

令和4年度  
公立高等学校入学者選抜  
学力検査問題

英 語

( 14 : 00 ~ 14 : 50 )

注 意

- 1 「開始」の合図があるまで、開いてはいけません。
- 2 最初に、放送によるテストがあります。
- 3 問題用紙は、7ページまであります。
- 4 解答用紙は、問題用紙の中にはさんであります。
- 5 「開始」の合図があったら、まず、解答用紙を取り出し、受検番号を書きなさい。  
次に、放送によるテストが始まる前に問題用紙のページ数を確認し、不備があれば  
すぐに手を挙げなさい。
- 6 答えは、すべて解答用紙に書きなさい。
- 7 「終了」の合図で、すぐに鉛筆（シャープペンシルを含む）をおき、解答用紙を  
開いて裏返しにきなさい。

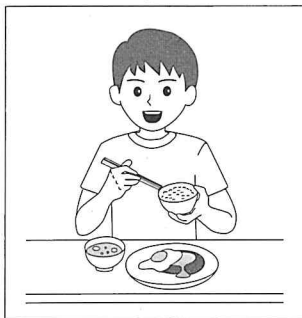
1

これはリスニングテストです。放送の指示に従って答えなさい。

1

No. 1

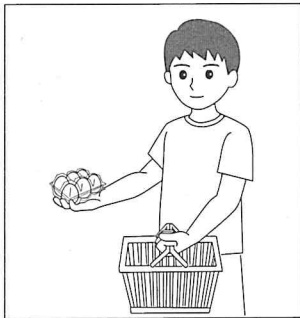
ア



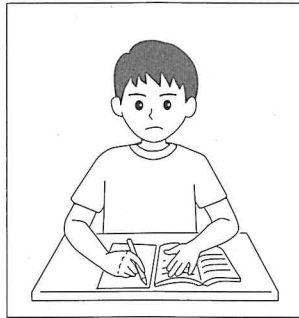
イ



ウ



エ

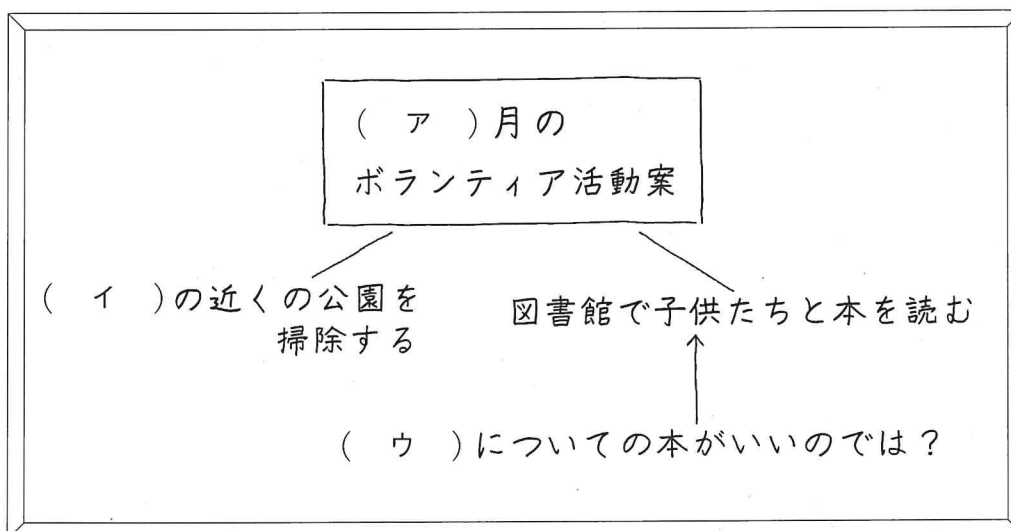


No. 2

John さんと Aya さんが見ている表

球技大会 バスケットボール競技 結果		
	クラス	勝 敗
ア	3 年 1 組	3 勝 1 敗
イ	3 年 2 組	4 勝 0 敗
ウ	3 年 3 組	1 勝 3 敗
	3 年 4 組	0 勝 4 敗
エ	3 年 5 組	2 勝 2 敗
		順 位
		2 位
		1 位
		4 位
		5 位
		3 位

2

<sup>しおり</sup>  
 <史織さんが使っているホワイトボード>


3

- No. 1      ア Her sister.  
              イ Her classmates.  
              ウ An ALT.  
              エ An English teacher.
- No. 2      ア She wants to plan a party for a classmate with the ALT.  
              イ She wants to leave school and spend her free time at home.  
              ウ She wants to buy something for the ALT who will leave her school.  
              エ She wants to talk about what to do for the ALT with her classmates.

