

# 2023年度 須磨学園高等学校入学試験

## 学力検査問題

# 英 語

### (注 意)

解答用紙は、この問題冊子の中央にはさんであります。まず、解答用紙を取り出して、  
受験番号シールを貼り、受験番号<sup>は</sup>を記入しなさい。

1. すべての問題を解答すること。
2. 解答はすべて解答用紙に記入すること。記入方法を誤ると得点にならないので、十分に注意すること。
3. 検査終了後、解答用紙のみ提出し、問題冊子は各自持ち帰ること。

須磨学園高等学校

( 余 白 )

## リスニングテスト

このテストは、(A) と (B) の2題あります。英文は、すべて2度放送されます。いずれも放送中にメモをとってもかまいません。

(A) (1)、(2)、(3) の会話をそれぞれ2度放送します。会話中のブザー音の部分に最も適するものを、A、B、Cの中から1つ選び、記号で答えなさい。問題番号の後の〔 〕にはそれぞれの会話の場面が記されています。

(1) 〔電話で〕

- A On the second floor.
- B At four fifteen.
- C At ten to five.

(2) 〔駅で〕

- A I have to take the subway and bus.
- B I have to take the train and bus.
- C I have to take the train, subway, and bus.

(3) 〔空港で〕

- A we have to go to gate 13.
- B we have to go to gate 30.
- C we have to go to gate 33.

(B) 英文を2度放送します。よく聞いて、次の(1)～(5)の英文が、放送された英文の内容に一致していれば1、一致していなければ2で答えなさい。

- (1) We use 411 million tons of paper a day.
- (2) Banana paper is made from the part of bananas you eat.
- (3) Banana paper is popular because it tastes sweet.
- (4) In the early 21st century, a Japanese company started a banana paper project in Zambia.
- (5) Thanks to the banana paper project, people in Zambia do not have to hurt wild animals.

**1** 次の英文を読んで、後の問いに答えなさい。(\*の語句には注が付いています)

〔1〕 On February 24, 2022, \*Russian forces \*invaded \*Ukraine. A war \*broke out. Since then, a lot of people have been killed or \*wounded, and a lot of buildings have been ( A ) there.

Humans have experienced a great many wars in history. Isn't it possible for us to live together without fighting? In many wars, people have fought \*over the limited land and \*resources. Can't we share them with each other?

How about other animals?

The next report about \*seabirds may give us some idea of how to live together peacefully.

\* \* \*

〔2〕 Seabirds live in large groups with hundreds of birds and many types of seabirds. They also have limited resources – their food. How do seabirds \*split up their limited resources ( B ) together?

〔3〕 Most seabirds live in large colonies (groups), with many different kinds of birds. This is safer than living alone because it protects the birds from \*predators that can hurt them. However, the problem with large groups is that all the birds like to eat fish. For example, there are only a limited number of fish ( C ) near each colony. If the seabirds want to live together without fighting, they have to divide their limited food.

〔4〕 Some researchers studying seabirds caught four bird species – \*Atlantic puffins, \*Razorbills, \*Common murre, and \*Black-legged kittiwakes – on some Canadian islands and attached \*wireless GPS trackers to their bodies. Then they looked at the data wirelessly from the GPS when they came back to their nests. They also watched the birds with \*binoculars and cameras (1) to see what type of food they brought home to the nests to feed their \*chicks. As a result, they have found out some interesting things about these birds.

〔5〕 These four types of birds have some things in ( ① ), but of ( ② ) they are ( ③ ) different in some ways. Puffins, razorbills, and murre can dive. Kittiwakes can't, so they only catch fish ( C ) near the \*surface. This limits the number of fish that kittiwakes can eat.

[6] Most of the birds like to build their nests in particular places. Puffins like to live in holes they \*dig into the ground. Razorbills and murre live in \*openings they find in large rocks. Kittiwakes like nests on the edge of \*cliffs. Each type of bird can fly different distances before ( D ) tired, so they each hunt for food in different places.

