


令和 2 年 度

兵庫県公立高等学校学力検査問題

英 語

注 意

- 1 「開始」の合図があるまで開いてはいけません。
- 2 「開始」の合図で、1 ページから 8 ページまで問題が印刷されていることを確かめなさい。
- 3 解答用紙の左上の欄に受験番号を書きなさい。
- 4 解答用紙の  の得点欄には、何も書いてはいけません。
- 5 答えは、全て解答用紙の指定された解答欄に書きなさい。
- 6 問題は 5 題で、8 ページまであります。
I は、聞き取りテストです。問題は、聞き取りテスト 1, 2, 3 の 3 つがあります。
聞き取りテストの放送は、検査開始直後にあります。
英文は聞き取りテスト 1 では 1 回だけ、聞き取りテスト 2 と 3 では 2 回読みます。
- 7 「終了」の合図で、すぐ鉛筆を置きなさい。
- 8 解答用紙は、机の上に置いて、退室しなさい。

これから聞き取りテストを行います。問題用紙の1ページを見てください。問題は聞き取りテスト1、2、3の3つがあります。答えは、すべて解答用紙の指定された解答欄の符号を○で囲みなさい。聞きながらメモを取ってもかまいません。

(聞き取りテスト1)

聞き取りテスト1は、会話を聞いて、その会話に続く応答や質問として適切なものを選ぶ問題です。

それぞれの会話の場面が問題用紙に書かれています。会話のあとに放送される選択肢 a~c の中から応答や質問として適切なものを、それぞれ1つ選びなさい。会話と選択肢は1回だけ読みます。では、始めます。

No. 1

[A : 女性, B : 男性]

A: Hello. May I help you?

B: Yes. I'll have two hamburgers, please.

A: Would you like something to drink?

- (a) OK, I'll do it for you.
- (b) Orange juice, please.
- (c) Yes. Here you are.

No. 2

[A : 男性, B : 女性]

A: Here's a letter from my school, Mom.

B: Sorry, I'm busy now. Can I read it later?

A: OK. Where can I put this?

- (a) Yes, you can do it.
- (b) That's all, thank you.
- (c) On the table, please.

No. 3

[A : 女性, B : 男性]

A: I climbed a mountain with my father yesterday.

B: Oh, that's nice.

A: Yes, but I'm tired this morning.

- (a) How long did you walk?
- (b) How did you know him?
- (c) How far was it to the hospital?

(聞き取りテスト2)

聞き取りテスト2は、会話を聞いて、その内容について質問に答える問題です。

それぞれ会話のあとに質問が続きます。その質問に対する答えとして適切なものを、問題用紙の a~d の中からそれぞれ1つ選びなさい。会話と質問は2回読みます。では、始めます。

No. 1

[A : 男性, B : 女性]

A: Hi, Kaori. You look very happy.

B: Yes. I got an e-mail from my sister. She'll return home next month.

A: Really? Where does she live now?

B: In the U.S. She goes to a university there.

A: What does she study?

B: She studies math.

(Question) Why is Kaori happy?

もう一度繰り返します。

No. 2

[A : 女性, B : 男性]

A: Tom, have you finished the social studies homework for tomorrow?

B: Tomorrow? We don't have social studies tomorrow. Look at the schedule for this week.

A: Oh, you're right.

B: By the way, lunch time will finish soon. Are you ready for your speech in English class this afternoon?

A: Of course. Today, I'll speak about my family.

B: Good luck!

(Question) What day is it today?

もう一度繰り返します。

No. 3

[A : 男性, B : 女性]

A: I'm making a birthday card for Nancy.

B: Wow, you drew a nice cake, Kenta.

A: Thank you. Now, I'm going to write "HAPPY BIRTHDAY!". Where should I write it?

B: I think the message should be on the top.

A: I see. Just below the name?

B: Yes. And it's nice to add another short message, too.

A: That's great. Thank you. I'll send it tomorrow.

(Question) Which card will Kenta send to Nancy?

