

令和 5 年度

高等学校入学者選抜学力検査問題

英 語

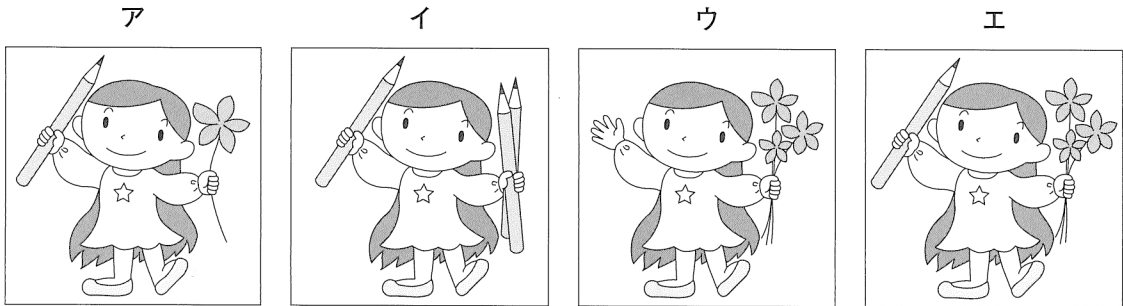
注 意 事 項

- 1 問題は、1 ページから 6 ページまであります。
- 2 解答は、すべて解答用紙に記入しなさい。

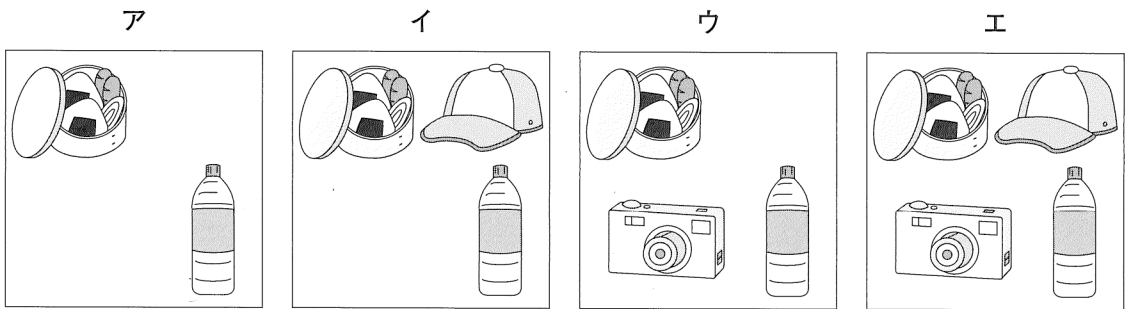
1 放送による問題 (14点)

