

平成 25 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 友だちとの対話

- A** Sure. I'll see you at my house at four.
- B** Sure. We did the homework with Miki.
- C** Well, I have finished the homework.
- D** Well, we don't have any homework.

No. 2 家での母との対話

- A** Well, you can get to the library faster by bus than by train.
- B** Well, walking from here to the library doesn't take a long time.
- C** Don't worry. You can get to the station by bus.
- D** Don't worry. You can see the library from the station.

No. 3 友だちとの対話

- A** That's good. She will enjoy the party on Saturday.
- B** That's good. I can go with you then.
- C** I'm sorry. I don't like parties very much.
- D** I'm sorry. She will visit my house on Sunday afternoon.

〔問3〕 中学生の和也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。

- 和也は (ア) か月前、英語を勉強するためにカナダへ行った。
- 和也は (イ) に、ホストファミリーと有名な場所に行った。
- 和也は昼食後、カナダの生徒たちとよく (ウ) をした。
- カナダの生徒たちは、和也が教えた (エ) を練習した。
- 和也は (オ) に、日本文化について多くのことを教えたいと思っている。

- 2** 次の英文は、広島県に住む中学生の香菜子（Kanako）が書いたものです。これを読み、〔問1〕～〔問3〕に答えなさい。

Last year we went to Wakayama on a school trip. In Wakayama, we stayed at local people's houses.

My friends and I stayed at Mr. and Mrs. Suzuki's house. Mr. Suzuki is a fisherman and Mrs. Suzuki helps him. On the first day, Mr. Suzuki showed us a tuna farm. He said, "Raising tuna is very difficult. Researchers have tried to raise tuna and people in this town have helped them. I have helped them, too. A lot of people worked together, so we can raise tuna on this farm now."

After talking with him, I looked into the tuna farm. I couldn't see the tuna. Mr. Suzuki told us to feed the tuna, so we threw some little fish to the tuna. A big tuna came. I was surprised to see that. That night we made dinner with Mrs. Suzuki. I cooked fish. These were my first experiences in Wakayama.

The next day, my friends and I visited an interesting place. We swam with dolphins there. Before swimming with dolphins, a dolphin trainer told us some important things. The trainer said, "Dolphins are delicate animals. You have to be their friend first." When I went into the sea, one dolphin came. It was beautiful and I was excited. The trainer said, "Now the dolphin wants to swim with you." I grabbed the dolphin and the dolphin started to swim. The dolphin swam very fast. I had a lot of fun.

Our school trip was very short, but . I worried about the homestay before visiting Wakayama, but Mr. and Mrs. Suzuki were very kind and they made me happy.

I had good experiences during this school trip. We can always search for tuna and dolphins on the Internet, but it's more moving to see them with our own eyes. We can learn a lot from experiences, so we should have a lot of experiences. I'll remember this school trip and visit Wakayama again.

(注) on a school trip 修学旅行で local 地元の fisherman 漁師 tuna マグロ
farm 養殖場 raise 育てる researcher 研究者 feed えさを与える
threw < throwの過去形 experience 経験 swam < swimの過去形 dolphin イルカ
trainer 調教師 delicate 繊細な grabbed < grab (つかむ)の過去形
search for ~ ~を捜す eye 目

〔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) Last year, Kanako () in Wakayama.

- ア went swimming with her family
- イ caught a tuna with a fisherman
- ウ stayed at a fisherman's house
- エ came and saw her best friends

