

令和4年度県北オープン

英 語

受験上の注意

- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 検査時間は、50 分間です。
- 3 大きな問題は全部で5問で、表紙を除いて10 ページです。
また、別に解答用紙が1枚あります（両面刷り）。監督者の指示に従い、解答用紙のきめられた欄に氏名、フリガナ、中学校名、受験番号を書き、受験番号の下のマーク欄にマークしなさい。
- 4 監督者の「始め」の合図があったら、試験を始めなさい。
- 5 答えはすべて、最も適当なものを一つ選んで、解答用紙のきめられた解答欄にマークしなさい。
例えば、大問 $\boxed{1}$ の1の(1)の問いに対してアと解答する場合は、次の(例)のように、 $\boxed{1}$ の1の(1)の解答欄のアを塗ってマークする。

(例)

$\boxed{1}$	解答欄
1 (1)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

- 6 監督者の「やめ」の合図があったら、すぐやめて、筆記用具をおきなさい。

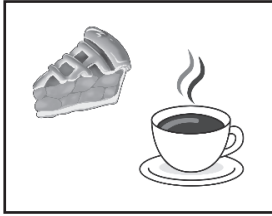
1 これは聞き方の問題である。指示に従って答えなさい。

1 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

(1) ア



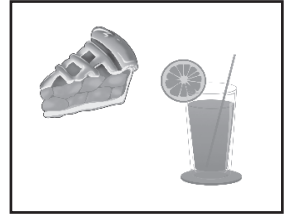
イ



ウ



エ



(2) ア



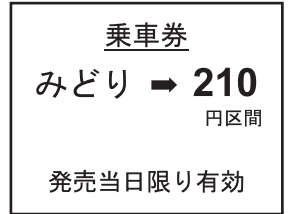
イ



ウ



エ

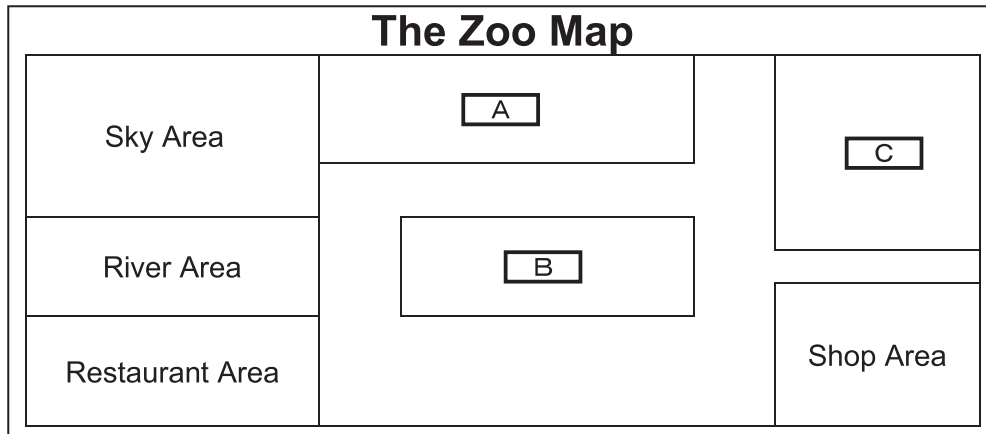


(3) ア Mike. イ Tom. ウ Akari. エ Nana.

(4) ア About the shoe shop. イ About the gift for Mary's grandmother.

ウ About Kenta's new shoes. エ About Mary's grandmother's favorite thing.

2 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]



(1) ア Because she wants to see some animals.

イ Because she has been to the popular event before.

ウ Because she has never seen baby lions.

エ Because she likes lions very much.

(2) ア Shop Area. イ Sky Area. ウ River Area. エ Restaurant Area.

