

加茂暁星高等学校

【看護科】

受検 番号	
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令和4年度 入学考查問題（一般Ⅰ）  
英語

\* 注意 これは問題冊子です。解答は必ず解答用紙に書きなさい。  
終了時間が来たら、解答用紙を裏返しにして、室外へ出なさい。

問題1 次の各語の中で、最も強く発音する部分の記号を答えなさい。

(1) al-bum

ア イ

(2) ad-vice

ア イ

(3) of-fi-ial

ア イ ウ

(4) um-brel-la

ア イ ウ

(5) hap-pi-ness

ア イ ウ

問題2 次の各組の単語の内、下線部の発音が同じものは○、異なるものは×で答えなさい。

(1) cat / cake

(2) idea / ink

(3) phone / fire

(4) place / ball

(5) foot / put

問題3 次の説明に合う単語を下の語群から選び、記号で答えなさい。

(1) the place you go to when you are sick

(2) the day when a person was born

(3) a room which is used for cooking

(4) the planet we live on

(5) a white thing which is very sweet

語群 ア kitchen イ birthday ウ earth エ hospital オ sugar

問題4 次の各英文の（ ）内から適語を選び、その語を答えなさい。

(1) There ( am, is, are ) a few children in the pool.

(2) My brother is as ( tall, taller, tallest ) as my father.

(3) Please close the door ( where, when, how ) you go out.

(4) How about ( go, gone, going ) shopping?

(5) My brother likes ( read, reads, to read ) English books.

問題5 日本語の意味に合うように、（ ）内の文字で始まる適切な語を答えなさい。

(1) 私はその車を洗わなければならない。I ( m ) wash the car.

(2) 明日、会えますよ。I ( c ) see you tomorrow.

(3) 今すぐ宿題をすべきです。You ( s ) do your homework right now.

(4) 質問してもいいですか。( M ) I ask you a question?

(5) 一緒に映画を見に行きませんか。( S ) we go to the movie?

問題6 次の英文を（ ）内の指示に従って書きかえなさい。

(1) They studied for two hours yesterday. (下線部をたずねる疑問文に)

(2) They visited Niigata yesterday. (否定文に)

(3) I'm so tired that I can't walk. (too～to…を用いた文に)

(4) Jack will paint the picture. (下線の語句から始まる受け身の文に)

(5) They swim in the sea. (文末に now をつけて「今～しているところだ」の文に)

問題7 次の日本語の意味に合うように、( ) 内の語 (句) を並べ替えて、全文を書きなさい。ただし、文頭に来る語も小文字にしてある。

(1) 私は毎朝 7 時に起きます。

I ( every / at / up / seven / get ) morning.

(2) 妹は私に宿題を手伝って欲しいと頼みました。

My sister ( her / to / me / help / asked ) with her homework.

(3) 私は彼の兄に一度も会ったことはありません。

( seen / never / have / his brother / I ).

(4) あなたはここで英語を話す必要はない。

You ( English / have / speak / to / don't ) here.

(5) バスを待っている少年はボブです。

The ( is / for / boy / a bus / waiting ) Bob.

問題8 次の英文の応答として ( ) に入る適切な表現を選び、記号で答えなさい。

(1) A: I'm going on vacation next month.

B: Great! ( )

A: I'll go to South America.

ア What is your vacation?

イ When do you leave?

ウ Where will you go?

エ How long is it?

(2) A: Are you ready to go to dinner?

B: Yes, but I don't want to walk in the rain.

A: ( )

ア Let's walk there.

イ Let's take a taxi.

ウ Let's cook now.

エ I'm not hungry.

(3) A: John, why did you go home early yesterday?

B: ( ) But I'm better now.

ア I took the train.

イ I had a cold.

ウ The bus was late.

エ That's too bad.

(4) A: Do you want some coffee, Jim?

B: ( ) I just had a cup of coffee.

ア No, thanks.

イ You're welcome.

ウ It's me.

エ No, I didn't.

(5) A: Excuse me. I want to go to the CBA bank. Is it near here?

B: Yes, ( )

ア I'm happy to meet you.

イ it's a very nice day today.

ウ I'll see you then.

エ it's on the next corner.

問題 9 次は Mike と Kaori が掲示板 (notice board) を見て対話している場面です。対話文を読んで、あとの問いに答えなさい。

Mike Look, Kaori. There's a picture of a dog on the notice board. I saw this dog this morning.

Kaori Really?

Mike Yes. Well ..., I can't read these Japanese words on it. What does it say?

Kaori Mr. Ito is looking for his dog. His dog ran away on July 2 when he went shopping.

Mike That was a week ago. What does it say about the dog?

Kaori The name of the dog is Taro. He's three years old. He has long black hair.

Mike Is he big or small?

Kaori He's small. Mr. Ito wants us to call him if we find Taro. Did you really see this dog, Mike?

Mike Yes, I did. I saw the dog in the park near our school. 081-441-8695...  
Is this his phone number?

Kaori Yes, it is. Let's call him.

～Kaori is calling to Mr. Ito.～

Kaori Hello. Are you Mr. Ito?

Mr. Ito Yes, it's me.

Kaori I am calling you to ask a question about your missing dog, Taro.

Mr. Ito What is that?

