


令和 3 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。

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。)

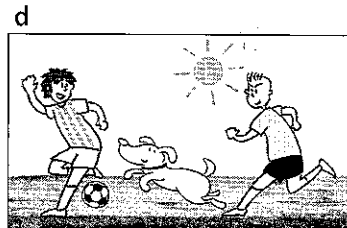
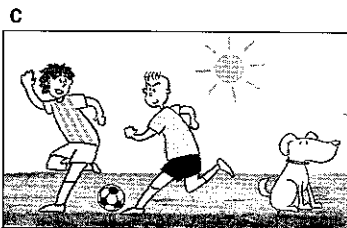
No.1 (場面) バス停で会話している

No.2 (場面) 父親と子どもが会話している

No.3 (場面) 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



No.2

- a The convenience store.
- b The friend's house.
- c The post office.
- d The station.

No.3

- a By meeting the volunteers.
- b By calling the center.
- c By sending an email.
- d By having an interview.

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) 教室で先生が明日の校外学習の連絡をしている

Question 1 What can the students do at the factory?

Question 2 What does the teacher want to tell the students most?

II あなたは、留学しているアメリカの高校で、生徒会長に立候補する人たちのメッセージを読んでいます。あとの問いに答えなさい。



Ellie

I believe I am the best person to be student council president.\* I want to make new events for students. I am thinking of having a cleaning day and a picnic day. Also, I want to make the cafeteria menu healthier. The school buildings are getting old, so I will listen to your ideas to make them better. I will try to do these things to improve our school life.



Greg

There are three problems I want to solve. The first is about the students' safety at the bus stop. I often feel it is dangerous because there are so many cars in the morning. The second is to repair the broken things in the school. So, I will walk around the school and check them. Third, I want to improve the Internet in the library. I will make a safer school.



Pola

I will do my best to make clubs more active. If you are worried about your club, I will help you. Also, I would like to make a sports day. Teachers and students will play many sports together. For Christmas, we will decorate\* our school. The group that decorates it the best will win a prize. I will also try to communicate with everyone and share ideas with each other.

(注) student council president 生徒会長    decorate 装飾する

1 メッセージ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 improving the food menu.

(2)  talking about school events.

ア Only Ellie is

イ Only Greg is

ウ Only Pola is

エ Ellie and Greg are

オ Ellie and Pola are

カ Greg and Pola are

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

(1) You will choose  because you are in the softball team and want more club members.

(2) You will choose  because you are worried about a broken bench and the Internet.

ア Ellie

イ Greg

ウ Pola

3 あなたは、それぞれの立候補者に質問したいことについてメモを作成しました。次の    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。

• Ellie, I have a question about listening to students' ideas. How will you gather our opinions?

• Greg, I'm sure you'll be busy. Do you   time to check everything in the school?

• Pola, I like your idea about the Christmas contest. Do you   it?

あ

you'll      have      think      enough      many

い

everyone      join      want      together      to

Ⅲ あなたは、英語の授業で、防災についてのプレゼンテーションをするために、日本に住んでいる外国人に向けて書かれた次の記事を読んで、メモを作成しました。あとの問いに答えなさい。

## Make Your Own Hazard Map\*

[1] In Japan, there are many natural disasters including typhoons, earthquakes, and heavy rains. Imagine that a big typhoon is coming to your city. Do you know where you should go? Do you know people who can help you? If you have this information, you can act quickly and calmly\* in an emergency. Your city government may have a hazard map which tells you about dangerous places. But it is important to make your own hazard map, too. It should have not only dangerous places but also some other important places near your house. For example, you should add a place to meet your family or ways to go to evacuation sites\*. You must think about protecting yourself from disasters.

[2] How can you make your own hazard map that is useful in an emergency? First, visit the website of your city and check evacuation sites near your house with your family and neighbors. Some people should go to a school, and other people should go to a community center. Next, share information about dangerous places. For example, someone may say, "This road will be under water when we have heavy rain." After talking with each other, walk around your area to do fieldwork\*. It is a good idea to put pictures of the dangerous places on your map, so take a camera with you. Children and elderly people need to go with you because they may notice other dangers you miss. You should also decide which places you will check before going. By doing so, you can finish quickly. After the fieldwork, make a map with all of the information you collected.

[3] In an emergency, you may have some problems you cannot solve by yourself. In this case, you will need to work together with your neighbors. It is easy to help each other if you know them well. So, why don't you greet your neighbors first to connect with them? Making the map will also give you chances to talk more with your neighbors. Good communication will make our society stronger against disasters.

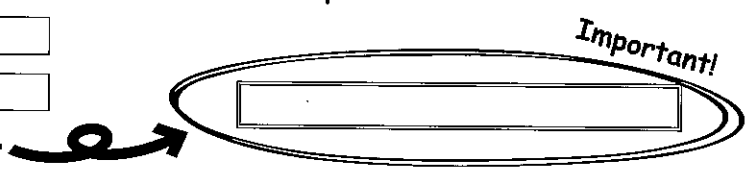
(注) hazard map ハザードマップ calmly 落ち着いて evacuation site(s) 避難所  
fieldwork 現地調査

**About Hazard Maps**

**Points:**

[1]

[2]

[3] Message from the writer 

**Things needed on the map**

- to meet your family
- to get to evacuation sites
- Photos of dangerous places

**What to do to make the map**

BEFORE the fieldwork	<ul style="list-style-type: none"> <li>• Visit the website of your city</li> <li>• <input type="text" value="③"/></li> </ul>
DURING the fieldwork	<ul style="list-style-type: none"> <li>• <input type="text" value="④"/></li> </ul>

