

平成 30 年 度

和歌山県高等学校入学者選抜学力検査問題

英 語

(14時15分～15時05分)

(注 意)

- 1 放送で指示があるまで、問題を見てはいけません。
- 2 問題冊子と別に解答用紙が1枚あります。答えは、すべて解答用紙に記入しなさい。
- 3 問題冊子と解答用紙の両方の決められた欄に、受検番号を記入しなさい。
- 4 はじめに放送を聞いて答える問題があります。放送の指示に従って答えなさい。
- 5 印刷が悪くて分からないときや筆記用具を落としたときなどは、黙って手を挙げなさい。
- 6 時間内に解答が終わっても、その場に着席していなさい。
- 7 「やめ」の合図があったら、すぐに解答するのをやめ、解答用紙を裏向けにして机の上に置きなさい。

受 検 番 号

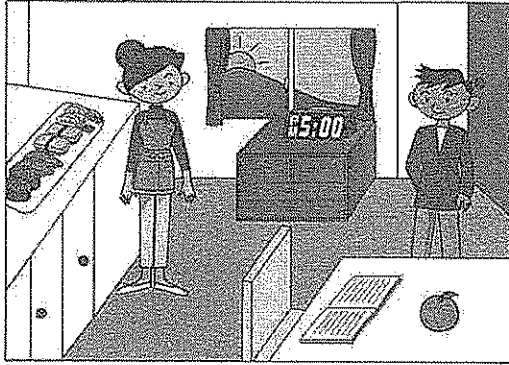
受 検 番 号

1

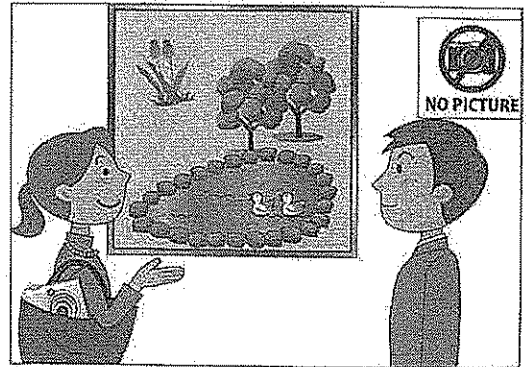
放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

〔問1〕 No.1, No.2の順に、それぞれA, B, C 3つの対話を2回放送します。No.1, No.2の絵にある人物の対話として最も適切なものを、放送されたA, B, Cの中から1つずつ選び、その記号を書きなさい。

No.1



No.2



〔問2〕 No.1～No.3の順に、二人の対話をそれぞれ2回ずつ放送します。対話の最後にそれぞれチャイムが鳴ります。チャイムが鳴った部分に入る最も適切なものを、A～Dの中から1つずつ選び、その記号を書きなさい。

No.1 友人との対話

- A Well, I want to buy basketball shoes.
- B Well, I want to play the piano at home.
- C Well, I want to watch a soccer game.
- D Well, I want to play tennis in the park.

No.2 友人との対話

- A Really? You should stop looking for it.
- B Really? I also want to read it.
- C Let's see. I'll also give it to you.
- D Let's see. You'll get to the library soon.

No.3 電話での対話

- A Oh, I see. Please tell him my message.
- B Oh, I see. I want him to go out now.
- C Don't worry. Please speak to Fumiya now.
- D Don't worry. I'll tell him to call you later.

〔問3〕 高校生の真里子が英語の時間に行ったスピーチと、その内容について5つの質問を2回放送します。No. 1～No. 5の英文が質問の答えとなるように、に入る最も適切なものを、A～Dの中から1つずつ選び、その記号を書きなさい。

No. 1 They first met .

- A in a classroom
- B in America
- C in a library
- D in Mariko's house

No. 2 They have been friends for years.

- A two
- B four
- C six
- D ten

No. 3 She was surprised because some students in America .

- A walked to school every day
- B studied Japanese
- C often visited different countries
- D went to school by car

No. 4 They often send to each other.

