

平成 24 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**

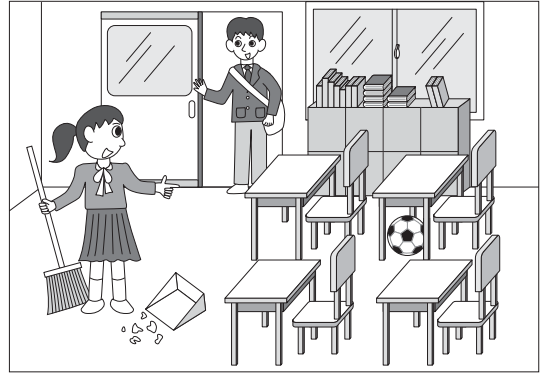
放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

〔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** I want to visit their country next month.
- B** I want to dance for them with my friends.
- C** I don't want to learn about Japanese songs.
- D** I don't want to have a party for them.

No. 2 友だちとの対話

- A** Yes. I'm getting better now.
- B** Yes. I didn't go to the hospital.
- C** No. I feel very fine today.
- D** No. I don't have a headache.

No. 3 留学生との対話

- A** That's right. I wrote the report yesterday.
- B** That's right. My teacher will tell you about Japanese culture.
- C** That's a good idea. My teacher was kind and helped me a lot.
- D** That's a good idea. I'll go there to look for some good books.

〔問3〕 中学生の由紀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。

- ナンシーは、由紀の家に ( ア ) 週間滞在した。
- ナンシーと由紀は、由紀の家の近くの ( イ ) を歩いて楽しんだ。
- ナンシーは、日本の ( ウ ) に興味がある。
- ナンシーと由紀は、由紀の父と ( エ ) に行った。
- ナンシーは、プレゼントとして、由紀から ( オ ) をもらった。

**2** 次の英文は、和歌山県に住む中学生の達也（Tatsuya）が書いたものです。これを読み、〔問1〕、〔問2〕に答えなさい。

Last summer I visited Canada and stayed with a host family for one month. The family lived in a small town with a lot of mountains. During my stay in Canada, my host brother Mark often took me to some interesting places. I enjoyed doing many things with him.

One day Mark and I went to a beautiful forest. We saw some people who were working in the forest. I said to Mark, "What are they doing?" Mark said, "They are planting young trees. They also weed and pick up garbage to raise forests. I sometimes help them as a volunteer. Today you can plant some young trees here. Do you want to try?"

I planted a young tree. It was my first experience. Planting a tree was a little hard for me, but I enjoyed it very much. After planting the tree, Mark asked me about raising forests in Japan. I could not answer because I didn't know anything about it. Then Mark said, "Forests give people fresh air, a lot of water and other important things. They also protect us from natural disasters. So in Canada people plant young trees every year to raise the forests." I learned many things from Mark.

After coming back to Wakayama, I talked with my friends about the things I learned in Canada. But they didn't know much about the importance of forests. Young Japanese people have to learn more about forests. We should do something for the forests in our country.

(注) took < take (連れて行く) の過去形    plant 植える    weed 草取りをする  
pick up 拾い上げる    garbage ゴミ    raise 育てる    experience 経験    fresh 新鮮な  
protect ~ from ... ~を...から守る    natural disaster 自然災害    importance 大切さ

〔問1〕 本文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 summer, Tatsuya (            ) in Canada.

- ア told Mark to raise young trees
- イ worked as a volunteer with Mark's brother
- ウ went to some interesting places with his friends
- エ lived with his host family for a month

(2) Mark (            ) in the forest.

- ア told Tatsuya about people planting young trees
- イ had his first chance to plant some young trees
- ウ enjoyed working with Tatsuya's friends
- エ worked with his family as a volunteer

(3) Through the experience in Canada, Tatsuya wanted ( ).

- ア Mark to learn more about the forests of Japan
- イ young people in Japan to know more about forests
- ウ many people to work in the forests of Canada
- エ his family to plant young trees every year

〔問2〕 和歌山県に戻った達也が、カナダにいるマーク（Mark）に書いた電子メールの一部を下に示しています。これを読み、次の(1)、(2)に答えなさい。

✉ メッセージの作成	
To :	Mark
From :	Tatsuya
Date :	September 3

Hi, Mark.

Thank you very much for everything you did for me. During my stay in Canada, you taught me a lot of things about forests. Now .

Yesterday I found some books about forests in my school library. I read them with my friends. Then we learned a lot about raising forests.

Next month . That will be very exciting because I want to raise forests in Wakayama.

(1) 電子メールの  に、「私は、森にとっても興味を持っている。」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。

(2) 本文の内容に合うように、電子メールの  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 will learn a lot of things about forests
- イ you will read some books about raising forests
- ウ I will plant some young trees as a volunteer
- エ I will visit Canada to see your family again

**3** 次の英文は、中学生の久美子（Kumiko）と母の対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

Mother : Yesterday morning, when I was on the street, I met some students walking to school.

Kumiko : Oh, really ? I think they are students from my school.

Mother : At that time, they said in loud voices, “Good morning.” I felt very [ ① ].

Kumiko : Well... . In our school, we always greet each other when we meet. So I always greet the people I meet every day.

Mother : You are nice, Kumiko. People feel very good when they exchange greetings with each other.

Kumiko : I agree. A

Mother : That's right. I'll tell you another thing. Greetings can be the first step in communication. If you start talking to people with a greeting first, you can talk with them more.