[7] Different seabirds share some hunting spots. But (2) they all have differences in their favorite types of fish or how far away from the nest they fly. For example, razorbills hunt close to their colonies, while kittiwakes fly farther away ( E ) food. Murres can find bigger fish and many different kinds. This is probably because they can dive deeper than the other seabirds – and there they can find bigger and different kinds of fish. (3) These differences allow them to live together without fighting for food resources.

[8] To get the \*protection of living in a big group, seabirds have learned how to \*adapt to each other. They have learned new ways to hunt \*over time, so they can help one another and live happily. And now they can share their limited fish resources. This is a very important process in nature when many animals are \*battling for resources.

[9] We can learn something very important from seabirds: It's best for everybody to divide resources instead of fighting over them.

注 \*Russian forces : ロシア軍 \*invade ~ : ~を侵略する \*Ukraine : ウクライナ  
\*break out : 勃発する \*wound ~ : ~を傷つける \*over ~ : ~をめぐって  
\*resource : 資源 \*seabird : 海鳥 \*split up ~ : ~を分ける \*predator : 捕食動物  
\*Atlantic puffin : 西ツノメドリ \*Razorbill : オオハシウミガラス  
\*Common murre : ウミガラス \*Black-legged kittiwake : ミツユビカモメ  
\*wireless GPS tracker : 無線GPS追跡装置 \*binocular : 双眼鏡 \*chick : ひな  
\*surface : 表面 \*dig ~ : ~を掘る \*opening : 穴 \*cliff : 崖 (がけ)  
\*protection : 保護 \*adapt to ~ : ~に適応する \*over time : 長い時間をかけて  
\*battle for ~ : ~を求めて戦う

問1 次の(1)、(2)それぞれの中に、下線部の発音が他と異なるものが1つずつあります。番号で答えなさい。

- (1) 1 hundred      2 hurt              3 unumber          4 another  
(2) 1 result            2 survive            3 distance          4 discover

問2 空欄( A )～( E )に入る英語を、あとの語群から選び、必要に応じて不定詞・動名詞・分詞などの形に変えて答えなさい。ただし、2語以内で答え、語群のどの語も一度しか使えないものとする。また、( C )は2か所ある。

swim	find	destroy	survive	get
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問3 下線部(1)(3)の意味として最も適切なものを、下からそれぞれ1つずつ選び、番号で答えなさい。

(1)

- 1 鳥たちがひなを喜ばせるために、どんな種類の食べ物を巣に持ち帰るかを見るための
- 2 鳥たちがひなを喜ばせるために、どんな種類の食べ物を巣に持ち帰るかを見るための
- 3 鳥たちがひなにエサをやるために、どんな種類の食べ物を巣に持ち帰るかを見るための
- 4 鳥たちがひなにエサをやるために、どんな種類の食べ物を巣に持ち帰るかを見るために

(3)

- 1 これらの違いにより鳥たちは、食べ物の資源を求めて戦うことなく、共に生きなければならない。
- 2 これらの違いにより鳥たちは、戦うことなく、食べ物の資源のために共に生きることができる。
- 3 これらの違いにより鳥たちは、食べ物の資源を求めて戦うことなく、共に生きることができる。
- 4 これらの違いにより鳥たちは、戦うことなく、食べ物の資源のために共に生きなければならない。

問4 二重下線部が次の意味になるように、( ① )～( ③ )に入る最も適切な英語を1語ずつ答えなさい。

「これら4種類の鳥は、共通点がいくつかあるが、もちろんいくつかの点では異なってもいる。」

問5 下線部(2)が表す内容として最も適切なものを、下から1つ選び、番号で答えなさい。

- 1 鳥たちは皆、違った種類の魚を好むが、巣からどれだけ遠くまで飛ぶのだろうか。
- 2 鳥たちは皆、好きな魚の種類が異なったり、巣から飛ぶ距離が異なったりする。
- 3 鳥たちは皆、違った種類の魚を好むが、巣からとても遠くまで飛ぶことができる。
- 4 鳥たちは皆、好きな種類の魚を求めて巣から飛ぶ距離が異なる。

