

令和 5 年度

公立高等学校入学者選抜学力検査問題

英 語

13 : 00 ~ 13 : 50 (50 分間)

注 意

- 1 最初に、放送による聞取り検査を行います。放送による指示があるまで、開いてはいけません。
- 2 解答用紙は、この内側にあります。取り出して使いなさい。
- 3 問題は、問題用紙の 1 ページから 6 ページにあります。
- 4 解答は、すべて解答用紙に書きなさい。
- 5 解答は、横書きで記入しなさい。
- 6 解答用紙の※の欄には、何も記入してはいけません。
- 7 「やめ」の合図があったら、すぐにやめて、筆記用具をおきなさい。

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公立高等学校入学者選抜学力検査

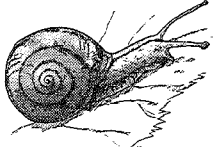
英 語

問題用紙

〔1〕 放送を聞いて、次の(1)~(3)の問いに答えなさい。

(1) これから英文を読み、それについての質問をします。それぞれの質問に対する答えとして最も適当なものを、次のア~エから一つずつ選び、その符号を書きなさい。

1 ア



イ



ウ



エ



2 ア 35 minutes.

イ 40 minutes.

ウ 45 minutes.

エ 50 minutes.

3 ア On Monday.

イ On Wednesday.

ウ On Saturday.

エ On Sunday.

4 ア She wants to study about foreign countries.

イ She wants to be an English teacher in Japan.

ウ She wants to live and work in the U.S.

エ She wants to write interesting books.

(2) これから英語で対話を行い、それについての質問をします。それぞれの質問に対する答えとして最も適当なものを、次のア~エから一つずつ選び、その符号を書きなさい。

1 ア Yes, he will.

イ No, he won't.

ウ Yes, he did.

エ No, he didn't.

2 ア Kate's sister.

イ Kate's friend.

ウ Takumi's sister.

エ Takumi's friend.

3 ア He will walk.

イ He will go by taxi.

ウ He will go by bus.

エ He will go by bike.

4 ア Because she knew about the musicians well.

イ Because the musicians' sound was beautiful.

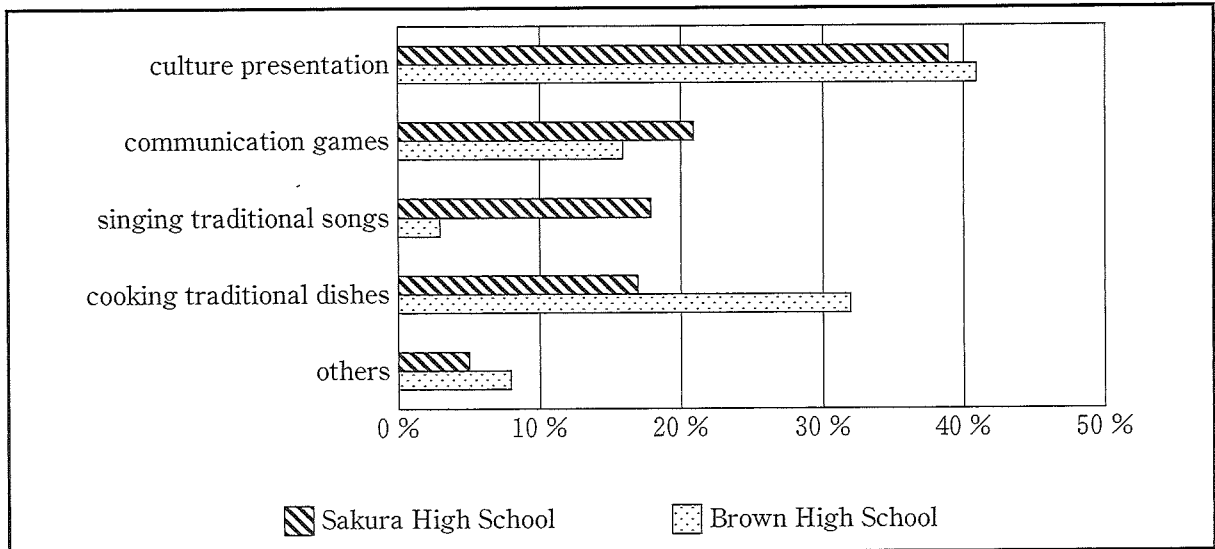
ウ Because she likes musicians who practiced a lot.

エ Because the musicians looked like her.

