

平成 31 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。

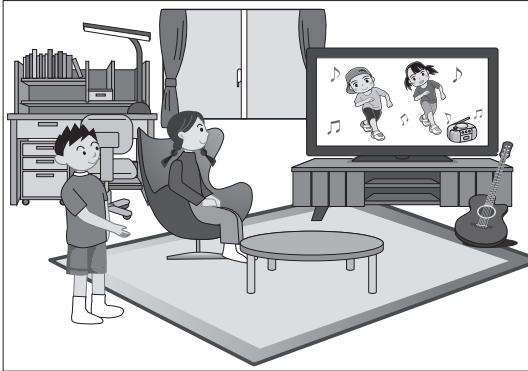
受 検 番 号

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 母親との対話

- A** Yes. I think I can put many books in a new bag.
- B** Yes. I hope his birthday cake will be big.
- C** Yes. I'll go shopping to buy a bag with my friend.
- D** Yes. I have to stay at home tomorrow.

No.2 担任の先生との対話

- A** Sure. You should use this bed and sleep now.
- B** Sure. If you feel well, you should go home.
- C** Yes. If you feel sick during class, you should tell me.
- D** Yes. You should do your homework at home now.

No.3 教室での対話

- A** Then, let's watch movies in my house !
- B** Then, let's go to the library together !
- C** Then, let's go to a park together !
- D** Then, let's play tennis outside !

〔問3〕 中学生の優太（Yuta）が英語の時間に行ったスピーチと、その内容について5つの質問を2回放送します。No. 1～No. 5の英文が質問の答えとなるように、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 did.

- A His father
- B His mother
- C His grandfather
- D His friend

No. 2 He stayed there for .

- A five days
- B seven days
- C nine days
- D eleven days

No. 3 He sends to his grandfather.

- A cameras
- B e-mails
- C letters and flowers
- D letters and pictures

No. 4 He .

- A takes pictures
- B goes to zoos
- C writes a letter
- D calls Yuta

No. 5 He's going to go to Osaka .

- A to take pictures of trains
- B to buy a new camera
- C to stay with his grandfather
- D to visit a zoo

2 次の英文は、中学3年生の愛子（Aiko）が、冬休み前の英語の授業で行った、パンダについての発表の原稿です。これを読み、〔問1〕～〔問4〕に答えなさい。

In May, I went to a zoo to see pandas in Shirahama, Wakayama. I enjoyed seeing all the pandas there. A small panda climbed a tree. The panda was female. One of the zookeepers said, “She became seven months old yesterday. She began to climb trees well about one week ago.” I thought, “How do pandas grow up ?” After I came home, I decided to study about pandas. I used the Internet and read many books to get information about pandas.

Please look at this graph. This is the graph about the female panda I saw in Shirahama in May. It shows the panda’s weight, age in days, and the things she began to do. Her weight was only 200 grams when she was born. For several days after birth, her body was pink. When she was 8 days old, her body’s color began to change. When she was about 50 days old, she began to open her eyes. When her weight was about 6,000 grams, she began to walk. When she was 250 days old, she began to have teeth. When she was about 1 year old, she began to eat bamboo leaves. Then, she began to live without her mother. Pandas grow up fast !

Well, I love pandas. When I visit the zoo in Shirahama again, I want to ①.

Are you interested in anything around you ? Please find an interesting thing. Then, please study about it. It’s important to study about things we want to know.

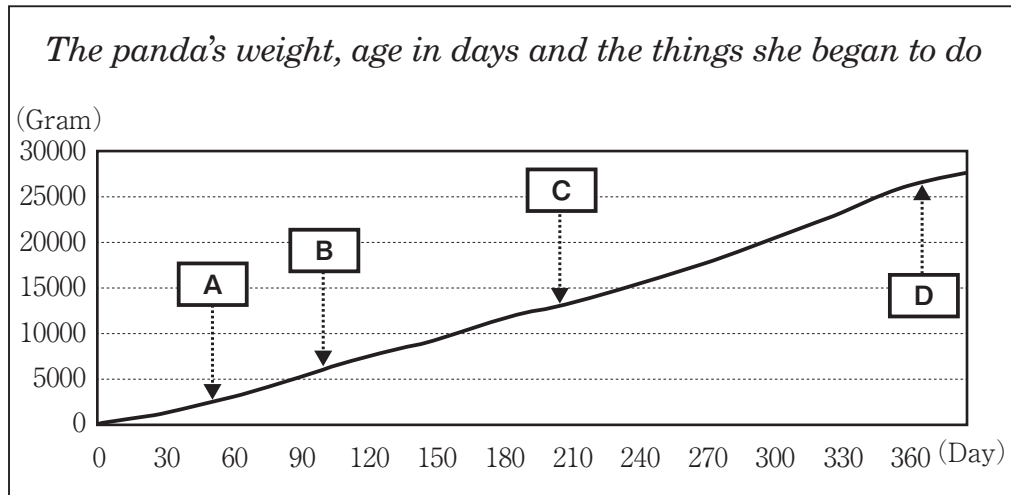
(注) Shirahama 白浜 female メスの zookeeper 動物園の飼育係
～month(s) old 生後～か月 grow up 成長する graph グラフ weight 体重
age in days 日齢 (生後日数) gram グラム birth 誕生 pink ピンク色の
～day(s) old 生後～日 teeth < tooth (歯)の複数形 bamboo 竹
leaves < leaf (葉)の複数形

