

※「チャイム」

これから「放送を聞いて答える問題」を始めます。

問題用紙の第1ページ、第2ページを見てください。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。では、始めます。

Look at No. 1 to No. 3 on page 1.

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

Let's start.

No. 1

A : Can I have one hamburger, two hot dogs and a cup of coffee, please?

B : Sorry, but we don't have hot dogs.

A : Really? OK, then I'll have one more hamburger, please.

B : Sure. That'll be six hundred yen.

Question : What will the man have?

(会話と質問を繰り返します。)

No. 2

A : Look at the bird in this picture. It is really cute. I'm glad we came to see it. Is there anything you like, Mike?

B : Well, there are a lot of nice pictures. My favorite is the picture of a train and a mountain. It's wonderful.

A : Oh, I haven't seen it yet. Where is it?

B : I saw it over there.

Question : Where are they talking?

(会話と質問を繰り返します。)

No. 3

A : Mom, do you know where Dad is? I can't find him. He isn't on the second floor.

B : He went to the post office to send letters.

A : Oh, really? I want to carry some chairs to the garden, but they are too heavy. I need his help.

B : Oh, look. Your father just came back, Michael. See? He has just stopped his car.

Question : Where is Michael's father?

(会話と質問を繰り返します。)

Look at No. 4 and No. 5 on page 2.

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

Let's start.

No. 4

Robert asks Ken to play soccer together tomorrow.

Ken has to help his mother at home tomorrow morning.

But Ken is free in the afternoon, so he wants to play then.

Question : What will Ken say to Robert?

(英文と質問を繰り返します。)

No. 5

Mika is taking a walk with her father.

She has found a key on the way, but they don't know whose key it is.

Her father tells her what to do.

Question : What will Mika's father say to Mika?

(英文と質問を繰り返します。)

Look at No. 6.

Listen to the tour guide on the bus, and choose the best answer for questions 1, 2 and 3.
Let's start.

It's eleven fifty-five, so it's almost lunch time. We will arrive at the Saitama Restaurant soon. Let me tell you about the restaurant.

The Japanese food at the restaurant is really popular, but if you want to have food from other countries, Saitama Restaurant is a great place. You can eat many different foods from all over the world.

The cakes are really delicious, too. Most people order the chocolate cake at the restaurant. You can also have fruit cake and ice cream. I'm sure you will like everything.

We've just arrived at the restaurant. It's twelve o'clock now. Our bus will stay here for an hour and thirty minutes. When you finish having lunch, you'll have some free time. You can go shopping if you want to, and near the restaurant, there is a famous shop that sells cheese cake. It is very popular. Please come back here by one twenty-five p.m. Thank you and have fun, everyone.

Question 1 : What is the most popular cake at the Saitama Restaurant?

Question 2 : What time will the bus leave the restaurant?

Question 3 : Which is true about the Saitama Restaurant?

(英文と質問を繰り返します。)

Look at No. 7.

Listen to the talk between Kayo and John, a student from the U.S., and read the questions. Then write the answer in English for questions 1, 2 and 3.

Let's start.

John : Good morning, Kayo. Sorry, I'm a little late.

Kayo : That's OK. What were you doing?

John : I was reading a Japanese newspaper. I read a Japanese newspaper every morning because it's a good way to learn Japanese. This morning, I found some difficult *kanji*, so I asked my host father how to read them.

Kayo : I see. How long have you studied Japanese?

John : I've studied it for three years. It's still difficult for me to read and write *kanji*. What do you usually do in the morning, Kayo?

Kayo : I usually listen to an English program on the radio in the morning. I want to use English for my job in the future, so I listen to it every day from Monday to Friday.

John : That's nice.

Kayo : I think it's great to use your free time in the morning to learn something you like.

John : I agree. By the way, are you free after school?

Kayo : Yes. What's up?

John : I have math homework, but I can't answer some questions. I need your help because you're good at math.

Kayo : OK. Actually I haven't finished it yet. Let's do it together.

John : Thank you.

