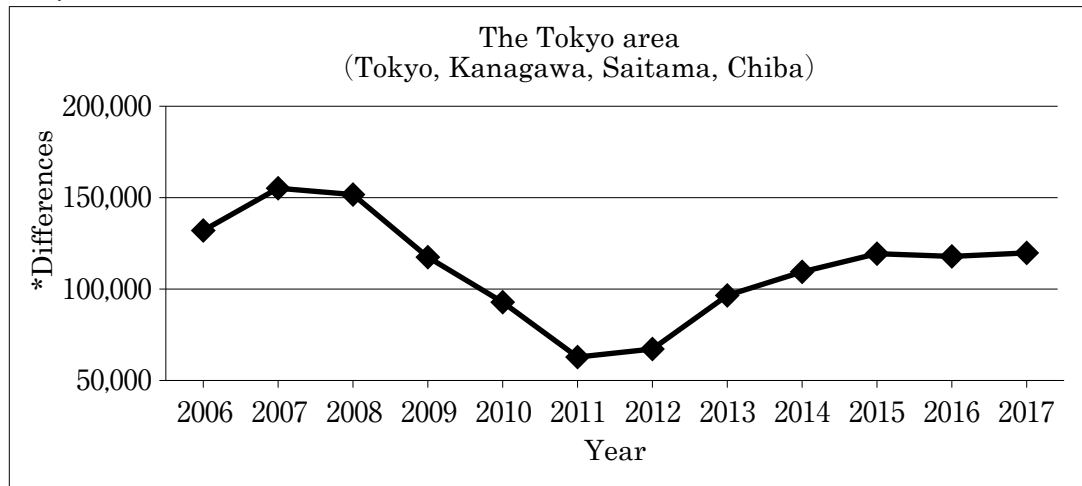
David : Is that so?

Kazuki : Yes, it is. I learned about the population problems in Japan at school last week. I will show you an interesting *graph in my textbook.

Kazuki opens his textbook and shows the graph to David.

Kazuki : Here it is.

Graph 1



(総務省「住民基本台帳人口移動報告 2017 結果」に基づき作成)

Yuri : Hmm ... what is it?

Kazuki : It shows the differences between the number of people who started living in the Tokyo area and the number of people who moved out of it each year. The differences are always more than zero.

Yuri : Does it mean (②)?

Kazuki : That's right.

David : Why is that?

Kazuki : There are many reasons for it. More and more companies decide to move their offices to the Tokyo area. Also, more and more students choose colleges and universities there. It means that the population in the other areas is getting smaller.

David : That is a big problem!

Kazuki : Yes, that's true, especially in the *countryside. Working as a farmer or a *fisherman is very important there, but many young people want to move to the Tokyo area to work *instead of becoming a farmer or a fisherman in the countryside.

David : Will the number of farmers and fishermen get smaller in the near future?

Yuri : I hear that these days there are foreigners who work as farmers or fishermen in Japan.

Kazuki : Here is an interesting *table about foreigners working as farmers or fishermen in Japan.

Table 1

The *prefectures with high *percentages of young farmers and fishermen (20 years old - 39 years old)					
Prefectures	Foreign Farmers	Japanese Farmers	Prefectures	Foreign Fishermen	Japanese Fishermen
Ibaraki	29.6%	70.4%	Hiroshima	52.6%	47.4%
Kagawa	19.2%	80.8%	Kochi	32.5%	67.5%
Nagano	17.3%	82.7%	Miyazaki	24.1%	75.9%
Gunma	13.3%	86.7%	Ishikawa	23.1%	76.9%
Oita	12.6%	87.4%	Okayama	13.9%	86.1%

(NHK「外国人“依存”ニッポン」に基づき作成)

David : Wow! (③). Foreign workers are very important in Japan.

Kazuki : Sometimes they may have a hard time in understanding Japanese culture and language, but they are working hard. They help us a lot, especially in the countryside.

Yuri : I agree.

* population : 人口 is getting ~ : ~になりつつある graph : グラフ
 Differences : 差 countryside : 田舎 fisherman : 漁師 (複数形は fishermen)
 instead of becoming ~ : ~になるのではなく table : 表 prefectures : 県
 percentages : 割合

(ア) 本文中の (①) に入れるのに最も適するものを, 次の 1~4 の中から一つ選び, その番号を書きなさい。

1. the type of the train
2. the price of the train ticket
3. the view from the train
4. the number of people on the train

(イ) 本文中の (②) に入れるのに最も適するものを、次の 1～4 の中から一つ選び、その番号を書きなさい。

1. the population of the Tokyo area is getting larger every year
2. the population of the Tokyo area hasn't changed since 2006
3. the population of the Tokyo area began to go down in 2008 but went up again
4. the population of the Tokyo area was the smallest in 2011

(ウ) 本文中の (③) に入れるのに最も適するものを、次の 1～4 の中から一つ選び、その番号を書きなさい。

1. In Kochi, the percentage of young foreign fishermen is more than half the percentage of young Japanese fishermen
2. One out of four young farmers in Kagawa are foreigners
3. Around 50% of the young fishermen in Hiroshima come from other countries
4. Around one out of three young foreign fishermen in Japan work in Kochi

(エ) 本文の内容に合うものを、次の 1～6 の中から二つ選び、その番号を書きなさい。

1. David was surprised at the clothes Japanese people wore in the *onsen*.
2. The train David took on his way back was too crowded for him to sit.
3. Foreign people don't live in the countryside because it is difficult for them to understand Japanese culture and language.
4. In every prefecture, there are more young foreign farmers than young Japanese farmers.
5. The population in the countryside is getting smaller because many people want to move to the Tokyo area.
6. Kazuki used the table to show how important farmers and fishermen are in Japan.

(問題は、これで終わりです。)

