

令和4年度学力検査問題

英

語

(14時40分～15時30分)  
(50分間)

注意

1 解答用紙について

- (1) 解答用紙は1枚で、問題用紙にはさんであります。
- (2) 係の先生の指示に従って、所定の欄2か所に受検番号を書きなさい。
- (3) 答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
- (4) 解答用紙は切りはなしてはいけません。
- (5) 解答用紙の※印は集計のためのもので、解答には関係ありません。

2 問題用紙について

- (1) 表紙の所定の欄に受検番号を書きなさい。
  - (2) 問題は全部で5問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
- 印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

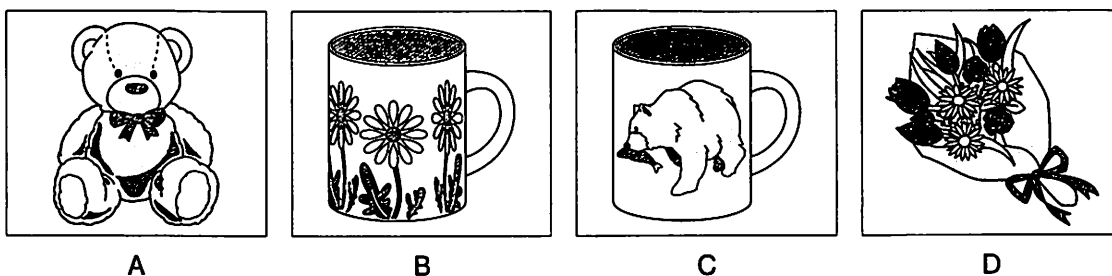
# 1 放送を聞いて答える問題(28点)

問題は、No.1～No.7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No.1～No.6は、質問に対する答えとして最も適切なものを、A～Dの中から一つずつ選び、その記号を書きなさい。No.7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。

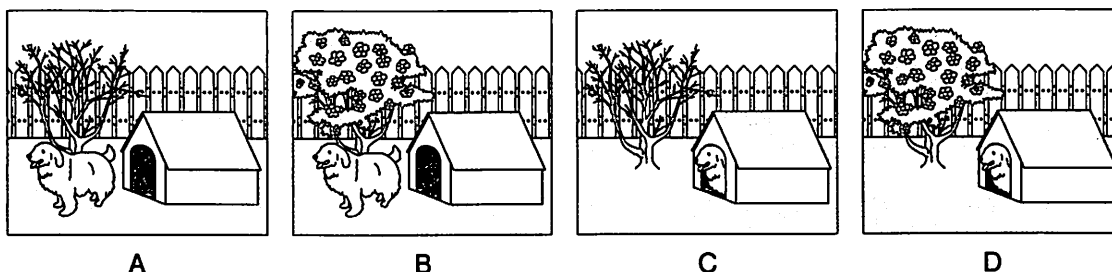
## 【No.1～No.3】(各2点)

Listen to each talk, and choose the best answer for each question.

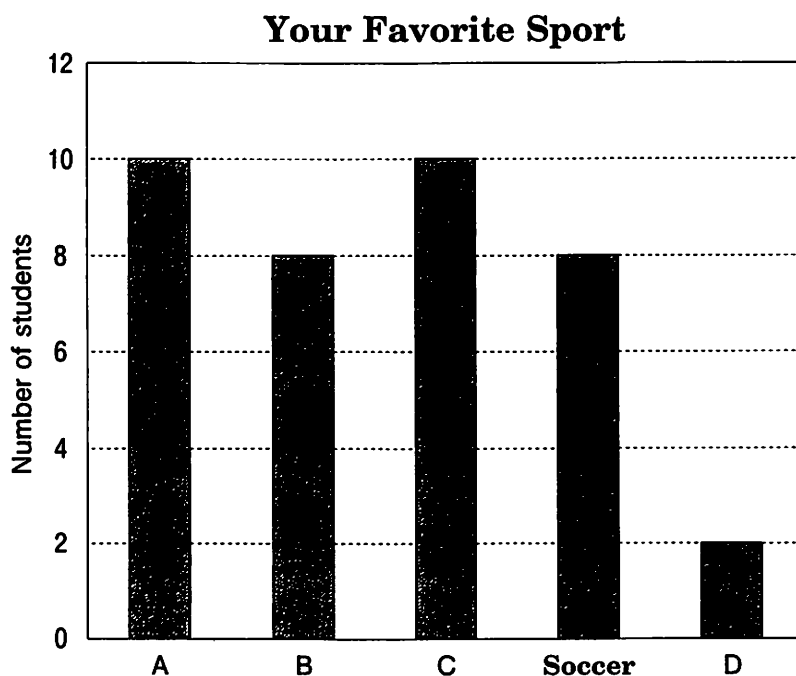
No.1



No.2



No.3



【No. 4, No. 5】(各2点)

Listen to each situation, and choose the best answer for each question.

