

平成24年度
高等学校入学者選抜学力検査問題

第 5 部

英 語

注 意

- 1 問題は、**1** から **4** まであり、8ページまでです。
- 2 9ページ、10ページの「聞き取りテスト代替問題」については、特に指示がない限り、解答する必要はありません。
- 3 答えは、すべて別紙の解答用紙に記入し、解答用紙だけ提出しなさい。
- 4 問いのうち、「……選びなさい。」と示されているものについては、問いで指示されている記号で答えなさい。

<聞き取りテスト代替問題を実施する場合の注意>

- 1 問題は、3ページから8ページまでの **2** ~ **4** と、9ページ、10ページの「聞き取りテスト代替問題」です。
- 2 はじめに、「聞き取りテスト代替問題」を解答し、その後、**2** ~ **4** について、解答しなさい。
- 3 答えは、すべて別紙の解答用紙に記入し、解答用紙だけ提出しなさい。
- 4 問いのうち、「……選びなさい。」と示されているものについては、問いで指示されている記号で答えなさい。

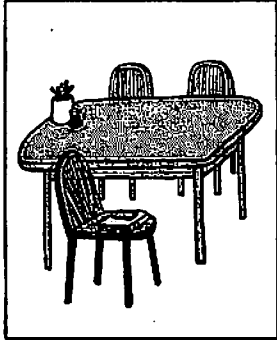
1

放送を聞いて、問いに答えなさい。

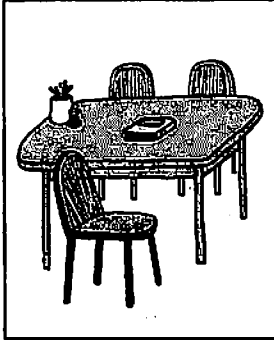
問1 次のNo.1~No.3について、それぞれ対話を聞き、その内容についての質問の答えとして最も適当なものを、それぞれア~エから選びなさい。

