

平成30年度 入学試験問題
(東京・東海・中四国・福岡会場)

英 語

(60分)

〔注意〕

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- ① 問題は①~⑤まであります。
 - ② 解答用紙はこの問題用紙の間にはさんであります。
 - ③ 解答用紙には受験番号、氏名を必ず記入のこと。
 - ④ 各問題とも解答は解答用紙の所定のところへ記入のこと。
 - ⑤ リスニング問題は試験開始10分後に始めます。
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白 紙

問題は次のページから始まります。

1

(リスニング問題) この問題は試験開始 10 分後に始まる。

これから放送する対話文は、ユミ (Yumi) とトム (Tom) によるものである。対話文はトムの家でなされている。次の設問 A と設問 B にそれぞれ答えよ。なお、対話文と設問の質問は 2 度放送される。また、放送中に問題用紙にメモをとってもかまわない。

設問 A 対話文の内容について英語で 4 つの質問を行う。それぞれの質問に対する最も適切な答えを選び、記号で答えよ。

(1)

- (ア) It's January 6.
- (イ) It's January 15.
- (ウ) It's July 16.
- (エ) It's July 25.

(2)

- (ア) Tom does.
- (イ) Yumi does.
- (ウ) Tom and Yumi do.
- (エ) Tom's mother does.

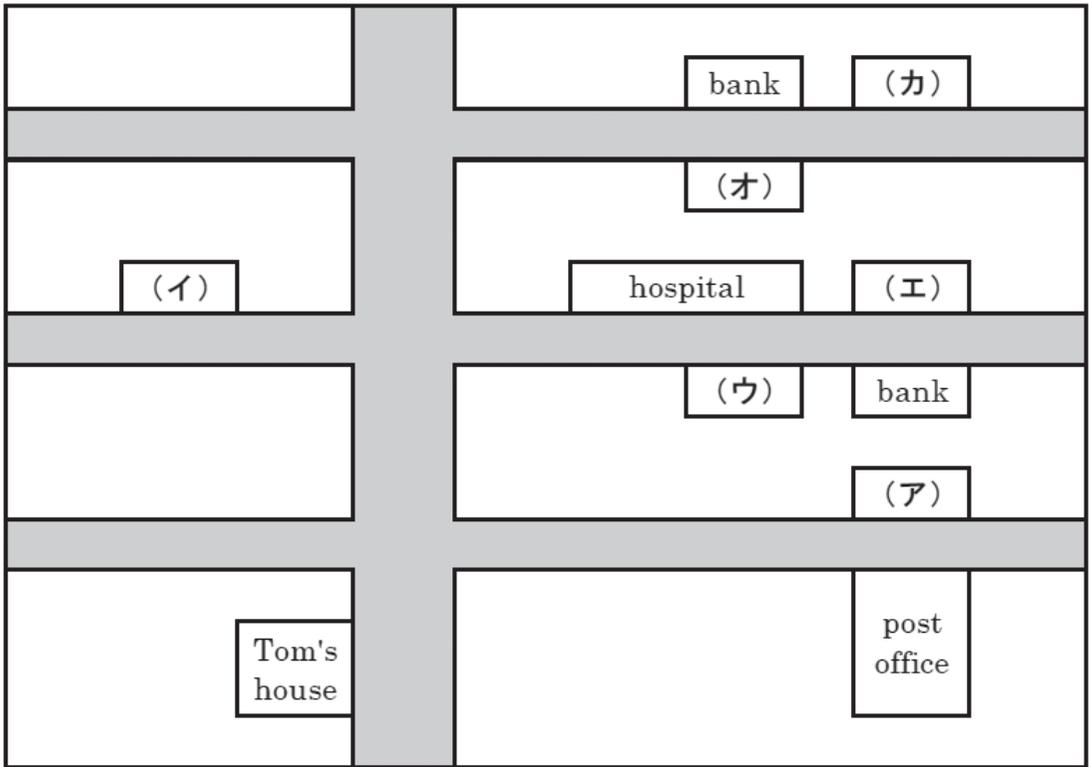
(3)

- (ア) Butter.
- (イ) Eggs.
- (ウ) Lemons.
- (エ) Radishes.