Kaori My friend Mike saw your dog in the park near our school.

Mr. Ito Is that true? Actually, this morning someone called me and told me the same thing. So, I went to the park to look for Taro. But I could not find him.

Kaori I am sorry to hear that. If we find him, I will call you again.

Mr. Ito Thank you.

問2 次の質問の答えになるように(1)～(3)の英文の( )に入る適切な語(句)を[ ]内から1つ選び、記号で答えなさい。

[ ア two                      イ three                      ウ four ]

[ ア Yes, he does                      イ Yes, he doesn't                      ウ No, he doesn't ]

[ ア at the station          イ on the bus          ウ in the park ]

⌊ Mr. Ito finally could find his missing dog, Taro.

問題 10 次の英文を読んで、あとの問いに答えなさい。

He was born in Iwate in 1994. He joined the baseball team that his father coached, and he began playing baseball when he was in elementary school. He was very good at playing baseball when he was a child. He belonged to one of the strongest high school baseball teams in Iwate, and he met his head coach, Sasaki Hiroshi there. He was the person who \*had a great influence on him. He gave him the following phrase, “\*Prejudice makes possible impossible.” He always remembered it, so he was not only a great player but also a good person.

He joined the Los Angeles Angels of Major League Baseball (MLB) in winter of 2017. He is known as ①a “two-way” player. \*In other words, he plays both as a pitcher and a hitter. He did much better though many people said that he wouldn’t succeed in MLB. But we watch him on TV almost every day because he does well and lots of fans get very excited every game. In fact, he won the Rookie of the Year award in 2018 and the Season MVP award last year. It was only Ichiro that won the award as Japanese player before him. Now, he is so good as a “two-way” player that he \*is compared with Babe Ruth, the “God of Baseball.” He was also a “two-way” player.

Why do you think he became such a great player? Because he used a “\*goal achievement sheet.” It is called ②the Mandala Chart. Look at the 9×9 chart on the right. It is the one he wrote when he was in high school. First, he put his final goal in the center of the chart, and then he wrote next goals around it. You can also see some interesting phrases in the chart. For example, in the middle of the bottom row, there is a phrase that Shohei picks up \*trash on the field during games. ③He does so to get good \*luck. He says that he doesn’t pick up trash, but that he picks up luck others threw away. He also set clear goals and kept practicing very hard. That was the way he \*achieved many goals. Will you try to do that like ④him?

\* have a great influence on ～ ～に多大な影響を与える

Prejudice makes possible impossible 先入観は「可能」を不可能にする

in other words つまり be compared with ～ ～と比較される

goal achievement sheet 目標達成シート

trash ゴミ

luck 運

achieve ～を達成する

## The Mandala Chart

体のケア	サプリメントを飲む	FSQ90K	インステップ改善	体幹強化	軸をぶらさない	角度をつける	上からボールをたたく	リストの強化
柔軟性	体づくり	RSQ130K	リリース・イントの安定	(ア)コントロール	不安をなくす	かまない	キレ	下半身主導
スタミナ	可動域	食事 夜7杯、朝3杯	下肢の強化	体を開かない	メンタルコントロールをする	ボールを前でリリース	回転数アップ	可動域
はっきりとした目標目的を持つ	一喜一憂しない	頭は冷静に心は熱く	体づくり	コントロール	キレ	軸で回る	下肢の強化	体重増加
ピンチに強い	メンタル	雰囲気には流されない	メンタル	(イ)ドラ18球団	スピード160キロ	体幹強化	スピード160キロ	肩回りの強化
波をつくらない	勝利への執念	仲間を思いやる心	人間性	運	変化球	可動域	ライナーキャッチボール	ピッチングを増やす
感性	愛される人間	計画性	あいさつ	応援される人間になる	部屋掃除	カウントボールを増やす	フォーク完成	スライダーのキレ
思いやり	人間性	感謝	道具を大切に使う	(ウ)運	審判さんへの態度	遅く落差のあるカーブ	変化球	左打者への決め球
礼儀	信頼される人間	継続力	プラス思考	ゴミ拾い	本を読む	ストレートと同じフォームで投げる	ストライクからボールに投げるコントロール	奥行きをイメージ

問1 下線部①を日本語で説明しなさい。

問2 下線部②の表はまず初めにどこから書き始めるべきですか。上の表の(ア)～(ウ)から適切なものを1つ選び、記号で答えなさい。

問3 下線部③を具体的に説明している内容はどれですか。ア～エから1つ選び、記号で答えなさい。

ア 試合ごとに、Mandala Chartを書き換えること。

イ 運が良くなるように、お祈りすること。

ウ 試合の時に、球場に落ちているゴミを拾うこと。

エ 目標を決めて、野球の練習に励むこと。

問4 下線部④とは誰のことですか。ア～エから1つ選び、記号で答えなさい。

ア 佐々木洋                      イ 大谷翔平                      ウ ベーブルース                      エ イチロー

問5 本文の内容と合っているものをア～エから1つ選び、記号で答えなさい。

ア His father was the coach of his high school baseball team.

イ He grew only as a baseball player in high school.

ウ Many people thought that he would do well in MLB before going there.

エ He was the second Japanese baseball player to win the Season MVP in MLB.