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)

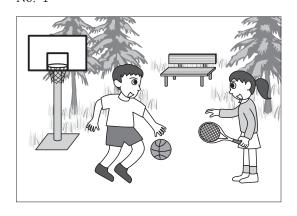
- 1 放送で指示があるまで、問題を見てはいけません。
- 2 問題冊子と別に解答用紙が1枚あります。答えは、すべて解答用紙に記入しなさい。
- 3 問題冊子と解答用紙の両方の決められた欄に、受検番号を記入しなさい。
- 4 はじめに放送を聞いて答える問題があります。放送の指示に従って答えなさい。
- 5 印刷が悪くて分からないときや筆記用具を落としたときなどは、黙って手を挙げなさい。
- 6 時間内に解答が終わっても、その場に着席していなさい。
- 7 「やめ」の合図があったら、すぐに解答するのをやめ、解答用紙を裏向けにして机の上に 置きなさい。

上上

受 検 番 号

- ┃ ┃ 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. $1 \sim$ 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, $\mathbf{A} \sim \mathbf{D}$ 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 ALT (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、($\mathbf{7}$) ~ ($\mathbf{7}$) 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 芸玲(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
 - 1 taught English to Chiling's mother
 - talked about Wakayama with Chiling's father
 - used English to talk with each other

(2) In the evening, Yumi ().							
P enjoyed eating gyoza with Chiling's family							
1 told Chiling to make a lot of <i>gyoza</i> for dinner							
de nice gyoza Chiling's father made							
■ showed Chilng's mother how to make <i>gyoza</i>							
(3) Now, Yumi wants to ().							
ア go to China again to eat <i>gyoza</i> someday							
f study Chinese hard to understand Chiling's words							
talk with people in many countries in English							
get more chances to teach English in China							
[問2] 和歌山県に戻った由美が、中国にいる志玲に書いた手紙の一部を下に示しています。これ 読み、次の(1)、(2)に答えなさい。 July 20	を -						
·							
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 	の						
(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)は語数に含まいものとします。							

3 次の英文は、中学生の次郎(Jiro)と父の対話です。これを読み、〔**問1**〕~〔**問4**〕に答えなさい。 Father : You don't look happy. What happened? Jiro : Nothing. : Tell me, Jiro. Why are you sad? I always [①] you. Father Jiro : Well ..., I was not chosen as a regular for the next baseball tournament. Father : I see. That's too bad. Well, was your friend Masao chosen as a regular? Jiro : Yes, he was. He is a good player with talent, ... but I think he doesn't practice hard. Father : Oh, you think he has talent. Was he chosen as a regular for that reason? : Yes. When he was [2], he was always the best sports player. Now he is one of the best players Jiro Α in my team. Father : I don't think so. I'll tell you something you don't know. When I go to my office in the morning, I often see Masao. He runs to school very hard with his bag every morning. Jiro Really? I can't believe that. His house is about 10 kilometers away from school. It is [3] for me to train by running to school every morning. I think few people can train like him. Father : I don't agree. For example, the famous players in the major leagues practice very hard to be better players. Jiro : I see. But I think they are great players with talent. Father : Listen, Jiro. There are some people who have talent. But making an effort is more important than having talent. If [), you can have a chance as a regular. Jiro : OK, I'll try. You have motivated me. Thank you, Father.

(注) chosen < choose の過去分詞形 regular レギュラーの選手 tournament トーナメント Masao 正夫(男の子の名前) player 選手 talent 才能 reason 理由 office 会社 kilometer キロメートル train トレーニングをする the major leagues メジャーリーグ(アメリカのプロ野球の最上位リーグ) make an effort 努力する motivate やる気を起こさせる

	〔問1〕	本	文中の)[1]~[3] [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	need	2	small	3	easy	
		1	1	help	2	old	3	difficult	
		ウ	1	support	2	little	3	hard	
		I	1	understand	2	famous	3	important	
	〔問2〕	対詞	話の流	売れに合うよう	K.	文中の	A		
る最も適切な文を、次の ア ~ オ の中から1つずつ選び、その記号を書きなさい。									
	A lot of students don't practice harder than Masao.								
	There are a lot of people who practice very hard.								
You told me to be a good baseball player like Masao. I A good player like Masao does not have to practice much.								Masao.	
								actice much.	
	〔問3〕	下紀	泉部 t	<u>hat</u> の内容を,E	本語	吾で具体的に言	書きな	こさい。	
	(問4)	対言	話の流	売れに合うよう し	ć, :	文中の〔		〕にふさわしい表現を考えて、英語で	
	:	書きる	なさい	1 0					
	٦								
4	英語の	授業	C, đ	あなたがオースト	`ラ!	Jアの中学生	トムと	: 電子メールでやりとりをしたときに,メール	
に次のような内容が書かれていました。あなたならトムにどのような内容の返事を書きますか。2文									
	上の英語	で書	きなる	さい。ただし,	吾数	は全部で15語	以上	とし, 符号 (.,?!など) は語数に含まないも	
	のとしま	す。							

- 6 -

I'm going to visit Japan with my family next year, but I don't know much about your country. When is the best

time to visit Japan? Please tell me something about it in your next e-mail.

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。

5

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. <u>We thought (things, should, about, do, we).</u> One member said, "Let's make leaflets to show pictures of poor children to the other students. If we make leaflets to <u>c</u>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 student council 生徒会 homepage ホームページ campaign キャンペーン save 救う collect 集める PET bottle ペットボトル cap ふた enough 十分な give up あきらめる thought < think の過去形 leaflet リーフレット put < put の過去形 little by little 少しずつ finally ついに hand 手渡す gate 門 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 $\mathbf{r} \sim \mathbf{r}$ の中から1つ選び、その記号を書きなさい。
 - ア A remember B tired
 - 1 A forget B happy
 - ウ A see B sad
 - **I** A find **B** surprised
- [**問2**] 下線②, ⑤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 $_{\mathbb{C}}$ 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。
 - **7** The members of the student council started collecting PET bottle caps.
 - 1 A lot of leaflets were handed to students at the gate of Takako's school.
 - **†** Takako found a campaign to save poor children by collecting PET bottle caps.
 - **I** 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。