

令和 3 年 度

公立高等学校入学者選抜

学力検査問題

英 語

( 14 : 00 ~ 14 : 50 )

注 意

- 1 「開始」の合図があるまで、開いてはいけません。
- 2 最初に、放送によるテストがあります。
- 3 問題用紙は、7 ページまであります。
- 4 解答用紙は、問題用紙の中にはさんであります。
- 5 「開始」の合図があったら、まず、解答用紙を取り出し、受検番号を書きなさい。次に、放送によるテストが始まる前に問題用紙のページ数を確認し、不備があればすぐに手を挙げなさい。
- 6 答えは、すべて解答用紙に書きなさい。
- 7 「終了」の合図で、すぐに鉛筆(シャープペンシルを含む)をおき、解答用紙を開いて裏返しにしなければなりません。

〔令和3年度〕

## 英語リスニングテスト台本

〔注〕（ ）内は音声としていない。

ただいまから、リスニングテストを行います。問題は1, 2, 3, 4の四つです。聞いている間にメモをとってもかまいません。（間3秒）

それでは1の問題から始めます。問題用紙1ページの1を見てください。（間5秒）

これから、No. 1とNo. 2, それぞれの場面の対話文を読みます。それぞれの場面の対話文を読んだあと、クエスチョンと言って質問します。その質問の答えとして最もふさわしいものを、ア、イ、ウ、エの中から一つずつ選び、記号で答えなさい。英文は2回読みます。（間2秒）

では、始めます。（間2秒）

No. 1 (Daniel): In this restaurant, pizza and spaghetti are very popular. I will have a tomato pizza. How about you, Kyoko?

(Kyoko): I'd like the same one and orange juice.

(Daniel): All right. Do you want soup or salad?

(Kyoko): I will have soup. (間2秒)

Question: What is Kyoko going to have? (間3秒)

くりかえします。（間2秒）（英文を読む）（間5秒）

No. 2 (Tom): Sachi, you are wearing a nice cap in this picture. Who is the girl holding the dog?

(Sachi): That's Kumi. She is one of my friends.

(Tom): I see. Is this girl Aya? I heard she was a member of the tennis club.

(Sachi): Oh, that's Aya's friend. Aya is sitting on the chair. (間2秒)

Question: Which girl is Aya? (間3秒)

くりかえします。（間2秒）（英文を読む）（間10秒）

これで、1の問題を終わり、2の問題に移ります。問題用紙1ページの2を見てください。（間2秒）

まず最初に、そこにある「良太さんのメモ」をよく見てください。（間5秒）

これから、中学生の良太(Ryota)さんが、良太さんの町に住んでいるアメリカ人のソフィア(Sophia)さんに質問をします。これを聞いて、「良太さんのメモ」の、ア、イ、ウに、それぞれあてはまる日本語を書きなさい。英文は2回読みます。（間2秒）

では、始めます。（間2秒）

(Ryota): Sophia, you know about this town well. When did you start living here?

(Sophia): I came to Japan three years ago and began to live in this town eight months ago.

(Ryota): I see. What do you like about this town?

(Sophia): We can enjoy sightseeing in many places. For example, there is a beautiful lake in this town. (間10秒)

くりかえします。（間3秒）（英文を読む）（間10秒）

これで、2 の問題を終わり、3 の問題に移ります。問題用紙 2 ページの 3 を見てください。(間 2 秒)

これから、ALT のルーシー (Lucy) さんが、生徒に英語で連絡をします。連絡のあと、クエスチョンズと言って二つの質問をします。それぞれの質問の答えとして最もふさわしいものを、ア、イ、ウ、エの中から一つずつ選び、記号で答えなさい。英文は 2 回読みます。(間 2 秒)

では、始めます。(間 2 秒)

In the next class, you are going to read a newspaper written in English. You haven't learned some words in it, so please bring your dictionaries. I will give you the newspaper, and you will have fifteen minutes to read it. After that, I will give you some questions about it. It's fun, and you can improve your English. (間 2 秒)

Questions: No.1 What do the students have to bring to the next class? (間 8 秒)

No.2 What is Lucy going to do after the students read the newspaper? (間 8 秒)

くりかえします。(間 2 秒) (英文を読む) (間10秒)

これで、3 の問題を終わり、4 の問題に移ります。問題用紙 2 ページの 4 を見てください。(間 2 秒)

これから、英語による対話文を 2 回読みます。( ) のところの英語を聞き取り、書きなさい。

(間 2 秒)

では、始めます。(間 2 秒)

(Judy): It's a nice day for fishing.

