


令和 5 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<sup>いち</sup>ページを見てください。問題は聞き取りテスト1<sup>いち</sup>、2<sup>に</sup>、3<sup>さん</sup>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<sup>いち</sup>)

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 : 男性, B : 女性]

A: What's the weather tomorrow?

B: The news says that it will rain.

A: Oh, no! I want to play tennis tomorrow.

(a) I'd love to.

(b) That's too bad.

(c) It's my turn.

No. 2

[A : 女性, B : 男性]

A: Excuse me. Can I borrow five books?

B: Sorry, only three books at a time.

A: I see. How long can I keep them?

(a) For five days.

(b) About five books.

(c) On the fifth floor.

No. 3

[A : 男性, B : 女性]

A: Now, it's time to start today's club meeting.

B: Wait, Tom isn't here.

A: It's OK. He said he would be late.

(a) Then, he didn't attend the meeting.

(b) Then, he must be on time.

(c) Then, let's begin.

(聞き取りテスト2<sup>に</sup>)

聞き取りテスト2は、会話を聞いて、その内容についての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: Lucy, we need some eggs, chopsticks and dishes for tomorrow's party.

B: I'll buy them at the convenience store.

A: Can you buy the eggs at the supermarket in front of the station? There is a sale today.

B: OK.

A: Then, I'll buy the chopsticks and dishes.

B: Thank you. See you later.

(Question) What is Lucy going to buy?

もう一度繰り返します。

No. 2

[A : 女性, B : 男性]

A: You look pale, Mike.

B: Hi, Kathy. I have a headache.

A: Oh, really? You need to go home.

B: I have to take my science report to Mr. Brown.

A: I'll take it to his room during the lunch break.

B: Thank you. Here is my report.

(Question) Where will Kathy go for Mike during the lunch break?

もう一度繰り返します。

No. 3

[A : 男性, B : 女性]

A: Emily, what will you study after you graduate from high school?

B: I'm going to study Japanese food because I want to introduce it to the world. How about you, Koji?

A: I'd like to study business to be the owner of a restaurant overseas.

B: Sounds great! Then, you should keep studying English.

A: You're right. English will be useful.

B: You can do it!

(Question) Why does Koji want to study business?

もう一度繰り返します。

(聞き取りテスト<sup>さん</sup>3)

聞き取りテスト<sup>さん</sup>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、<sup>クエスチョン</sup>Question1と<sup>ツ</sup>2および図を見てください。[15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。

[男性]

Hello, welcome to Green Zoo. I'm John, a guide at this zoo. Please look at the schedule. Now, I'll explain today's activities from the top. First, you can touch many kinds of rabbits from many places in the world. When you touch the rabbits, please don't speak loudly or move suddenly. They'll be surprised and run away. Next, you can give milk to a baby tiger. It's afraid of the sound of cameras, so please don't take pictures during this activity. The next two activities are very popular among visitors. But today, you cannot ride the horses in the afternoon because we need to check their health.

[女性]

(Question 1 Answer)

(a) One.

(b) Two.

(c) Three.

(d) Four.

(Question 2 Answer)

(a) They cannot check the schedule.

(b) They cannot speak loudly.

(c) They cannot move suddenly.

(d) They cannot take pictures.

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) 翌日の天気について会話している

No. 2 (場面) 図書館で会話している

No. 3 (場面) ミーティングを始める前に会話している

**聞き取りテスト 2** 会話を聞いて、その内容についての質問に答えなさい。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、次の 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 Eggs.
- b Dishes.
- c Eggs and chopsticks.
- d Chopsticks and dishes.

No. 2

- a To her classroom.
- b To the hospital.
- c To Mike's house.
- d To Mr. Brown's room.

No. 3

- a He wants to graduate from school.
- b He wants to introduce Japanese food.
- c He wants to be the owner of a restaurant.
- d He wants to travel all over the world.