(会話を繰り返します。)

以上で「放送を聞いて答える問題」を終わります。では、ほかの問題を始めてください。

受検番号	第	番
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令和4年度学力検査問題

英語〔学校選択問題〕 (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

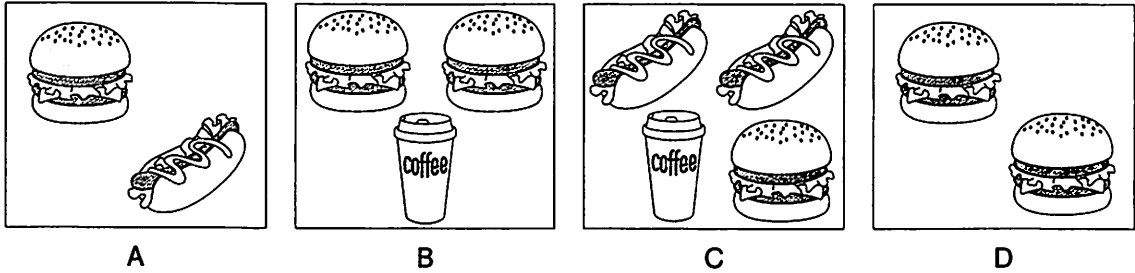
- (1) 表紙の所定の欄に受検番号を書きなさい。
 - (2) 問題は全部で4問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
 - 印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

1 放送を聞いて答える問題(28点)

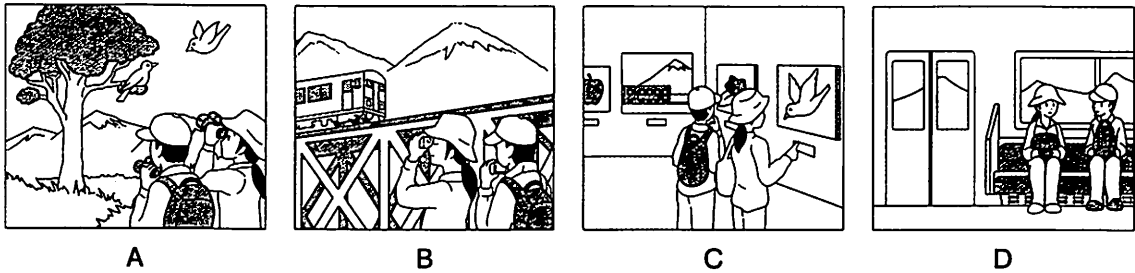
問題は、No.1～No.7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No.1～No.6は、質問に対する答えとして最も適切なものを、A～Dの中から一つずつ選び、その記号を書きなさい。No.7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。

【No.1～No.3】(各2点)