(Keita): Yes, it is. We will be able to catch several kinds of fish today. (間15秒)

くりかえします。(間 2 秒) (英文を読む) (間15秒)

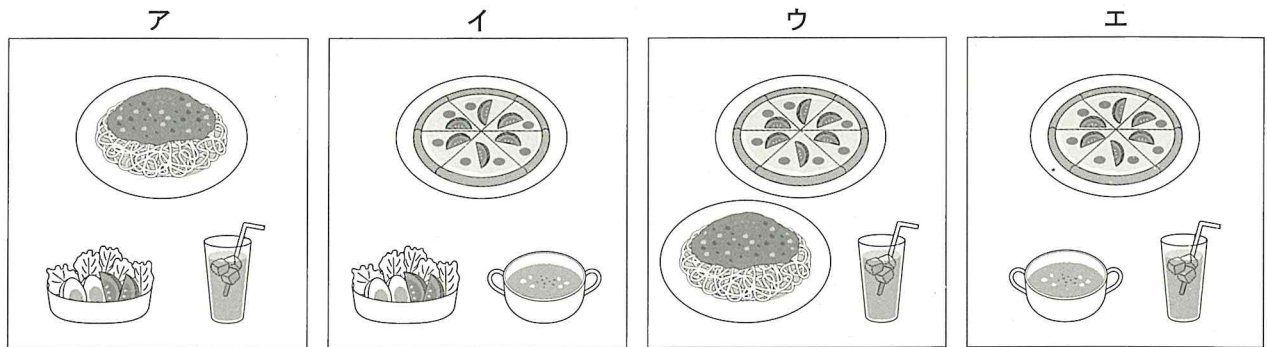
これでリスニングテストを終わります。次の問題に移ってください。

1

これはリスニングテストです。放送の指示に従って答えなさい。

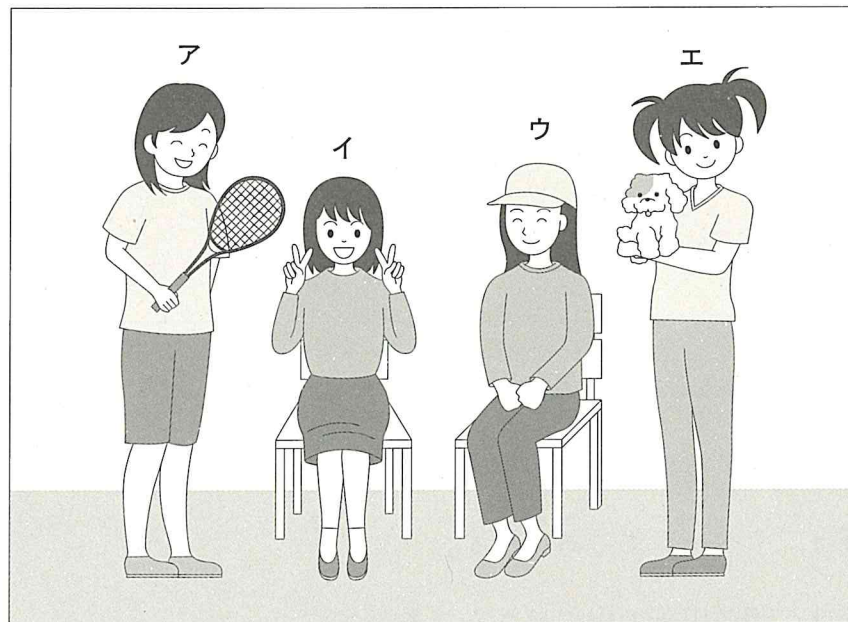
1

No. 1



No. 2

SachiさんとTomさんが見ている写真



2

＜良太さんのメモ＞

この町に住んでいる期間：（ ア ）

この町の好きなおところ

- ・ 多くの場所で（ イ ）を楽しむことができる  
→ 例えば、美しい（ ウ ）など

3

- No. 1      ア Newspapers.  
             イ Their dictionaries.  
             ウ An English test.  
             エ Some English words.

