

平成 30 年度

荒井学園

高岡向陵高等学校

新川高等学校

入学者選抜学力検査問題

検査 4 英 語 (聞き取りテスト)

13 : 10 ~ 13 : 25 の間の約 10 分間

注 意

- 1 監督の先生の指示があるまで、裏返してはいけません。
- 2 問題と解答欄は、この用紙の裏面にあります。
- 3 チャイムが鳴ったら、裏返し、放送の指示に従いなさい。
- 4 放送を聞きながら、メモをとってもかまいません。
- 5 その他、監督の先生の指示に従いなさい。

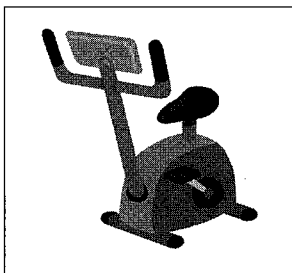
受検番号	
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問題 A 下のNo.1~No.3のイラスト，図，グラフのそれぞれについて，英文A, B, Cが順番に読まれます。説明として正しいか，誤っているかを判断して，解答例のように○で囲みなさい。なお，正しいものはそれぞれ1つとは限りません。

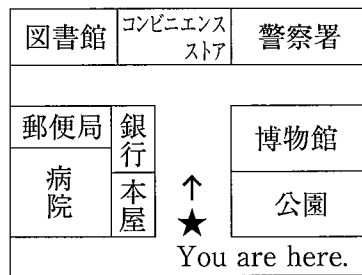
解答例	解答欄	A	B	C
	例	正	⓪	正
		ⓧ	誤	ⓧ

No. 1



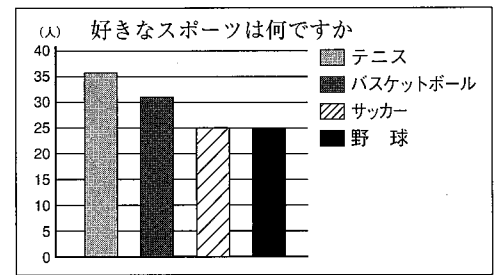
解答欄	A	B	C
	正	正	正
	誤	誤	誤

No. 2 道案内図



解答欄	A	B	C
	正	正	正
	誤	誤	誤

No. 3 アンケート結果



解答欄	A	B	C
	正	正	正
	誤	誤	誤

問題 B No.1とNo.2の対話を聞き取り，あとの英語の質問の答えとして最も適切なものをA, B, C, Dの中から1つ選んで記号で答えなさい。

No. 1

- A 10 minutes
- B 15 minutes
- C 20 minutes
- D 25 minutes

解答欄 No. 1

No. 2 質問 1

- A Because she got a CD for the first time.
- B Because her father gave it to her for her birthday.
- C Because her classmates in Tokyo gave her a CD.
- D Because she listened to the CD many times.

解答欄 No. 2 質問 1

質問 2

- A Bring some CDs for her.
- B Bring some gifts for her.
- C Listen to Emi's CD.
- D Listen to American pop music.

解答欄 No. 2 質問 2

問題 C 明さんは団体旅行に参加しています。ガイドアナウンスを聞き，その内容を同じ団体旅行の参加者に伝えることになりました。明さんが伝える内容を下線部①には数字を，②には時刻を入れ完成させなさい。



明さん

We will be at the hotel in ① _____ minutes. We have free time in the hotel. You can use the hotel restaurants until 11:00. We will start at ② _____ tomorrow morning.

