

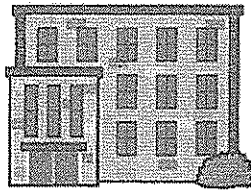
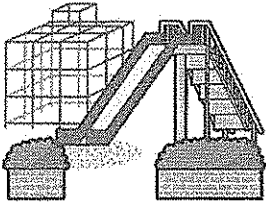
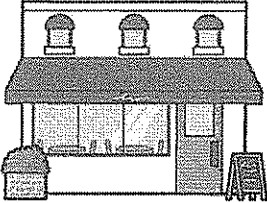
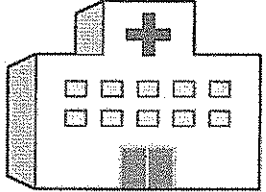
平成30年度  
県立高等学校入学者選抜  
学力検査問題  
英 語

注 意

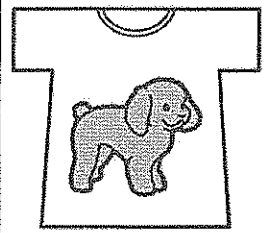
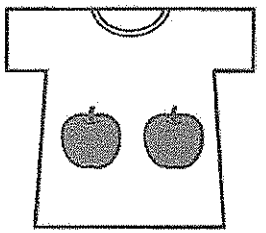
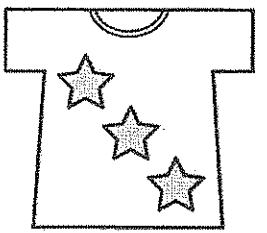
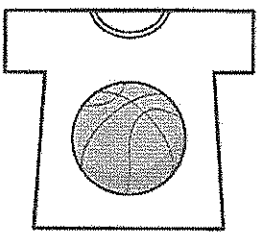
- 1 放送の指示があるまでは問題用紙を開いてはいけません。
- 2 問題用紙は表紙を入れて12ページあり、これとは別に解答用紙が1枚あります。  
また、問題は大問【1】から【11】まであります。
- 3 問題の【1】【2】【3】は放送による聞き取り検査です。
- 4 答えは、すべて解答用紙に記入しなさい。
- 5 「やめ」の合図で、すぐに鉛筆を置きなさい。

【1】 大問1は英文を聞いて答える問題です。それぞれの場面の英文と質問が読めます。質問の答えとして最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。英文と質問はそれぞれ1度だけ読めます。

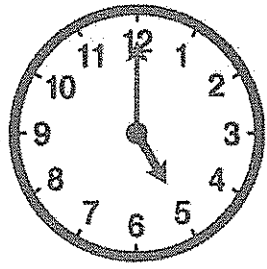
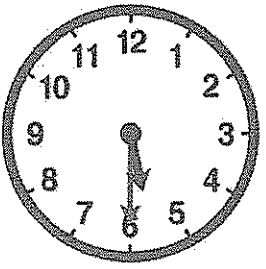
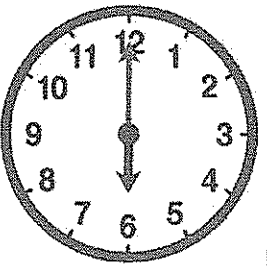
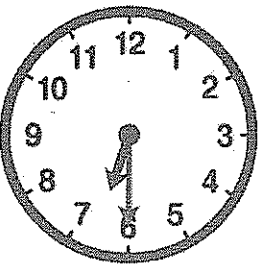
問1      ア                                  イ                                  ウ                                  エ

<b>LIBRARY</b>	<b>PARK</b>	<b>RESTAURANT</b>	<b>HOSPITAL</b>
			

問2      ア                                  イ                                  ウ                                  エ

			
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問3      ア                                  イ                                  ウ                                  エ

			
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【2】 大問2は会話を聞いて答える問題です。それぞれの会話の最後の文に対する応答として最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。会話の英文は問題ごとに2度読まれます。なお、ア～エの答えの英文は読まれません。

- 問1 ア I like swimming.  
 イ It will be sunny.  
 ウ It's on Sunday morning.  
 エ I want to go now.

