

令和4

第4時

英語

英語「放送によるテスト」台本

これから、第一問の放送によるテストを行います。放送を聞いて問題1から問題4に答えなさい。放送中に問題用紙にメモをとってもかまいません。

問題1, 英語を聞いて, その内容を最も適切に表しているものを, それぞれア, イ, ウ, エの中から1つ選んで, その記号を解答用紙に書きなさい。英語は, それぞれ2回放送されます。では, 始めます。

1番 I didn't have bread to make some sandwiches. So I made two rice balls.
(この間約 4 秒)

繰り返します。

I didn't have bread to make some sandwiches. So I made two rice balls.
(この間約 4 秒)

2番 I usually have a piano class on Tuesday, but it will be on Thursday next week.
I can go to watch a soccer game next Tuesday.
(この間約 4 秒)

繰り返します。

I usually have a piano class on Tuesday, but it will be on Thursday next week.
I can go to watch a soccer game next Tuesday.
(この間約 7 秒)

次の問題に移ります。ページをめくり, 2ページに進んでください。
(この間約 4 秒)

問題2, 太郎 (Taro) とサリー (Sally) が会話をします。二人の会話は, 問題用紙に示されている順に進みます。空欄に入る発言として最も適切なものを, それぞれア, イ, ウ, エの中から1つ選んで, その記号を解答用紙に書きなさい。会話の空欄のところでは, チャイム音 (チャイム音) が鳴ります。会話は, それぞれ2回放送されます。では, 始めます。

1番 Taro: You're wearing a nice T-shirt.
Sally: Thank you, Taro.
Taro: Where did you get it?
Sally: (チャイム音)
(この間約 4 秒)

繰り返します。

Taro: You're wearing a nice T-shirt.
Sally: Thank you, Taro.
Taro: Where did you get it?
Sally: (チャイム音)
(この間約 4 秒)

2番 Taro: Hi, Sally. You look happy today.
Sally: Actually, I have good news for us.
Taro: What is it?
Sally: (チャイム音)
(この間約 4 秒)

繰り返します。

Taro: Hi, Sally. You look happy today.
Sally: Actually, I have good news for us.
Taro: What is it?
Sally: (チャイム音)
(この間約 7 秒)

次に問題3に移ります。聡太 (Sota) と留学生のジェーン (Jane) が会話をします。そのあとで会話について3つの質問をします。それらの質問に対する答えとして最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。はじめに会話、続いて質問の順で、2回放送されます。では、始めます。

Sota: Jane, guess what! I'm going to go to Australia this summer.
Jane: That's nice!
Sota: My sister is studying English in Sydney. My father and I are going to see her.
Jane: I see. I hope you enjoy your stay.
Sota: Thanks. I want to spend a lot of time with my sister there. Now I'm planning to go swimming in the sea with her.
Jane: I think you shouldn't do that. It's so cold that you can't swim. It will be winter when you are in Sydney.
Sota: Oh, that's too bad. I wanted to swim because Sydney is famous for its beautiful sea.
Jane: Well, how about walking along the beach? You can enjoy talking with your sister and watching the beautiful sea. I think your father also wants to talk with your sister a lot.
Sota: I like your idea! We can talk together and watch the beautiful sea at the same time. Thanks, Jane.

続いて質問に移ります。

- 1番 Why is Sota going to go to Sydney?
(この間約 4 秒)
- 2番 What does Jane say about Sota's plan in Sydney?
(この間約 4 秒)
- 3番 Why does Sota like Jane's idea?
(この間約 7 秒)

会話を繰り返します。

Sota: Jane, guess what! I'm going to go to Australia this summer.
Jane: That's nice!
Sota: My sister is studying English in Sydney. My father and I are going to see her.
Jane: I see. I hope you enjoy your stay.
Sota: Thanks. I want to spend a lot of time with my sister there. Now I'm planning to go swimming in the sea with her.
Jane: I think you shouldn't do that. It's so cold that you can't swim. It will be winter when you are in Sydney.
Sota: Oh, that's too bad. I wanted to swim because Sydney is famous for its beautiful sea.
Jane: Well, how about walking along the beach? You can enjoy talking with your sister and watching the beautiful sea. I think your father also wants to talk with your sister a lot.
Sota: I like your idea! We can talk together and watch the beautiful sea at the same time. Thanks, Jane.