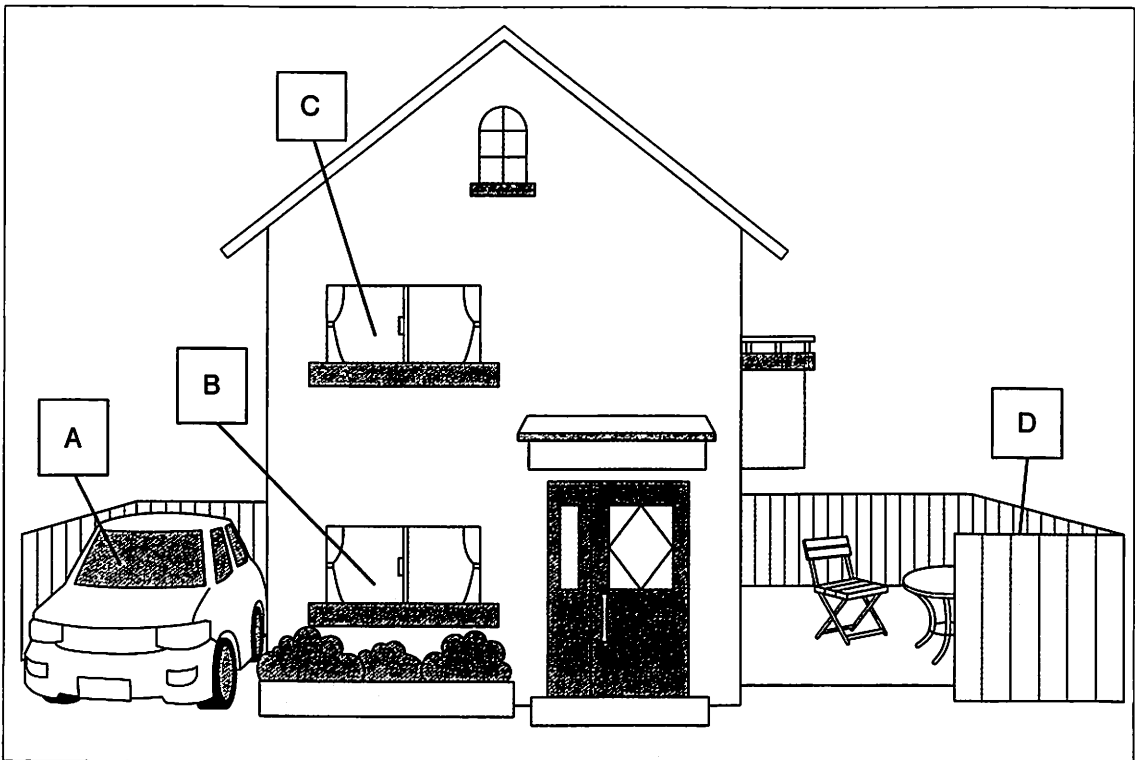
No.1



No.2



No.3



【No. 4, No. 5】(各2点)

No. 4

- A Thank you for your help. B How about tomorrow afternoon?
C Can you do it by yourself? D Sorry, I'm busy all day.

No. 5

- A I've lost my key. B I'll look for it tomorrow.
C Mine is a little small. D Let's take it to the police station.

【No. 6】(各3点)

(1) Question 1

- A The chocolate cake.
B The ice cream cake.
C The fruit cake.
D The cheese cake.

(2) Question 2

- A At eleven fifty-five a.m.
B At noon.
C At one twenty-five p.m.
D At one thirty p.m.

(3) Question 3

- A Chinese food is more popular than Japanese food at the restaurant.
B People on the bus don't have to get off the bus to order lunch.
C The restaurant is a great place to eat many different foods from all over the world.
D There are some famous shops in the restaurant.

【No. 7】(各3点)

(1) Question 1 : Why does John read a Japanese newspaper every morning?

Answer : To ().

(2) Question 2 : How many days a week does Kayo listen to the English program on the radio?

Answer : She listens to the program () week.

(3) Question 3 : Why did John ask Kayo to help him with his math homework?

Answer : Because she is () math.

2 次の[1]～[4]は、書道部のNaoto, KimmyとAyakoの会話です。これらを読んで、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] 〈One day after school, Naoto, Kimmy and Ayako are talking.〉

Naoto : Our ALT, Mr. Smith is going back to Australia. He often comes to this calligraphy club. All the members in our club like him very much.

Kimmy : He is very nice to us. He gives us good advice.

Ayako : He helps us a lot. He loves the calligraphy *works we make, too. Hey, I have an idea. How about giving him a present?

Naoto : That's a good idea! What should we get for him?

Kimmy : Let's write messages for him on *shikishi*. I think he'll be glad to read our messages.

Ayako : That sounds good. It's a popular present and easy to make. Should we () him?

Naoto : We should give him *shikishi* and one more thing, but I cannot think of any good ideas right now.

Kimmy : I *wonder what he would like.

Ayako : Let's tell the other members of our club about our ideas. I think [him / us / everyone / present for / help / will / choose / a good].

[注] work……作品

wonder～……～だろうかと思う

問1 下線部が「彼に他の何かを作るべきでしょうか。」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)

問2 []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)

2 <The next day, they start a *discussion after talking with the club members.>

Naoto : So, everyone in our club wants to give Mr. Smith a present, right?

Ayako : Yes, we talked about plans for a present during the club meeting yesterday, but we couldn't decide what to give him as a present with the *shikishi*.

Kimmy : Then, we need to think of a good plan.

Naoto : After we talked in the club meeting, one of the club members gave me Mr. Smith's *self-introduction sheet. Mr. Smith gave it to all the students in his first English class. I think it'll help. Let's look for ideas on the sheet. It's better to give him something he is interested in.

Ayako : That's a good idea. Oh, look at this. His advice really helped me.

Kimmy : Yes, your English is much better now!

Naoto : *Based on this sheet, how about giving him flowers, too? I'm sure he'll like them.

Kimmy : I don't think that's a good idea. I think there are rules for taking flowers or plants out of the country.

Naoto : Oh, you mean that he cannot take flowers from Japan to Australia?

Kimmy : I'm not sure, but if the flowers we give him cannot be taken from Japan to Australia, he may have trouble.

Ayako : If we give him things that are too large or heavy, it'll be hard for him to carry them to Australia, so we shouldn't choose things like that.

Naoto : You're right. What should we give him instead?

Self-Introduction Sheet

Hello, everyone! My name is Timothy Smith. I am from Australia. My hobby is taking care of flowers.

I like Japanese pop songs. My favorite Japanese foods are *sushi* and *takoyaki*. But I do not like the hot weather in Japan very much. Someday, I want to try calligraphy and *kendo*.

