

ついけんさ
追検査

じゅけんばんごう
受検番号

だい
第

ばん
番

れい わ 4 ねん ど がく りょく けん さ もん だい
令和4年度学力検査問題

えい ご
英語 [学校選択問題]

(14 じ 40 ぶん ~ 15 じ 30 ぶん)
(50 分間)

ちゅう い
注意

1 かいとうようし
解答用紙について

- (1) かいとうようし 1 枚で、もんだいようし にはさんであります。
- (2) かり せんせい しじ したが、しよてい らん しょ じゅけんばんごう か
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) こた かいとうようし
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) かいとうようし き
解答用紙は切りはなしてはいけません。
- (5) かいとうようし じるし しゅうけい
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 もんだいようし
問題用紙について

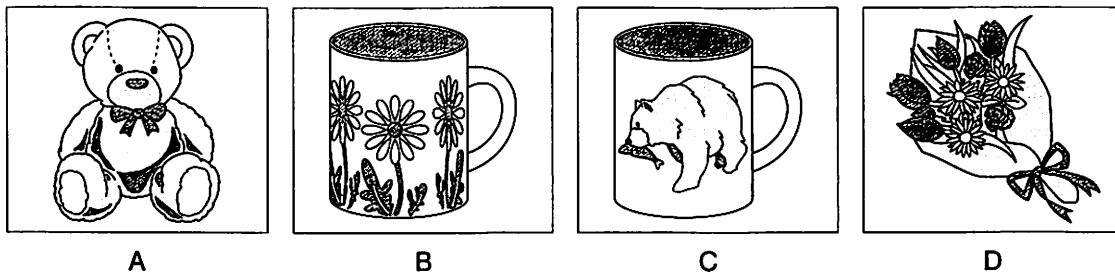
- (1) ひょうし しよてい らん じゅけんばんごう か
表紙の所定の欄に受検番号を書きなさい。
 - (2) もんだい ぜんぶ もん ひょうし のぞ
問題は全部で4問あり、表紙を除いて9ページです。
- さいしょ ほうそう き こた もんだい おこな
最初に「放送を聞いて答える問題」を行います。
- いんさつ かり せんせい き
印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

1 放送を聞いて答える問題(28点)

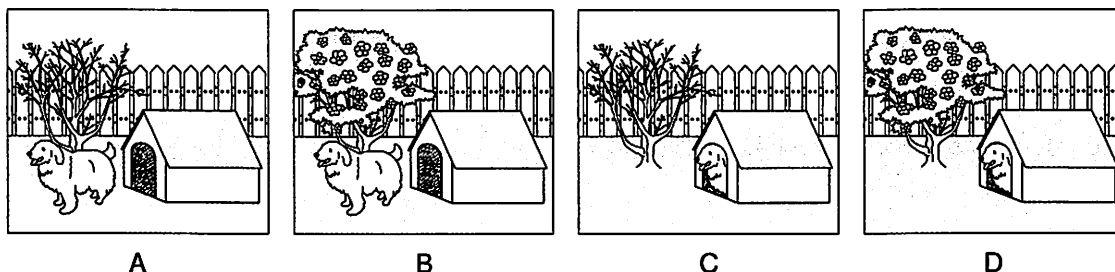
問題は、No.1～No.7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No.1～No.6は、質問に対する答えとして最も適切なものを、A～Dの中から一つずつ選び、その記号を書きなさい。No.7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。

【No.1～No.3】(各2点)

