

平成 30 年度鳥取県立高等学校入学者選抜  
学 力 検 査 問 題

英 語

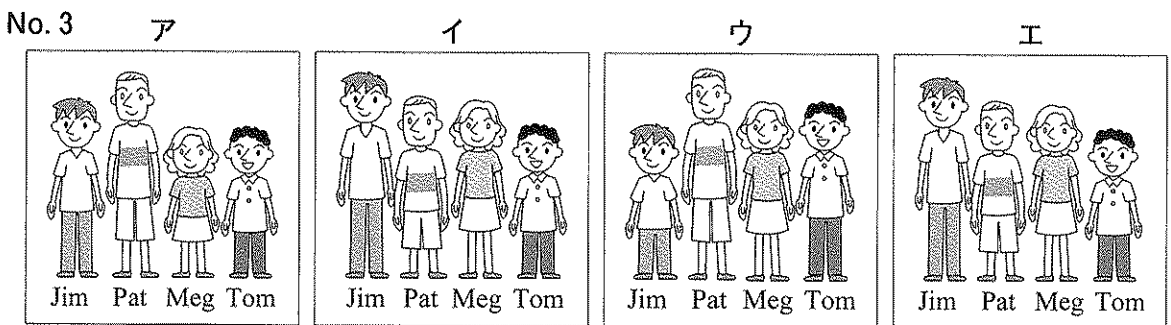
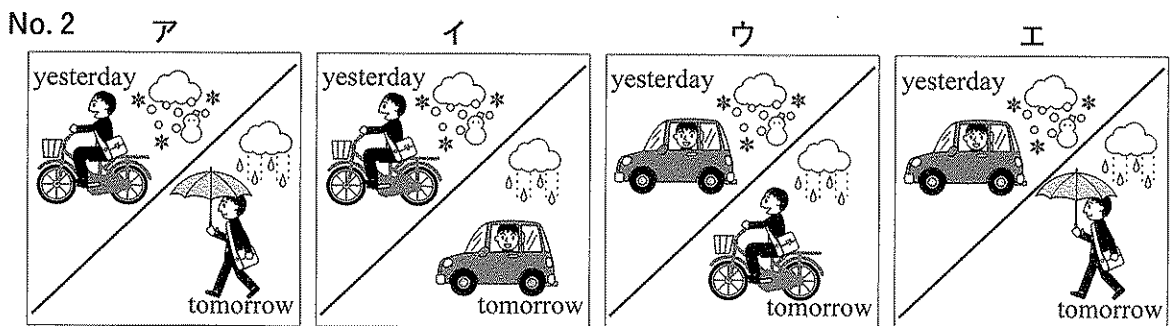
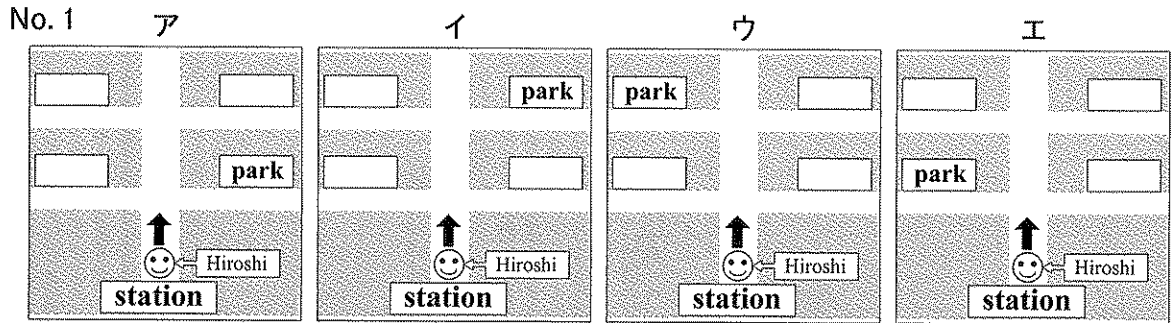
( 第 4 時限 13 : 10 ~ 14 : 10 60 分間 )

注 意

- 1 放送による合図があるまで、開いてはいけません。
- 2 問題は全部で 5 題あり、12 ページまでです。
- 3 放送の指示にしたがって、解答用紙に受検番号を書きなさい。
- 4 最初に、放送による聞き取りの問題を行います。聞き取りの問題は、1 ページと 2 ページにあります。
- 5 ページ数を確認し、不備があった場合、すみやかに監督の先生に申し出てください。
- 6 答えはすべて解答用紙に書きなさい。
- 7 問題を読むとき、声を出してはいけません。
- 8 問題の中の \* 印のついた語句は、(注) を参考にしなさい。
- 9 「やめ」の合図で筆記用具を置きなさい。

【問題 1】 放送を聞いて、次の各問いに答えなさい。

問1 No. 1 ~ No. 3 の英文を聞き、それぞれの英文の内容を最もよく表しているものを、次のア~エからひとつずつ選び、記号で答えなさい。



問2 No. 1, No. 2 の会話を聞き、それぞれの英語の質問に対する答えとして、最も適切なものを、次のア~エからひとつずつ選び、記号で答えなさい。

No. 1 What will he do at Kanda-cho Station?