もう一度繰り返します。

(聞き取りテスト^{さん}3)

聞き取りテスト3は、英語による説明を聞いて、その内容についての2つの質問に答える問題です。

問題用紙に書かれている、場面、Question 1と2を確認してください。これから英文と選択肢が放送されます。英文のあとに放送される選択肢 a~d の中から質問に対する答えとして適切なものを、それぞれ1つ選びなさい。英文と選択肢は2回読みます。では、始めます。

OK, everyone, I'll show you the special English lessons in our high school. In these lessons, our students can communicate with high school students in Australia on the computers. Look, they're talking with each other now. Last week, Australian students taught our students about recycling systems in their country. Now, our students are talking about Japanese recycling systems. Next week, they'll write a report about the differences between the systems in both countries. I hope you'll enjoy this lesson.

(Question 1 Answer)

- a Students can study with university students.
- b Students can talk with foreign students.
- c Students can visit junior high schools.
- d Students can go abroad.

(Question 2 Answer)

- a They'll make a speech.
- b They'll write a report.

- c They'll send e-mails.
- d They'll answer questions.

もう一度繰り返します。

これで聞き取りテストを終わります。次の問題に移りなさい。

I 放送を聞いて、聞き取りテスト1, 2, 3の問題に答えなさい。

聞き取りテスト1 会話を聞いて、その会話に続く応答や質問として適切なものを選びなさい。会話のあとに放送される選択肢 a ~ c から応答や質問として適切なものを、それぞれ1つ選びなさい。(会話と選択肢は1回だけ読みます。)

No.1 (場面) ファーストフード店で店員と客が会話している

No.2 (場面) 家庭で親子が会話している

No.3 (場面) 学校で友人同士が会話している

聞き取りテスト2 会話を聞いて、その内容について質問に答えなさい。それぞれ会話のあとに質問が続きます。その質問に対する答えとして適切なものを、a ~ d からそれぞれ1つ選びなさい。(会話と質問は2回読みます。)

No.1

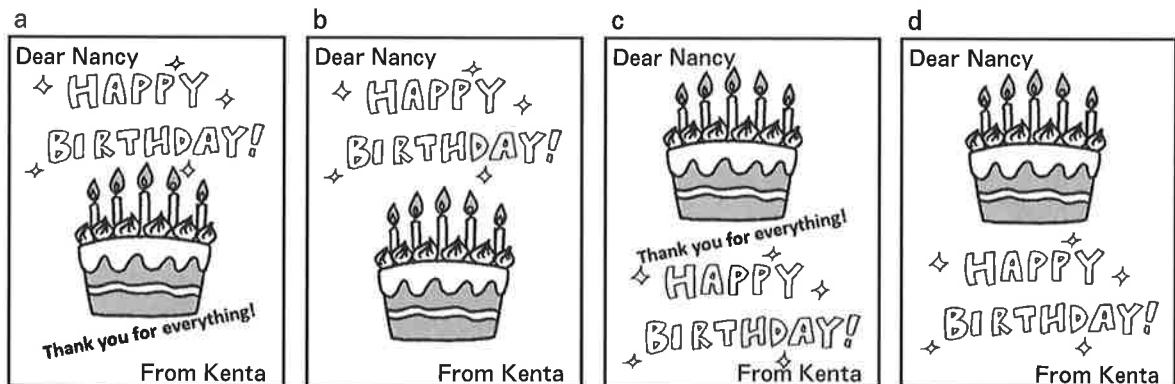
- a She will travel with her sister.
- b She will return home next year.
- c She will study math in the U.S.
- d She will see her sister next month.

No.2

- a Tuesday.
- b Wednesday.
- c Thursday.
- d Friday.

	月	火	水	木	金
1校時	祝日	国語	数学	体育	英語
2校時		音楽	家庭	数学	国語
3校時		数学	英語	理科	数学
4校時		社会	社会	美術	理科
		昼休み			
5校時		英語	国語	英語	総合
6校時	理科	音楽	国語	体育	

No.3



聞き取りテスト3 英語による説明を聞いて、その内容についての2つの質問 Question 1, Question 2 に答えなさい。英文と選択肢が放送されます。英文のあとに放送される選択肢 a ~ d から質問に対する答えとして適切なものを、それぞれ1つ選びなさい。(英文と選択肢は2回読みます。)

(場面) 学校見学で中学生に対して説明している

Question 1 Why are the English lessons special?

