

平成 26 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下さい。
- 3 問題冊子と解答用紙の両方の決められた欄に、受検番号を記入下さい。
- 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下さい。
- 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、黙って手を挙げ下さい。
- 6 時間内に解答が終わっても、その場に着席して下さい。
- 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下さい。

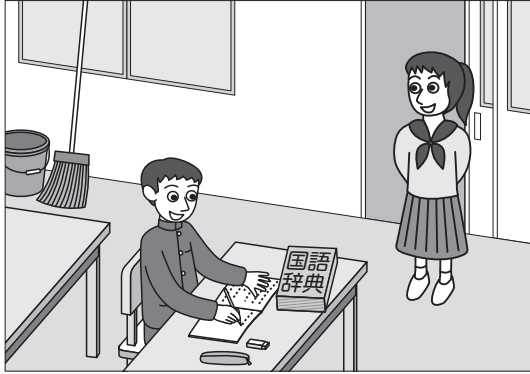
受 検 番 号

1

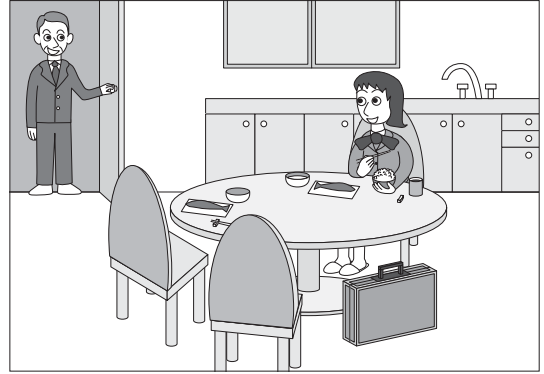
放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

〔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 店員との対話

- A** Great! You are a good tennis player.
- B** Great! I'm interested in tennis, too.
- C** Well, I've just bought a new racket.
- D** Well, I think it is very nice. I'll take it.

No. 2 友人との対話

- A** That's good. Let's meet on the train.
- B** That's good. I'll see you then.
- C** I'm sorry. I can't see you tomorrow.
- D** I'm sorry. I don't like movies.

No. 3 母との対話

- A** We had to leave the park to look for the camera.
- B** We have never visited the park.
- C** We looked for the camera in the park and found it.
- D** We gave the camera to someone.

〔問3〕 中学生の真佐子（Masako）が英語の時間に行ったスピーチを2回放送します。次の文は、その内容をまとめたものです。内容を聞き取って、（ア）～（オ）のそれぞれにあてはまる日本語または数字を書きなさい。

- 英語クラブには、部員が（ア）人いる。
- 英語クラブでは、毎週（イ）曜日にブラウン先生と英語を話す練習をしている。
- 英語のサマースクールには、たくさんの（ウ）が参加した。
- 真佐子は英語で（エ）ことは、英語を学ぶ良い方法だと思った。
- 真佐子は、いつか（オ）に行って、友人に会いたいと思っている。

2 次の英文は、高校1年生の正輝（Masaki）が、英語の授業で行ったスピーチの原稿です。これを読み、〔問1〕、〔問2〕に答えなさい。

My grandmother lived in an old house a few years ago. It was in the countryside of Wakayama. She got very old and needed some help, so she came to our city and started living with my family. After that, no one lived in her old house. Then, her town in the countryside started a project to renew old houses like my grandmother's. In the project a lot of volunteers help to clean old houses. And the houses are rented to someone. When my grandmother heard about the project, she decided to rent her house to someone.

My family went to my grandmother's house and cleaned it. Some volunteers also helped us. Among them there was a man from Australia. His name was Tom. He saw the homepage of the town and came to the town. He was staying there with a farming family.

Tom said, "Old houses in this town are wonderful. They are not very hot in summer, so we don't have to use air conditioners. My favorite place is *irori*. You can use it for cooking. It also makes the room warm in winter. It's great! Now many people live in modern houses, but I think it is very nice to live in an old Japanese house. I like living and farming in this town." I was happy to hear that.

Cleaning the old house was not easy. But my family and the volunteers worked hard together. The house became very beautiful.

I thought my grandmother's house was just an old one at first. When I cleaned my grandmother's house, I learned many good things about old Japanese houses. I want to live in an old Japanese house someday. I also hope many people will come to this town and enjoy old houses.

(注) countryside いなか town 町 project プロジェクト, 取組 renew 新しくする
volunteer ボランティア rent 貸す among～ ～の中に
homepage (インターネットの) ホームページ farm 農業をする
air conditioner エアコン *irori* いろり modern 近代的な

〔問1〕 文中の内容に合うように、次の(1)～(3)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つ選び、その記号を書きなさい。

(1) Masaki's grandmother lives with Masaki's family because ().

- ア she decided to clean her old house
- イ she needed the help of Masaki's family
- ウ the town started a project to clean old houses
- エ the town decided to rent her house

- (2) Tom decided to ().
- ア teach English to old people in the town
 - イ rent his house in Australia
 - ウ come to the town after seeing the homepage
 - エ live in Masaki's grandmother's house
- (3) Masaki found good things about Japanese old houses when ().
- ア he started his life in the countryside of Wakayama
 - イ he lived in his grandmother's house with his family
 - ウ he came to the city to live with his grandmother
 - エ he cleaned his grandmother's house with some volunteers

〔問2〕 正輝はスピーチの発表後に、トム（Tom）に電子メールを送りました。次はそのメールの一部です。これを読み、あとの(1), (2)に答えなさい。

✉ メッセージの作成	
To :	Tom
From :	Masaki
Date :	September 10
<p>Hi, Tom! How are you? Thank you very much for helping us.</p> <p>I was glad that ①. Now I love Japanese old houses.</p> <p>Last week I talked about you in my class. The students in my class enjoyed it and they want to see you. We will be happy if you talk about your experience in our class.</p> <p>②</p>	

- (1) 本文の内容に合うように、電子メールの ① にあてはまる最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。
- ア you taught me about your life in Australia
 - イ you came to my house to see me with your friends
 - ウ you talked to me about Japanese old houses
 - エ you showed how to make *irori* to me
- (2) 電子メールの ② に、「私たちのクラスにきてもらえますか。」という意味を表す英語を書きなさい。ただし、語数は4語以上とし、符号(.,?!など)は語数に含まないものとします。

3 次の英文は、高校生の勇太（Yuta）とALT（外国語指導助手）のマイク（Mike）の対話です。
これを読み、〔問1〕～〔問4〕に答えなさい。

Mike : Hi, Yuta. I heard you joined the English club. How is it ?

