

検査5 英語

解答上の注意

- 「始め」の指示があるまで、問題を見てはいけません。
- 問題1・2（検査5-1）は、この冊子の中の1～3ページにあります。
- 問題3・4・5（検査5-2）（聞き取り検査）は、検査5-1の終了後に配布されます。
- 答案用紙には、受付番号を書きなさい。氏名を書いてはいけません。
- 解答は、それぞれの問題に示してある【答の番号】と、答案用紙の【答の番号】とが一致するように注意して、答案用紙に答えを記入しなさい。
- 答えとして記号を選ぶものは、答案用紙の答の欄の当てはまる記号を○で囲みなさい。答えを訂正するときは、もとの○をきれいに消すか、それに×をつけなさい。
- 答えとして記述するときは、丁寧に書きなさい。また、英語で書くときは、大文字、小文字に注意して書くようにしなさい。筆記体で書いてもよい。
- 答案用紙の採点欄には記入してはいけません。
- 答えの書き方について、下の例を見て間違いのないようにしなさい。

解答例

- 1 次の文を英文にすると、下の アイ に入る語を1語ずつ書け。……………答の番号【1】

日本の学校は4月に始まる。

Japanese schools start アイ

- 2 次の問い(1)・(2)に答えよ。

(1) 次の説明のうち、正しいものはどれか、(ア)～

(エ) から1つ選べ。……………答の番号【2】

(ア) 北と反対の方角は西である。

(イ) 南と反対の方角は東である。

(ウ) 東と反対の方角は西である。

(エ) 西と反対の方角は南である。

(2) 次の数のうち、奇数はどれか、(ア)～(オ) から3つ選べ。……………答の番号【3】

(ア) 1 (イ) 2 (ウ) 3

(エ) 4 (オ) 5

問題番号	答の番号	答の欄	採点欄
1	【1】	ア in イ April	[1]
2	(1) 【2】	ア イ <input checked="" type="radio"/> ウ エ	[2]
	(2) 【3】	<input checked="" type="radio"/> ア イ <input checked="" type="radio"/> ウ エ <input checked="" type="radio"/> オ	[3]

検査	受付番号	得点
5-1	123456	

検査 5-1

英 語

問題 1 ・ 問題 2

1 次の英文は、中学3年生の都子^{みやこ} (Miyako) が、英語の授業で書いた作文の一部である。これを読んで、問い(1)~(10)に答えよ。(20点)

Hannah is an American high school student, and she is now staying with my family, but she is going to leave Japan next month. My family and I wanted to give her something, because we wanted her to remember us and Japan. When she was not at home, my family and I ①(be) thinking what to give her. I thought of a Japanese pop music CD, because Hannah really likes that music. My brother thought of *manga*. My mother liked these ideas, but my father had ②(a different idea). It was a *Kyo-ningyo* doll, like my grandmother's one. I remembered it. I like its pretty face and its beautiful *kimono*. But I didn't know why my father thought of a *Kyo-ningyo* doll. When I asked him that question, he answered, "*Kyo-ningyo* dolls are traditional crafts. Traditional crafts are great, because there are many important things in them. For example, . . . Well, I know a skilled worker who makes *Kyo-ningyo* dolls. He is Mr. Matsumoto, my friend's father." ③ He will tell us many important things."

Next Saturday, my father and I visited Mr. Matsumoto. Although he was working with other people, he said he was happy to meet us. He told us about the history, the types, the materials, and many other things about *Kyo-ningyo* dolls. ④(次に、私たちは京人形の作り方を学んだ). Then, I was very surprised, because there are so many different processes to make one *Kyo-ningyo* doll, and there are different skilled workers in the processes. I said to my father, "All the skilled workers work hard to make a *Kyo-ningyo* doll. This is great!" My father said, "Yes, Miyako. Maybe, that is one of the good things about Japanese people. We can work hard in a team, so the team can make great crafts and products."

Then I said to Mr. Matsumoto, "*Kyo-ningyo* dolls are traditional. ⑤ is the good thing about traditional crafts?" He answered, "We can learn many things through them — many things like ideas, skills, history, and many other things." He was right. In fact, I learned many things that day. Then I asked, "Mr. Matsumoto, ⑥ do you make *Kyo-ningyo* dolls?" And he said, "Please come with me. I want to show you something." We went into a room. There were many *Kyo-ningyo* dolls there. He showed us one of them, and said, "Please look at this. This was ⑦(make) about two hundred years ago. But this is still beautiful, and the skills used to make this are really great. I think, about two hundred years ago, people also thought this was beautiful and great. It is really wonderful for people in different times to feel the same thing through a *Kyo-ningyo* doll. I want people to feel it two hundred years from now, too. This is one of my important jobs."

