

平成 29 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 店員との対話

- A** Of course, you can.
- B** Of course, I'll buy it.
- C** Yes, you can find it.
- D** Yes, all the T-shirts are the same size.

No.2 友人との対話

- A** I had to go to the restaurant.
- B** I had lunch at one o'clock. I enjoyed it.
- C** I don't want to eat any food now.
- D** I like hamburgers very much. Let's go now.

No.3 友人との対話

- A** Sure. I want to listen to your story at school.
- B** Sure. I hope you will enjoy the story.
- C** Sorry. The library is closed today.
- D** Sorry. I have to stay at home today.

〔問3〕 中学生の美佳子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。

- 美佳子は、（ア）日間、ボランティアに行った。
- 美佳子は、（イ）を幸せにするために何かしたいと思った。
- 美佳子は、林さんに（ウ）について話をした。
- 林さんは、（エ）と話をする機会があまり多くないと言った。
- 美佳子は、来週の日曜日、（オ）ことを望んでいる。

**2** 次の英文は、高校1年生の久美（Kumi）が、英語の授業で行った発表の原稿と黒板にはったポスターです。これを読み、〔問1〕～〔問3〕に答えなさい。

Have you ever heard of “pictograms” ? I heard about pictograms last year. I am very interested in them. So, I’d like to talk about them.

A pictogram is a picture showing a message. We can see pictograms around Japan. Many Japanese can understand them easily. But it is difficult for foreign people to understand some of them. Sometimes foreign people have some troubles. So the Japanese government is trying to change some pictograms or make some new ones for the 2020 Tokyo Olympics and Paralympics. Here are four examples. Please look at this poster.

<i>The Plan for New Pictograms</i>	
Why do we need to make new pictograms ?	New Design
Some foreign people think that this pictogram shows a restaurant. They also think they can have hot food or hot coffee there. But this idea is wrong. So, in the new one, we can see three people in the bath.	<b>A</b>
We often see this pictogram in stations. But foreign people don’t understand why we use the question mark “?”. So the new one shows the first letter of “Information”. People can get information there.	<b>B</b>
We often see this pictogram in museums or department stores. It means “Don’t touch.” But some foreign people think that it means “Don’t come here.” So the new one shows a hand trying to touch something.	<b>C</b>
This is a new pictogram. We can see a person who is sitting on the floor. The person is praying. It means a room for prayers. It is very important for some people to pray every day.	<b>D</b>

These pictograms are very interesting. If we can make good ones, they will help foreign people. We should make many easy and useful pictograms which foreign people can understand. If we do so, we can welcome foreign people. I hope that everyone can enjoy their trips in Japan.

(注) pictogram ピクトグラム government 政府 Olympics オリンピック  
 Paralympics パラリンピック poster ポスター plan 計画 design デザイン  
 wrong 間違っている mark マーク letter 文字 information 情報  
 museum 博物館 department store デパート touch 触れる floor 床  
 pray 祈る prayer お祈りする人

〔問1〕 文中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) A pictogram ( ).

ア is written in many languages

イ is always easy for foreign people

ウ is not seen in Japan

エ is used to tell a message

(2) Kumi thinks ( ).

ア we should think of some pictograms used in foreign countries

イ we should make pictograms foreign people can understand easily

ウ we shouldn't use a lot of pictograms all over Japan

エ we shouldn't change any pictograms we use now

〔問2〕 久美が黒板にはったポスターの **A** ～ **D** にあてはまるピクトグラムとして最も適切なものを、下のア～キの中から1つずつ選び、その記号を書きなさい。



〔問3〕 久美は、スピーチの発表後に、留学生のアレックス(Alex)とピクトグラムについて話し合いました。次の英文は、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。

Alex : I found this pictogram last summer.

Kumi : Yes, I do. Alex, did you find it near the sea ?

Alex : Yes, I did.

Kumi : This pictogram shows a tsunami. When a tsunami comes, you must go to a higher place soon.

Alex : Oh, my idea was not wrong. Pictograms are very useful.



(注) tsunami 津波

(1) 文中の  内に、「それが何を意味するか知っていますか。」という意味を表す英語の1文を書きなさい。ただし、語数は6語以上とし、符号(.,?!など)は語数に含まないこと。

(2) 会話文の内容と一致す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 Kumi found an interesting pictogram near the sea.

イ Kumi had to go to a higher place last summer.

ウ Alex didn't want to know what the pictogram showed.

エ Alex thought that pictograms were very good.

**3** 次の英文は、中学生の舞（Mai）とALT（外国語指導助手）のアン（Ann）の対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

Ann : I hear your friend from China is staying with you. Are you having a good time ?

Mai : Yes, we enjoy talking about our countries with each other. She is interested in Japan and asks me many questions. We have a really good time together. But I don't think she enjoyed dinner yesterday.

Ann : Why do you think that ?

Mai : My family had a welcome party for her and my mother cooked a lot of food. We said to her, "Please enjoy your dinner." But she didn't try to eat at that time.

Ann : Did she feel sick ?

Mai :  She was fine. She started eating when my father ate something. I don't think she liked the food very much.

Ann : Oh, that's common in some parts of China. Many Chinese people there think they shouldn't eat anything before their host starts eating.

Mai : Really? [ ] ?

Ann : I know that because a friend of mine told me so. She is from China. I stayed with her family in China. Then I learned about their manners. If your friend ate the food, she liked it.

Mai : I hope so, but <sup>a</sup>I still don't think she liked it. She left some food when she finished dinner.

Ann : That's common in some parts of China, too. If people there eat all the food, it means that they're still hungry. Leaving some food is good manners there.