- 問2 ア Not so bad.  
 イ I caught a cold.  
 ウ I don't think so.  
 エ You should get some sleep.

- 問3 ア Please say hello to Mike.  
 イ Let's meet at Asato Station.  
 ウ I don't have to go there.  
 エ It's too early for me.

【3】 大問3はALTのアレックス先生のスピーチを聞いて、表を完成させる問題です。それぞれの( )に入る最も適切な数字、又は日本語を書きなさい。英文は続けて2度読まれます。

問1	アレックス先生が沖縄を出発する日付	( )月( )日
問2	アレックス先生がこの学校に勤務した期間	( )年間
	アレックス先生が参加した部活動	空手部
問3	部活動の練習曜日	( )曜日と( )曜日
問4	空手がオリンピックの種目に選ばれた年	( )年

【4】 次の各問いの会話文について、( )に入る最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。

問1 A: Do you know that tall boy?

B: Yes. He ( ) my friend, Ken.

ア be                      イ am                      ウ is                      エ are

問2 A: What did you do after school?

B: I ( ) school and went home.

ア will leave              イ leave                      ウ leaves                      エ left

問3 A: Look at the stars in the sky!

B: Wow! ( ) are beautiful.

ア You                      イ Its                      ウ They                      エ There

【5】 次の各問いの会話文について、( )に入る最も適切な1語を下の語群から選び、適切な形に変えて書きなさい。ただし、語群の単語はそれぞれ1度しか使いません。また、解答欄には1語のみ書きなさい。

問1 A: I want to go to the U.S.

B: My father has ( ) to New York once.

A: Oh, really? I want to ask him about his trip.

問2 A: Look at this picture. What do you think about it?

B: It's amazing!

A: This is the picture ( ) by my older brother.

問3 A: Who ( ) to play tennis this afternoon?

B: Sam, Wendy and me!

A: OK. Don't forget your racket. See you later.

問4 A: Hi, this is Miki speaking. Are you all OK? I heard a big typhoon is coming to Okinawa.

B: Yes. It's raining hard now and the wind is getting stronger.

A: Don't go outside. The reporter said it would be the ( ) typhoon in seven years.

語群: want feel be bad take cold

【6】 次の各問いの会話文について、( ) の語(句) を正しく並べ替えて意味が通る文を完成させ、その並べ替えた順に記号をすべて書きなさい。

問1 A: I heard you can speak Korean and Chinese.  
B: I learned Korean in high school, and I live in China now.  
A: (ア speak イ language ウ you エ do オ which) better, Korean or Chinese?  
B: I speak Chinese better now.

問2 A: What's your plan for tomorrow?  
B: My sister (ア to イ go ウ me エ shopping オ asked) together.  
A: That sounds fun! Where will you go?

問3 A: I think the writer is smart.  
B: Why do you think so?  
A: Because the book (ア is イ she ウ last year エ which オ wrote) very popular with people of all ages.

【7】 次の各問いは、それぞれある場面での会話文です。2人の会話が交互に自然につながるようにア～ウの文を正しく並べ替え、その並べ替えた順に記号をすべて書きなさい。

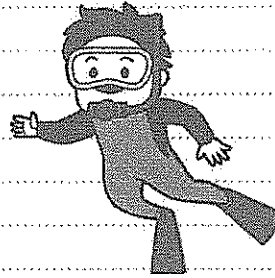
問1 Wake up! You'll miss the bus to school.  
ア Thank you, mom! I'll never do it again.  
イ Oh, no! It's already too late.  
ウ Then, I'll take you to school this time.

問2 Welcome back, Miyuki! How was your homestay in Hawaii?  
ア Would you like to go to Hawaii again?  
イ It was great. My host family was friendly and I made a lot of friends there.  
ウ Yes, I'd love to.

問3 You got the most points in this class, Sayaka!  
ア Well, there is one mistake here, but you did a good job.  
イ I see. I'll be more careful next time. Thank you, Mr. Miyagi.  
ウ I'm so happy! Oh, 99 points! What question did I miss?

