

平成26年度  
高等学校入学者選抜学力検査問題

第 5 部

英 語

注 意

- 1 問題は、**1** から **4** まであり、9ページまでです。
- 2 学校裁量問題は、**4** です。
- 3 10ページ、11ページの「聞き取りテスト代替問題」については、特に指示がない限り、解答する必要はありません。
- 4 答えは、すべて別紙の解答用紙に記入し、解答用紙だけ提出しなさい。
- 5 問いのうち、「……選びなさい。」と示されているものについては、問いで指示されている記号で答えなさい。
- 6 \*印の付いている語句には、(注)があります。

<聞き取りテスト代替問題を実施する場合の注意>

- 1 問題は、3ページから9ページまでの **2** ～ **4** と、10ページ、11ページの「聞き取りテスト代替問題」です。
- 2 学校裁量問題は、**4** です。
- 3 はじめに、「聞き取りテスト代替問題」を解答し、その後、**2** ～ **4** について、解答しなさい。
- 4 答えは、すべて別紙の解答用紙に記入し、解答用紙だけ提出しなさい。
- 5 問いのうち、「……選びなさい。」と示されているものについては、問いで指示されている記号で答えなさい。
- 6 \*印の付いている語句には、(注)があります。

1 放送を聞いて、問いに答えなさい。

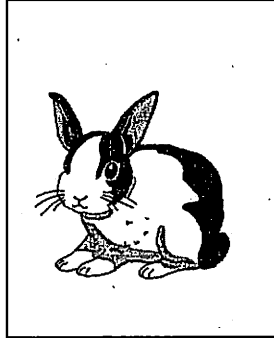
問1 次のNo.1～No.3について、それぞれ対話を聞き、その内容についての質問の答えとして最も適当なものを、それぞれア～エから選びなさい。

