

令和 4 年 度

高等学校入学者選抜学力検査問題

英 語

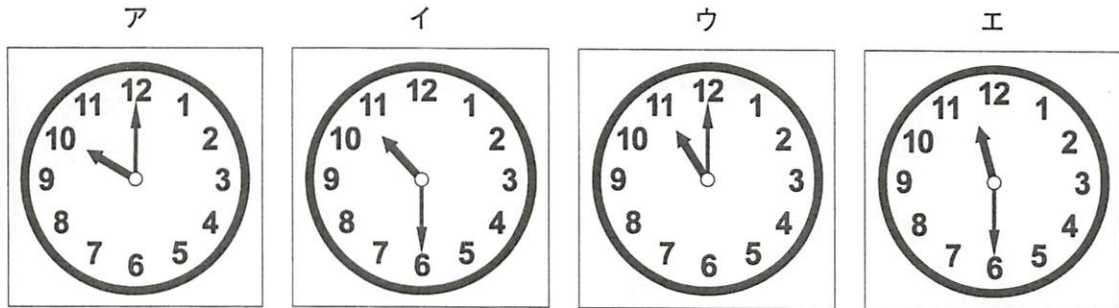
注 意 事 項

- 1 問題は，1 ページから 6 ページまであります。
- 2 解答は，すべて解答用紙に記入しなさい。

1 放送による問題 (14 点)