続いて質問に移ります。

- 1 番 Why is Sota going to go to Sydney?
(この間約 4 秒)
- 2 番 What does Jane say about Sota's plan in Sydney?
(この間約 4 秒)
- 3 番 Why does Sota like Jane's idea?
(この間約 9 秒)

次に問題4に移ります。ジャック (Jack) と彩 (Aya) が会話をします。二人の会話は、問題用紙に示されている順に進み、ジャックが彩に質問をします。彩になったつもりで、空欄に入る適切な発言を考えて、英語で解答用紙に書きなさい。会話の空欄のところでは、チャイム音 (チャイム音) が鳴ります。会話を2回放送したあとに、答えを記入する時間をとります。では、始めます。

Jack: Aya, it will be rainy tomorrow.
Aya: Then I can't go to the mountain. I will stay home tomorrow.
Jack: What are you going to do?
Aya: (チャイム音)
(この間約 3 秒)

繰り返します。

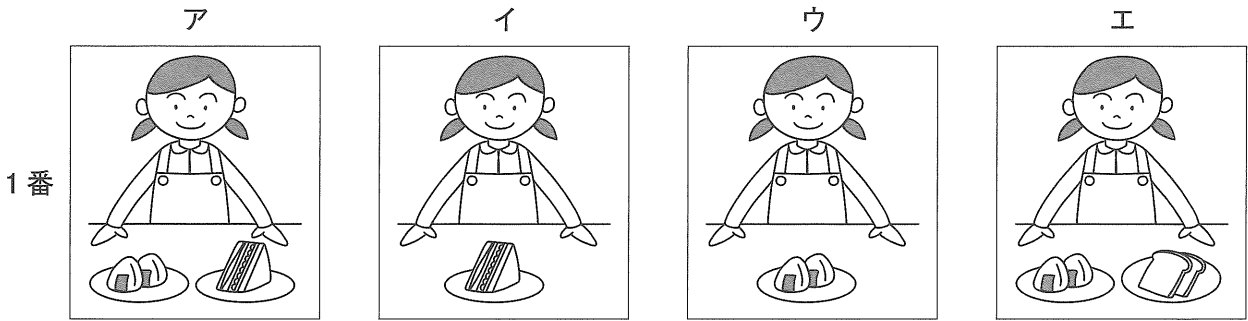
Jack: Aya, it will be rainy tomorrow.
Aya: Then I can't go to the mountain. I will stay home tomorrow.
Jack: What are you going to do?
Aya: (チャイム音)
(この間約 15 秒)

これで放送によるテストを終わります。次の問題に移ってください。

令和4年度
公立高等学校入学者選抜学力検査問題
英語

第一問 (放送によるテスト) 次の問題1から問題4に答えなさい。

問題1 英語を聞いて、その内容を最も適切に表しているものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。



2 番

ア	イ	ウ	エ
来週の予定	来週の予定	来週の予定	来週の予定
月	月	月	月
火	火 サッカー観戦	火 ピアノ教室	火 サッカー観戦
水	水 ピアノ教室	水	水
木	木	木 サッカー観戦	木 ピアノ教室
金	金	金	金

第一問 (放送によるテスト) は、次のページにつづきます。

問題2 太郎 (Taro) とサリー (Sally) が会話をします。二人の会話は、問題用紙に示されている順に進みます。 に入る発言として最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。会話の のところでは、チャイム音が鳴ります。

1番 Taro:
Sally:
Taro:
Sally: (チャイム音)

- ア It was too big for me.
- イ It was 1,000 yen.
- ウ I bought it at a sports shop.
- エ I thought it was nice.

2番 Taro:
Sally:
Taro:
Sally: (チャイム音)

- ア I don't have good news today.
- イ Our favorite singer will come to our city.
- ウ We watch TV every morning.
- エ I have never heard about the news.

問題3 聡太 (Sota) と留学生のジェーン (Jane) が会話をします。そのあとで会話について3つの質問をします。それらの質問に対する答えとして最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。

- 1番
- ア To see his family member.
 - イ To clean the beach.
 - ウ To study English.
 - エ To stay with Jane's family.

- 2番
- ア Sota should study English with his sister.
 - イ Sota should talk more with his father.
 - ウ Sota shouldn't go swimming in the sea.
 - エ Sota shouldn't walk along the beach.

