

平成22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、ア、イ、ウ、……の記号で答えなさい。

<聞き取りテスト代替問題を実施する場合の注意>

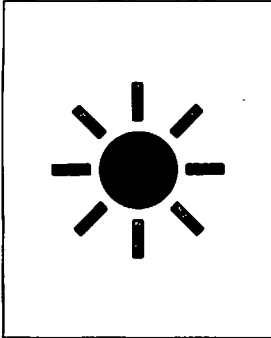
- 1 問題は、3 ページから8 ページまでの **2** ～ **4** と、9 ページ、10 ページの「聞き取りテスト代替問題」です。
- 2 はじめに、「聞き取りテスト代替問題」を解答し、その後、**2** ～ **4** について、解答しなさい。
- 3 答えは、すべて別紙の解答用紙に記入し、解答用紙だけ提出しなさい。
- 4 問いのうち、「……選びなさい。」と示されているものについては、ア、イ、ウ、……の記号で答えなさい。

1 放送を聞いて、問いに答えなさい。

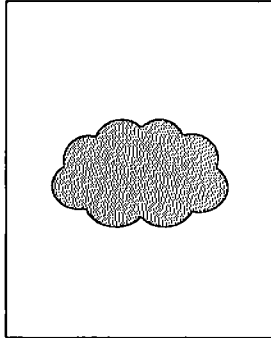
問1 次の No.1～No.3について、それぞれ対話を聞き、その内容についての質問の答えとして最も適当なものを、ア～エからそれぞれ選びなさい。