(3) ア A ...Africa Area B ...Mountain Area C ...Sea Area

イ A ...Mountain Area B ...Africa Area C ...Sea Area

ウ A ...Africa Area B ...Sea Area C ...Mountain Area

エ A ...Mountain Area B ...Sea Area C ...Africa Area

3 [インタビューを聞いて、英語で書いたメモを完成させる問題]

Mr. Green (from Canada)

● Seven years ago

・ (1) () Nikko to see old temples and shrines

● After returning to Canada

・ (2) () about Japanese culture

● Now

・ (3) () all of us to enjoy speaking English

- | | |
|--------------|--------------|
| (1) ア Stayed | (2) ア Heard |
| イ Took | イ Learned |
| ウ Sent | ウ Talked |
| エ Lived | エ Forgot |
| オ Visited | オ Interested |
| | |
| (3) ア Takes | |
| イ Asks | |
| ウ Wants | |
| エ Shows | |
| オ Gives | |

2 次の1, 2の問いに答えなさい。

- 1 次の英文中の [(1)] から [(6)] に入るものとして、下の(1)から(6)の ア, イ, ウ, エのうち、それぞれ最も適切なものはどれか。

Dear Kazuki,

Thank you for [(1)] me to the music concert. It was so [(2)] fun for me. Your chorus club's English songs were the best for me. You [(3)] all the songs very well at the concert. [(4)] you finished singing one song, I remembered my friends in my country. I often enjoyed singing it with them. When I listen [(5)] the song even now, I feel [(6)] in my heart.

What is your favorite song? Write me back soon.

Best wishes,

Jake

- | | | | |
|-----------------|------------|----------|-----------|
| (1) ア invited | イ inviting | ウ called | エ calling |
| (2) ア much | イ a lot of | ウ many | エ that |
| (3) ア wrote | イ written | ウ sung | エ sang |
| (4) ア After | イ Because | ウ Or | エ If |
| (5) ア in | イ from | ウ to | エ at |
| (6) ア surprised | イ sick | ウ bored | エ warm |

- 2 次の(1)から(3)の () 内の語を意味が通るように並べかえて、2番目と4番目に来るものをそれぞれ選び、解答用紙にマークしなさい。

- (1) A: I've just finished my homework, Mom. Can I go out?
 B: Yes, but you (ア home イ come ウ before エ must) six.
- (2) A: Do you want (ア cold イ anything ウ drink エ to)?
 B: No, thank you. I'll buy one later.
- (3) A: How (ア been イ he ウ running エ has オ long) here?
 B: For about thirty minutes.

3 次の英文は、高校生の絵美 (Emi) と、イギリス (the U.K.) からの留学生のメグ (Meg) との対話の一部である。また、右のそれぞれの図 (chart) は、総合的な学習の時間で二人が作成している、将来の夢に関する発表資料である。これらに関して、1 から 6 までの問いに答えなさい。

Emi: Let's talk about our future. Can you tell me your dreams?

Meg: I would like to help people in Africa.

Emi: That's great. Why do you think so?

Meg: My uncle lives in a country in Africa and does some volunteer work there. He says many people there have a lot of problems. For example, they _____ (1) schools or hospitals. I want to help people by building schools, houses, libraries and hospitals for them. I hope I can help them when I become an *engineer. I need to study not only *engineering but also their language and culture. After finishing high school, I'll study them at *university.

Emi: You have a nice dream. I hope your dream will come true.

Meg: Thank you. **A**

Emi: I want to study to be a *care worker. Look at Chart 2. They help old people when they eat, *get dressed, _____ (2) , and so on.

Meg: Wow, that is hard work.

Emi: Yes, but I think their work is necessary because we will have more old people in Japan. It is hard for a lot of family members to take care of old people in the family all day and every day.

Meg: (3) That's right.

Emi: Well, I heard the U.K. will also have more old people.

Meg: Right. Taking care of old people is important in my country, too. By the way, I hear some of the students in our school don't have any future dreams yet.

Emi: Yes. From (4) the graph, we can learn that two hundred seventy students in our school will go to university and that 30% of them don't decide what to do in the future.

Meg: Why do they have no *clear plan for their future? I think we should begin to think about our future **B** finishing high school.

Emi: A lot of them want to have enough time to think about *themselves there in university. They think it is _____ (5) to decide their future in university.

