

平成 30 年 度
公立高等学校入学者選抜

【後期】

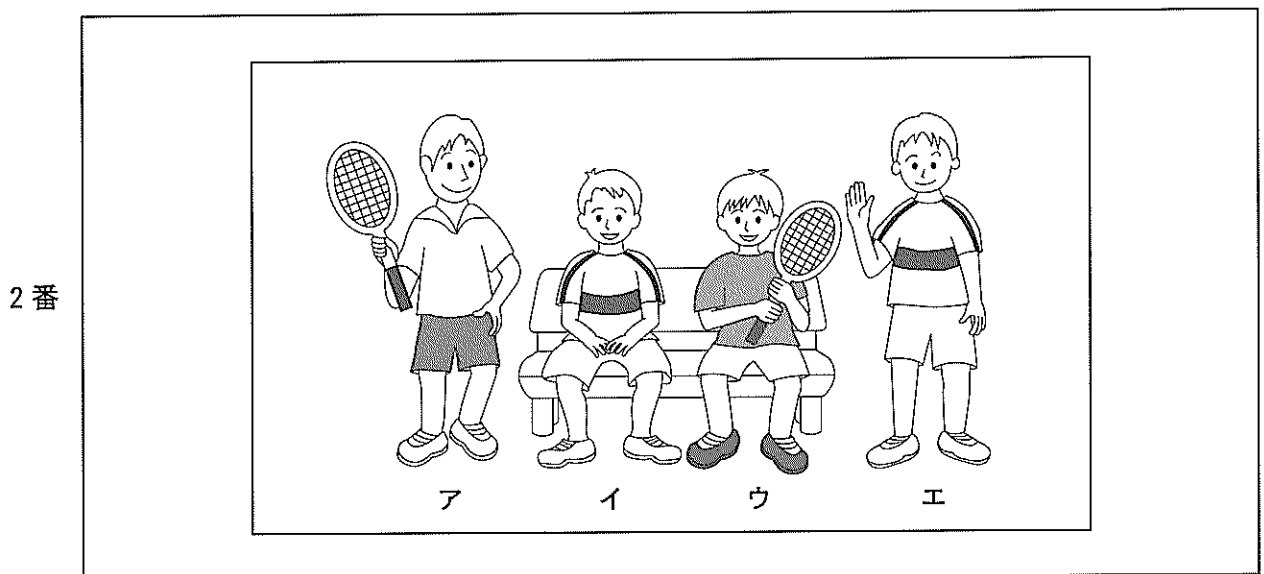
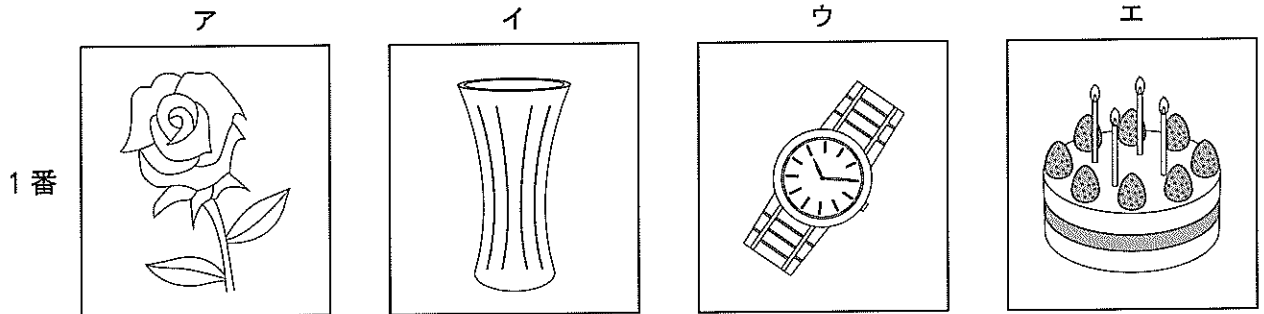
問 題

英 語

(第 4 時 13 : 00 ~ 13 : 50)

第一問 (放送によるテスト) 次の問題1から問題3に答えなさい。

問題1 二人の会話を聞いて、そのあとの質問に対する答えとして、最もふさわしいものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。



問題2 奈美 (Nami) とマイク (Mike) が会話をします。二人の会話は、問題用紙に示されている順に進みます。 に入る奈美の発言として最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。放送される会話の のところでは、チャイム音が鳴ります。

1 番 Nami:
 Mike:
 Nami: (チャイム音)
 Mike:

- ア When will they come?
- イ Who will come?
- ウ Why will they come?
- エ How will they come?