**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) 動物園でガイドがスケジュールの説明をしている

Question 1 How many activities can the visitors do in the afternoon today?

Question 2 What did the guide say to the visitors about the activity of the baby tiger?

図

Schedule	
<b>Activities</b>	
◆ Touching rabbits	10:00~11:30      13:00~15:00
◆ Feeding a baby tiger	10:00~10:30
◆ Riding a horse	10:00~11:30      13:00~14:30
◆ Taking pictures with a big snake	10:00~11:30      13:00~15:00

II 地域のカルチャーセンターで開催される、多文化交流フェスティバルに参加する3つのグループの代表生徒とカルチャーセンターのステーブさんが、インターネットでミーティングをしています。あなたは、実行委員会の一員としてそのミーティングに参加しています。次の英文を読んで、あとの問いに答えなさい。



Steve

Five groups will join the festival in total. Two of them are groups of foreign people living in this city. The Chinese group will play traditional instruments in the morning. The Australian group will give some traditional sweets to visitors. Tell me about your group plans and the places you would like to use.



Aoi

My group will put some flowers at the entrance and give them to visitors. Also, we want them to try *ikebana* in the small room next to the entrance.



Riku

We would like to use the cooking room. My group will make rice cakes there in the morning, and give them to visitors.



Sakura

My group will introduce how to make traditional Japanese paper. Visitors can make postcards. We need some water. Can we use water in the cooking room?



Steve

Then, Sakura, please use the larger room next to the entrance. You can use water in that room.



Sakura

OK. That's better for us because it has enough space to dry the paper.



Riku

By the way, will the Australian group use the cooking room, too?



Steve

No, they won't use the cooking room. They'll bring their sweets from home.



Riku

I see. We also want to play traditional Japanese drums somewhere.



Steve

You can use the music hall in the afternoon. I'll tell the Chinese group to use it in the morning, and the Australian group to use the room next to the cooking room. OK. Let's do our best!

1 ミーティングの内容に合うように、次の  に入る適切なものを、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。

(1) If visitors want to enjoy music in the morning, they should join the event of .

(2) If visitors want something to eat, they should join the events of the Australian group or .

ア the Chinese group

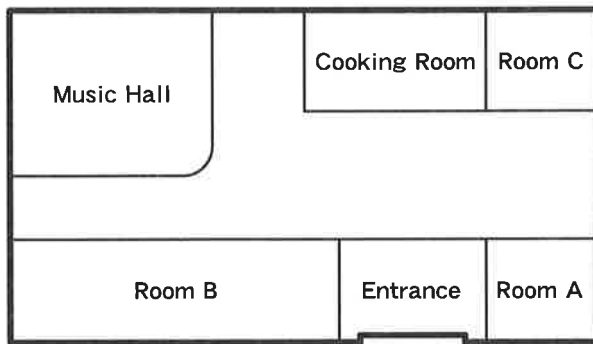
イ Aoi's group

ウ Riku's group

エ Sakura's group

2 あなたは、ミーティングの内容をもとに、次の図を見ながら、表を使ってイベントの場所をまとめています。表の  ① ~  ③ に入るものを、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。

図



表

Place	Event
Entrance	Giving Flowers
Room A	<input type="text"/> ①
Room B	<input type="text"/> ②
Room C	<input type="text"/> ③
Cooking Room	Cooking Rice Cakes
Music Hall	Listening to Instruments

ア Enjoying Sweets

イ Trying *Ikebana*

ウ Making Japanese Paper

3 あなたは、地域に住んでいる外国人に向けて招待状を作成しました。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。

Welcome to the Culture Festival!

- Date : Friday, March 24, 2023
- Place : City Culture Center
- Events : You will be  あ events!  
(Traditional Instruments, Sweets, *Ikebana*, Japanese Paper, Rice Cakes)



★Please visit this website for more information.  
<https://www.habatan.or.jp>

We are  い you!