問題 D ALTのチャーリー(Charlie)先生の話と質問を聞いて，英語で答えなさい。

解答欄

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入学者選抜学力検査問題

検査 4 英 語 (筆記テスト)

13 : 40 ~ 14 : 20

注 意

- 1 監督の先生の指示があるまで、開いてはいけません。
- 2 問題は、6 ページあります。
- 3 「開始」の合図があったら、はじめなさい。
- 4 答えは、すべて解答用紙に記入しなさい。
- 5 「終了」の合図で、すぐ筆記用具をおき、解答用紙を裏返しにしなさい。
- 6 その他、監督の先生の指示に従いなさい。

1 次の〔1〕～〔3〕の問いに答えなさい。

〔1〕 2つの対話文があります。それぞれの対話の状況を考え、最も適切な応答となるように [] に入るものを、下のア～エから選び、記号で答えなさい。

(1) Lucy: Mom's birthday is coming. Let's make some cookies for her.
Lisa: Good idea! []
Lucy: It's February 27. We don't have much time. Let's make them this afternoon!

- ア What time is it now? イ What is the date today?
ウ How old is she now? エ How is the weather today?

(2) David: How was your summer vacation?
Shota: It was great. I went to Mt. Fuji with my family.
David: Did you take a lot of pictures?
Shota: Yes, I did. Look! [] I took it at the top of the mountain.

- ア This is the best plan for me. イ It is very popular.
ウ This is my favorite one. エ It is a good experience.

〔2〕 猛(Takeru)さんは、イギリスからの留学生ロバート(Robert)さんと話をしています。次の2人の対話文を読んで、あとの問いに答えなさい。

Takeru: Hi, Robert! How are you? I haven't seen you for a week. Are you feeling better now?
Robert: Yeah, I'm better now. []
Takeru: Great. Oh, Robert, we have swimming classes from tomorrow. You need to bring your *swimwear.
Robert: That's OK. I heard about it last month, so I already have my swimwear. But Takeru, *actually I can't swim well. Can you?
Takeru: Well, I'm not a great swimmer, but I can swim.
Robert: Can everybody swim?
Takeru: I don't know. I think they can. Many of us learned to swim in elementary school. We have swimming classes every summer.
Robert: Really? I'm a little worried because I haven't swum for 5 years. So, maybe I've forgotten how to do it.
Takeru: I'm sure you'll be fine. I hear people who have swum once never forget how to swim. You don't have to worry about it.
Robert: I hope so. I was surprised that Japanese schools have a pool. I think there are no schools in England which have a pool.
Takeru: Let's enjoy swimming tomorrow. See you then, and don't forget your swimwear.
Robert: OK. Good-bye.

注) *swimwear 水着 *actually 実は

(1) [] に入れるのに最も適切なものを、下のア～エから選び、記号で答えなさい。

- ア I can go to school tomorrow. イ I will see a doctor tomorrow.
ウ I can cook dinner tomorrow. エ I will call you tomorrow.

(2) 猛さんは、下線部 I'm sure you'll be fine. と言っていますが、そう思ったのはなぜですか。日本語で答えなさい。

- [3] 徹(Toru)さんとマイク(Mike)さんは段ボール(cardboard)について話をしています。2人の対話文を読んで、あとの問いに答えなさい。

Toru: Mike, look at this magazine! It shows a house *made of cardboard!
 Mike: I know that. Kids play with it.
 Toru: No. It's not for children. Just come and look at this picture.
 Mike: OK. Wow! Is that really made of cardboard?
 Toru: Yes. It's nice. It has a bathroom and a kitchen, too.
 Mike: That's really great!
 Toru: The magazine says it's not so heavy. You can build it anywhere. Only natural things are used to make it. It's very *eco-friendly.
 Mike: How much is it?
 Toru: It's about 3,000,000 yen and it only takes one day to build. This house is good for 100 years!
 Mike: So long? Cardboard is amazing!
 Toru: This magazine introduces a short history of it, too. Cardboard was *invented in England in the early nineteenth century. The idea came from the clothes design at that time. Look, a long time ago, rich people wore clothes like the person in this picture. The idea for cardboard came from this *collar.
 Mike: Ah, I see. The *wavy shape of the collar looks like the wavy shape inside cardboard.
 Toru: English people first used cardboard to make hats.
 Mike: Hats? Not boxes? When did people start to use cardboard boxes?
 Toru: Well... The first *fold out cardboard box was invented by an American in 1890. It soon became popular.
 Mike: Cardboard boxes are very strong and useful. We can make and use them easily. I often reuse them.
 Toru: Did you know we can recycle it 7 or 8 times?
 Mike: Wow, that's great. I know paper was originally made from *wood. We can say using things made of cardboard is really friendly to the environment.
 Toru: Yes, I agree. This magazine also shows tables, chairs, toys and *toilets made of cardboard.
 Mike: A cardboard toilet? Who wants to use that?
 Toru: This toilet is sold as an *emergency supply or *outdoor goods. Look, there are cardboard cameras, *speakers, and cars! Cardboard is used in many ways.
 Mike: Wow! Cardboard is really amazing!