(1) 健(Ken)とリサ(Lisa)の会話を聞いて、質問の答えとして最も適切なものを選びなさい。

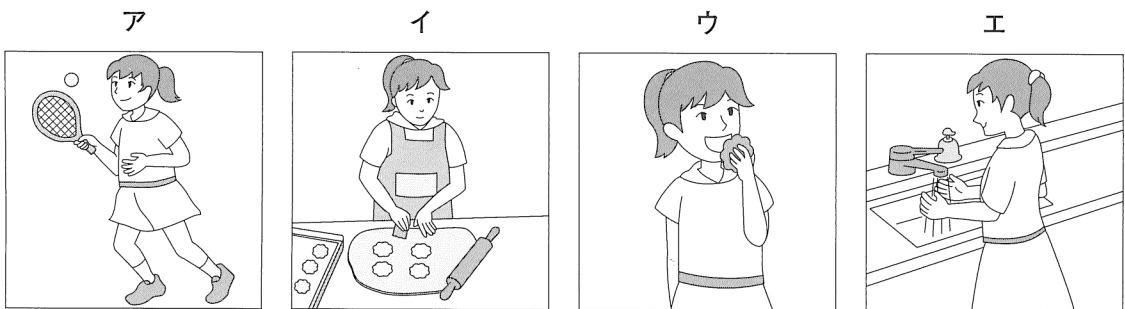
A



B

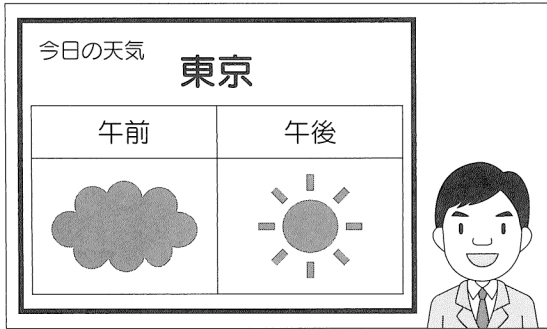


C

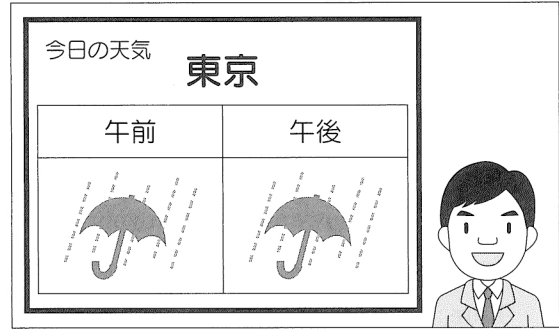


D

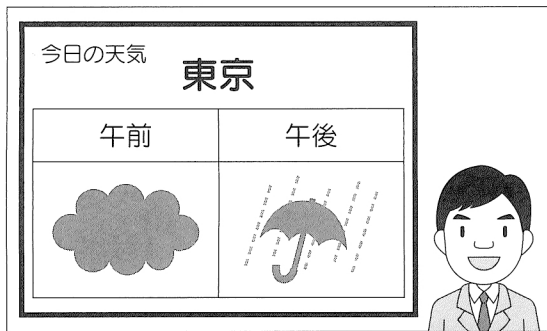
ア



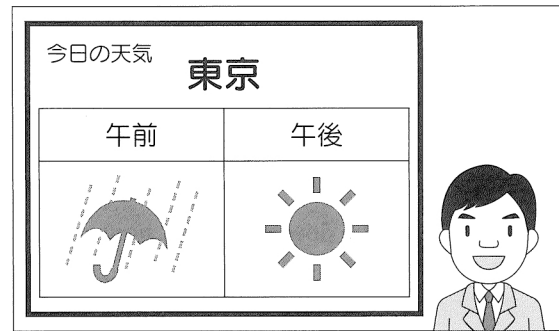
イ



ウ



エ



(2) 健の話聞いて、質問に対する答えとなるように( )の中に適切な語や語句を記入しなさい。

質問1 Who walks with Ken every morning?

His ( ) does.

質問2 What does Ken enjoy watching in the morning?

He enjoys watching some white ( a ) and colorful ( b ).

質問3 What does Ken do after walking?

( ) after walking.

2 次の英文は、静岡県でホームステイをしているケイト(Kate)と、ホームステイ先の奈々(Nana)との会話である。この英文を読んで、(1)~(6)の問いに答えなさい。(16点)

(Nana is showing Kate a photo at home.)

Kate: You are wearing a red *kimono* in this photo.

Nana: Thank you. My mother took it at my uncle's wedding.

Kate: The flower pattern on your *kimono* is amazing.

Nana: That's true. It's my family's precious *kimono*.

Kate: Why is the *kimono* precious?

Nana: Actually, [ ア is イ bought ウ my grandmother エ this オ the *kimono* ] for my mother thirty years ago.

Kate: Oh, you used your mother's *kimono*.

Nana: Yes, but she gave it to me last year. So the *kimono* is ( a ).

Kate: Why did your mother give it to you?

Nana: This red *kimono* has long sleeves. She thinks this kind of *kimono* is for young people, so she doesn't wear it now.

Kate: I have a ( b ) experience. My mother has a nice dress in her closet, but she doesn't wear it. I always wear it when I go to birthday parties.