(1) 健太(Kenta)とメアリー(Mary)の会話を聞いて、質問の答えとして最も適切なものを選ぶ問題

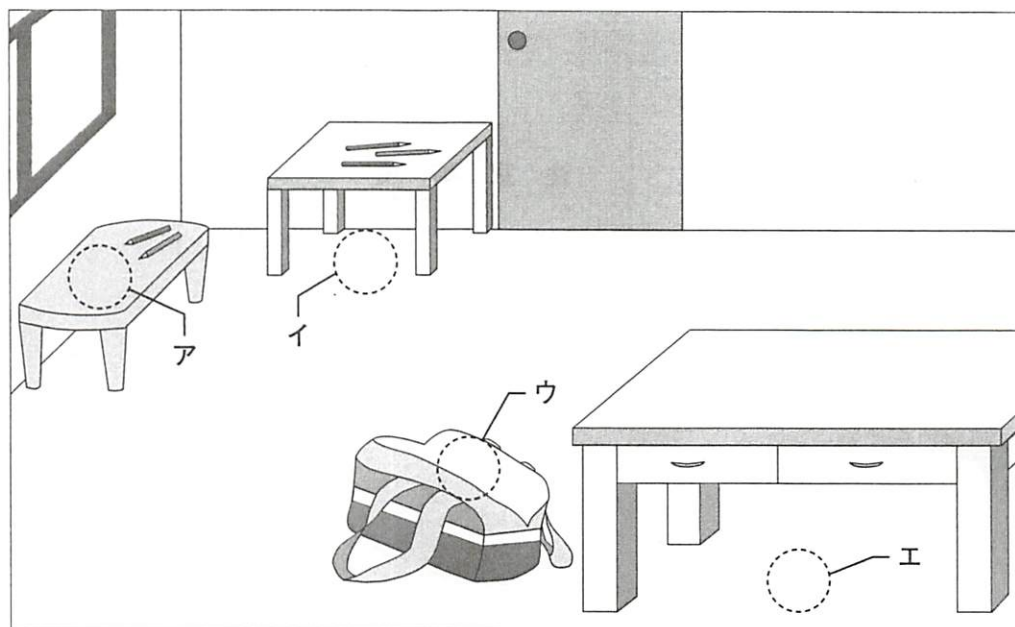
A



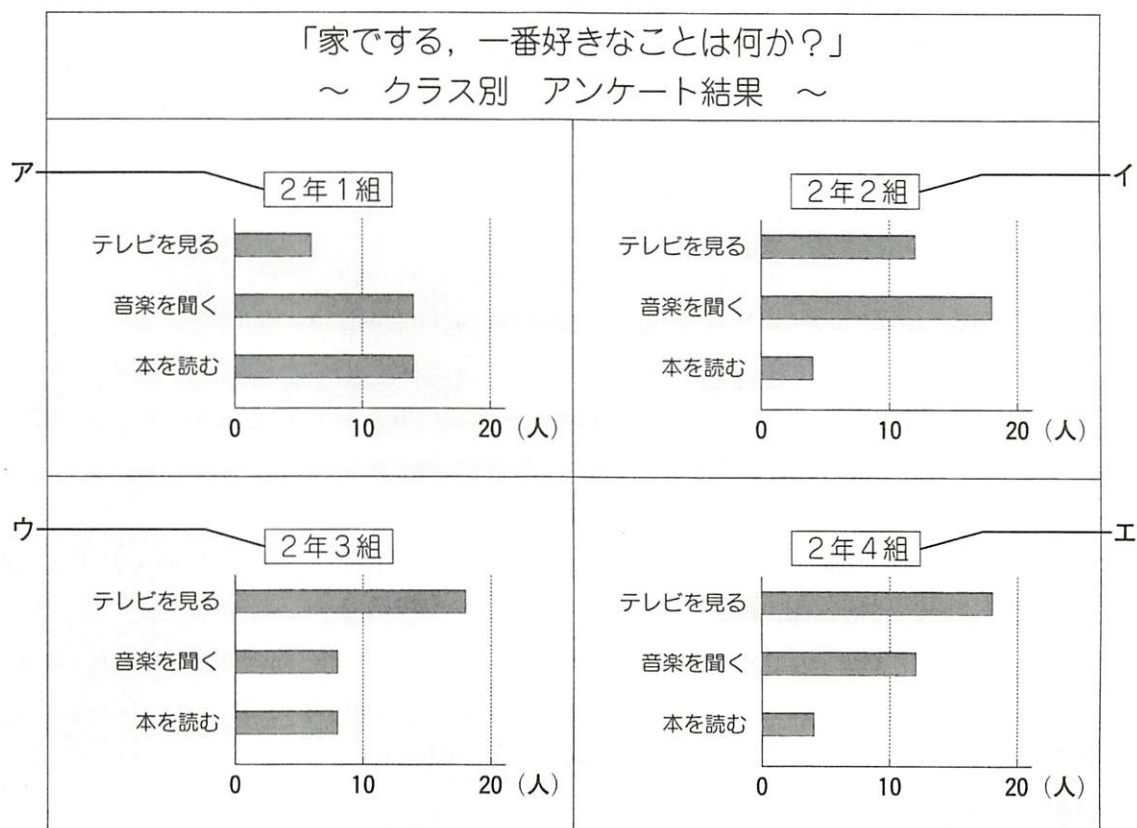
B



C



D



- (2) 健太の話を聞いて、質問に対する答えとなるように()の中に適切な数字や語、語句を記入する問題

質問 1 How long did Kenta's parents stay in Nagano?

They stayed there for () days.

質問 2 What did Kenta do with his sister before breakfast?

He (a) the (b) with his sister.

質問 3 Why were Kenta's parents surprised when they came home?

Because Kenta ().

放送による問題

はじめに、(1)を行います。これから、中学生の健太(Kenta)と留学生のメアリー(Mary)が、英語で [A], [B], [C], [D] の4つの会話をします。それぞれの会話のあとに、英語で質問をします。その質問の答えとして最も適切なものを、ア、イ、ウ、エの4つの中から1つ選び、記号で答えなさい。なお、会話と質問は2回繰り返します。

では、始めます。

[A]

Kenta : You look tired, Mary. What time did you go to bed yesterday?

Mary : At eleven thirty.

Kenta : Oh, that's late. I always go to bed between ten and eleven.

Mary : I usually go to bed at ten thirty, but I had many things to do yesterday.

質問 What time did Mary go to bed yesterday?

(6秒休止)

[B]

Mary : I have a presentation about Japanese food next week. What should I do?

Kenta : First, you should go to the library. Then, how about visiting a Japanese restaurant to ask some questions? After that, you can cook some Japanese food at your house.

Mary : Thank you, but I went to the library yesterday. So, first, to find a Japanese restaurant, I'll use the Internet in the computer room this afternoon.

Kenta : That's a good idea.

質問 What will Mary do first this afternoon?

(6秒休止)

[C]

Kenta : Did you see my dictionary?

