

令和4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.3の順に、それぞれ対話を1回放送します。No.1～No.3の対話の内容に最も合う絵を、A～Dの中から1つずつ選び、その記号を書きなさい。

No.1 A



B



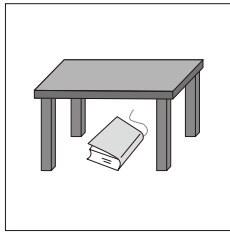
C



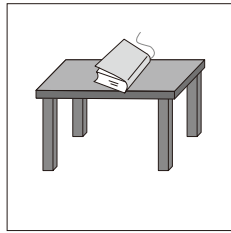
D



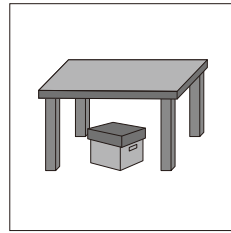
No.2 A



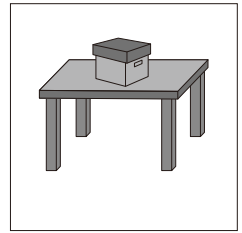
B



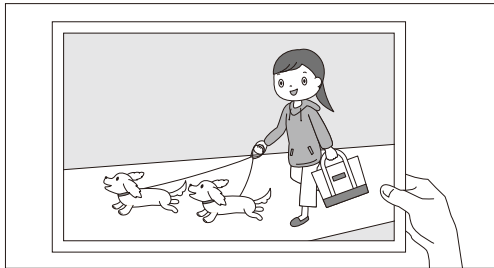
C



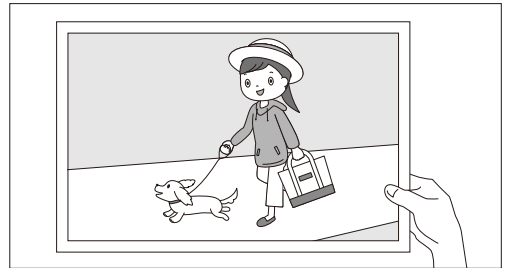
D



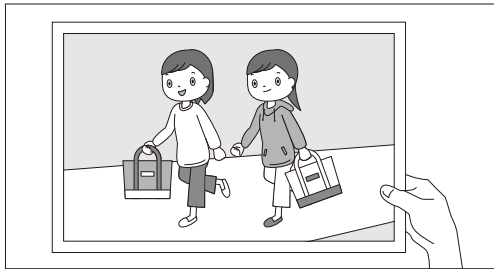
No.3 A



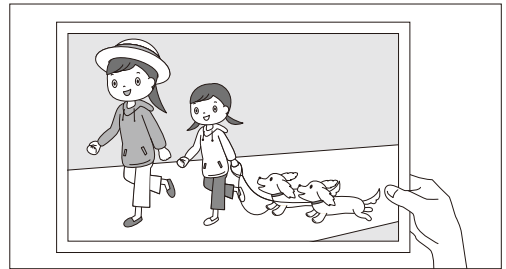
B



C



D



〔問2〕 No.1, No.2の順に、それぞれ質問と英文を放送します。質問に対する答えとして最も適切なものを、A～Dの中から1つずつ選び、その記号を書きなさい。

No.1 英語の授業を担当する田中（Tanaka）先生が、授業の最初に英語で自己紹介をします。自己紹介の内容に合うものはどれですか。

- A Ms. Tanaka has been teaching English at the school for ten years.
- B Ms. Tanaka doesn't live in Wakayama City.
- C Ms. Tanaka plays the guitar almost every day.
- D Ms. Tanaka hasn't traveled overseas.