No.1

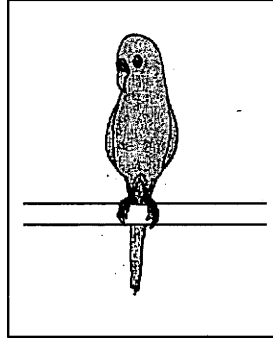
ア



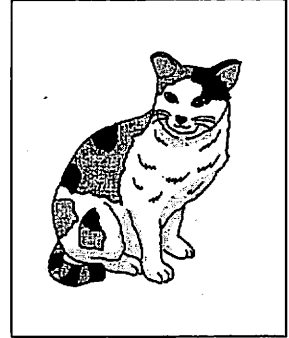
イ



ウ

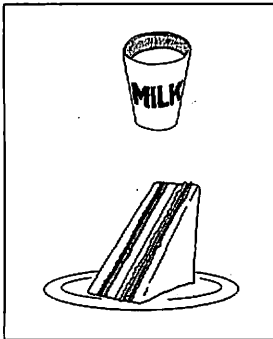


エ

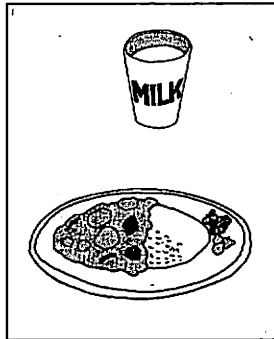


No.2

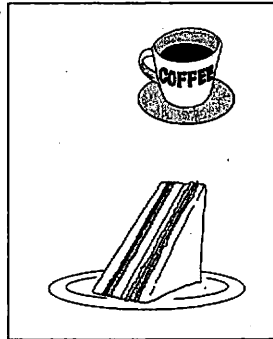
ア



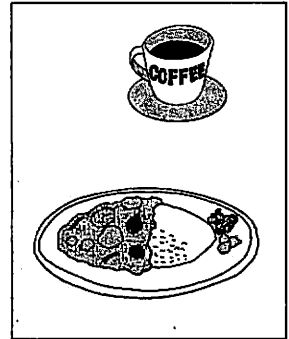
イ



ウ

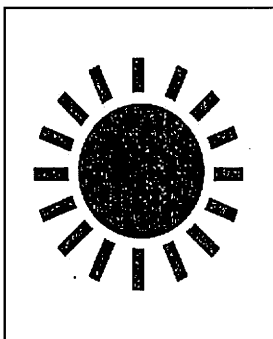


エ

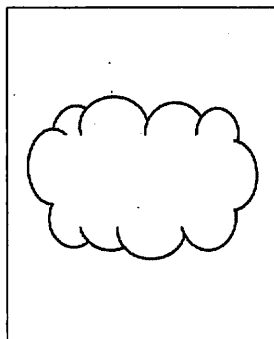


No.3

ア



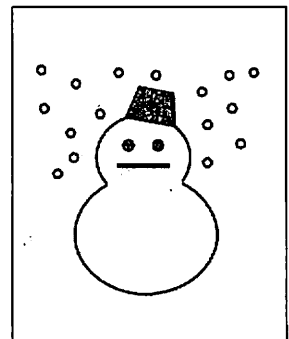
イ



ウ



エ



問2 次のNo.1~No.3について、マイクと京子の対話を聞き、チャイムの鳴るところでマイクが話す言葉として最も適当なものを、それぞれア~エから選びなさい。

No.1 ア You should go there by bike.

イ Please be there at one o'clock.

ウ It takes ninety minutes.

エ We can meet at Kita Park.

No.2 ア Sure. I'll buy a new camera next Saturday.

イ Sure. You took beautiful pictures.

ウ Sure. These are the pictures I took there.

エ Sure. Please show them to me.

No.3 ア Yes, it's next to the computer room.

イ Yes, I know you like math very much.

ウ No, this isn't your first time to go to the music room.

エ No, we don't have to bring the music textbook.

問3 英文を聞き、その内容についてのNo.1~No.3の質問の答えとして最も適当なものを、それぞれア~エから選びなさい。

No.1 ア At his Japanese friend's house in America.

イ At his uncle's house in Los Angeles.

ウ At a university in America.

エ At Jane's university in Japan.

No.2 ア To go to Japan to see Daiki.

イ To make her friends interested in America.

ウ To study Japanese history in Japan.

エ To talk with Daiki's uncle more about Japan.

No.3 ア He found he couldn't speak English well.

イ He found he couldn't study at a high school in America.

ウ He found he didn't have many friends from all over the world.

エ He found he didn't know a lot about Japan.

2 次の A, B に答えなさい。

A

次の英文は、オーストラリアから来た留学生のスティーブ(Steve)のことについて書かれたものです。これを読んで、問いに答えなさい。

Steve was interested in Japanese culture. He especially wanted to try traditional Japanese sports, but he didn't have a chance (1) do them.

One day, when Steve was talking with \*classmates in his classroom after school, Taro, his classmate, came there. He held a \*bamboo sword and wore *kendo* clothes. Steve said, "Taro, you're so cool! Are you practicing *kendo*?" Taro said, "Wow, I'm surprised because you know about *kendo*. Yes. I'm on the *kendo* team of our school. If you have time, (2) don't you come to see our team's \*practice?" Steve answered, "Thank you. I will."

Then Taro took Steve to the \*gym. Steve watched *kendo* practice and became excited. After that, he decided to start *kendo* on the team. Steve said, "Can I (3) the team?" "Sure!" said Taro. Now Steve practices *kendo* hard and enjoys his school life in Japan.

(注) classmate(s) クラスメート, 級友    bamboo sword 竹刀    practice 練習  
gym 体育館

問1 本文の内容から考えて, (1) ~ (3) に入る適当な1語をそれぞれ書きなさい。

問2 本文の内容から考えて, 次の問いに対する答えを, 主語と動詞を含む英文1文で書きなさい。

Where did Steve go with Taro?

**B**

次の英文は、英語の授業で、絵美のグループがお互いにインタビューをした結果を表(table)にまとめたものです。これを読んで、問いに答えなさい。

**What did you do in your free time last weekend?**

Group   A   Name   Emi  

If your group members did each \*activity, please put “○” in its \*box under the name of each member.

Group members Activities		Your Name				
		Emi	Kota	Shiho	Taku	Miho
at home	read		○	○	○	
	use the Internet		○		○	○
	do *housework	○			○	
*outside the home	play sports	○		○		○
	go shopping	○	○		○	
	do volunteer work			○		○

(注) activity(activities) 活動 box 空欄, マス housework 家事  
outside the home 家の外で, 家の外の

問1 次の(1), (2)の問いに対する答えとして最も適当なものを, それぞれア～エから選びなさい。

(1) How many members played sports outside the home?

ア One.                      イ Two.                      ウ Three.                      エ Four.

(2) Who did more activities at home than activities outside the home?

ア Emi and Shiho did.                      イ Kota and Taku did.  
ウ Shiho and Miho did.                      エ Taku and Miho did.

