

平成 31 年 度

群馬県公立高等学校

入学者選抜学力検査問題

英 語

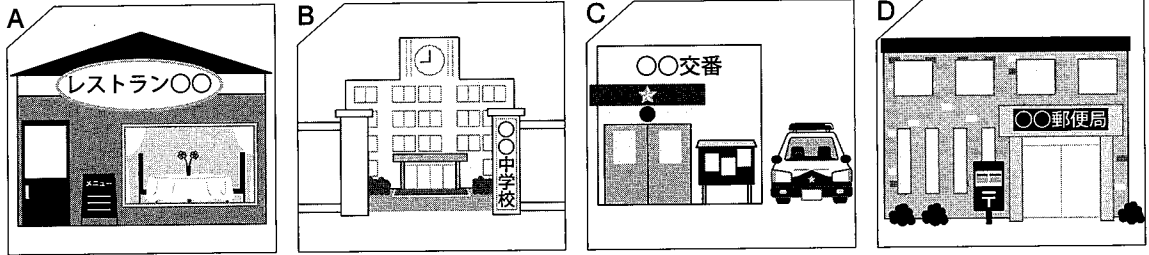
(後期選抜)

注 意 事 項

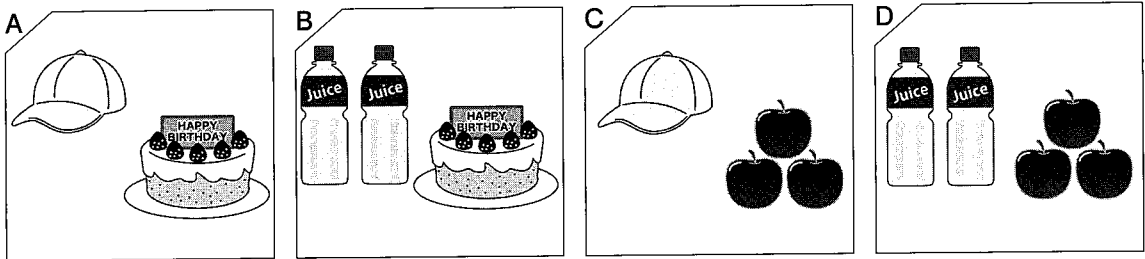
- 1 「始めなさい。」の指示があるまで、問題用紙を開かないこと。
- 2 解答は、全て、解答用紙に記入すること。
- 3 「やめなさい。」の指示があったら、直ちに筆記用具を置き、問題用紙と解答用紙の両方を机の上に置くこと。
- 4 問題は、1 ページから 7 ページまであります。
- 5 \*が付いている語句は、後に (注) があります。
- 6 1～4 の放送を聞いて答える問題は、メモをとってもかまいません。
- 7 解答用紙の、小計の欄には何も書かないこと。

1 これから、No.1とNo.2について、それぞれ2人の対話と、対話に関する質問が流れます。質問に対する答えとして最も適切なものを、それぞれA～Dの中から選びなさい。