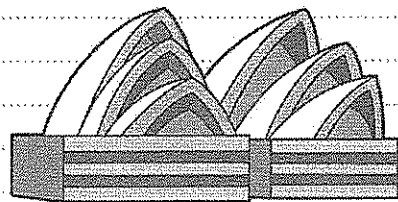
- 【8】次は、シュンの家族（父、母、姉20歳、シュン15歳、弟5歳）が春休みに計画しているオーストラリア旅行へのパンフレットの一部分である。グレートバリアリーフツアー（Great Barrier Reef Tour）とシドニーバスツアー（Sydney Bus Tour）を比較し、各問いに答えなさい。

<b>Great Barrier Reef Tour</b>	
<b>Australia's great ocean!</b> <b>A beautiful sunset from the *<sup>1</sup> ferry!</b>	
8:00	* <sup>2</sup> Terminal (* <sup>3</sup> Departure)
9:00	Ferry to White Island
10:00	* <sup>4</sup> Scuba Diving
12:30	Lunch (BBQ)
13:30	Ferry to East Australia Beach
14:00	* <sup>5</sup> Snorkeling
16:30	Ferry to Terminal
17:30	Terminal (* <sup>6</sup> Arrival)
* <sup>7</sup> Price	* <sup>8</sup> Adult \$120 Child (5 to 18 years old) \$80
*Children 4 years old and under cannot join this tour	



- \*<sup>1</sup> Ferry フェリー    \*<sup>2</sup> Terminal フェリーのターミナル    \*<sup>3</sup> Departure 出発  
 \*<sup>4</sup> Scuba Diving スキューバダイビング    \*<sup>5</sup> Snorkeling スノーケリング  
 \*<sup>6</sup> Arrival 到着    \*<sup>7</sup> Price 料金    \*<sup>8</sup> Adult 大人

<b>Sydney Bus Tour</b>	
<b>The history, art and famous places of Sydney!</b> <b>The biggest shopping center in Australia!</b>	
9:00	Kings Cross Bus Station (Departure)
9:30	The Opera House
10:30	Museum of Sydney
12:00	Lunch (Fish Market)
13:00	Sydney Tower
14:00	Sydney Shopping Center
15:30	Kings Cross Bus Station (Arrival)
Price	Adult \$70 Student (7 to 18 years old) \$50 Child (6 years old and under) Free



問1 What will Shun's family do in the morning if they join the Great Barrier Reef Tour?

ア Scuba Diving

イ Snorkeling

ウ Visiting the Museum

エ Shopping

問2 How long can Shun's family stay at Museum of Sydney if they join Sydney Bus Tour?

ア thirty minutes

イ one hour

ウ one and a half hours

エ two hours

問3 シュンの家族がそれぞれのツアーに参加した場合、いくら払うことになりますか。その合計金額をそれぞれ数字で書きなさい。

①グレートバリアリーフツアー

合計 \$ \_\_\_\_\_

②シドニーバスツアー

合計 \$ \_\_\_\_\_

[9] 中学3年生のサキ (Saki) とケン (Ken) はケンの悩みについて話をしています。次の英文を読み、各問いに答えなさい。

Saki : Hi, Ken! You look sad. What happened?

Ken : Hello, Saki. I have nothing to do at home or at school. I need some hobbies or goals for myself. I just play video games or use my smartphone, so my school \*<sup>1</sup> grades are getting bad.

\*<sup>1</sup> grades 成績

Saki : I'm very sorry to hear that.

Ken : I know I need to find and do something interesting for myself. Saki, what do you usually do in your free time?

Saki : I usually go to the *shogi* club at school on Mondays and Thursdays. Have you ever played *shogi* before?

Ken : No, I haven't. What is it like?

Saki : *Shogi* is a kind of board game. In the game, two players have 20 pieces, *koma*, each. They try to catch their \*<sup>2</sup> opponent's King with the *koma*. You have to think deeply about how to get the King.

\*<sup>2</sup> opponent's King  
相手の王将

Ken : It sounds very hard, but a little interesting. You know a lot about *shogi*.