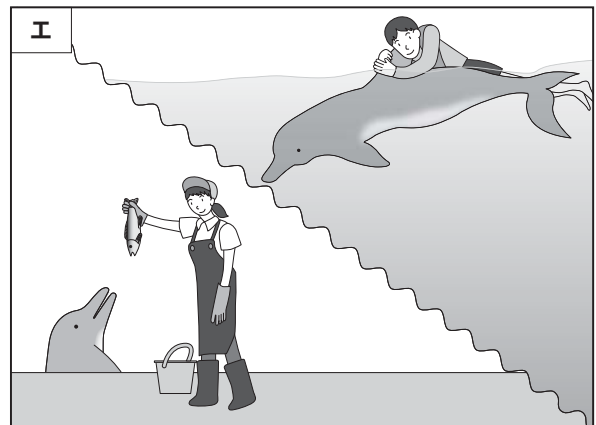
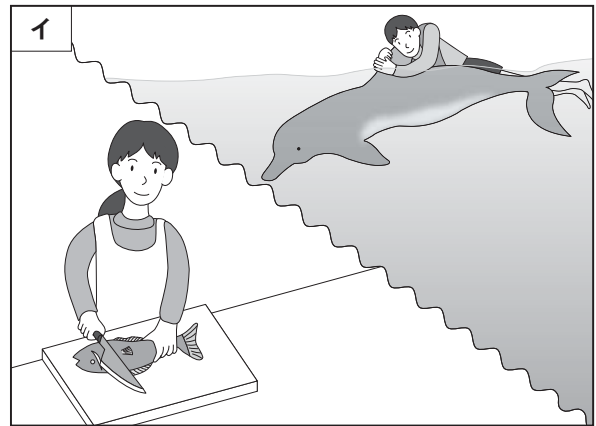
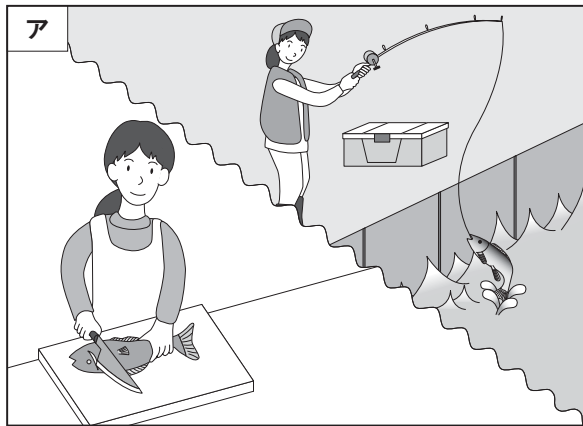
(2) In Wakayama, Mr. Suzuki ().

- ア helped researchers who tried to raise tuna
- イ became a researcher who studied about tuna
- ウ taught Kanako how to catch tuna
- エ told Kanako to study about tuna

(3) Kanako thinks that ().

- ア studying on the Internet is the most moving experience
- イ using the Internet gives people a lot of experiences
- ウ having experiences teaches her a lot of things
- エ learning from experiences is very difficult

〔問2〕 香菜子が、和歌山県で体験したこととして、文中で述べられているものを、次のア～エの絵の組み合わせの中から1つ選び、その記号を書きなさい。



〔問3〕 文中の に、「私は、和歌山での滞在を楽しみました。」という意味を表す英語を書きなさい。ただし、語数は5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、中学生の浩（Hiroshi）と父の対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

Father : Hi, Hiroshi. We'll have the festival next month. Will you practice *Shishimai* this evening too ?

Hiroshi : Well ... , yes.

Father : [] ?

Hiroshi : No, I can't. It's difficult to dance our *Shishimai* well, because it's unique. Usually two or three people dance together, but in our town five people dance together. So I don't like practicing it.

Father : Well, you have just started, Hiroshi. A You'll feel good when you dance in front of many people.

Hiroshi : I think so. I think our *Shishimai* is [①]. I hope to dance it well. I can learn a lot from people of different generations in the *Shishimai* group, but there are only a few junior high school students in it. If many young people join the group, I can have a lot of fun.

Father : I see. When I was a child, there were a lot of [②] people in the group. B We had a good time. But Hiroshi, having fun is not your only goal.

Hiroshi : What do you mean ?

Father : We had a purpose in dancing *Shishimai*. It united the people in our town. We danced together and that made our ties strong.

Hiroshi : Oh, I have never thought about that.

Father : Hiroshi, you have seen our festival many times. People in this town are proud of the festival and it is [③] every year. *Shishimai* is the most important part of the festival.

Hiroshi : I see. I didn't know about that. *Shishimai* is very important in our town. I'll learn how to dance it for myself and for our town.

Father : I'm happy to hear that. You should try to do so.

Hiroshi : OK. I'll try.

(注) *Shishimai* ^{ししまい}獅子舞 dance 舞う unique 独特の generation 世代
join 参加する goal 目標 purpose 目的 unite 団結させる tie きずな
thought < think の過去分詞形 be proud of ~ ~を誇りに思う part 部分
myself 私自身

〔問1〕 文中の〔①〕～〔③〕にあてはまる語の組み合わせとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

- | | | | |
|---|-------------|---------------|-----------|
| ア | ① small | ② busy | ③ made |
| イ | ① great | ② young | ③ held |
| ウ | ① useful | ② old | ③ started |
| エ | ① important | ② interesting | ③ called |

〔問2〕 対話の流れに合うように、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～オの中から1つずつ選び、その記号を書きなさい。

- ア We should practice *Shishimai* to dance well with two other people.
イ You told me to practice *Shishimai* hard for the festival.
ウ We practiced *Shishimai* and talked about many things.
エ You can do it well at the festival if you practice hard.
オ Junior high school students don't have to practice *Shishimai* for the festival.