No.1

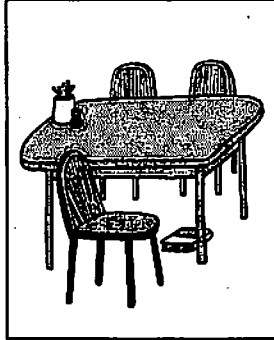
ア



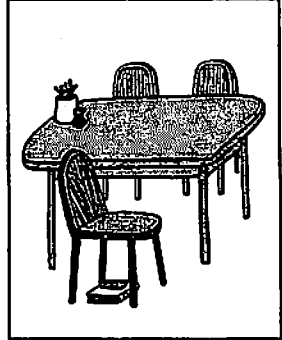
イ



ウ

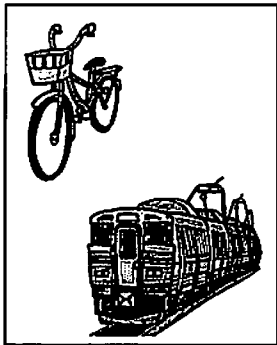


エ

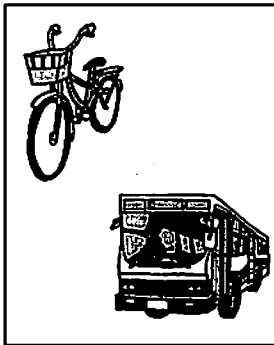


No.2

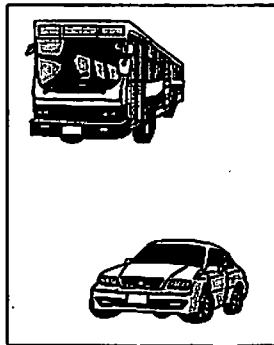
ア



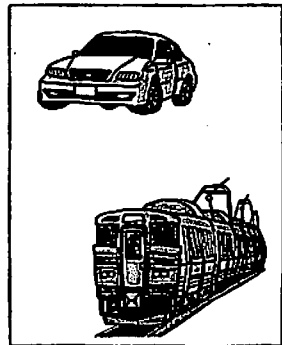
イ



ウ

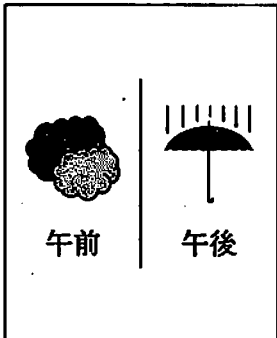


エ

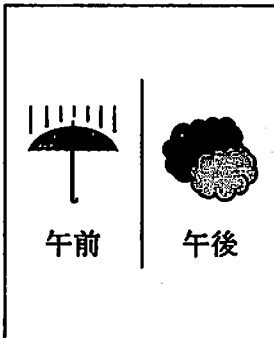


No.3

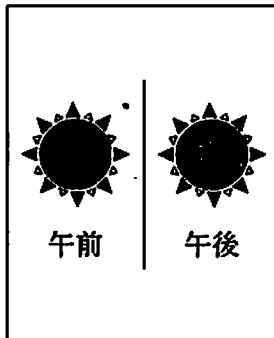
ア



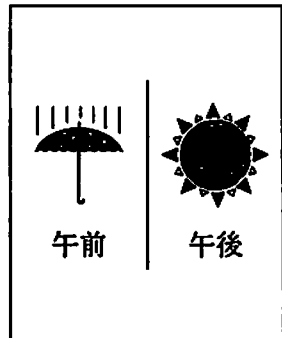
イ



ウ



エ



問2 次のNo.1, No.2について, 由美とマイクの対話を聞き, チャイムの鳴るところで由美が話す言葉として最も適当なものを, それぞれア~エから選びなさい。

No.1 ア I bought the map in Hokkaido.

イ I think it's this small one.

ウ I know where you're from.

エ I found the map you gave me.

No.2 ア I've played the guitar with other members since last Friday.

イ You told me when to go to the school concert.

ウ I don't know the time, but our school will be the last in the concert.

エ It's hard for me to practice the guitar for next Friday's concert.

問3 英文を聞き, その内容についてのNo.1~No.3の質問の答えとして最も適当なものを, それぞれア~エから選びなさい。

No.1 ア The snow did.

イ The hot weather did.

ウ A soccer team did.

エ Most of the people did.

No.2 ア After four years.

イ Since twenty-four years ago.

ウ For twenty years.

エ One year ago.

No.3 ア He wanted to be the fastest skier on the ski team.

イ He wanted to work at a sports shop.

ウ He wanted to ski when he went back to Australia.

エ He wanted to be a good skier like Takashi.

2 次の問いに答えなさい。*印の付いている語句には、本文のあとに(注)があります。

問1 次の(1), (2)の英文を資料とともに読み、その内容についての質問の答えとして最も適当なものを、それぞれア～エから選びなさい。

(1) Ken and Tomoko's school is going to have the school festival in September. Ken's class is going to dance in the morning on the second day, and Tomoko's class is going to have their class *chorus on the same day.

(注) chorus 合唱

資料 学校祭のクラス発表時間割

時間 \ 日程	9月17日(土) (第1日)	9月18日(日) (第2日)
10:00~10:30	クラスダンス	クラス演劇
10:30~11:00	クラスダンス	クラス演劇
11:00~11:30	クラス演劇	クラス演劇
11:30~12:00	クラス合唱	クラスダンス
13:30~14:00	クラス合唱	クラスダンス
14:00~14:30	クラス合唱	クラス合唱

質問 When is Tomoko's class going to have their class chorus?

ア On Saturday morning.

イ On Saturday afternoon.

ウ On Sunday morning.

エ On Sunday afternoon.

(2) Yoko is a junior high school student. She has five classes today. She likes music the best, but she doesn't have it today.

資料 今週の時間割

曜日 \ 時間	月	火	水	木	金
1	国語	数学	英語	祝日	理科
2	社会	道徳	理科		音楽
3	英語	美術	社会		国語
4	保健体育	社会	数学		保健体育
5	数学	保健体育	総合的な 学習の時間		学級活動
6		選択			

質問 What day is it today?

ア It's Monday.

イ It's Tuesday.

ウ It's Wednesday.

エ It's Friday.

問2 次のようにたずねられたとき、あなたはどのように答えますか、主語と動詞を含む英文を1文で書きなさい。

What time did you go to bed last night?

問3 次の英文は、3人の中学生、晴子、緑、未紀について書かれたものです。これを読んで、文中の (1) ~ (3) に入る英語として最も適当なものを、それぞれア~エから選びなさい。

Haruko, Midori, and Miki go to the same junior high school and are good friends.
Haruko loves sports very much. She is a member of the basketball team at school.
So, her favorite (1) is after school because she can play basketball.
Midori plays the piano very well. She likes playing popular (2) on the piano for Haruko and Miki. They sometimes sing together with her on the piano.
Miki helps her mother at home every day because there is a *baby in her family now. She (3) the rooms and goes shopping for her mother.