Saki : When I was in elementary school, my brother taught me *shogi*. I got so interested in it, practiced very hard, and then a good thing happened to me. When I started playing *shogi*, my school grades got better because I could keep studying longer than before.

Ken : Really? I want to be like you, Saki.

Saki : By the way, do you know Fujii Sota?

Ken : Yes, I do. He is a *shogi* super star in Japan, isn't he?

Saki : Yes, he is. He is 15 years old and a professional *shogi* player. In 2016, he became the youngest professional player when he was 14 years and two months old.

Ken : Amazing! He is as old as we are.

Saki : There is another surprising thing. Last June, he made a new \*<sup>3</sup> record by winning 29 \*<sup>4</sup> straight matches.

\*<sup>3</sup> record 記録

Ken : Wow! Unbelievable! Where does his \*<sup>5</sup> strength come from?

\*<sup>4</sup> straight matches

Saki : His grandmother gave him a *shogi* game for children when he was 5 years old. Then he joined a *shogi* school and practiced very hard. I hear he uses *shogi* computer games to practice and become stronger.

連続試合

\*<sup>5</sup> strength  
強さ、力

Ken : I see, so he is one of the strongest *shogi* players in Japan.

Saki : You're right! When he made the record, the game took over 11 hours.

Ken : 11 hours long! I can't believe it! At school, I can't keep doing one thing even for 15 minutes. I don't have the concentration of Fujii Sota. I'd like to continue studying longer. I'm getting interested in playing *shogi* now. Please



teach me how to play *shogi*, Saki!

Saki: Sure. Sota also had great advice. In the 29<sup>th</sup> winning  
\*6 press interview, he said, "I cannot believe this victory  
myself. I was very lucky," and "I need to try to do my best  
for the next match."

\*6 press interview  
記者会見

Ken: I think he always does his best and challenges other  
stronger players.

Saki: That's right, Ken! Let's play *shogi* together later today.

Ken: OK. Sounds good. Thank you, Saki. I learned that doing  
our best is important in life. You helped me a lot because  
I found my interest today. I can't wait to play *shogi* with  
you.

問1 次の問いに対する答えとして ( ) 内に入る最も適切な英語を2語で書きなさい。

問 Why is Fujii Sota so strong in *shogi*?

答 It is because he practices *shogi* with *shogi* ( ) ( ).

問2 本文の下線部① "concentration" とはどのような力 (能力) ですか。その力 (能力) を備えている人を表している英文として最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。

- ア Someone who can be a super star in Japan
- イ Someone who can play video games at home
- ウ Someone who can play *shogi* well
- エ Someone who can think or do one thing for long hours

問3 本文の内容と一致している文として最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。

- ア Ken's school grades are always good.
- イ In the *shogi* game, two players have 40 pieces, *koma*, each.
- ウ Fujii Sota became the youngest professional *shogi* player at the age of 14 years and two months.
- エ When Fujii Sota won his 29<sup>th</sup> straight match, the game took 5 hours.

問4 次の英文は本文の要約である。( 1 ) ~ ( 3 ) に入る最も適切な語をそれぞれ本文から1語抜き出し、その単語を書きなさい。

Saki was worried about Ken because he looked sad and he didn't have any hobbies or ( 1 ).

Ken was very surprised to hear the new records that a professional *shogi* star, Fujii Sota, made. Ken thought that *shogi* could be helpful to his studies and he asked Saki to teach him ( 2 ) to play *shogi*. When he heard Sota's words in the 29<sup>th</sup> winning press interview, Ken learned the importance of doing his ( 3 ) in life.

[10] 次の英文はアカモクという海藻 (seaweed) について書かれたものです。次の英文を読み、各問いに答えなさい。

Have you ever heard of "akamoku?" It is a kind of seaweed which you can find in the ocean in Japan. It is called *Sargassum* in English. Its color is dark red and it is usually 4 to 6 meters long. Fishermen \*<sup>1</sup> hated this seaweed because it made trouble. *Akamoku* wrapped around the \*<sup>2</sup> propeller and stopped the ship. It also got into the fishing nets and fishermen had to take it out one by one. If it was mixed in the making of *nori*, dried seaweed, its \*<sup>3</sup> quality dropped. Fishermen treated *akamoku* as \*<sup>4</sup> garbage in the ocean. Many fishermen collected it and threw it away.

