

2022年度

青森明の星高等学校入学者選抜学力検査

# 英 語

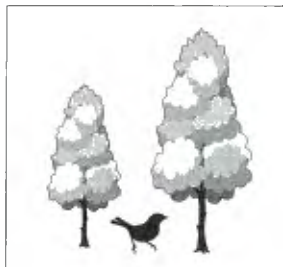
## 注 意

- 1 問題の①は放送による検査です。問題冊子は放送による指示があるまで開いてはいけません。
- 2 問題冊子は表紙を入れて7ページあり、これとは別に解答用紙が1枚あります。
- 3 受検番号は、検査開始後、解答用紙の決められた欄に記入しなさい。
- 4 答えは、問題の指示に従って、すべて解答用紙に記入しなさい。
- 5 机の上には、受検票・えんぴつ（シャープペンシルも可）・消しゴム・えんぴつけずり以外の物を置いてはいけません。
- 6 筆記用具の貸し借りはいけません。
- 7 問題を読むとき、声を出してはいけません。
- 8 印刷が悪くて分からないときや、筆記用具を落としたときなどは、だまって手をあげなさい。
- 9 監督者の「やめ」という合図ですぐにやめなさい。

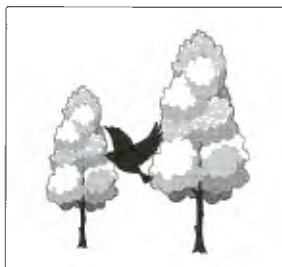
1 放送による検査 (27点)

(1)

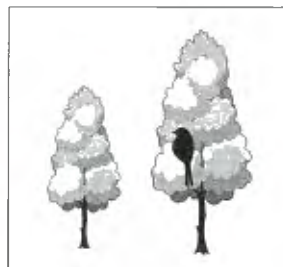
ア 1



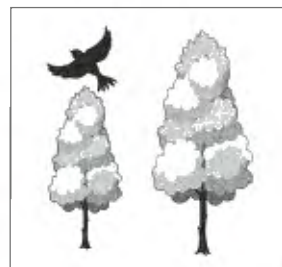
2



3



4



イ 1



2



3



4



- ウ 1 How about Wednesday?  
3 Do you want to go to a movie?

- 2 Is it the weekend?  
4 Can we go there next week?

(2)

- ア 1 He is a nurse.  
3 He is a doctor.

- 2 He is a firefighter.  
4 He is a police officer.

- イ 1 She is the daughter of the family.  
3 She is Ayaka's homestay mother.

- 2 She is Ayaka's friend.  
4 She is William's nurse.

- ウ 1 She will be a nurse.  
3 She will meet everybody.

- 2 She will not speak English.  
4 She will try hard to communicate.

(3)

- ア 1 In a fast food restaurant.  
3 At Mark's house.

- 2 In the classroom.  
4 In a supermarket.

- イ 1 No, it isn't mine.  
3 No, it's a new dictionary.

- 2 Yes, it's too difficult for me.  
4 Yes, I left it at home.

(4) I ( ).

- 2 次の英文は、アメリカに留学しているメイ（Mei）と、留学先の高校生であるスティーブ（Steve）との対話の一部です。2人は高校の行事について話をしています。これを読んで、あとの（1）～（3）に答えなさい。\*印の語句には、対話のあとに（注）があります。（14点）

Steve : Are you going to the meeting after school today, Mei?  
 Mei : What meeting?  
 Steve : Our class meeting about the fundraiser.  
 Mei : What's a "fundraiser"?  
 Steve : It means collecting money for something. Every year we do this. It's like a school festival. The school ア ( the money use buy to can things ).  
 Mei : We have a similar event in Japan. We call it *bunkasai*. We collect money for charity.  
 Steve : There are 30 students in our class...  
 Mei : And they all want to do different things, right?  
 Steve : Yes. Look, here are the \*results.

Events	Number of students
*Haunted House	15
*Treasure Hunt	3
*Talent Show	4
Dance-off	8

Mei :  the class wants to do the Haunted House.  
 Steve : I don't think it's a good idea. It is better to do it at \*Halloween.  
 Mei : I'm surprised the Treasure Hunt is the \*least popular. What are you thinking?  
 Steve : I want to do a Dance-off.  
 Mei : イ ( it have of never I heard ). What is that?  
 Steve : It's like a dance \*battle against other classes.  
 Mei : Wow. That sounds exciting. ウ That's ( do I the event to want ).  
 Steve : You should come to the meeting and tell everyone your ideas.  
 Mei : OK, I will go to the meeting after school today. Let's go together!