No. 4

- A** I have a lot of books. **B** I found a bookstore near here.
- C** Are there any bookstores around here? **D** Do you know my favorite book?

No. 5

- A Can you cut some onions?  
B I'll get there.  
C I've finished.  
D Can you go and buy some onions?

【No. 6】(各3<sup>かく</sup><sup>てん</sup>点)

Listen to the talk about the homework during summer vacation from the ALT, and choose the best answer for questions 1, 2 and 3.

(1) Question 1

- A** They have to write a report in English.
- B** They have to get to the mountains and the sea.
- C** They have to think about helping the city library.
- D** They have to ask their ALT to read the textbook.

(2) Question 2

- A For about a week.  
B For about two weeks.  
C For about three weeks.  
D For about four weeks.

(3) Question 3

- A** The students will have forty-four days of vacation.
- B** The ALT and the students have read the textbooks for thirty-four days.
- C** The students must use the Internet at the library every day.
- D** The ALT wants to have the students' homework on the first day after the vacation.

【No. 7】(各3点)

Listen to the talk between Mark and his mother on the phone, and read the questions. Then write the answer in English for questions 1, 2 and 3.

- (1) Question 1 : Which country is Mark's mother in now?  
Answer : She is ( ).
- (2) Question 2 : What does Mark enjoy at school?  
Answer : He enjoys talking with the students who are ( ) in his country.
- (3) Question 3 : What will Mark do in Shizuoka for his mother?  
Answer : He will take a lot of ( ) there.

- 2 茶道に興味のある人たちのために、茶道教室の案内を作成します。[日本語のメモ]をもとに、  
 空欄  A ~  C にあてはまる適切な1語を、それぞれ英語で書きなさい。また、  
 空欄  D には適切な3語以上の英語を書きなさい。なお、空欄  A ~  C に  
 は省略した形や数字は使わないものとします。(13点)

[日本語のメモ]

## 茶道を楽しみましょう！

茶道は好きですか。私たちの教室に来て学びませんか。  
 伝統的な日本文化の一つを楽しんでほしいと思っています。

【時間】 1回につき2時間

●月曜日～金曜日／午後6時～午後8時      ●土曜日／午後3時～午後5時

※参加を希望する方は、電話かメールで連絡をください。

さい 茶道教室

電話 048-\*\*\*-\*\*\*\*\*

メール \*\*\*\*.english@saitamail.jp

## Let's enjoy Japanese tea ceremony!

Do you like tea ceremony? Why don't you come and study at our school?

We hope you will enjoy this part of  A Japanese culture.

[Time] 2  B for each lesson

●Monday-Friday / 6 p.m. to 8 p.m.      ●  C / 3 p.m. to 5 p.m.

※If you  D , please call or send an e-mail.

Sai Tea Ceremony School

Phone 048-\*\*\*-\*\*\*\*\*

E-mail \*\*\*\*.english@saitamail.jp

(A, B, C各3点, D4点)

- 3 次は、かつて北極 (North Pole) にいたオオウミガラス (*Pinguinus impennis*) について、Hanako が書いた英文です。これを読んで、問 1 ～問 5 に答えなさい。＊印のついている語句には、本文のあとに「注」があります。(18 点)

Hi, I'm Hanako. Last week, I went to the zoo with my family. Do you like animals? I really love \*penguins. I like watching "Penguin Walk." A I want to go to the \*South Pole and see them someday. B But, there were lots of birds like penguins at the North Pole, called the *Pinguinus impennis*. Long ago, lots of the *Pinguinus impennis* lived in the area around the North Pole. Actually, these birds were called "penguins" at first, and the penguins that we know were later \*named after them. They were a little bigger than penguins. They swam fast in the water, but walked slowly on land, like penguins. Of course, they couldn't fly, either. In 1534, [ to / to / sell / them / began / catch / people ]. They were very friendly, so people could catch them easily. C People \*thought of them as \*valuable animals. People caught them as a way to get money easily and the *Pinguinus impennis* were ( ) rich people or museums. Soon, they \*were in danger of extinction. On July 3, 1844, the last *Pinguinus impennis* was killed. The story of the *Pinguinus impennis* makes me sad. I hope something like that never happens again. I want to continue to see penguins in the future. What does this story teach us? There are many animals that are in danger of extinction. It is getting hard for animals to live in nature. I want people to think about animals' lives.