2 番 *Nami:*
Mike:
Nami:

(チャイム音)

Mike:

- ア Oh, I've never seen the game.
- イ Oh, I've already seen the game.
- ウ Oh, you haven't heard the news yet.
- エ Oh, you've already heard the news.

問題3 ALTのブラウン先生 (Mr. Brown) と中学生の久美が会話をします。そのあとで会話について3つの質問をします。それらの質問に対する答えとして最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。

- 1 番
- ア For two days.
 - イ For three days.
 - ウ For a week.
 - エ For two weeks.

- 2 番
- ア About Kyoto's history.
 - イ About a Japanese fan.
 - ウ About Nara's history.
 - エ About famous temples.

- 3 番
- ア Because she could visit old temples in Kyoto.
 - イ Because she could ask a woman from London about Nara's temple in English.
 - ウ Because she could tell a woman from London how to get to the station in English.
 - エ Because she could tell Mr. Brown about the school trip.

第 二 問 次の 1, 2 の問いに答えなさい。

1 次の(1), (2)の二人の会話が成立するように、()に入る最も適切なものを、それぞれあとのア～エから1つ選び、記号で答えなさい。

(1) *Nancy:* Who () you English last year?

Takuya: Mr. Suzuki did.

ア teach イ teaches ウ teaching エ taught

(2) *Ichiro:* How is your new life in Miyagi?

Ms. Smith: It's very nice. My neighbors are very () to me.

ア long イ kind ウ tired エ expensive

2 次の(1)～(3)の二人の会話が成立するように、()に入る適切な英語を、それぞれ1語書きなさい。ただし、答えはすべて()内に示された文字で書き始めなさい。

(1) *Mother:* What do you want to eat for (d) tonight?

Kelly: I want to eat curry.

(2) *Kaori:* You and Jim are friends, right?

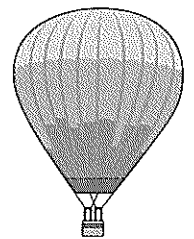
Bill: Yes. We know (e) other well.

(3) *Shinji:* It has stopped (r).

Tom: Good. I can go home without an umbrella.

第 三 問 次の英文は、高校生の江里 (Eri) が、中学校で生徒会役員をしていたときの思い出について、英語の授業でスピーチをしたときのものです。この英文を読んで、あとの1～7の問いに答えなさい。

A balloon festival is ① [hold] in Akebono River Park near my junior high school in November every year. In June last year, Ms. Watanabe, a staff member of the festival, visited our school to see the members of the student council and said to us, "During the festival, many people visit our town to join it. We want to give our hospitality to them in various ways, so we're looking for ideas. Do you have any ideas?" Then we talked about it, but we didn't have a good ② one.



One week later, we talked about it again. ③ A member of the student council (us / he / showed / an interesting story) found in the newspaper. It was about hospitality for people on planes. Some high school students planted a lot of flowers near an airport. They made a big star and a big heart with those flowers. People on planes could enjoy the design. When I heard the story, I thought we could give our hospitality to people on balloons by making a picture and a message on our school playground.

We made a plan to make a big smile and a message saying "ようこそ!" with flowers on the playground. We told our teacher about it. He said, "That's a nice idea, but you can't plant flowers on the playground." We talked more and thought of using pots. However, it was difficult for us to

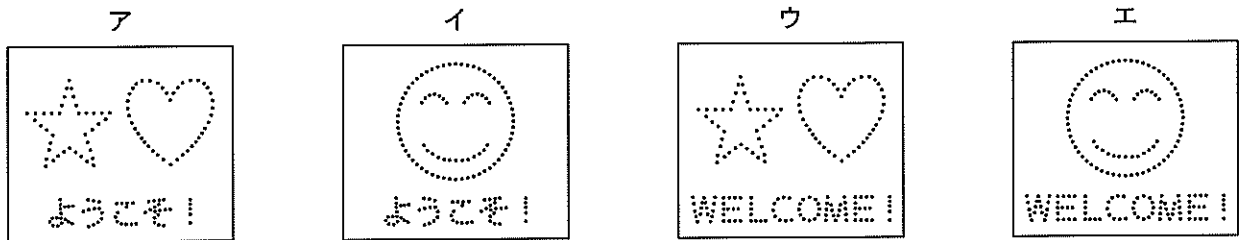
prepare so many pots. So we asked other students to grow flowers in their own pots at home to prepare many flowers and pots. Ms. Watanabe was glad to hear about our idea and said, "I'll write about your idea on our website because I want many people to see the picture and the message. By the way, can you make that message in English? People from other countries also join the festival." So we decided to change the message from Japanese to English.