問2 次のようにたずねられたとき, あなたはどのように答えますか, 主語と動詞を含む英文1文で書きなさい。

Which activity in the table do you want to do this weekend?

3

次の英文は、マレーシア(Malaysia)で植林(tree-planting)のボランティア活動に参加した達矢が、ALTのキング先生(Ms. King)と会話している場面のものです。これを読んで、問いに答えなさい。

Ms. King : Hi, Tatsuya. You look so \*tanned!

Tatsuya : Hello, Ms. King. I went to Malaysia to try a tree-planting volunteer \*activity.

Ms. King : Really? Why did you try it?

Tatsuya : In one of my classes, I learned that \*the areas with forests are getting smaller in the world. I wanted to do something to stop this problem. I looked for some information about tree-planting on the Internet and I found this activity.

Ms. King : Interesting! Tell me more about the activity.

Tatsuya : Well, I stayed in a village with other volunteers. There we \*planted \*seedlings with the village people. They wanted to \*restore the nature of their village. They taught us how to plant seedlings. It looked easy, but we needed some \*skills to do it. They said we had to put seedlings \*straight up \*at regular intervals. They also said we shouldn't \*hurt seedlings with \*shovels. At first I couldn't plant seedlings as they said.

Ms. King : I see. Did you get the skills then?

Tatsuya : Yes. The village people were kind and showed me how to plant seedlings \*with gestures again and again. They helped me a lot, so I could plant seedlings well and I enjoyed working with them.

Ms. King : During the volunteer activity, you helped the village people, but you were also helped by them and had a good time. I think doing this volunteer activity was good for the village people, and it was good for you too.

Tatsuya :  I enjoyed the activity and learned a lot from the village people.

Ms. King : There's one more important thing. Tree-planting activities are needed all over the world to save the earth. The activity you did in Malaysia was a great thing for the earth!

Tatsuya : Thank you. I'm happy to hear that. We must help each other as people living together on this earth.

(注) tanned 日焼けした activity(activities) 活動 the areas with forests 森林面積  
plant 植える seedling(s) 苗木 restore 取り戻す skill(s) 技術  
straight up 真上に向けて at regular intervals 等間隔に hurt 傷つける  
shovel(s) スコップ with gestures 身ぶり手ぶりで

問1 下線部の示す内容を具体的に表す英語として、最も適当なものを、ア～エから選びなさい。

- ア the Japanese volunteers coming with Tatsuya
- イ the village people working with Tatsuya
- ウ the seedlings that Tatsuya was going to plant
- エ the regular intervals needed for putting seedlings

問2 本文の  に、達矢がキング先生の発言に賛成であることを伝える英語を、主語と動詞を含む英文1文で書きなさい。

問3 本文の内容に合うものを、ア～オから2つ選びなさい。

- ア Tatsuya got the information about the tree-planting volunteer activity from the textbook.
- イ Tatsuya visited Malaysia because he was interested in the language of the country.
- ウ Tatsuya planted seedlings well because the village people showed him how to do it many times.
- エ Tatsuya said planting seedlings was needed all over the world so he went to many countries.
- オ Tatsuya felt glad to know that he did a great thing for the earth through his volunteer activity.

問4 次の英文は、達矢が、英語の授業で、マレーシアでのボランティア活動について書いた学級新聞の記事の一部です。これを読んで、(1)、(2)に答えなさい。

### The Volunteer Activity in Malaysia

This summer I went to Malaysia to try a tree-planting volunteer activity and I had a wonderful time there. I'll never forget the experience I  Malaysia this summer.

In this volunteer activity I learned how to save the earth. If you want to do something good for the earth with people all over the world, I think you should go abroad to  such as tree-planting. Through doing them, you can become a person who works to save the earth!

(1) 本文の内容に合うように、記事の  に入る適当な英語を2語で書きなさい。

(2) あなたが達矢になったつもりで、記事の  に入る英語を3語以上で自由に書きなさい。

4 次の A, B に答えなさい。

A

次の英文は、科学部の健太が、市内で星のよく見える場所を調査(research)したことについて、学校祭で A L T のブラウン先生(Mr. Brown)と会話をしている場面のものです。これを読んで、問いに答えなさい。

Mr. Brown : Kenta, this picture on <sup>①</sup>the \*blackboard is beautiful. Many stars are on the picture. Where did you take it?

Kenta : I took it at the shrine near our school. That's the best place to see the stars \*clearly. My club members also found other good places.