〔<sup>ちゅう</sup>注〕 penguin……ペンギン

South Pole……<sup>なんきょく</sup>南極

name after ~……~にちんで<sup>な</sup>づける

think of...as～…………を～とみなす

valuable……高<sup>こう</sup>価<sup>か</sup>な

be in danger of extinction……絶滅<sup>ぜつめつ</sup>の危機<sup>き</sup>にある

- 問 1 本文中の A ～ C のいずれかに、By the way, do you know that penguins don't live at the North Pole now? という1文を補います。どこに補うのが最も適切ですか。 A ～ C のなかから一つ選び、その記号を書きなさい。(3点)

- 問2 [            ]内のすべての語を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(4点)

- 問 3 下線部について、( )にあてはまる最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。(3点)

ア sold to      イ saved by      ウ told to      エ seen by

- 問 4 本文の内容に関する次の質問の答えとなるように、( )内に適切な英語を書きなさい。  
(4点)

Question : What does Hanako want people to do?

**Answer :** She wants them (                  ).

- 問 5 <sup>もん</sup>本文の内容と合うものを、<sup>ほんぶん</sup>次のア～エの中から<sup>ないよう</sup>一つ選び、<sup>あ</sup>その記号を書きなさい。<sup>つぎ</sup>（4点）<sup>なか</sup><sup>ひと</sup><sup>えら</sup><sup>きこう</sup><sup>か</sup><sup>でん</sup>

7 Penguins were called the *Pinguinus impennis* long ago, but rich people changed their name to make money.

1 Penguins live around the South Pole and the *Pinguinus impennis* lived around the North Pole.

ウ The *Pinguinus impennis* all died when they got sick in 1844.

I People didn't want the *Pinguinus impennis* because they were not good for selling.

4 次の[1]～[4]は、図書委員のEiji, MaryとKanaeの会話です。これを読んで、問1～問8に答えなさい。＊印のついている語句には、本文のあとに〔注〕があります。(29点)

[1] 〈At the school library, Eiji, Mary and Kanae are having a \*discussion.〉

Eiji : Hi, thank you for coming. We are meeting here today to talk about how to \*increase the number of students who use our school library. \*Less than 30% of the students use the library twice a month or more when they are not in class. Mr. Tanaka asked us what we can do to improve this. He \*is in charge of the library.

Mary : [ A ] , Eiji?

Eiji : Well, I want to borrow the books longer. We can borrow the books from the library for a week. But, sometimes it's difficult to finish reading them. Most of the students at our school are busy with club activities and we usually have homework to do. I think we need more time to read the books.

Kanae : So, you mean that more students will use the library if it \*lends the books for longer?

Eiji : Yes. I heard that some students use the city library because they can borrow the books for two weeks.

〔注〕 discussion……話し合い  
less than～……～未満  
lend～……～を貸す

increase～……～を増やす  
be in charge of～……～を担当する

問1 空欄 [ A ] にあてはまる最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。(3点)

- ア What's your favorite book
- イ When does the library open
- ウ Where is the library
- エ What do you think

問2 本文 [ 1 ] の内容と合うように、次の英語に続く最も適切なものを、ア～エの中から一つ選び、その記号を書きなさい。(4点)

Eiji said that

- ア the students should finish reading books in a week.
- イ the students should use the city library.
- ウ Mr. Tanaka asked him, Mary and Kanae what to do for the library.
- エ Mr. Tanaka worked harder.

2 <To find other good ideas, they continue the discussion.>

Eiji : Does anyone have any other good ideas?

Kanae : Well, how about making new \*sections for magazines and comics? I went to the school library at my sister's high school last week. There were not only \*various books, but also magazines and comics. My sister says the library buys the newest books \*as soon as the students ask the library to buy them. Our library has a few magazines and comics, but I wish there were more.

Eiji : So, you are saying that getting a lot of popular books would bring more students to the library?

Kanae : That's right.