(注) results 結果                      Haunted House お化け屋敷                      Treasure Hunt 宝探し  
 Talent Show 演芸大会                      Halloween ハロウィーン                      least 最も～ない  
 battle バトル (戦い)

- (1) 下線部ア～ウについて、意味が通るように、( )内の語句をすべて用いて、正しい順序に並べかえて書きなさい。
- (2) に入る最も適切な英語1語を書きなさい。
- (3) メイは、ミーティングで日本の学校の文化祭について紹介することになりました。あなたならどのように紹介しますか。下の英文の( )内に英語20語以上で書きなさい。文の数はいくつでもかまいません。

Today I'm going to talk about school festivals in Japan. ( )

- 3 次の英文は、ALTのアマンダ (Amanda) と、学校の英語クラブのリーダーであるハルカ (Haruka) との電話での応答の一部です。これを読んで、あとの (1) , (2) に答えなさい。  
\*印の語には、応答のあとに (注) があります。(13点)

Amanda : Hi, Haruka. This is Amanda. I have some good news.  
Haruka : Oh? Really? What is it?  
Amanda : My brother, Jeff, is coming to visit me from London!  
Haruka : That's great.   
Amanda : For two weeks. I'm so excited! I haven't seen him for a few years.  
Haruka : [  ]  
Amanda : Yes, it is. He's never been here before. He says he can't wait to come.  
Haruka : Tell me about him.  
Amanda : Well, he's very interested in Japan. He's always reading books about Japanese culture and he loves watching Japanese movies.  
Haruka : Can he speak Japanese?  
Amanda :  He wants to use his Japanese to make more friends in Japan.  
Haruka : I would really like to meet him.  
Amanda : Of course. [  ]  
Haruka : That's a good idea. I'll help you with the \*preparations.  
Amanda : Great, thank you.  
Haruka :   
Amanda : On Saturday. So, let's have the party on Sunday. Let's give him time to rest.  
Haruka : Yes, you're right. Well, thanks for calling. I'm happy to hear such good news.

(注) preparations 準備

- (1) 電話での応答が成立するように、 ~  に入る英文をそれぞれ一つ書きなさい。
- (2) 電話での応答が成立するように、[  ], [  ] に入る最も適切なものを、次の1~6の中からそれぞれ一つ選び、その番号を書きなさい。

- 1 Is he coming to work here?
- 2 I will teach him Japanese.
- 3 Is it his first time in London?
- 4 I think we should have a party for him.
- 5 Is it his first time to come to Japan?
- 6 He will come and prepare for the party.

- 4 次の英文は、自分が興味を持ったことについてアキラ (Akira) がクラスで発表した内容の一部です。これを読んで、あとの (1) ~ (3) に答えなさい。\*印の語には、英文のあとに (注) があります。(21点)

Every day we see many things around us and use them without any \*thought. But there is an interesting story behind them.

One day, when I was shopping in a convenience store, I held a 50-yen coin in my hand and suddenly thought, "Why do our 5-yen and 50-yen coins have holes in them?" I researched a lot about this and found that the coins had an interesting history.

Over a thousand years ago, Japan learned how to make coins from China. Those coins were round and had \*square holes in the center. The makers \*poured hot \*metal into a \*mold. Then they waited for the metal to become cold. It looked like a tree of coins when it was finished.

The makers had to take each coin from this tree and \*file them to make them \*smooth. That was a lot of hard work. But someone had a good idea. The coins had square holes, right? So, they could put many coins on a square \*stick and then file them all together. The coins could not move on a square stick.

There is another good \*reason to have holes in our coins: they can help people who cannot see or cannot see well. These people can use their fingers to feel the holes, so they can easily understand what kind of coin it is.

Later, in the Taisho \*era, our \*technology developed and the government decided to make coins with round holes, not square ones. It is interesting to \*discover the history of the things that we use every day because we can learn something new from them. Sometimes ordinary things can surprise us.

(注) thought	考え	square	四角形の	poured	注いだ	metal	金属
mold	鋳型 (金属やガラスを流しこんで、製品を作るための型)					file	やすりをかける
smooth	なめらかな	stick	棒	reason	理由	era	時代
technology	技術	discover	発見する				

- (1) 次の文章は、アキラが話した内容に関する生徒のメモです。話の内容と合うように、(ア) ~ (ウ) に入る最も適切な数字や日本語をそれぞれ書きなさい。

【メモ】

- ・日本は中国から ( ア ) 年以上前に、硬貨の作り方を学んだ。
- ・硬貨の穴が四角だったことを利用して、やすりをかけるときに棒上で硬貨が ( イ ) ようにした。
- ・その後技術が進歩し、( ウ ) は硬貨の穴を丸くすることに決めた。

- (2) アキラの話した内容と合うように、次の 1 ~ 3 の質問に対する答えをそれぞれ一つの英文で書きなさい。

- 1 Were coins square when Japan learned how to make them from China?
- 2 What did the metal look like after the coins came out of the mold?
- 3 How can people who cannot see or cannot see well understand what kind of coin it is?