(4)

- (ア) 2 dollars.
- (イ) 5 dollars.
- (ウ) 8 dollars.
- (エ) 10 dollars.

設問 B スーパーマーケットはどこか。下の地図の (ア) ~ (カ) の中から選び、記号で答えよ。



- 2 次の英文をよく読み、本文の内容に合う最も適当な英文を4つ選び、記号で答えよ。
(*は、あとに注釈のあることを示す。)

In the year 2000, the United States *issued a new dollar coin. Its “heads” side shows an American-Indian woman. She is carrying her baby.

Who is this young mother? Her name was Sacagawea (Sa Ka ga WE a). Sacaga means “bird,” and wea means “woman,” so her name means “Bird Woman.” She was called Bird Woman because she was small and moved quickly like a bird.

Two hundred years ago, she went with the Lewis and Clark *expedition. The *explorers traveled across the American Northwest. When the explorers were hungry, she found food. When they met Indians along the way, she acted as *translator. Thanks to Sacagawea’s help, the expedition was a success.

The Lewis and Clark expedition changed American history. It helped the United States bring a huge area under control. This area included the states of Idaho, Washington, and Oregon.

Sacagawea was only 16 years old when she crossed America with her baby on her back. This is her true story.

Sacagawea was born in Idaho, in 1789 or 1790. She was a Shoshone (Sho SHO nee) Indian. The Shoshone did not have schools. Young girls learned by working beside the women of their *tribe. Sacagawea helped make moccasins, clothing, and tipis. She learned to make medicines from plants. She learned all the things she needed to live.

In 1800, when Sacagawea was just 10 or 11, Minnetaree Indians attacked. This enemy tribe had guns. The Shoshone had only bows and arrows. Fifteen of Sacagawea’s people died in the attack. Sacagawea was running across a river when a man caught her. He pulled her on to his horse and rode away. She became a *prisoner among strangers.

A *fur trader from Canada often visited the village Sacagawea now lived in. His name was Toussaint Charbonneau (TOO sant Shar buh NO). He was three times as old as Bird Woman. But when he saw her, he wanted her for his wife. The Minnetaree sold her to him. Just like that, Sacagawea became one of his Indian wives. Now she belonged to another stranger.

By the age of about 15, she was expecting a child. Her baby was not yet born when some strangers arrived in the village. Once again, Bird Woman’s life was about to change completely.

Among the strangers were Lewis and Clark. They were looking for one more person for their expedition. They hoped to get horses from the Shoshone Indians, who were famous for their horse training. They needed someone who could speak to the Shoshone. The captains asked Bird Woman and Charbonneau to join them. They agreed to pay the trader \$500. In the early 1800s, this was a lot of money. Sacagawea and her husband joined the expedition.

*) issue : を発行する expedition : 遠征 explorer : 遠征隊員
translator : 通訳者 tribe : 部族 prisoner : とらわれの身
fur trader : 毛皮商人

- (ア) A dollar coin issued in 2000 shows Sacagawea because she brought up her baby while traveling around America.
- (イ) Sacagawea was called Bird Woman because she had many birds and could talk with them.
- (ウ) Sacagawea was helpful in the Lewis and Clark expedition because she found food or talked with Indians.
- (エ) Sacagawea learned how to do everyday work from the women of her tribe instead of going to school.
- (オ) In 1800, Minnetaree Indians attacked Shoshone Indians in order to take away guns from the Shoshone.
- (カ) When Sacagawea was about 10, her life changed completely because she was taken to another tribe as a prisoner.
- (キ) Charbonneau wanted to take Sacagawea as a prisoner, so he exchanged furs with the Minnetaree.
- (ク) When Sacagawea was about 15, she met Lewis and Clark, and this changed not only her life but also American history.
- (ケ) Lewis and Clark wanted to include Sacagawea in their expedition because she was good at taking care of horses.
- (コ) Sacagawea joined the expedition because she needed a lot of money to get free and go back to the Shoshone.