4 答えは，解答用紙に書きなさい。

(メモ用)

( ) のところの英語を聞き取り，書きなさい。

*Greg:* Look at this garden.

*Mika:* It's wonderful.

I will ( ).

2 次の問いに答えなさい。

1 次の対話文の ( ) の中に最も適する英語を、それぞれ 1 語ずつ書きなさい。

(1) *Rumi*: Which do you like better, coffee ( ) tea?

*Harry*: I like tea better. I always drink it with milk.

(2) *Isamu*: It will be rainy today. Take an ( ) when you go out.

*Freddie*: I'll take the blue one. I can't use the red one because it doesn't open.

(3) *Woman*: Sorry, Mr. Okada cannot go to the meeting tomorrow.

*Man*: Oh, really? Well, we want someone to come to the meeting ( ) of him.

2 次の対話文の ( ) の中に最も適するものを、あとのア～エからそれぞれ一つずつ選び、記号で答えなさい。

(1) *Cathy*: Hi, Hiroshi. You look tired today.

*Hiroshi*: A little. My family visited my aunt in Yokohama yesterday.

*Cathy*: It's far from here. ( )

*Hiroshi*: At about 9 p.m. Then I took a bath and went to bed.

ア Why did she live there?

イ When did you get home?

ウ What time did she leave home?

エ How long did it take?

(2) *Jack*: Keiko, you play tennis very well.

*Keiko*: Thanks. But I think Nanako is the best player in our school.

*Jack*: Really? Does she play better than you?

*Keiko*: ( ) She was amazing in the last tournament.

ア I think you are wrong, so I will say "No."

イ I can say "No," because she doesn't.

ウ I can't say "Yes," but I want to.

エ I don't want to say "Yes," but I have to.

3 次の対話文の下線部について、あとのア～カの語句を並べかえて正しい英文を完成させ、( X ), ( Y ), ( Z ) にあてはまる語句を、それぞれ記号で答えなさい。

(1) *Masaki*: I ( ) ( X ) ( ) ( Y ) ( ) ( Z ) I borrowed. Did you see it?

*Lily*: No. I'll help you find it.

ア been イ the book ウ have エ for オ which カ looking

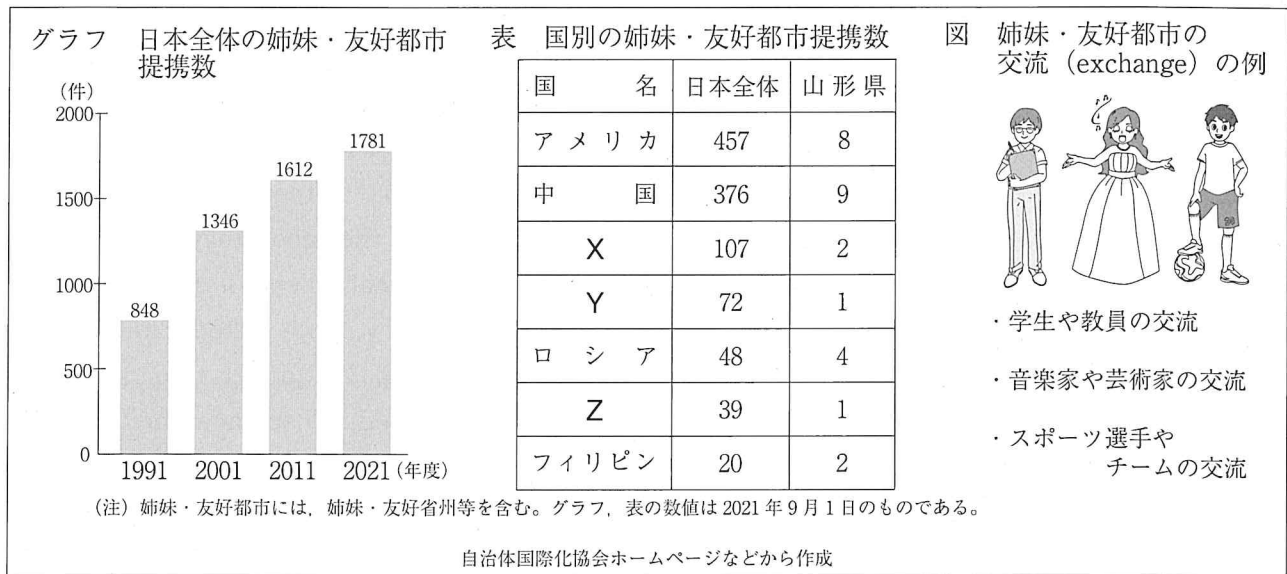
(2) *Yoshie*: ( ) ( X ) ( ) ( Y ) ( ) ( Z ) this computer?

