

平成 23 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。

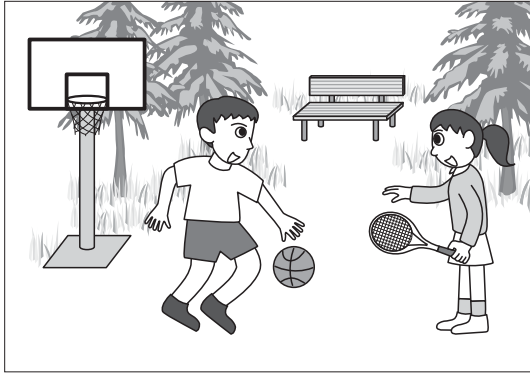
受 検 番 号

**1**

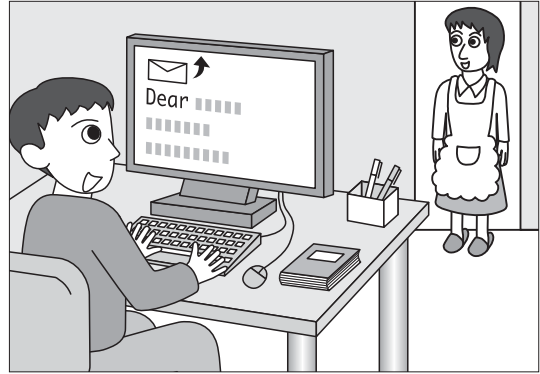
放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

〔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 中国からの留学生リンとの対話

- A** Of course. I want to learn about them from you.
- B** Of course. I have a lot of things to say about them.
- C** No. I don't like to sing them.
- D** No. You are not interested in them.

No. 2 友だちとの対話

- A** Yes. I'll come to see you at six.
- B** Yes. I'll tell you that this Saturday.
- C** Sure. I'll call you this Saturday.
- D** Sure. I'll be at home at six.

No. 3 A L T (外国語指導助手) との対話

- A** Don't worry. I can help you when you write the letter to her.
- B** Don't worry. I can help you when she visits our school.
- C** I see. It's difficult for her to send a letter to you.
- D** I see. It's difficult for her to visit our school.

〔問3〕 カナダからの留学生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。

- ケイトは、カナダで（ア）か月間、日本語を勉強した。
- ケイトは、リカから和歌山の有名な（イ）について話を聞いた。
- ケイトは、リカが（ウ）と踊っている写真を見せてもらった。
- ケイトは、（エ）月まで、和歌山に滞在するつもりだ。
- ケイトは、和歌山の多くの（オ）を訪れたいと思っている。

**2** 次の英文は、高校生の由美（Yumi）が、昨年、和歌山県の代表団の一員として、中国（China）を訪問したことについて書いたものです。これを読み、〔問1〕、〔問2〕に答えなさい。

We went to China on June tenth. We stayed there for a week. We visited many places in China. One of the most impressive places was the Great Wall of China. It was very large.

On June twelfth, each of us went to a Chinese family's house for a homestay. When I got to my host family's house, the family really welcomed me. There were three people in the family. They were the father, the mother, and the daughter. The daughter's name was Chiling. Chiling and I exchanged greetings in Chinese, but I could not understand her Chinese any further. So I said to Chiling, "Can you speak with me in English?" She said, "Of course, I can." Then we started talking with each other in English.

In the evening, Chiling's mother was making *gyoza* for dinner. Chiling and I helped her mother with dinner. Then her mother said something to me in Chinese, but I didn't understand her words. Chiling said to me in English, "My mother is telling you how to make *gyoza*." I smiled and thanked her mother. After making a lot of *gyoza*, we ate it together. Her father said to me, "The *gyoza* you made is delicious." We had a very good time.

After dinner, Chiling and I talked about many things in her room. Chiling said, "Please tell me about your hometown." I said, "My hometown is Wakayama. In Wakayama there is a lot of nature. We enjoy many things in nature. For example, canoeing, fishing, and walking in the mountains." Chiling said, "You live in a wonderful place. I want to go to Wakayama someday." I said, "I hope you can visit Wakayama."

After a while, Chiling said to me, "We don't really know each other's language, but we can understand each other through English. We'll be friends forever." At that time, I learned an important thing from her words.

Now, in Wakayama, I often remember Chiling's words. I'm studying English hard. Through English, I want to have more chances to talk with people all over the world.

(注) impressive 印象的な    the Great Wall of China 万里の長城    welcome 歓迎する  
daughter 娘    Chiling <sup>チーリン</sup>志玲 (女の子の名前)    exchange greetings あいさつを交わす  
not ~ any further それ以上~ない    each other お互い    *gyoza* ギョーザ  
hometown 故郷    canoe カヌーをする    fish 魚をとる    someday いつか  
after a while しばらくして    forever いつまでも

〔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) After exchanging greetings, Yumi and Chiling (    ).