- No. 2      ア She is going to give another newspaper to the students.  
             イ She is going to give fifteen minutes to watch a news program.  
             ウ She is going to ask the students some questions.  
             エ She is going to ask a teacher how to improve his English.

4 答えは、解答用紙に書きなさい。

(メモ用)

(     ) のところの英語を聞き取り、書きなさい。

*Judy:* It's a nice day for fishing.

*Keita:* Yes, it is.

We will (

) fish today.

2 次の問いに答えなさい。

1 次の対話文の ( ) の中に最も適する英語を、それぞれ 1 語ずつ書きなさい。

(1) *Ichiro*: In Japan, we have four ( ), and I like spring.

*Dave*: I like winter because I can go skiing.

(2) *Paul*: Please tell me ( ) to carry this table.

*Nanami*: To the room on the third floor.

(3) *Student*: I learned a new word. If a child is a boy, he is a 'son' to his father and mother.

*Teacher*: Yes. If a child is a girl, she is a '( )'.

2 次の対話文の ( ) の中に最も適するものを、あとのア～エからそれぞれ一つずつ選び、記号で答えなさい。

(1) *Student*: Mr. Kato, we want to choose a song which our class will sing at the chorus contest.

*Mr. Kato*: OK. Please make groups of four students and talk about it.

*Student*: But there are thirty-three students in our class.

*Mr. Kato*: ( )

ア Then, let's sing some of the songs.

イ Then, let's make ideas in the groups.

ウ Then, let's listen to thirty-three songs.

エ Then, let's make one group of five students.

(2) *Haruka*: Did you read the e-mail about the New Year's party?

*Brian*: Yes, I did. Thank you for sending me the e-mail. I will go to the party.

*Haruka*: Great. I really want to join it, too. ( )

*Brian*: I hope you can come.

ア I couldn't write the e-mail because my computer was very old.

イ I didn't send you the e-mail because I was so busy.

ウ I couldn't go to the party last year because I was sick.

エ I didn't invite you to the party because you had homework to do.

3 次の対話文の下線部について、あとのア～カの語句を並べかえて正しい英文を完成させ、( X ), ( Y ), ( Z ) にあてはまる語句を、それぞれ記号で答えなさい。

(1) *Ted*: I went to Kyoto, Osaka and Hiroshima last month.

*Masato*: Did you? I think Kyoto ( ) ( X ) ( ) ( Y ) ( ) ( Z ) cities.

ア three    イ the most    ウ of    エ is    オ the    カ popular

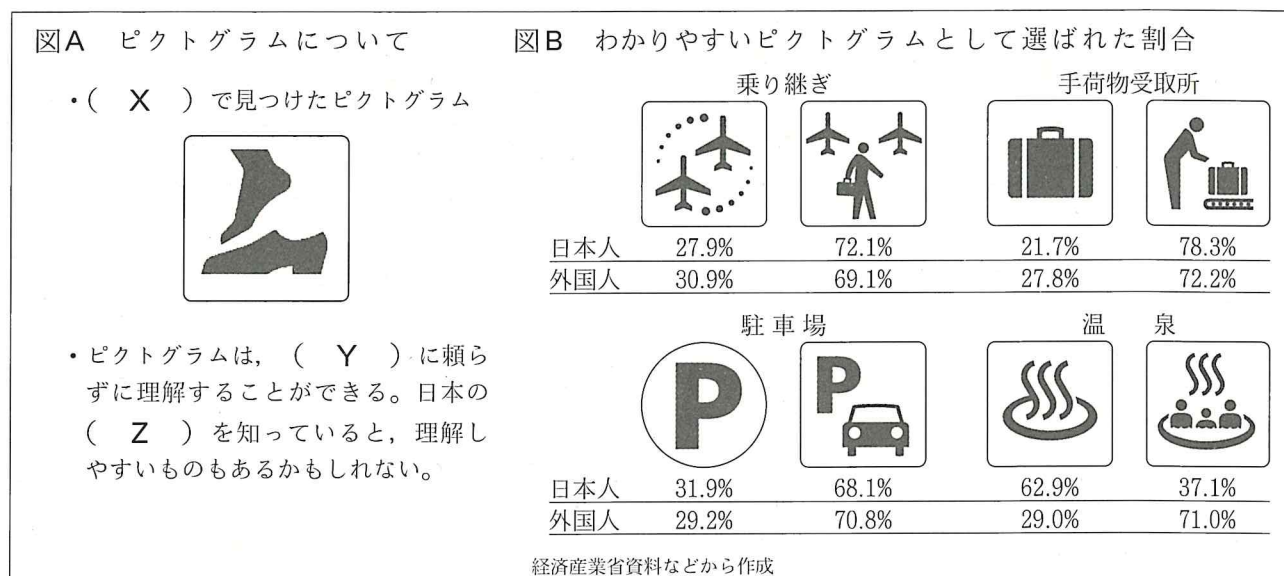
(2) *Kevin*: Have you ever been to the city library?