あ    enjoy    able    many    can    to

い    looking    need    seeing    forward    to

Ⅲ 次の英文を読んで、あとの問いに答えなさい。

[1] At the train station, we check information on electric bulletin boards.\* For example, if the train does not come on time, we will look at them to check where the train is and how  it is. We also get information from the speakers.\* For example, when a train is coming to the station, we will hear the message, “The train is . Please stand behind the yellow blocks for your safety.” Like these examples, we  to know the situation at the station, and such information is helpful for us.

[2] One day, a student missed some information from the speakers. It was difficult for him to hear sounds. He said, “I once had a dangerous experience at the station. When I was just getting on the train, the train closed the door. I didn’t notice that because I couldn’t hear the sound of the departure bell.\* To get the information, I must look at the people around me, and then . I wish there was a machine that could change\* sounds into letters and images, and show them on a screen!”

[3] His wish became a real thing. A company listened to his experience, and made the machine for him. It was put on the platform.\* There, when the message, “Thank you for using our train,” was announced from the speakers, he could see it on the screen. Also, he saw the sound of the closing door on the screen. Because of this machine, he learned the sound of the closing door for the first time. He said, “Now, I can enjoy a sound that I didn’t notice before.”

[4] People who experienced this machine said, “It’s wonderful and convenient. I think children can enjoy the machine. For example, when the train is moving, they can see the letters of its sounds on the screen. In addition, foreigners can understand information more easily because English is shown to attract their attention there. I hope this machine will .

[5] One student’s idea has given us a chance to think about other people. The student said, “When we had meetings for the machine, I talked a lot with many people. By sharing my opinions with them, the station became more friendly to more people. Like this, if we , I think we can make our society better.”

(注) electric bulletin boards 電光掲示板 speakers スピーカー(装置) departure bell 発車ベル  
change ~ into ... ~を…に変える platform (駅の)プラットフォーム

1 文中の ① , ② 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 ① late            ② arriving
- イ ① late            ② leaving
- ウ ① much           ② arriving
- エ ① much           ② leaving

2 文中の ③ ~ ⑥ に入る適切なものを, 次のア～オからそれぞれ1つ選んで, その符号を書きなさい。

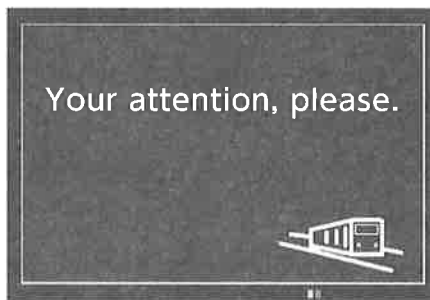
- ア accept and respect different ideas
- イ enjoy announcing information by myself
- ウ judge what I should do
- エ see and hear information
- オ spread to other stations in Japan, too

3 次のA～Dのイラストは, 段落[3]と[4]で示されている内容を表したものです。文中で具体的に示されている順序として適切なものを, あとのア～カから1つ選んで, その符号を書きなさい。

A



B



C



D



- ア A → B → C → D
- イ A → B → D → C
- ウ A → C → B → D
- エ A → C → D → B
- オ A → D → B → C
- カ A → D → C → B



IV 高校1年生のあかりさんとイギリスからの留学生のコーリーさんが、地域学習の発表について、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。

Cory : Hello, Akari. What are you doing?

Akari : Hi, Cory. I'm preparing for a presentation\* next month.

Cory : A presentation?

Akari : In my class, we have studied about our city. I'm going to make a tour plan about my town, but it's difficult.

Cory : Do you have any interesting plans?

Akari : .

Cory : I've lived here for only two months, and I really enjoy my life here.

Akari : Some big cities in Kyoto and Hokkaido are famous for sightseeing. A lot of people visit there every year. They have many interesting things, but there is nothing special to attract people in my small town....