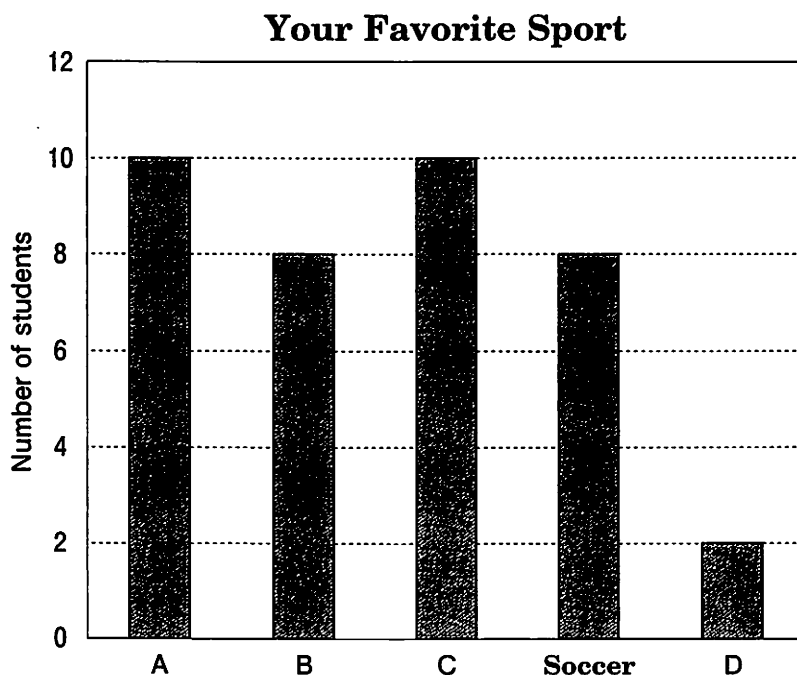
No.1



No.2



No.3



【No.4, No.5】(各2^{かく}^{てん}点)

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^{かく}^{てん}点)

(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^{かく}点^{てん})

- (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 ()
his country.

- (3) Question 3: What will Mark do in Shizuoka for his mother?

Answer : He will take a lot () there.

2 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7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。(28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 () to improve this. He *is in charge of the library.

Mary : What do you think, 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
be in charge of～……～を担当する lend～……～を貸す

問1 下線部が「Mr. Tanakaはこのことを改善するために、私たちに何ができるかをたずねました。」という意味になるように、()に適切な4語の英語を書きなさい。(3点)

[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 for now……とりあえず

問2 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 who want to know the answers will have to come 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 : Yes. A

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

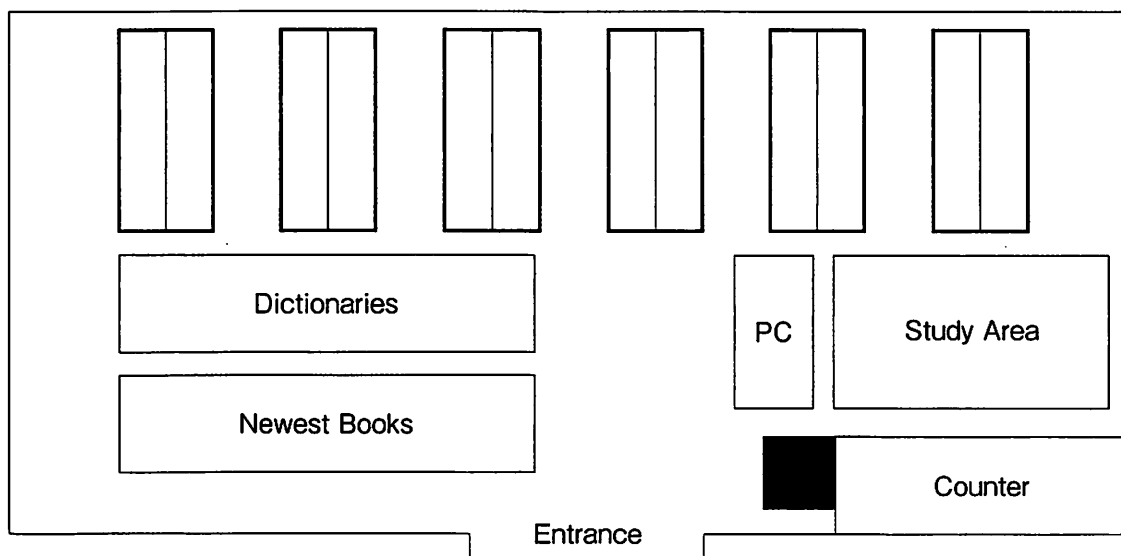
Mary : Is that so? But, I think students will *be more likely to read books if they have a reason to come here.

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
whether～……～かどうか

library newsletter……図書館だより
treasure hunt……宝探し
be more likely to～……さらに～しそうである

問 3 次は、Mary の学校の図書館の館内図です。Mary は図中の■がクイズの答えを示す場所としてふさわしいと考えています。■の場所と、その場所がふさわしい理由を、空欄 A に適切な 2 文以上の英語で書きなさい。1 文目は、I want to に続けて、その場所が伝わるように書きなさい。2 文目以降は、あなたが考える、その場所がふさわしい理由を書きなさい。(4 点)



問 4 本文 3 の内容に関する次の質問に、英語で答えなさい。(3 点)

Why does Kanae say, "I'm not sure whether your idea will help Mr. Tanaka"?