- ア He will take the Chuo Line.
- イ He will change trains.
- ウ He will go to the Kokusai Center.
- エ He will get on the bus.

No. 2 What does Makiko want to do?

- ア She wants to call her mother.
- イ She wants to call Naomi again.
- ウ She wants Naomi to leave a message.
- エ She wants Naomi to call her back.

問3 オーストラリアのある市の図書館で流れる館内放送を聞き、案内表示の ( ① ) ~ ( ③ ) にあてはまる適切な英語または数字を、それぞれ答えなさい。

案内表示

**The City Library**

Open : 9:00 a.m. - 7:00 p.m.

Closed : Every ( ① )

Borrowing Books : 1 ~ 5 books for ( ② ) days

Story Time : Every Sunday from 1:30 p.m. to ( ③ ) p.m.

問4 先週末、優太 (Yuta) くんは買い物に行きました。その時の優太くんと店員 (Shop worker) との会話を聞き、そのあとの質問に対する答えとして、最も適切なものを、次のア~エからひとつずつ選び、記号で答えなさい。

- Question 1
- ア To buy a birthday cake for his father.
  - イ To buy a present for his father.
  - ウ To buy a blue cap for his father.
  - エ To buy a black jacket for his father.

- Question 2
- ア Because the second one was too big for his father.
  - イ Because the second one was too dark for his father.
  - ウ Because the second one was a little expensive for Yuta.
  - エ Because the second one was cheaper than the third one.

- Question 3
- ア 18 dollars.
  - イ 36 dollars.
  - ウ 54 dollars.
  - エ 80 dollars.

【問題 2】 次の各問いに答えなさい。

問1 次の No. 1 ~ No. 3 の会話を読んで、( ) にあてはまる適切な英語を、それぞれ1語で答えなさい。

No. 1

Tom : Your English is very good. How do you study English?  
Kana : I watch English news ( ) the Internet.

No. 2

A woman : How ( ) does it take to go to the city museum from here by bus?  
A student : About ten minutes.

No. 3

John : What did you borrow from the library?  
Naoto : *Botchan*. It is the book ( ) by Soseki Natsume. He is one of the most famous writers in Japan.

問2 次の No. 1, No. 2 の会話の下線部について、( ) 内の語を並べかえ、意味のおおる英文にしなさい。ただし、文頭の文字も小文字にしてあります。

No. 1

Akira : Welcome! (places / to / are / visit / many / there) in Tottori.  
Mt. Daisen is one of them. It is very beautiful.  
David : Thank you. I'm excited.

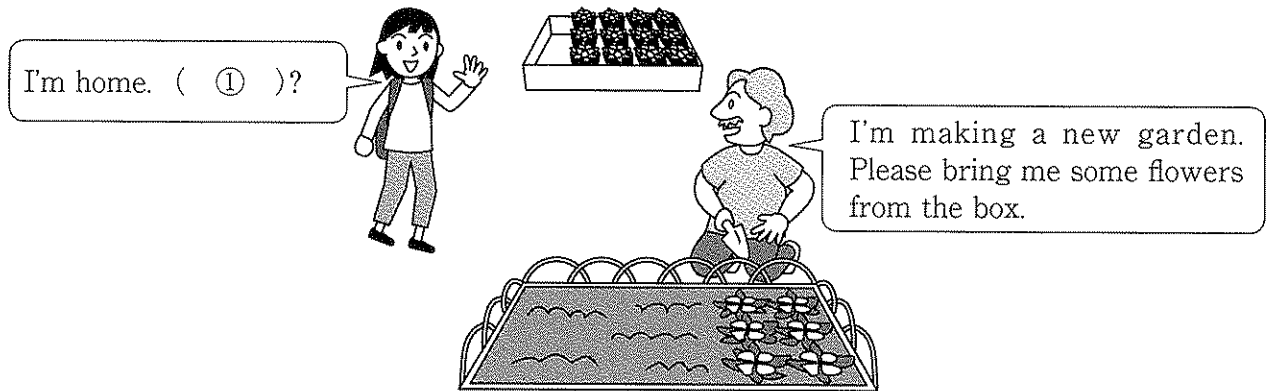
No. 2

Reiko : Do you know *Tonari no Totoro*?  
Nancy : Yes! (It is the most / ever / movie / watched / wonderful / have / I).  
It is a good story.  
Reiko : I agree.