- 3番
- ア He can visit a lot of famous places with his family.
 - イ He can learn how to swim in the cold weather.
 - ウ He can have a good time without watching the sea.
 - エ He can talk with his family and watch the beautiful sea together.

問題4 ジャック (Jack) と彩 (Aya) が会話をします。二人の会話は、問題用紙に示されている順に進み、ジャックが彩に質問をします。彩になったつもりで、に入る適切な発言を考えて、英語で解答用紙に書きなさい。会話ののところでは、チャイム音が鳴ります。

Jack:

Aya:

Jack:

Aya: (チャイム音)

第一問 (放送によるテスト) は、ここまでです。

第二問 次の1～3の問いに答えなさい。

1 次の(1)～(3)の二人の会話が成立するように、()に入る最も適切なものを、それぞれあとのア～エから1つ選び、記号で答えなさい。

(1) Kelly: () you late for school yesterday?

Nana: Yes. I had to go to the hospital.

ア Did イ Could ウ Would エ Were

(2) John: Who is the tall boy over there?

Kei: He is my brother, Kazuyuki. Everyone calls () Kazu.

ア his イ him ウ we エ our

(3) Tom: Let's watch a movie at my house this evening.

Naoya: Sorry, Tom. I need to take care () my dog.

ア after イ on ウ of エ in

2 次の(1), (2)の二人の会話が成立するように, () に入る適切な英語を, それぞれ1語書きなさい。ただし, 答えはすべて () 内に示された文字で書き始めなさい。

(1) *Child:* Mom, I'm hungry. Can I eat this apple?

Mother: Yes. Have you (w) your hands?

(2) *Hayato:* You have visited many countries, right?

Steven: Yes. For (e), I've visited France, Spain and India.

3 次の(1), (2)の二人の会話が成立するように, () 内の語句を正しい順に並べかえ, (1)はア~エ, (2)はア~オの記号で答えなさい。ただし, 文頭にくる語も小文字で示しています。

(1) *Yumi:* Nancy, if it's sunny tomorrow, let's take a walk in the park. It'll be fun.

Nancy: Sounds interesting. (ア do イ time ウ you エ what)
want me to get to the park?

(2) *David:* Akito, look at those cherry blossoms!

Akito: They are beautiful. I (ア of イ like ウ all エ the best
オ spring) seasons.

第三問 次の英文は, 中学生の友美 (Tomomi) が, 英語の授業でスピーチをしたときのものです。この英文を読んで, あとの1~5の問いに答えなさい。

I moved to this town just after summer vacation. I didn't know anyone in this school, so I wanted to make friends. I tried to talk to my classmates on my first day of this school, but ① I couldn't. I was too nervous to talk to them. I felt lonely and sad.

After school on that day, Mr. Saito, my homeroom teacher, came to me. He said, "Tomomi, you look sad. If you're worried about something, you can always talk to me." I was glad to hear that and wanted to tell him about my feelings. However, it was difficult for me. Then he said, "When you can't talk about your feelings, I want you to write about them in a notebook. If you write about what happened to you and how you felt about it, you can sort your feelings out."

After talking with Mr. Saito, I saw one of my classmates. She said, "See you, Tomomi." I was happy to hear that, but I couldn't say anything. I felt bad for her, but I didn't know what to do. That night, I remembered Mr. Saito's advice. I opened my notebook and started to write about what happened to me and how I felt about it. When I finished writing, I realized one thing. She called my name, but I didn't know ② hers. I wanted to make friends in the classroom, but I didn't even try to learn about my classmates. Then I found what I should do. I decided to talk to her and ask her name.

The next morning, I saw the girl near our school. I was still nervous, but I knew what I should do then. I said to her, "Hi! Thank you for talking to me yesterday. Can I ask your name?" Her name was Masako. We walked to school together and talked a lot. I made my first friend in this school.

From this experience, I learned that writing about my feelings is an effective way to sort them out. By sorting my feelings out, I could see my problem from a different viewpoint. It helped me find what to do to solve the problem. When you have a problem, I want you to remember my speech.