No.1

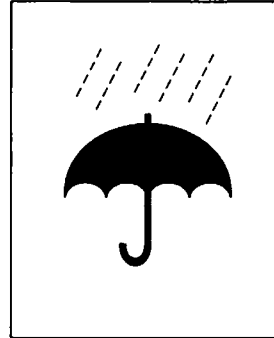
ア



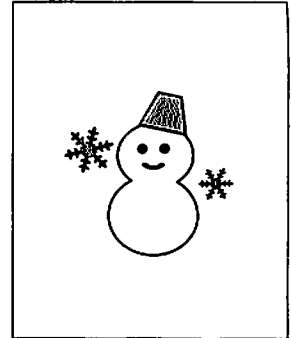
イ



ウ

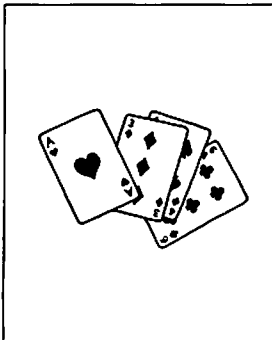


エ

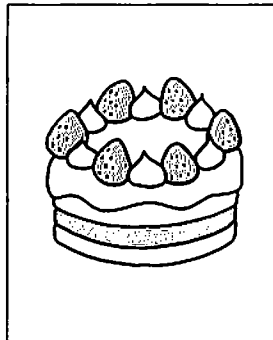


No.2

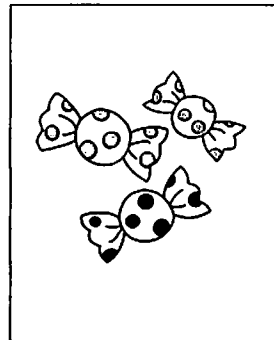
ア



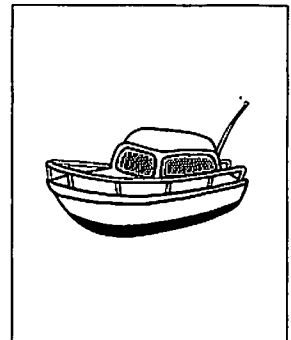
イ



ウ

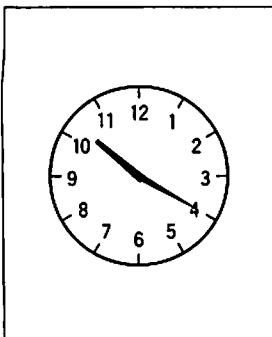


エ

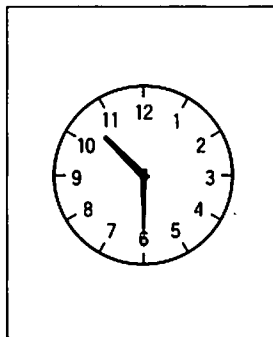


No.3

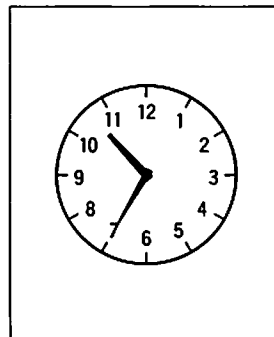
ア



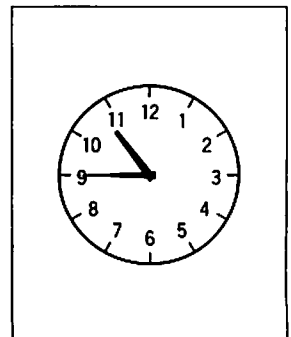
イ



ウ



エ



問2 次のNo.1~No.3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、ア~エからそれぞれ選びなさい。

No.1 ア Yes, that's nice.

イ No, your lunch is over there.

ウ Yes, you can cook something after lunch.

エ No, you can't eat anything.

No.2 ア Yes, please come.

イ Yes, I'll play tennis with my friends.

ウ Sorry, I didn't do that.

エ Sorry, I have other plans.

No.3 ア I don't eat at restaurants.

イ I went to bed early yesterday.

ウ I want to visit many countries.

エ I can't sleep well at night.

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、ア~エからそれぞれ選びなさい。

No.1 ア She saw three movies.

イ She saw thirteen movies.

ウ She saw twenty-three movies.

エ She saw thirty movies.

No.2 ア She asks many questions about the movies.

イ She talks about the next movie they'll see.

ウ She tells him that she doesn't like exciting movies.

エ She studies new English words with her brother.

No.3 ア Talking about movies is more difficult than studying English.

イ Understanding some English words will help him with teaching.

ウ Studying English is more exciting than seeing movies.

エ Seeing movies in English will help her with studying English.

2

次の英文は、雅樹とオーストラリアから来た留学生のジェームズ(James)との会話です。これを読んで、問いに答えなさい。

James : Hi, Masaki. What are you doing?

Masaki : Hi, James. I'm preparing for a speech for my English class next week. Look at the picture of this guitar. I'll show it to my classmates and make a speech about the guitar.

James : Oh, the guitar looks very old. Is it yours, Masaki?

Masaki : Actually, the guitar is my father's. I like singing songs very much, but I don't play it well. Can you play the guitar, James?

James : Yes, I was a member of the music club at my school in Australia, and I played the guitar. Have you finished writing the speech, Masaki? I want to know more about this guitar.

Masaki : Not yet, but I've finished half of it. I'll tell you the story about this old guitar. This is the guitar my father bought when he was a high school student. In my family, only my father can play it. He sometimes teaches my sister and me how to play it. We have parties on the birthdays of my family members. After we have dinner, we always sing songs. My father plays this guitar, and we sing together. It makes us happy.

James : You mean it's an important and special guitar for your family.

Masaki : That's right. Now, I have an idea to surprise them. I'm going to play this guitar and sing songs for my mother at her birthday party.

James : Sounds fun! I think all the members of your family will enjoy that. Masaki, if you're interested in practicing the guitar, I can teach you some good Australian songs. You can sing them with the guitar at the party.

Masaki : That'll be great! Thank you very much, James.

James : Thank you for telling me your good story. Good luck on your speech, Masaki!

(注) prepare 準備する classmate(s) クラスメート, 級友

make a speech スピーチをする actually 実際には club クラブ half 半分
party(parties) パーティー special 特別な surprise 驚かす

Australian オーストラリアの Good luck on ~がうまくいきますように

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

"Masaki is preparing for his speech. When is he going to make a speech in his English class?"

"He's going to make a speech .

問2 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 James took a picture of the old guitar to make an interesting speech.

イ Masaki can learn some Australian songs from James.

ウ James played the guitar at the music club of his school in Australia.

エ Masaki's father bought the guitar when he was a high school student.

オ Masaki's father asked Masaki to teach some good songs.