<sup>②</sup>We made two maps because every (to / member / many people / where / know / which / wants) they can see the beautiful stars. Look at these two maps on the blackboard — the Japanese \*version on your left \*side of the picture, and the English version on your right side of it. We made the English one for people from other countries.

Mr. Brown : Great! Oh, three \*star marks are put on the shrine and the \*beach of our city on the map. Does the "three" mean the best places to see the stars?

Kenta : Yes, it does. The places with two star marks are not the best, but it's OK to see the stars there. The place with one star mark is not good to do so.

Mr. Brown : It's interesting, but I'm \*wondering how you chose the number of the star marks at each place.

Kenta : People can see the stars more clearly if the \*sky is darker. So we chose the number of the star marks \*based on the \*degree of the \*darkness in the sky at each place. We \*measured the darkness by using a \*device which shows the \*figures about the degrees of the darkness. We did it at five places at eight thirty on three different nights last month.

Mr. Brown : Now I understand. Under each map, I can see a \*table written in the same language. Please explain the tables on the blackboard.

Kenta : OK. Please look at the figures on <sup>③</sup>the English table. They mean the \*average figures of the darkness in the sky for three nights at each place. If the figure is higher, the sky is darker.

Mr. Brown : I see. If the figure is higher, we can see the stars more clearly, right?

Kenta : Right. If the average figure of the darkness is from twenty to twenty-three, we put three star marks on the place like the shrine near our school. If it's from seventeen to nineteen, we put two star marks on the place like our school ground. If it's \*less than seventeen, we give one star mark to the place like the train station.

Mr. Brown : I think the city park is a place with one star mark because some office buildings are around it. A lot of lights from their windows make it bright.

Kenta : On the nights of our research, people working in the buildings \*turned off the lights and went home \*by about eight. So we put two star marks on the city park.

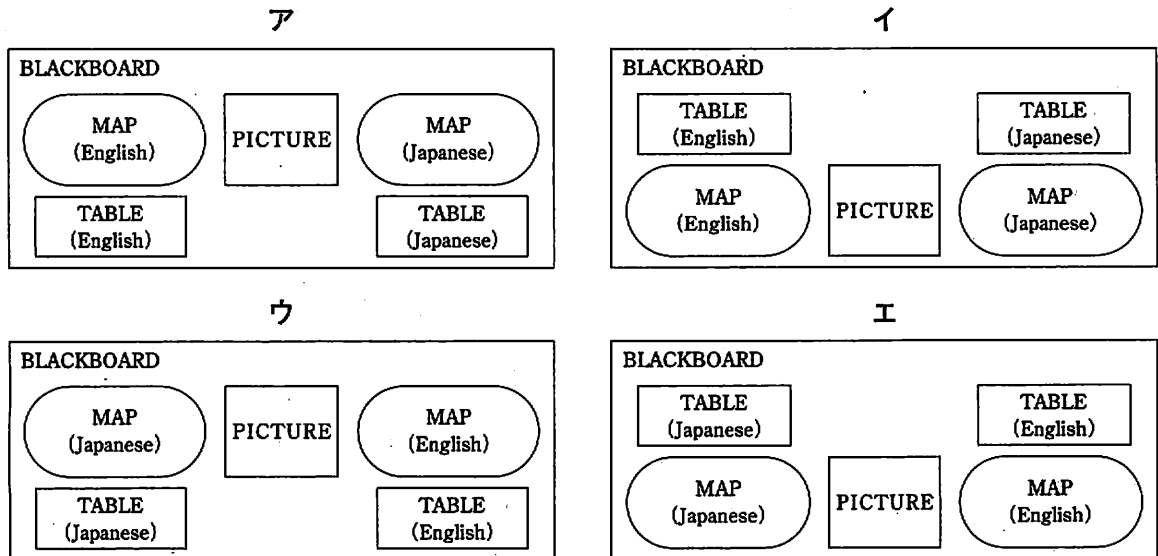
Mr. Brown : Oh, I see. Your research and maps are very useful. Tonight I'd like to see the stars at one of the good places on the maps.

Kenta : I hope you'll see many beautiful stars.



