

2020年度

尚綱学院高等学校  
入学試験問題

## 英 語

試験時間 (50分)

## 注 意 事 項

1. 「始め」の合図があるまで問題の表紙を開かないでください。
2. 開始3分後に「放送によるリスニングテスト」があります。
3. 解答用紙には決められた欄に受験番号のみ記入し、氏名は書かないでください。
4. 声に出して読まないようにしてください。
5. 解答は必ず解答用紙のそれぞれ決められた欄に記入してください。
6. 印刷が見えにくい場合は、手をあげて監督者の指示に従ってください。
7. 考査が終わったら、解答用紙と問題用紙を別々にしておいてください。
8. その他すべて、監督者の指示に従ってください。

受験番号

第一問 (放送によるテスト) 次の問題1から問題3に答えなさい。

問題1 二人の会話を聞いて、そのあとの質問に対する答えとして最も適切な絵を、それぞれア～エの中から1つ選び、記号で答えなさい。

1

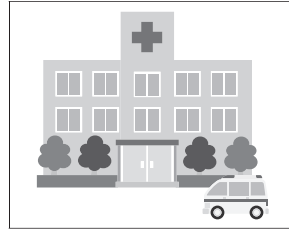
ア



イ



ウ

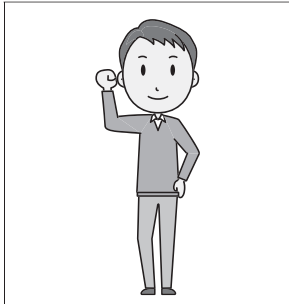


エ

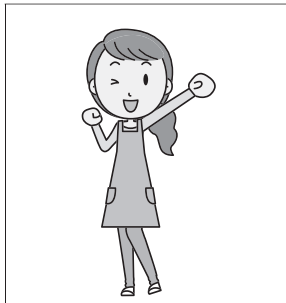


2

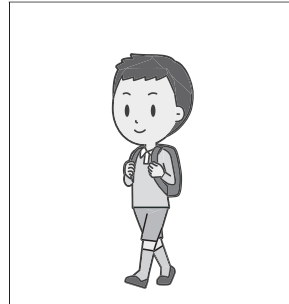
ア



イ



ウ



エ



問題2 二人の会話を聞いて、最後の英文のあとに続く応答として最も適切なものを、それぞれア～エの中から1つ選び、記号で答えなさい。

- 1 ア I will do that soon.  
イ I must not watch TV.  
ウ It began raining then.  
エ It was cloudy yesterday.
- 2 ア I don't know who he is.  
イ I have never read his book before.  
ウ I was surprised to know about that.  
エ Yes, shall I bring some of them for you?

**問題3** 二人の会話を聞いて、その内容についての質問に対する答えとして最も適切なものを、それぞれア～エの中から1つ選び、記号で答えなさい。

- 1 ア To choose the best movie.  
イ To buy a movie ticket.  
ウ To show her how to get a movie ticket.  
エ To talk about movies.
  
- 2 ア Because the man likes cats.  
イ Because she has cats and loves them.  
ウ Because animals are popular among girls now.  
エ Because she needs 1,500 yen.
  
- 3 ア Around two thirty.  
イ Around three thirty.  
ウ Around four forty.  
エ Around five forty.

これでリスニングテストは終わりです。

第 二 問 次の 1～5 の二人の会話が成立するように、( ) に入る最も適切なものを、それぞれア～エの中から 1 つ選び、記号で答えなさい。

1 *Kate:* You don't look well, Saori. What's ( ) ?

*Saori:* I have a headache.

- |         |         |
|---------|---------|
| ア wrong | イ tired |
| ウ sick  | エ cold  |

2 *Aki:* What's your dream, Mike?

*Mike:* It's to create a wonderful movie that ( ) people all over the world.

- |             |              |
|-------------|--------------|
| ア surprise  | イ surprises  |
| ウ surprised | エ surprising |

3 *Jim:* It's very cold. Would you like ( ) hot to drink?

*Koji:* Oh, thank you very much.

- |             |              |
|-------------|--------------|
| ア a thing   | イ everything |
| ウ something | エ nothing    |

4 *Sho:* Look at the boys playing basketball over there. They are very good.

*Ben:* Exactly. But my brother Mike is ( ) better than they are.

- |        |        |
|--------|--------|
| ア very | イ much |
| ウ more | エ most |

5 *Mary:* Do you know how ( ) he has been in this city?

*Yuta:* Yes. Since he was born.