〔問1〕 本文の内容に合うように、次の () にあてはまる最も適切なものを、**A**～**E**の中から1つ選び、その記号を書きなさい。

Aiko ().

- A** enjoyed drawing pictures of some pandas in the zoo in Shirahama
- I** saw all the pandas in the zoo in Shirahama
- U** got information about pandas by using the Internet only
- E** went to see pandas to make a graph about some pandas

〔問2〕 文中の下線部 this graph について、次のグラフは愛子が発表中に示したものである。本文の内容に合うように、グラフの **A** ~ **D** にあてはまる最も適切なパンダの様子を、次のア~カの中から1つずつ選び、その記号を書きなさい。



- | | |
|---------------------|---------------------------|
| ア walk | イ change her body's color |
| ウ open her eyes | エ climb trees well |
| オ eat bamboo leaves | カ have teeth |

〔問3〕 本文の流れに合うように、文中の **①** にふさわしい英語を考えて書きなさい。ただし、語数は2語以上とし、符号(.,?!など)は語数に含まないものとする。

〔問4〕 愛子は、スピーチ後、ALT(外国語指導助手)のジョン(John)と話をしました。次の対話文は、そのやりとりの一部です。これを読み、あとの(1), (2)に答えなさい。

Aiko : Thank you for listening.
 John : I enjoyed your story. I like pandas, too. Is Wakayama famous for pandas?
 Aiko : Yes. There are also many other good things to see here. **②**
 I want to make Wakayama more popular.
 John : That's good!

(1) 文中の **②** に、「私は、たくさんの人々に和歌山を訪れてもらいたい。」という意味を表す英語を書きなさい。ただし、語数は7語以上とし、符号(.,?!など)は語数に含まないものとする。

(2) 対話の内容に合う最も適切なものを、次のア~エの中から1つ選び、その記号を書きなさい。

- ア Aiko thinks that John will buy a book about a famous panda.
- イ John thinks that there are many places to see pandas in Japan.
- ウ Aiko knows that Wakayama has many things to see.
- エ John knows that pandas in Wakayama are the most famous in Japan.

- 3 次の英文は、高校生の知恵（Chie）と岡先生（Ms. Oka）が、ポスターを見ながら行った対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

【ポスター】

English Debate Tournament for High School Students

Date : October 13th

Place : Wakayama Hall

Topic : All high school students in Japan should study two foreign languages.



Ms. Oka : What are you doing, Chie ?

Chie : I'm looking at the poster.

Ms. Oka : Are you interested in the debate ?

Chie : Yes. Though I've never joined a tournament like this, I [①] English. Please tell me about the debate.

Ms. Oka : OK. The debate is a game. In this debate, two teams discuss a topic in English. One team has to agree with the topic, and the other team has to disagree with the topic. They have to express why they agree or disagree. After the game, judges decide the winner.

Chie : Wow. The debate sounds [②] .

Ms. Oka : Yes, I think so, too. But you can make many friends and broaden your horizons by doing the debate.

Chie : That's nice. Well, how many people are there in one team in this tournament ?

Ms. Oka : There are people. It's important to work together with your team members.

Chie : I see.

Ms. Oka : If you have to agree with the topic on the poster, what will you say ?

Chie : Well... . In my opinion, all high school students in Japan should study two foreign languages because [] .

Ms. Oka : I understand your opinion. By the way, do you want to express your opinion in front of people in English ?

Chie : Yes. I was too shy to in front of many people. But now, I want to try this English debate.

Ms. Oka : Good. To make a team for this tournament, you need three other students. By working together in a team, you can [③] many things.

Chie : Thank you. In my opinion, high school students should try new things.

Ms. Oka : I think that is right. I agree with your opinion. Broaden your horizons !

(注) debate デイバート topic 論題 discuss 討論する disagree 反対する
express 述べる judge 審判 winner 勝者 broaden 広げる horizons 視野
by the way ところで

〔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 study ② hard ③ stop
イ ① hate ② easy ③ experience
ウ ① forget ② good ③ do
エ ① like ② difficult ③ learn

〔問2〕 対話の流れに合うように、文中の , 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つずつ選び、その記号を書きなさい。

- ア three
イ four
ウ five
エ eight

- ア speak English
イ make posters
ウ decide a winner
エ study English

〔問3〕 対話の流れに合うように、文中の〔 〕にふさわしい英語を考えて書きなさい。
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する。

〔問4〕 下線部 that の内容を、日本語で具体的に書きなさい。

4 カナダ人の中学生トム（Tom）が、あなたの家で1週間ホームステイをしながら、日本の生活を体験しています。あなたは、休日の過ごし方について、トムの希望を聞きました。次の英文は、トムが話した内容です。これを読み、〔問〕に答えなさい。

I want to know about Japanese culture or Japanese history. What can we do?