3 次の英文をよく読み、あとの問いに答えよ。(＊は、あとに注釈のあることを示す。)

What is the best way to kill a child's education? Make him or her spend too long (①).

A research about outdoor education found that children who *spend time learning in natural environments perform better in reading, math, science and social studies. *Exploring the natural world makes other school subjects rich and students will be excited about learning.

Recently, I had an experience. With the adventure learning charity WideHorizons, I spent two days. I took a group of ten-year-olds from a big city in London to the *rock pooling and moved around the ② woods. Many of them had never been to the *countryside before and had never seen the sea.

I was not happy before I met them. I didn't think they might be interested. But ③ my fears disappeared as soon as we reached the rock pools.

Within a few minutes, I asked them to pick up *crabs and anemones. When I showed them how to eat live prawns out of the net, they cried. But after a while their interest won, and one after another they tried these activities.

In the woods the next day we paddled in a *stream, rolled down a hill, ate blackberries, tasted mushrooms, saw an ants' nest, broke sticks and collected acorns. Most children had never done any of these things before, but they needed no help: they explored the living world and seemed very (④).

What surprised me hardest was this. ⑤ If a child who is smart and interested in a lot of things has difficulty at school, the problem lies not with the child but with the education system.

The governments of this country accept the case for outdoor learning. In 2006, the departments for children and schools, culture and the environment signed a manifesto which says this: 'We strongly (⑥) the education outside the classroom. If all young people are given these chances, we believe the outside education will make a good *contribution to realizing goals.' In 2011, the government *published a *White Paper requesting action to help more children to learn outdoors. It also *requires breaking barriers and increasing schools' abilities to teach outdoors.

So ⑦ what happened? Massive cuts. The BBC reports that in 95 percent of outdoor education centers a lot of money to use is cut. Governments should help to see, explore,

think and develop such outdoor activities, but children are still treated like farm animals. In the classroom, they still have a lot of rules, facts and endless tests.

Why shouldn't every child spend a week in the countryside every term? Why shouldn't you get wet, tired, dirty and cold, and *immerse yourself in the natural world? By these steps you discover more about yourself and the world around you than you do during three months (⑧).

- | | |
|--------------------------------------|------------------|
| *) spend O V-ing ~ : O を ~ することに費やす | explore : を探索する |
| rock pooling : 磯採集 | countryside : 田舎 |
| crabs and anemones : カニやイソギンチャク | stream : 小川 |
| contribution : 貢献 | publish : を発表する |
| White Paper : 白書 (政府の公式調査報告書) | require : を要求する |
| immerse oneself in ~ : ~ に没頭する | |

問1 (①) (⑧) に入る語 (句) の組み合わせとして最も適当なものを選び、記号で答えよ。

- | | |
|--------------------------|----------------------|
| (ア) ① : in the classroom | ⑧ : in the classroom |
| (イ) ① : outdoors | ⑧ : in the classroom |
| (ウ) ① : in the classroom | ⑧ : outdoors |
| (エ) ① : outdoors | ⑧ : outdoors |

問2 下線部②について、見出し語の下線部の発音と同じものを1つ選び、記号で答えよ。

woods : (ア) cook (イ) door (ウ) food (エ) noon

問3 下線部③の理由を 30 字以内の日本語 (句読点を含む) で答えよ。

問4 (④) (⑥) に入る最も適当なものを選び、記号で答えよ。

- | | | | |
|-----------------------|----------------|------------|-------------|
| (④) : (ア) dangerous | (イ) interested | (ウ) pretty | (エ) worried |
| (⑥) : (ア) cut | (イ) disagree | (ウ) kill | (エ) support |

問5 ⑤に入るように次の英文を並びかえるとき、最も適当な配列を選び、記号で答えよ。

あ When I said this to his teacher, her reaction surprised me.