Mr. Matsumoto also said, "It's important to keep our job to make good *Kyo-ningyo* dolls. But, that's not enough. We, skilled workers, must try to make something new or something better with *Kyo-ningyo* dolls."

The ideas, the history, the work of a team, the good materials, and the skills and the passion of the skilled workers — these are all needed to make good *Kyo-ningyo* dolls. Maybe, Japanese people have these things, so we can make good products. I learned many things about *Kyo-ningyo* dolls and traditional crafts. I think I also understand the attitude that Japanese people have when we make things. Now I know why my father thought a *Kyo-ningyo* doll was good.

My father and I bought a beautiful *Kyo-ningyo* doll for Hannah. I hope she'll like it. I'm ⑧([(ア) everything / (イ) going / (ウ) her / (エ) I / (オ) tell / (カ) to] learned through *Kyo-ningyo* dolls. If she wants to know more about it, I'll visit Mr. Matsumoto again with her.

(注) Hannah ハナ (女性の名前)	<i>Kyo-ningyo</i> doll 京人形	craft 工芸品
skilled worker 熟練した職人	type 種類, タイプ	material 材料, 素材
process 工程, プロセス	product 製品	skill 技術, 技巧
in fact 実際, 実際のところ	passion 情熱	attitude 姿勢, 態度

(1) 本文中の下線部①(be)・⑦(make)を文意から考えて、それぞれ正しい形で書け。
.....答の番号【1】

(2) 本文中の下線部②が表す内容として最も適当なものはどれか、(ア)~(エ)から1つ選べ。
.....答の番号【2】

- | | |
|-----------------------|------------------------|
| (ア) ハナにCDやマンガをあげること。 | (イ) ハナに京人形をあげること。 |
| (ウ) 都子の祖母にハナと会いに行くこと。 | (エ) 京人形の職人にハナと会いに行くこと。 |

- (3) 本文の内容から考えて、に入る最も適当なものはどれか、(ア)～(エ)から1つ選べ。
答の番号【3】
 (ア) How about a *Kyo-ningyo* doll? (イ) You should make a *Kyo-ningyo* doll.
 (ウ) Why don't you tell me? (エ) Let's meet and ask him.
- (4) 本文中の下線部④の日本語を英語にすると、次の・に入る語を1語ずつ書け。
答の番号【4】
 Next, we learned make a *Kyo-ningyo* doll
- (5) 本文の内容から考えて、・に入る語の組み合わせとして最も適当なものはどれか、(ア)～(エ)から1つ選べ。
答の番号【5】
 (ア) ⑤ What ⑥ why (イ) ⑤ What ⑥ when
 (ウ) ⑤ Why ⑥ when (エ) ⑤ Why ⑥ what
- (6) 本文中の下線部⑧の[]内の(ア)～(カ)を、文意が通じるように正しく並べかえ、記号で書け。
答の番号【6】
- (7) 本文の内容から考えて、松本さん(Mr. Matsumoto)について述べたものとして最も適当なものはどれか、(ア)～(エ)から1つ選べ。
答の番号【7】
 (ア) 京人形作りの熟練した職人で、都子の友人の父である。
 (イ) 時代を越えて、人々に京人形の美しさやすばらしさを感じてほしいと思っている。
 (ウ) 約200年前の京人形作りの技術を使っている、日本で数少ない職人のひとりである。
 (エ) 現在は京人形作りを引退し、京人形以外の何か新しいものをつくりだそうとしている。
- (8) 本文の内容から考えて、次の問い(a)・(b)に対する答えとして最も適当なものはどれか、それぞれ(ア)～(エ)から1つずつ選べ。
答の番号【8】
 (a) Why did Miyako know a *Kyo-ningyo* doll?
 (ア) Because her father bought a *Kyo-ningyo* doll for Hannah.
 (イ) Because her father makes traditional crafts.
 (ウ) Because her grandmother gave a *Kyo-ningyo* doll to her.
 (エ) Because her grandmother has a *Kyo-ningyo* doll.
 (b) What did Miyako learn through *Kyo-ningyo* dolls?
 (ア) There are a lot of things we can learn through traditional crafts.
 (イ) Japanese traditional crafts are now very famous around the world.
 (ウ) There were more skilled workers two hundred years ago than now in Japan.
 (エ) All people in Japan are very interested in *Kyo-ningyo* dolls and traditional crafts now.
- (9) 本文の内容と一致する英文はどれか、最も適当なものを、(ア)～(エ)から1つ選べ。
答の番号【9】
 (ア) Miyako likes Japanese pop music, so she wants Hannah to like it, too.
 (イ) The different skilled workers work in many different processes to make a *Kyo-ningyo* doll.
 (ウ) Miyako's father asked Mr. Matsumoto to make *Kyo-ningyo* dolls for people around the world.
 (エ) Mr. Matsumoto said that Japanese people could make good things through traditional crafts.
- (10) 次の英文は、ハナが日本を離れた後、都子に書いた手紙の一部である。文中の・に入る最も適当な1語を、それぞれ左ページの本文中から抜き出して書け。
答の番号【10】