- A books
- B presents
- C e-mails
- D cards

No. 5 She wants them to .

- A study English hard
- B talk with people from other countries
- C find interesting books
- D write an English speech

2 次の英文は、中学3年生の信次（Shinji）が、英語の授業で行った、ロボットについてのスピーチの原稿です。これを読み、〔問1〕～〔問4〕に答えなさい。

Have you ever seen a robot? I went to the robot festival in Wakayama with my friend last winter. Many students made their own robots and came to the festival with them. My friend and I enjoyed seeing the robots which were carrying balls to a goal. I thought, "Robots are great and interesting!" I wanted to know more about robots.

That evening, at home, I used the Internet and found an interesting graph about robots. I learned about the growth of the robot industry from the graph. Please look at this graph. There are four fields in the robot industry. They are "manufacturing", "agriculture, forestry and fisheries", "service", and "others". According to experts, the market of manufacturing robots was the largest of the four fields in 2015. But the market of service robots will become larger than the market of manufacturing robots in 2025 and 2035. Robots for agriculture, forestry and fisheries will keep the smallest growth of the four fields from 2015 to 2035. The market of others will not change very much and it will be about 1.5 trillion yen in 2035. The total market size of the robot industry will increase a lot and it will become about 10 trillion yen in 2035.

Today experts make many kinds of robots that help us. I also want to make a useful robot for us. For example, I want the robot to at home. I hope that we will have a good time with robots.

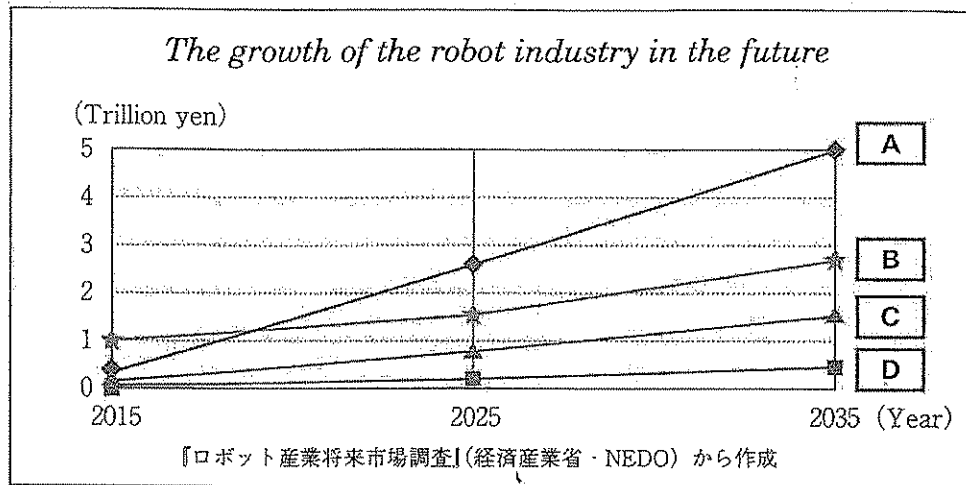
(注) robot ロボット goal ゴール graph グラフ growth 成長 industry 産業
field 分野 manufacturing 製造 agriculture, forestry and fisheries 農林水産
service サービス others その他 according to～ ～によると expert 専門家
market 市場 change 変わる trillion 兆 yen 円 total 全体の

〔問1〕 本文の内容に合うように、次の（ ）にあてはまる最も適切なものを、ア～エの中から1つ選び、その記号を書きなさい。

Shinji ().