Mary : I saw a dictionary on the table by the window.

Kenta : It's yours. I checked my bag, too, but I couldn't find mine.

Mary : Umm... Look! There is a dictionary under that desk.

Kenta : The desk by my bag?

Mary : No, the desk by the door. Some pencils are on it.

Kenta : Oh, that's mine.

質問 Where is Kenta's dictionary?

(6秒休止)

D

Kenta : What is the most popular thing to do at home in your class, Mary?

Mary : Look at this paper. Watching TV is the most popular in my class.

Kenta : Really? In my class, listening to music is more popular than watching TV. Reading books is not popular.

Mary : In my class, reading books is as popular as listening to music.

質問 Which is Mary's class?

(6秒休止)

次に、(2)を行います。これから、中学生の健太(Kenta)が、英語で話をします。その話の内容について、問題用紙にある3つの質問をします。それぞれの質問に対する正しい答えとなるように、()の中に、適切な数字や語、語句を記入しなさい。なお、先に問題用紙にある質問を2回繰り返し、そのあとで話を2回繰り返します。

では、始めます。

質問1 How long did Kenta's parents stay in Nagano?

(2秒休止)

質問2 What did Kenta do with his sister before breakfast?

(2秒休止)

質問3 Why were Kenta's parents surprised when they came home?

(2秒休止)

続いて、話をします。

I live with my father, mother, and sister. My parents and my sister work hard every day.

Last summer, my parents went to Nagano to meet their friends and stayed there for seven days. My sister and I didn't go with them. When my parents stayed in Nagano, we did different things in our house. I cooked breakfast and dinner. My sister washed the dishes. But we cleaned the house together before breakfast. Life without our parents was hard but fun.

When my parents came home, they were surprised because I made a cake for them. They ate the cake and told me it was very good. So, I was happy.

Now I sometimes cook dinner for my family.

(20秒休止)

- 2 次の英文は、静岡県でホームステイをしているジュディ(Judy)と、クラスメートの京子(Kyoko)との会話である。この英文を読んで、(1)~(5)の問いに答えなさい。(12点)

(After winter vacation, Judy and Kyoko are talking at school.)

Judy: Thank you for your New Year's card, *nengajo*. It was very beautiful, so I showed it to all of my host family.

Kyoko: A It is made of traditional Japanese paper called *washi*.

Judy: I like *washi*, and my host family showed me an interesting video about it.

Kyoko: A video? B

Judy: The video was about old paper documents in Shosoin. The paper documents were made of *washi* about 1,300 years ago. People have used *washi* since then.

Kyoko: That's very long! I didn't know that.

Judy: When we read a variety (㉠) information written on *washi*, we can find things about the life in the past.

Kyoko: I see. *Washi* is important because we can (㉡) the long history of Japan, right? I've never thought of that. I'm happy I can understand Japanese culture more.

Judy: By the way, where did you get the beautiful postcard?

Kyoko: I made it at a history museum.

Judy: Do you mean you made *washi* by yourself?

Kyoko: C I made a small size of *washi*, and used it as a postcard.

Judy: Wonderful! But making *washi* isn't easy. (㉢) I were you, I would buy postcards at shops.

Kyoko: Well... You love traditional Japanese things, so I wanted to make a special thing for you by using *washi*. It was fun to [ア how イ think about ウ could エ create オ I] a great *nengajo*.

Judy: Your *nengajo* was amazing! The *nengajo* gave me a chance to know an interesting part of Japanese culture. I found *washi* is not only beautiful but also important in your culture.

Kyoko: You taught me something new about *washi*, and I enjoyed talking about it with you. If you want, let's go to the museum.

Judy: Yes, of course!

- (注) card: あいさつ状 host family: ホストファミリー be made of: ~から作られている
document: 文書 Shosoin: 正倉院(東大寺の宝庫) past: 過去
think of: ~について考える by the way: ところで postcard: はがき
by yourself: (あなたが)自分で chance: 機会

- (1) 会話の流れが自然になるように、本文中の A ~ C の中に補う英語として、それぞれア～ウの中から最も適切なものを1つ選び、記号で答えなさい。

A	ア I'm glad to hear that.	イ Don't be angry.	ウ I'll do my best.
B	ア Here you are.	イ You're welcome.	ウ Tell me more.
C	ア That's right.	イ Did you?	ウ I don't think so.