注) *made of～～で作られた *eco-friendly 生態系にやさしい *invent 発明する *collar ^{えり}襟
 *wavy shape 波の形 *fold out cardboard box 折りたたみの段ボール箱 *wood 木 *toilet 便器
 *emergency supply 非常時用品 *outdoor goods アウトドア用品 *speaker スピーカー

- (1) 段ボールの家の優れている点を、徹さんの話から3つ日本語で書きなさい。
 (2) 下線部 this picture とありますが、ここで2人が見た絵はどのようなものだったでしょうか。ア～エから1つ選び、記号で答えなさい。

ア



イ



ウ



エ



- (3) 次の文は段ボールについてまとめたものです。(A), (B)に入る最も適切な1語を本文中からそれぞれ抜き出し、解答欄に書きなさい。

Cardboard was invented in the early nineteenth century in England. At first, it was used for (A). The cardboard box was first used in 1890. It soon became popular. Cardboard is strong and useful. So, today it is used for many things. Cardboard is good for the environment because it is made from wood. We can reuse and (B) it many times.

2 次の〔1〕,〔2〕の問いに答えなさい。

〔1〕 凜(Rin)さんは英語の授業でスピーチをすることになりました。スピーチの原稿を読み、あとの問いに答えなさい。

Hi, everyone. I have an easy question for you. Can you *guess what this is? When you start to use it, you feel it is very big. When you stop using it, you feel it is not so big. You used it when you were an elementary school student. There were only two colors, black for boys and red for girls. But today, there are many different for students to enjoy. I think you know it very well. Yes. It's a *Randoseru*, a Japanese schoolbag. So I'm going to talk about *Randoseru*.

Do you still have your old *Randoseru* at home? Did you know that your old *Randoseru* can help children in *Afghanistan? Afghanistan is a country in the west of *Asia. People have suffered from many *civil wars there for many years. They lost their schools, books, pencils and many other things. During the wars, people had no chance to go to school. About 40% of the boys and more than half of the girls don't go to school and can't read or write even today.

Some *NGOs in Japan work hard to help the people there. One of their *activities is sending *Randoseru* to the children and giving them a chance to study at school. They collect *Randoseru* from all over Japan. They have sent more than 185,000 *Randoseru* to the children. Japanese *Randoseru* have become very popular among the children and are now an important part of school life in Afghanistan. The children *long for *Randoseru* from Japan and going to school with them. This also *caused a big change among their parents. Some parents thought it was not necessary for their children to go to school. But when they saw their happy faces with *Randoseru*, even such parents started to understand how important it was to go to school.

I decided to give my *Randoseru* to children in Afghanistan. I have many memories with it because I it every day for six years. I wanted to keep it, but now I know about the children there and this activity. I changed my *mind. I think my old *Randoseru* is looking forward to one more chance outside the *closet. I will be happy if my *Randoseru* is by someone and makes them happy.