- ア carried balls to the goal with his friend in the festival
- イ is worried about robots that are used for us
- ウ found an interesting graph in a book about robots
- エ wants to make a useful robot in the future

- 〔問2〕 文中の下線部 this graph について、次のグラフは、信次がスピーチ中に示したものである。本文の内容に合うように、グラフの **A** ~ **D** にあてはまる最も適切な分野を、下のア~エの中から1つずつ選び、その記号を書きなさい。



- | | |
|-----------------|---------------------------------------|
| ア manufacturing | イ agriculture, forestry and fisheries |
| ウ service | エ others |

- 〔問3〕 本文の流れに合うように、文中の **①** にあてはまる英語を考えて書きなさい。ただし、語数は3語以上とし、符号(.,?!など)は語数に含まないものとする。

- 〔問4〕 信次は、スピーチ後、ALT (外国語指導助手) のジャック (Jack) とロボットについて話をしました。次の対話文は、そのやりとりの一部です。これを読み、あとの(1), (2)に答えなさい。

Shinji : Thank you for listening to my speech. How was it ?
 Jack : It was interesting. **②** Robots can do a lot of things. But do you think they can do everything ?
 Shinji : No, I don't. Robots can do things very quickly, but they can't start working without people.
 Jack : Right.

- (1) 文中の **②** に、「私たちがロボットについて考えることは大切です。」という意味を表す英語を書きなさい。ただし、語数は6語以上の1文とし、符号(.,?!など)は語数に含まないものとする。

- (2) 対話の内容に合う最も適切なものを、次のア~エの中から1つ選び、その記号を書きなさい。

- | |
|---|
| ア Jack isn't interested in Shinji's speech. |
| イ Shinji thinks robots can do all things. |
| ウ According to Shinji, robots need people to start working. |
| エ According to Jack, people can't live without robots. |

3 次の英文は、中学生の理奈（Rina）とALT（外国語指導助手）のトム（Tom）が、職場体験について行った対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

Tom : Rina, I hear you went to a newspaper company for work experience.

Rina : Yes. I write a newspaper in my school. I wanted to learn how to write [①] articles.

Tom : Good. How was the work experience ?

Rina : It was great. In the company, Mr. Tanaka, a newspaper writer, told me about his job. I learned a lot from him.

Tom : That's nice. What did he tell you ?

Rina : In Mr. Tanaka's opinion, writing reliable articles is very important because newspapers have an influence on society. Reliable articles have information that we can trust.

Tom : I think so, too. Did you read his articles ?

Rina : Yes. He was writing an article [②] my work experience. It was about a festival in Koyasan. He did many things to write it.

Tom : () ?

Rina : Well... First, he got information on the Internet and read books about Koyasan. After that, we went to Koyasan together to ask people about the festival.

Tom : I see. He worked very [③]. What did you think when you read his article ?

Rina : The article wasn't so long, and it was easy for me to get the point. Mr. Tanaka said he always interviewed people to write good articles.

Tom : That's interesting. Did you meet people when you wrote your articles ?

Rina : Well, I only visited a few websites. But after , I thought it was important to meet people to get reliable information.

Tom : That's right. We can get reliable information by talking with people.

Rina : I think so, too. I want to write about that in my next article.

Tom : That's a good idea. The work experience had a good influence on you !

(注) work experience 職場体験 article 記事 newspaper writer 新聞記者
opinion 意見 reliable 信頼できる have an influence on～ ～に影響を与える
society 社会 information 情報 trust 信頼する Koyasan 高野山
point 要点 interview 取材訪問する

〔問1〕 文中の〔①〕～〔③〕にあてはまる語の組み合わせとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

- ア ① difficult ② about ③ fast
イ ① better ② during ③ hard
ウ ① nice ② for ③ slowly
エ ① interesting ② until ③ soon

〔問2〕 対話の流れに合うように、文中の〔 〕にふさわしい表現を考えて、英語で書きなさい。

〔問3〕 対話の流れに合うように、文中の 、 にあてはまる最も適切なものを、それぞれア～エの中から1つずつ選び、その記号を書きなさい。

- ア It was an old article.
イ It wasn't a good article.
ウ It was too difficult to read.
エ It was wonderful.

- ア reading books
イ seeing Mr. Tanaka's work
ウ asking people about work experience
エ learning how to use the Internet

〔問4〕 下線部 that の内容を、日本語で具体的に書きなさい。

4 カナダにいるサム (Sam) から次のような内容の電子メールが届きました。あなた自身の返事を、理由や説明を含めて、30語以上の英語で書きなさい。ただし、符号 (.,?! など) は語数に含まないものとする。

I will travel to Japan in August this year. I have never been to Japan.
Can you tell me the best place to visit?