Today, I will give you some advice about learning English. I think you should

Keep trying! Thank you.



〔注〕 discussion……話し合い

self-introduction……自己紹介

based on～……～に基づけば

問 3 下線部 His advice really helped me. について、Self-Introduction Sheet の空欄 には、Mr. Smith から生徒へのアドバイスが入ります。あなたならどのようなアドバイスを書きますか。本文 2 の内容と合うように、I think you should に続けて、2 文以上の英文を書きなさい。1 文目はアドバイスを 1 つあげて、2 文目以降はその理由が伝わるように書きなさい。(4 点)

3 〈They continue their discussion.〉

Ayako : How about singing some songs for him? Do you know any good Japanese pop songs, Kimmy?

Kimmy : Yes, I do. I'll think of some Japanese pop songs we can sing for him.

Naoto : Thanks. I'm sure he'll like listening to Japanese pop songs because he wrote so on his self-introduction sheet.

Kimmy : Well, I can play the piano, so I will play the piano for the songs. I think we can use the music classroom at school if we ask our music teacher, Ms. Fukuda. If we choose to sing songs for him, I'll ask her.

Naoto : Great. Well, how about collecting pictures of us and making a photo album for him?

Kimmy : That's also a good idea. We'll have to find a lot of pictures. If we make a photo album, I can borrow a camera from my homeroom teacher, Mr. Kishi, to take new pictures. Oh, I have another idea, too.

問 4 本文 3 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 Kimmy thinks it is difficult to take a good photo Mr. Smith will like.
- イ Naoto will ask Mr. Kishi to take pictures because he doesn't have enough pictures for the album.
- ウ Ayako wants to practice singing songs, so she told Kimmy to play the piano for practice.
- エ Kimmy will ask their music teacher to let them use the music classroom if they need.

4 〈They try to reach a *conclusion.〉

Kimmy : We can also make some calligraphy works as a present. What do you think?

Naoto : Good idea. I wonder what words we should write for the works.

Kimmy : So, we have *come up with three ideas for presents. Singing songs for him, a photo album, and calligraphy works. How about giving him the *shikishi* and all three of these presents?

Naoto : We don't have enough time to prepare all of them. We should give him the *shikishi* and one more present. Let's choose one of the three.

Ayako : OK. I think a photo album is the best idea because he can look at it and remember his time in Japan.

Kimmy : I agree with you. OK, I'll go to see Mr. Kishi later. I hope Mr. Smith will like our presents.

Naoto : I hope so, too. Let's tell the other club members about our plan. I'm sure they'll like it.

〔注〕 conclusion……結論

come up with～……～を思いつく

問 5 本文 1～4 の内容に関する次の質問に、英語で答えなさい。(4点)

Why will Kimmy go to see her homeroom teacher, Mr. Kishi, after choosing the present for Mr. Smith?

問 6 本文 1～4 の内容と合うように、次の(1), (2)の英語に続く最も適切なものを、ア～エの中から一つずつ選び、その記号を書きなさい。(各3点)

(1) Naoto thinks the presents should be *shikishi* and one of the other three ideas because

- ア he cannot think of any good ideas right now.
- イ it would take too much time to prepare all three presents for Mr. Smith.
- ウ he has to tell all the club members about his idea.
- エ choosing only one of the four presents is enough for Mr. Smith.

(2) During the discussion,

- ア Naoto came up with the idea of flowers as a present, but Kimmy didn't agree with his idea.
- イ Kimmy thought Mr. Smith could make good calligraphy works based on the information written on his self-introduction sheet.
- ウ Naoto brought Mr. Smith's self-introduction sheet, so Mr. Smith could remember Japan.
- エ Ayako said calligraphy works from all the club members would be a good present.

問 7 次は、後日の Kimmy と Naoto 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)

Kimmy : I started taking pictures to make the photo album for Mr. Smith. Here are some of them. What do you think?

Naoto : Oh, these are good pictures, but we need more.

Kimmy : Hey, don't you have () at the school festival two years ago? I'm sure Mr. Smith was with us at that time. Didn't Mr. Kishi let you use a camera then?

Naoto : Oh, I remember! After the school festival, Mr. Kishi gave me some of them. I'll look for them at home.