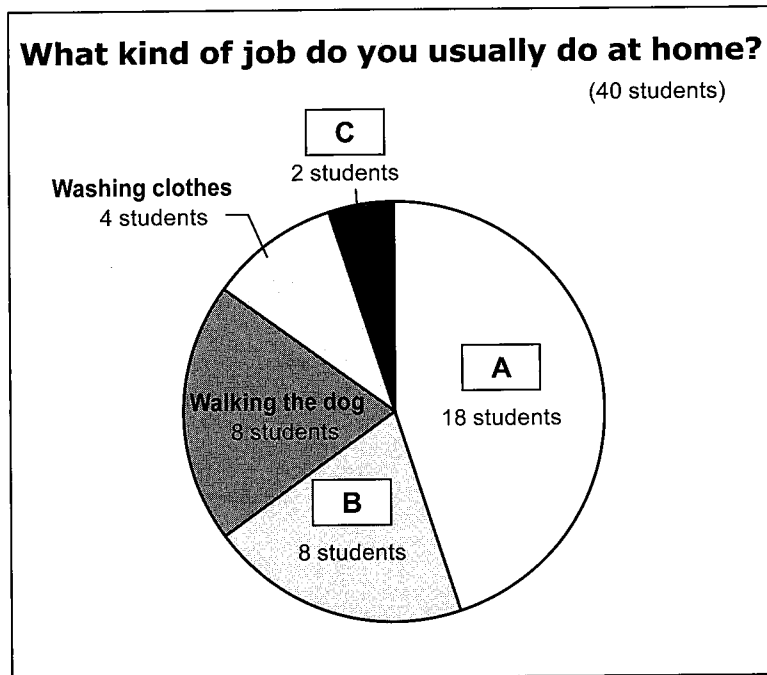
No.1



No.2



2 次のグラフは、家庭での手伝いに関する学級アンケートの結果をまとめたものです。これから、このグラフについての、YujiとMikaの対話が行われます。それを聞いて、グラフのA～Cに当てはまるものを、それぞれア～エの中から選びなさい。



- ア Cleaning the bath
- イ Cooking dinner
- ウ Washing the dishes
- エ Cleaning the windows

3 これから、中学生のKenが、自分の体験について話をします。それに続いて、その内容について、No.1～No.3の3つの質問が流れます。それぞれの質問に対する答えを、ア～エの中から選びなさい。

No.1

- ア Because he wanted to take the train.
- イ Because it was his first trip to Nikko.
- ウ Because he likes visiting old temples and shrines.
- エ Because he wanted to see the mountains and rivers.

No.2

- ア They took a bus to the station.
- イ They used their own car.
- ウ They went there by bike.
- エ They walked to the station.

No.3

- ア It took 2 hours.
- イ It took 3 hours.
- ウ It took 4 hours.
- エ It took 5 hours.

4 これから、中学生のEmikoと留学生のJimの対話が流れます。Emikoが2度目に発言する部分で次のチャイムを鳴らします。(チャイム音) あなたがEmikoなら、このチャイムのところで何と言いますか。対話の流れに合うように内容を考えて、英語で書きなさい。

Emiko : . . . . .

Jim : . . . . .

Emiko :

Jim : . . . . .

- 5 次の英文は、群馬に住むHirokiと、Hirokiの家にホームステイする予定のDavidとの、電子メールによるやり取りです。これらを読んで、英文の意味が通るように、(ア)～(オ)に当てはまる単語を下の〔 〕内からそれぞれ1語選び、必要があれば適切な形に変えて書きなさい。

Hello Hiroki,  
We are going to (ア) each other very soon. I'm so happy. This will be my second time to visit Japan. When I visited Japan two years ago, I (イ) in Tokyo. Now I know a little about Tokyo, but I don't know anything about Gunma. Will you tell me about Gunma?  
David

Hello David,  
Thank you for (ウ) me about Gunma in your e-mail. Gunma has famous mountains and \*hot springs many people visit. Also, \*Tomioka Silk Mill is popular. It was (エ) in 1872. It became a \*World Heritage Site in 2014. I will (オ) you to some of these places. I hope you will like Gunma.  
Hiroki

(注) hot spring 温泉      Tomioka Silk Mill 富岡製糸場      World Heritage Site 世界遺産

〔 ask      become      build      look      meet      stay      take 〕

- 6 次の英文を読んで、後の(1), (2)の問いに答えなさい。

In the teachers' room, Ami and Yusuke are talking to Mr. Green, their school's ALT.

*Ami* : Hi, Mr. Green. What are you doing now?

*Mr. Green* : I'm trying to find \*information on the Internet for my next lesson.

*Yusuke* : I see. Do you often use the Internet?

*Mr. Green* : Yes. How about you?

*Yusuke* :  I'm interested in science, so I often watch \*online science videos.

*Ami* : I enjoy learning English on the Internet. I read online news and stories written in easy English.

*Mr. Green* : Oh, that's great. You use the Internet as a learning \*tool.

For example, I often talk with my family in Australia on the Internet. I also \*exchange online messages with my friends in Japan and other countries.

- Ami* : Oh, I want to have friends in other countries and exchange messages with them someday.
- Mr. Green* : You'll have a lot of chances. We can do many things easily if we use the Internet. But there are some problems with the Internet, too.
- Ami* : We talked about them in our class. Some students spend too much time on the Internet.
- Yusuke* : I sometimes keep watching videos for a long time, and my mother tells me to stop. It is difficult to \*control myself.
- Mr. Green* : Many people have the same problem. C The Internet will become a more useful tool for us if we use it in a good way.