〔問3〕 対話の流れに合うように、文中の [] にふさわしい表現を考えて、英語で書きなさい。

〔問4〕 下線部 that の内容を、日本語で具体的に書きなさい。

- 4** オーストラリアにいるマイク（Mike）から、次のような内容の電子メールが届きました。マイクの依頼にこたえる返事を、2文以上の英語で書きなさい。ただし、語数は全部で20語以上とし、符号（.,?! など）は語数に含まないものとします。

I'll go to your school soon and study with you for two weeks. I want to know about your school. Can you tell me about it? I'll talk about it with my family.

5 次の英文は、高校生の絵美（Emi）が、英語スピーチコンテストに出場したときの原稿です。これを読み、〔問1〕～〔問6〕に答えなさい。

Now everyone, please look at this flower. This is *Aburana* we grew. Today I'll tell you about our project with this flower.

One day, in class, our teacher said, "We often use cars. Cars are very useful in our life, but using gasoline in cars makes a lot of CO₂. It damages the earth. People all over the world are trying to find other fuels. ^aWhat (should, kind, fuels, use, of, we) now ? Tell me your ideas in the next class."



My friends and I went to the school library. On the Internet, we found a site about a wonderful project. The site said, " and make fuel from the seeds. Using the fuel makes CO₂, but CO₂ is absorbed by *Aburana*. This cycle is good for the earth." I thought, "This is a good project."

In the next class my friends and I told everyone about the site. I said, "Let's grow *Aburana* to save the earth." Everyone agreed. We started growing *Aburana* as our project.

We had to do a lot of things to grow *Aburana*. For example, we had to look for the field, give water to *Aburana* and weed after school. That was hard work for us. Soon some students stopped coming to the field. Our class couldn't work together. After a while, we talked about the problem in class. One student said, "We should stop growing *Aburana*." I was very sad. Then, one of the girls in my class said in a loud voice, "Why did we start this project ? If we give up so quickly, we can't change anything. Let's continue growing *Aburana*." Everyone was surprised, because she was usually quiet. It was the first time for her to speak in a loud voice in our class. We all knew that she took care of the field every day. Her courage changed our class. The next day, all my classmates started working together again.

In spring we had a lot of beautiful flowers in the field. In summer we cut *Aburana* and dried them. The work took a very long time. After a week we got the seeds from *Aburana*. ^bWe said to our science teacher, "Please (how, tell, to, fuel, make, us) from the seeds." The science teacher helped us, and we got the fuel. Then we used the fuel for a bus. The bus moved in front of us. ^cWe were excited to see that.

We worked hard to save the earth. We got only a little fuel, but we learned an important thing through this project. If we work together and continue doing even a little thing, we can do something good for the earth. We hope a lot of people will understand our project. We'll grow *Aburana* again this year.

(注) grew < grow (育てる) の過去形 project プロジェクト (事業) gasoline ガソリン
CO₂ 二酸化炭素 damage 害を与える fuel 燃料 site (インターネットの) サイト

seed 種 absorb 吸収する cycle 循環 save 救う field 畑 weed 雑草を抜く
after a while しばらくして loud 大きな give up あきらめる
continue ~ing ~し続ける quiet 静かな knew < know の過去形 courage 勇気
classmate 級友 cut < cut (刈り取る) の過去形 dry 干す

〔問1〕 下線部④, ⑥が, それぞれ意味の通る英文になるように, () の中の語を並べ替えて, 英文を完成させなさい。

〔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** Let's stop the project to grow *Aburana* **イ** Let's use gasoline for *Aburana*
ウ Let's start growing *Aburana* **エ** Let's make CO₂ for *Aburana*

- ア** We had no problem when we grew *Aburana*.
イ I took care of *Aburana* with a few students every day.
ウ We all went to the field to give *Aburana* water.
エ It was easy for us to take care of *Aburana*.

〔問3〕 下線部③ We were excited to see that. のようになった理由を, 日本語で具体的に書きなさい。

〔問4〕 次の(1), (2)の問いに, それぞれ英語で答えなさい。

- (1) What did Emi and her classmates do in class when they couldn't work together?
(2) When did Emi and her classmates see a lot of beautiful *Aburana* flowers?

〔問5〕 次の**ア**~**エ**の中から, 本文の内容と一致する最も適切なものを1つ選び, その記号を書きなさい。

- ア** Emi's class changed when a quiet girl showed her courage to her classmates.
イ Emi wanted to grow *Aburana*, but her classmates didn't think it was a good idea.
ウ Emi didn't know how to make fuel, so Emi's classmates taught her about it.
エ Emi's classmates started a new project, and they used some fuel to grow *Aburana*.

〔問6〕 絵美が自分たちのプロジェクトを通し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。