1 本文の段落ごとの見出しとして、メモの  ,  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 Importance of making your own map for disasters
- イ Information about your area in an emergency
- ウ Many kinds of natural disasters you should know
- エ Some advice you should follow to make your map

2 メモの  ,  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  Where       What
- イ  When       What
- ウ  Where       How
- エ  When       How

3 メモの  ,  に入る適切なものを、次のア～カからそれぞれ2つ選んで、その符号を書きなさい。

- ア Take pictures of dangerous places
- イ Make a map with lots of information
- ウ Find dangerous places and repair them
- エ Learn where to go in an emergency
- オ Talk and decide places to check
- カ Go with children and elderly people

4 メモの  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 You should tell your neighbors to make a map.
- イ You should follow your neighbors in an emergency.
- ウ You should communicate with your neighbors a lot.
- エ You should ask your neighbors to solve your problems.

IV 高校1年生のゆずきさんと留学生のケイトさんが、演劇を見たあとに話をしています。次の英文を読んで、あとの問いに答えなさい。

*Kate* : That was excellent! The actors were really wonderful, and the whole audience was happy. I think a lot of people in this town like dramas.

*Yuzuki* : Yes, dramas are very interesting. I took drama lessons in my junior high school. All the students in that school have a chance to study them. In the first lesson, students had to express their own feelings without using words. It was very difficult. Now, I realize how important our words are.

*Kate* : I agree.

*Yuzuki* : To study dramas in Japanese schools is very special because they don't usually have drama lessons.

*Kate* : Oh, really? In England, ① dramas in schools. Professional teachers teach us how to perform better in dramas. I think dramas are good for us.

*Yuzuki* : I think so, too. Because of them, I felt I could change myself.

*Kate* : Is that so? Tell me about it.

*Yuzuki* : Well, I was shy and I wasn't good at acting. However, in dramas, I had to look at other characters' eyes and talk to them. I had to listen to them carefully and understand their words well. Also, I had to perform in front of many people. Through these experiences, I became more confident.

*Kate* : ②How nice! Your story reminded me of my teacher's words.

*Yuzuki* : What were they?

*Kate* : He said, ③"Dramas are fiction. They're not real. So, you can be anyone!"

*Yuzuki* : What does that mean?

*Kate* : In dramas, you can say things you don't usually say. For example, romantic\* words or words from a poem....

*Yuzuki* : Oh, you mean something like "I can't live without you" or "I know our dreams will never die"? Those phrases make me embarrassed. I never say things like that!

*Kate* : But you can say them in dramas! Phrases in dramas are fiction, but I'll always remember the experiences of using them. Thanks to\* these experiences in dramas, I can express myself more freely. My teacher's words have influenced me a lot.

*Yuzuki* : That's great! We've learned important things from dramas. The skills from drama lessons are helpful. In high school, I have made friends with many people.

*Kate* : ④, I think those skills will help us a lot in the future. For example, we can use those skills when we choose our careers and work in companies. So in my country, some people want to study dramas even after they graduate from high school.

*Yuzuki* : That's amazing. I believe dramas are the key to make us better.

(注) romantic ロマンチックな    thanks to ~ ~のおかげで

1 文中の ① 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 it's strange for students to perform
- イ it's difficult for students to enjoy
- ウ it's common for students to study
- エ it's normal for students to teach

2 下線部②について、ケイトさんが、そのように感じ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 Because Yuzuki could learn how to act in dramas better.
- イ Because Yuzuki could take drama lessons in her school.
- ウ Because Yuzuki could realize words were important.
- エ Because Yuzuki could change herself through dramas.

3 下線部③について、ケイトさんが、先生の言葉をきっかけに演劇を通して学んだ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 She can believe her dreams will come true in the future.
- イ She can express her feelings and opinions more freely.
- ウ She has to use good phrases from dramas in her daily life.
- エ She has to listen to others carefully and understand them.

4 文中の ④ に入る語句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 However
- イ Instead
- ウ At once
- エ In addition

5 ケイトさんは、この日の出来事を日記に書きました。本文の内容に合うように、① ～ ⑤ 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。

Today, I saw a drama with Yuzuki. I heard she used to be a ① girl. In her first drama lesson, she felt it was difficult to express herself ② saying anything. And she needed the courage to look at people's ③. But through the lessons, she grew up. I was also nervous when I first performed in front of many people. I think we can improve ourselves by ④ many times on a stage. I believe dramas have ⑤ Yuzuki and me a lot. Dramas are wonderful.



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、英語の授業で放課後の予定について話した内容です。

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。

Today, my parents are very busy. So I'm going ① curry and rice for them tonight. I'll use fresh vegetables my grandmother ② to us yesterday. I'll go shopping when school ③. I hope they'll like my curry and rice.

cook	eat	finish	give	grow
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2 次の表の右側には、左側の語のグループに属する語が並んでいます。( ① ) ~ ( ③ ) に入る語を、例を参考にしながら、それぞれ英語1語で書きなさい。

例	weather	cloudy, rainy, snowy, sunny など
( ① )	meal	spring, summer, fall, winter ( ② ), lunch, dinner など
( ③ )		blue, brown, purple, red, yellow など

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. I'm looking for a good mask.

B: Then I think this mask is nice.

A: Well, I think it's a little small for me.

B: The explanation\* says this mask stretches\* very well. ①( ) ( ), you may feel it's small, but it'll fit you soon.

A: Is it strong?

B: Yes. If you wash it carefully, you can use it ②( ) a ( ) time. Because you can use it many times, you can ③( ) ( ).

A: OK. I'll take this one.

B: Thank you very much.

(注) explanation 説明 stretch 伸びる