Question 2 What will the Japanese high school students do next week?

II みさきさんは、ホームステイ先のサラさんの家族と、明日の外出について話し合っています。以下は、サラさんがみさきさんのために書いたメモと、家族の発言です。あとの問いに答えなさい。

GREEN MUSEUM

- see many famous pictures!
- learn about the history of the town
- buy nice souvenirs

CITY SIDE ZOO

- touch and feed animals
- watch animals from a car
- eat delicious ice cream!

NATURAL PARK

- very large field and big trees
- the best place to have lunch
- ride a bike around the park
- no shops to buy food

MORNING MARKET

- many kinds of food
- a lot of flowers and plants
- open from 7:00 to 10:00
- too many people around 9 o'clock!

Sarah



Let's decide where to go tomorrow! I think it's good to go to the first because we can enjoy riding bikes around the large space.

Misaki



Nice! And I want to eat sandwiches there under the big trees! Later, I'd like to visit the because I'm interested in very much. I want to go to many places.

Laura



Sure, Misaki. But remember, we have a party tomorrow evening. Can we leave home and go to the early in the morning? I want to get some kinds of food there. Will you drive, Mike?

Mike



OK. After getting some food, we'll go to the park around 10 o'clock and stay there for about 3 hours. We can go to another place, too. But we have at our house by 5 o'clock to prepare for the party.

1 サラさんとローラさんの発言の , に入る適切なものを, 次のア～エからそれぞれ1つ選んで, その符号を書きなさい。


- ア museum
- イ zoo
- ウ park
- エ market

2 みさきさんの発言の , に入る語句の組み合わせとしてメモの内容に合うものを, 次のア～エから全て選んで, その符号を書きなさい。

- ア museum the town's history
- イ zoo feeding animals
- ウ park the ice cream
- エ market seeing pictures

3 マイクさんの発言の に, 適切な英語2語を入れて, 英文を完成させなさい。

4 次のサラさんとみさきさんの発言の , に, あとのそれぞれの 内の語から4語を選んで並べかえ, 英文を完成させなさい。




Sarah

Misaki, do you have any ideas for the party?

Yes. How our guests? I think they'll be glad.

Wonderful! Then, I'll give my handmade dolls to them. Look at these!

What cute dolls! You job! I'm looking forward to tomorrow!



Misaki

 cakes cook making about for in

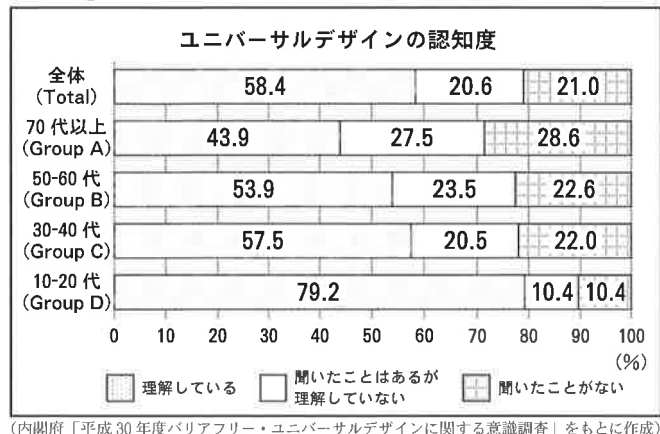
 be did will good a very

Ⅲ 次の英文を読んで、あとの問いに答えなさい。

[1] Universal design* is the idea of creating products and environments for everyone. In many countries, people have tried to create a better society with the idea of universal design. In such a society, people respect and support each other. People in Japan are also trying to create such a society. Let's see how well the idea is understood in Japan.

[2] This graph shows how many people understand the idea of universal design in Japan. It says that ① in total. When we look at groups of different ages, we can say that people in ② understand it better than people in other groups. The idea of universal design was born about forty years ago. The idea is new, so older people may not know this word. More people will understand the idea in the future because people learn it in schools these days.