- 3 次は、高校1年生の Tsuneo が書いた英文です。これを読んで、問1～問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)

When I was an elementary school student, we had to use pencils made of wood. Some of my friends wanted to use *mechanical pencils, but we didn't use them at our elementary school. Why are pencils the first *writing tools used by elementary school students? The pencils I used at school were given to me by my mother, and when the pencils became short, I asked her to buy me new ones again. After we entered junior high school, almost all of my friends started using mechanical pencils. I always used pencils made of wood in elementary school, but after that, I only used mechanical pencils. One day, I found an article about pencils while I was reading the newspaper. It said that about 1,400,000,000 pencils were made every year in the 1960s in Japan, but in 2019, only 180,000,000 pencils were made. That is about 13% of the amount of pencils made every year in the 1960s. One of the reasons is the *decline in the number of children. I became interested in pencils, so I decided to research them on the Internet.

In 1564, in *Borrowdale, England, a black material was discovered in the ground. This material was *graphite. People found it was useful for writing. But, if you hold graphite, your hands get dirty. ① These were the first pencils. After that, pencils spread across Europe, and soon became popular. After about two hundred years, people couldn't find any more graphite in Borrowdale because there was no graphite left there. People in England couldn't find better graphite than that in Borrowdale. ② After trying many ways to make pencils, they *mixed graphite and *sulfur. But this graphite mixed with sulfur was not as good as the graphite in Borrowdale. But in Germany, people knew a better way to mix graphite and sulfur. People in France bought pencils made in England, but in the eighteenth century, people in France couldn't get pencils from England because of the wars between France and England. People say that *Napoleon Bonaparte asked a scientist to make better pencils because they needed to make their own pencils in France. The scientist mixed graphite and *clay, and the graphite mixed with clay was *heated to around 1,100°C to make the *lead. Then, the scientist was finally able to make the best lead. It was almost the same as the lead used today. ③ The company put six pieces of lead between two boards, and then cut them into six pencils. This is almost the same *process used to make many pencils at once today.

How about pencils in Japan? People say that Tokugawa Ieyasu was the first Japanese person to use a pencil. In Shizuoka Prefecture, a [he / protecting / shrine / has / that / been / the pencil] used since 1617. In *the Meiji period, Japanese people tried to learn many new things from the U.S. and Europe. Young people had more chances to learn than before. In 1873, about twenty Japanese engineers were sent to Europe to learn new technologies. After they came back to Japan, some of them taught a man how to make pencils. People say that this man, Koike Uhachiro, made the first pencils in Japan. These pencils made in Japan were [A] in an *exposition in Ueno, Tokyo in 1877. After this, pencils became more popular in Japan and many people started using them. About forty pencil companies were made in those days, and some of them still make pencils today.

There are several *merits of pencils. Do you know how long you can write with just one pencil? I read an article on the Internet. It said you can draw a line about 50 km long! I thought this was amazing! You can write with a pencil longer than many other writing tools. A pencil can be used in many different environments, too. For example, if you use a *ball-point pen in a very cold place like the top of a mountain in winter, writing will probably be very difficult. In Japan, pencils are the first writing tools elementary school students use to learn how to write because pencils are hard to break. If there [B] no pencils, it would be much more difficult for children in Japan to practice writing.

Now I know a lot more about pencils. Pencils have a very interesting history. It was very surprising to learn about. How about other writing tools around us? They may have their own surprising history. I want to know more about them.

(注) mechanical pencil……シャープペンシル	writing tool……筆記用具
decline in～……～の減少	Borrowdale……ボローデール(地名)
graphite……黒鉛	mix～……～を混ぜる
sulfur……硫黄	Napoleon Bonaparte……ナポレオン・ボナパルト
clay……粘土	heat～……～を熱する
lead……(鉛筆の)芯	process……過程
the Meiji period……明治時代	exposition……博覧会
merit……長所	ball-point pen……ボールペン

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)

Why are pencils the first writing tools used by elementary school students in Japan?

問 2 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 Before they found new graphite, they were making new pencils in the same way for two hundred years.

イ After that, those people finally brought pencils to England.

ウ Then, in the nineteenth century, a pencil company in the U.S. found a new way to make pencils.

エ Then, those scientists sold the new ones to a pencil company in the U.S. to make more money.

オ So, they had to find another way to make pencils.

カ So, they put the graphite between two pieces of wood.