問6 本文の内容に一致するものを下からすべて選び、数字の小さいものから順に番号で答えなさい。

- 1 Most seabirds can live more safely and get more fish because they live in large groups with many types of seabirds.
- 2 The researchers used wireless GPS trackers to see the kinds of food the seabirds brought to their nests.
- 3 Puffins like holes in the ground as their nests and they hunt close to them.
- 4 Both razorbills and murrens have their nests in openings in rocks but murrens can dive deeper, so they can find bigger fish.
- 5 Kittiwakes fly far away to hunt, but the number of fish that they can eat is limited because they can't dive.
- 6 We can say that seabirds have easily shared their limited fish resources without fighting for a long time.

問7 次の表は、本文の段落ごとの見出しです。( A )( B )( C )に入る適切なものを、あとの1～5からそれぞれ1つずつ選び、番号で答えなさい。

段落	見出し
〔1〕	Can't We Live Together without Fighting ?
〔2〕	Many Types of Seabirds Live Together
〔3〕	The Problem: All the Birds ( A ) to Eat Fish
〔4〕	Researchers Found Out Interesting Things about Seabirds
〔5〕	Three Species Can ( B ), but One Cannot
〔6〕	Seabirds Build Their Nests in Different Places
〔7〕	Different Favorite Fish and Different Hunting Places
〔8〕	Seabirds Learned How to Live Together Happily
〔9〕	To ( C ) Resources Is Best

- 1 Hunt
- 2 Fly
- 3 Like
- 4 Divide
- 5 Dive



問題は次のページへ続きます

**2** 次の対話文を読んで、後の問いに答えなさい。(\*の語句には注が付いています)

(J=John M=Mary P=Paul)

J :Oh, no! Those young people are there again!

M :( 1 )

P :I don't think that's a good idea. They look a little scary.

J :We don't want any ( a ) trouble.

M :( 2 )

P :They won't help us because those young people aren't doing anything wrong.

J :They're allowed to stand there. It's a public space.

M :Well, we need to do something because our customers don't like walking by them.

J :We're not the only people with this problem. Could we speak to our neighbors about it?

P :There aren't enough places for young people to go in this town.

J :( 3 )

P :They have nothing to do, so they \*hang about.

M :( b ) if we \*install a device that makes a \*high-frequency noise?

J :I've never heard of such a thing.

P :( 4 )

M :It produces a noise that only young people can hear. It's terrible, so when they hear it, they walk away.

P :And older people can't hear this noise?

M :No. Only people under twenty can hear it.

P :Let's \*look into it.

M :OK, I'll find out ( a ) about it.

J :Oh, I just got a good idea. ( 5 )

P :That's a great idea. Most young people don't like \*Mozart.

注 \*hang about : たむろする \*install a device : 装置を設置する

\*high-frequency : 高周波の \*look into ~ : ~を調べる \*Mozart : モーツァルト

問1 ( 1 )～( 5 )に入れるのに最も適切なものを選び、番号で答えなさい。ただし、それぞれ一度しか使えません。

- 1 Exactly.
- 2 We could install speakers in the doorway and play classical music.
- 3 How about calling the police ?
- 4 How does it work ?
- 5 Why don't we ask them to leave ?

問2 二重下線部の意味として最も適切なものを選び、番号で答えなさい。

- 1 私たちはこんな問題をかかえた人間にすぎないのです。
- 2 私たちはこのような問題に悩む人間でしかないのです。
- 3 私たちだけがこんな問題をかかえているわけではないのです。
- 4 このような問題に悩む人間は私たちをおいてほかにはありません。

問3 本文中に2つある ( a ) に入れるのに最も適切な英語1語を書きなさい。ただし m から始まる語とします。

問4 本文中の ( b ) に入れるのに最も適切な英語1語を書きなさい。ただし W から始まる語とします。

問5 本文の内容に一致するものには1、一致しないものには2で答えなさい。

- (1) John, Mary, and Paul have never seen the young people they are talking about.
- (2) John thinks that everyone can stand in a public place.
- (3) Probably John, Mary, and Paul work in the same shop.
- (4) Paul suggests to Mary and John that they should talk with their neighbors about the problem they are facing.
- (5) John, Mary, and Paul are going to use some special noise to keep rude young customers away.