注) *guess 言い当てる *Afghanistan アフガニスタン *Asia アジア *civil war 内戦 *NGO 非政府組織
*activity 活動 *long for～にあこがれる *cause 引き起こす *mind 心 *closet 押入れ

- (1) に入る語句として最も適切なものを次のア～エから選び、記号で答えなさい。
ア schools イ countries ウ colors エ sizes
- (2) に共通して入る語は何か、本文中から抜き出し、書きなさい。
- (3) 下線部 a big change among their parents とありますが、それは具体的にどのようなことですか。解答欄に合うように日本語で答えなさい。

〔2〕 華絵(Hanae)さんは英語の授業でピクトグラム(pictogram)についてレポートを書きました。次のレポートを読み、あとの問いに答えなさい。

Last summer, I went to London. When I looked for a *restroom in the airport, I could find it very easily. I didn't need to ask anyone where it was. A *symbol mark showed me the place. I'm sure you know this picture, a blue man on one side and a red woman on the other. The mark in London was the same as ours. That was very *helpful.



These symbol marks are called "pictograms." Today, there are about 140 pictograms in Japan. Pictograms were first used in the Tokyo *Olympics in 1964. At that time, They worried about communication with people from other countries. So they used pictograms to show where the important or useful places were. The *Japan World Exposition, Osaka, 1970, made pictograms popular. People started to use them all over the world. At first, the restroom mark was just black and white. But when some countries started using it, they found it was not so easy to understand, because men sometimes wore something like a *skirt and women wore *pants in their countries. So they began to use color in the pictogram like today's one.

Now, the same pictogram for “Restroom” is used all over the world. But I found that many pictograms used in Japan are different from ones used in foreign countries. Look at these pictograms. The pictogram with the “Question mark” shows “tourist information” in Japan. In other countries, “Tourist Information” is shown with an “i.” It comes from the first *letter of “information.”



I also found something interesting. Please look at this *data. It shows how well Japanese and International pictograms are understood by Japanese and foreign people. Look at the pictogram for “*Parking Area.” When foreign people see the international one, 70.8% of them can understand what it means. But only 29.2% of them could understand the Japanese one. Even for Japanese, the Japanese pictogram is difficult to understand. Only 31.9% of them could understand the Japanese one *while 68.1% of them could understand the international one. The Japanese pictogram for “Baby Care Room” also *seems hard to understand. More people understand the international pictogram than the Japanese one. The *understanding of the “*Hot Springs” pictogram is very different. When foreign people see the Japanese one, only 29% of them can understand what it is. Many foreign people answered that the Japanese one showed a “Coffee Shop.” When they saw the international one, more than 70% of people could understand that it shows “Hot Springs.” But the international pictogram was not understood by many Japanese people. When they saw the international one, many people thought it meant “*Mixed Bath.”

*Recently the Japanese *government decided to *review the pictograms in Japan. The number of foreign tourists to Japan is increasing. So, it may be necessary to review and change them. I think it is one thing we should do when Japan becomes a more international country.

ピクトグラムのデザイン			日本のピクトグラムへの理解		国際基準のピクトグラムへの理解	
種 類	日 本 の ピクトグラム	国 際 基 準 の ピクトグラム	日本人	外国人	日本人	外国人
駐 車 場			31.9	29.2	68.1	70.8
ベビーケアルーム			20.6	24.8	<input type="text" value="B"/>	75.2
案 内 所			62.1	52.8	37.9	47.2
温 泉			62.9	29.0	<input type="text" value="C"/>	71.0

(経済産業省ホームページより)

注) *restroom お手洗い *symbol mark シンボルマーク *helpful 助けになる *Olympics オリンピック
 *Japan World Exposition 日本万国博覧会 *skirt スカート *pants ズボン *letter 文字 *data データ
 *Parking Area 駐車場 *while 一方で *seem~のようだ *understanding 理解 *Hot Springs 温泉
 *Mixed Bath 混浴 *recently 近頃 *government 政府 *review 再検討する