問3 下線部の示す内容を、具体的に日本語で書きなさい。

問4 次の英文は、雅樹が、英語の授業で行ったスピーチの一部です。本文の内容から考えて、次のスピーチの A ～ C に入る適当な1語をそれぞれ書きなさい。

Hello, everyone. I'm Masaki. Today, I'm going to talk about the guitar in this A . My father has played this guitar since he was a high school student. At the birthday parties of my family members, my father plays this guitar and I B with other members after dinner. Singing songs is one of my C things. When I see this guitar, I feel happy to live with my family.

- 3 次の英文は、留学を終えて、カナダ・アルバータ州 (Alberta) のカルガリー (Calgary) に帰国した大学生のアン (Ann) が、志織に送った手紙です。これを読んで、問いに答えなさい。

Monday, July 27

Dear Shiori,

Last Saturday I came back to Calgary from Hokkaido. When I got to Calgary, it was sunny and hot. It took about twenty hours to come back, and I changed planes twice. I left Hokkaido on Saturday morning, and got to Calgary on the evening of ^① the same day. Do you understand why? Yes, the time difference between Hokkaido and Alberta is fifteen hours now. So, it was a very long day. I still have a little jet lag. On the plane I took a seat next to a Japanese college student. She was going to Calgary for the first time. We talked about the differences of culture between Canada and Japan. I told her about my experiences in Hokkaido. It was a nice trip.

Today, some friends in Calgary (1) to see me, and we had a sushi party. It was difficult for me to get some ingredients for making sushi. I learned how to make sushi from your mother in Hokkaido, so I could show them how to make it. Also, I taught them some Japanese words about sushi. They said "Oishii!" after (2) the sushi I made. I was happy to find they enjoyed the sushi.

When we finished having sushi, we talked about our summer vacation. We have a plan to visit the Rocky Mountains next week. There're some beautiful lakes there and we'll enjoy canoeing and fishing. Also, we can enjoy watching some wild animals from our car on the way there. I'll take many pictures at the Rocky Mountains. ^② When I come back to Calgary, (you / pictures / some / send / I'll).

Shiori, I remember you said you want to do something for your family during your summer vacation. I'd like you to tell me about that. I'll write to you soon!

Your friend,

Ann

- (注) plane(s) 飛行機 twice 2回 jet lag 時差ぼけ
take a seat next to ~の隣の座席となる college 大学 experience(s) 経験
party パーティー ingredient(s) 材料 taught teach の過去形
the Rocky Mountains ロッキー山脈 canoeing カヌーをこぐこと wild 野生の

問1 下線部①の表す内容として、最も適当なものを、ア～エから選びなさい。

ア July 24

イ July 25

ウ July 26

エ July 27

問2 本文の内容から考えて、, に入る英語として最も適当なものを、次の中から選び、それぞれ正しい形に直して書きなさい。

change

use

eat

come

listen

問3 下線部②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4 本文の内容から考えて、次のア～オを起きた順に並べかえ、記号で答えなさい。

ア Ann talked about her experiences in Hokkaido to a Japanese college student on the plane.

イ Ann showed how to make sushi to her friends in Calgary.

ウ Ann learned how to make sushi from Shiori's mother.

エ Ann got to Calgary on a sunny and hot evening.

オ Ann and her friends in Calgary talked about the plan for their summer vacation.

問5 志織は、夏休みの終わりに、アンに電子メールを送ることにしました。次の電子メールはその一部です。あなたが志織になったつもりで、夏休み中に行なった家の手伝いについて伝えるとき、に入る英語を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。

Dear Ann,

Thank you for your nice letter.

I'd like to tell you about my summer vacation.

I

last Friday.

Your friend,

Shiori

shiori @ * * * . * * . jp

4

次の英文は、英語の授業で、アメリカから北海道の高校に留学中のトム(Tom)が、アメリカで行ったボランティア活動(volunteer activities)についてスピーチを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。

Hello, everyone. Today, I'll talk about two volunteer activities I did in America. I hope my speech will give you an opportunity to think more about volunteer activities.

First, I'd like to tell you about a volunteer activity I did for the first time. It was a park cleanup. I did it when I was ten years old. My brother took me to a large park in our city to join the activity. We walked around the park and picked up litter, for example, cans, bottles, and so on. We collected the litter in plastic bags and carried them with the other people who did the activity. When I was collecting litter, (to / easy / difficult / do / think / I / was / didn't / it) the job because the park was very large. After we worked for two hours, I was glad to find the park became cleaner. The volunteer activity that was difficult to do by myself became easier because I did it with many other people. I feel joining this activity changed my attitude toward doing volunteer activities. I've joined many cleanup activities since then.