(注) baby 赤ちゃん

- | | | | |
|---------------|----------|---------|---------------|
| (1) ア sport | イ place | ウ book | エ time |
| (2) ア cars | イ sports | ウ songs | エ video games |
| (3) ア listens | イ cleans | ウ has | エ lives |

3

次の英文は、アメリカでホームステイをしている真由美が、ホームステイ先のジェイ(Jay)と庭で会話している場面のものです。これを読んで、問いに答えなさい。*印の付いている語句には、本文のあとに(注)があります。

Mayumi : Good morning, Jay.

Jay : Good morning, Mayumi. Did you sleep well?

Mayumi : I had a good *sleep. Oh, are you *watering your tomatoes?

Jay : Yes. They are *growing very well this year.

Mayumi : Wow! They look *delicious. I'll be happy if we have some of them for breakfast.

Jay : OK, I'll take some to the table. I hope you'll enjoy them.

Mayumi : Thank you, Jay. When did you start growing *vegetables?

Jay : I started growing them when I was seven years old. My parents told me to do so. It has been my job for ten years. Before starting that, I didn't like to eat vegetables very much.

Mayumi : Really? So you can eat vegetables now, right?

Jay : Yes. After I started growing vegetables, I tried tomatoes from my garden first. They were so delicious. After that, I tried the other vegetables. I found they were very good, so I decided to try to eat all the vegetables at *meals. Since then, I've never *wasted them. Now I can enjoy cooking for my family by using the vegetables I grow in my garden.

Mayumi : It sounds interesting. In Japan, there're also many children who don't eat vegetables and *leave them at meals. This is a waste of food and not good for their *health. To *solve the problem, I think it'll be good for these children to grow vegetables like you.

Jay : Maybe. If they do so, they'll understand the vegetables they grow are delicious and learn how much time it takes to grow vegetables.

Mayumi : They'll also thank the people who work hard to grow vegetables and learn wasting vegetables is not good. Jay, ?

Jay : I agree with you. Oh, it's time for breakfast. Let's go back to the house with these tomatoes.

Mayumi : Sure!

(注) sleep 眠り, 睡眠 water 水をやる grow 育つ, 育てる
delicious おいしい vegetable(s) 野菜 meal(s) 食事
waste むだにする, むだ leave 残す health 健康 solve 解決する

問1 下線部の示す内容を具体的に表す英語として、最も適当なものを、ア～エから選びなさい。

- ア the children who like to eat vegetables
- イ the children who leave vegetables at meals
- ウ the people who work hard to grow vegetables
- エ the people who grow vegetables like Jay

問2 本文の に、「そのことについてどう思いますか」という意味を表す英語を書きなさい。

問3 本文の内容から考えて、次の に入る英語として最も適当なものを、ア～エから選びなさい。

Jay decided to try to eat all the vegetables at meals because .

- ア his parents liked to eat vegetables for breakfast
- イ his parents took tomatoes to the table for breakfast
- ウ he found that the vegetables from his garden were very delicious
- エ he enjoyed cooking vegetables for his family

問4 本文の内容に合うものを、ア～オから2つ選びなさい。

- ア Jay's parents told him to grow the vegetables and he started to do it.
- イ Jay has wasted a lot of vegetables since he was ten years old.
- ウ Mayumi didn't like vegetables, but now she likes having them at meals.
- エ Mayumi doesn't think a waste of food is a problem.
- オ Jay likes to cook for his family with the vegetables he grows.

問5 真由美は、日本に帰国した後に、友人である健治と次のような会話をしました。あなたが健治になったつもりで、次の対話文の (1) , (2) に入る英語を、それぞれ4語以上で自由に書きなさい。ただし、ピリオド(.), コンマ(,)などの符号は語数に入れないものとします。

Mayumi : I think children should eat vegetables every day. Do you think so, Kenji?

Kenji : Yes, I do. Vegetables are important for our health. But I worry about my little brother. (1) , so he leaves them at meals.

Mayumi : OK, I have a good idea for you. You and your brother should grow vegetables. If you do so, he'll understand it's bad for him to waste vegetables.

Kenji : That's a good idea. I'll (2) . I think he'll agree with me.

