

令和3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。

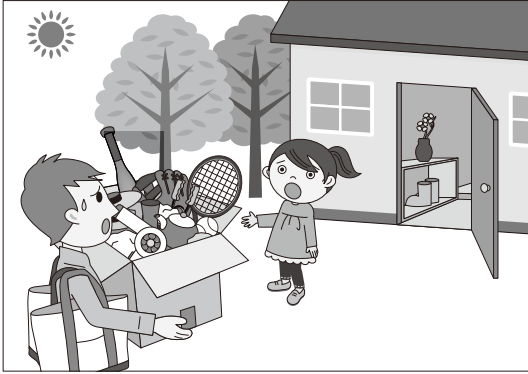
受 検 番 号

**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 先生との対話

- A** I want to have fruit after lunch.
- B** I want to make delicious food and make people happy.
- C** Well, I haven't finished my breakfast yet.
- D** Well, I haven't looked at the menu yet.

No.2 友人との対話

- A** Wow, I want to listen to his music.
- B** Wow, I like drawing pictures.
- C** Well, I have lived in Japan for two years.
- D** Well, I'm playing the guitar with him now.

No.3 母親との対話

- A** Yes. Were you free at that time?
- B** Yes. You should go to bed because you are tired.
- C** Yes. Can you clean the table before cooking?
- D** Yes. We finished dinner today.

〔問3〕 高校生の太郎（Taro）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 He went to Australia .

- A because he joined a program for students
- B because he wanted to speak English
- C when he was three years old
- D when he was a junior high school student

No. 2 He .

- A tried to encourage Mike
- B talked to Mike in English
- C studied English hard
- D talked about schools in Australia

No. 3 He met Mike .

- A in Japan
- B in a museum
- C at Mike's house
- D at school

No. 4 He is going to stay in Japan for .

- A one week
- B three weeks
- C one month
- D three months

No. 5 They will .

- A go shopping
- B talk about Japanese art
- C tell students to speak English
- D join a program in Taro's town

**2** 次の英文は、高校生の明（Akira）が、英語の授業で行った、移民についてのスピーチの原稿です。これを読み、〔問1〕～〔問3〕に答えなさい。

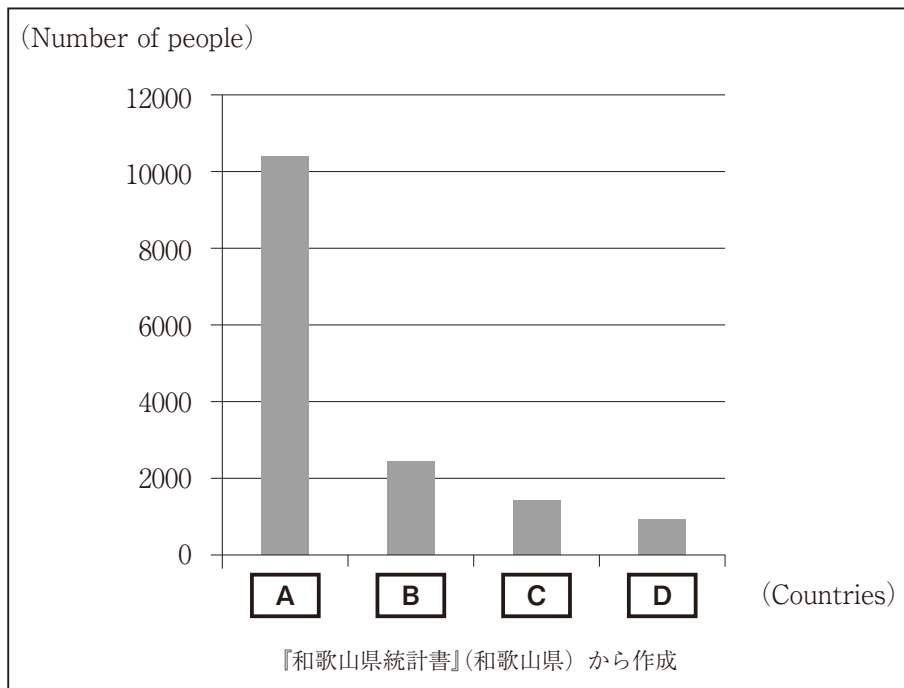
I did a homestay in Australia. I stayed with a host family. My host father and host mother were immigrants from India. I stayed with people from India in Australia! It was interesting. My host mother said, “There are a lot of immigrants from many countries in Australia.”

