

平成 28 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。

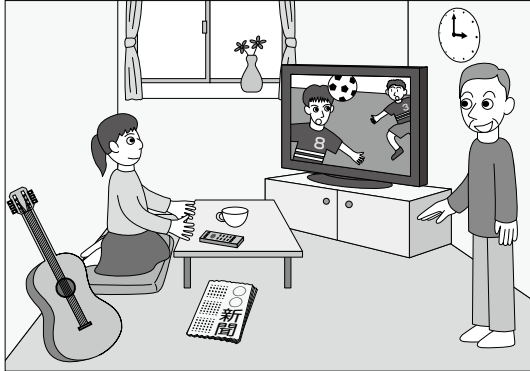
受 検 番 号

1

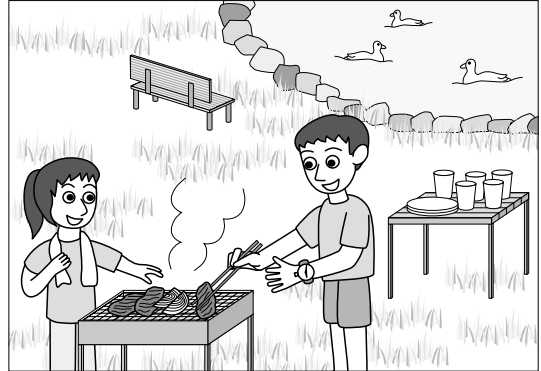
放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

〔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** You can take pictures.
- B** I didn't see any foreign people.
- C** I didn't take any pictures.
- D** Here you are.

No.2 友人との対話

- A** Yes, I do. I went shopping to buy the gift yesterday.
- B** Yes, I do. I have made cakes many times.
- C** Of course. I'll buy a cake for Hanako.
- D** Of course. I'll buy some fruit tomorrow.

No.3 友人との対話

- A** Sure, I'll tell my friend to come to the festival.
- B** Sure, I have already visited the festival.
- C** Sorry, I have to practice for the festival.
- D** Sorry, I don't think he is a good singer.

〔問3〕 中学生の美佐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。

- 美佐子の学校では、毎朝授業前に（ア）分間の読書をする。
- 美佐子は、ある日、先生に（イ）ように言われた。
- 美佐子は、木村さんに紹介してもらった本の中から、（ウ）についての本を借りた。
- 美佐子は、読書を通じて、宇宙や世界中を旅するなど（エ）をした。
- 本は、いつもいっしょにいてくれるあなたの（オ）になる。

2

次の英文は、高校1年生の美紀（Miki）が、英語の授業で行った発表の原稿です。これを読み、〔問1〕～〔問3〕に答えなさい。

Last year the 70th National Sports Festival was held in Wakayama. I went to a stadium near my house to see it with Nancy. She is a student from Australia. We were waiting for the beginning of it. Then Nancy said, “Look, look! It’s so cute.” A mascot appeared. I said to her, “That’s Kiichan.” She loved it at first sight. Many people took a lot of pictures with it. I said to her, “Kiichan is the mascot for the National Sports Festival in Wakayama.”



Kiichan
(きいちゃん)

In Japan, there are more than one thousand and five hundred mascots like Kiichan. They have interesting personalities and do many things. They have many fans. Each mascot is associated with an event or a place. Many people visit various cities to see mascots.

In Wakayama, Kiichan is loved by a lot of people. I thought, “Why do people like Kiichan?” So I asked 40 students (20 boys and 20 girls) about it in my class. I said to them, “Please answer with one word.” Look at the graph. More than half of the girls answered “cute.” About half of the boys said “cool.” Eleven students said “friendly.” I think Kiichan is cool because it dances very well.