(注) blackboard 黒板 clearly はっきりと version 版, バージョン side 側  
 star mark(s) 星印 beach 海岸, 浜 wonder だろうかと思う sky 空  
 based on ～に基づいて degree(s) 程度 darkness 暗さ measure 測る  
 device 装置 figure(s) 数値 table(s) 表 average 平均の  
 less than ～未満 turn off ～を消す by までに

問1 下線部①について、ブラウン先生が見ているものの配置として最も適当なものを、ア～エから選びなさい。ただし、( )内の語は、書かれている言語を表すものとします。



問2 下線部②が、本文の内容から考えて、正しい英文となるように、( )内の語句を並べかえて書きなさい。ただし、( )内には不要な語句が1つあるので、その語句は使用しないこと。

問3 下線部③について、本文の内容から考えて、(1)、(2)に入るものとして最も適当なものを、それぞれア～エから選びなさい。

Place	Average figure of the darkness	Number of the star marks
Our school ground	(1)	☆☆
Shrine near our school	21	☆☆☆
City park	17	☆☆
Train station	14	☆
Beach of our city	20	(2)

- (1) ア 22                      イ 19                      ウ 16                      エ 13  
 (2) ア ☆                      イ ☆☆                      ウ ☆☆☆                      エ ☆☆☆☆

問4 本文の内容と合わないものを、ア～オから2つ選びなさい。

- ア Mr. Brown taught Kenta how to choose the number of the star marks on the map.  
 イ Kenta explained that people can see the stars more clearly under the darker sky.  
 ウ Kenta's club did the research with the device which shows how dark the sky is.  
 エ Kenta said people working in the buildings turned off the lights to see the stars.  
 オ Mr. Brown wanted to see the stars at one of the good places on the maps Kenta's club made.

問5 本文の内容に合うように、次の対話文の  に入る適当な英語を書きなさい。

"Why did Kenta's club put three star marks on the shrine near their school?"

"Because they learned the shrine was  the stars in the city from the figures shown by their research."

**B**

次の英文は、英語の授業で出された課題です。あなたは、この課題に対してどのように答えますか、記入例の書き方にならい、24語以上の英語で自由に書きなさい。ただし、英文は2文以上になってもよいものとします。

Which season is better for people who will visit Hokkaido, summer or winter? Please write about which season is better for them and the reason.

記入例

I	went	to	the	city	library	6語
with	my	friends	yesterday ,	and	read	12語
in	my	house	.			36語

問題はこのページで終わりです。

## 聞き取りテスト代替問題

監督者からの指示がない限り、この問題を  
解答する必要はありません。

### 注 意

- 1 この問題は、問1から問3まであります。
- 2 答えは、すべて問いで指示されている記号で答え、別紙の解答用紙の一番下にある  
**聞き取りテスト代替問題** の解答欄に記入しなさい。
- 3 この問題を解答した後は、3ページから9ページまでの **2** ~ **4** について、  
解答しなさい。

問1 次の(1)~(5)の対話について、に入る最も適当なものを、それぞれア~エから選びなさい。

(1) A : Where are you from?

B :

A : Oh, I want to visit the country.

ア I go to school.

ウ I'm happy.

イ I have a brother.

エ I'm from Australia.

(2) A : You look very happy today.

B :

A : That's great.

ア I didn't sleep well last night.

ウ I saw my favorite musician at the station.

イ I feel a little tired now.

エ I can't find my bag.

(3) A : Did you go to see the basketball game yesterday?

B : Yes.

A : No, I didn't. But I heard it was so exciting.

ア How was it?

ウ What did you see?

イ How about you?

エ Why did you see it?

(4) A : Would you like to have more salad?

B : No.

A : Here's some apple juice.

B : Thank you.

ア I don't want to drink anything.

ウ I'd like to eat more.

イ I'm very hungry.

エ I'd like something to drink.

(5) A : Excuse me, do you know where the city office is?

B : Yes, I do. It's far from here. You should take that bus.

A :

B : Well, about twenty minutes.

ア How long will it take?

ウ When will you go?

イ Why do you want to go there?

エ How many offices are there?

問2 次の(1), (2)の  1  ~  3 に, ㊸~㊻の英文を, AとBの対話が成り立つように当てはめるとき, その組み合わせとして最も適当なものを, それぞれア~エから選べなさい。

(1) A : Did you see the boy wearing a blue T-shirt around here? He's my friend.

B :  1

A :  2

B :  3

㊸ Maybe, the boy talking here was my friend. Where was he going?

㊹ I think I saw the boy. He was talking on the phone here a few minutes ago.

㊻ He was walking into that room.

ア (1-㊸, 2-㊹, 3-㊻) イ (1-㊹, 2-㊻, 3-㊸)

ウ (1-㊸, 2-㊻, 3-㊹) エ (1-㊹, 2-㊸, 3-㊻)

(2) A : Have you finished the homework Mr. Ito gave us last week?