When I came back to Wakayama, I told my family about immigrants in Australia. My father said, “You had a good experience. Well, about 100 years ago, many immigrants from Wakayama worked in foreign countries. They also introduced foreign cultures to Wakayama. You can see Western-style houses in some places.” I wanted to know more about immigrants from Wakayama. So I studied about them.

First, I found the number of immigrants from Wakayama in foreign countries. Then I made a graph about them. The immigrants went to many countries. Please look at the graph. It shows the number of people who lived in foreign countries in 1927. The countries in the graph were the top four countries for immigrants from Wakayama. Many people lived in Australia, but more people lived in Canada. More than 10,000 people lived in the United States. Brazil comes after these three countries.

Studying about immigrants from Wakayama is very interesting. I still want to know many things. For example, I want to know about their jobs in foreign countries. I’ll keep studying about immigrants.

グラフ



(注) homestay ホームステイ host ホストの (ホームステイ先の) immigrant 移民  
introduce 伝える Western-style 西洋式の graph グラフ  
top four countries 上位4か国 Canada カナダ

〔問1〕 本文の内容に合うように、次の(1), (2)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) Akira ( ).

- ア went to India with his father
- イ met a family from India in Australia
- ウ saw people from Wakayama in Australia
- エ invited his host mother to Wakayama

(2) Akira ( ).

- ア wants his father to go to Australia
- イ lives in a Western-style house
- ウ will keep studying about immigrants
- エ will work hard to help immigrants

〔問2〕 文中の下線部 the graph について、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国名を、次のア～エの中から1つずつ選び、その記号を書きなさい。

- ア Australia
- イ Canada
- ウ the United States
- エ Brazil

〔問3〕 明は、スピーチの後、ALT (外国語指導助手) のエレン (Ellen) 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。

Ellen : Your speech was great. Everyone in your class learned a lot.  
Akira : Thank you.  
Ellen : You want to know more about immigrants. Is that right ?  
Akira : Yes. For example, I want to know about their jobs in Australia.  
Ellen : What will you do to get the information ?  
Akira : I will  .  
Ellen : Good.

(1) 対話の流れに合うように、文中の  にふさわしい英語を書きなさい。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。

(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 Ellen was happy to get a job in Japan.
- イ Ellen was impressed with Akira's speech.
- ウ Akira enjoyed his stay in Australia with Ellen.
- エ Akira wanted to know where to visit in Australia.

**3** 次の英文は、高校生の早紀（Saki）とALT（外国語指導助手）のトム（Tom）の対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

- Tom : Saki, how was your holiday ?
- Saki : Wonderful ! I joined a program to guide foreign students in English. Three students came to our town.
- Tom : I see. [ ] ?
- Saki : They were from New Zealand. I guided Mike, one of the students.
- Tom : I see. How was it ?
- Saki : In the morning, I had a problem. I just [ ① ] him my name and started guiding him. I gave him some information from a guidebook. However, he didn't look happy.
- Tom : So why was your holiday wonderful ?
- Saki : When we had lunch, we talked about our hobbies, schools, and so on. After that, Mike showed me a book. It was about Japanese movies. I love Japanese movies, too ! We talked about Japanese movies which were popular in New Zealand.
- Tom : Good !  You made a good relationship with Mike at lunch time.
- Saki : Yes. I really enjoyed lunch time with Mike. In the afternoon, we went to a temple. I started guiding him again. Mike looked happy and asked me many questions about the temple. I answered his questions. Mike smiled. I was glad that he was [ ② ].
- Tom : I'm sure he had a good time with you.
- Saki : Thank you. I realized the importance of making a good relationship with people.
- Tom : That's great.
- Saki : By making a good relationship with tourists, we can make their [ ③ ] better.
- Tom : That's right.