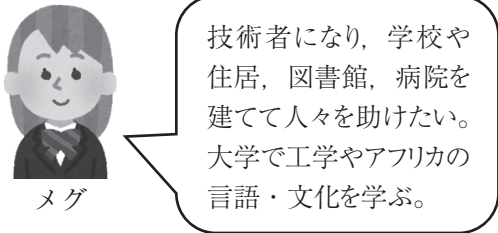
Meg: I'm surprised to hear they think so. All of my friends in the U.K. have their own dreams in high school.

Emi: My brother thought the same thing as the students do when he was a high school student. When he was in university, he met a police officer and wanted to be one like her. Now he works as a police officer.

Meg: Oh, I see. Your brother's dream came true! I hope all of the students in our school will have their own dreams and their dreams will come true.

[注] *engineer = 技術者 *engineering = 工学 *university = 大学 *care worker = 介護福祉士
*get dressed = 着替える *clear = はっきりした * themselves = 彼ら自身

メグの将来の夢→アフリカの人々を助ける
アフリカのある国…学校や病院が足りない



技術者になり、学校や住居、図書館、病院を建てて人々を助けたい。大学で工学やアフリカの言語・文化を学ぶ。

メグ

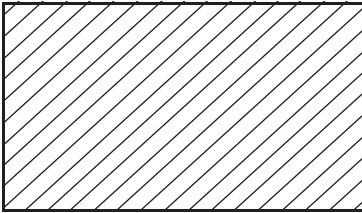
図1

絵美の将来の夢→介護福祉士
・介護福祉士の仕事内容は？
(例)



図2

将来の夢に関する調査①
Q1. 今、将来の夢はありますか？



(全校生徒 300 人を調査)

図3

将来の夢に関する調査②
Q2. なぜ今、将来の夢がないのですか？ (上位3位)

理由	人数
大学に入ってから考えようと思うから	60
将来の自分の姿を想像できないから	22
家の仕事を継ぐことが決まっているから	5

(Q1で「夢なし」と答えた生徒全員を調査)

図4

1 二人の対話が成り立つよう、図1, 図2, 図4を参考に、下線部(1), (2), (5)に語句を入れるとき、最も適切なものはどれか。


- | | | | |
|-------------------------|-----------------------|---------------|---------------|
| (1) ア don't have enough | イ try to build many | | |
| ウ don't need any | エ don't like to go to | | |
| (2) ア go to bed | イ go swimming | ウ take a walk | エ take a bath |
| (5) ア so difficult | イ not easy | ウ not late | エ too easy |