Mary : That's a very good point, but our school will need a lot of money to buy new books. Students \*alone can't change how long they can borrow books because the school decides that. We can't change how many books it can buy, either.

Eiji : Well, we can talk about changing these problems with Mr. Tanaka later, but \*for now, we need something that we can start \*right away.

〔注〕 section……コーナー

various……さまざまな

as soon as～……～するとすぐに

alone……だけで

for now……とりあえず

right away……すぐに

問 3 本文 2 で、Mary は自分たちの学校の図書館について、生徒だけでは変えられないのほどのようなことであると述べていますか。日本語で二つ書きなさい。(4 点)

3 〈Mary tells the others her idea.〉

Mary : We can start with something that will \*encourage more students to come to the library. We write the \*library newsletter every month. The newsletter is given to all students or they can get it near the Dictionaries Section. How about putting a quiz in it, and showing the answers \*somewhere in the library?

Eiji : So, the students [ have / come / know / want to / the answers / to / who ] to the library.

Mary : That's right. What do you think?

Eiji : That sounds very interesting. It's almost like a \*treasure hunt. We need to think of a place to show the answers for each quiz. Do you have any ideas?

Mary : Well, it should be near the entrance. Next to the \*counter would be best.

Kanae : Hmm. I'm not sure \*whether your idea will help Mr. Tanaka. I think he wants students to read more books.

Mary : Is that so? But, I think students will \*be more likely to read books if they have a reason to come here.

Eiji : OK, let's try that then. We can think of other ideas later.

〔注〕 encourage～……～を促進する

somewhere……どこかに

counter……カウンター

be more likely to～……さらに～しそうである

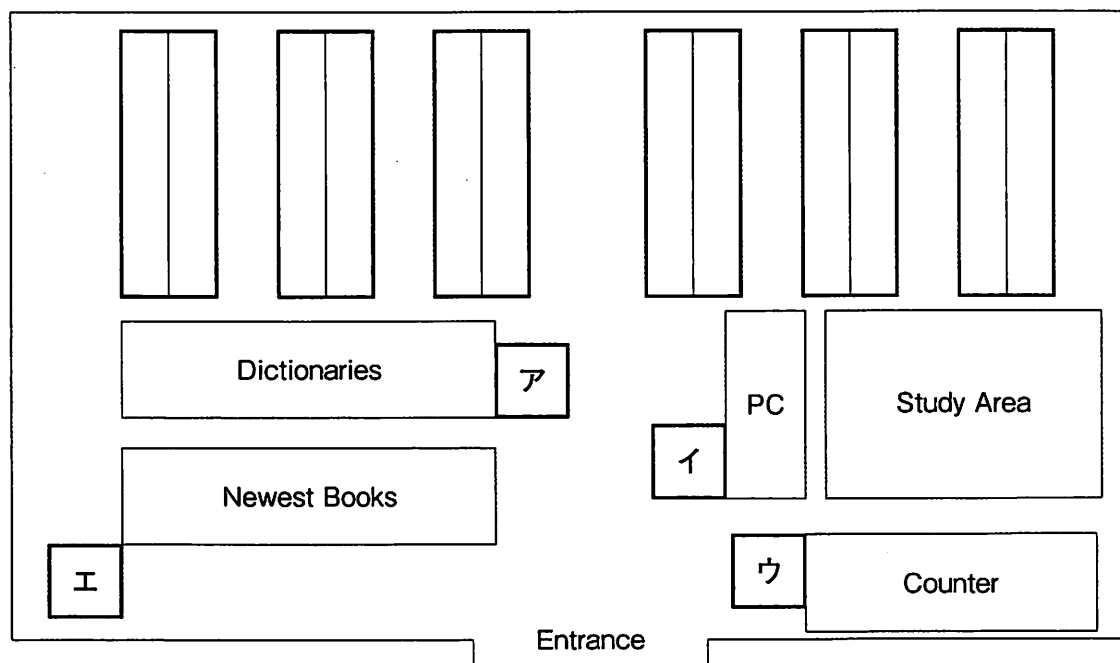
library newsletter……図書館だより

treasure hunt……宝探し

whether～……～かどうか

問 4 [ ]内のすべての語句を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(4点)

問 5 次は、Maryの学校の図書館の館内図です。本文[3]で、Maryがクイズの答えを示すのに最もよいと述べた場所を、図中のア～エの中から一つ選び、その記号を書きなさい。(3点)





4 〈Eiji asks Kanae to tell them her ideas.〉

Eiji : Kanae, do you have other ideas?