No.2 日本を訪れる予定の友人ケビンに、メモの項目についてたずねたところ、ケビンは留守番電話に回答をメッセージとして残していました。留守番電話の英語のメッセージを聞いた後、ケビンにもう一度たずねることとして最も適切なものはどれですか。

メモ

- ◇ 日本への到着日
- ◇ 日本での滞在日数
- ◇ 日本で行きたい場所
- ◇ 日本で食べたいもの

- A When will you come to Japan ?
- B How long will you stay in Japan ?
- C Where do you want to go in Japan ?
- D What do you want to eat in Japan ?

[問3] 中学生の香織 (Kaori) 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 She has been doing judo .

- A for one year
- B for five years
- C for nine years
- D for fourteen years

No. 2 He was .

- A a junior high school teacher
- B a student in the judo school
- C Kaori's judo teacher
- D Kaori's brother

No. 3 She met him .

- A when she joined a judo tournament
- B when she talked with her judo teacher
- C when she went to India
- D when she practiced judo in her school

No. 4 She was surprised because she heard in India.

- A there were many music teachers
- B there were many judo teachers
- C there weren't many music teachers
- D there weren't many judo teachers

No. 5 She wants .

- A to teach music in elementary schools
- B to teach judo in foreign countries
- C to go to India to meet Mr. Sato
- D to go to judo schools in Japan

2 次の英文は、高校生の由衣（Yui）が、販売実習について、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4〕に答えなさい。

In our school, we can study agriculture. I'm in the agriculture course. I learn how to grow good vegetables, flowers, and fruits. I grow them with my classmates. At school, we sometimes make processed products like juice.

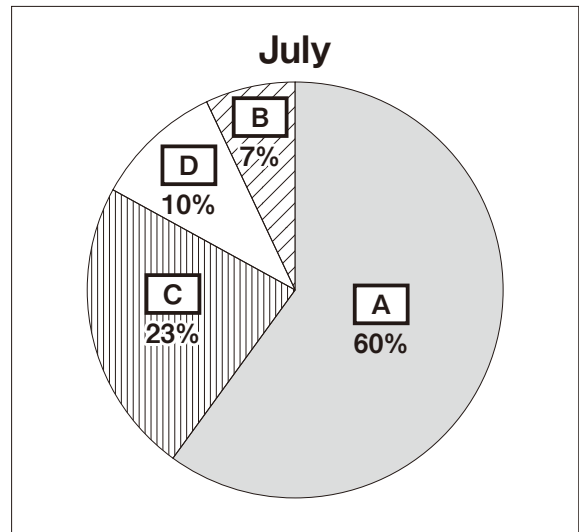
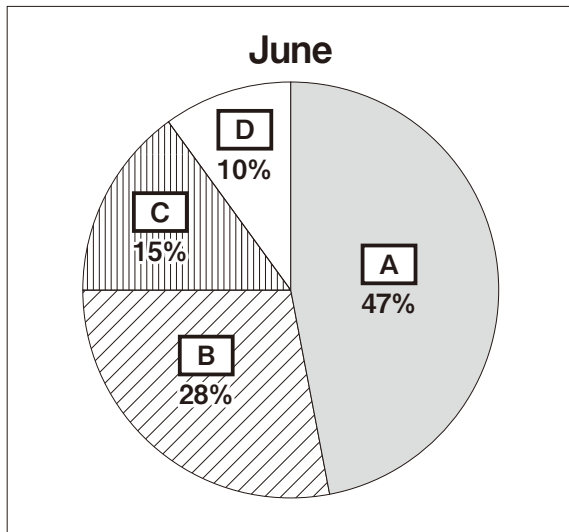
In June, we started to sell vegetables, flowers, fruits, and processed products. Every Friday, we sold them at the station near our school. When we sold them, I recorded the sales there. I was happy when many people came to the station to buy our products. I sometimes asked them how they liked our products.

At the end of each month, I made a pie chart to check the percentage of all sales in the month. Today, I'll show you the pie charts of June and July. In those months, we sold vegetables the most. In June, the percentage of processed products was higher than fruits and flowers. However, in July, processed products weren't so popular. Compared to June, the percentage of fruits became higher and the percentage of flowers was the same.