Nana: I'm sure your friends like the dress.

Kate: Thanks. When I wear it,

Nana: The designs of old clothes are different from the new ones, right?

Kate: Yes! I think wearing used clothes is fun. ( c ), wearing other people's clothes isn't easy because of the size. Actually, my mother's dress was large for me, so she adjusted it. Who adjusted your *kimono*?

Nana:  *Kimono* has a simple shape, so it can be used easily by different people.

Kate: Interesting. *Kimono* is not only beautiful but also functional.

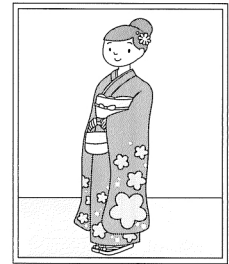
Nana: Right, so I love *kimono*. I'm glad to give my red *kimono* a new life.

Kate:

Nana: If I wear my red *kimono*, it will have more chances to get out of the closet like your mother's dress.

Kate: That's a good idea to use the *kimono* again.

Nana: I'll wear it on special days!



(注) wedding : 結婚式      pattern : 柄      precious : 大切な      sleeve : そで  
closet : クローゼット      adjust : (丈など)を直す      simple : 単純な  
functional : 機能的な      chance : 機会      get out of : ~から出る

(1) 会話の流れが自然になるように、本文中の  ～  の中に補う英語として、それぞれア～ウの中から最も適切なものを1つ選び、記号で答えなさい。

ア Excuse me.                      イ How beautiful!                      ウ I didn't know that.

ア You helped me a lot.                      イ Please let me know.                      ウ No one did it.

ア What do you mean?                      イ What are you doing?                      ウ What's wrong?

(2) 本文中の [                      ] 中のア～オを、意味が通るように並べかえ、記号で答えなさい。

(3) 本文中の( ㉑ )～( ㉓ )の中に補う英語として、それぞれア～エの中から最も適切なものを1つ選び、記号で答えなさい。

( ㉑ ) ア mine                      イ yours                      ウ his                      エ hers

( ㉒ ) ア difficult                      イ free                      ウ sad                      エ similar

( ㉓ ) ア Especially                      イ However                      ウ Suddenly                      エ As a result

(4) 本文中の  で、ケイトは、みんなが私にどこでそれを見つけたのかときく、という内容を伝えている。その内容となるように、 の中に、適切な英語を補いなさい。

(5) 次の英文は、ケイトがこの日に書いた日記の一部である。本文の内容と合うように、次の  の中に補うものとして、本文中から最も適切な部分を3語で抜き出しなさい。

Nana showed me a photo today. She was wearing a red *kimono* in the photo. The red *kimono* is a precious thing for Nana's family, but her mother doesn't wear it now. Nana will wear it on special days, so the *kimono*  again by Nana. I think that's a good idea.

(6) 次の英文は、翌日のケイトと奈々との会話である。あなたが奈々なら、ケイトの質問に対してどのように答えるか。会話の流れが自然になるように、次の  ,  の中に、英語を補いなさい。ただし、 は、7語以上の英語を書くこと。

Kate: I want to know more about *kimono*. What should I do?

Nana:

Kate: I see. What is the good point of it?

Nana:

Kate: Thank you for your help.

3 陸(Riku)は、英語の授業で、友人のアレックス(Alex)のスピーチを聞き、コメントを書いて渡すことになった。伝えたいことは、アレックスの国の祭りについて学べたので、アレックスのスピーチはとても良かったということと、私たちは地域の文化を尊重しなければならないということである。あなたが陸なら、これらのことを伝えるために、どのようなコメントを書くか。次の  の中に英語を補い、コメントを完成させなさい。(4点)

< To Alex >

< From Riku >

4 次の英文は、中学生の正太(Shota)が、同級生の亜希(Aki)と良(Ryo)とのできごとを振り返って書いたものである。この英文を読んで、(1)~(7)の問いに答えなさい。(16点)

Every year in May, we have the sports day in our school. Each class shows a dance performance on that day. When I became one of the dance leaders in my class, I ㉞(feel) excited. Aki and Ryo became leaders, too.

