

追検査

受検番号	第	番
------	---	---

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。

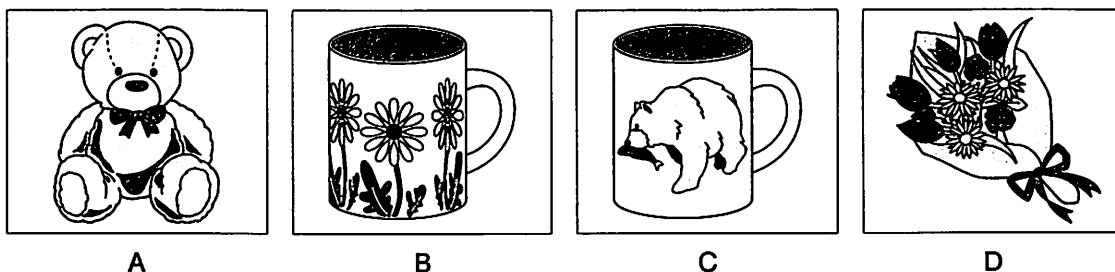
1 放送を聞いて答える問題(28点)

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。

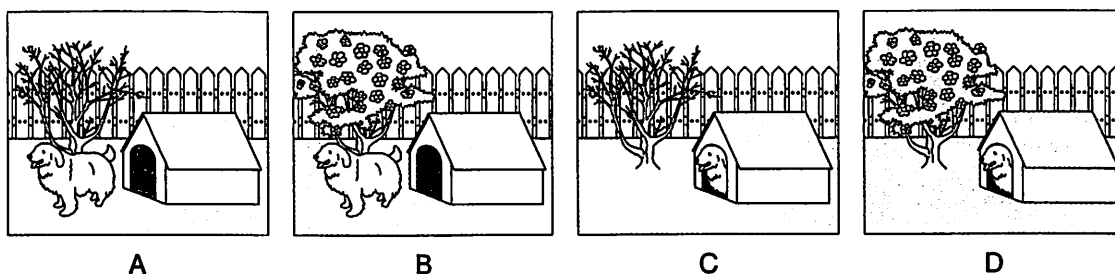
【No.1～No.3】(各2点)

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

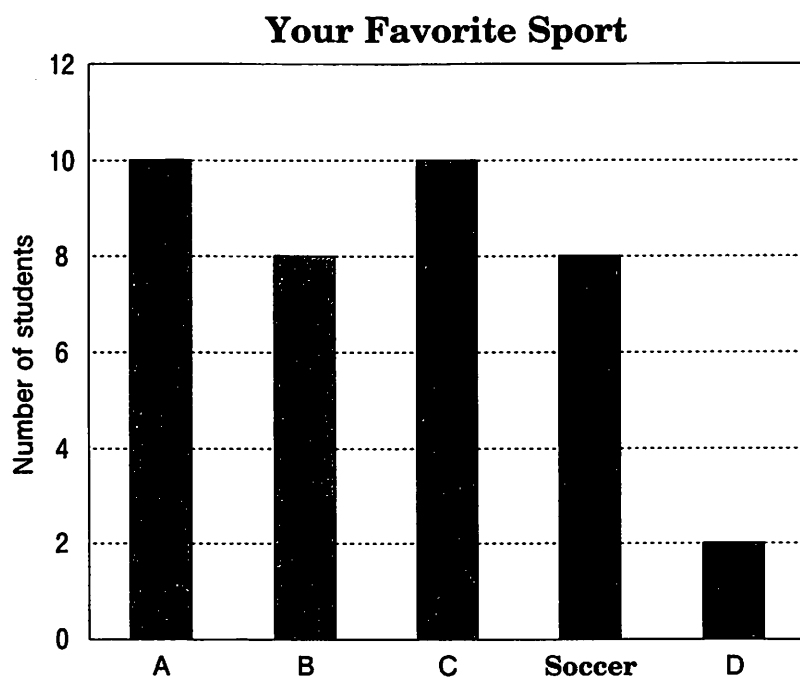
No.1



No.2



No.3



- 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 ～ 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 には適切な3語以上の英語を書きなさい。なお、空欄 ～ 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。

彩 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 Japanese culture.