*David*: Yes. He often writes e-mails with it.

ア use イ can ウ you エ do オ your father カ think

3

中学生の千恵 (Chie)さんは、姉妹・友好都市 (sister city)に興味を持ち、姉妹・友好都市提携 (sister city relationship)について調べ、グラフ (graph)、表 (table)、図 (chart)にまとめました。次は、グラフ、表、図を見ている、千恵さんと留学生のビル (Bill)さんの対話です。グラフ、表、図および対話について、あとの問いに答えなさい。



Chie: Last week, I met a lot of foreign people at an event, and I heard that my city has some sister cities in the world. One of them is your city in America. I wanted to know more about sister cities, so I made the graph after the event.

Bill: Wow! There are so many sister city relationships in Japan. The number is increasing.

Chie: I was surprised, too. Look at the table. Your country has many sister cities. In Japan, there are more sister city relationships with Canada than with Italy.

Bill: That's right.

Chie: In Yamagata-ken, there are eight sister city relationships with America, and two with Australia.

Bill: There is one with Italy, too. Chie, what does the chart tell us?

Chie: It shows exchanges between sister cities. For example, many cities send students to their sister cities. Your city in America has the exchange with my city, so you came to Japan. ① There are many good points of the exchange for you, right?

Bill: Yes. I can make new friends and learn a different culture.

Chie: That's good. I could learn a lot from you, too.

- 1 表中のX～Zには、カナダ、イタリア、オーストラリアのいずれかの国名が入ります。対話の内容に即して、X～Zのそれぞれにあてはまる国名を、日本語で書きなさい。
- 2 下線部①について、ビルさんがあげている具体的な例を、対話の内容に即して日本語で書きなさい。
- 3 グラフ、表、図および対話の内容に合うものを、次のア～オから二つ選び、記号で答えなさい。
  - ア Chie wanted to tell foreign people about sister cities, so she made the graph before the event.
  - イ The graph shows that the number of sister city relationships in Japan is not over two thousand.
  - ウ In Yamagata-ken, there are more sister city relationships with America than with China.
  - エ The chart shows that there are not any exchanges for sports between sister cities.
  - オ Bill's city in America is a sister city of Chie's city, and there is an exchange between the cities.

- 4 中学生の陽太 (Yota)さんは、校外学習 (field trip)で、ある研究所 (laboratory)を訪れ、エミリー (Emily)さんという研究者に出会いました。次の英文は、陽太さんとエミリーさんとの交流や、その前後の関連する出来事について描いたものです。これを読んで、あとの問いに答えなさい。

When the teacher told the students about the field trip to a laboratory, Yota was so happy. He was interested in science very much. When he was asked about his dream in the future, he always answered, "I want to be a scientist because I like math and science."

On the day of the field trip, Yota was so excited. It took about fifteen minutes from his school to the laboratory by bus. His class made some groups in the laboratory. Emily, one of the researchers, \*guided his group. "We are studying \*medical science. I will tell you about our research," she said. After looking around the laboratory, Yota asked Emily, "Why did you start studying medical science?" "When I was a child, my father told me about children who need help in the world. I thought of studying medical science then," Emily said. She also told Yota about her research and how it could help the children. Emily asked, "What do you want to be in the future?" Yota answered, "I want to be a scientist." She said, "That's nice. Why?" ① "Well, because I like science and... ," Yota said in a weak voice. After listening to Emily, he felt his answer was not as good as hers. ( A ) Emily looked at Yota and said, "A presentation contest will be held here, and many high school students will show their research. Please come to see them."

Two weeks later, Yota went to the laboratory to see the contest. ( B ) There were fifty presentation titles with the names of the \*presenters on it. A girl started the first presentation. She talked about a light which can save a lot of energy. ( C ) She said, "My town has a university. A new \*technology invented there is used in this light." She said that she had a chance to join a special program at the university. It was for high school students who were interested in science. In the program, she learned about the technology for the first time. Yota was excited to hear that. After watching some other presentations, Yota met Emily. ( D ) He said, "The presenters were so great. They showed how their research could make our life better. I want to be like them. How can I have such a great idea?" "Don't worry. Keep learning something new. You can have your own idea soon, and it will be \*clear \*little by little," Emily said. "I will. Thanks," Yota said. "Yota, English is also necessary for scientists. We read books written in it," Emily said. "Wow! ② It's hard to do that," Yota said. "Little by little," Emily \*encouraged him again.

That evening, Yota told his mother how the presentations were. "I want to join the contest as a presenter next year. For that, I have many things to do," he said. Yota's mother felt happy to hear that. "You can do it. I will support you," she said with a kind smile.