- (2) 本文中の (㉔) ~ (㉖) の中に補う英語として、それぞれア～エの中から最も適切なものを1つ選び、記号で答えなさい。

(㉔)	ア for	イ of	ウ at	エ with
(㉕)	ア borrow	イ lose	ウ finish	エ learn
(㉖)	ア Because	イ When	ウ If	エ Before

- (3) 本文中の [] の中のア～オを、意味が通るように並べかえ、記号で答えなさい。

- (4) 本文中の で、京子は、今度の日曜日の都合はよいかという内容の質問をしている。その内容となるように、 の中に、適切な英語を補いなさい。

- (5) 次の英文は、ジュディがこの日に書いた日記の一部である。本文の内容と合うように、次の の中に補うものとして、本文中から最も適切な部分を3語で抜き出ささい。

During winter vacation, Kyoko sent me a *nengajo* made of *washi* and I watched a video about it. So, I found *washi* is beautiful and important. Today, I told her about the video, and she found *washi* has a long history. I think her *nengajo* helped us very well. Also, she wanted to send me something special. She is wonderful!

- 3 次の英文は、正太(Shota)とマーク(Mark)との会話である。会話の流れが自然になるように、次の (1) , (2) の中に、それぞれ7語以上の英語を補いなさい。(4点)

Shota: Hi, Mark. Let's go to the sea next week.

Mark: OK. Let's go there by bike because (1)

Shota: I understand, but using a train is better. If we use a train, (2)

Mark: I see.

- 4 由美(Yumi)は、友人のルーシー(Lucy)にメールを送ることにした。伝えたいことは、来月、英語を勉強している子供たちに英語の歌を歌ってあげるつもりなので、ルーシーも私の部屋に来てピアノを弾いてくれないかということである。あなたが由美なら、このことを伝えるために、どのようなメールを書くか。次の の中に英語を補い、メールを完成させなさい。(4点)

Hello, Lucy.

Bye,
Yumi

- 5 次の英文は、バスケットボール部に所属する中学生の直人(Naoto)が、祖母とのできごとを振り返って書いたものである。この英文を読んで、(1)~(7)の問いに答えなさい。(16点)

One day in spring, I saw a poster in my classroom. The poster said, "Let's plant sunflowers in the town park together!" It was an event planned by a volunteer group in our town. I didn't think it was interesting, so I ㉔(take) my bag and left the classroom.

Next Saturday morning, I went to school to practice basketball. When I was walking by the town park, I saw my grandmother was planting sunflowers with some people in the park. Then, I remembered that poster. I asked her, "Are you in this volunteer group?" She answered, "Yes. We pick up trash in this park every Saturday. But today, we came here to plant sunflowers. I planned this new event." I said to her, "Really? Why did you plan it?" She said, "Many young people in this town want to live in big cities in the future. It's sad to me. If beautiful sunflowers are in this large park, I think some of them will find this town is a wonderful place." She also said, "How about joining us, Naoto? I sent posters to many places, but we have only ten people now." I thought, "This park is large. Planting sunflowers with only ten people is hard. She A, but I have my basketball practice." So, I said to her, "Sorry, I have to go to school," and started B. She looked sad.

When I arrived at my school gym, I thought it was too large. Our team had eight members, but two of them didn't come on that day. Three members and I practiced hard, but two members didn't. They sometimes stopped ㉕(run) and sat down during the practice. They said, "We always have to practice the same things because we are a small team. We can't win the games without more teammates." When I listened to them, I felt sad. I thought, " ", but I believe that there is a way to become a strong team." I wanted to say something to them, but I didn't.

After the practice, I walked by the town park again. Then, I was surprised. About thirty people were planting sunflowers in the park. I found my grandmother there. I asked her, "Why are there so many people here?" She answered, "I saw many people in the park, so I told them why we were planting sunflowers. Then, many of them joined us." I asked her, "Is that everything you did?" "Yes, I just talked with them," she answered. Her words gave me an answer to my problem. Then, I joined the event and worked with her.