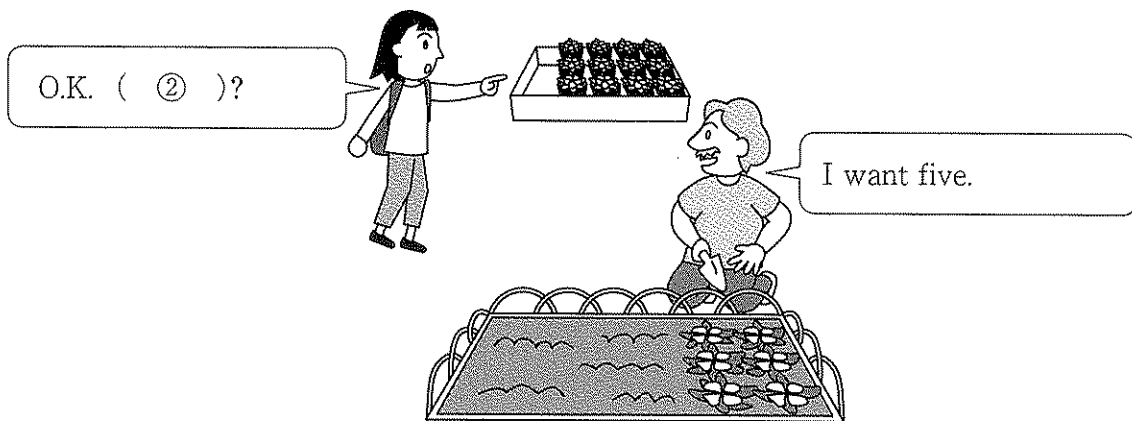
【問題3】は、次のページです。

【問題 3】 中学3年生の百合（Yuri）さんはカナダでホームステイをしています。学校から帰宅するとホストファーザーが庭にいました。絵1～絵4は、そのときの二人の会話の様子を順に示したものです。これらの会話を読んで、あとの各問いに答えなさい。

絵1



絵2



絵3



絵4



問1 絵1の( ① ), 絵2の( ② )に入る英文を, それぞれ3語以上の一文で答えなさい。

問2 絵4において, あなたが百合さんなら, “ ③ ”でどのようなことについて話しますか。解答欄の書き出しに続く内容を, あなた自身の経験や思い出に基づいて, 次の条件にしたがって30語程度の英語で書きなさい。ただし, I'mのような短縮形は1語として数え, 符号( , や . など)は, (例)のように書き, 語数に含めないこととします。

条件1 : 主語・動詞を含む3文以上で書くこと。

条件2 : なぜ my best memory なのか, 説明すること。

(例) 番号をつける場合の書き方 : ~...a... boy..., ...Bob....

【問題 4】 次の英文は、中学生の健 (Ken) さんとジャマイカ人留学生のピーター (Peter) さんとの会話です。また、スピーチは、健さんが後日、英語の授業で発表したスピーチの内容とその時に使用したグラフ (Graph) です。これらを読んで、あとの各問いに答えなさい。

Ken : Hi, Peter. How was your weekend? Did you have a good time?

Peter : Yes. I went to the \*kindergarten last Saturday. I worked with the children as a volunteer. I had a great time! How about you?

Ken : I went to the city library to study sign language.

Peter : Sign language? It's a language using your hands, right?

Ken : Yes. Have you ever heard about ① \*The Tottori Sign Language Act?

Peter : No. Please tell me about it.

Ken : The Tottori \*government hopes that the people of Tottori will help each other and live together \*in harmony. The government thinks knowing more about sign language will help. The Act was \*passed in 2013, for the first time in Japan.

Peter : Oh, Tottori was the first place that did this in Japan? That's amazing!

Ken : The sign language teacher talked about the history of Japanese sign language. Do you know ② when sign language was made in Japan?

Peter : Hmm ... in 1900?

Ken : Almost! It was 22 years earlier than that. Sign language has a short history. And my sign language dictionary has only about 3,500 words. But, we can say almost anything in sign language.

Peter : That's interesting. How do I learn more about sign language?

Ken : I'm going to see \*The National High School Sign Language Competition this Sunday. If you are free this weekend, ( ③ )?

Peter : Good idea! When and where should we meet?

Ken : The competition starts at 10 o'clock at Tottori City Hall. Let's meet in front of our school at 9:30.

