

# 高校新演習 大学受験 英語Ⅲ 読解編

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\*本書では、各問題に時間数が記載してあります。時間は、文を読み、問題に答えるまでの目標時間です。各種試験の問題を解くのに必要な時間を想定し、本文を1分で120語読み、記号や語句の問題を40秒、記述式の問題を1分30秒で解くことを目安に、記述量などに応じて調整したうえで算出しています。

# 第5講 >>> 図表を含んだ読解(1)

## 演習問題 A

1 次のウェブサイトの記事を読んで、各問いに答えなさい。 [3分]

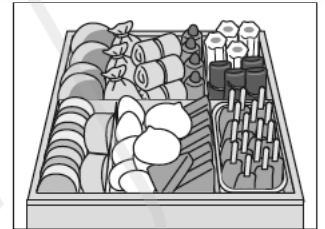
Home > Oden > Information

### When does *oden* sell well?

The top-selling time period for *oden* is from September to October. Most of you probably think that *oden* is famous as a standard food in winter, but peak sales do not necessarily happen in the coldest months like January and February. They usually occur in autumn, when people begin to feel cold physically.















### The relationship between sales and temperature

In the table below, you can see the daily weather forecast and the expected maximum and minimum temperatures for the next two weeks. Some foods sell well when the temperature is high, but others sell well when it is low. *Oden* and stew are examples of \*the latter, and begin to sell well at or under 18 degrees and at or under 16 degrees, respectively.



The table below shows that there are some days when the temperature will be at or under 18 degrees during the next two weeks. On these days, it is expected that *oden* will sell well, so if you are in charge of ordering *oden*, you may order as much as possible. By clicking each date on the table, you can see information every three hours about the weather and the changes in temperature on that day.

注) the latter : 後者

| Weather Forecast   |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
| Mon.   | Tue.   | Wed.   | Thu.   | Fri.  | Sat.   | Sun.   |
| <u>1</u>   | <u>2</u>   | <u>3</u>   | <u>4</u>   | <u>5</u>  | <u>6</u>   | <u>7</u>   |
| <br>20°C/18°C | <br>18°C/13°C | <br>21°C/19°C | <br>23°C/20°C | <br>19°C/15°C | <br>18°C/16°C | <br>22°C/19°C |
| <u>8</u>   | <u>9</u>   | <u>10</u>  | <u>11</u>  | <u>12</u>   | <u>13</u>  | <u>14</u>  |
| <br>21°C/16°C | <br>24°C/20°C | <br>23°C/19°C | <br>25°C/22°C | <br>21°C/17°C | <br>20°C/14°C | <br>21°C/15°C |

(1) 下線部の *it* が指しているものとして最も適切なものを、ア～エから1つ選びなさい。

- ア. that *oden* will sell well
- イ. *oden*
- ウ. the temperature
- エ. the table

( )

(2) 本文の内容と一致するものを、ア～エから1つ選びなさい。

- ア. The 4th will be the day when both *oden* and stew sell best.
- イ. *Oden* will sell on the 2nd better than on the 11th.
- ウ. The total sales are shown on the screen after you click each date on the table.
- エ. It is generally true that *oden* sells in January better than in September. ( )

2 次の英文を読んで、本文の内容と一致するものを、ア～カから2つ選びなさい。 [2分30秒]

We are planning to go on a school trip to Malaysia from November 3 to 6. You should look through the schedule below in advance to have a good understanding of how the trip will go. The time is the local time in each country and the time in Malaysia is four hours later than ours.

**Trip Schedule**

|         |       |   |
|---------|-------|---|
| 1st day | 7:00  | Gather at Steven High School. Move to Moon Airport by bus.  |
|         | 7:30  | Arrive at Moon Airport. Check-in.   |
|         | 9:30  | Take off for Malaysia.  |
|         | 17:00 | Arrive at Kuala Lumpur International Airport. Move to the hotel by bus.   |
|         | 17:45 | Arrive at the hotel. Check-in. Move to your room after receiving the key. Gather in the front entrance after leaving your baggage in your room. |
|         | 18:15 | Dinner.   |
|         | 19:45 | Leave the hotel. Walk to see the famous twin towers.  |
|         | 21:15 | Return to the hotel. Take a bath.   |
|         | 23:00 | Go to bed.  |
| 2nd day | 6:30  | Get up. Go to the cafeteria after getting ready.  |
|         | 7:30  | Breakfast.  |
|         | 9:00  | Leave the hotel. Move to our sister high school by bus.   |
|         | 10:00 | Arrive at the high school. A welcome party.   |
|         | 12:00 | Lunch at the cafeteria with all students attending.   |
|         | 13:30 | A speech competition (in English).  |
|         | 15:00 | Leave the high school. Move to the museum by bus.   |

- ア. This school trip will last for three days.
- イ. It will take more than one hour to go from Kuala Lumpur International Airport to the hotel.
- ウ. When students begin eating dinner on the 1st day, the time in their country will be past midnight.
- エ. Students will go to the twin towers on foot.
- オ. The speech competition will not begin soon after students get to their sister school.
- カ. Not all the students will talk about their topics in English. ( ) ( )