(注) guide 案内する    New Zealand ニュージーランド    guidebook ガイドブック  
hobby 趣味    relationship 関係    answer 答える    tourist 旅行者

〔問1〕 対話の流れに合うように、文中の〔                    〕にふさわしい英語を書きなさい。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。

〔問2〕 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 told   | ② interested | ③ stay       |
| イ | ① gave   | ② angry      | ③ experience |
| ウ | ① bought | ② surprised  | ③ holiday    |
| エ | ① showed | ② excited    | ③ movies     |

〔問3〕 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 He was glad to listen to me.
- イ He didn't come to my town.
- ウ I was also happy when I talked with him.
- エ I didn't know what to do.

- ア Talking about Japanese movies sounds interesting.
- イ Visiting a temple sounds interesting.
- ウ Making lunch together sounds interesting.
- エ Studying foreign languages with Mike sounds interesting.

〔問4〕 下線部 That の内容を、日本語で具体的に書きなさい。

**4** 次の質問に対するあなたの返答を、理由を含めて、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。

〔質問〕 Which month do you like the best ?

5 次の英文は、高校生の美紀（Miki）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。

Global warming is a serious problem. I want to stop it. One day in fall, I talked with my friends. I wanted to do something with them. A girl said, “I want to help you. But what can high school students do?” A boy said, “Global warming is a big problem. Even if one or two students do something, we cannot change the world.” I was sad. But A I talked to my science teacher, Mr. Yamada. He said, “High school students can do many things for the world. Please read this article.”

The article was about a volunteer club in a high school. The students in the club collected old shoes and washed them. Then they sent the shoes to poor children in foreign countries. I was impressed. I thought, “There are many poor children in the world. It’s a big problem. The students helped them by doing a small thing. I can also improve the situation of global warming.”

I told my friends about the volunteer club. I said, “We don’t have to do special things to stop global warming. We can start from a small thing.” A boy said, “OK. Let’s do something together. How about planting trees? Trees will decrease CO<sub>2</sub>, one of the causes of global warming. I know some organizations plant trees to stop global warming.” A girl said, “Your idea is great. But how can we buy trees? We may need a lot of money.” Another girl said, “I have an idea. Oranges are famous in Wakayama. How about selling orange juice to get money? We may get some oranges if we tell farmers our ideas. ① Let’s ( give, farmers, some oranges, ask, to ) to us.” Everyone agreed.

We made three groups. Each group visited different farmers and told them our plan. The farmers were very busy, but they listened to our plan. ② Soon we ( farmers, who, some, helped, found ) us. We got spare oranges from them. We were happy.

We still had many things to do. For example, to make delicious orange juice, we practiced hard. We also made posters. We helped each other.

In my town, a market is held every month. We sold our orange juice there. We talked to many people. One woman said, “I’ll buy a lot of orange juice to save the world!” I was glad to hear ③ that. On that day, we got enough money to buy some trees.

We took the money to an organization. People in the organization said, “Thank you. B” We were very happy.

Well, here is the most important thing I learned from my experience. If we want to do something for the world, we can find what to do around us.

(注) even if ～ たとえ～でも    article 記事    shoe 靴    sent < send の過去形  
improve 改善する    situation 状況    plant 植える    decrease 減らす  
CO<sub>2</sub> 二酸化炭素    cause 原因    organization 団体    farmer 農家の人  
spare 余った    market <sup>いちば</sup>市場    held < hold (開く) の過去分詞形  
sold < sell の過去形



〔問1〕 本文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 I thought my teacher was sad, too.
- イ I didn't want to give up.
- ウ I agreed and stopped thinking about global warming.
- エ I wasn't interested in thinking about global problems.

- ア We can plant some trees !
- イ We can wash some shoes !
- ウ Your orange juice is delicious !
- エ Your posters are beautiful !

〔問2〕 下線部①, ②について、それぞれ本文の流れに合うように ( ) の中の語句を並べかえ、英文を完成させなさい。

〔問3〕 下線部③ that の内容を、日本語で具体的に書きなさい。

〔問4〕 次の(1), (2)の質問の答えを、それぞれ英語で書きなさい。

- (1) What subject does Mr. Yamada teach ?
- (2) How many groups did Miki and her friends make when they visited farmers ?

〔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 Miki was impressed with the students in a volunteer club.
- イ Miki talked to Mr. Yamada.
- ウ Miki and her friends got oranges from farmers.
- エ Miki and her friends went to an organization.

〔問6〕 美紀が、自身の経験を通じて学んだ最も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。