Thank you for the *Kyo-ningyo* doll you gave me. I really love it! And you, your father, and Mr. Matsumoto told me many interesting things about *Kyo-ningyo* dolls. Today, in class, I talked about that. After my story, one of my friends said, "I've never thought many skilled workers are working to make one *Kyo-ningyo* doll. I thought just one skilled worker worked to make your *Kyo-ningyo* doll, so I was really like Miyako!" My teacher said, "Miyako's father thinks Japanese people can make very good crafts and products, because they can work hard in a . I think he's right!" I was happy because everyone liked *Kyo-ningyo* dolls, and learned more about Japan through my *Kyo-ningyo* doll. Again, thank you very much, Miyako!

【裏へつづく】

2 次の英文は、高校生の祐司 (Yuji) が、リー先生 (Mr. Lee) と交わしている会話である。次の図書館だより (the library news) の一部を参考にして英文を読んで、下の問い (1)~(4) に答えよ。(8点)

図書館だより (the library news) の一部

Yuji : Hello, Mr. Lee! Is this the library news?
 Mr. Lee: Yes. Look at this. Is this your class?
 Yuji : Wow, my class is third!
 Mr. Lee: Mr. Oda, your teacher, said to me, "These five classes borrowed many books from our school library." The two classes he teaches are among them. One of the two classes is yours, and all the students in the other class borrowed one or more books from the library.
 Yuji : He always says, "Reading books is very important to improve our ability to think." I think he tells all his classes the same thing.

前期貸し出し冊数上位クラス			全校貸し出し冊数	
1位	2年6組	523冊	本年度 前期冊数	① 冊
2位	1年3組	487冊	昨年度 前期冊数	4,540 冊
3位	2年2組	401冊	後期冊数	4,612 冊
4位	3年8組	356冊	*前期冊数: 4月~9月貸し出し合計	
5位	2年4組	313冊	後期冊数: 10月~3月貸し出し合計	

1年3組ではクラス全員が図書館の本を1冊以上借りました。たくさん本を借りて読みましょう。

② 10月15日までに図書委員に申し込んでね。

Mr. Lee: Really? Well, he is right. I think reading books is also important to improve our imagination. Oh, he told me about the number of books borrowed from our school library. This is the number of books borrowed from April to September this year. Our students borrowed 320 more books from April to September this year than the same time last year. But he wants more students to use the school library. Do you have any good ideas?
 Yuji : When I was a junior high school student, I was a member of the library committee. We made the library news of our junior high school. We tried to write interesting things about books. We asked the students about their favorite books, and decided the most popular book of the year.
 Mr. Lee: I see. Were many students interested in the library news?
 Yuji : Yes, and they went to the school library and borrowed the books written in the library news. I think the students in the library committee of our high school can do the same thing.
 Mr. Lee: That's great! I'll tell Mr. Oda about your idea.
 Yuji : I like reading books very much, because it's fun and it's exciting to find new ideas I have never met when I'm reading. Some books are very interesting, and I can't stop reading them.
 Mr. Lee: That's true. I think every book shows us a new world. We can find, understand, and learn a lot from books. When we read books, we think and use our imagination, because we try to understand what the words mean. That's important to improve our imagination and ability to think.
 Yuji : I agree. Oh, please look at this cat! It says good news. We can ask our school library to get the books we want to read, if we tell the library committee members about them before October 15. I'll do that!