- (3) 次の文章は、アキラの話聞いたあとで、生徒が書いた感想です。下線部 1, 2 をそれぞれ一つの英文で書きなさい。

I think your story tells us something very important. 1 私は硬貨がどこから来たのかは知りませんでした。 2 日本人は他の文化からたくさんのお話を学んで来ました。 Our lives can be easy because of this.

5 次の英文は中学生のミオ（Mio）が芸術家である母の仕事について書いたものです。これを読んで、あとの（1）～（3）に答えなさい。\*の語句には、本文のあとに（注）があります。（25点）

My mother was in her \*art studio at the side of our house one day. She called out to me, “Mio, can you come here for a minute?”

I went into the art studio and saw that the place was very \*messy.

“Please give me that clean \*towel, Mio. I want to \*dry my hands.”

I gave my mother the towel, and she saw that I looked sad.

“What’s the matter?” she asked.

“My friends sometimes ask me about your art, and I can’t explain it. I don’t really know what you do in the studio. Your art doesn’t \*make sense to me.”

“You think art must make sense?”

I looked at my mother and I was \*confused again. I didn’t know how to answer her.

My mother explained, “Some of the greatest art in the world is not easy to understand. We don’t know its meaning. It’s OK if we don’t understand some things.”

“But \*knowledge is important, isn’t it? We go to school to learn,” I said.

“Sure, but there’s always something we don’t know.”

I looked around the studio then and saw a \*strange painting.

“What do you think of that one?” she asked me.

“It looks like a \*ghost who has trouble.”

My mother laughed, “That’s great! A ghost who has trouble! I love that \*interpretation. The painting is actually called *Love*.”

I still felt sad and my mother knew this.

“Stop thinking so much, just feel. Look, why don’t you come over here with me?”

I sat next to her and she showed me how to use the \*pottery wheel. For many hours we enjoyed making pottery with \*clay. We were very \*dirty when we were finished, but I laughed so much, and I told her that I had a great time. Making no sense was a lot of fun for me. I thought that I would like to make more art.

“Sometimes things don’t have to mean anything, Mio. You can make your own meaning,” my mother said. I was finally beginning to understand her words. That was one thing I learned from my experience with her.

(注) art studio アトリエ（芸術品を製作する部屋）

dry ～ ～を乾かす      make sense 意味を持つ

strange 奇妙な      ghost おばけ

pottery wheel ろくろ（陶器を作るための回転する台）

messy 散らかった

confused 困惑した

interpretation 解釈

clay 粘土

towel タオル

knowledge 知識

dirty 汚れた

- (1) 本文の内容と合うように、次のア～エの英語に続けるのに最も適切なものを、1～4の中からそれぞれ一つ選び、その番号を書きなさい。

ア Mio saw that her mother's art studio was

- 1 next to her friend's house.
- 2 very clean.
- 3 very messy.
- 4 very sad.

イ Mio couldn't explain

- 1 her mother's art.
- 2 her friend's feeling.
- 3 where the art studio is.
- 4 how to make sculptures.

ウ Love

- 1 was the picture painted by a ghost.
- 2 was the name of a painting by Mio's mother.
- 3 was the painting of Mio's mother.
- 4 was the name of a sculpture.

エ Mio and her mother

- 1 became dirty after they made pottery.
- 2 used clay and enjoyed making trouble.
- 3 enjoyed painting pictures.
- 4 talked a lot about ghosts.

- (2) 次の英文が本文の内容と合うように、(ア)～(ウ)に入る最も適切な語を、下の1～7の中からそれぞれ一つ選び、その番号を書きなさい。

When Mio thought about her mother's art, she felt ( ア ) and confused. She didn't understand it and couldn't ( イ ) it to her friends. Her mother taught her that she didn't have to ( ウ ) because there are many things we don't understand. Mio also learned that she could have her own interpretations about art.

- |           |         |           |         |
|-----------|---------|-----------|---------|
| 1 taught  | 2 sad   | 3 talk    | 4 worry |
| 5 thought | 6 messy | 7 explain |         |

- (3) 下線部 one thing が表している内容を日本語で具体的に書きなさい。