〔問〕 下線部の質問に対するあなたの返答を、理由や説明を含めて、30語以上の英語で書きなさい。
ただし、符号（.,?!など）は語数に含まないものとする。

5 次の英文は、高校1年生の浩紀（Hiroki）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7〕に答えなさい。

Hello. I often perform *taiko* in my community. Today, I'll talk about my experience.

When I was in junior high school, I went to a local festival with my friends. We heard big sounds from the stage. We enjoyed seeing some *taiko* performances by old people.

At home, I told my father about the *taiko* performances. He said, "In the festival, the old people use traditional *taiko*. I don't see young performers these days. *Taiko* performances may disappear in the future. (a) It is very important to teach *taiko* performances to young people."

(b) I said, "*Taiko* performances are (to, that, want, cool, practice, I, so) them." He said, "One of the old performers in the festival is my friend. I'll take you to him."

On the weekend, my father took me to a gym near my house. I met Mr. Hatayama there. He was 75. Old people in my community were practicing *taiko* performances there. Mr. Hatayama said, "How about practicing *taiko* performances with us?" I decided to join them.

At first, I made strong and beautiful sounds when I practiced *taiko* alone. I was happy. However, when I practiced *taiko* with other people, I couldn't make beautiful sounds. I was very sad.

Two months later, finally, I said to Mr. Hatayama, "I can't perform *taiko* well with other people. I don't know what to do." He said, "You're young. If you keep practicing hard, you'll perform *taiko* well." I was always encouraged by him. (c) Many other old people also (to, me, perform, *taiko*, showed, how). One of them, Ms. Yamada, gave a book about *taiko* to me. I was glad.

One year later, the festival in my community came again. I performed *taiko* in front of many people for the first time. I did my best. When we finished our performances, we heard loud applause for us. I said to Mr. Hatayama, "". He smiled and said, "Great performances! Well, I enjoy teaching *taiko* performances to you. Old people like me can still help young people." Many other old people also said, "We are glad to perform *taiko* with you." I was glad to perform *taiko* with them, too.

Two years later, I became a high school student. Mr. Hatayama said to me, "You perform *taiko* well." I said, "Well, you're a good *taiko* teacher. I know you teach *taiko* performances to protect traditional culture. In the future, I want to teach the *taiko* performances and become a person like you." Mr. Hatayama cried for joy. He said, "I'm looking forward to your future."

From my experience, I learned two important things. Here is the first thing. Young people can protect traditional culture by joining activities in the community. Here is the second thing. Both young people and old people can become happy by doing something together.

(注) perform 演奏する *taiko* 太鼓 community 地域 local 地元の stage 舞台
alone 一人で loud 大きな applause 拍手 joy うれしさ

〔問1〕 下線部^aItの内容を、日本語で具体的に書きなさい。

〔問2〕 下線部^b, ^cについて、それぞれ本文の流れに合うように () の中の語を並べかえ、英文を完成させなさい。

〔問3〕 文中の にあてはまる最も適切なものを、**A**～**E**の中から1つ選び、その記号を書きなさい。

- A** I didn't practice hard because I was young.
- B** I didn't have a chance to perform *taiko* this time.
- C** Thank you for making a traditional *taiko* for me.
- D** Thank you for teaching me *taiko* performances.

〔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 Hiroki go with his friends when he was in junior high school ?
- (2) What did Ms. Yamada give to Hiroki when he couldn't perform *taiko* well with other people ?

〔問5〕 次の**A**～**E**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。

- A** Hiroki decided to practice *taiko* performances with Mr. Hatayama and other old people.
- B** Hiroki performed *taiko* in the festival for the first time.
- C** Hiroki talked about the festival with his father.
- D** Hiroki enjoyed seeing some *taiko* performances with his friends.

〔問6〕 浩紀が、自身の経験を通じて学んだ2つの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。

〔問7〕 浩紀のスピーチの後、先生は、クラスのある生徒と、次のようなやりとりをしました。次の対話文は、そのやりとりの一部です。

| | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 先生 | : Hiroki will teach <i>taiko</i> performances in his community in the future. What can you do for people in your community now or in the future ? |
| 生徒 | : I can <input type="text" value="B"/> in my community. |
| 先生 | : That's wonderful. |

対話の流れに合うように、文中の にふさわしい英語を考えて書きなさい。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する。