次の英文を読んで、各問いに答えなさい。 [6分]

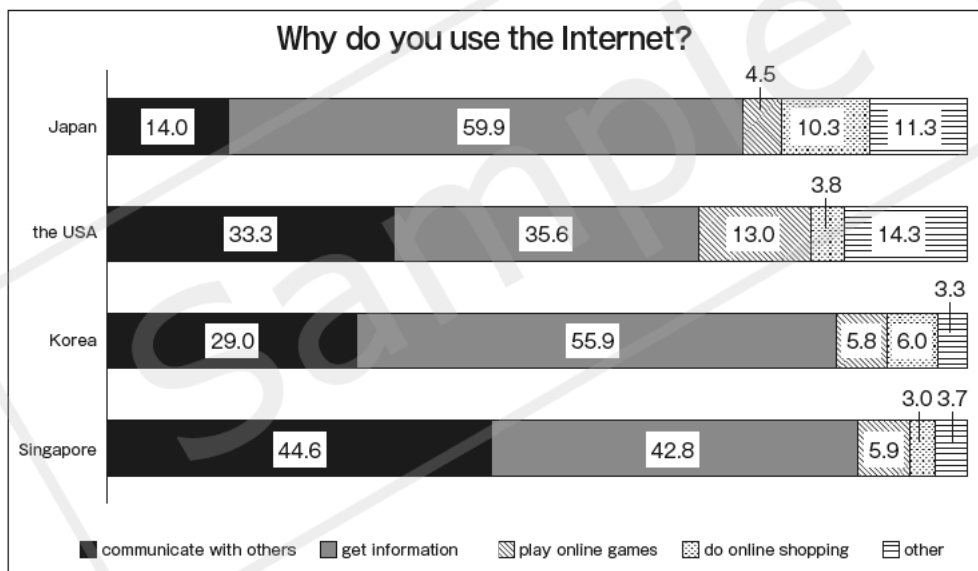
**Our Lives and the Internet**

by Mana Kaneko

August, 2017

Recently, the Internet has become a necessary tool in our daily lives. As mobile phones, personal computers, and other devices which can be connected to the Internet have become much more common, people can easily obtain information they need at any time. It has also become much easier to communicate with others. Through SNS, people often exchange information in a very short period of time.

According to a survey on Internet use in 2014, people aged 13 to 29 had a tendency to develop the dependence on the Internet, while those aged 30 or older were less likely to. The graph below indicates why people use the Internet in four countries. In three countries, the most common purpose for using it is to get information. The Internet allows us (A) things we did not previously know or that are of great use for us. We can also make sure where we are, and easily confirm the way to our destination. Now it is very popular to start job searches by registering oneself on Internet sites.



In Japan, the percentage of Internet users increased from about 62% in 2004 to about 89% in 2014. Though the Internet has propagated rapidly, it also has problems. Among young people in particular who tend to be addicted to the Internet, there are actually a lot of problems. For example, they sometimes have trouble with other users, believe false information easily, or get involved in crimes through dangerous sites.

It is true that the Internet can offer us more convenient lives, but it can bring us a lot of problems at the same time. It is necessary that we should use the Internet wisely, keeping its negative side in mind.

**Opinion on "Our Lives and the Internet"**

by S.W.

September, 2017

I use the Internet when I would like to contact my friends living in foreign countries. As a tour conductor, I go abroad very frequently, and these friends sometimes give me useful information such

as information on recommended restaurants and tourist spots when I visit their countries. According to Mana's article, the percentage for people using the Internet as a communication tool reached nearly 45% in my country, which was the highest of the four countries. Since ICT (Information Communication Technology) is developing in my country, I find the results of this survey convincing.

In my country, the Internet is used widely for education. Schools usually get in touch with parents through the Internet, and apps are often used for homework. Although apps have convenient aspects, such as reminding us of deadlines and making learning more fun with avatars, as Mana said, serious problems caused by the Internet, such as \*bullying, can occur. They should be solved by the government.

When I visited Japan, I was very surprised to see a lot of passengers on trains and buses looking at the screens of smartphones. I wonder if they are addicted to the Internet.

注) bullying : いじめ

(1) (A)に入れるのに最も適切なものを、ア～エから1つ選びなさい。

ア. learn

イ. to learn

ウ. learning

エ. of learning

( )

(2) この添乗員の出身国として最も適切なものを、ア～エから1つ選びなさい。

ア. the USA

イ. Korea

ウ. Japan

エ. Singapore

( )

(3) 本文の内容と一致するものを、ア～カから2つ選びなさい。

ア. Mana stated the possibility of young people being deceived by information online.

イ. The number of Internet users increased from 2004 to 2014 by over 30 percentage points in Japan.

ウ. The percentage of people doing online games in the USA is the smallest of all user groups in this country.

エ. The tour conductor finds all the information about his customers' destinations by himself.

オ. The tour conductor thought it impossible to decrease the amount of bullying.

カ. The Internet plays an important role in education in the tour conductor's country.

( ) ( )