*Takuma*: No. We ( ) ( X ) ( ) ( Y ) ( ) ( Z ) this city.

ア of    イ can't    ウ a map    エ there    オ get    カ without



- 3 中学生の亜希（Aki）さんは、ピクトグラム（pictogram）と呼ばれる案内用図記号について調べ、図（chart）A、Bにまとめました。次は、図を見ている、亜希さんと留学生のフレッド（Fred）さんの対話です。図および対話について、あとの問いに答えなさい。



- Aki: I found the pictogram in chart A at a temple.
- Fred: Oh, really? What did you write on chart A? Please tell me.
- Aki: Sure. Pictograms are useful because we don't have to depend on languages to understand them. If people know the Japanese way of life, it may be easier to understand some of them.
- Fred: I see. I think so, too. The pictogram in chart A is one example. I think it means 'Take off your shoes'. I can guess what it means because Japanese people do it when they go into houses.
- Aki: You are right. Look at chart B. It shows four pairs of pictograms. Both Japanese people and foreign people were asked, "Two pictograms in each pair mean the same thing. Choose one which you can understand better from each pair."
- Fred: Interesting. In one of the pictograms, a person with a bag is walking between two planes.
- Aki: Yes. About seventy percent of the foreign people chose ① the pictogram.
- Fred: I could understand it easily, too. Aki, I want to make some new pictograms that will help people. Shall we try it?
- Aki: Yes, let's do it.

- 図A中の（ X ），（ Y ），（ Z ）のそれぞれにあてはまる適切な言葉を、対話の内容に即して日本語で書きなさい。
- 下線部①には、どのような様子が描かれていますか。対話の内容に即して日本語で答えなさい。
- 図および対話の内容に合うものを、次のア～オから二つ選び、記号で答えなさい。
 

ア Fred knows that Japanese people take off their shoes when they go into houses.

イ In every pictogram in chart B, there are some people who are doing something.

ウ Fred couldn't understand any pictograms in chart B because Aki didn't help him.

エ Chart B has a 'Hot spring' pictogram that more than seventy percent of the Japanese people chose.

オ Fred thinks it is a good idea to make some new pictograms, and Aki agrees with him.

- 4 中学生の美穂 (Miho)さんは、ある石碑 (stone monument) についてのレポート (report) を書きました。次の英文は、美穂さんのレポートに関連する出来事について描いたものです。これを読んで、あとの問いに答えなさい。

It was a very hot day. Miho visited Risa, one of her friends. "Do you want some tea?" Risa asked. "Thanks," Miho said. When Miho was drinking the tea, she found some pieces of paper on Risa's desk. "Is that your report? Did you finish writing it?" Miho asked. "Yes, I did. I wrote about \*local food. What is the \*topic of your report?" Risa said. Miho said, "I haven't decided it yet." "Well, ① you have to do that first. You will soon find a good one," Risa said to Miho.

After a while, Miho left Risa's house. She was going home by bike. The sun was still in the sky and the mountains were beautiful. "What should I write about?" she thought again. Near a shrine, she found a beautiful bird. It was singing on a big \*stone. When she came near the stone, the bird looked at her and flew away. She looked at the stone. It was as tall as Miho, and she could see some \*letters on it. "What is this stone for?" she wondered.