い He was able to see a lot of things better than the other children, and had a good imagination.

う One boy stood out.

え 'He has never heard such good comments.'

(ア) い—あ—う—え (イ) い—う—あ—え (ウ) う—あ—え—い

(エ) う—い—あ—え (オ) え—あ—い—う (カ) え—い—う—あ

問6 下線部⑦の答えとして最も適当なものを選び、記号で答えよ。

(ア) 野外活動の重要性が認識されるようになった。

(イ) 野外活動を経験する子供の数が減少した。

(ウ) 学校での規則や試験の数が減少した。

(エ) 野外活動に充てる資金の額が減少した。

問題は次のページに続きます。

4 次の英文をよく読み、あとの問いに答えよ。(* は、あとに注釈のあることを示す。)

Let's begin with a little trick that you've probably done many times. If you put a straw into a glass of cranberry juice, it is filled with juice. Then, ① if you put a finger over the top of the straw and pull it out of the glass, the juice stays in the straw; it's almost like magic. Why is this? The *explanation is not so simple.

We need to understand *pressure in *liquids ② (works / order / explain / to / how / in / this). The pressure given by liquid alone is called *hydrostatic pressure. The total pressure below the surface of a liquid — for example, the ocean — is *the sum of the *atmospheric pressure above the water's surface and the hydrostatic pressure. Now here's a basic rule: *In a given liquid that is not moving, the pressure is the same at the same levels. For this reason, the pressure is everywhere the same in *horizontal planes.*

So what's happening with the straw? When you move a straw down into liquid — for now with the straw open at the top — the liquid enters the straw until its surface reaches *the same level as the surface of the liquid in the glass outside the straw; the pressure on both surfaces is the same: (③) *atmosphere.

Now I put the straw in mouth. I will take some of the air out of it. This reduces the air pressure above the liquid inside the straw. If the liquid inside the straw continues to be at the place which it was in, the pressure at its surface will become lower than 1 atmosphere, because the air pressure above the liquid has gone down. So, even if the two surfaces, inside and outside the straw, are at the same level (in the same horizontal plane), the pressure on both surfaces will be (④). That is not allowed. *As a result, the liquid in the straw rises until the pressure in the liquid inside the straw at the same level as the surface outside the straw again becomes 1 atmosphere. If I reduce the air pressure in the straw from 1 atmosphere to 0.99 atmosphere by taking some of the air out of it, the liquid in the straw will rise about 10 centimeters.

Now let's go back to the case of the straw with your finger on top. If you raise the straw slowly up about 5 centimeters, the juice will not go out of the straw. In fact, it will almost stay exactly at the mark which it was at before. You can check ⑤ this by marking the side of the straw at the juice line before you lift it. The surface of the juice inside the straw will now be about 5 centimeters higher than the surface of the juice in the glass.

But do you remember our earlier important *statement about the pressure in the liquid?

— the pressure in the liquid is (⑥) inside and outside the straw at the same level. How can this be? Doesn't this break the rule? ⑦ Nature is very clever. As the air *trapped by your finger in the straw increases its *volume, its pressure will go down to just the right amount (about 0.005 atmosphere). So the pressure in the liquid in the straw which is at the same level of the surface of the liquid in the glass becomes the same: 1 atmosphere. This is why the juice will rise almost exactly 5 centimeters.