- ア** went to the Great Wall of China
- イ** taught English to Chiling's mother
- ウ** talked about Wakayama with Chiling's father
- エ** used English to talk with each other

- (2) In the evening, Yumi ( ).
- ア enjoyed eating *gyoza* with Chiling's family
  - イ told Chiling to make a lot of *gyoza* for dinner
  - ウ ate nice *gyoza* Chiling's father made
  - エ showed Chiling's mother how to make *gyoza*

- (3) Now, Yumi wants to ( ).
- ア go to China again to eat *gyoza* someday
  - イ study Chinese hard to understand Chiling's words
  - ウ talk with people in many countries in English
  - エ get more chances to teach English in China



〔問2〕 和歌山県に戻った由美が、中国にいる志玲<sup>チーリン</sup>に書いた手紙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。

July 20

Dear Chiling,

I enjoyed talking with you about many things in your house, and ①. I was very happy to hear that. In Wakayama, you can do many things in nature.

Now, ②. They are pictures of my family. In one picture, my sister and I are canoeing. In the other picture, my father is fishing. What would you like to do in Wakayama?

(1) 本文の内容に合うように、手紙文の 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 told me a lot about your hometown
- イ you told me to write a letter in English
- ウ you said that you were interested in studying Japanese
- エ you said that you wanted to visit Wakayama someday

(2) 手紙文の ② に、「私は、あなたに2枚の写真を見てもらいたい。」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。





**5** 次の英文は、中学生の隆子（Takako）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6〕に答えなさい。

One day I was watching the news on TV. Suddenly, a shocking picture from a poor country was shown. A lot of children were lying on the streets. The news said, “These children are very poor. Some of them are dying because they have infectious diseases. We need vaccines to save such children.” I could not [ **A** ] the children’s sad faces.

The next morning I told the members of the student council about those children. I said, “Let’s work together to save them.” Everyone agreed. Then one of the members said, “a But ( we, for, can, what, do ) the children ?” I could not answer the question.

Some days later, I found a homepage on the Internet. It said, “There’s a campaign to save poor children. In this campaign, people collect PET bottle caps. If they collect eight hundred caps, they can get enough money to buy one vaccine. One vaccine can save one child.”

The next day I told the members of the student council to collect PET bottle caps as volunteer work. They said, “That’s a good idea.” Soon we put a large box in our school and said to other students, “Do you have any PET bottle caps at home ? Please put them into this box to save poor children.”

A few weeks later, we found that there weren’t many caps in the box. We were very sad. But we never gave up. b We thought ( things, should, about, do, we ). One member said, “Let’s make leaflets to show pictures of poor children to the other students. If we make leaflets to c do so, some students can understand that they should save those children.”

We made a lot of leaflets, and handed them to students at the school gate every morning. We said to them, “Look at these children. Let’s save them. Please bring PET bottle caps and work with us.” After school we also visited houses around our school with the leaflets. Then we told people a lot about our volunteer work because we wanted them to work together. Our work was very hard. But we were [ **B** ] when people visited our school with some caps. We got more caps little by little. We worked very hard every day. We finally got 80,000 caps. We could get vaccines for one hundred children.

The power of one person is small, but the power becomes greater when a lot of people work together. That’s an important thing I learned from our work. I’ll keep doing this work and save more children around the world.

(注) shocking 衝撃的な    poor 貧しい    shown < show の過去分詞形  
lying < lie (横たわる) の現在分詞形    infectious disease 感染症    vaccine ワクチン  
save 救う    student council 生徒会    homepage ホームページ    campaign キャンペーン  
collect 集める    PET bottle ペットボトル    cap ふた    enough 十分な  
put < put の過去形    give up あきらめる    thought < think の過去形    leaflet リーフレット  
hand 手渡す    gate 門    little by little 少しずつ    finally ついに    power 力  
keep ~ing ~し続ける



〔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 remember      B tired  
イ A forget        B happy  
ウ A see            B sad  
エ A find            B surprised

〔問2〕 下線①, ②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3〕 下線③ do so の内容を、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) In the campaign, how many PET bottle caps do people need to get one vaccine ?
- (2) Where did the members of the student council go with the leaflets after school ?

〔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 The members of the student council started collecting PET bottle caps.  
イ A lot of leaflets were handed to students at the gate of Takako's school.  
ウ Takako found a campaign to save poor children by collecting PET bottle caps.  
エ The members of the student council were sad because they didn't get enough PET bottle caps.

〔問6〕 隆子が、この生徒会の活動から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。