Cory : Is that true, Akari? I think your town can attract many people. In England, it's becoming popular to stay in a small town and enjoy unique experiences there.

Akari : Really?

Cory : Last year, I stayed at a farm in England and made some cheese during summer vacation. It was a lot of fun. If you look at things carefully, you can find something wonderful.

Akari : I didn't think that . Oh, I've just remembered a fun experience in my town. How about tea picking\*? Many farmers grow green tea here. I love drinking it with Japanese sweets.

Cory : Sounds cool. I've seen pictures of tea picking before. People wore *kimono* in those pictures.

Akari : In my town, we have a traditional *kimono* for tea picking.

Cory : Really? I want to wear it and take pictures of myself during tea picking.

Akari : That'll be a good memory.

Cory : Yes. If I could drink green tea with Japanese sweets in a traditional house, that would be nice.

Akari : Oh, you can do that. These days, people reuse traditional houses for restaurants and some of them are very famous. There are many traditional houses in my town.

Cory : Nice. I like it.

Akari : As you said, I could find special things around us.

Cory : That's good. You discovered  by seeing things from a different point of view.

Akari : Thank you for your advice. Now, I can introduce an interesting tour plan for my presentation.

(注) presentation プレゼンテーション, 発表 picking 摘むこと

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 Yes, I know many things
- イ No, I have no idea
- ウ Oh, I think it's interesting
- エ Well, I haven't visited there

2 下線部について、コーリーさん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 Akari has been to a lot of places for sightseeing.
- イ Akari wants more people to visit her town.
- ウ There are some interesting things in Akari's town.
- エ There are many people who enjoy tours in big cities.

3 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 I could make a unique tour plan about England
- イ I could find great things in small towns
- ウ you could enjoy staying in Hokkaido
- エ you could stay there for more than two months

4 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 clothes you should wear
- イ secrets of your favorite restaurants
- ウ customs to follow in traditional houses
- エ treasures in your daily life

5 あかりさんは、コーリーさんとの会話のあと、発表する内容を英語でまとめました。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。

### An interesting tour plan about my town

Visitors can...

- enjoy drinking green  あ
  - eat Japanese sweets
  - try on *kimono* and take their own  い for memories.
- } in traditional houses.

These unique activities will make visitors happy.



They want to come to my town again.

Point!

The things around us will become something wonderful for visitors.

So, it is important to watch things in our daily lives more  う.

V 次の各問いに答えなさい。

1 次の英文は、高校2年生の生徒が、家庭科の授業で体験したことを英語の授業で発表したものです。

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。

Now, I will tell you about my experience. Last week, I went to a nursery school for the first time. In the morning, a boy came and asked me ① songs together. We enjoyed it very much. After that, when I played with the children outside, a girl fell down\* and started to cry. When I ② down and talked to her slowly, she stopped crying and smiled. I had a very good time at the nursery school. I will never ③ this experience.

(注) fell down 転んだ

become	forget	rest	sing	sit
--------	--------	------	------	-----

2 高校生のみずきさんとひかるさんが、授業で作ったポスターを留学生のフレッドさんに説明しています。次の会話について、英文や下のポスターの内容に合うように、( ① ) ~ ( ⑤ ) 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。

Fred : Wow, you're good at drawing pictures, Mizuki and Hikaru!

Mizuki : Thank you.

Fred : What is your message written in Japanese, Mizuki? I can't read it.

Mizuki : The message is "Stop global ( ① )." A lot of rain ( ② ) are disappearing from the earth. This is one of the causes of it, so I want to protect them.

Fred : Nice. How about yours, Hikaru? I can see bananas, chocolate, and coffee in your poster.

Hikaru : Yes. Many companies buy these things from developing ( ③ ). However, these things are bought at a low ( ④ ). I think that's not fair, so I added a picture of shaking ( ⑤ ) to express a better world.

Fred : I often hear the news about these problems. It's difficult to solve them, but I believe we can do it.

