

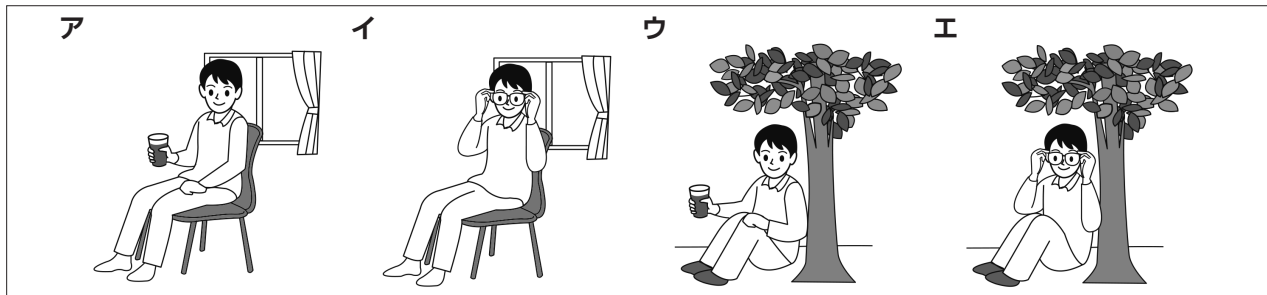
英語 入試直前対策問題

リスニング音声の再生はこちらから。

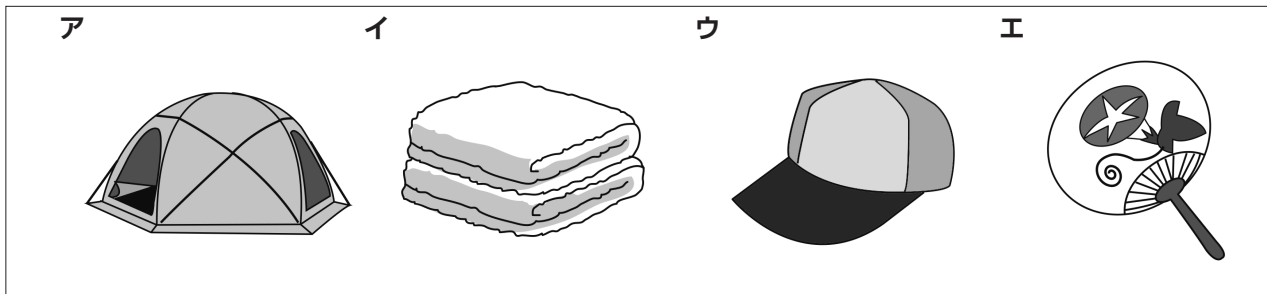


【問1】リスニングテスト（英語は、(1)では1度、(2)、(3)、(4)は2度読みます。）

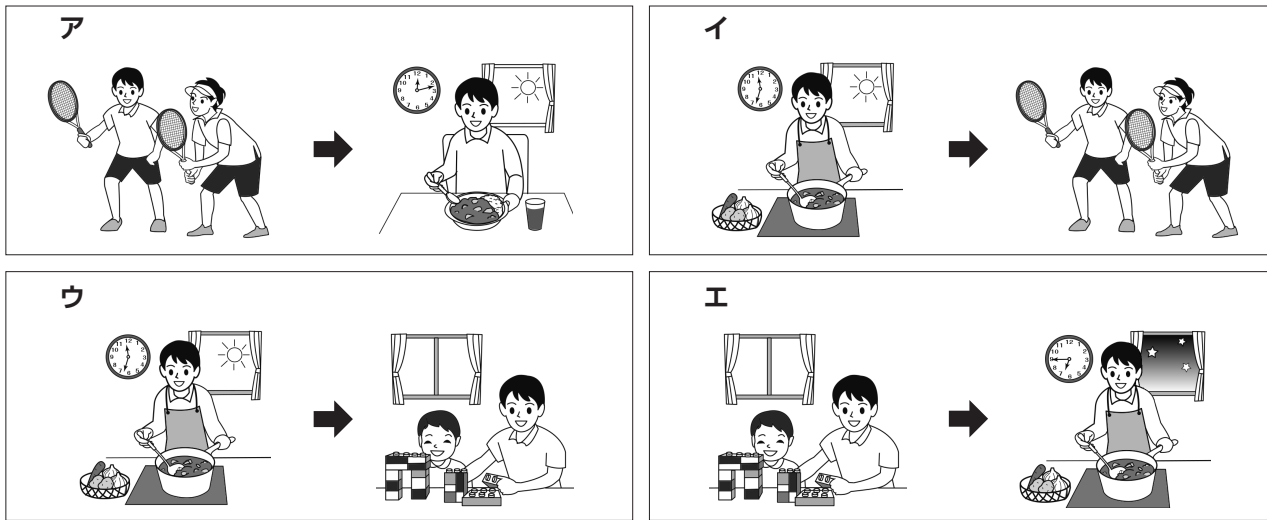
(1) No. 1



No. 2



No. 3



(2) No. 1 <母との会話>

- ア 午前中に1人で行く
- ウ 昼食の後に母と行く

- イ 昼食の前に母と行く
- エ 夕方に1人で行く

No. 2 <友人との会話>

- ア 映画化されることを伝えなかったから
- ウ 映画の題名を知りたかったから

- イ 映画に誘いたかったから
- エ 映画の上映時間を知りたかったから

No. 3 <飛行機の機内アナウンス>

- ア 到着時刻について
- ウ 到着地の変更について

- イ 到着地の天候について
- エ 到着ゲートについて

(3) 中学生の優衣 (Yui) は、文化祭で講演をしたバスケットボール選手のトーマス (Thomas) さんに、メモを取りながら、インタビューをしました。

No.1 **Question** : Which one did Yui write when she was talking with Thomas?

ア

Basketball player, Thomas  
 Started in : Elementary school  
 Likes to : Listen to Japanese pop music  
 About Japanese people :  
 shy → talked a lot → friendly

イ

Basketball player, Thomas  
 Started in : Junior high school  
 Likes to : Take a bath and drink milk  
 About Japanese people :  
 shy → talked a lot → friendly

ウ

Basketball player, Thomas  
 Started in : Elementary school  
 Likes to : Take a bath and drink milk  
 About Japanese people :  
 friendly → talked a lot → shy

エ

Basketball player, Thomas  
 Started in : Junior high school  
 Likes to : Listen to Japanese pop music  
 About Japanese people :  
 friendly → talked a lot → shy

No.2 **Question** : What does Thomas want the students to do?

He wants the students to

ア	like sports and practice hard.