It has been a great experience for me to make and sell products. At the station, people tell me what they think about our products. And the pie charts show me the popular products in different seasons. I'm glad I have some useful information now.

Well, here is the thing which I want to tell you the most. I want to improve our products by making use of the things I learned.

円グラフ



(注) agriculture 農業 course 学科 grow 育てる processed product 加工製品
sold < sell の過去形 record 記録する sales 売上げ end 終わり
pie chart 円グラフ percentage 割合 compared to ~ ~と比較すると
make use of ~ ~を生かす

〔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、ア～エの中から1つ選び、その記号を書きなさい。

Yui ().

- ア sold the products in her school
- イ made juice at the station
- ウ wanted to teach agriculture at school
- エ recorded the sales at the station

〔問2〕 文中の下線部 the pie charts について、本文の内容に合うように、円グラフの **A** ～ **D** にあてはまる最も適切なものを、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 vegetables イ flowers ウ fruits エ processed products

〔問3〕 由衣が、スピーチを通して一番伝えたいことはどのようなことですか。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 Yui wants to make better products.
- イ Yui wants to show her pie charts.
- ウ Yui wants to record the sales.
- エ Yui wants to think about more products.

〔問4〕 由衣は、スピーチの後、ALT (外国語指導助手) のトム (Tom) 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。

Tom	: That was a wonderful speech. It's a good idea to sell products at the station.
Yui	: Yes. People look happy when they buy our products. So I become happy.
Tom	: Good. I want to buy some fruits next Friday.
Yui	: Please come to the station. I want more people to come.
Tom	: Well, what can you do about that ?
Yui	: I think I can <input type="text"/> .
Tom	: That's a good idea. If you do it, more people will come to the station.

(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 Yui could buy some fruits on Sunday.
- イ Yui wants people to enjoy the products.
- ウ Tom was sad to hear Yui's speech.
- エ Tom has a question about fruits.

3 次の英文は、高校生の正人（Masato）とALT（外国語指導助手）のサラ（Sara）の対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

Masato : Hi, Sara. How are you ?

Sara : Good ! I hear you joined an international event yesterday. [] ?

Masato : It was exciting. Ten foreign students from five countries came to Wakayama to talk about global problems with Japanese students.

Sara : Great !

Masato : The topic was climate change. We had some ideas to solve the problem. It was a good experience.

Sara : You speak English well. So I don't think it's difficult for you to work with foreign students.

Masato : Well, I like speaking English. But I had a problem last year.

Sara : What problem did you have ?

Masato : In an English class, I talked with students from Australia on the Internet. We talked about global warming. But it didn't go smoothly because I didn't get any information about their country before the class. It was my mistake. Japanese culture and Australian culture aren't the same.

Sara : I see. When you work with foreign students, it's important .

Masato : I agree. For yesterday's event, I did some research on the five countries which joined the event. I could talk with the foreign students well because I got some information in advance. We knew our differences and respected them. So we had some good ideas.

Sara : Good !

Masato : I think there are important things which we can learn from our mistakes.

Sara : I think so, too.

(注) global 地球上の climate change 気候変動 global warming 地球温暖化
go smoothly 順調に進む mistake 失敗 Australian オーストラリアの
do some research on ~ ~の情報を集める in advance 前もって
knew < know の過去形 difference 違い respect 尊重する

〔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3語以上とし、符号（.,?!など）は語数に含まないものとする。

〔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 What did you talk about ?
- イ What did you do to help the students ?
- ウ What did you hear about the students ?
- エ What did you learn about the five countries ?

- ア to speak perfect English
- イ to join the wonderful event
- ウ to know each country has its own culture
- エ to learn everything about Australian students

〔問3〕 下線部 so の内容を、日本語で具体的に書きなさい。

〔問4〕 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 Masato went to Australia to talk about climate change.
- イ Masato talked with students from ten countries in the event.
- ウ Masato did some research on global warming after the event.
- エ Masato learned about the five countries before the event he joined.