(3) これから、あなたのクラスの英語の授業で、アメリカのバーナード中学校(Barnard Junior High School)に留学していたマキ(Maki)が、英語のスピーチをします。そのスピーチについて、二つの質問をします。それぞれの質問に対する答えを、3語以上の英文で書きなさい。

〔2〕 あなたは桜高校(Sakura High School)の生徒です。来月、ブラウン高校(Brown High School)の生徒が桜高校を訪問します。あなたとブラウン高校のピーター(Peter)は、そのときに行う交流活動について、事前の希望アンケートの結果をまとめたグラフを見ながら、オンライン上で打合せをしています。次の【グラフ】と、あなたとピーターの【会話】を読んで、下の(1)~(3)の問いに答えなさい。ただし、【会話】の***の部分には、あなたの名前が書かれているものとします。

【グラフ】



(注) communication コミュニケーション

【会話】

Peter: The result was different between our schools.
 ***: Yes. I was surprised that only a few students from your school are interested in . Anyway, in both schools, (a), so let's do it.
 Peter: I agree. I think we can do one more activity. What should we do?
 ***: (b)
 Peter: That may be a good idea.

- (1) 【会話】の の中に入る最も適切なものを、次のア~エから一つ選び、その符号を書きなさい。
- | | |
|-----------------------------|------------------------------|
| ア culture presentation | イ communication games |
| ウ singing traditional songs | エ cooking traditional dishes |
- (2) 【会話】の流れが自然になるように、aの()に当てはまる内容を、1行以内の英語で書きなさい。
- (3) 【会話】の下線部分の質問に対するあなたの答えを、【会話】のbの()の中に、3行以内の英文で書きなさい。なお、【グラフ】を踏まえて、具体的な理由も含めて書くこと。

〔3〕 次の英文を読んで、あとの(1)~(6)の問いに答えなさい。

Luis is a junior high school student from Mexico. He is staying with a family in Niigata. Now he is talking with Keita, the father of the family, in the home vegetable garden.

Keita: Luis, let's plant tomatoes in the garden together. Do you like tomatoes?

Luis: Yes. In Mexico, we use tomatoes for many dishes. I'll cook some dishes for you tomorrow.

Keita: Great! First, let's plant tomatoes and then, plant some marigolds near them.

Luis: Marigolds? They are very popular in Mexico. We use the flowers in a traditional festival in November.

Keita: What kind of festival is it?

Luis: We decorate graves with a lot of marigolds. We believe that our ancestors come back (A) the strong smell of marigolds.

Keita: It's like Japanese *obon*. We also believe our ancestors come back and we offer some flowers to them. We have the event in summer.

Luis: Wow, I thought your culture and our culture were different, but we have the same kind of traditional event. How interesting! By the way, why do you plant marigolds near tomatoes? B

Keita: Good question! The marigolds me, make, help a safe vegetable garden. C

Luis: Really? Why do marigolds do such a thing?

Keita: Again, the reason is their strong smell. Insects which eat tomato leaves don't like the smell, so D.

Luis: Great! We don't have to use agricultural chemicals.

Keita: Right. I want to choose safe ways for the environment when I plant vegetables. (E) marigolds is one good way.

Luis: I see. Can you tell me another example? F

Keita: Yes, of course. For example, can you see the flowers over there? They are called *renge-sou* in Japanese. They will be natural fertilizers.

Luis: Amazing! I want to learn more about such ways. What should I do?

Keita: Well, you, I, if, were, I would ask people who know about them very well. G

Luis: That's a good idea. Can you introduce such people to me?

Keita: OK, some of my friends are farmers, so I'll ask them.

Luis: Thank you! At school, I'll start a research project with my classmates next month. It may be interesting to do research about eco-friendly ways to plant vegetables.

Keita: That will be an interesting research topic. I think my friends will help you a lot. Some of them also have machines which use less energy. You may also be interested in them.

Luis: Sounds interesting! Thank you.

Keita: You're welcome. Do your best in your research project.

Luis: I will. Can I find new eco-friendly ways?

Keita: It's not so easy, but I believe you can do it in the future if you work hard.

Luis: I hope so. My teacher told us that some human activities damage the environment. I think it is important for us to make the situation better.

Keita: That's right. Humans have been developing the civilization by using nature, but if we keep using things in nature, we will destroy the environment.

Luis: Yes. We should look for ways to live with nature.

(注) plant~ ~を植える marigold マリーゴールド(花の名前) decorate~ ~を飾りつける
grave 墓 ancestor 先祖 smell におい obon お盆 offer~ ~を供える
insect 昆虫 agricultural chemical 農薬 renga-sou れんげ草(花の名前)
natural fertilizer 天然肥料 eco-friendly 環境にやさしい civilization 文明
destroy~ ~を破壊する

(1) 文中のA, Eの()の中に入る最も適当なものを, 次のア~エからそれぞれ一つずつ選び, その符号を書きなさい。

A ア according to イ because of ウ instead of エ such as

E ア Use イ Uses ウ Used エ Using

(2) 下線部分Bについて, ルイス(Luis)がそのように感じた理由を, 具体的に日本語で書きなさい。

(3) 文中のC, Gの の中の語を, それぞれ正しい順序に並べ替えて書きなさい。

(4) 文中のDの の中に入る最も適当なものを, 次のア~エから一つ選び, その符号を書きなさい。

ア they like to stay on the flowers イ they fly near the flowers

ウ they don't come to eat tomato leaves エ they aren't damaged by tomato leaves

(5) 下線部分Fについて, ルイスが教えてほしいと言っているのは, 何についての例か。具体的に日本語で書きなさい。

(6) 本文の内容に合っているものを, 次のア~オから二つ選び, その符号を書きなさい。

ア Tomatoes are very popular in Mexico and they are put on graves during the festival in November.