Mai : Really? It is different in Japan.

Ann : Yes. Each country has different manners. It is important to know about manners in other countries.

Mai : Oh, now I understand. We shouldn't see things only in our own way.

Ann : You are right. When you find something that is not common for Japanese people, you should remember <sup>b</sup>that.

Mai : OK. I'll do so.

(注) welcome party 歓迎会    ate <eatの過去形    common 普通の    Chinese 中国の  
anything 何も    host (客を接待する)主人    manners マナー  
left <leave (残す)の過去形

〔問1〕 対話の流れに合うように、文中の〔 〕にふさわしい表現を考えて、英語で書きなさい。

〔問2〕 対話の流れに合うように、文中の  ,  のそれぞれにあてはまる最も適切なものを、次のア～オの中から1つずつ選び、その記号を書きなさい。

- ア Yes, she had a cold.
- イ Well, I don't think so.
- ウ I'm sure she was sick.
- エ I'm sure she enjoyed dinner last night.
- オ I'm sure she wanted to cook it.

〔問3〕 下線部 <sup>a</sup> I still don't think she liked it. と舞が判断した理由を、日本語で具体的に書きなさい。

〔問4〕 下線部 <sup>b</sup> that の内容を、日本語で具体的に書きなさい。

**4** 次の英文は、英語の授業で、先生が留学生のトム（Tom）について話した内容です。これを読み、〔問〕に答えなさい。

Tom is going to go back to his country soon. Let's give him something before he leaves. What do you want to give him?

〔問〕 下線部の質問に対するあなた自身の返答を、理由や説明を含めて、英語で書きなさい。ただし、語数は30語以上とし、符号（.,?!など）は語数に含まないこと。

**5** 次の英文は、高校生の幸子（Sachiko）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。

Do you like English? I like English because I can talk with people from many countries in English. Today I want to talk about my experience with a foreign student.

One day in June, my teacher said in the classroom, “Students from our sister school are going to come to our school for one week in September. A Does anyone want to be their host family? They are interested in Japanese culture.”

I wanted to be their host family at that time. At home, I talked about it with my parents <sup>a</sup>because I ( to, them, to, ask, had, be ) a host family. They said, “If you are interested, we can be a host family.” I was very glad. I thought, “I’ll study English harder.”

Before summer vacation, I talked with my friend, Yumi. Her family was a host family when she was in junior high school. I said, “How did you spend the weekend with your foreign student?” Yumi said, “I visited the Kumano Kodo near our city. I wanted her to enjoy Wakayama.” I thought the idea was good.

One Friday in September, some foreign students came to our school. One of them was Mary. I took her home. At home, I said to her, “B” She answered, “I want to visit one of the World Heritage Sites in Wakayama.” I decided to visit the Kumano Kodo with her.

On Sunday, Mary and I walked along the Kumano Kodo. For a few hours, we enjoyed the scenery. When we were having lunch, Mary asked many questions about the Kumano Kodo. Some questions were about its history. I said, “I’m sorry. I want to answer your questions. <sup>b</sup>But ( are, answer, too, they, difficult, to ).”

At that time, a man who was having lunch near us talked to us. He said, “I’ll help you.” He talked about the history of the Kumano Kodo in English. Mary looked happy.

The man’s name was Mr. Yamamoto. He was a guide for foreign tourists. I thought, “I live near the Kumano Kodo, but I can’t answer Mary’s questions about it. <sup>c</sup>That isn’t good. I want to be like Mr. Yamamoto.”

Mary stayed for another four days. She asked many questions about the history and culture of Wakayama. I read a book about Wakayama and answered them.

When Mary finished the homestay, she said, “Thank you! I enjoyed staying with you for a week. Wakayama is very interesting!”

I think there are three important things when I welcome foreign people who visit Wakayama.

The first thing is to give them warm hospitality. The second thing is to keep studying English. The third thing is to know about the history and culture of Wakayama. These are the things I learned through my experience with Mary.

I have decided to learn more about Wakayama to have better communication with foreign people.



- (注) sister school 姉妹校    host family ホストファミリー (ホームステイ先の家族)  
culture 文化    parents 両親    Kumano Kodo 熊野古道  
take~home ~を家へ連れて行く    World Heritage Site 世界遺産  
walk along ~ ~を歩く    scenery 景色    guide ガイド  
tourist 旅行者    homestay ホームステイ    give ~ warm hospitality ~を温かくもてなす

〔問1〕 下線部①, ②について, それぞれ本文の流れに合うように (      ) の中の語を並べかえなさい。

〔問2〕 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 They want to come with me.
- イ They want to stay with your families.
- ウ They want to go to many countries.
- エ They want to live with my family.

- ア When do you want to visit the Kumano Kodo ?
- イ How do you want to go to the Kumano Kodo ?
- ウ Where do you want to go this weekend ?
- エ What do you want to eat ?

〔問3〕 次の(1), (2)の問いに, それぞれ英語で答えなさい。

- (1) Who helped Sachiko when she was having lunch with Mary in the Kumano Kodo ?
- (2) How long did Mary stay at Sachiko's house ?

〔問4〕 下線部③ That の内容を, 日本語で具体的に書きなさい。

〔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 Sachiko talked with Yumi about Yumi's experience.
- イ Sachiko read a book about Wakayama.
- ウ Sachiko went to the Kumano Kodo with Mary.
- エ Sachiko wasn't able to answer Mary's questions.

〔問6〕 幸子は, メアリーとの体験を通じて, 和歌山を訪問する外国人を歓迎する際に大切なことを学びました。「彼らを温かくもてなすこと」の他にどのようなことを学びましたか。日本語で書きなさい。