Next, I'll tell you about a volunteer activity I did when I was fourteen years old. I had some friends who were also interested in doing volunteer activities. We talked about what volunteer activities we could do during our summer vacation. So, I went to an old people's home near our school. It was my first time to visit the old people's home. I asked the people who worked there to give us an opportunity to do some volunteer activities. They told me to make a plan for a volunteer activity we could do there. My friends and I talked about it and decided to have a small concert and sing some songs for the old people living there.

The next week, when we visited the home, about forty old people were waiting for us in a large room. We sang some old songs which were (1) among them. They looked very happy when they were listening to our songs. Some people sang together with us. We were glad to find they liked our songs.

After the concert, one of the old women invited us to have tea with her. She thanked us for singing her favorite songs and asked us to visit the home again. She also said that singing and listening to her favorite songs reminded her of many happy memories when she was young.

I believe I can grow up through doing volunteer activities. We can start a volunteer activity by doing a small thing. For example, cleaning a bus stop or planting flowers along a sidewalk is enough. I think it's important for us to find something we can do for the people around us. We don't (2) to do difficult things.

Now, I'd like to do some volunteer activities during my stay in Japan. If you're interested in doing volunteer activities, why don't you try some with me?

Thank you for listening.

- (注) opportunity 機会 activity(activities) 活動 cleanup 清掃 pick up ～を拾う
 litter ごみ can(s) 缶 bottle(s) びん and so on ～など
 collect 集める plastic bag(s) ビニール袋 by myself 自分だけで
 attitude 態度, 姿勢 toward に対する old people's home 老人ホーム
 concert コンサート sang sing の過去形 women woman の複数形
 invite ～to… ～に…するようにすすめる remind ～of… ～に…を思い起こさせる
 memory(memories) 思い出 grow up 成長する
 plant flowers along a sidewalk 歩道わきに花を植える

問1 下線部が、本文の内容から考えて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。ただし、() 内の語には不要な語が1つあるので、その語は使用しないこと。

問2 本文の内容から考えて、 (1) , (2) に入る適当な1語をそれぞれ書きなさい。

問3 本文の内容に合うものを、ア～オから2つ選びなさい。

ア Tom had a small concert at a large park when he was ten years old.

イ Tom's first volunteer activity was a park cleanup he joined with his brother.

ウ Tom told the old people to try some volunteer activities with him.

エ Tom didn't bring a plan for a small concert when he first visited the old people's home.

オ Tom and his friends were glad to sing with all the old people at the concert.

問4 トムと同じクラスの美佐は、トムのスピーチを聞いた後、ワークシートの課題に取り組んでいます。次のワークシートはその一部です。美佐が課題4で書いた「トムのスピーチへのコメント」の内容と合うように、課題5の に入る英文を、2文で書きなさい。

<ワークシート>

Class A Name: Misa

課題1 トムのスピーチを聞いてわかったことを日本語で書こう。

課題4 トムのスピーチへのコメントを日本語で書こう。

とても興味深いスピーチでした。

14歳の夏休みに、ボランティア活動をしたのはすごいと思います。

ボランティア活動に、何年も前からずっと興味がありましたが、まだ一度も参加したことはありません。

トムが日本でボランティア活動をするときは、私にも声をかけてほしいです。

課題5 課題4で書いた日本語のコメントを英文に直し、トムに伝えることができるようにしよう。

Your speech was very interesting.

If you start volunteer activities here, please tell me.

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

^{かんとか}
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、すべてア、イ、ウ、……の記号で答え、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)、(2)の対話について、 に入る最も適当なものを、ア～エからそれぞれ選び
なさい。

(1) A : Did you see the CD that I bought yesterday? I thought I put it on my desk.

B : I saw it on the piano in your room.

A : Oh, I see. Thank you, Mother.

ア It isn't there.

イ No, they didn't.

ウ May I take a picture?

エ Have you ever seen them?

(2) A : Mary called you at seven o'clock.

B : What did she say?

A : Yes. She wants to go shopping with you tomorrow.