4 あなたは、英語の授業で、ALT（外国語指導助手）にあなたが住んでいる町のお気に入りの場所を紹介することになりました。次の に、お気に入りの場所を1つ挙げ、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。

Hello. I'll talk about my favorite place, today.

Thank you.

5 次の英文は、高校生の和紀（Kazuki）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。

In April, I saw a poster at school. The poster said, “We need staff members for the school festival.” I wanted to make a wonderful memory in my school life, so I decided to become a staff member. I was excited because there was a chance to play an important role in the school festival.

After becoming a staff member, I talked with one of the other members, Shiho, about the school festival. I said, “This year, the main theme of the school festival is ‘Smile’. How about collecting pictures of smiles and making a photomosaic of a big smile?” Shiho said, “It’s a nice plan. Let’s suggest it to the other members.”

In May, I told my plan to the other members. They liked it. I was very happy. We decided to collect 5,000 pictures.

In June, we started to collect pictures. I told my classmates about the project. One of them said, “It’s a great project. A” Sometimes they brought pictures of their brothers, sisters, or parents. At the end of June, however, we had only 500 pictures. One of the staff members said, “a It’s difficult to collect 5,000 pictures and finish making the photomosaic.” I was sad to hear that.

b I talked with Shiho (about, collect, a way, more pictures, to). She said, “We should introduce our project on the Internet. How about creating a website? We may get pictures from more people.”

At the beginning of July, I created a website and introduced the project. Creating the website was very hard because I did it for the first time. A few days later, many pictures arrived. I was very surprised. c I also (some messages, by, received, local people, written) and graduates. A message from a man who lives in our city said, “Here is my picture. It may not be easy to collect 5,000 pictures, but I’m sure you can achieve your goal if you keep trying.” A woman who lives in Tokyo wrote a message to us. It said, “I found your website on the Internet. I’m a graduate of your school. B”

We finally collected 5,000 pictures. I was very happy. Because of the cooperation of many people, we could finish making the big photomosaic.

On the day of the school festival in September, the photomosaic was exhibited at school. Many people enjoyed it. I was very glad to make many people happy.

Well, here is the most important thing I learned from my experience. If we think about what we can do and keep trying, we can achieve our goals.

- (注) chance 機会 play an important role 重要な役割を果たす theme テーマ
smile 笑顔
photomosaic モザイク写真 (複数の写真をつなぎ合わせて1枚の作品としたもの)
suggest 提案する project 企画 end 終わり introduce 紹介する
graduate 卒業生 achieve 達成する goal 目標 cooperation 協力
exhibit 展示する

〔問1〕 本文の流れに合うように、文中の **A** , **B** 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。

A

- ア** I will join the school festival and buy a picture.
- イ** I will take my picture and bring it to you.
- ウ** I will tell my friends how to collect pictures at the school festival.
- エ** I will help my friends send pictures to Tokyo.

B

- ア** I'm glad to receive your picture at the school festival.
- イ** I'm glad to start collecting 5,000 pictures.
- ウ** I'm glad to suggest the project to your team.
- エ** I'm glad to support your project by sending my picture.

〔問2〕 下線部**a** Itの内容を、日本語で具体的に書きなさい。

〔問3〕 下線部**b**, **c**について、それぞれ本文の流れに合うように () の中の語句を並べかえ、英文を完成させなさい。

〔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 did Kazuki decide to become to make a wonderful memory ?
- (2) When was the school festival ?

〔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。その記号を順に書きなさい。

- ア** Kazuki and the other members decided to collect 5,000 pictures.
- イ** Kazuki and the other members finished making the big photomosaic.
- ウ** Kazuki created a website to introduce the project.
- エ** Kazuki read a message from a woman living in Tokyo.

〔問6〕 和紀が、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。