イ	talk and talk with their friends.
ウ	drink milk after taking a bath.
エ	try a lot of new things.

(4) 翔はクラスメイトと、交換留学生 (exchange students) を迎える会 (welcome party) の準備をします。翔はグループ3の責任者として、**メモ**を取りながら、これから行う準備について先生の話聞くところです。

メモ

• Our group will (            ) a map of Japan on the black board.

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★マークの問題には解説動画があります。チェックしてみよう！



## 【問2】

I 各問いに答えなさい。

(1) ( ) に当てはまる最も適切な英語を、(a)、(b)それぞれについて下の**ア**～**エ**から1つずつ選び、記号を書きなさい。

(a) <教室での会話>

**Sally** : I'm interested in *shogi* and I've heard your sister Akane is good at it.

**Ren** : Yes, she practices it hard ( ) I'm watching TV at home.

[**ア** because                      **イ** if                      **ウ** during                      **エ** while                      ]

(b) <駅での会話>

**Man** : Excuse me. Tell me ( ) it takes from here to Sakura Station.

**Woman** : Let me see. About twenty minutes.

[**ア** how long                      **イ** where                      **ウ** which station                      **エ** what time                      ]

(2) 次の(a)、(b)の ( ) 内の語を必要があれば適切な形に変えたり、不足している語を補ったりして、話の流れに合うように主語を含む英文を完成させなさい。

★ (a) <友達同士の会話>

**Nami** : You came to Japan two weeks ago, but you can read and write *kanji*. Did you learn it in your country?

**Tom** : No. A man who lives next to my house was a junior high school teacher, and I ( learn ) some *kanji* from him since I came here.

