


令和 4 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検番号を書きなさい。
- 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^{いち}ページを見てください。問題は聞き取りテスト1^{いち}、2^に、3^{さん}の3つがあります。答えは、全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^{いち})

聞き取りテスト1は、会話を聞いて、その会話に続く応答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: Wow, that's a nice T-shirt.

B: Yes, this is very popular among high school students.

A: Nice, I'll take it. How much is it?

(a) I think you'll like it.

(b) It's 50 dollars.

(c) You can buy it anywhere.

No. 2

[A : 男性, B : 女性]

A: May I help you?

B: Yes, I think I left my bag on the train.

A: I see. What does it look like?

(a) It's black and has two pockets.

(b) It's too heavy to carry.

(c) It's the wrong train.

No. 3

[A : 女性, B : 男性]

A: My dream is to be a police officer.

B: What do you do for your dream?

A: I go outside to run at night.

(a) Good, it's exciting to run in the gym.

(b) Good, sleeping at night is good for you.

(c) Good, you try to make your body stronger.

(聞き取りテスト2^に)

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 : 女性, B : 男性]

A: Mr. Smith, I want to improve my English.

B: You really like English, Mayumi!

A: Yes, I do. How can I have more chances to use it?

B: Come to the cafeteria on Wednesday. I talk with students who want to speak English after lunch.

A: Can I join that, too?

B: Sure. Let's talk together.

(Question) What is his advice?

もう一度繰り返します。

No. 2

[A : 女性, B : 男性]

A: Kevin, my sister and I are going to visit Australia for the first time.

B: That's great, Maria. I've never been there.

A: Do you know anyone who knows the country well?

B: Yes, Kaito lived there.

A: Wow. I'd like to listen to his experiences.

B: He's in Canada now, but you can talk with him on the Internet.

(Question) Who lived in Australia?

もう一度繰り返します。

No. 3

[A : 男性, B : 女性]

A: Look at this graph. Students from different grades were asked a question.

B: OK, what are the results?

A: High school students are the kindest.

B: Well, older students are kinder than younger students, right?

A: Yes, I think students will be able to think of other people more as they grow up.

B: Oh, how interesting!

(Question) Which graph are they looking at?

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、^{クwestionワン} Question 1 と 2 を見てください。[10秒あける。]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。

Do you know how to take notes well? Just copying the blackboard is not enough. You should write everything you notice during class. If you can explain the contents from your notebook, that means you can take notes well. However, this is not the only way to take notes well, so try to discover your own style.

(Question 1 Answer)

- (a) The best styles of copying the blackboard.
- (b) The only reason to explain the contents.
- (c) The important points of taking notes well.
- (d) The successful way to answer questions.

(Question 2 Answer)

- (a) To let them think of their own way to take notes.
- (b) To let them make their own rules in class.
- (c) To let them remember everything in their notebooks.
- (d) To let them enjoy writing with their classmates.

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。答えは、全て解答用紙の指定された解答欄の符号を○で囲みなさい。

聞き取りテスト 1 会話を聞いて、その会話に続く応答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。)

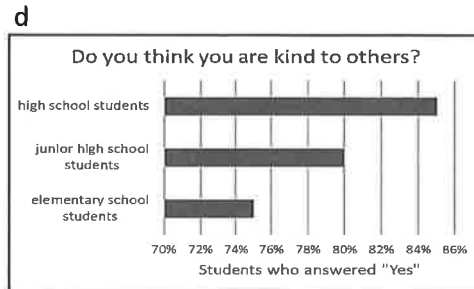
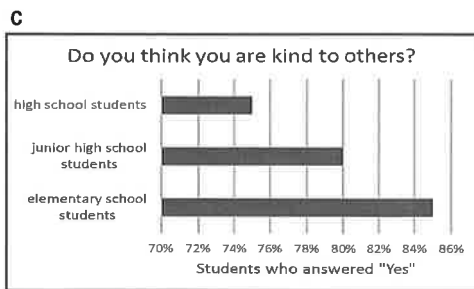
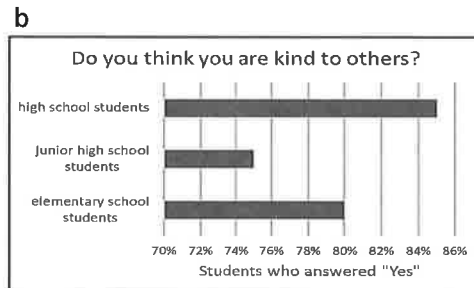
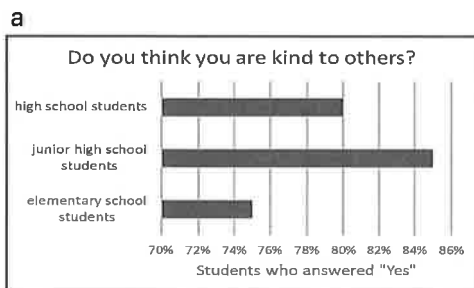
- No. 1 (場面) 客が店員と会話している
- No. 2 (場面) 駅の忘れ物センターで会話している
- No. 3 (場面) 生徒と先生が会話している