(注) information 情報                      online インターネット上の                      tool 手段  
 exchange ~ ~をやり取りする              control ~ ~を抑える

(1) A ~ C に当てはまるものとして、次のア~エから最も適切なものを、それぞれ選びなさい。

- A ア I agree.  
 イ That sounds good.  
 ウ Me, too.  
 エ And you?
- B ア The Internet is always good for making a website about science.  
 イ The Internet is always useful for writing stories.  
 ウ The Internet is also good for learning English.  
 エ The Internet is also useful for communication.
- C ア We should not use the Internet too much.  
 イ We should use the Internet more often.  
 ウ We should not use the Internet any more.  
 エ We should use the Internet for a long time.

(2) 本文の内容と合っているものを、次のア~オから2つ選びなさい。

- ア Yusuke can make science videos easily on the Internet.  
 イ Ami reads online news and stories to learn English.  
 ウ Ami sends online messages to her friends in other countries.  
 エ In Ami's class, students talked about problems with the Internet.  
 オ Yusuke's mother enjoys watching online videos with him.

7 次の英文は、Rikaが学校の職場体験学習（work experience program）に参加して経験したことについて書いた文章です。これを読んで、後の(1)～(3)の問いに答えなさい。

I joined my school's work experience program in July. I was interested in food, so I chose a \*farm. My friend Ayumi chose it, too. We didn't have any \*farming experience, and we were a little nervous.

On the first day, we went to the farm and met Mr. and Mrs. Sato. They were very kind. We went to one of their rice \*fields with them. Mr. Sato said, "We have to do many kinds of things to grow rice. Today, I want you to try an easy one. There are some \*weeds here. I will show you how to \*remove them with your hands." It was very difficult for us to find weeds because the weeds looked like rice \*shoots. After working for a few hours, we were very tired and asked Mr. Sato, "Are there easier ways to remove weeds?" He answered, "Yes. We can use \*weedkillers." Ayumi asked, "Then, why do you remove weeds with your hands?" He answered, "It takes more time, but I think this way is better for people's health." I \*was impressed with his words.

The next morning, Ayumi and I went to another rice field with Mr. and Mrs. Sato. Removing weeds with our hands was easier for us this time. We already knew how to do it and why it was important.

In the afternoon, Mrs. Sato told us about the things they do to grow rice. In May, they start to grow rice from \*seeds. When the young rice shoots become taller in June, they \*plant them in the rice fields. In October, they \*harvest the rice. Mrs. Sato said, "If you are interested in harvesting rice, please come again." We said, "Of course, we will!"

One Sunday in October, we visited the farm again. Mr. Sato showed us how to harvest and \*dry rice, and we tried it. It was very interesting, and we enjoyed working with them. Mrs. Sato said, "Thank you very much for your help. Rice becomes more \*delicious after it is dried slowly under the sun. I'll send this rice to you later. The rice you harvested will be delicious."

A few weeks later, Mr. and Mrs. Sato sent us the rice. I cooked it and ate it with my family. My mother said, "Thank you, Rika. This is the best rice I have ever eaten." I was very glad to hear that.

(注) farm 農場	farming 農業	field 田畑	weed 雑草
remove ~ ~を取り除く	shoot 植物の茎や葉の部分	weedkillers 除草剤	
be impressed with ~ ~に感動する	seed 種子	plant ~ ~を植える	
harvest ~ ~を収穫する	dry ~ ~を乾燥させる	delicious おいしい	

(1) 次の①, ②の問いに、英語で答えなさい。

① Why does Mr. Sato remove weeds with his hands?

② How do Mr. and Mrs. Sato dry their rice?