- |        |        |
|--------|--------|
| ア many | イ much |
| ウ long | エ old  |

第三問 次の英文は生徒会の役員が学校の取り組みについて話し合っている場面の1コマです。この英文を読んで、あとの問いに答えなさい。

*Ms. Kato:* Our school's aim is "To live better together". Today, let's talk about our activity about it. First, I want each of you to talk about your idea. After that, we will share the ideas and choose the best <sup>①</sup>one of all. You must make a presentation to all the students in our school next ( <sup>②</sup>木曜日 ). OK? Now please start.

*Akemi:* I hope that everyone always smiles. For that, I want to greet many people. So, how about a greeting activity in front of our school?

*Satoshi:* Smiling or greeting is, of course, very important. But we should think more about our school's aim "To live better together", I think.

*Takeo:* I agree with Satoshi. I think we don't have to decide one thing which all of the students should do, and also I think we should do things which each of us wants to do.

*Akemi:* I understand. So, what does "To live better together" mean?

*Mari:* I think that "To live better together" is "To help each other", so I want to try something useful to others.

*Satoshi:* I agree with Mari's idea. If we help each other, we will live better together.

*Akemi:* That's wonderful. I will also think about what I can do.

*Takeo:* Me, too. That's our best idea. OK. Let's talk about it to everyone! How about this?

About our idea for the activity on the school's aim

**Let's try something to help each other!**

We think that ( <sup>③</sup>try ) something to help each other is our best activity about our school's aim. Then, what should we do to help each other? We don't have the answer to that question. We think it's not important for us to decide what to do. The most important thing is to do something that we want to do or can do for others. Each of us has a different idea. Our lives will become better by many kinds of ideas or activities. That is "To live better together".

Let's try something that we want to do or can do for others. What do you think?

*Mari:* That's a great presentation, Takeo! <sup>④</sup>If we can tell everyone like this, they will understand that (will / our / better / each other / make / helping / school lives ) !

〈注〉 aim 目標

share 共有する

make a presentation 発表 (プレゼン) をする

greet あいさつする

問1 下線部①が指すものを、本文中の英語1語で書きなさい。

問2 本文中の( ② )内の日本語を英語で書きなさい。

問3 本文中の( ③ )を適切な形(1語)に直しなさい。

問4 下線部④の( )内の語句を正しく並べかえ、英文を完成させなさい。

問5 Akemiのあいさつ活動の提案にTakeoが同意しなかった理由として適切なものを、次のア～エの中から1つ選び、記号で答えなさい。

ア He liked Mari's plan the best of all.

イ He didn't want to greet in front of his school.

ウ He thought that the students should do things which each of them wants to do.

エ Akemi asked him what "To live better together" means.

問6 以下は本文の要約文である。本文の内容に合うように( 1 )～( 3 )に入る適切な語を、本文中の英語1語で書きなさい。

The members are talking about the activity on their school's aim. One member says that they should think more about their school's aim. Another member says that they ( 1 ) need to decide one thing which they all should do. And another member says that their school's aim means "To help each other" and she wants to try something ( 2 ) to other people. Finally, all the members think that it's the most ( 3 ) for the students in their school to do something that each of them wants to do.

第 四 問 次の英文を読んで、あとの問いに答えなさい。

Do you remember when you tried to join a small group in your school days? Sometimes you could, and sometimes not. I'm not talking about just classes or clubs. I'm talking about small groups which are not easy to join. How can we join such a small group?

I was thinking that there weren't any small groups when I was in school. But I remembered they were there: the sports groups, the books groups, and the movies groups. Maybe I forgot about them because I was not a member of them.

My 16-year-old son is now in high school. From his experience, I found that today's children are also making and joining small groups. That is the same as in my school days. ① Their lives have changed a lot, but basic social behavior hasn't.

Like me, someone who is not in small groups is called a lone wolf.

Many of them went to see students in other grades, because it was easier and more interesting for them to talk with students in other grades. Actually, I also chose this way. Older students experienced as much as adults, and they knew a lot. When I talked with them, I could learn that the world is very big. These communications were ③ ( thing / than / to / learned / more / any / me / other / I / useful ) in class.

If schools are helpful for making other-grade friends, lone wolves will be able to make some friends and join some small groups. One way to help this is called "speed friending." For "speed friending", students all pair up and, for a few minutes, ask their partners easy, interesting questions and answer them. And then the students change partners and repeat again and again. Finally, .