Thanks to many students, we were able to prepare a lot of flowers in pots and make the picture and the message on the playground. But after the festival, ④ we became worried. We didn't know people on balloons could see them.

A few days later, our school received an e-mail from a woman who joined the festival. It said, "Hello, my name is Lucy from Australia. I saw ⑤ the picture and the message on your playground. I've been to many other balloon festivals, but I've never seen such a wonderful scene. Thank you." We felt so happy then. I hope our idea will also continue this year.

<注> balloon 気球 staff member スタッフ member(s) of the student council 生徒会役員
 hospitality もてなし various いろいろな plant(ed)~ ~を植える
 airport 空港 playground 校庭 smile 笑顔 pot(s) 鉢
 prepare~ ~を準備する grow~ ~を育てる by the way ところで
 thanks to~ ~のおかげで scene 光景

- 1 下線部①の [] 内の語を, 適切な形に直しなさい。
- 2 下線部②が示す内容として最も適切なものを, 次のア~エから1つ選び, 記号で答えなさい。
 ア festival イ town ウ idea エ member
- 3 下線部③の () 内の語句を正しく並べかえ, 英文を完成させなさい。
- 4 下線部④のように江里たちが感じた理由を, 本文の内容から具体的に日本語で書きなさい。
- 5 下線部⑤が表すものを, 次のア~エから1つ選び, 記号で答えなさい。

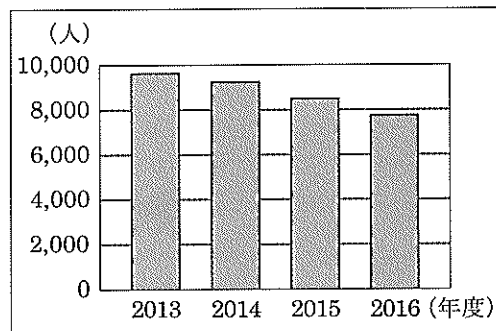


- 6 次の質問に対する答えを, 本文の内容に合うように英語で書きなさい。
 What did the members of the student council do to prepare many flowers and pots?
- 7 本文の内容に合うものを, 次のア~エから1つ選び, 記号で答えなさい。
 ア Ms. Watanabe wanted ideas to give hospitality to people who joined the balloon festival.
 イ Some high school students planted flowers to join the balloon festival.
 ウ The teacher told Eri to plant flowers on the playground.
 エ Lucy visited Eri's junior high school to say "Thank you" after the balloon festival.

第 四 問 次の英文は、高校の図書委員の武志 (Takeshi) , 美穂 (Miho) と留学生のベン (Ben) の会話です。この英文を読んで、あとの 1～6 の問いに答えなさい。

Ben: Hi, Takeshi. Hi, Miho. What are you talking about?

Takeshi: Hi, Ben. We're talking about our school library. Look at this graph. It shows the total numbers of the students who used the school library. ① These numbers went down for the last few years. We think this is a problem. We want to change this situation.



Ben: I see.

Miho: Ben, I want to know about your school library in America. Are there any differences?

Ben: Well, there is a space for talking in my school library.

Miho: A space for talking? What is it like?

Ben: In the space, students often talk about books after they read them. They also use the space for discussion in a group to share new information for class. ② By doing so, we can (thinking / others / know / what / are). And we can often get new ideas.

Takeshi: That's interesting. But in Japan, students can't talk in the library. So I don't think we can make a space to talk in our school library.

Miho: That's true.

Takeshi: What can we do?

Miho: Well, I want more students to read the books which are in the library. So I think we should make some new events. For example, how about giving a prize to the students who read more than 100 books in a year? I heard some other schools have an event like that.

