番

令和4年度学力検査問題

語 (14 時 40 分~15 時 30 分) (50 分間)

注 意

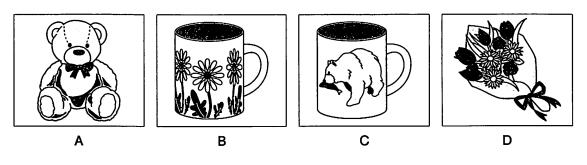
- 1 解答用紙について
 - (1) 解答用紙は1枚で、問題用紙にはさんであります。
 - (2) 係の先生の指示に従って、所定の欄2か所に受検番号を書きなさい。
 - (3) 答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
 - (4) 解答用紙は切りはなしてはいけません。
 - (5) 解答用紙の×印は集計のためのもので、解答には関係ありません。
- 2 問題用紙について
 - (1) 表紙の所定の欄に受検番号を售きなさい。
 - (2) 問題は全部で5問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
- 印刷のはっきりしないところは、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)

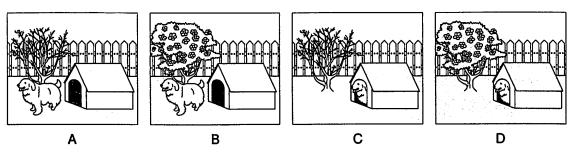
問題は、No.1~No.7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No.1~No.6は、質問に対する答えとして最も適切なものを、A~Dの中から一つずつ選び、その記号を書きなさい。No.7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。
【No.1~No.3】(各2点)

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

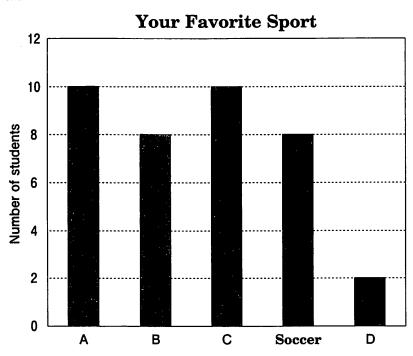
No. 1



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	入 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	~ 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	ー : 3 語以上の英語	手を書きなさい	。なお,3	き欄 A		C				
	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	茶道を楽しみましょう!								
	茶道はお好きですか。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	っていまで	† .						
	Factor 1973											
【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											
		※参加を希望す	る方は、電話か	メールで連絡を	ください。							
		w shi chi e i	- 577 to, - Englis	, , , , , , , , , , , , , , , , , , ,	(,22 - 0							
	彩	茶道教室		電 話 048-*	**-**	* *						
				メール ***	*.english	@saitamail.j _]	р					
					•							
		Let's enjoy Japanese tea ceremony!										
Do you like tea ceremony? Why don't you come and study						udy at our s	at our school?					
		We hope you v	vill enjoy this pa	rt of A	Japanese	culture.		1				
	[Time]] 2 B for	r each lesson									
		● Monday-Frid	lay / 6 p.m. to 8	p.m. •	C / 3	p.m. to 5 p.1	m.					

(A, B, C各3点, D4点)

Phone

E-mail

, please call or send an e-mail.

048-*****

****.english@saitamail.jp

፠ If you

Sai Tea Ceremony School

D

	読んで、問1~問5に答え	ス(Pinguinus impennis)について,Han なさい。*印のついている語句には,:						
Hi, I'm Hanako. Last we love *penguins. I like watching them someday. B E Pinguinus impennis. Long agona Actually, these birds were call after them. They were a little on land, like penguins. Of concatch / people). They were *thought of them as *valuab *Pinguinus impennis were (*extinction. On July 3, 1844, the makes me sad. I hope someth the future. What does this st	eek, I went to the zoo with any "Penguin Walk." But, there were lots of birds on lots of the <i>Pinguinus impe</i> led "penguins" at first, and the bigger than penguins. The urse, they couldn't fly, either every friendly, so people animals. People caught) rich people or me last <i>Pinguinus impennis</i> waning like that never happens fory teach us? There are not seen and the core of the people or the last <i>Pinguinus impennis</i> was sory teach us? There are not seen and the penguinus impensis was sory teach us?	I went to the zoo with my family. Do you like animals? I really						
〔注〕 penguinペンギン name after~~に valuable高価な	ちなんで名づける thir	ıth Pole······南極 nk ofas~·····を~とみなす in danger of extinction·····・絶滅の危機に	ある					
		By the way, do you know that penguins どこに補うのが最も適切ですか。 A い。(3 点)	don't] ~					
問 2 〔 〕内のすべて。 さい。(4点)	の語を,本文の流れに合う	うように,正しい順序に並べかえて書	きな					
問 3 下線部について, (その記号を書きなさい。		刃なものを,次のア〜エの中から一つ選	び,					
ア sold to イ	saved by ウ told t	so I seen by						
問 4 本文の内容に関するど	ての質問の答えとなるように		い。 4 点)					
Question: What does Answer: She wants	Hanako want people to do them(?						
ア Penguins were calle make money. イ Penguins live aroun	d the <i>Pinguinus impennis</i> lor	一つ選び,その記号を書きなさい。(4.) ng ago, but rich people changed their nan inguinus impennis lived around the North ot sick in 1844.	ne to					

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。これらを読んで、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 \(\lambda At the school library, Eiji, Mary and Kanae are having a *discussion.\)

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increase~·····~を増やすless than~·····~未満be in charge of~·····~を担当するlend~·····~を貸す

- 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
- 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

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

2 \(\lambda To find other good ideas, they continue the discussion.\)

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は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 \(\langle Mary tells the others her idea.\rangle

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

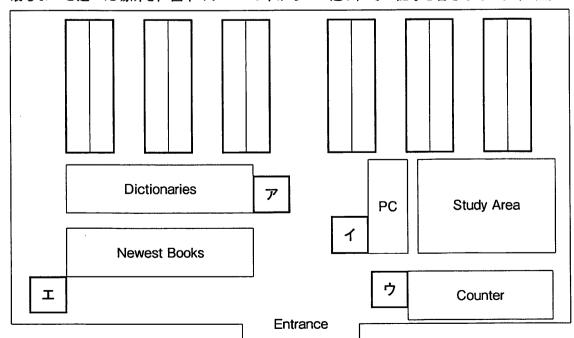
treasure hunt……宝探し whether~……~かどうか

library newsletter……図書館だより

be more likely to~……さらに~しそうである

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 \(\lambde{Eiji}\) asks Kanae to tell them her ideas.\(\rangle\)

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

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r~r0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						

- 7 The library should put a quiz in its newsletter.
- 1 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 g	Today, I'm going to tell you my wish.						
	Α						
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。)

	英	語	解	答	用	紙	(2)			追検査
4	問1									
	問 2									
	問 3								<u>-</u>	
	問 4	So, the students	() 1	o the library.
	間 5									
	問 6	It's time to finish	a, so	I wi	11					
	問7	①			2)		 3		
	問8	() ?
5					1					
	問1									
ii	問 2									
		Today, I'm g	oin	g to t	ell y	ou n	ny wish.			
		① I wish								
	問3	2								
1~3の計		Thank you.								
							-			
	得 点		*					受検番号	第	番

(ここには何も掛いてはいけません。)

(切りはなしてはいけません。)