Peter : OK. See you then!



## My Future Dream

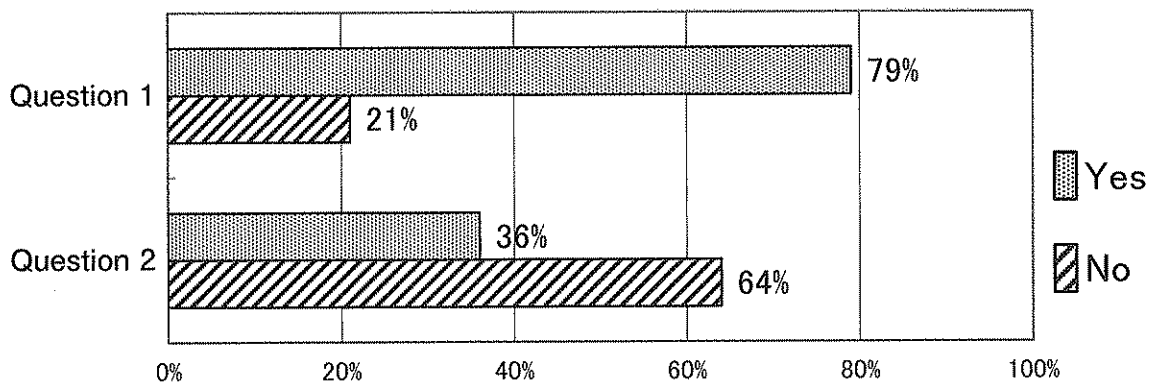
I am going to talk about my dream. I hope Tottori will be a better place to live for everyone in the future. I want to help by becoming a sign language \*interpreter.

Look at this graph. The Tottori government asked people in Tottori some questions about The Tottori Sign Language Act.

### Graph

Question 1 Do you know that The Sign Language Act was passed in Tottori?

Question 2 Have you become more interested in sign language since The Tottori Sign Language Act was passed?



From Question 1, you can see that 79% of people in Tottori know that the Sign Language Act was passed. \*However, from Question 2, you can see that ( ④ ). I want to change this. I am sure sign language interpreters can make this \*situation better.

When I went to The National High School Sign Language Competition last month, there were sign language interpreters. They worked very hard. Everyone could enjoy the competition. I thought their job was very important.

I hope that people in Tottori will become more interested in sign language. I will keep studying sign language. I hope to help many people as a sign language interpreter in the future.

(注) *kindergarten	幼稚園
*The Tottori Sign Language Act	鳥取県手話言語条例
*government	行政
*in harmony	仲良く
*passed	pass「～を承認する」の過去分詞形
*The National High School Sign Language Competition	全国高校生手話パフォーマンス甲子園
*interpreter	通訳者
*However	しかしながら
*situation	状況

問1 下線部①について、鳥取県手話言語条例を制定することにより、鳥取県の行政が目指しているのはどのようなことだと健さんは述べていますか。日本語で答えなさい。

問2 下線部②について、会話の内容から判断して、適切な答えを、西暦(数字)で表しなさい。

問3 ( ③ )にはピーターさんに問いかける表現が入ります。会話の内容から判断して、適切な表現を、英語4語以上の一文で答えなさい。

問4 会話の内容に一致する英文として、最も適切なものを、次のア～エからひとつ選び、記号で答えなさい。

- ア Ken went to the kindergarten and worked with Peter as a volunteer.
- イ The Tottori Sign Language Act was passed to teach people about the history of sign language.
- ウ The history of sign language is so old that Ken's sign language dictionary has a lot of words.
- エ Ken and Peter will meet in front of their school thirty minutes before the starting time of the competition.

問5 スピーチの内容から判断して、( ④ )にあてはまる最も適切なものを、次のア～エからひとつ選び、記号で答えなさい。

- ア nobody has become more interested in sign language in Tottori
- イ only about 40 % of people in Tottori have become more interested in sign language
- ウ more than 60 % of people in Tottori have become more interested in sign language
- エ most people in Tottori have already become good at using sign language

問6 スピーチの内容から判断して、健さんが伝えたいこととして最も適切なものを、次のア～エからひとつ選び、記号で答えなさい。

- ア The number of people who know sign language in Tottori is increasing.
- イ It is too hard for Ken to become a sign language interpreter in Tottori.
- ウ Ken is worried about working as a sign language interpreter in the future.
- エ If more people learn about sign language, it will improve the future of Tottori.