Ben: I see. You want to because you want more students to read books, Miho. That's a good idea. Oh, I have an idea for another event. How about an impression card contest? After students read books in the library, they write their impression about them on cards. Then you put the cards on the wall of the library. Students choose the best impression card by their vote every month.

Takeshi: That's a good idea, too. By reading those impression cards, .

Miho: You're right. There are many interesting books in the library, but . So we should tell students about the books which are in the library.

Takeshi: I agree. How about making a library newsletter every week? I think many students are interested in the books which teachers like in the library. Let's write about them in library newsletters. If we do that, many students will know more about the books in the library. And more students will come to the library to read and borrow them.

Ben: Interesting. There are many ways to have more students in the library.

<注> graph グラフ total number(s) 延べ人数 for the last few years 過去数年間
situation 状況 space 場所 discussion 話し合い information 情報
impression 感想 wall 壁 vote 投票 library newsletter 図書館便り

- 1 下線部①が示す具体的な内容を、本文中から探して日本語で書きなさい。
- 2 下線部②の () 内の語を正しく並べかえ、英文を完成させなさい。
- 3 本文中の に入る最も適切なひとつづきの英語 4 語を、本文中から抜き出して書きなさい。
- 4 本文中の , のそれぞれに入る最も適切なものを、次のア～オから1つずつ選び、記号で答えなさい。
ア some students can get a prize in the impression card contest
イ some students don't know what kind of books are in the library
ウ students will be interested in the books in the library
エ students will know the difference between Japanese library and American one
オ students don't have to go to other schools to read books
- 5 次の(1), (2)の質問に対する答えを、本文の内容に合うように英語で書きなさい。
(1) In Miho's idea, who can get a prize?
(2) What does Takeshi want to write about in library newsletters?
- 6 本文の内容に合うものを、次のア～オから2つ選び、記号で答えなさい。
ア There is a space for talking in the library of Ben's school in America.
イ Miho thinks she can make a space for talking in her school library.
ウ Ben says teachers should choose the best impression card by their vote.
エ Takeshi says he wants to have a library newsletter contest.
オ Takeshi and Miho want more students to read the books which are in the library.

第五問 中学生の健太 (Kenta) が、すし屋の前で困っている海外からの観光客 (tourist) を見かけ、その観光客の手助けをしようと、一緒に店の標示を見ながら、下のような会話をしています。英文を読んで、あとの1, 2の問いに答えなさい。

[標示]

本日休業



Kenta: Hello. ①

Tourist: Oh, this guidebook says sushi in this town is very good, so I came here. But there is a sign on the door. I can't read it.

Kenta: Let's see. ②

Tourist: Oh, thank you for your advice.

<注> guidebook ガイドブック sign 標示 advice 助言

- 1 本文中の ① に入る、困っている人に対して呼びかける内容の英語を1文書きなさい。
- 2 二人の会話が成立するように、健太になったつもりで、本文中の ② に入る3文以上の英語を書きなさい。

平成30
後 期

第 4 時

英 語

英 語 「放 送 に よ る テ ス ト」 台 本

監 督 上 の 注 意

- 1 第一問の放送によるテストについては，英語「放送によるテスト」の検査実施要項によって実施する。
- 2 英語学力検査開始後の約 20 秒間は，受験番号の記入および問題用紙のページ数の確認に使わせる。

これから、第一問の放送によるテストを行います。放送を聞いて問題 1 から問題 3 に答えなさい。放送中に問題用紙にメモをとってもかまいません。

問題 1, 二人の会話を聞いて、そのあとの質問に対する答えとして、最もふさわしいものを、それぞれア、イ、ウ、エの中から 1 つ選んで、その記号を解答用紙に書きなさい。会話と質問は、それぞれ 2 回繰り返します。では、始めます。

1 番 *Jack:* Grandma, did you buy this?
Grandma: Yes, Jack. You gave me beautiful flowers yesterday. I'll put the flowers in it.
What did Jack's grandmother buy?
(この間約 5 秒)

繰り返します。

Jack: Grandma, did you buy this?
Grandma: Yes, Jack. You gave me beautiful flowers yesterday. I'll put the flowers in it.
What did Jack's grandmother buy?
(この間約 5 秒)

2 番 *Jane:* Hiroshi, this is a nice picture.
Hiroshi: Thank you.
Jane: You and your brother wear the same T-shirts. Who is the boy between you and your brother?
Hiroshi: He is my classmate Ken.
Which boy is Ken?
(この間約 5 秒)