- 4 次の英文は、広子が、家庭科(home economics)の授業で、幼稚園(kindergarten)で行った紙芝居(*kamishibai*)の活動(activity)について書いたものです。これを読んで、問いに答えなさい。
*印の付いている語句には、本文のあとに(注)があります。

A month ago, Ms. Sato, our home economics teacher, told us about an activity to show *kamishibai* at a kindergarten. She said, "You'll make groups and each group has to make a *kamishibai*." I thought, "The activity will be *challenging and interesting to me."

Our group had four members. We made our own story with four *characters and started to *paint pictures. After two weeks the *kamishibai*. Then we started practicing to *perform.

We practiced many times but we couldn't perform it well. So, we asked Ms. Sato to see our *performance. After she saw it, she said, "The story and pictures are good, but you should *get into your roles."

Then we talked about our performance. One of the members said we should change the *tone of voice for each *scene. Another member said we should perform the characters *with more expression. After talking, we practiced more. We were glad to find that our performance was getting better. I learned that it's important for us to work together.

① The (kindergarten / visit / day / the / to) came. Ms. Sato told our group to perform for the oldest children's class.

"Hello, everyone! Now we'll start our *kamishibai*!" we said. We tried hard to perform the characters well. For some scenes we sometimes changed the *speed of reading. For other scenes we read very *loudly to make the story more exciting.

When we finished, a girl in the class said to us, "I really enjoyed your *kamishibai*. I want you to come again!" We were happy to hear ② her words. When we were leaving the kindergarten, the children *waved to us.

This was one of the most challenging activities I've ever had. I've learned it's interesting to do something for small children. I hope to visit them again.

- (注) challenging やりがいのある character(s) 登場人物 paint 描く
perform 演じる performance 演技 get into your roles 役になりきる
tone of voice 声の調子 scene 場面 with more expression もっと感情を込めて
speed 速さ loudly 大きな声で wave 手を振る

問1 本文の に、「私たちは作り終えた」という意味を表す英語を書きなさい。

問2 下線部①が正しい英文となるように、()内の語を並べかえて書きなさい。

問3 本文の内容と合わないものを、ア～オから2つ選びなさい。

ア Hiroko made the story of the *kamishibai* with the children of the kindergarten.

イ Ms. Sato saw the performance of the *kamishibai* which Hiroko's group made.

ウ Hiroko talked with other members to make the performance better.

エ Hiroko's group showed the *kamishibai* to the children who came to her school.

オ Showing the *kamishibai* to the children was one of the most challenging activities to Hiroko.

問4 下線部②の示す内容を、具体的に日本語で2つ書きなさい。

問5 本文の内容に合うように、次の(1)～(3)の対話文の に入る適当な1語をそれぞれ書きなさい。

(1) "When did Ms. Sato tell her students about an activity to show *kamishibai* at a kindergarten?"

"She told them about it one .

(2) "Why did Hiroko's group read their *kamishibai* very loudly?"

"They to make the story more .

(3) "Who waved to Hiroko's group when they were leaving the kindergarten?"

"The did."

問題はこのページで終わりです。

聞き取りテスト代替問題

監督者からの指示がない限り、この問題を
解答する必要はありません。

注 意

- 1 この問題は、問1から問3まであります。
- 2 答えは、すべて問いで指示されている記号で答え、別紙の解答用紙の一番下にある
聞き取りテスト代替問題 の解答欄に記入しなさい。
- 3 この問題を解答した後は、3ページから8ページまでの **2** ~ **4** について、
解答しなさい。

問1 次の(1)~(3)の対話について、に入る最も適当なものを、それぞれア~エから選びなさい。

(1) A : What is your favorite subject in school?

B : It's science.

A : I like English very much.

ア How about you?

イ How long is it?

ウ How much is it?

エ How do you do?

(2) A : Happy birthday, Mary! This is for you from Tom and me.

B : Thank you. May I open it now?

A : Yes, of course.

B : Oh, it's a pretty cup. You are so kind.

ア You mustn't open it now.

イ I hope you'll like it.

ウ I'll never give it to you.

エ You like to go there.

(3) A : Hello. This is Tom. Can I speak to Lisa, please?

B : I'm sorry, but she isn't here now.

A :

B : Yes, she'll return home around four o'clock.

ア How is she going to return home? イ Do you think she'll leave home today?

ウ What time will she go out today? エ Do you know what time she'll come back?