【問題5】は、次のページです。

【問題 5】 次の英文は、鳥取県に住む日本人の有希 (Yuki) さんが、アメリカ人 (American) のルーシー (Lucy) さんのホームステイ (homestay) を受け入れた経験について述べた文章です。これを読んで、あとの各問いに答えなさい。

When I heard that my sister got the \*flu and she had to stay at our grandparents' home to get well, I said to myself, "What should I do? Lucy will come tomorrow."

It was my sister who wanted to have a homestay student from America. Not me. But now, I had to take care of Lucy for two nights without her. My sister is very good at English, but I am not. I also didn't know what to talk about with people from other countries. I thought, "Lucy will not understand me. I need my sister!"

"Hi! Thank you for having me," Lucy \*smiled at me when she arrived. "Hello..." "You are Yuki, right? Your sister told me all about you. Look!" She showed me an e-mail from my sister on her \*smartphone. It said, "My younger sister, Yuki, is \*shy about speaking English. But I am sure you and Yuki will become good friends, so please ( ① )." Then Lucy asked me to tell her something about Tottori. I said yes, but I didn't smile. I was worried about my English.

Lucy wanted to know a lot about Japanese school life, manga and popular singers. At first, I was too shy to talk in English. But I could see that she was trying hard to understand me. I knew my English was not good enough, but I decided to do my best. I tried hard to answer her questions. When I didn't know how to say something, I used \*gestures and a dictionary. When we said good night, I was very tired but I was happy. I could talk with Lucy without my sister's ( ② )!

The next day, we were walking together at a \*shopping mall to look for something for Lucy's family. Lucy stopped in front of some beautiful \*cloths and said, "What cute \*towels!" "They are not towels, Lucy. They are traditional cloths called *furoshiki*. Japanese people used them to \*wrap and carry things," I said to her, and opened up one of them to show her. "Wow," Lucy said, "I have never seen such a beautiful cloth!" "Some young Japanese people wrap presents for very important people with *furoshiki* and give the cloth with the presents." Lucy smiled and said, "③ I see. I'm sure my family and friends will love *furoshiki*."

It was the last day for Lucy to stay with us. When she was going to leave, I gave Lucy a present wrapped in a *furoshiki*. I wanted to show her that she was important to me. Lucy looked surprised, and then smiled at me. She took out something from her bag and gave it to me. "This is for you and your sister. We both had ④ the same idea!" It was a present wrapped in a beautiful *furoshiki*, too.

I don't know very much about America. But I learned that how we \*care about each other is the same. I am going to tell my sister, "My English is not good, but Lucy and I could understand each other in our hearts."

(注) *flu インフルエンザ	*smiled smile「ほほえむ」の過去形
*smartphone スマートフォン	*shy about ~ ~に気後れする
*gestures gesture「身ぶり」の複数形	*shopping mall ショッピングセンター
*cloths cloth「布」の複数形	*towels towel「タオル」の複数形
*wrap 包む (過去分詞形は wrapped)	*care about ~ ~を思いやる, 気づかう

問1 ホームステイ受け入れ前の有希さんの気持ちとしてあてはまらないものを、次のア～エからひとつ選び、記号で答えなさい。

- ア 姉がいないことへの不安
- イ 世話をする時間が短いことへの不満
- ウ 英語で会話する自信のなさ
- エ 何を話せばよいかわからないという戸惑い

問2 本文の内容から判断して、( ① ) にあてはまる語句として最も適切なものを、次のア～エからひとつ選び、記号で答えなさい。

- ア talk to her
- イ call her back
- ウ come again
- エ wait for me

問3 本文の内容から判断して、( ② ) にあてはまる適切な英語を、1語で答えなさい。

問4 下線部③について、ルーシーさんが有希さんとの会話から理解したこととして、最も適切なものを、次のア～エからひとつ選び、記号で答えなさい。

- ア Japanese people have stopped using *furoshiki* to wrap presents.
- イ American people should know that a *furoshiki* is a very beautiful towel.
- ウ Some young Japanese people use *furoshiki* as a special way to give presents.
- エ American people don't have to use *furoshiki* to wrap presents for their families.

問5 下線部④について、二人が同じ考えに至ったのはなぜでしょうか。その理由を、考えの内容も含めて35字以内の日本語で説明しなさい。なお、句読点も1字に数えることとします。

( ) から

問6 次の英文は、ルーシーさんが帰国したあと、有希さんがルーシーさんに向けて書いたメールです。2つの( ) に共通してあてはまる適切な英語を、1語で答えなさい。

Dear Lucy,  
It was great to meet you. At first, I thought it would be difficult to become friends because you and I are from ( ) countries. But it wasn't. You taught me that how we care about each other is not ( ). Thank you. I want to visit you in America with my sister someday.  
Your friend, Yuki

問題は、以上です。