繰り返します。

Jane: Hiroshi, this is a nice picture.
Hiroshi: Thank you.
Jane: You and your brother wear the same T-shirts. Who is the boy between you and your brother?
Hiroshi: He is my classmate Ken.
Which boy is Ken?
(この間約 8 秒)

次に問題 2 に移ります。奈美 (Nami) とマイク (Mike) が会話をします。二人の会話は、問題用紙に示されている順に進みます。空欄に入る奈美の発言として最も適切なものを、それぞれア、イ、ウ、エの中から 1 つ選んで、その記号を解答用紙に書きなさい。放送される会話の空欄のところでは、チャイム音 (チャイム音) が鳴ります。会話は、それぞれ 2 回繰り返します。では、始めます。

1 番 *Nami:* Mike, you look happy.
Mike: My family will come from Canada.
Nami: (チャイム音)
Mike: This evening.
(この間約 5 秒)

繰り返します。

Nami: Mike, you look happy.

Mike: My family will come from Canada.

Nami: (チャイム音)

Mike: This evening.

(この間約5秒)

2番 *Nami:* You'll be surprised to hear the news about Taro.

Mike: He will become a leader of the soccer club, right?

Nami: (チャイム音)

Mike: Yes. My friend on the soccer club told me about it yesterday.

(この間約5秒)

繰り返します。

Nami: You'll be surprised to hear the news about Taro.

Mike: He will become a leader of the soccer club, right?

Nami: (チャイム音)

Mike: Yes. My friend on the soccer club told me about it yesterday.

(この間約8秒)

次に問題3に移ります。ALTのブラウン先生(Mr. Brown)と中学生の久美が会話をします。そのあとで会話について3つの質問をします。それらの質問に対する答えとして最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。はじめに会話、続いて質問の順で、2回繰り返します。では、始めます。

Mr. Brown: Hi, Kumi. How was your school trip last week?

Kumi: It was great. We stayed in Kyoto and Nara for three days.

Mr. Brown: What did you do there?

Kumi: Well, we stayed in Kyoto for two days. On the first day, we went to a museum. We learned about Kyoto's history there. It was very interesting for me.

Mr. Brown: Good. What else did you do?

Kumi: The next day, we made a *sensu*, a Japanese fan, in the morning, and visited famous temples in the afternoon. The temples were very old, but they were very beautiful.

Mr. Brown: Wow. I've never been to Kyoto, so I want to go there someday.

Kumi: On the third day, I had a good experience in Nara. When we went to a temple, a woman from London asked me how to get to the station. I could tell her in English. So I was happy.

Mr. Brown: Wonderful! You made a lot of good memories.

Kumi: Yes, I enjoyed the trip very much, Mr. Brown.

続いて質問に移ります。

1 番 How long did Kumi stay in Kyoto and Nara?

(この間約5秒)

2 番 What did Kumi learn at the museum on the first day of the trip?

(この間約5秒)

3 番 Why was Kumi happy on the third day of the trip?

(この間約8秒)

会話を繰り返します。

Mr. Brown: Hi, Kumi. How was your school trip last week?

Kumi: It was great. We stayed in Kyoto and Nara for three days.

Mr. Brown: What did you do there?

Kumi: Well, we stayed in Kyoto for two days. On the first day, we went to a museum. We learned about Kyoto's history there. It was very interesting for me.

Mr. Brown: Good. What else did you do?

Kumi: The next day, we made a *sensu*, a Japanese fan, in the morning, and visited famous temples in the afternoon. The temples were very old, but they were very beautiful.

Mr. Brown: Wow. I've never been to Kyoto, so I want to go there someday.

Kumi: On the third day, I had a good experience in Nara. When we went to a temple, a woman from London asked me how to get to the station. I could tell her in English. So I was happy.

Mr. Brown: Wonderful! You made a lot of good memories.

Kumi: Yes, I enjoyed the trip very much, Mr. Brown.

続いて質問に移ります。

1 番 How long did Kumi stay in Kyoto and Nara?

(この間約5秒)

2 番 What did Kumi learn at the museum on the first day of the trip?

(この間約5秒)

3 番 Why was Kumi happy on the third day of the trip?

(この間約10秒)

これで放送によるテストを終わります。次の問題に移ってください。