<注> move(d) 引っ越す lonely さびしい homeroom teacher 担任の先生
worried about~ ~を心配して sort(ing)~out ~を整理する
felt bad ← feel bad 申し訳なく思う advice 助言 realize(d)~ ~に気がつく
viewpoint 視点

1 下線部①のような状況になった理由を、具体的に日本語で書きなさい。

2 次の質問に対する答えを、本文の内容に合うように英語で書きなさい。

What did Mr. Saito want Tomomi to do when she couldn't talk about her feelings?

3 下線部②が示す内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

ア her advice イ her classroom ウ her notebook エ her name

4 次のア～オを友美のスピーチの流れに合うように並べかえ、記号で答えなさい。

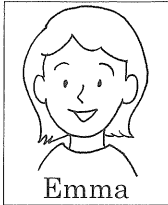
- ア Tomomi made a new friend in the new school.
イ Tomomi felt bad because she couldn't talk to the girl.
ウ Tomomi wrote about how she felt in a notebook.
エ Mr. Saito gave advice to Tomomi because she looked sad.
オ Tomomi didn't have any friends on her first day of school.

5 次の英文は、友美のスピーチを聞いたクラスメートが書いた感想文です。本文の内容をふまえて、

に入る最も適切なひとつづきの英語4語を、本文中から抜き出して書きなさい。

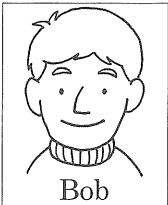
Tomomi's speech was good. From her speech, I learned one thing. It is important to write about my feelings and sort them out when I have a problem. By doing so, I will find

第 四 問 次の英文は、中高生にさまざまな職業を紹介するウェブサイトに掲載されていたものです。これらの英文を読んで、あとの1～4の問いに答えなさい。



Emma

I work at a toy company in America. I make stuffed animals there. I like to make things with my hands, so I enjoy this job. I learned something interesting about my job. Police officers in my city carry stuffed animals in their patrol cars for small children. ① They are used because small children may be afraid of police officers. Even when children are crying, stuffed animals can make children relieved. I didn't know about this. I also learned that all the patrol cars in my city carry the stuffed animals my company made. The stuffed animals that I make connect the police officers and the children in my city and make them happy. I'm so proud of my job.



Bob

I started working as a chef five years ago. My restaurant is in a small town of the U.K. It is different from other restaurants. At my restaurant, I use the vegetables that local farmers can't sell because of their strange shapes. One day, one of the local farmers said to me, "Thank you for using my vegetables. I'm happy because I'm always working hard to grow them. They don't look good, but they taste good." When I heard this, I also felt happy. I'm supporting the local farmers through my job, and ② I'm also supported by them. I can make delicious food by using their vegetables for my customers. I'm glad to see the happy faces of both the local farmers and my customers.



Lily

When I was a student, I worked as a volunteer for blind people. I read books aloud for them. I still remember the first person I helped. She didn't look happy when I was reading a book aloud. Later, I recorded my voice and listened to it. Then I found that I was speaking too fast and my voice was small. The story I read aloud was interesting, but it didn't sound interesting. I understood why she wasn't happy. To improve my reading, I started to practice reading books aloud. Now I work at a company that makes audiobooks in Canada. I've been working for 15 years, but I still practice reading stories aloud every day to be a good reader. I believe that blind people can feel happy when they listen to their favorite audiobooks.

<注> stuffed animal(s) 動物のぬいぐるみ patrol car(s) パトカー
 afraid of～ ～を恐れて relieved 安心した connect～ ～を結びつける
 proud of～ ～を誇りに思っ て volunteer ボランティア
 blind 目の不自由な aloud 声に出して record(ed)～ ～を録音する
 audiobook(s) オーディオブック。本の朗読を録音したもの。 reader 朗読者

1 下線部①が示す内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

ア small children イ stuffed animals ウ police officers エ patrol cars

2 下線部②のようにボブ (Bob) が考える理由を、本文の内容から具体的に日本語で書きなさい。

3 次の(1), (2)の質問に対する答えを, 本文の内容に合うように英語で書きなさい。

(1) Why does Emma enjoy her job at the company?

(2) What did Lily find when she recorded her voice and listened to it?

4 次の英文は, このウェブサイトを見たパウロ (Paulo) と春香 (Haruka) の会話です。本文の内容をふまえて, あとの(1)~(4)の問いに答えなさい。

Paulo: These stories gave me a chance to think about my future job.