(注)

guided ← guide 案内する      medical science 医学      presenter(s) 発表者  
technology 技術      clear 明確な      little by little 少しずつ  
encouraged ← encourage 励ます

- 1 下線部①と言ったときの、陽太さんの気持ちに最も近いものを、次のア～エから一つ選び、記号で答えなさい。

ア I like math and science very much, but I'm not interested in medical science.

イ I want to study abroad because I want to help people all over the world.

ウ I should say what I want to be in the future with a better reason like Emily.

エ I can't understand why Emily asked me the question about my future.

- 2 次の英文を、本文の流れに合うように入れるとすれば、どこに入れるのが最も適切ですか。  
( A ) ～ ( D ) から一つ選び、記号で答えなさい。

He got the list of the presentations in the hallway.

- 3 下線部②について、陽太さんが大変だと言ったのは、何をすることですか。本文に即して日本語で書きなさい。

- 4 本文に即して、次の問いに英語で答えなさい。

(1) How did Yota go to the laboratory on the day of the field trip?

(2) Did Yota have a great idea like the presenters when he watched their presentations?

- 5 次の英文ア～オは、それぞれ本文の内容の一部です。ア～オを、本文の流れに合うように並べかえ、記号で答えなさい。

ア Yota saw Emily when he was in the laboratory to see the presentation contest.

イ Emily joined a group and told what the researchers were studying.

ウ Yota talked about the presentations he saw to his mother.

エ Emily told Yota to see the presentations by high school students.

オ Yota was waiting for the day of his field trip to the laboratory.

- 6 陽太さんは、陽太さんが見たプレゼンテーションについて、英語の授業で発表しました。次は、発表したときに交わされた、陽太さんと A L T のサラ (Sarah) さんの対話の一部です。対話の  I  ,  II  に入る適切な英語を、文脈に合うように、それぞれ 4 語以上で書きなさい。

Yota: The first presenter was a girl and told us about a new technology. She learned about it when she  I  at a university. I thought I should find chances to learn new things, too. Are you interested in the contest now? It is held every year. Please come to the contest  II  next year.

Sarah: Oh, do you mean you are going to be a presenter? That's great!

- 5 あなたの学校の英語の授業で、次の「コンピュータの画面」のように、ALTの先生から一人一人のコンピュータに質問が送信され、その質問について、あなたの考えを  に書き、返信することになりました。「コンピュータの画面」の  に入る英文を、まとまりのある内容になるように、4文以上で書きなさい。

コンピュータの画面

It is important to find a good time to do homework. When I was a student, I did it in the morning. My friend did it before dinner. When do you usually do your homework? And why?

返信



1	26	1	3	1	No.1	ウ
			3		No.2	ア
			3	2	ア	10
			3		イ	病院
			3		ウ	動物
			3	3	No.1	イ
			3		No.2	エ
		5		4	Greg: Look at this garden.	
					Mika: It's wonderful.	
					I will ( enjoy drawing a picture of these	
					flowers ) .	

問	備 考
1	2 会話文に即した内容であれば正答とする。
2	3 (1) 全部できて正答とする。 (2) 全部できて正答とする。
3	2 対話文に即した内容であること。 3 * の正答については、順序は問わない。

2						2	18	
1	(1)	or						2
	(2)	umbrella						2
	(3)	instead						2
2	(1)	イ						3
	(2)	エ						3
3	(1)	X	ア	Y	エ	Z	オ	3
	(2)	X	ウ	Y	オ	Z	ア	3

3	3	16		
1	X	オーストラリア		2
	Y	カナダ		2
	Z	イタリア		2
2	(例) 新しい友達を作ったり、違った文化を学んだりできること。			4
3	*イ			3
	*オ			3

4	30	4	1	ウ
	3		2	( B )
	4		3	(例) 英語で書かれた本を読むこと。
	4		4	(例) He went there by bus.
	3		4	(例) No, he didn't.
	3		5	オ → イ → エ → ア → ウ
	5		4	I She learned about it when she ( 例 ) joined a special program ) at a university.
	4		6	II Please come to the contest ( 例 ) to see my presentation ) next year.

問	備 考
4	3 本文に即した内容であること。 4 本文に即した内容であること。 5 全部できて正答とする。 6 4語以上の英語で、本文及び対話文の文脈に合う内容であること。

5	10	(1) 内容
	A A	8
	B B	
	C C	
	D D	
	(2) 正確さ	2
	A A	
	B B	
	C C	

問	備 考
5	(例) I do my homework in the morning. At night, I become very sleepy and cannot study. So I get up early in the morning. I can do my homework better because it is very quiet.

〔 注意 〕 この採点基準によって処理しがたい細部については、各学校で適正な基準を設けること。