★ (b) <職員室での会話>

**Kaito** : Excuse me. I'm looking for my cap. I lost it in the gym.

**Teacher** : OK, I'll check. Two caps were brought here. ( cap ) ?

**Kaito** : This blue one is mine. Thank you.

(3) 次の英文は、職場体験 (work experience) の一環で、ワールドアートミュージアム (World Art Museum) へ送る**依頼メールの一部**である。友達からの**アドバイス**にしたがって、①、②の下線部を3語以上の英語で書き直しなさい。ただし、下線部を含む文がいずれも1文になるようにすること。

**依頼メールの一部**

Dear World Art Museum,

I often visit some museums with my family on weekends. I was moved when I visited World Art Museum last week. I looked at each picture slowly and I stopped at one of them.

① It was a beautiful picture I've ever seen.

We have work experience for a week in our school \*curriculum. I would like to work at World Art Museum. I'm a member of the art club at school and I'm going to go abroad to study art when I finish high school.

② I look forward to your e-mail.

**アドバイス**

① は、今まで見た中で最も美しい絵だったということが伝わる文に修正した方がよいと思う。

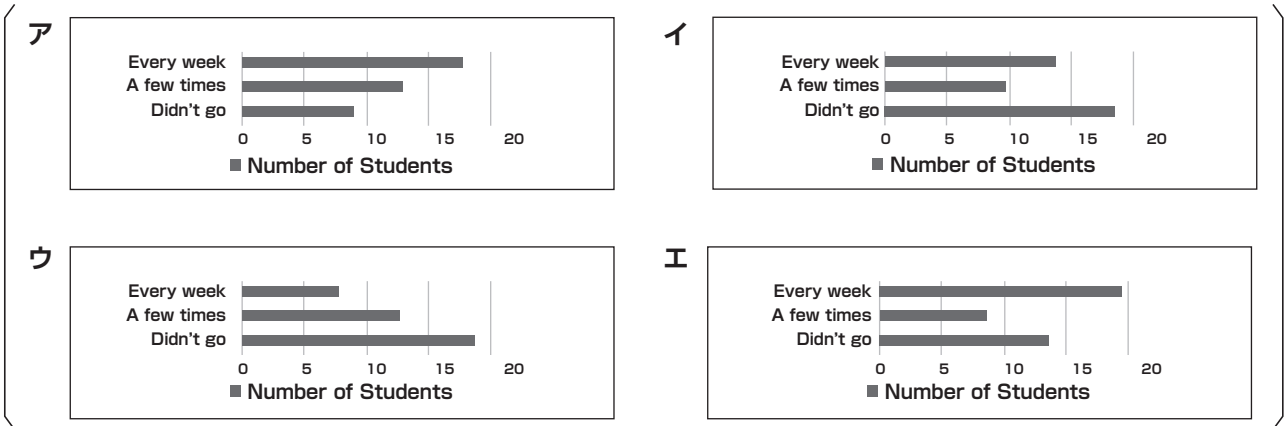
② は、返信を楽しみにしていることが伝わる文に修正した方がよいと思う。

\*(注) curriculum カリキュラム

II 各問いに答えなさい。

- (1) ある生徒が、生徒の市立図書館 (City Library) の利用状況についてクラスで調査した。次の英文は結果をまとめたものである。その内容を最も適切に表しているグラフを、下のア~エから1つ選び、記号を書きなさい。

“Did you go to the City Library last month? If you said yes, how many times did you go there?” I asked these questions to my classmates. Eight students said they went there every week. Thirteen students said they went there a few times. However, nineteen students didn't go there last month.