There is a man who has brought big change to *akamoku*. His name is Mr. Sasaki Hisao. He was born in Kesenuma, Miyagi \*<sup>5</sup> Prefecture in 1949 and grew up there. He went to Hokkaido University. After university, he started working for the Miyagi Prefecture. At that time, \*<sup>6</sup> pollution in the ocean was a big problem. For his job, he had to think about how to bring back the beautiful sea. One fisherman said to him, "I haven't seen a lot of seaweed \*<sup>7</sup> recently." Then, Mr. Sasaki got an idea. *Akamoku* may be able to clean the sea. At the age of 47, Mr. Sasaki decided to go to Tohoku University to \*<sup>8</sup> research *akamoku*. He studied very hard and finally he found that *akamoku* has many wonderful \*<sup>9</sup> effects. It has great cleaning power. It also produces the perfect home for small fish. Mr. Sasaki was sure that *akamoku* was important to keep the ocean healthy and that it was going to bring the beautiful sea back to his town.

Mr. Sasaki's second challenge was to find fishermen who would support his idea and grow *akamoku* for business. He had to find a way to sell *akamoku*. He was interested in selling *akamoku* as food. To study the local food that uses *akamoku*, he visited Akita Prefecture seven times. People in Akita have eaten *akamoku* for many years. It was difficult to find people who would support him, but Mr. Sasaki never stopped trying. It was because he had a strong \*<sup>10</sup> belief that *akamoku* could change the ocean. Little by little, many people started to support Mr. Sasaki. Some \*<sup>11</sup> researchers found that *akamoku* has many special effects on humans. It has an \*<sup>12</sup> anti-cancer effect and it is also good for people who \*<sup>13</sup> are on a diet. It is also good for people who have \*<sup>14</sup> a pollen allergy. Now people treat *akamoku* as a superfood and many people are interested in *akamoku*.

\*<sup>1</sup> hated 嫌った

\*<sup>2</sup> propeller  
(船の) スクリュー

\*<sup>3</sup> quality 品質

\*<sup>4</sup> garbage ゴミ

\*<sup>5</sup> Prefecture 県

\*<sup>6</sup> pollution 汚染

\*<sup>7</sup> recently 最近

\*<sup>8</sup> research 研究する

\*<sup>9</sup> effects 効果

\*<sup>10</sup> belief 信念

\*<sup>11</sup> researchers 研究者

\*<sup>12</sup> anti-cancer effect

抗ガン作用

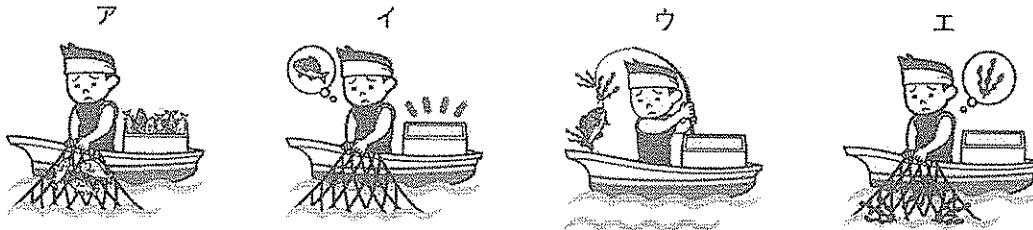
\*<sup>13</sup> are on a diet

ダイエットをしている

\*<sup>14</sup> a pollen allergy

花粉症

問1 本文中で紹介されているアカモクが引き起こす問題の1つとして最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。



問2 次の表は佐々木さん (Mr. Sasaki) の情報をまとめた表です。( ) に入る最も適切な語句を本文より抜き出し書きなさい。

Name	Sasaki Hisao	
Place of Birth	Kesenuma, Miyagi Prefecture	
University	Hokkaido University / Tohoku University	
Akamoku Effects	ア	It ( ).
Found at Tohoku University	イ	It ( ).