問2 次の(1), (2)の ~ に, ㊸~㊻の英文を, AとBの対話が成り立つように当てはめたとき, その組み合わせとして最も適当なものを, それぞれア~エから選びなさい。

(1) A : How did you spend your summer vacation?

B :

A :

B :

- ㊸ I wanted to go to the sea too. Did you swim there?
 ㊹ I went to the mountains with my family. I also went to the sea.
 ㊻ No, I didn't. The weather was a little cold.

ア (1-㊹, 2-㊹, 3-㊸) イ (1-㊹, 2-㊸, 3-㊹)
 ウ (1-㊹, 2-㊸, 3-㊹) エ (1-㊹, 2-㊹, 3-㊸)

(2) A : John, I'm going to go shopping. Would you like to come with me?

B :

A :

B :

- ㊸ I want something to eat. Could you buy some sandwiches for me?
 ㊹ Well, is there anything you want?
 ㊻ I want to go with you, but now I have something to do here.

ア (1-㊹, 2-㊹, 3-㊸) イ (1-㊸, 2-㊹, 3-㊹)
 ウ (1-㊹, 2-㊸, 3-㊹) エ (1-㊹, 2-㊹, 3-㊸)

問3 次の対話について, ~ に入る最も適当なものを, それぞれア~オから選びなさい。*印の付いている語句には, 本文のあとに(注)があります。

Naomi : *Respect-for-the-Aged Day will come soon. Do you have it in America too, Bill?
 Bill : No, we don't.

Naomi : We usually do something for old people. Last year I made cake for my grandfather and grandmother.
 Bill : I see. What are you going to do this time, Naomi?
 Naomi :

Bill : Oh, they'll be glad.
 Naomi : I hope so. Well, you told me about your grandmother before.
 Bill : That's right. I haven't seen her for a long time. I think I should do something for her. Do you have any ideas?
 Naomi :

Bill : Sounds good! That'll make her happy.

(注) Respect-for-the-Aged Day 敬老の日

- ア When are you going to meet her?
 イ I'm thinking of making dinner for them.
 ウ I'll ask you to buy something for me on that day.
 エ What do you do on that day?
 オ Why don't you send her a letter about your life in Japan?

第5部 英語

正 答 表

問題番号		正	答	配点	通し番号	採点基準
1	問1	No.1	ウ	1	①	
		No.2	エ	1	②	
		No.3	イ	1	③	
	問2	No.1	イ	2	④	
		No.2	ウ	2	⑤	
	問3	No.1	ア	2	⑥	
No.2		ウ	2	⑦		
No.3		エ	2	⑧		
2	問1	(1)	エ	2	⑨	
		(2)	ア	2	⑩	
	問2	(正答例) I went to bed at ten. など		2	⑪	(注1)
	問3	(1)	エ	2	⑫	
		(2)	ウ	2	⑬	
		(3)	イ	2	⑭	
3	問1	イ	2	⑮		
	問2	(正答例) what do you think about that など		3	⑯	(注2)
	問3	ウ	2	⑰		
	問4	ア	4	⑱	順不同とし、配点は各2点とする。	
		オ				
	問5	(1)	(正答例) He doesn't like vegetables など	3	⑲	(注2)
(2)		(正答例) tell him about it など	3	㉔	(注2)	
4	問1	(正答例) we finished making など	2	㉔	(注1)	
	問2	day to visit the kindergarten	2	㉔		
	問3	ア	4	㉔	順不同とし、配点は各2点とする。	
		エ				
	問4	(正答例) 紙芝居を楽しんだこと	4	㉔	順不同とし、配点は各2点とする。	
		(正答例) また来てほしいこと				
問5	(1)	month	ago	2	㉔	完全解答
	(2)	wanted (triedなども可)	exciting	2	㉔	完全解答
	(3)	children		2	㉔	
計				60		

(注) 1 ②の問2, ④の問1について

文法的には間違いはあるが、内容的に理解できるものは、1点(中間点)とする。

2 ③の問2, 問5の(1), (2)について

文法的には間違いはあるが、内容的に理解できるものは、2点(中間点)とする。

3 その他正答表に示された事項以外のものについては、学校の判断による。

聞き取りテスト 代替問題	問 1			問 2		問 3		
	(1)	(2)	(3)	(1)	(2)	(1)	(2)	(3)
正 答	ア	イ	エ	ウ	ア	エ	イ	オ
配 点	1	1	1	2	2	2	2	2
通し番号	㉔	㉔	㉔	㉔	㉔	㉔	㉔	㉔