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 / would / books / we / be / the / easy / need]. 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 can study many things at the library, so I hope many students will come. OK, there were a lot of good ideas today, but it's time to finish. So, I will tell Mr. Tanaka about all the ideas we discussed. At the next meeting, let's talk more about the ideas we have thought of.

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

問 5 []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 6 本文^{ほんぶん} 1 ~ 4 の内容^{ないよう}と合うように、次の(1), (2)の英語^{えいご}に続く最も適切なものを、ア~エの中から一つずつ選び、その記号^{きごう}を書きなさい。(各3点)

(1) After the discussion, Eiji will

- ア ask Mr. Tanaka where the school newsletter section should be.
- イ meet Mr. Tanaka and tell him to work harder in the school library.
- ウ tell Mr. Tanaka about their ideas to increase the number of students who use the library.
- エ meet Mr. Tanaka to discuss how to make a section about classes or school events smaller.

(2) Mary says that

- ア Mr. Tanaka is making a new section in the library newsletter.
- イ the students will read books if they have a reason to come to the library.
- ウ she takes a lot of time to find the books she wants to read.
- エ Eiji doesn't have enough time to read the books he borrows from the library.

問 7 次は、後日^{ごじつ}のEijiとMaryの会話^{かいわ}です。自然な会話^{しぜんかいわ}になるように、()に適切な4語以上の英語^{えいご}を書きなさい。(4点)

Eiji : I told Mr. Tanaka about all the ideas we discussed. He seemed happy to hear our ideas.

Mary : What did he say?

Eiji : He said he wants to know more about our plans. He wants the students who () very often to come here. He is going to make some plans to increase the number of students who come to the library.

Mary : That sounds good. I hope our ideas will help him. Let's go to see him and discuss plans for the library.

- 3 つぎは、こうこう ねんせい Takeo が書いた英文です。これを読んで、もん 1 ～もん 6 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。(34点)

My younger brother is in the fourth grade at elementary school. His favorite subject is science. One day, when I went home, he told me that he learned about stars and *constellations in science class. I lent him my books about constellations. While he was reading them, he asked me some questions about stars and constellations. How and when were constellations named? How many stars can we see at night and why do stars have different colors? Why doesn't the *polestar move? How long will a star *last? To answer his questions, I read books and researched on the Internet.

After studying, I learned that around one hundred fifty B.C., a *Greek *astronomer began to call the brightest stars "**first-magnitude stars," and the darkest stars we can see "sixth-magnitude stars." Now there are twenty-one first-magnitude stars in the sky, and there are about eight thousand six hundred stars that can be seen *with the naked eye. But, we cannot see all of them because of the horizon. So, the total number of stars that we can see with the naked eye at one time is about three thousand. But, why do stars have different colors? For example, if *iron is heated, it changes colors to red first, then yellow, then white, and finally blue. When the *temperature is low, it shines red, and when the temperature is high, it shines blue. The same thing can be said for the stars. Blue stars are hotter than red stars.

Next, I researched constellations. Some scientists believe that some constellations were named by people in an area called *Mesopotamia in three thousand B.C. They *likened the *arrangement of the stars to pictures of animals or people. Some scientists discovered about thirty-six new constellations named in the eighth century B.C. This idea was also used by the Greek people who named their own constellations. In the fifteenth century, more constellations were named by European people, and the number of all constellations grew to more than one hundred. An international *organization named eighty-eight constellations in 1922.

I looked at some constellations to find the polestar. Stars usually look like they move from the east to the west, but the polestar looks like it stays in the center of the other stars' *orbits. The polestar is just above *the earth's axis. This A because the earth turns on its axis. A long time ago, the polestar was very useful for people who were B when they needed to know which way to go. People used the polestar to find the north.

The polestar doesn't look like it moves, so travelers needed it. But, I was surprised to learn that another star in a different constellation was the polestar about five thousand years ago. The book I read explained how this change happened. In the future, another star will become the new polestar.

Does this mean constellations change, too? Of course, the *shape of constellations also change. In 1718, an English scientist, Edmond Halley, found that the position of stars that people see change. So, the ones seen in the eighteenth century were different from the ones that a Greek astronomer researched in one hundred fifty B.C. The shape of constellations will change in the next hundred thousand years.