- 5 次の英文は、1年間の留学を終えた高校2年生の真知子（Machiko）が、英語の授業で行った、ボランティア活動についてのスピーチの原稿です。これを読み、〔問1〕～〔問6〕に答えなさい。

Hello, everyone. I went to Australia in August last year to study English. Today, I will talk about something I learned there.

Schools in Australia and schools in Japan have some different things. For example, my school in Australia had no clubs. I was surprised when I heard ^athat. The students went home soon after class. After doing my homework, I had a lot of free time. At first, I listened to music in my room after talking with my host family. But I began to think, "I should use this free time well. What can I do?" I had no answer.

One day in September, Bill, my host father, said to me, "Well, A I think you should join an activity when you are free." I said, "I think so, too. But what can I do?" Bill said, "You have to decide what to do. You can ask your classmates about that." ^bI didn't know (~~my, were, what, after, classmates, doing~~) school.

The next day, I talked to my classmate, Lisa. I said, "Lisa, how do you spend your free time?" Lisa said, "B I'm in the swimming club in my city. I practice every day on weekdays. I often join a volunteer activity on weekends. In the volunteer activity, I play sports with small children."

I thought, "Lisa uses her time both for herself and for other people. I don't do things for other people. I should think about something I can do. I have to be more positive."

Well, can you guess my volunteer activity? I became an assistant teacher! ^cIn Australia there are many (~~who, to, want, people, learn~~) about Japan. I helped one group. People in the group were interested in learning the Japanese language. I showed them how to write some *kanji*. In my final class, John, one of the people in the group, said, "Thank you. I am happy to learn the Japanese language from you. I want to go to Japan in the future." I was glad to hear that.

After coming back to Japan, I began to do a volunteer activity. It is to translate Japanese picture books into English. Translating is very difficult for me, but I always do my best. My English teacher sometimes helps me. When I finish one book, I give it to the organization to support foreign people in my city.

One day, I finished translating a book and I took it to the organization. I saw a foreign man there. He was reading a book with his child. It was one of my translations. They looked very happy. I was also happy because they were enjoying the book.

Well, here is the most important thing I learned from my experience. I can make many people happy by doing volunteer activities. Thank you.

(注) host ホストの (ホームステイ先の) activity 活動 weekday 平日
volunteer ボランティア herself 彼女自身 positive 前向きの
assistant 助手の final 最後の translate 訳す picture book 絵本

into～ ～に organization 団体 support 支援する foreign 外国の
translation 翻訳書

〔問1〕 下線部①thatの内容を、日本語で具体的に書きなさい。

〔問2〕 下線部②, ③について、それぞれ本文の流れに合うように()の中の語を並べかえ、英文を完成させなさい。

〔問3〕 文中の

A

 ,

B

 にあてはまる最も適切なものを、それぞれア～エの中から1つずつ選び、その記号を書きなさい。

A

- ア I have something to tell you.
- イ I have something to borrow from your classmates.
- ウ I have something to think about my friend.
- エ I have something to do in your free time.

B

- ア Well, I am very sad.
- イ Well, I do many things.
- ウ Well, you should do nothing.
- エ Well, you should stay at home.

〔問4〕 次の(1), (2)の問いに、それぞれ英語で答えなさい。

- (1) Who practices swimming every day on weekdays?
- (2) What was a man doing when Machiko visited an organization to support foreign people?

〔問5〕 次のア～エの英文を、本文の流れに合うように並べかえると、どのような順序になりますか。その記号を書きなさい。

- ア Machiko did not know how to use her free time well.
- イ Machiko began to translate picture books into English.
- ウ Machiko learned something after talking with her classmate.
- エ Machiko taught the Japanese language to some people in Australia.

〔問6〕 真知子が、自身の経験を通じて学んだ最も大切なことはどのようなことですか。日本語で書きなさい。