One day in April, Aki, Ryo, and I had the first meeting in the classroom. We wanted to decide what kind of music to use for our dance. First, Aki said to us, “We should choose a famous Japanese song. By using a song that  , our classmates can dance easily. Also, the audience will have more fun if they hear famous melody.” I didn’t agree with her. I said to Aki, “If we use a popular Japanese song, our dance may be the same as dances of other classes. I want to use old American rock music to  . I think the audience will be interested in it.” Aki said, “You mean we use a song ㉟(write) in English? We shouldn’t do that. I like old American rock music, but no class used it for the performance last year.”

During the meeting, Aki never changed her opinion, and I didn’t change my opinion, either. Ryo was just listening to us. Finally, Aki and I stopped talking, and the classroom became quiet.

After a few minutes, Ryo started talking. “Well, the music you want to use is different, but Aki and Shota want to do the same thing.” I was surprised and said, “The same thing?” Ryo answered, “Yes. Both of you want  , and I agree. Your opinions are great, so let’s put them together. How about using two songs?” Aki and I looked at each other.

Then, Aki said, “That’s a good idea! Let’s begin our dance with old American rock music. I’m sure the audience will be surprised.” I said, “Great! After they are surprised, let’s use a popular Japanese song. They can enjoy our dance together.” Ryo said, “OK. Now let’s talk about how to tell our plan to our classmates.”

After the meeting, I said, “Ryo, you made us a good team.” Ryo smiled and said, “No, you and Aki did it. Both of you had your own ideas and weren’t afraid to say them to improve our dance. That influenced me.”

On the next day, I told our plan to our classmates, but some students didn’t like the plan. They said, “Old American rock music isn’t cool.” So Aki showed a CD of old American rock music to our classmates. We listened to it together, and Ryo danced. Thanks to their support, all of the classmates agreed with us, and we chose an old American rock song and a popular Japanese song. I said to Aki and Ryo, “I realized that things which I can do without your help are limited. Let’s create a wonderful dance performance together.”

(注) sports day：運動会      leader：リーダー      meeting：会議      melody：メロディー  
rock music：ロック音楽      put ~ together：～をまとめる  
influence：～に影響を与える      thanks to ~：～のおかげで

(1) 本文中の③, ④の(                    )の中の語を, それぞれ適切な形に直しなさい。

(2) 次の質問に対して, 英語で答えなさい。

① What did the dance leaders want to decide at the first meeting?

② What was Ryo doing before Shota and Aki stopped talking?

(3) 本文中の  ,  の中に補う英語の組み合わせとして, 次のア～エの中から最も適切なものを1つ選び, 記号で答えなさい。

ア A : many students already know      B : follow the other classes

イ A : many students already know      B : make our dance unique

ウ A : only a few students know      B : follow the other classes

エ A : only a few students know      B : make our dance unique

(4) 本文中の  の中に補う英語として, 次のア～エの中から最も適切なものを1つ選び, 記号で答えなさい。

ア to use a famous English song for our dance

イ to show other students that you're good at dancing

ウ our classmates to dance quickly

エ people watching our dance to enjoy it

(5) 良は, 正太と亜希のどのようなようすが自分に影響を与えたと述べているか, 日本語で書きなさい。

(6) 正太がクラスメートに計画を話した日, 正太はどのようなことに気付いたと亜希と良に伝えているか。亜希と良に伝えている, 正太が気付いたことを, 日本語で書きなさい。

(7) 次のア～エの中から, 本文の内容と合うものを1つ選び, 記号で答えなさい。

ア Aki, Ryo, and Shota had the first meeting, and they told all of the classmates to join it.

イ Ryo told Shota that popular Japanese songs were always used at the dance performance.

ウ Aki and Shota had different opinions at first, but Ryo helped them have a better idea.

エ Shota's class chose two Japanese songs because some students didn't like English songs.