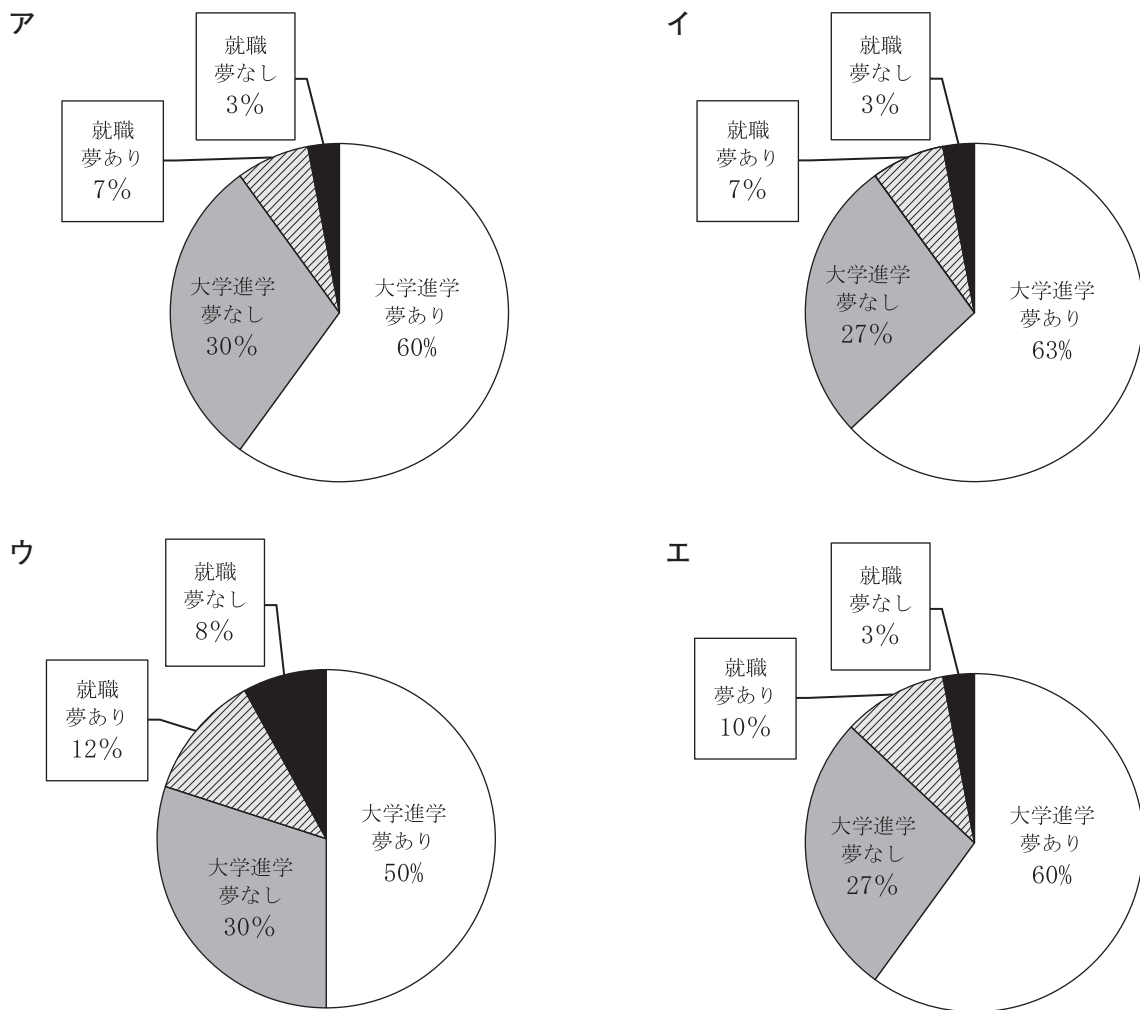
2 二人の対話が成り立つよう、本文中の **A** に英文を入れるとき、最も適切なものはどれか。

- ア How do you feel about my dream?
- イ How about learning another language at university?
- ウ What subject do you want to study?
- エ What do you think about helping people in Africa?
- オ What plan do you have for your future?

3 下線部(3)の内容を表した英文として、最も適切なものはどれか。

- ア Meg thinks that Emi is right because care workers work hard all day and every day.
- イ Meg finds out that family members are all spending a hard life and that care workers have to help them.
- ウ Meg realizes that Emi's opinion is right and that we should take care of old people carefully.
- エ Like Emi, Meg has been interested in the job of solving family problems.
- オ Meg has the same opinion as Emi and thinks that people should help each other if they are in trouble.
- カ Meg understands that taking care of old people is hard but that people in Japan need it.

4 下線部(4)について、**図3**の  の位置に入るグラフとして、最も適切なものはどれか。



5 本文中の **B** に入る語として、最も適切なものはどれか。

- ア until
- イ since
- ウ before
- エ during
- オ among
- カ by

- 6 本文中で述べられているメグに関する記述として、最も適切なものはどれか。
- ア メグのおじは、アフリカのある国でボランティア活動をしており、その国の人々は多くの問題を抱えていると考え、学校や病院などの施設の建設に携わっている。
- イ メグは、日本と同様に高齢者が増えていくイギリスにおいても、介護福祉士が果たす役割は重要だと認識している。
- ウ メグは、イギリスの友達と留学先の高校の生徒の将来の夢に関する考えの違いに驚き、イギリスの友達は自分自身の夢を持つべきだと思っている。
- エ メグは、留学先の高校にはっきりした夢を持っていない生徒がいる理由について、大学で自分自身のことを考える十分な時間を持ちたいからだと分析している。
- オ 絵美の兄が警察官になるという夢をどのように持ったのかを聞いたメグは、留学先の高校の生徒の多くが彼のような人物になることを望んでいる。
- カ メグは、絵美との会話を通して、日本とイギリスは似たような社会課題に直面していることを知り、両国は互いに協力し合えると思っている。