Kanae : Well, I often come to the library to do \*research for my homework. I sometimes come here to find books that my teachers \*recommend to us in class. But it takes a lot of time because I can't find the books I want. If there were sections that \*have something to do with classes, school events, or books teachers recommend, it would be nice. Then, finding the books we need would be easy. We can ask teachers what kind of books we should read for class or school events. What do you think?

Mary : That sounds good. We could also put the information about these sections in our school library newsletter to encourage the students to come to the library.

Eiji : That's a very good point. We thought of a lot of good ideas. It's time to finish, so I will

B

Kanae : Oh, thanks. Mr. Tanaka will be very happy. Can you tell us his ideas later, too? I will talk with our teachers about books they recommend.

〔注〕 research……調べもの recommend……～をすすめる  
have something to do with……～と何か関係がある

問 6 空欄 B には、この後 Eiji がすることが入ります。あなたなら、この後どのようなことをするつもりだと発言しますか。本文 4 の内容に合うように、It's time to finish, so I will に続けて、この後することを 2 文以上の英文で書きなさい。(4 点)

問 7 本文 1 ～ 4 の内容について、Eiji, Mary, Kanae の発言内容として、次のまとめの①～③にあてはまる最も適切なものを、下のア～ウの中から一つずつ選び、その記号を書きなさい。なお、同じ記号を 2 度以上使うことはありません。(3 点)

まとめ

名前	話し合いでの発言内容
Eiji	①
Mary	②
Kanae	③

ア The library should put a quiz in its newsletter.

イ The library should make sections that have something to do with classes.

ウ The library should let the students borrow the books longer.

問 8 次は、後日の Eiji と Mary の会話です。自然な会話になるように、( ) に適切な 4 語以上の英語を書きなさい。(4 点)

Eiji : Yesterday, I went to see Mr. Tanaka and talked with him.

Mary : That's nice. ( )?

Eiji : He said he wants to know more about our plans.

Mary : That sounds good. We need to talk more before we meet him.

- 5 次は、あなたが通う学校の英語の授業で、Mikiが行ったスピーチです。これを読んで、問1～問3に答えなさい。＊印のついている語句には、本文のあとに〔注〕があります。(12点)

During the summer vacation, I went camping in Yamanashi. I saw a lot of stars in the sky there. I wanted to see a \*shooting star because I had a wish. But it is very hard to find shooting stars. I was sad that I couldn't find one. My father looked at me and told about the \*Leonids meteor shower. He said that it's an \*annual event, and in 2001, people saw hundreds of shooting stars in the sky. My father told me, "They were so beautiful that year. I made two wishes on shooting stars. One of them was to have a family. So that wish \*came true. But the other one hasn't yet. I hope it will come true." His first wish was very nice. I asked him what the other one was. He said to me, "I wished for \*happiness for the world." That was my second wish." I was very \*proud to be his daughter when I heard his wish. Just then, I saw a shooting star in the sky! But it was so fast that I only had time to wish that my father's wish would come true. I will try to make my own wish on another shooting star next time.

〔注〕 shooting star……流れ星  
annual……例年の  
happiness……幸せ

Leonids meteor shower……しし座流星群  
come true……実現する  
proud……誇りに思う

- 問1 本文の内容に合うように、次の英文の( )にあてはまる最も適切な1語を、本文中から抜き出して書きなさい。(3点)

Miki's father told her that one of his ( ) came true.

- 問2 本文の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。(3点)

ア Mikiは山梨でのキャンプ中にたくさんの星を見た。

イ Mikiは流れ星に自分の願いごとを2つした。

ウ Mikiの父は2001年に流れ星をたくさん見られなかった。

エ Mikiの父は今年、しし座流星群に願いごとをした。

- 問3 下線部について、世界の人々が幸せになれるような、あなたの願いごとについて英語の授業でスピーチします。〔条件〕に従い、Aに3文以上の英文を書いて、スピーチ原稿を完成させなさい。(6点)

スピーチ原稿

Today, I'm going to tell you my wish.

A

Thank you.

- 〔条件〕 ① 1文目は、世界の人々が幸せになれるような、あなたの願いごとを、I wishに続けて、解答欄の①に書きなさい。  
② 2文目以降は、①について具体的に、2文以上で解答欄の②に書きなさい。

(以上で問題は終わりです。)