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 To have lunch at the cafeteria.
 - b To talk with him after lunch.
 - c To visit the cafeteria on weekends.
 - d To enjoy English classes.

- No. 2
- a Kevin did.
 - b Maria did.
 - c Maria's sister did.
 - d Kaito did.

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) 先生が高校 1 年生の生徒に話をしている

Question 1 What is the teacher talking about?

Question 2 Why is the teacher speaking to the students?

II あなたは、英語の授業で、テレビ会議システムを用いてシンガポールの高校生と交流をしています。次の英文は、生徒たちの発言とそれに対するあなたのコメントです。あとの問いに答えなさい。



Tan

Many foreigners visit Singapore for sightseeing. My favorite place is a hotel that has a big swimming pool on the roof. It's famous and you can see it in many movies. Singapore is a beautiful country. It's difficult to find garbage in public places. People who leave their garbage on the street have to pay a fine*. I respect this rule. I hope you'll come here and enjoy our clean city.

Thank you, Tan. We also .



You



Kumar

Singapore is a country of diversity*. Many people live together and create a rich culture. For example, many languages are spoken here. I usually speak English, but I speak Tamil* when I talk with my family. Also, our food is influenced by foreign recipes. We have a famous curry from India. There's a big fish head in the curry! You should try it!

Thank you, Kumar. We also .



You



Aisha

In Singapore, the new school year starts in January. We have summer vacation in June. My school starts at seven thirty in the morning. In class, students from different countries study together, and we learn several languages. After school, we do club activities. I belong to the homework club. In this club, I do my homework and often study with my friends to solve difficult questions.

Thank you, Aisha. We also .



You

(注) fine 罰金 diversity 多様性 Tamil タミル語

1 発言の内容に合うように、次の に入る適切なものを、あとのア～カからそれぞれ1つ選んで、その符号を書きなさい。

(1) talking about school life.

(2) talking about language.

ア Only Tan is

イ Only Kumar is

ウ Only Aisha is

エ Tan and Kumar are

オ Tan and Aisha are

カ Kumar and Aisha are

2 あなたは、発言に対してコメントをしています。 ① ~ ③ 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 have to do homework, but I don't do it as a club activity

イ try to keep our city clean, but I'm surprised to hear about such a rule

ウ study English, but I respect the rules for our clean city

エ have many kinds of foods, but I've never seen a curry like that

3 あなたは、発言を聞きながら質問したいことについてメモを作成しています。次の あ , い 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。

• Tan, we will visit Singapore on our school trip next year. Can you introduce other あ ?

• Kumar, please tell me about the culture. Do you have any chances to learn about it at school?

• Aisha, I think you study very hard! How い study at home in a day?

あ I places visit should to

い hours you do often many

Ⅲ 高校1年生の生徒が、英語の授業での発表に向けて、次の英文を読んでポスターを作成しました。あとの問いに答えなさい。

Do you know what a fishfinder* is? It is a machine fishers* use to find groups of fish in the sea. The first fishfinder was invented about 70 years ago. With this machine, they were able to catch more fish than before because they could see where the groups of fish were on the screen.

However, the old fishfinder caused a problem. Fishers sometimes caught too many young fish because they could not see the size of each fish. As a result, the number of fish became smaller in some areas, and fishers could not catch enough fish.


A Japanese man who used to study dolphins got an idea to improve this problem. He knew how dolphins could swim fast and were good at catching fish. They have a special skill for hunting with sound waves. Dolphins emit* sound waves many times very quickly. These sound waves will reach the fish and come back. So, dolphins can easily find where the fish are. They can see the shape, size, and speed of the fish, too.

He applied* the dolphins' skill to his fishfinder. It was a great success. Today, his new fishfinder can show the image more clearly than the old one. So, fishers can even see how large each fish is. When they find that the fish are too young, they can stop fishing and go to another place. This is helpful to save young fish in that area. Fishers can keep catching fish there for many years.