B :  1

A :  2

B :  3

㊸ Sorry, I have to go home now to take care of my brother. How about tomorrow?

㊹ No. One of the questions was too difficult. Can you give me some advice?

㊻ Yes. It took two hours to finish it. It was very hard. Have you done it?

ア (1-㊻, 2-㊸, 3-㊹) イ (1-㊸, 2-㊻, 3-㊹)

ウ (1-㊻, 2-㊹, 3-㊸) エ (1-㊹, 2-㊻, 3-㊸)

問3 次の対話について,  (1)  ~  (3) に入る最も適当なものを, それぞれア~オから選べなさい。

Mr. Green : Good morning, Keiko. I hear you went to an \*international exchange event last week. Did you enjoy it?

Keiko : Yes, Mr. Green. The event was held at Sakura University and I enjoyed speaking English with students from other countries.

Mr. Green : Great!  (1)

Keiko : Yes. It wasn't easy for me to talk to other students in English. But I tried to use English many times.  (2)

Mr. Green : I see. You can speak English better than before. Was there anything else you liked in the event?

Keiko : Yes. I did a \*presentation about my city in English. Many students said that they learned a lot from it. I was happy to hear that.

Mr. Green : Good, Keiko.  (3)

Keiko : Sure, I will.

(注) international exchange event 国際交流行事 presentation プレゼンテーション

ア I feel my English is getting better now.

イ Please show me your presentation later.

ウ Did you tell your students to leave the university?

エ I went there to talk with you in Japanese.

オ Was it difficult to speak English through the event?

問 題 番 号			正 答		配点	通し 番号	採 点 基 準	
1	問 1	No.1	エ		1	①		
		No.2	ア		1	②		
		No.3	イ		1	③		
	問 2	No.1	イ		2	④		
		No.2	ウ		2	⑤		
		No.3	ア		2	⑥		
	問 3	No.1	イ		2	⑦		
		No.2	ウ		2	⑧		
		No.3	エ		2	⑨		
2	A	問 1	(1)	to	1	㉔		
			(2)	why	1	㉕		
			(3)	join など	1	㉖		
	問 2	(正答例) He went to the gym. など				3	㉗	(注 1)
		B	問 1	(1)	ウ	2	㉘	
	(2)			イ	2	㉙		
	問 2	(正答例) I want to read. など				2	㉚	(注 2)
		3	問 1	イ		2	㉛	
問 2	(正答例) I think so. など		2	㉜				
問 3	ウ		4	㉝	順不同とし、配点は各 2 点とする。			
	オ							
問 4	(1)		(正答例) had in など		2	㉞		
	(2)		(正答例) do volunteer activities など		3	㉟	(注 1)	
4	A	問 1	ウ		2	㊳		
		問 2	member wants many people to know where		3	㊴		
		問 3	(1)	イ	2	㊵	完全解答	
			(2)	ウ				
		問 4	ア		4	㊶	順不同とし、配点は各 2 点とする。	
			エ					
	B	問 5	(正答例) the best place to see など		3	㊷	(注 1)	
		(正答例) Winter is better than summer for them because we have much snow in Hokkaido and they can enjoy snow festivals and many winter sports. など				6	㊸	(注 3)
	学 校 裁 量 問 題							
計					60			

(注) 1 ②Aの問2, ③の問4の(2), ④Aの問5について

文法的には間違いはあるが、内容的に理解できるものは、2点(中間点)とする。

2 ②Bの問2について

文法的には間違いはあるが、内容的に理解できるものは、1点(中間点)とする。

3 ④Bについて

(1) ①北海道を訪れる人にとって夏と冬のどちらの季節がよいのかと、②その理由について、設問の指示に従い適切に表現された英文を正答とする。

(2) ①, ②のいずれかが、適切に表現されているものは3点(中間点)とする。ただし、①, ②のそれぞれにつき、文法的には間違いはあるが、内容的に理解できるものは、各2点(中間点)とする。

(3) 語数について、24語に満たないものは、2点を減じる。

4 その他正答表に示された事項以外のものについては、学校の判断による。

聞き取りテスト 代 替 問 題	問 1					問 2		問 3		
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(1)	(2)	(3)
正 答	エ	ウ	イ	エ	ア	エ	ウ	オ	ア	イ
配 点	1	1	1	1	1	2	2	2	2	2
通 し 番 号	㉚	㉛	㉜	㉝	㉞	㉟	㊱	㊲	㊳	㊴