- ★(2) 次の「スターイベント」のポスターの内容と合っている英文を、次のア~オから2つ選び、記号を書きなさい。

ポスター

**Star Event**

**Date and Time**  
July 21st / 3:30 p.m. - 8:00 p.m.

**Place**  
Asama Green Park  
※ Check this \*QR code if you want to know where it is. 

**Schedule**

1. \*Candle Time 3:30 p.m. - 4:30 p.m. / North Area  
Let's make candles! Please bring a glass, and you can put some leaves from the forest in it. Then choose two or three colors of candle and put it in the glass, too. The price is 100 yen for each candle.
2. Somen Time 5:00 p.m. - 6:30 p.m. / East Area  
Let's eat *somen*! You can make your \*bowl and chopsticks with \*bamboo, then eat *somen*. Pay 150 yen, and you can eat as much *somen* as you like.
3. Star Time 7:00 p.m. - 8:00 p.m. / South Area  
Let's look up at the sky and watch the stars! You can use some chairs to watch them. A local band will play music, so you can enjoy listening to it. You don't need to pay.

- ア** You can listen to music played by a local band at the South Area at 7:30 p.m.
- イ** You can learn the place of Star Event when you call the staff.
- ウ** When you eat *somen*, you need to pay 150 yen per a bowl.
- エ** You can make a candle after you find some leaves and cut bamboo.
- オ** If you have 250 yen and a glass, you can join the whole schedule and enjoy all time.

\*(注) QR code QRコード  
candle キャンドル  
bowl 碗  
bamboo 竹

**【問3】** 文哉 (Fumiya) は、英語の授業で、「日本の農業 (Japanese Agriculture)」というテーマで探究学習をしている。各問いに答えなさい。

- 次の英文は、ある経済評論家 (economic commentator) のコラムと、それを読んだ文哉のメモである。

**There is no more \*intellectual job than agriculture**

I had a lot of free time in 2020. I \*wondered what \*amount of vegetables my family could live on without buying any, so I tried to grow some vegetables. I ①( ) many kinds of them in my garden. It was so difficult to grow vegetables. Agriculture is \*influenced by the nature, such as rain, wind, and \*illness, and sometimes by animals. Some of fruits I ②( ) were eaten by some birds just when I was going to \*harvest and eat! The next year I thought about how to \*prevent animals' attack. About half of my fruits and vegetables were not harvested, but to be able to harvest some of them made me happy.

~memo~ He is a famous economic commentator. Even though he knows about economic problems and how to solve them, he can't find a quick \*solution for problems in growing vegetables and fruits. ③ I think we need to make a lot of efforts to \*be successful in agriculture.

\* (注) intellectual 知的な wonder(ed) ~かなと思う amount 量 influence(d) 影響を与える  
illness 病気 harvest 収穫する prevent 防ぐ solution 解決策  
be successful in ~ ~で成功する

- (1) 下線部①、②の ( ) に共通して当てはまる最も適切な英語 1 語を書きなさい。  
(2) 下線部③のように文哉が考えた理由を、コラムの内容をもとに、次の ( ) に当てはまる最も適切な日本語を書きなさい。

農業は、( ) といった自然や、ときには動物の影響を受けながら、工夫し、考えて育てていくものだから。

- 次の英文は、文哉が近所のコンビニエンスストア (convenience store) で、オーナー (owner) の山本さん (Mr. Yamamoto) と話した場面と、帰宅後の文哉のメモである。

I often go to a convenience store. I visited one to buy lunch yesterday. I was surprised there were twenty-five kinds of *onigiri* at the store! I asked the owner why he put them there. He said, "*Onigiri* are very popular among both Japanese people and foreign \*tourists now. They enjoy thinking about which *onigiri* to buy. Also, the rice made in Japan is delicious even though it is cold. It's easy to eat. I want everyone to know the good points of *onigiri*. Do you know there is too much \*food loss in Japan? I don't \*order too many things and \*research customers' tastes at this store. I believe I can reduce food loss." After that, I bought two *onigiri*.