イ Both people in Mexico and people in Japan believe that their ancestors come back in summer.

ウ Keita believes it is good to use safe ways for the environment when he plants vegetables.

エ Luis wants to meet some of Keita's friends to learn how to make delicious vegetables.

オ Luis learned from his teacher that humans damage the environment through some activities.

[4] 次の英文を読んで、あとの(1)~(6)の問いに答えなさい。

Hikari is a high school student. She likes English and she enjoys communicating with her American friend, Fred. One day, she sent an e-mail to him.

[E-mail from Hikari to Fred]

Hello, Fred. How are you? I'm enjoying my high school life, but I have a big question now, and I want your opinion. A

Today, my friend, Yuri, and I talked about our future. Now I'm interested in art history and I want to study about it after I finish high school. When I said so to Yuri, she asked me, "Will you be a teacher or a researcher in the future?" I said, "I have no idea about my future job now. I just want to study about art history because I'm interested in it." Yuri was really surprised to hear my answer. She decided her goal first before she decided what she would study.

Fred, you want to be a doctor and you are studying hard to achieve your goal, right? Should I decide my future job before I decide what to study?

[E-mail from Fred to Hikari]

Thank you for your e-mail, Hikari. I'm doing well.

Your question is difficult. Now I'm studying to achieve my goal, but I will keep studying after I become a doctor. And I also enjoy studying subjects which are not related to my dream. For example, in the U.S., many schools have drama classes. Most students will not be actors, but drama class is very popular. I like it. I think we can improve some skills through drama classes. For example, we sometimes make our own stories. My drama teacher says we can be good at creating something new through this activity. Also, now I can talk more clearly than before.

My brother studies math at university, but he is taking a music class, too. He says he can learn good teamwork in the class. You should study your favorite subjects. You can improve some skills by doing so.

Hikari thought Fred's opinion was interesting. She also likes music though she won't be a musician. "If B through learning, I'll be happy," she thought.

One week later, Fred introduced a website article to Hikari. It was an article for students written by a university professor.

[The website article]

You may think like this. "Why do I have to study this subject? I don't like it. It isn't related to my goal." I can understand your feelings, but is it really a good idea to study only your favorite things?

Let me tell you about one good example, Florence Nightingale. She is one of the C

most famous nurses in the world. She tried to make clean hospitals. She needed to show that it was important to make clean environments to save people's lives. She had the knowledge of math and statistics. By using that knowledge, she created her original graphs and showed that dirty environments would threaten people's lives.

Do you understand what this story means? You don't know what will be useful in the future. For example, in the future, you may find problems you want to solve. Then, some knowledge may help you. Or you can create something new by using that knowledge. You may not use it in the future, but it will be so fun to learn something new. Enjoy learning a lot of things. By doing so, you can broaden your world.

My father was a science teacher. He is 75 years old, but now, he is studying classic literature at university. He says he is so happy to learn something new.

“ ,” Hikari thought. “I'll write an e-mail to Fred tonight.”
E

(注) achieve～ ～を達成する be related to～ ～と関連する skill 技能 clearly はっきりと
take～class ～の授業を受ける teamwork チームワーク article 記事
professor 教授 knowledge 知識 statistics 統計学 graph グラフ
threaten～ ～をおびやかす broaden～ ～を広げる classic literature 古典文学

- (1) 下線部分Aについて、その内容を、具体的に日本語で書きなさい。
- (2) 文中のBの に当てはまる内容を、4語以上の英語で書きなさい。
- (3) 下線部分Cについて、フローレンス・ナイチンゲール(Florence Nightingale)の例で、記事の筆者が最も伝えたいことを表している1文を、本文から探して抜き出しなさい。
- (4) 文中のDの の中に入る最も適当なものを、次のア～エから一つ選び、その符号を書きなさい。
 - ア People have different reasons for learning
 - イ We should study for our dreams
 - ウ There is only one reason for learning
 - エ It is important to learn useful things
- (5) 次の①～③の問いに対する答えを、それぞれ3語以上の英文で書きなさい。
 - ① Has Hikari already decided her future job?
 - ② How did Yuri decide what she would study?
 - ③ In the drama class at Fred's school, what do students do to be good at creating something new?
- (6) 下線部分Eについて、ヒカリ(Hikari)になったつもりで、フレッド(Fred)に対するメールを、解答用紙の“Hello, Fred. Thank you for your e-mail and the interesting article.”に続けて、 の中に、4行以内の英文で書きなさい。