【Time】 2 for each lesson

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

※ If you , 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)

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] 〈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.

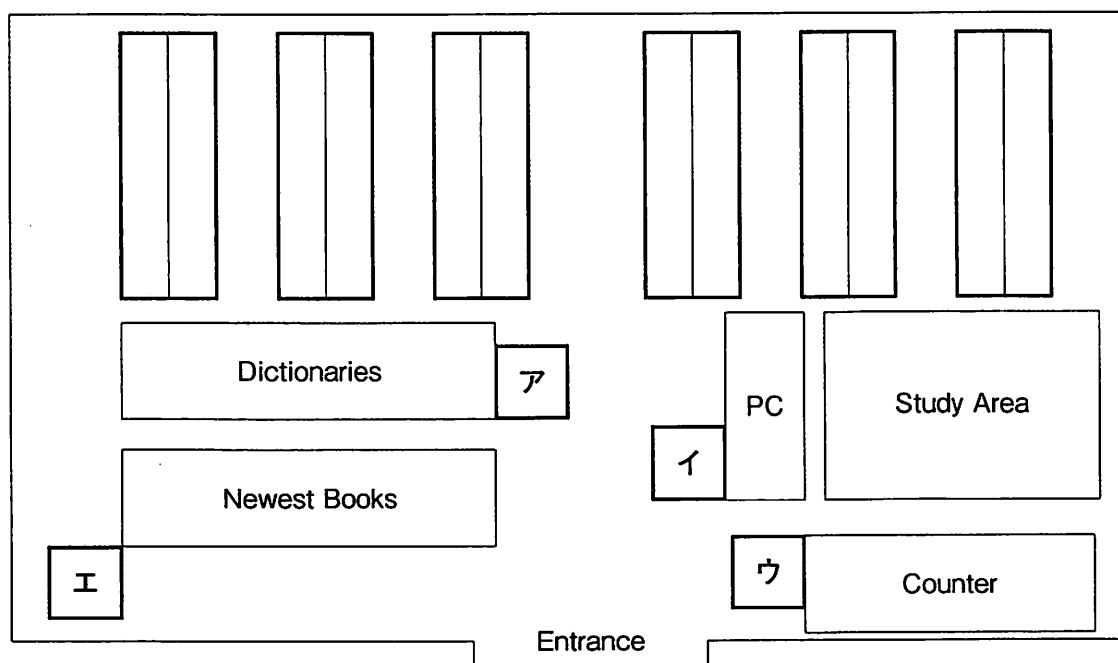
Eiji : OK, let's try that then. We can think of other ideas later.

〔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)



- 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	Leonids meteor shower……しし座流星群
annual……例年の	come true……実現する
happiness……幸せ	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、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.

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。)

1

No. 1		No. 2		No. 3	
No. 4		No. 5			
No. 6	(1)	(2)	(3)		
No. 7	(1)	She is () .			
	(2)	He enjoys talking with the students who are () in his country.			
	(3)	He will take a lot of () there.			

2

A	
B	
C	
D	If you , please call or send an e-mail.

3

問 1	
問 2	In 1534, () .
問 3	
問 4	She wants them () .
問 5	

1~3の計

--

受検番号	第	番
------	---	---

(切りはなしてはいけません。)

(ここには何も書いてはいけません。)

4

問 1	
問 2	
問 3	
問 4	So, the students () to the library.
問 5	
問 6	It's time to finish, so I will
問 7	① ② ③
問 8	() ?

5

問 1	
問 2	
問 3	Today, I'm going to tell you my wish. ① I wish ② Thank you.

1~3の計

--

得点		※
----	--	---

受検番号	第	番
------	---	---