4 マキ (Maki) と、マキの友達であるサエ (Sae) についての次の英文を読んで、1 から 5 までの問いに答えなさい。

I am a second-year junior high school student. Sae and I are in the softball club at my school. One day, Ms. Ueda, the *manager for our softball club, told us about the softball *tournament for junior high school students in Tochigi. I was sure that I would be a *regular because I got three *hits on the last game and Ms. Ueda *praised me. Ms. Ueda said, “The *uniform numbers of regulars for the next tournament are from numbers 1 to 9. Number 1 is Yukiko, number 2 is Eri, ...” I was waiting for my number. “... and number 9 is Kana,” Ms. Ueda said. My name was not called. I thought, “I’m not a regular? ” Ms. Ueda continued, “..., number 15 is Maki, number 16 is Sae, ...” After Ms. Ueda finished speaking, Sae said with a big smile, “I’ve got my uniform number! I will try my best!” I asked Sae, “Why are you happy?” Sae answered, “Why? It is the first time to get a uniform number, so I’m very happy. You are also happy, right?” I got angry and said, “No! I’m never happy I’m a *benchwarmer. I thought you had the same *feelings.” Sae said, “Why did you say such a thing?” I *quarreled with Sae and said, “Don’t talk to me from today!” Sae looked ⁽¹⁾sad.

When I was eating dinner with my family that night, my father said to me, “When is the tournament? You said you would be a regular. I will go to see the games.” I said, “Actually, I’m not a regular. I won’t play in any game, or will play just a few minutes if I can.” He said, “All the members in a team are necessary *even if they don’t play in games.” I didn’t think that my father was right. From the next day, I couldn’t *concentrate on the practice

Some days later, when I came home, my brother, Shota, was talking to our mother. He was ten years old and was on a baseball team. I said, “You look happy, Shota.” Shota said, “Yes! We will have a baseball tournament next month. I’ve got the uniform number 14!” I asked him, “Number 14? You are a benchwarmer, right? How do you feel about that?” Shota looked up at me and answered, “I don’t feel sad but happy. Our manager told me that every player is needed to win the games. I’ll *cheer the regulars up on the tournament. I believe it is important to *play my own role.” I went into my room and thought about Shota’s words. Then I realized that my father and Shota taught me ⁽²⁾an important thing. I thought I should do my best in the tournament.

The next day, when I saw Sae, I said, “I’m sorry I said bad things to you. Now I understand what to do for the team as a benchwarmer.” Sae said, “No problem. I’m sorry I made you angry, too.” I asked her, “Can we become friends again?” She answered, “Of course! We are friends again!”

- [注] *manager = 監督 *tournament = トーナメント *regular = レギュラー *hit = 安打, ヒット
*praise = ほめる *uniform number = 背番号 *benchwarmer = 補欠選手
*feelings = 気持ち *quarrel = 口論する *even if ~ = たとえ ~ でも
*concentrate on ~ = ~ に集中する *cheer ~ up = ~ を応援する
*play my own role = 自分自身の役割を果たす