Graph



[3] A lot of foreign people will visit Japan for the Tokyo Olympics and Paralympics in 2020, so people are preparing a lot of universal design products and environments. One of them is pictograms.* They are picture signs. Some pictograms will be changed to be more friendly for everyone. For example, some foreign people thought that the pictogram for *onsen* meant warm meals such as *ramen*. They were confused, so the Japanese government decided to add another pictogram for them. Now, everyone can find *onsen* more easily with these pictograms.



Pictograms meaning *onsen*

[4] Did you know that young Japanese people made pictograms common around the world? They spread from the Tokyo Olympics and Paralympics in 1964. At that time, it was difficult for foreign people to stay in Japan. There were too many signs written only in Japanese around them. So, Mr. Katsumi, a designer, said to young designers, "Let's make signs that everyone from all over the world can understand." In this way, many pictograms were invented in Japan. Then, many people noticed that they were very useful. After these events, people all over the world got the idea of using pictograms.

[5] For the Tokyo Olympics and Paralympics in 2020, let's welcome people from foreign countries with the idea of universal design. These events are a good chance to spread the idea not only in Japan but also all over the world. Like the young people in 1964, are you ready to do something for other people? Now, it is your turn. You, young people, can make a better society for the future.

(注) universal design ユニバーサルデザイン pictogram(s) ピクトグラム

- 1 文中の , に入る内容として適切なものを, 次のア～エからそれぞれ1つ選んで, その符号を書きなさい。

- ア more than half of the people understand it
- イ most people do not understand it
- ウ about half of the people have heard about it
- エ most people have never heard about it

- ア Group A
- イ Group B
- ウ Group C
- エ Group D

- 2 次の表は, 本文の段落ごとの見出しです。 , , に入る適切なものを, 後のア～カからそれぞれ1つ選んで, その符号を書きなさい。

段落	見出し
[1]	<input type="text" value="A"/>
[2]	The situation seen from the graph
[3]	The more friendly sign for <i>onsen</i>
[4]	<input type="text" value="B"/>
[5]	<input type="text" value="C"/>

- ア The places that foreign people can find easily
- イ The situations of people from foreign countries
- ウ The message to young people for the future
- エ The new word people learn in schools now
- オ The idea to create a better society for everyone
- カ The young Japanese people who spread the picture signs

- 3 本文の内容に合うものを, 次のア～エから1つ選んで, その符号を書きなさい。

- ア The old picture sign meaning *onsen* is not used now.
- イ The idea of using picture signs spread around the world from 1964.
- ウ Foreign people asked Mr. Katsumi to design the picture sign for *onsen*.
- エ Japanese people will use picture signs for the first time in 2020.

IV 高校1年生のたけるさんと留学生のオリビアさんが、大学教授の木村先生と、ショッピングセンター「みらい」と「あすか」を比較する探究活動の進め方について話をしています。次の英文を読んで、あとの問いに答えなさい。

Takeru : Our question is, ① “Why do more people go shopping at ASUKA than MIRAI?”
When I worked at MIRAI as job experience, the workers were very kind and polite. The fish and vegetables there are fresh, and they are sold at low prices. So, I think MIRAI is a good shopping center, too.

Mr. Kimura : I see. Then, what should you do to answer your question?

Olivia : We think the products in a shopping center have an effect on the number of customers. If there are many kinds of products, more people will go there. So, I think it's good to research what they sell and what their customers buy. We'll visit each shopping center, and have interviews with customers. We'll find which products MIRAI doesn't have.

Mr. Kimura : You're going to do fieldwork,* right? That's a good idea. But you're going to ask only one question to the customers. ② Will that be enough for your research?

Takeru : The distance from a train station may also influence the number of customers, right?

Olivia : Uh..., I don't think so. In Australia, we often go shopping by car. I saw many cars at MIRAI and ASUKA, so I think ③.

Takeru : I see. Well..., I often go to shopping centers when I want to see a movie. And I like to eat at restaurants there, too.

Mr. Kimura : All right. Then, what other questions should you ask in the interviews?

Takeru : Their purpose for visiting the shopping center?

Mr. Kimura : Excellent. Anything else?

Olivia : I think the age of the customers is important because people of different ages buy different things.