Haruka: I agree. I'm interested in Emma's job because I like making clothes with my hands.

Paulo: She didn't know that her stuffed animals were used by police officers. I learned our job may be (A) to someone we never imagine.

Haruka: That's true. I was interested in Bob's way of working. He thinks about not only (B) but also (C) .

Paulo: That's right. I learned an important thing from Lily's story. We should do our best to improve our job skills. Lily does it by (D) .

Haruka: These three people have different jobs, but they're sending us the same message, " (E) ."

<注> chance 機会 job skill(s) 仕事の技能

(1) (A) に入る最も適切なものを, 次のア~エから1つ選び, 記号で答えなさい。

ア famous イ popular ウ helpful エ difficult

(2) (B), (C) に入る語句の組み合わせとして最も適切なものを, 次のア~エから1つ選び, 記号で答えなさい。

ア (B) his restaurant — (C) other restaurants

イ (B) his customers — (C) local farmers

ウ (B) his customers — (C) other restaurants

エ (B) other restaurants — (C) local farmers

(3) (D) に入る最も適切なものを, 次のア~エから1つ選び, 記号で答えなさい。

ア talking with her customers イ practicing reading stories aloud every day

ウ writing her own stories エ listening to interesting stories

(4) (E) に入る最も適切なものを, 次のア~エから1つ選び, 記号で答えなさい。

ア It is necessary to make things with our hands

イ We should start a new company for local people

ウ Working as a volunteer will be a good experience

エ Our jobs can make other people happy

第五問 高校生の果歩（Kaho）と、果歩の高校に留学しているマイク（Mike）が、次のような会話をしています。この英文を読んで、あとの1, 2の問いに答えなさい。

Kaho: A new exchange student is going to come to our class next month.

Mike: I know! Her name is Alice, right? I'm very excited.

Kaho: Do you know anything about her?

Mike: Yes, a little. I heard about her from our English teacher. She is interested in Japanese culture.

Kaho:

Mike: She likes Japanese comics. So she studies Japanese.

Kaho: Oh, really? Then, let's have a welcome party for her.

Mike: That will be nice. Kaho, what do you want to do for her at the party?

Kaho:

<注> exchange student 交換留学生

1 二人の会話が成立するように、本文中の に入る英語を1文書きなさい。

2 二人の会話が成立するように、本文中の に3文以上の英語を書きなさい。

備考欄	配点		第一問		
	25				
	3	問題1	1番	ウ	
	3		2番	エ	
	3	問題2	1番	ウ	
	3		2番	イ	
	3	問題3	1番	ア	
	3		2番	ウ	
	3		3番	エ	
配点は内容について2点、表記について2点とする。採点基準は各学校で定める。	4	問題4	(例) I'm going to clean my room. -----		

備考欄	配点		第二問		
	20				
	2	1	(1)	エ	
	2		(2)	イ	
	2		(3)	ウ	
	3	2	(1)	(例) washed	
	3		(2)	(例) example	
	4	3	(1)	エ → イ → ア → ウ	
	4		(2)	イ → オ → エ → ア → ウ	

備考欄	配点		第四問		
	26				
	2	1	イ		
	4	2	(例) 地元の農家の野菜を使用することで、お客さんのためにおいしい料理を作ることができるから。		
	4	3	(1)	(例) Because she likes to make things ----- with her hands.	
	4		(2)	(例) She found that she was speaking ----- too fast and her voice was small. -----	
	3	4	(1)	ウ	
	3		(2)	イ	
	3		(3)	イ	
	3		(4)	エ	

備考欄	配点		第三問		
	18				
	4	1	(例) 友美はとても緊張していたから。		
	4	2	(例) He wanted her to write about her ----- feelings in a notebook. -----		
	3	3	エ		
	4	4	オ → エ → イ → ウ → ア		
	3	5	what I should do		

備考欄	配点		第五問		
	11				
	3	1	(例) What does she like? -----		
配点は内容について5点、表記について3点とする。採点基準は各学校で定める。	8	2	(例) I want to sing some Japanese songs ----- for her because she studies Japanese. ----- She can learn some Japanese words ----- in the songs. I hope she will enjoy ----- the party. -----		

(注) 上記以外については、各学校で適宜基準を設けるものとする。