~memo~ I'm glad to hear that *onigiri* is known to foreign tourists. Mr. Yamamoto makes efforts to reduce food loss. What can we do to reduce food loss at school? I have two ideas to do so—making \*announcements at lunch time or drawing paper posters. I don't know which idea is better. ④ I want to ask to my classmates.

\* (注) tourist(s) 観光客 food loss 食品ロス order (商品を)発注する  
research customers' tastes 客の好みを分析する announcement(s) 発表

- ★(3) コンビニエンスストアでの場面や帰宅後のメモの内容と合っている英文として最も適切なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア Fumiya went to a convenience store to hear the owner's talk yesterday.  
イ Many kinds of *onigiri* sold at the convenience store made Fumiya surprised.  
ウ Mr. Yamamoto thinks people buy *onigiri* only because they can choose them from many kinds.  
エ Mr. Yamamoto makes an effort to reduce food loss, but he wants to order too much *onigiri*.

- (4) 下線部④について、文哉が述べている 2 つのアイデアのうちどちらかを選んで、あなたの考えと、その理由を書きなさい。語の順番や使い方に注意して、20語以上の正確な英語で書きなさい。ただし、英文の数は問わない。なお、コンマ、ピリオドなどの符号は語数に含めない。短縮形は 1 語と数えること。

- 次の英文は、文哉が農業従事者 (farmer) の宮野さん (Mr. Miyano) から聞いた話と、文哉の感想メモである。

I have worked as a farmer for ten years. When I visited Nagano with my family eleven years ago, my daughter said, "What a clean air it is! I want to live in Nagano." I decided to change my job and move here. I have learned how to grow rice and vegetables from Mr. Kojima. People living in my town call him "The Teacher of Agriculture" and he takes care of people who want to begin agriculture like me. He is eighty-seven years old, so he is worried about his health. So I sometimes help him. I know how to use a \*drone. It can \*sprinkle \*fertilizer and \*herbicide on the vegetables from the sky. Using a drone helps Mr. Kojima take care of his farm. We help each other and work hard. I want many people to know more about agriculture.

~memo~ I've imaged that a farmer is one of the hardest jobs. When Mr. Miyano talked about his job, he looked happy. He also said, "I'm glad that my family have a happy life and that gives me \*energy." I've had some experience of agriculture such as *imohori*, *taue* at school. I want to try agriculture if I have a chance.

\* (注) drone ドローン sprinkle ~をまく fertilizer 肥料 herbicide 除草剤 energy エネルギー

- (5) 次のノートは、文哉が宮野さんの話をまとめるにあたって、内容を順番に書いたものである。【あ～う】に当てはまる最も適切な英語を、次のア～エから1つずつ選び、記号を書きなさい。

ノート

<b>Talk With Mr. Miyano, A Farmer</b>	【ア Agriculture is hard job イ He helps Mr. Kojima by using a drone ウ Why he became a farmer エ Mr. Kojima shows how to grow rice and vegetables】
1 <input style="width: 100px;" type="text" value="あ"/>	
2 <input style="width: 100px;" type="text" value="い"/>	
3 <input style="width: 100px;" type="text" value="う"/>	

- 次の英文は、文哉が料理研究家 (cooking expert) として活動している松本さん (Ms. Matsumoto) から聞いた話と、文哉の感想メモである。

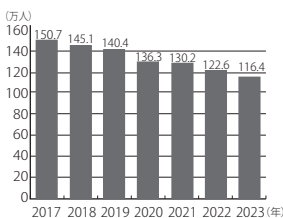
You can use rice to make a \*variety of dishes such as noodles, rice cake, and even ice cream. Rice is one of the most important Japanese food, but Japanese people are eating less rice these days. Because of that, rice farmers are fewer than before. There is more harvested rice than eaten rice, so its price is not expensive. It's good for \*customers to buy it, but it is not enough for farmers to support their families. Some farmers try to make new kind of rice and their town supports them. The new rice is made around Japan, and its name is so \*catchy that we want to try to eat it. Others export their rice to foreign countries. Japanese rice is known as soft and tasty rice and it's getting popular in the world. Foreign people can buy Japanese rice at stores in their countries. I hope rice can be eaten more and cooked in many ways around the world.