He said, "The sea has given us a lot of good things for a long time. I'd like to give something back to it. I believe we have to learn from nature around us. The dolphins' skill is one of the examples. From dolphins, I got the idea and invented the new fishfinder. I want to continue inventing useful machines for our daily lives. If more children like the sea because of my work, I'll be very happy."

(注) fishfinder 魚群探知機 fishers 漁師 emit 出す apply 応用する

Poster



Inventing Useful Things from Nature

DOLPHINS

swim fast and are good at catching fish.

The new fishfinder uses ① to catch fish like dolphins!

OLD

Fishers could only see the ② of a fish group.
So, they sometimes caught too many young fish.

↓

The number of fish became smaller.
So, they could A.

FISHFINDER

NEW

Fishers can see the ③ of each fish, too!
So, they can B.

↓

They can stop catching young fish.
So, they can C.

My Opinion

- A Japanese man got the idea of his new machine after ④. That's amazing!
- We should share his message with more people!

- 1 ポスターの に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。
- ア large screens
 - イ old machines
 - ウ swimming skills
 - エ sound waves
- 2 ポスターの , に入る語の組み合わせ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 ② place ③ speed
 - イ ② speed ③ place
 - ウ ② place ③ size
 - エ ② speed ③ shape
- 3 ポスターの ~ 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 choose the fish they want to catch
 - イ continue catching fish for many years
 - ウ learn how to catch fish from dolphins
 - エ catch only a small number of fish
- 4 ポスターの に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。
- ア inventing something useful in our daily lives
 - イ paying attention to the hunting skills of dolphins
 - ウ catching a lot of fish with the new machine
 - エ improving the machine to get many kinds of fish

IV 高校2年生のかおるさんと留学生のトムさんが、かおるさんの家族とドライブの途中で立ち寄った施設で、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。

Kaoru : Let's have a break here.

Tom : OK. What's this place?

Kaoru : This is a roadside station.* It's a station for cars. We can use the toilets and take a rest.

Tom : Look! A lot of vegetables and fruits are sold here. They are very fresh and not so expensive.

Kaoru : Yes, farmers bring them from their fields near here. They can decide the prices of their products.

Tom : Nice! , what's printed on the box of tomatoes?

Kaoru : It's the name of a farmer, Mr. Tanaka. It also tells us that he grew his tomatoes without using agricultural chemicals*.

Tom : I see. I feel safe if I know and how they were grown.

Kaoru : I think so, too.

Tom : Well, do farmers sell anything else?

Kaoru : Yes, they also sell their handmade products. For example, my grandmother sells her jam in all seasons. She makes it from blueberries* she grows in her field. It's popular and is sold quickly.

Tom : That's nice.

Kaoru : Roadside stations are good for local farmers because the farmers can .

Tom : I agree. We can buy original products sold only in this roadside station.

Kaoru : Also, we can enjoy original events planned to attract a lot of people at roadside stations.

Tom : Really? What kind of events do they have?

Kaoru : For example, this roadside station has a knife sharpening* event every month. Some companies in this town have made excellent knives since the *Edo* period. There is a museum about their products next to this building.

Tom : Oh, we can learn about the history, too.

Kaoru : In addition, people can get a lot of convenient information for their travels. Roadside stations spread information about their towns. Many people from other cities visit them, and they're always crowded on weekends. Local people become more cheerful.

Tom : That's true. Roadside stations attract many visitors. I think those visitors . I want to visit many different roadside stations, too.

Kaoru : How about visiting another roadside station next week?

Tom : That sounds wonderful.

(注) roadside station(s) 道の駅 agricultural chemicals 農薬 blueberries ブルーベリー
knife sharpening 刃物研ぎ

1 文中の ① に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア By the way
- イ In total
- ウ For example
- エ Of course

2 文中の ② に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア who made them
- イ why he grew them
- ウ when they were sold
- エ what made the price low