I was also surprised by a piece of news I heard in 2020. ① The first-magnitude star in *Orion was a red star and it seemed to be getting darker. ② Some scientists said that the star might *explode soon. People around the world who heard this news were very worried that the star would disappear. If the star explodes, the shape of Orion will be changed forever. In 2021, another piece of news said that the star was actually covered with gas, so it couldn't be seen well and it seemed to be getting darker. ③ I was glad to hear the news, but this also taught me that it is difficult to say how long a star can last.

I learned a lot about stars and constellations and now I have more questions about them. How are stars born? Are there any stars that have living things on them? I still have many things to research. First, I'll watch stars with my brother, and tell him about the things I researched. I [take / want / ask / us / to / to / to / my parents] a mountain to see the stars. I hope I can see a lot of stars with my family.

〔注〕 constellation……星座
 last……生き続ける
 astronomer……天文学者
 with the naked eye……肉眼で
 temperature……温度
 liken...to～………を～に見立てる
 organization……組織
 the earth's axis……地軸
 Orion……オリオン座

polestar……北極星
 Greek……ギリシャの
 first-magnitude star……一等星
 iron……鉄
 Mesopotamia……メソポタミア
 arrangement……配置
 orbit……軌道の一週
 shape……形
 explode……爆発する

問 1 本文の内容に関する次の質問に、英語で答えなさい。(4点)

How many stars can be seen with the naked eye at one time?

問 2 下線部 This idea の This は何をさしていますか。日本語で書きなさい。(3点)

問 3 空欄 A , B にあてはまる最も適切なものを、次の中から一つずつ選び、それぞれ正しい形にかえて書きなさい。(各3点)

clean	break	travel	give
happen	remember	take	go

問 4 空欄 ① ~ ③ にあてはまる最も適切な文を、次のア～カ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。(各3点)

ア Scientists realized that the star itself was not getting darker.

イ Scientists thought that the red star would not last a long time.

ウ Scientists in those days finally learned how the stars were born.

エ A star in a famous constellation might disappear.

オ Those constellations are very far away, so we cannot see them at all.

カ In the near future, the largest star in the constellation will be the new polestar.

問 5 [] 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。(3点)

問 6 次の英文は、本文の内容をまとめたものです。次の(1)～(3)に適切な英語を、それぞれ2語で書きなさい。(各3点)

One day, Takeo's younger brother asked him some questions about stars and constellations, so Takeo researched them (1) his brother about the number of stars people can see and their colors. He learned how constellations were named. Until 1922, people named different constellations (2) areas, such as Mesopotamia or Europe. When he researched the polestar, he was surprised to learn that the polestar isn't always (3) star. Other stars also change their positions over many centuries. Sometimes, stars may disappear, and the shape of constellations will change. He learned a lot of things, but he still has many questions about stars. He wants to go to a mountain and see a lot of stars with his family.

- 4 次の英文を読んで、あなたの^{かんが}えを、〔条件〕と〔記入上の注意〕に従って40語以上50語程度の英語で書きなさい。^{えいご}＊印のついている語句には、本文のあとに〔注〕があります。(10点^{てん})

Water is important for our lives. People say that each of us uses about 200 *liters of water a day. You may think we have enough water on earth, but *not all the water on earth is *suitable for our daily use. So, the amount of water we can use is *limited. Some people are already trying to save water in their daily lives.

We cannot live without water, so we should save water in our daily lives. What can you do for this?

〔注〕 liter……リットル

not all～……すべて～というわけではない

suitable……適した

limited……限られた

〔条件〕 下線部の質問に対するあなたの^{かんが}えを、その理由が伝わるように書きなさい。

〔記入上の注意〕

① 【記入例】にならって、解答欄の下線 _____ の上に1語ずつ書きなさい。

・符号(.,?!など)は語数に含めません。

・50語を超える場合は、解答欄の破線 _____ で示された行におさまるように書きなさい。

② 英文の数は問いません。

③ 【下書き欄】は、必要に応じて使ってかまいません。

【記入例】

Hil	I'm	Nancy.	I'm	from
America.	Where	are	you	from?

is	April	2,	2006.	It
is Ken's birthday, too.				

50語

(以上で問題は終わります。)

【^{した}が^{らん}下書き欄】

[illegible]