~memo~ I have a lot of things to think about from her talk. Actually, I like hamburgers better than rice. When I ate a \*rice-burger, I liked it very much. I want to eat some dishes thought of and cooked by her.

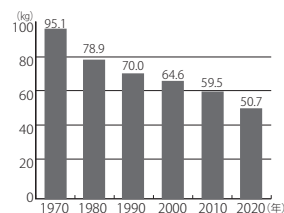
\* (注) a variety of ~ 多様な~ customer(s) 消費者 catchy 楽しくて覚えやすい  
rice-burger ライスバーガー

- ★(6) 松本さんの話を聞いた文哉は、次のア～エのグラフを見つけた。話の順になるように、記号を左から並べて書きなさい。

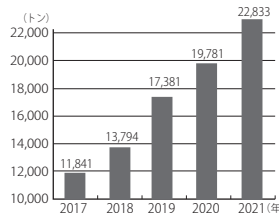
ア The Number of Farmers in Japan



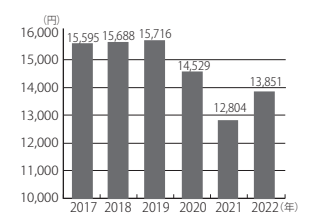
イ The Amount of Rice Eaten in Japan Per Person



ウ The Amount of Rice to Export



エ The Price of Rice Per 60kg



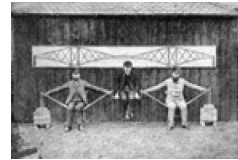


【問4】 玲奈 (Rena) は英語の授業で、長野県にゆかりのある人物について、調べたことをレポートにまとめた。

Here is some money from \*Scotland. Scotland is in the north of the U.K. The picture printed on it is \*the Forth Railway Bridge. The bridge became a \*World Heritage Site in 2015. It's 2530m long and used 55000 tons of \*steel. It is so wide and strong that many people from other countries visit it. ① It is said in the U.K. that painting Forth Bridge will never end. It takes about three years to paint it all. When some people finish painting it all, other people start painting to \*repair it.



\*Construction of the Forth Railway Bridge was started in 1882. In those days, to travel by train and to carry things by train became \*common for people in the U.K. But it was hard to build \*railways in Scotland. A lot of \*bays are there, ②( ) some bridges were needed to be set across rivers or seas between bays. In case of the Forth Railway Bridge, it was needed to be set across \*the Firth of Forth. Everyone knew it was a hard project. \*In addition to the problem, a bridge near there was broken by strong wind in 1879. The news made people sad. \*John Fowler and Benjamin Baker were known as good \*engineers in the country and they began to \*design the bridge. ③ They were asked to design a stronger bridge than before. They thought of the design and made a human model. This is the picture of it, which was taken in 1887. The picture showed two engineers sitting on chairs and spreading their arms. A man sat between those two men. The man sitting in the middle of the picture was a Japanese.



He was Watanabe Kaichi. He stayed in Scotland to study at a university. After he finished studying there, he started to work at the office of Fowler and Baker in 1886.  He spoke local English, knew how to build bridges well, and was liked by other workers.

Kaichi was born on February 8, 1858 in Kamiina, Nagano. He studied to be an engineer at a college in Tokyo. When he finished studying there in 1883, he was the top of his class. Soon after that, he started working at the \*Railway Bureau as an engineer. He \*quit his job and went to the U.K. after one year. He studied at a university in Scotland and became a \* 'Civil Engineer' in 1886. Then he met Fowler and Baker and learned about the big project. He came back to Japan in 1888. Later, he made efforts in Japanese railways, gas, ships, and so on. He got sick and died in 1932.