- 1 本文中の に入る英文として、最も適切なものはどれか。
- ア I'll keep doing my best to be a regular next time.
 - イ I cannot be against Ms. Ueda's opinion.
 - ウ Kana is a better player than Yukiko.
 - エ I cannot believe it.
- 2 下線部(1)について、サエが悲しそうに見えた理由として、最も適切なものはどれか。
- ア Maki couldn't understand that Sae was not happy about her uniform number.
 - イ Maki was angry with the manager and Sae about the softball tournament.
 - ウ Maki didn't want to quarrel with Sae about the uniform number of regulars, but she had to.
 - エ Maki told Sae to stop talking to her from that day.
- 3 補欠選手になってショウタが考えたこととして、最も適切なものはどれか。
- ア He felt happy and hoped his team will win the games on the baseball tournament.
 - イ He didn't feel sad, but he decided to cheer the regulars up to become a regular on the next tournament.
 - ウ He was angry he couldn't be a regular, but he will cheer the regulars up to win the games.
 - エ He was happy because his manager said it was necessary for the team to win the games.
- 4 下線部(2)の内容として、最も適切なものはどれか。
- ア All of the good softball players have their own roles to win the games.
 - イ Benchwarmers should do their best on the games and they have to help regulars.
 - ウ Even if a person is a benchwarmer, he or she should play his or her own role on the games.
 - エ It is important for everyone to play his or her own role to be a regular.
- 5 本文の内容と一致するものはどれか。
- ア Maki believed that she would be a regular because she was praised by Ms. Ueda on the softball practice.
 - イ Sae got a uniform number for the first time, and that made her happy.
 - ウ Maki couldn't be a regular, but she wanted her father to come to see her softball games.
 - エ When Maki asked Sae to become a friend with her again, Sae answered that it was OK if Maki said she was sorry.
 - オ Sae was happy to be asked by Maki to become a friend again, because she didn't have many ones.

5 次の英文を読んで、1から5までの問いに答えなさい。

About six thousand years ago, people and horses' history began. People have lived together with horses for *transportation, *farming, and *entertainment. **A**, people can't communicate with these "long-time friends" by using language, but people can do it by another way, *facial expressions.

Researchers *tested twenty-eight horses for ten months in England. On the research, they showed two photos of a man to the horses. In one of the photos, the man was smiling, and in the other photo, he was angry. When the horses looked at the man's angry face, they had an interesting *reaction. Their *heart rates *increased more quickly than when they looked at his smile. Twenty of the horses also had another reaction to the angry face.

B

Some scientists say that horses learned how to understand people's facial expressions while they worked with humans for a long time. It was important for horses to learn it to live well with ⁽¹⁾ them.

When we meet a horse, it is interesting for us to guess that he or she thinks such a thing; "Oh, that human looks happy. He or she is a good person for me. Hey, give me some food!" or "Oh, that human looks nervous. It's better to move away from him or her. No, wait. Don't touch me!" If you want to *get along with horses, ⁽²⁾ language is not always needed.

[注] *transportation = 運送 *farming = 農業 *entertainment = 娯楽 *facial expressions = 表情
*test = 調べる *reaction = 反応 *heart rate = 心拍数 *increase = 増える
*get along with ~ = ~と仲良くする

1 本文中の **A** に入るものとして、最も適切なものはどれか。

ア For example イ By the way ウ At first エ Of course

2 本文中の **B** に入る次の①から④までの文を、意味が通るように並べかえたものとして、下のア、イ、ウ、エ、オ、カのうち、最も適切なものはどれか。

- ① This reaction is often seen when horses feel nervous.
- ② From the results, the researchers were sure that the horses could understand people's facial expressions.
- ③ These results show that the horses realized a person's smile was safer than a person's angry face.
- ④ They looked at it with their left eye.

ア ①→③→④→② イ ②→④→③→① ウ ④→③→②→①
エ ①→④→②→③ オ ②→①→④→③ カ ④→①→③→②

3 下線部(1)が指す内容として、最も適切なものはどれか。

- ア scientists イ humans
- ウ facial expressions エ long-time friends

4 本文の内容をふまえて、下線部(2)を説明した記述として、最も適切なものはどれか。

- ア 人間が馬と仲良くなるには、言語ではなく、表情を使うとよい。
- イ 人間が馬と意思疎通するには笑顔が必要だが、怒った顔も時には重要だ。
- ウ 馬は人間の言語をある程度理解できるものの、意思疎通には表情という別の方法が必要だ。
- エ 表情は、人間が馬と仲良くできるただ一つの方法であり、言語は必ずしも必要ではない。
- オ 馬はとても繊細な動物で、常に周囲の人間を観察しているので、穏やかに話しかける必要がある。

5 本文のタイトルとして、最も適切なものはどれか。

- ア The History of People and Horses
- イ How to Spend Time with Horses
- ウ Research on 28 Horses' Reaction
- エ Horses Think People Are Good for Them
- オ A Good Way to Communicate with Horses