Yuta : It's [①]. I enjoy it very much. Last week I visited the elementary school with the other members of the club. We read an English picture book to the children.

Mike : An English picture book ? [] ?

Yuta : I found it in the school library.

Mike : What story was it ?

Yuta : It was a story about an honest man who lived in Wakayama.

Mike : Oh, really ? Did the children enjoy the story ?

Yuta : Well, after I read the story, some children wanted to listen again, so I think they [②] it. But some children didn't understand the story well. I thought listening to a story in English was difficult for some children. Is there anything I can do ?

Mike :

Yuta : What are they ?

Mike : You can use a lot of gestures to show the feelings and actions of the characters. You should also try to make eye contact with the children. Those things are very important when you use English. It's difficult for the children to [③] all the English words. But they can enjoy a story in English if you use gestures and make eye contact. I learned that through teaching English in Japan.

Yuta : I see.

Mike : That's right. I think all the children will enjoy the story in English next time.

Yuta : I hope so. If we read stories of Wakayama in English to the children, they will learn both English and something about Wakayama.

Mike : Please keep reading stories of Wakayama in English.

Yuta : OK. I'll try.

(注) elementary school 小学校 picture book 絵本 honest 正直な
gesture ジェスチャー feeling 感情 action 行動 character 登場人物
make eye contact 視線を合わせる both~and ... ~も...も両方とも

5 次の英文は、高校生の由実（Yumi）が書いた英作文です。これを読み、〔問1〕～〔問6〕に答えなさい。

One day I read a reader's column in a newspaper. In the reader's column a man said, "We should put some garbage cans in public places. There aren't any garbage cans in the park near my house and there is a lot of garbage there. ^aI feel sad to see that. If there are some garbage cans there, people will put garbage like plastic bags and plastic bottles in them."

I agree. A But I think we have more important things we must not forget. Today I will talk about them.

Last fall, I went to Kumanokodo with my family. In the morning we walked and saw a lot of beautiful trees and the river. Then we ate lunch cooked by my father. It was very good.

^bI looked for a garbage can (we, lunch, eating, after, enjoyed). But there were not any garbage cans. I remembered the reader's column. I said to my mother, "There are no garbage cans, but we don't see any garbage. Tell me the reason, please." She said, "You should think about it."

I thought for a while. I also saw carefully what other people were doing. They were eating lunch. I found they put lunch containers in their bags after their lunch. They didn't have plastic bottles. They had canteens to drink water. I thought that they wanted to reduce their garbage.

^cI said to my mother, "Many (take, who, Kumanokodo, visit, people) their garbage home. That is natural for them. So they don't need any garbage cans here." She said, "That's right, Yumi! People here think it is their culture to take their garbage home. Every day a lot of people visit this place. If the caretakers of this place put garbage cans, some people will put their garbage in them. They will be full of garbage. We will probably see some garbage around them. B" I thought we should keep Kumanokodo clean.

I learned two important things from the trip to Kumanokodo. To keep our society clean like Kumanokodo, we should take our own garbage home. We should also reduce garbage. These things are more important than putting garbage cans in public places.

Now I always bring a bag when I go shopping. So I don't need to get a plastic bag at a store. Let's do something good we can do to keep our society clean.

(注) reader's column 読者欄 newspaper 新聞 garbage can ごみ箱 public 公共の
garbage ごみ plastic bag ビニール袋 plastic bottle ペットボトル
Kumanokodo 熊野古道 ate <eatの過去形 reason 理由 carefully 注意深く
container 容器 canteen 水筒 reduce 減らす natural 当然の
caretaker 管理者 full of ~ ~でいっぱい probably おそらく
keep ~ clean ~をきれいに保つ society 社会

〔問1〕 下線部① I feel sad の理由を、日本語で具体的に書きなさい。

〔問2〕 文中の , のそれぞれにあてはまる最も適切なものを、次の
ア～エから1つずつ選び、その記号を書きなさい。

- ア We must clean garbage cans in the park.
- イ We should read a reader's column.
- ウ We can't use plastic bags and plastic bottles.
- エ We need some garbage cans in public places.

- ア And we will see more wonderful places.
- イ And we will go to Kumanokodo again.
- ウ And we will lose this beautiful place.
- エ And we will be happy to see it.

〔問3〕 下線部②, ③が、それぞれ意味の通る英文になるように、() の中の語を並べかえて、
英文を完成させなさい。

〔問4〕 次の(1), (2)の問いに、それぞれ英語で答えなさい。

- (1) Who cooked lunch for the trip to Kumanokodo ?
- (2) What does Yumi do to reduce garbage when she buys something ?

〔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 Yumi saw the people who put their lunch containers in their bags.
- イ Yumi read the reader's column in the newspaper.
- ウ Yumi enjoyed lunch with her family in Kumanokodo.
- エ Yumi learned why there were no garbage cans in Kumanokodo.

〔問6〕 由実が、熊野古道を訪れて学んだ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。