The Forth Railway Bridge was \*completed in 1890.  \*Scotland Bank printed a picture of the bridge on money in 2007. It took 120 years after 'human model' was taken.

I have never heard the name of Watanabe Kaichi and his great work. I think he was a human bridge between the U.K. and Japan. I study hard to be a nurse, and I want to work for people who need my help and do my best like him.

\*(注) Scotland スコットランド the Forth Railway Bridge フォース鉄道橋

World Heritage Site 世界遺産 steel 鉄 repair 修復する construction 工事

common 一般的 railways 線路 bay(s) 湾 the Firth of Forth フォース湾

in addition to ~に加え John Fowler and Benjamin Baker ジョン・ファウラーとベンジャ

ミン・ベイカー (イギリスの設計士) engineer(s) 技術者 design 設計する

Railway Bureau 鉄道局 (現国土交通省の管轄部署) quit 辞めた

Civil Engineer 土木工学の学位 completed complete (完成する) の過去分詞形

Scotland Bank スコットランド銀行

(1) 下線部①のように言われる理由として最も適切なものを、次のア～エから1つ選び、記号を書きなさい。

- ア フォース鉄道橋は、イギリスの人々に愛されているため。  
 イ フォース鉄道橋は、イギリスで最初に建設された橋であるため。  
 ウ フォース鉄道橋は、あまりにも長い橋であるため。  
 エ フォース鉄道橋は、あまりにも重い橋であるため。

(2) 下線部②の( )に当てはまる最も適切な英語を、次のア～エから1つ選び、記号を書きなさい。

- ア if                      イ so                      ウ but                      エ because

★(3) レポートの[あ]、[い]に当てはまる最も適切な英文を、次のア～エから1つずつ選び、記号を書きなさい。

- ア It took 8 years to complete.  
 イ He was a leader of building the Forth Railway Bridge.  
 ウ No one knew the news about a new bridge.  
 エ They had different opinions from each other.

★(4) 次の英文は、下線部③の理由を説明したものである。下線部う、えの( )に当てはまる最も適切な英語を、それぞれ1語ずつ書きなさい。ただし、( )内に示されている文字で書き始めること。

They needed to design a stronger bridge. It wasn't う( e ) to set it across rivers or bays.  
 Also, a strong wind え( b ) a bridge near the Firth of Forth in 1879.

(5) 次のメモは、玲奈がレポートを書くときに使ったものである。[お]、[か]に当てはまる西暦を算用数字で書きなさい。

#### メモ

Watanabe Kaichi	In [お]
On February 8, 1858	・ quit job
・ was born	・ went to the U.K.
In 1883	In 1886
・ *graduated from a college in Tokyo	・ became a Civil Engineer
・ worked at Railway Bureau	In [か]
	・ came back to Japan

\*(注) graduate from ~ ~を卒業する

(6) レポートの内容と合っている英文を、次のア～オから2つ選び、記号を書きなさい。

- ア The money of Scotland which the Forth Railway Bridge was printed on started to be used in 1882.  
 イ Fowler and Baker were great enough to design the Forth Railway Bridge easily.  
 ウ Kaichi didn't join the project to build the Forth Railway Bridge in the U.K. at first.  
 エ Kaichi studied both in Tokyo and Scotland, and he worked as an engineer.  
 オ Kaichi came back to Japan after the Forth Railway Bridge was completed in the U.K.

(7) レポートにつけるタイトルとして最も適切なものを、次のア～エから1つ選び、記号を書きなさい。

- Watanabe Kaichi — A Person Who
- ア Made Much Effort in the U.K. and Japan  
 イ Was A Great Designer in the U.K.  
 ウ Kept Studying Bridges  
 エ Became A Model in the U.K.