These days, speed friending is done at some schools in America. Some teachers hope that students won't be lone wolves by ( ⑤ ) many different friends. That sounds like a good idea in many cases. If you talk with one or two older students, you may find a once-in-a-lifetime mentor. If you talk with one or two younger students, you may become a mentor. You will have more chances to say hello to and talk with others at school. And maybe something may change 'just' friends into 'real' friends.

- |                    |                                 |
|--------------------|---------------------------------|
| 〈注〉 same as ~ ~と同じ | basic social behavior 基本的な社会行動  |
| lone wolf 一匹オオカミ   | grade 学年                        |
| adults 大人          | pair up ペアを組む                   |
| partner 相手         | repeat 繰り返す                     |
| case 場合            | once-in-a-lifetime 一生に一人 (一度) の |
| mentor 師匠          |                                 |





第五問 次の英文は、ある英語学校の案内の一部です。この学校の情報 (information) を読み取り、あとの問いに答えなさい。

### *ABC English School information*

Hello, junior high school and high school students! This is ABC English School. We want more people to know about our school, so we will offer some special English lessons during spring vacation. It will be fun for you to study or communicate with foreign teachers in English. We are looking forward to seeing students who like to study English!

### Special English Lessons

lesson	content	teacher	date / time	cost
A	practice conversation	Shelly (Canada)	April 4 10 a.m. - 11 a.m.	500 yen
B	learn cultures	Nick (America)	April 6 2 p.m. - 3 p.m.	500 yen
C	practice conversation	Michel (America)	April 7 1 p.m. - 3 p.m.	1,000 yen
D	learn cultures	Ellen (Australia)	April 8 10 a.m. - 12 p.m.	1,000 yen

※Lesson A and B are for students who are not good at English.

※Lesson C and D are for students who are good at English.

※You can take two lessons (A&B or C&D).

※If you have any questions or you want to apply for the lessons, please call 5678-1234 by March 30.

#### Discount

※If you take two lessons, you can get a 200-yen discount.

※Furthermore, if you also apply for lessons by the end of February, you can get another 200-yen discount.

#### Others

※Our school is near Sakura Station. Go south from the station and then turn right at the second corner. Soon you can find our school on your left. The color of our building is green.

※We are going to offer special lessons like this a few times this year. We will give you some information about the next lesson through the Internet in June.

〈注〉 offer ~ ~を提供する content 内容 cost 費用 conversation 会話  
apply for ~ ~に申し込む by ~ ~までに discount 割引 furthermore さらに

問1 案内の内容に合うものを、次のア～エの中から1つ選び、記号で答えなさい。

ア ABC英語学校は、より多くの人々に知ってもらうために今回の特別授業を提供する。

イ アメリカ出身の先生たちが、文化を学ぶための授業を2時間ずつ行う。

ウ サクラ駅は、緑色の建物で、ABC英語学校より南に位置する。

エ 特別授業は月に何度も開催される予定で、次回の授業は6月にインターネット上で公開(配信)される。

問2 次の英文の( )内に適切な英語をそれぞれ1語書きなさい。ただし、数も英語で書きなさい。

(1) Naoki is not good at English. And he is free in the morning from April 4 to April 7. Can he take both lessons to practice conversation and to learn cultures?

— ( ), he ( ).

(2) Emi is good at English, and she wants to take two of the lessons. And she will call ABC English School to apply for the lessons on February 25. How much will she need?

— She will need ( ) hundred yen.

問3 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。理由も含めて、主語と動詞が入った英文1文で書きなさい。

Which lesson do you want to take?



【2020 年度入学試験解答 B 日程/英語】

第一問 各2点×7=14点

問題1 1. ウ 2. エ

問題2 1. ア 2. エ

問題3 1. ウ 2. イ 3. エ

第二問 各2点×5=10点

1. ア 2. イ 3. ウ 4. イ 5. ウ

第三問 各3点×8=24点

問1 idea

問2 Thursday

問3 trying

問4 helping each other will make our school lives better

問5 ウ

問6 (1) don't (2) useful (3) important

第四問 問1 6点、問2～問5 各4点×4=16点、問6 6点、問7 各2点×3=6点 計34点

問1 (例) 現代の子どもたちも自分〔筆者〕の学生時代と同じような小さなグループをつくって加わっているとわかったから。(49字)

問2 エ

問3 (These communications were) more useful to me than any other thing I learned (in class.)

問4 エ

問5 making

問6 Because it was easier and more interesting (for them) to talk with students in other grades.

問7 ウ, カ

第五問 4点、問2 各3点×2=6点、問3 8点 計18点

問1 ア

問2 (1) No,(he) can't [cannot] (2) sixteen

問3 (例) I want to take Lesson B because I'm interested in American culture.