- 本文中の に入る最も適切なものをア～エから選び、記号で答えなさい。
 ア many Japanese people have never been to foreign countries alone.
 イ many Japanese people couldn't speak English or foreign languages.
 ウ many Japanese people were good at reading or writing English words.
 エ many Japanese people were looking forward to meeting foreign people.
- 下線部 So they began to use color in the pictogram like today's one.とありますが、その理由を日本語で答えなさい。
- 表中の と に入る数字として適切な組み合わせはどれですか。ア～エから選び、記号で答えなさい。
 ア B 79.4 C 25.8 イ B 15.4 C 71.1 ウ B 79.4 C 71.1 エ B 15.4 C 25.8
- 本文の内容に合うものをア～オから2つ選び、記号で答えなさい。
 ア Hanae could find a restaurant at the airport in London because a pictogram showed her the place.
 イ After the Tokyo Olympics, people started to use color in all the pictograms in the world.
 ウ Hanae was sad when she went to London because the “Tourist Information” mark was different.
 エ The international pictogram for “Parking Area” seems clearer to everyone in the world.
 オ Hanae thinks that it is important to review the Japanese pictograms which we use today.

3 次の〔1〕～〔3〕の問いに答えなさい。

〔1〕 次の(1)～(3)の会話が成り立つように、それぞれの () 中の単語を並べ替えて英文を完成させなさい。また、文のはじめは大文字で書きなさい。

(1) A: Is that a new CD?

B: Yes. My brother (it / to / gave / me) for my birthday.

A: You have a nice brother.

(2) A: Shin, I found this pen. I think it's yours.

B: Yes! (I / lost / it's / the pen) last week. Thank you, Risa!

A: You're welcome.

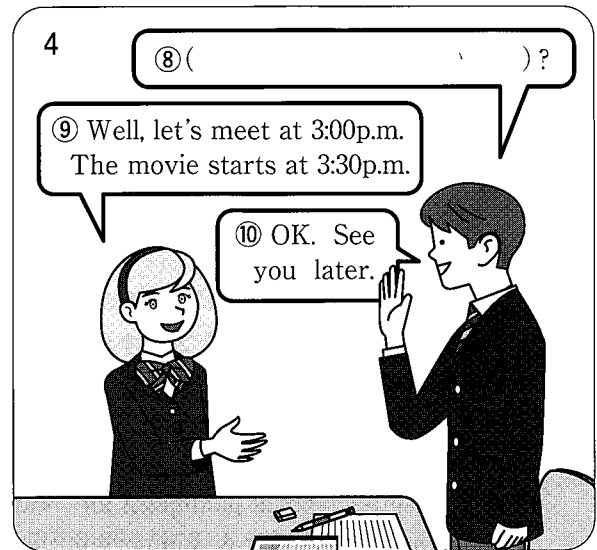
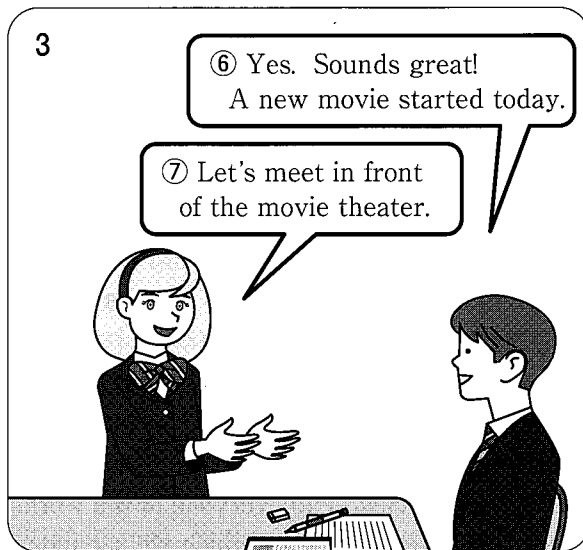
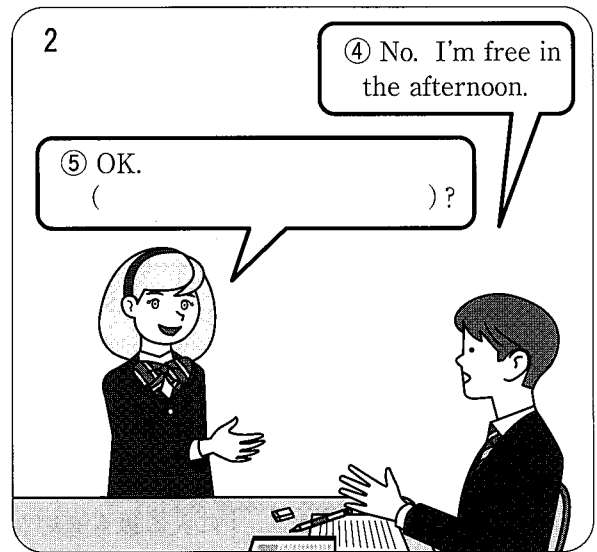
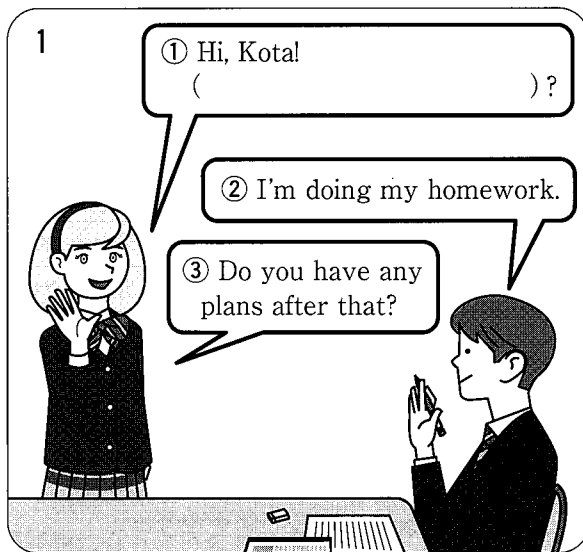
(3) A: Hi, Kumi. Can you help me?