B : Thank you. I'll call her now.

ア Who is calling?

イ How do I call you?

ウ When did you read the message?

エ Did you take a message?

問2 次の(1), (2)の ~ に, ㉔~㉞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, ア~エからそれぞれ選びなさい。

(1) A : John, let's clean the house now.

B :

A :

B :

㉔ I've already finished cleaning them. Can you take these boxes to your room?

㉕ Sure. I'll do that.

㉖ OK. What should I do first? Shall I clean the windows?

ア (1-㉔, 2-㉕, 3-㉖) イ (1-㉔, 2-㉖, 3-㉕)

ウ (1-㉖, 2-㉔, 3-㉕) エ (1-㉖, 2-㉕, 3-㉔)

(2) A : How about going out for lunch tomorrow, Chris?

B :

A :

B :

㉔ OK. I'll go with you. Which library will you go to?

㉕ That sounds nice. But I want to go to the library before lunch.

㉖ The city library near the station.

ア (1-㉕, 2-㉖, 3-㉔) イ (1-㉕, 2-㉔, 3-㉖)

ウ (1-㉖, 2-㉔, 3-㉕) エ (1-㉖, 2-㉕, 3-㉔)

問3 次の対話について, ~ に入る最も適当なものを, ア~オからそれぞれ選びなさい。

Kate : Excuse me. Do you speak English?

Michio : Yes, I do.

Kate : Could you tell me where the JR station is?

Michio : It's difficult to find it. So, I'll take you there.

Kate : Oh, thank you. How long does it take to get to the station?

Michio : It takes about five minutes to walk there.

Kate : I see. You speak English very well.

Michio : Thank you, but I'm a junior high school student. I've studied English for three years.

Kate : A junior high student? I'm surprised at your good English.

Michio : Thanks. I like English the best.

Kate : Oh, I see it. It's very new. Thank you very much for helping me.

Michio : You're welcome. It was nice to talk to you.

ア I don't know how to get to the station.

イ Are you a high school student?

ウ Now, you can see the station over there.

エ I'm sorry, but I'm not a student.

オ I'm going to the station too.

第 5 部 英語の聞き取りテストの放送台本

ただいまから、放送による英語の聞き取りテストを行いますので、問題用紙の 1 ページを開いてください。

1 の聞き取りテストは、問 1 から問 3 まであります。

それぞれの問題の英文と質問は、2 回ずつ読みます。放送を聞きながら、メモを取ってもかまいません。

はじめは、問 1 の問題です。問 1 には、問題が No.1 から No.3 まで 3 題あります。

それぞれ最初に短い対話を読みます。次に、それぞれの対話の後で、その内容について、クエスチョンと言った後に英語で質問します。その質問の答えとして最も適当なものを、問題用紙のア、イ、ウ、エから 1 つ選びなさい。

では、始めます。

No.1 の問題です。

A : It's a beautiful sunny morning, Mom.

B : Yes, but the news says it'll be rainy in the afternoon.

A : Oh, really? I'll go to school by bus today.

Question : How will the weather be in the afternoon?

(対話と質問を繰り返す)

No.2 の問題です。

A : What are you doing, Nancy?

B : I'm writing a birthday card for my sister. Her birthday is tomorrow, Ken.

A : Oh, yes. I think I'll bring her a cake.

B : Don't worry about it. I bought one. Why don't you bring some candies?

Question : What did Nancy buy for her sister's birthday?

(対話と質問を繰り返す)

No.3 の問題です。

A : Hello, Naoko. Which bus are you waiting for?

B : I wanted to get on the bus at ten thirty-five, but it's not here yet, John.

A : I often use this bus and the bus is always late. It's ten forty-five now, so I think it'll come soon.

B : I hope so because I've been at this bus stop for fifteen minutes.

Question : What time did Naoko come to the bus stop?

(対話と質問を繰り返す)

続いて、問 2 の問題です。問 2 には、問題が No.1 から No.3 まで 3 題あります。

いずれも、由美とマイクが、昼休みに教室で対話している場面のものです。最初に由美が、続いてマイクが話します。その次に、由美が話すところで、次のチャイムが鳴ります。

(チャイム音) この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、問題用紙のア、イ、ウ、エから 1 つ選びなさい。

では、始めます。

No.1の問題です。

Yumi : Mike, your lunch looks very good.