*) explanation : 説明

pressure : 圧力

liquid : 液体

hydrostatic pressure : 静水圧

the sum of ~ : ~の合計

atmospheric pressure : 大気圧

horizontal plane : 水平面

the same level as ~ : ~と同じ高さ

atmosphere : 気圧

as a result : その結果として

statement : 記述

trap : を閉じ込める

volume : 体積

問1 下線部①を日本語にせよ。

問2 下線部②の () 内の語を、本文の内容に最も合うように並べかえて、英文を完成させよ。ただし、解答欄には並べかえた英語だけを書くこと。

問3 (③) に入る数字を算用数字で答えよ。

問4 (④) (⑥) に入る語 (句) の組み合わせとして最も適当なものを選び、記号で答えよ。

(ア) ④ : the same

⑥ : different

(イ) ④ : different

⑥ : the same

(ウ) ④ : the same

⑥ : the same

(エ) ④ : different

⑥ : different

問5 下線部⑤が指している内容として最も適当なものを選び、記号で答えよ。

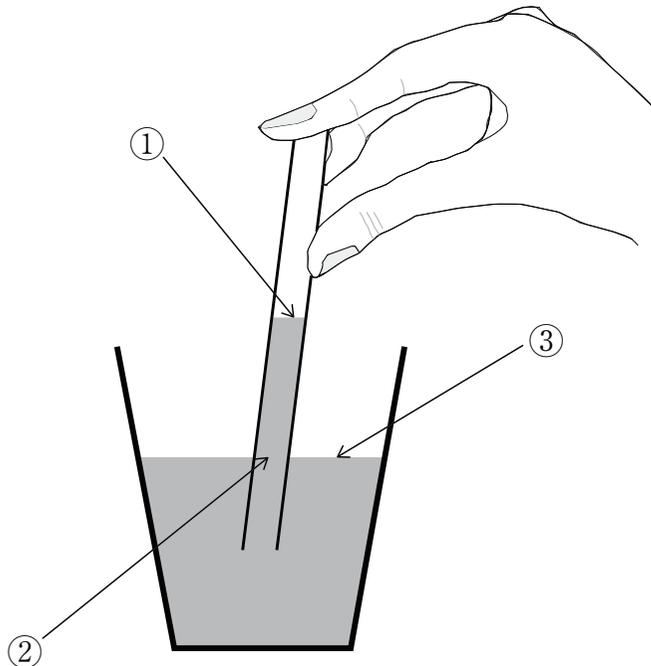
- (ア) 約 5 センチゆっくりとストローを上げると、その分ストローの中にジュースが入ってくる。
- (イ) 約 5 センチゆっくりとストローを上げても、ストローの外側に事前に印をつけた部分がほぼ正確に見えること。
- (ウ) 約 5 センチゆっくりとストローを上げても、ストローの中のジュースが上げる前につけた印とほぼ同じ位置に留まっていること。
- (エ) 約 5 センチゆっくりとストローを上げても、ストローの外側のジュースも同じように約 5 センチ上がる。

問6 本文中の に入る最も適当な英文を選び、記号で答えよ。

- (ア) Yes, it does not!
- (イ) No, it does!
- (ウ) Yes, it does!
- (エ) No, it does not!

問7 次の絵は第 5 段落と第 6 段落に書かれているグラスの中のジュースとストローの状態を表している。絵の中の①・②・③は各場所のジュースの位置を指している。それぞれにかかる圧力の大きさの関係として最も適当なものを選び、記号で答えよ。

- (ア) $③ < ① = ②$
- (イ) $① = ③ < ②$
- (ウ) $① < ② = ③$
- (エ) $② = ③ < ①$



問題は次のページに続きます。

5 次の対話文は、西大和学園高校 2 年の A 君と入学したばかりの B さんによるものである。

下線部①～③の日本語を文脈に合うように英語に直せ。

A: Masaru doesn't come to school. He is staying in America now.

B: Really? What is he doing there?

A: ①彼にはアメリカに住んでいるおばさんがいて、その人の家でホームステイをしているんだ。

B: I hear we go abroad as a school trip in this school.

A: That's right. When you are in the first year, you visit Asian countries, such as India, Vietnam, Cambodia, and Singapore. Also, ②アメリカを訪れたければ、夏休みに2週間、アメリカで英語を勉強することもできるよ。 I had a good time on the program.

B: Sounds great. I'd love to take part in it. By the way, ③私はiPadを一度も使ったことがないので、学校で iPad を使うことができるのですか。

A: Yes, you can. Every student has an iPad. It's so useful that it's used in many classes.

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