After the event, I told her about my basketball team and said, "Today, I found that talking with other people is necessary to change something. Next week, I'll tell my teammates that I want to make a strong team together. I hope they will understand me." She listened to me and smiled.

(注) The poster said : ポスターに～と書いてある plant : ～を植える
sunflower : ひまわり volunteer : ボランティアの pick up : ～を拾う
trash : ごみ member : 部員 teammate : チームメート

(1) 本文中の㉔, ㉕の()の中の語を, それぞれ適切な形に直しなさい。

(2) 次の質問に対して, 英語で答えなさい。

① What was Naoto's grandmother doing when Naoto was walking by the park on Saturday morning?

② How many students were there at the basketball practice on Saturday?

(3) 本文中の A B の中に補う英語の組み合わせとして, 次のア～エの中から最も適切なものを1つ選び, 記号で答えなさい。

ア A : needs more people B : working in the park

イ A : needs more people B : walking to school

ウ A : doesn't need any people B : working in the park

エ A : doesn't need any people B : walking to school

(4) 本文中の の中に補う英語として, 次のア～エの中から最も適切なものを1つ選び, 記号で答えなさい。

ア We don't have many members

イ We don't have a place to practice

ウ Our team always win the games

エ Our team always enjoy the practice

(5) 直人の祖母がイベントを計画したのは, 祖母がどのようなことを悲しいと感じているからか。祖母が悲しいと感じていることを, 日本語で書きなさい。

(6) 直人は, バスケットボールの練習のあとに祖母と会話をし, どのようなことが分かったと話しているか。直人が話している, 祖母と会話をして分かったことを, 日本語で書きなさい。

(7) 次のア～エの中から, 本文の内容と合うものを1つ選び, 記号で答えなさい。

ア When Naoto saw a poster at school, he wanted to be a member of the volunteer group.

イ Naoto's grandmother was in a volunteer group and planted sunflowers every spring.

ウ Because Naoto's grandmother sent posters to schools, about thirty people joined the event.

エ Naoto planted sunflowers with his grandmother in the park after his basketball practice.

「配点」欄に、各問いの正答の場合の点数が示してある。
「採点基準及び採点上の留意事項」の欄に*印が記されている問いを除き、部分点を与えてよい。
部分点をどのように与えるかについては、各学校で決めること。

問題番号		正 答 ・ 正 答 例		配点	小計	採点基準及び採点上の留意事項					
1	(1)	A	エ	2	14	*					
		B	エ	2		*					
		C	イ	2		*					
		D	ウ	2		*					
	(2)	質問 1	7 又は seven			2					
質問 2		㉔ cleaned ㉕ house		2	同じ趣旨のことが書いてあればよい。						
質問 3		made a cake for them		2	同じ趣旨のことが書いてあればよい。						
2	(1)	A	ア	1	12	*					
		B	ウ	1		*					
		C	ア	1		*					
	(2)	㉔	イ	1		*					
		㉕	エ	1		*					
		㉖	ウ	1		*					
	(3)	<table><tr><td>イ</td><td>ア</td><td>オ</td><td>ウ</td><td>エ</td></tr></table>		イ		ア	オ	ウ	エ	2	*
	イ	ア	オ	ウ		エ					
	(4)	(略)		2		今度の日曜日の都合はよいかという内容が伝わる表現であればよい。					
(5)	understand Japanese culture		2								
3	(1)	(略)		2	4	会話の流れをふまえた内容が的確に伝わる表現であればよい。					
	(2)	(略)		2							
4		(略)		4	4	伝えたいことが全体として伝わる表現であればよい。					
5	(1)	㉔	took	1	16	*					
		㉕	running	1		*					
	(2)	①	She was planting sunflowers (with some people in the park).			2	同じ趣旨のことが書いてあればよい。				
		②	(There were) Six (students).			2	同じ趣旨のことが書いてあればよい。				
	(3)	イ		2		*					
	(4)	ア		2		*					
	(5)	町の多くの若者が、将来、大都市に住みたいと思っていること。		2		同じ趣旨のことが書いてあればよい。					
	(6)	何かを変えるためには、他の人と話すことが必要であること。		2		同じ趣旨のことが書いてあればよい。					
	(7)	エ		2		*					
				計	50						