問3 次の問いに対する答えとして最も適切なものをア～エのうちから1つ選び、その記号を書きなさい。

問 Why are many people interested in *akamoku* now?

- ア It is because fishermen treated *akamoku* as garbage in the ocean.
- イ It is because Mr. Sasaki studied *akamoku* at Tohoku University.
- ウ It is because researchers found *akamoku*'s healthy effects on people.
- エ It is because fishermen started to grow *akamoku* for business.

問4 次の英文ア～オは、それぞれ本文の内容の一部です。ア～オを本文の流れに合うように正しく並べ替え、その並べ替えた順に記号をすべて書きなさい。

- ア Mr. Sasaki studied *akamoku* at Tohoku University and found many wonderful effects.
- イ *Akamoku* made problems for fishermen.
- ウ Researchers found that *akamoku* has good effects on humans.
- エ Mr. Sasaki was thinking how to bring the beautiful ocean back to his town.
- オ Mr. Sasaki studied the food that uses *akamoku* to sell it.

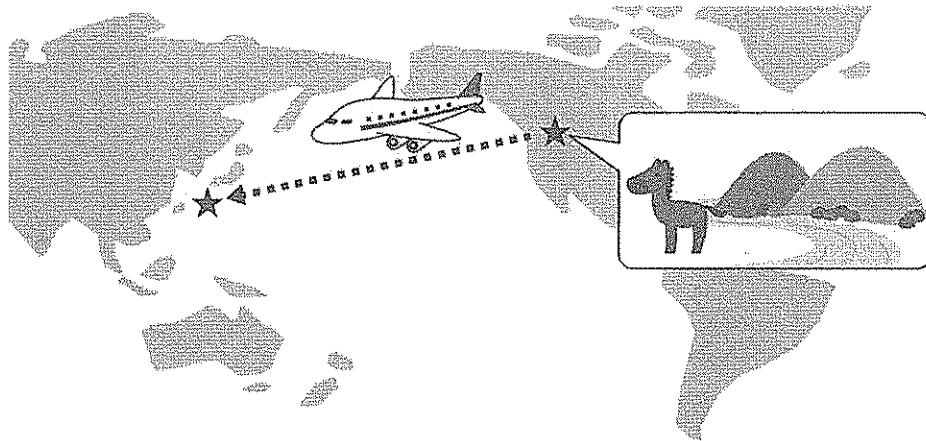
問5 次の英文は、アカモクの話を読んで、ある生徒が書いた感想です。( ) に入る最も適切な英語をそれぞれ1語ずつ書きなさい。

I was surprised to learn that Mr. Sasaki continued his studies at the age of 47. He had a lot of difficulties but he didn't ア( )( ). I really like the story that *akamoku* became a superfood. I realized the great power of science and research. Some research can change the world. In the future, I want to イ( ) a researcher who will bring big change to my home town like Mr. Sasaki.

- 【11】 次の場面設定を読み、下の各問いに与えられた条件に従って英文を書きなさい。  
英文は主語・動詞を含む文または命令文であること。

〈場面設定〉

あなたの通う中学校にアメリカ・モンタナ州の姉妹校からサム（Sam）さんが来ます。  
あなたはサムさんの世話役として選ばれました。沖縄または日本を紹介できるように準備をしましょう。



問1 あなたの自己紹介を2文で書きなさい。

- 〈条件〉① “Welcome to my school. Nice to meet you.” に続けて書くこと。  
② 出身校名は書いてはいけない。  
③ 2文目は1文目と同じ内容を書いてはいけない。

問2 「沖縄または日本のよさ」を2文で書きなさい。

- 〈条件〉① 2文目は1文目と同じ内容を書いてはいけない。

問3 「沖縄または日本のおすすめの場所」を2文で書きなさい。

- 〈条件〉① 1文目で「沖縄または日本のおすすめの場所」を書くこと。  
② 2文目でその理由や説明を “It is because + 主語 + 動詞 …” の形で書くこと。  
③ 問2と同じ内容を書いてはいけない。