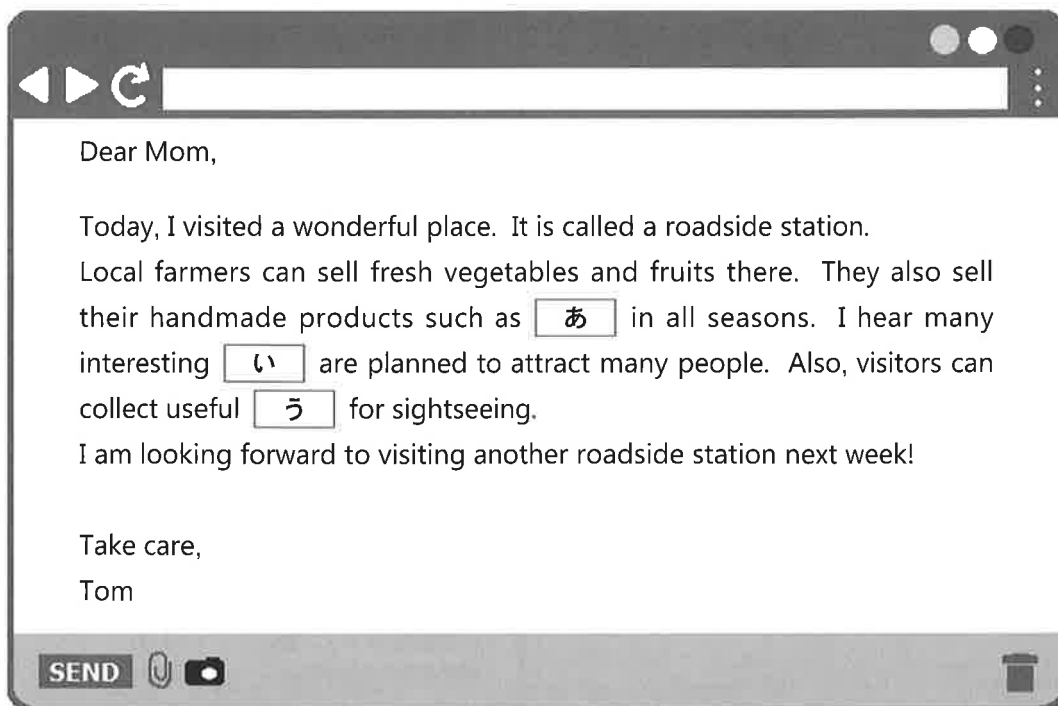
3 文中の ③ に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア have a break and learn about the history of the town
- イ grow their products and see the name of visitors
- ウ decide the price by themselves and sell their products
- エ visit other local museums and show more products

4 文中の ④ に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア have the chance to sell local products
- イ help local farmers buy other products
- ウ tell local people to go to other cities
- エ make the local community more active

5 トムさんは、この日の出来事をメールに書きました。本文の内容に合うように、あ～うに入る適切な英語を、本文中からそれぞれ1語を抜き出して書き、英文を完成させなさい。



V 次の各問いに答えなさい。

1 次の英文は、高校1年生の生徒が、英語の授業について書いた感想です。

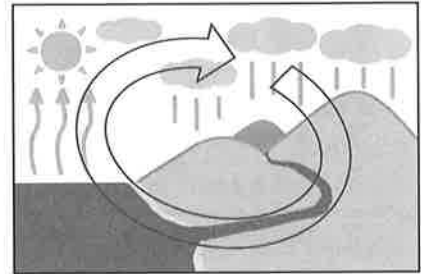
① ~ ③ に入る英語を、あとの語群から選び、必要に応じて適切な形に変えたり、不足している語を補ったりして、英文を完成させなさい。ただし、2語以内で答えること。

Our class had a speech contest. Before the contest, I needed ① very hard for it. I felt relaxed when I finally ② making my speech during the contest. By ③ to the speeches of my classmates, I learned how to make a better speech for the next time.

finish	get	listen	practice	receive
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2 次の英文について、イラストの内容に合うように、(①) ~ (③) にそれぞれ適切な英語1語を入れて、英文を完成させなさい。

This picture shows how water goes around.* When it rains on mountains, the water will go into a (①), and then to the sea. When the (②) heats the water, it will go up in the air. After that, the water becomes (③). From them, it will rain again.



(注) go around 循環する

3 次の会話について、下のチラシ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: Look! They want high school students to take ①() () the fashion contest.

B: How can we join it?

A: We have to send a design. They welcome students who ②() () in fashion.

B: Do you have any ideas about the design?

A: Yes, I got an idea from my grandmother's *kimono*.

B: That's so cool!

A: If we win the first contest in May, we'll be able to walk ③() the () in the final contest in August.

B: Sounds good!

All Japan Fashion Contest
for high school students
参加者募集!
ファッションに興味のある高校生ならだれでも OK

ステージ上を歩くのはあなた!

- 一次審査(デザイン画) (5月)
- 最終審査(ステージウォーク) (8月)