When Miho was eating dinner that evening, she talked about the stone to her grandfather. "That is a stone monument which has a long history," he said. Miho told him about her report. ( A ) "I think it is a good idea to write about it. I have a friend who knows about it very well. His name is Jiro. You can see him at the \*community center," he said. "That's nice. I want to see him," Miho said.

The next day, Miho went to see Jiro. He was waiting for her at the community center. "Your grandfather called me. I am glad that you are interested in the stone monument," Jiro said. ( B ) "We have more stone monuments around here. The one you saw was built about two hundred years ago. People around here thought that trees have \*souls. But they had to cut and use the trees for their own lives. They made the stone monuments to thank the trees," Jiro said. He showed her some books about the stone monuments. "We should live with \*nature. However, we sometimes forget that important thing. When we see the stone monuments, we can remember that," he said. "This is a part of our local culture, and young people like me have to learn about this," Miho thought. After talking with Jiro, she went home. ( C )

The summer vacation finished and Miho's school started again. In the classroom, Risa came to Miho and said, "What is the topic of your report?" "The stone monument I found after visiting you," Miho said. "That's interesting. I want to read it later," Risa said. Miho met her homeroom teacher after school. "Your report was great. You worked hard to write it," he said. ( D ) His words made her so happy.

The next Saturday, Miho had a club activity and was riding her bike to school. When she looked up, she saw the beautiful bird flying in the sky, and she remembered the hot summer day. ② "Thank you for telling me," Miho said to the bird.

(注)

local	地元の	topic	題材	stone	石	letter(s)	文字
community center	公民館	soul(s)	魂	nature	自然		



1 下線部①について、理沙 (Risa) さんが、しなければならないと言ったのは、だれが何をする  
とですか。本文に即して日本語で書きなさい。

2 次の英文を、本文の流れに合うように入れるとすれば、どこに入れるのが最も適切ですか。  
( A ) ~ ( D ) から一つ選び、記号で答えなさい。

She did her best to finish her report that evening.

3 下線部②と言ったのは、美穂さんがどのような思いをもっていたからですか。美穂さんの思いに  
最も近いものを、次のア～エから一つ選び、記号で答えなさい。

ア My grandfather told me about many animals living in the mountains.

イ You showed me the stone monument, and I got a chance to learn about it.

ウ My homeroom teacher taught me a lot about the stone monument at school.

エ I was surprised because you were flying in the sky and were looking at me.

4 本文に即して、次の問いに英語で答えなさい。

(1) Did Miho think about her report when she was going home after visiting Risa?

(2) When was the stone monument near the shrine built?

5 次の英文ア～オは、それぞれ本文の内容の一部です。ア～オを、本文の流れに合うように並べか  
え、記号で答えなさい。

ア Miho listened to many important things at the community center.

イ Miho was glad that her teacher knew her effort after reading her report.

ウ Miho saw a beautiful bird when she was going home by bike.

エ Miho spent time at her friend's house, and talked about their report.

オ Miho heard about a man who knew a lot about the stone monument.

6 美穂さんは、美穂さんのレポートに興味をもったALTのサム (Sam) さんに、レポートの内容を  
説明しました。次は、美穂さんとサムさんの対話の一部です。対話の I , II に入る  
適切な英語を、文脈に合うように、それぞれ 4 語以上で書きなさい。

Sam: You wrote a wonderful report. I take to write it?

Miho: It took about three hours. But I enjoyed writing it.

Sam: That's good. What message did you get from your grandfather's friend?

Miho: He thinks it's important for II nature. He said we should  
not forget that.

- 5 あなたは、カナダに住む友人のエリック（Eric）さんと、コンピュータを使って次のようなやりとりをしています。やりとりの中のエリックさんへの返答として、に入る英文を、まとまりのある内容になるように、4文以上で書きなさい。

エリックさんとあなたのやりとり

Eric

Hi, ○○○. How are you?

○○○

I'm good, thanks. How about you?

Eric

I'm good, too. I have a question for you.

○○○

What is it?

Eric

We have a Japanese student in our school. He came to Canada last week. I think he is nervous, so I want to do something for him. What should I do? And why? Give me an idea.

○○○

Eric

That's a nice idea. Thank you.

○○○

You're welcome.

(注) やりとりの中の、○○○のところにはあなたの名前が入る。