(2) 次の【メモ】は、Rikaが文章の構成を考える際に、文章の主な内容を書き出したものです。□A～□Cに当てはまるものとして、ア～ウから最も適切なものを、それぞれ選びなさい。

【メモ】

The first day  
It was difficult □A

↓

The second day  
We learned about □B

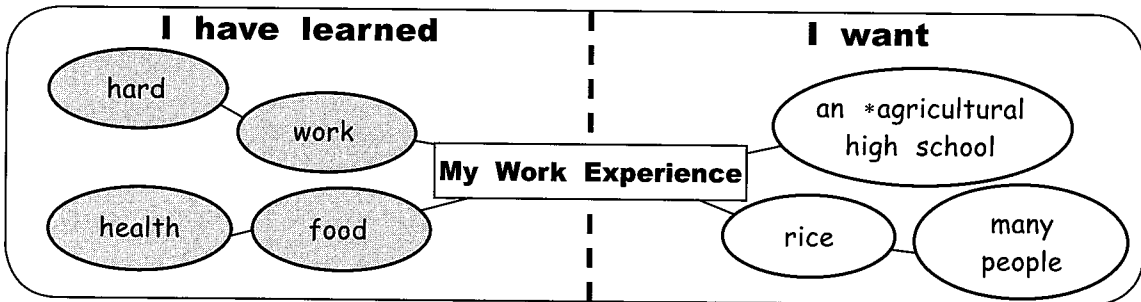
↓

After the program  
I was glad because □C

- A ア to get to the rice field.  
イ to find weeds in the rice field.  
ウ to meet kind people.
- B ア different ways to remove weeds.  
イ the things Mr. Sato wants to try someday.  
ウ the things Mr. and Mrs. Sato do to grow rice.
- C ア my mother liked the rice Ayumi and I harvested.  
イ I cooked and ate the rice with Mrs. Sato.  
ウ Ayumi sent us the rice we grew.

(3) Rikaは、この文章を書いた後で、今回の経験を通して学んだことや、経験を今後どう生かしたいかについて、英語で短いスピーチをすることになりました。次の【アイデアシート】は、Rikaが自分の話したいことを整理したものです。これをもとに、下の【スピーチ】の□に入る内容を考え、《条件》に従って、20語～25語の英語で書きなさい。

【アイデアシート】



(注) agricultural 農業の

【スピーチ】

I have learned two things from my work experience. □

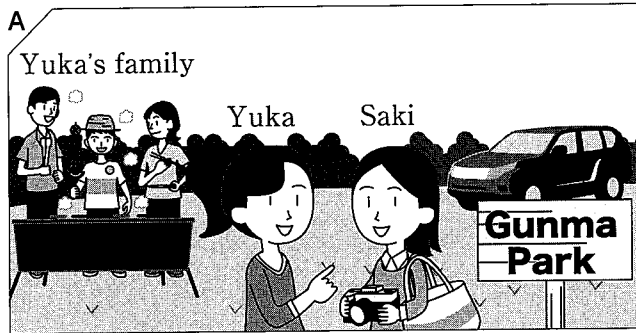
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Now, I want to study at an agricultural high school. I want many people to eat the rice I grow in the future.

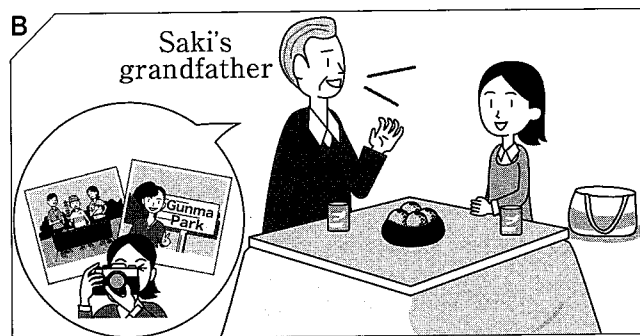
《条件》

- ・【アイデアシート】の**I have learned**の欄にある○の中の4つの単語は全て使うこと。単語は、必要があれば適切な形に変えてもかまいません。
  - ・英文の数はいくつでもよく、符号( , . ! ? “ ” など)は語数に含めません。
  - ・解答の仕方は、〔記入例〕に従うこと。
- 〔記入例〕 Is it raining now? No, it isn't.

8 下の5つの絵は、Sakiと友人Yukaのある日のできごとをAからEの順番に表したものです。これらの絵とA、Dの絵の右に書かれた説明を参考に、B、C、Eのそれぞれの場面を説明する英語を、書き出しに続けて1文または2文で書きなさい。



One day, Saki and Yuka's family went to Gunma Park by car.



After Saki came home, her grandfather \_\_\_\_\_

\_\_\_\_\_