Mike : Yes, it's really good, Yumi. Shall we have lunch together?

Yumi : (チャイム音)

(対話を繰り返す)

No.2の問題です。

Yumi : Mike, what are you going to do this weekend?

Mike : I'll have a basketball game this Saturday, Yumi. Do you want to come?

Yumi : (チャイム音)

(対話を繰り返す)

No.3の問題です。

Yumi : Mike, can I ask you about your dream?

Mike : Sure, I want to open my own restaurant. That's my dream. What's yours, Yumi?

Yumi : (チャイム音)

(対話を繰り返す)

続いて、問3の問題です。最初に、千秋が自分の「兄」について書いた英文を読みます。次に、その内容について、クエスチョンズと言った後に No.1から No.3まで英語で3つ質問します。それぞれの質問の答えとして最も適当なものを、問題用紙のア、イ、ウ、エから1つ選びなさい。

では、始めます。

I'm going to tell you about my brother. He's twenty-three years old now. He teaches English at a junior high school. He likes watching movies very much. He often takes me to the movies. Last year, he saw thirty movies. I went to see thirteen movies with him last year.

My brother and I like to see exciting movies. After seeing them, we often talk about the movies we've just seen. When we talk, I ask a lot of questions about the movies. I enjoy talking with him because he knows many things about movies.

Last Saturday, we went to see an American movie together. I really enjoyed the movie and I could understand some English words. When I told him about that, he looked very happy. He said that seeing movies in English will help me with studying English. I agree with him. I think I'll see more movies with him.

Questions

No.1 How many movies did Chiaki see with her brother last year?

No.2 What does Chiaki do when they talk about the movies they've seen?

No.3 What did Chiaki's brother say to her after seeing the movie last Saturday?

(英文と質問を繰り返す)

これで、放送による英語の聞き取りテストを終わります。
引き続き、問題用紙の3ページからの問題を解答しなさい。

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	イ	1	②		
		No.3	イ	1	③		
	問 2	No.1	ア	1	④		
		No.2	エ	1	⑤		
		No.3	ウ	1	⑥		
	問 3	No.1	イ	2	⑦		
		No.2	ア	2	⑧		
		No.3	エ	2	⑨		
2	問 1	next	week	2	⑩	完全解答	
	問 2		ア	2	⑪	順不同	
			オ	2	⑫		
	問 3	(正答例) (雅樹が)母の誕生日のパーティーで、ギターをひいて歌うこと。			3	⑬	表現が不十分な場合は、2点とする。
	問 4	A	picture	2	⑭		
		B	sing	2	⑮		
C		favorite	2	⑯			
3	問 1		イ	2	⑰		
	問 2	(1)	came	2	⑱		
		(2)	eating	2	⑲		
	問 3	I'll send you some pictures			3	㉐	
	問 4	ウ→ア→エ→イ→オ			4	㉑	完全解答
	問 5	(正答例) cleaned the kitchen with my mother など			3	㉒	(注)
4	問 1	I didn't think it was easy to do			3	㉓	
	問 2	(1)	popular など	1	㉔		
		(2)	have(need も可)	1	㉕		
	問 3		イ	2	㉖	順不同	
			エ	2	㉗		
	問 4	(正答例) I think you're great because you did a volunteer activity during your summer vacation when you were fourteen years old. I've been interested in volunteer activities for many years, but I've never joined one. など			8	㉘	(注)
計				60			

(注) 1 ③の間5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。

2 ④の間4について

(1) ①「14歳の夏休みに、ボランティア活動をしたのはすごいと思います。」の文の内容と、②「ボランティア活動に、何年も前からずっと興味がありましたが、まだ一度も参加したことはありません。」の文の内容が適切に表現され、英文として正しいものを正答とする。

(2) ① ②の文の内容のどちらかが、適切に表現されているものは4点(中間点)とする。① ②の各文の内容につき、文法的には間違いはあるが、内容的に理解できるものは、各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)	(1)	(2)	(1)	(2)	(3)
正 答	ア	エ	ウ	イ	オ	イ	ウ
配 点	1	1	2	2	2	2	2
通 し 番 号	㉙	㉚	㉛	㉜	㉝	㉞	㉟