**3** 次のページのグラフを参考にして、次の対話文の ( ① ) ~ ( ④ ) に入る最も適切な英語を1語書きなさい。ただし、( ① ) は e から始まる語とします。なお、数を答える場合は、アルファベットではなく算用数字で、小数点以下も含めて正確に答えること。また、下線部 (A) は [                      ] 内の語から4語を選んで並べかえ、英文を完成させなさい。(\*の語句には注が付いています)

A : \*These days, there are so many disasters, aren't there ?

B : Yeah. I often see them on TV news programs. For example, there were heavy rains in some \*regions in Japan last summer and they caused a lot of damage.

A : \*It is said that there will be a large ( ① ) in Western Japan in the near future. I feel scared.

B : It is important to prepare for disasters. I'm reading a \*booklet about this topic. Look at this graph.

A : What can you see from it ?

B : ( ② ) % of the people said that it was very important or important to prepare for disasters. However, only ( ③ ) % said they were really making efforts to prepare for them.

A : I (A) [ happened / this / wonder / did / why ].

B : It is rare for most people to directly experience disasters, though they are happening in many places. In many cases, people's feelings about preparing for disasters \*fade away soon.

A : Oh, I see. ( ④ ) fact, I'm not prepared enough yet. What can I do first ?

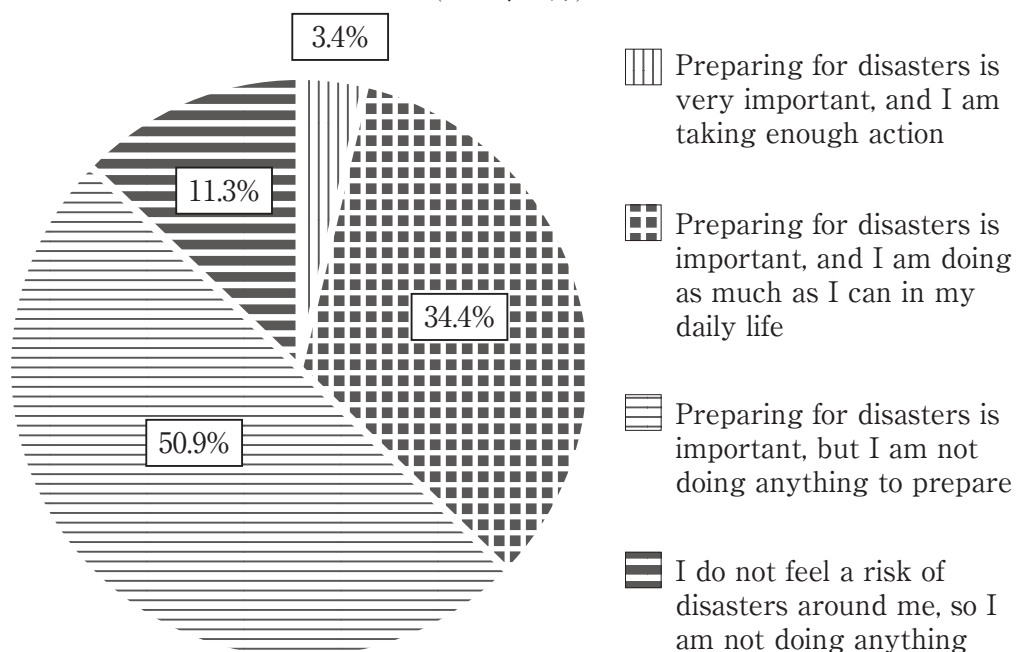
B : You should get our daily needs such as water or food. You also need batteries for your flashlights.