B: Sure. What is it?

A: I have to go to Kobe this weekend. But I (don't / get / there / to / know / how).

B: No problem. I'll tell you about it.

〔2〕 メアリー(Mary)さんと浩太(Kota)さんが話をしています。次の場面に合う対話になるように()内に3語以上の英語を書きなさい。なお、対話は①から⑩の順に行われています。



[3] 以下は英語の授業で行うディベート(討論)の一場面を想定した宿題のワークシートです。指示に従って、ワークシートを完成させなさい。

ALTのケビン(Kevin)先生がテーマ(theme)を発表します。



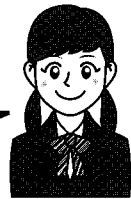
Today, many students in Japan have cell phones.
Today's theme is
"What do you think about junior high school students having cell phones?"

テーマに対して健(Ken)さんと由美(Yumi)さんが意見を述べます。健さんと由美さんになったつもりで、書き出しの英語に続けて()内に3語以上の英語を書き、①と②の英文を完成させなさい。



健さん

① I think it is good, because ().



由美さん

② I don't think it is good, because ().

あなたの立場を決め、健さんと由美さんのどちらかに賛成するか○で囲みなさい。

③ (健さん ・ 由美さん) ←どちらかを○で囲む。

次の指示に従って、あなたの意見を書きなさい。

- ・書き出しの英語に続けて、相手に対する反論から書き始めること。ただし()内には3語以上の英語を書く。
- ・書き出しの文を含めて4文以上の英語で書く。
- ・⑤は4文に含めない。
- ・1文は3語以上とし、前後つながりのある内容の文章にする。

どちらか(③とは逆の人物)を○で囲む。

④ I don't agree with (Ken's ・ Yumi's) idea, because ()

⑤ So I (think ・ don't think) it is good for high school students to have cell phones.

↑ どちらかを○で囲む。