(注) improve ~ ~を高める ability to think 思考力 imagination 想像力
 number 数 from ~ to ... ~から...まで library committee 図書委員会

- (1) 本文と図書館だより (the library news) の一部の内容から考えて、①に入る冊数として最も適当なものを次のI群(ア)~(エ)から、②に入る最も適当なものを下のII群(カ)~(ケ)から、それぞれ1つずつ選べ。.....答の番号【11】
- I群 (ア) 4,220 (イ) 4,292 (ウ) 4,860 (エ) 4,932
- II群 (カ) 図書館で購入してほしい図書を募集中 (キ) 絵本制作講習会の開催決定
 (ク) 読み聞かせボランティアを募集中 (ケ) 押し花しおりをプレゼント
- (2) 本文と図書館だより (the library news) の一部の内容から考えて、前期貸し出し冊数上位クラスのうち、小田先生 (Mr. Oda) が教えている2つのクラスの組み合わせとして、最も適当なものを、(ア)~(エ) から1つ選べ。.....答の番号【12】
- (ア) 1年3組と2年2組 (イ) 1年3組と3年8組
 (ウ) 2年2組と2年4組 (エ) 2年6組と3年8組
- (3) 本文の内容から考えて、次の問いに対する答えの文が正しいものになるように、下の [ア]・[イ] に入る最も適当な1語を、それぞれ本文中から抜き出して書け。.....答の番号【13】
- What happened at Yuji's junior high school thanks to the library news written by the students?
 答えの文: Many students were [ア] in the books in the library news, and [イ] to the library.
- (4) 本文の内容と一致する英文はどれか、最も適当なものを、(ア)~(エ) から1つ選べ。.....答の番号【14】
- (ア) Mr. Lee said that the teachers should talk to the students about their favorite books.
 (イ) Mr. Oda always tells the students to come to the library and talk with him every week.
 (ウ) Yuji really likes reading books, because he finds ideas which he didn't know when he reads.
 (エ) Yuji wants to help Mr. Oda, so Yuji is going to join the library committee of his high school.

【英語(検査5-1)おわり】

検査 5-1 英語 答案用紙

問題番号	答の番号	答	の欄	採点欄							
1	(1)	【1】	①	⑦	【1】						
	(2)	【2】	ア	イ	ウ	エ	【2】				
	(3)	【3】	ア	イ	ウ	エ	【3】				
	(4)	【4】	ア	イ			【4】				
	(5)	【5】	ア	イ	ウ	エ	【5】				
	(6)	【6】	() → () → () → () → () → ()			【6】					
	(7)	【7】	ア	イ	ウ	エ	【7】				
	(8)	【8】	(a) ア	イ	ウ	エ	(b) ア	イ	ウ	エ	【8】
	(9)	【9】	ア	イ	ウ	エ	【9】				
	(10)	【10】	ア	イ			【10】				
2	(1)	【11】	I群 ア	イ	ウ	エ	II群 カ	キ	ク	ケ	【11】
	(2)	【12】	ア	イ	ウ	エ	【12】				
	(3)	【13】	ア	イ			【13】				
	(4)	【14】	ア	イ	ウ	エ	【14】				

検査	受付番号		得	
5-1	5-1		点	

検査5-1 英語正答表

問題番号	答の番号	答の欄		備考欄		
					配点	
1	(1)	【1】	① were	⑦ made	【1】	2 (各1)
	(2)	【2】	①		【2】	2
	(3)	【3】	⑤		【3】	2
	(4)	【4】	ア how	イ to	【4】	完全解答 2
	(5)	【5】	㊦		【5】	2
	(6)	【6】	(イ)→(カ)→(オ)→(ウ)→(ア)→(エ)		【6】	完全解答 2
	(7)	【7】	①		【7】	2
	(8)	【8】	(a) ⑤	(b) ㊦	【8】	2 (各1)
	(9)	【9】	①		【9】	2
	(10)	【10】	ア surprised	イ team	【10】	2 (各1)
2	(1)	【11】	I群 ㊵	II群 カ	【11】	2 (各1)
	(2)	【12】	㊦		【12】	2
	(3)	【13】	ア interested	イ went	【13】	2 (各1)
	(4)	【14】	㊵		【14】	2