問 3 []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 4 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)

ask	be	give	go
have	show	turn	write

問 5 下線部 I thought this was amazing! の this は何をさしていますか。日本語で書きなさい。(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)

Tsuneo used pencils in elementary school, but he stopped (1) in junior high school. One day, he became interested in pencils because of an article in the newspaper. After researching them, he learned a lot of things about pencils. For example, he learned when and where the first pencils were made, and he learned how people (2) better and how pencils were introduced to Japan. He also learned many other things about pencils, for example, how long you can write with just one pencil. Tsuneo was (3) learn about the interesting history of pencils. He wants to know more about the history of other writing tools, too.

4 次の英文を読んで、あなたの考えを、[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。*印のついている語には、本文のあとに[注]があります。(10点)

Making a speech or presentation is effective to *deepen your understanding. When you make a speech or presentation, you may *discover some things that you want to learn more about. To learn more, you will need to do research. For example, you can do this in many ways at school. The school library and the *tablet computers can also help you. How will you use things, such as the library or computers for your research?

[注] deepen～……～を深める
tablet……タブレット型の

discover～……～を発見する

[条件] 下線部の質問に対するあなたの考えを、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】

Hi!	I'm	Nancy.	I'm	from
America.	Where	are	you	from?
is	April	2,	2006.	It
is Ken's birthday, too.				
.....				

(以上で問題は終わりです。)

【下書き欄】

				40 冊
				50 冊
.....				

令和4年度採点の手引（英語【学校選択問題】）

問題	正 答	配 点	採点上の注意		
1	No. 1	B	2	2 8	
	No. 2	C	2		
	No. 3	A	2		
	No. 4	B	2		
	No. 5	D	2		
	No. 6	(1)	A		3
		(2)	D		3
(3)		C	3		
No. 7	(1)	(例) To (learn Japanese).	3		
	(2)	She listens to the program (five days a) week.	3		
	(3)	Because she is (good at) math.	3		
2	問 1	(例) Should we (make something else for) him?	3	2 8	
	問 2	I think [everyone will help us choose a good present for him].	4		
	問 3	(例) I think you should (talk to people in English. By doing this, your English will get better.)	4		
	問 4	エ	3		
	問 5	(例) Because she wants to borrow a camera.	4		
	問 6	(1)	イ		3
		(2)	ア		3
問 7	(例) Hey, don't you have (the pictures you took) at the school festival two years ago?	4			
3	問 1	(例) Because pencils are hard to break.	4	3 4	
	問 2	①	カ		3
		②	オ		3
		③	ウ		3
	問 3	In Shizuoka Prefecture, a [shrine has been protecting the pencil that he] used since 1617.	3		
	問 4	A	shown		3
		B	were		3
問 5	(例) 一本の鉛筆で約 50 キロメートルの線が かけること。	3			
問 6	(1)	(例) using them	3		
	(2)	(例) made pencils	3		
	(3)	(例) surprised to	3		

問題	正 答	配 点	採点上の注意
4	(例) First, I will collect information on the Internet. There is a lot of information on the Internet, and some of it may be wrong. Next, I will read books from the school library to make sure that the information is not wrong. Then, I can learn more about difficult topics. (5 0 語)	1 0	(注) iiiの採点上の注意による。 4 0 語に満たない場合も、採点の対象とする。
配 点 合 計		1 0 0	

※採点に際しては、「採点上の注意」とともに、問題や放送台本を十分に検討する。

(注)

- i 「2の問1、問7」の採点上の注意
英語の大文字、小文字、綴り字の誤り等は、原則として、1か所につき1点を減ずる。
- ii 「2の問3、問5、3の問1」の採点上の注意
英語の大文字、小文字、綴り字の誤り等は、原則として、1か所につき1点を減ずる。文の構造に関する誤り等は、その程度に応じて、1～2点を減ずる。
- iii 「4」の採点上の注意
次の「観点」と「基準」に基づき、細部の採点基準を作成して採点する。

観 点		基 準
問題への正対	指示に従って書かれた文章であるか。	問われている内容について書かれていない、指示に従っていない、40語に満たない等の場合は、その程度に応じて、1～10点を減ずる。
適切な表現 (内容・構成)	内容を整理した上で、文のつながりや構成を考えた文章であるか。	文章全体に一貫性がない、同じ内容の文を無用に繰り返している等、文のつながりや構成が不適切な場合は、その程度に応じて、1～5点を減ずる。
正確な表現 (文法・綴り字等)	書こうとしていることが読み手に正確に伝わる文章であるか。	語順、時制、綴り字の誤り等のため、内容の理解に支障をきたす場合は、その程度に応じて、1～5点を減ずる。