A : It's a good chance to prepare. I'll go to buy them now.

注 \*these days : 最近 \*region : 地域 \*it is said that ~ : ~とされている

\*booklet : 小冊子 \*fade away : 薄れる

日本人の日常生活における防災に関する意識や行動についての調査  
(2016年5月)



**4**

次の各文で、下線部1～4に誤りがあればその番号を答えなさい。誤りがなければ、5で答えなさい。

- (1) A friend in my class often 1 come to school 2 late, so he was 3 scolded by 4 our teacher today, too.
- (2) “1 May I eat 2 this piece of cake, Mom?” “No, 3 you mustn't now. But you can after 4 you will finish your homework.”
- (3) Your sister is 1 about 2 10 centimeters 3 taller than you, 4 isn't she ?
- (4) Last summer I 1 went fishing 2 to the river which is 3 famous for *ayu* with my family and had 4 a very good time.
- (5) 1 It is surprising that the girl who is new in my school 2 has already had 3 friends as many 4 as I do.

**5** 次の各文の ( ) に入る最も適切なものを1～4からそれぞれ1つずつ選び、番号で答えなさい。

(1) A : Her favorite food is sukiyaki.

B : ( )

- 1 Yes, you may.                      2 You're welcome.  
3 Is it?                                4 How is she?

(2) A : ( ) does it take to walk from Itayado Station to Suma Gakuen?

B : About fifteen minutes.

A : Thank you.

- 1 How much                            2 What time  
3 Who                                    4 How long

(3) A : When ( ) the office?

B : Ten minutes ago.

- 1 has he left                          2 does he leave  
3 did he leave                        4 was he left

(4) A : Yuki, I need your help.

B : Yes. ( )

A : Please clean this room.

- 1 What do you want me to do?  
2 What do you want to do for me?  
3 What will you do for me?  
4 What do you need to do for me?

(5) A : It's very hot in this room.

B : ( )

A : Yes, please. Thank you.

- 1 Yes, it's very hot.  
2 No, it's not so hot.  
3 Will you open the window?  
4 Shall I open the window?

**6** 次の各文の ( ) に入る最も適切なものを1～4からそれぞれ1つずつ選び、番号で答えなさい。

(1) A : Our train has just left the station. What shall we do ?

B : We have to wait ( ) the next train comes.

1 since            2 by            3 after            4 until

(2) A : Who is this lady ?

B : This is my ( ), Kazuko. She is my grandmother's daughter.

1 uncle            2 aunt            3 cousin            4 child

(3) A : I hear Tom is traveling in Hokkaido now.

B : That's right. I was asked ( ) his dog during his trip.

1 to look after            2 to look up  
3 to take care            4 to take after

(4) A : Please ( ) yourself to more cake.

B : Thanks, this is delicious.

1 help            2 put            3 make            4 use

(5) A : Why were you so late ?

B : I planned to get here on time, but I lost my ( ).

1 road            2 opinion            3 way            4 mind



( 余 白 )

( 余 白 )

( 余 白 )



↓ここにシールを貼ってください↓

受 験 番 号

2023年度 須磨学園高等学校入学試験

学力検査 英語 解答用紙

(注意) ※印の欄には記入しないこと。

リスニングテスト解答欄

(A)	(1)	(2)	(3)			
(B)	(1)	(2)	(3)	(4)	(5)	※

1	問1	(1)	(2)			
	問2	(A)	(B)	(C)		
		(D)	(E)			
	問3	(1)	(3)			
	問4	①	②	③		
	問5		問6			
	問7	(A)	(B)	(C)		※

2	問1	(1)	(2)	(3)	(4)	(5)
	問2					
	問3		問4			
	問5	(1)	(2)	(3)	(4)	(5)

3	①	②	③		
	④				
	(A)				※

4	(1)	(2)	(3)	(4)	(5)	※
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5	(1)	(2)	(3)	(4)	(5)	※
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6	(1)	(2)	(3)	(4)	(5)	※
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