Kumiko : Well... . I have one thing I want to tell you.

Mother : What is it ?

Kumiko : Last Monday, we got a new student from Tokyo. Her name is Mika. She looked nervous because that day was her [ ② ] day in our class. She sat at the desk next to me and was very silent.

Mother : [                      ] ?

Kumiko : No. I wanted to talk with her, but I could not say anything. Then my friend Yuri said to her, “Hello. I'm Yuri. Nice to meet you.” Soon Mika smiled and started talking to us. B  
We really enjoyed talking with her.

Mother : Oh, Yuri was very nice. She gave you a chance to be good [ ③ ] with Mika.

Kumiko : That's right. Greetings are very useful for opening people's minds. I learned that from Yuri. I'll never forget this important experience.

(注) met < meet の過去形    loud voice 大きな声    felt < feel の過去形    greet あいさつする  
each other お互い    exchange やり取りする    greeting あいさつ    step 一歩  
nervous 緊張して    next to ~ ~の隣の    silent 沈黙した    mind 心    experience 経験

〔問1〕 本文中の〔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 surprised | ② easy      | ③ students   |
| イ | ① glad      | ② important | ③ volunteers |
| ウ | ① sad       | ② exciting  | ③ sisters    |
| エ | ① happy     | ② first     | ③ friends    |

〔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 So it was difficult for us to greet her.
- イ At school people don't talk to each other when they meet.
- ウ After that, we told her a lot of things about our school.
- エ You should work hard to have a better school life.
- オ A nice greeting can make them happy.

〔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。

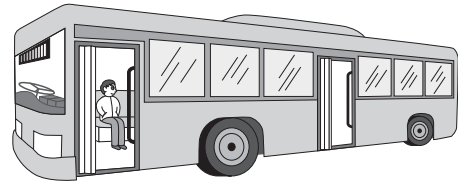
〔問4〕 下線部 that の内容を、日本語で具体的に書きなさい。

- 4** 英語の授業で、次のような課題が出され、発表することになりました。あなたなら、どのような内容を発表しますか。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。

It is very important for you to have your own dream. What dream do you have now? What are you going to do for your dream? Please answer these two questions.

5 次の英文は、高校生の裕美（Yumi）が、「総合的な学習の時間」で取り組んだ内容について書いたスピーチの原稿です。これを読み、〔問1〕～〔問6〕に答えなさい。

Have you ever taken a low-floor bus? Some people will say, “Yes,” but other people will say, “No.” A few months ago, my grandmother and I took a low-floor bus to go to the library. Riding a low-floor bus was the first time for me.



a low-floor bus 低床バス  
(昇降口にステップのないバス)

My grandmother usually takes a low-floor bus because she has problems with her knees. It is [ A ] for her to get on a bus with steps.

When I was on the low-floor bus, some old people came onto the bus. There were no steps on the bus, so a they could get on the bus easily. I thought that the low-floor bus was designed very well for old people.

Two weeks later, in class, we had a chance to think about life in our city. Our teacher said to us, “In our city, there are many good projects. These projects make our life better. b Now I ( you, about, to, talk, want ) some of the projects.” Then we started talking about them in groups.

In my group, we talked about the low-floor bus. I said, “The low-floor bus is designed well for old people.” Everyone in my group looked interested in the low-floor bus. One student said, “I didn’t notice that the low-floor bus was so [ B ] for old people. There are many old people in our city. We should have more low-floor buses for them.” Then another student said, “I don’t think the low-floor bus was designed only for old people. We should get more information about the low-floor bus. Let’s go to City Hall after school.”

At City Hall, we talked to a man there and asked him questions about the low-floor bus. He said to us, “The low-floor bus is not only for old people. It’s designed for other people too. c We ( about, living, think, everyone, should ) in our city. We need more things designed for everyone.” Babies, children, young people and old people are living in our city. Some people are physically challenged. We sometimes care about only ourselves but we should care about those people too.

As a person living in this city, I want to make everyone happy. It’s important for us to think about things from other people’s points of view. That’s the thing I learned in this class. Let’s work together to have a better life in our city.

(注) taken < take の過去分詞形 knee ひざ get on ~ ~に乗る

bus with steps ステップ (踏み段) のあるバス come onto ~ ~に乗り込む

easily 容易に thought < think の過去形 design デザインする・設計する

project プロジェクト(事業) notice 気づく information 情報 City Hall 市役所

physically challenged 身体に障害のある care 気づかう ourselves 私たち自身

point of view 視点



〔問1〕 本文中の〔 A 〕,〔 B 〕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 A hard B bad
- イ A right B good
- ウ A better B popular
- エ A difficult B useful

〔問2〕 下線①they could get on the bus easilyの理由を, 日本語で具体的に書きなさい。

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

〔問4〕 次の(1), (2)の問いに, それぞれ英語で答えなさい。

- (1) Where did Yumi and her grandmother go by bus ?
- (2) Why did the members of Yumi's group go to City Hall ?

〔問5〕 次のア~オの中から, 本文の内容と一致する最も適切なものを2つ選び, その記号を書きなさい。

- ア Yumi thought the bus with steps was designed well for old people.
- イ Yumi and other students in her class thought about life in their city.
- ウ All the members in Yumi's group took a low-floor bus to go to City Hall.
- エ The man working at City Hall told Yumi to take a low-floor bus with old people.
- オ Yumi thinks that she should care about other people in her city.

〔問6〕 裕美が, この授業で学んだことはどのようなことですか。日本語で書きなさい。