Mr. Kimura : That's right. When you research something, it's very important to check it from different points of view. If you have many kinds of data,* you'll be able to understand better.

Olivia : I also think the day of the week is important. I'm sure more people will come on weekends. In Australia, my family usually buys food for about one week every Sunday. I think it is similar in Japan, too. If we have interviews on weekends, we'll be able to collect a lot of data. We may find some different results on different days.

Mr. Kimura : Wonderful. When you analyze* each customer by their purpose, their age, and the day, you can understand the character of each shopping center. If you want to add more questions, you can do so. In the next lesson, please tell me your results after analyzing the data.

Takeru : Yes, we will. We have six months before the presentation* of our research. We're thinking of inviting the workers of MIRAI to the presentation. We'll do our best.

(注) fieldwork 現地調査 data データ analyze 分析する presentation プレゼンテーション

1 下線部①について、生徒たちが、最初に考えていた理由として適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア ASUKA has a lot of kind and polite workers.
- イ ASUKA has more space for cars than MIRAI.
- ウ ASUKA has a movie theater and many restaurants.
- エ ASUKA has some products MIRAI does not have.

2 下線部②について、木村先生が、この質問で言いたいこととして適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア You should decide which customers you are going to ask.
- イ You should have interviews with many customers.
- ウ You should ask questions from different points of view.
- エ You should make a list of products before the interviews.

3 文中の ③ に入る内容として適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア each shopping center should have more space for cars
- イ their customers don't use their own cars to go shopping
- ウ train stations are very important for these shopping centers
- エ these shopping centers don't have to be close to a train station

4 本文の内容に合うように、次の質問に対する答えを、() に本文中から1語で抜き出して書き、完成させなさい。

Question : Why does Olivia think that they should have interviews on weekends?

Answer : Because the () of customers will increase and they can have more interviews.

5 オリビアさんは、木村先生との話のあと、インタビューの質問と質問項目について次のようにまとめました。① , ② に入る質問として適切なものを、あとのア～エからそれぞれ1つ選んで、その符号を書きなさい。また、(③) ~ (⑤) に入る質問項目として適切な英語を、本文中から1語で抜き出して書きなさい。

<u>Questions to customers</u>	
• ①	_____ [product]
• Why did you come here?	_____ [(③)]
• ②	_____ [train / car / others]
• How old are you?	_____ [(④)]
• When do you go shopping?	_____ [(⑤) / time]
• Where do you live?	_____ [town]

- ア How did you come here?
- イ What did you buy?
- ウ Who do you often come with?
- エ Which shopping center do you like?

V 次の各問いに答えなさい。

1 次の英文の ① ~ ③ に入る英語を、あとの語群から選び、必要に応じて適切な形に変えたり、不足している語を補ったりして、英文を完成させなさい。ただし、2語以内で答えること。

Today, I had the first class with our new ALT. He introduced himself to us. He comes from Canada. He can speak English and French. French ① in Canada. I did not know that. He ② to a tennis club when he was in university. I enjoyed ③ to his story very much.

belong

listen

play

speak

visit

2 次の英文が説明している単語を、それぞれ英語1語で書きなさい。

(1) It is the hottest season of the four. It is between spring and fall.

(2) It is a thing which has many passengers in it. You can go abroad by using it. It flies in the sky.

(3) It is a thing you can see in houses. You need it to get light from the sun. You open it to get fresh air. You don't usually use it to go into or out of a house.

3 次の会話について、下のイラストの内容に合うように、下線部①~③の () にそれぞれ適切な英語1語を入れて、会話文を完成させなさい。

A: Excuse me. Could you help me?

B: Of course. What do you need?

A: I want to visit *Nojigiku* Castle. What does this sign mean?

B: Well... First, you should pay the fee ①() () of the gate.

A: It's 600 yen, right?

B: Yes. When you enter the castle, you have to ②() () your shoes. You can try on a *kimono* and take pictures there.

A: I want to try that!

B: Look, there is another sign. If you can find the heart-shaped* rock, your dreams may ③() () someday.

A: Oh, nice. I'll try to find it. Thank you!

(注) heart-shaped ハート形の