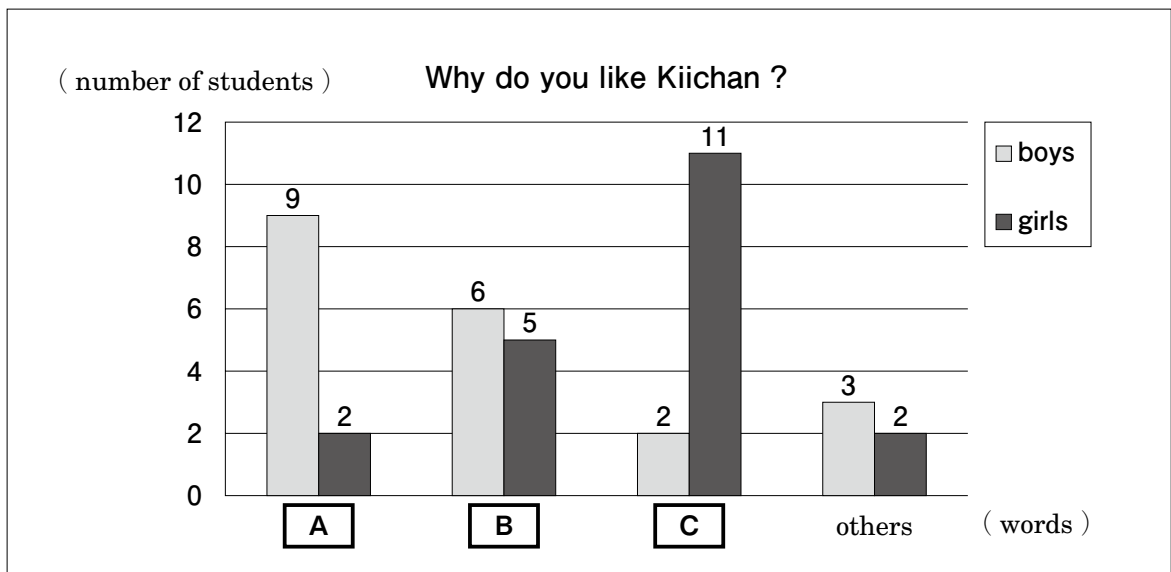
Kiichan contributed to the great success of the National Sports Festival in Wakayama. We enjoyed it very much. I hope Kiichan will join many other events. I also hope many people will know more about Wakayama thanks to Kiichan.

(注) National Sports Festival 国体 (国民体育大会) stadium 競技場 beginning 開始
 mascot マスコット appear 現れる at first sight 一目で personality 個性
 be associated with～ ～と関連している various 様々な graph グラフ
 half 半分 dance 踊る contribute to～ ～に貢献する success 成功
 thanks to～ ～のおかげで

〔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) Miki () in a stadium.
- ア waited for Nancy for a long time
 - イ loved Kiichan at first sight
 - ウ took many pictures and showed them to Nancy
 - エ told Nancy the name of the mascot
- (2) Kiichan ().
- ア visits a lot of places to see mascots
 - イ loves one thousand and five hundred mascots
 - ウ is popular and has a lot of fans in Wakayama
 - エ is associated with many events around Japan

[問2] 次のグラフは、文中の下線部the graphを表したものです。グラフの **A** ~ **C** にあてはまる最も適切なものを、下のア~ウの中から1つずつ選び、その記号を書きなさい。



ア cute イ cool ウ friendly

[問3] 次の英文は、美紀の発表後にグループに分かれて行った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。

Taro : What should Kiichan do in the future, Kumi ?

Kumi : I think Miki's idea is very good. Kiichan can join many events.

Taro : Yes. ① How about you, Nancy ?

Nancy : I hope Kiichan will come to my country, Australia.

Taro : That sounds fun. It'll be nice for Kiichan to become famous in other countries.

Miki : I think so, too. ② There Kiichan can show people many good things about Wakayama.

(1) 文中の ① に、「きいちゃんは私たちに幸せにしてくれるでしょう。」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)は語数に含まないものとします。

(2) 本文の内容に合うように、文中の ② にあてはま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 Kiichan can come to my country.
- イ Kiichan must take pictures in Japan.
- ウ Kiichan should go to foreign countries.
- エ Kiichan will be famous in Wakayama.

3 次の英文は、中学生の健（Ken）とALT（外国語指導助手）のジャック（Jack）の対話です。これを読み、〔問1〕～〔問4〕に答えなさい。

Jack : Hello, Ken. How are you ?

Ken : I'm tired. I finished my homework late last night.

Jack : What was your homework ?

Ken : It was an English essay. My English teacher, Mr. Tanaka, told me to write an essay about my winter vacation. It was very hard. I needed some advice to write sentences.

Jack : I see. Have you ever kept a diary ?

Ken : Yes. I keep a diary in Japanese.

Jack : That's good. Then, why don't you keep a diary in English ? Your writing skills will become better.

Ken : Ⓐ I don't think I can ! Keeping a diary in English takes a lot of time.

Jack : Really ? Then tell me what you did last Sunday.

Ken : Well... . I went fishing with my father and caught five fish.

Jack : [] when you caught them ?

Ken : I felt very happy. They were big and my mother cooked them at home.

Jack : Great ! You should write that story in English. You can write about things you did. It's also important to write about your feelings in your diary. It sounds difficult at first, but you can write a few sentences every day.

Ken : But I'll try.

Jack : If you have a problem, I'll help you.

Ken : Thank you, Jack. I'll write about my feelings in my diary in English.

Jack : Good. I think you can Ⓑ do it !

(注) late 遅く essay 作文 advice 助言 sentence 文 kept <keepの過去分詞形
keep a diary 日記をつけている why don't you~? ~してはどうですか
skill 技術 go fishing 魚釣りに行く caught <catch (つかまえる)の過去形
feeling 感情 diary 日記

〔問1〕 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 I can give you some advice.

イ You have to ask me questions about my essay.

ウ You can't listen to my advice.

エ It'll be difficult for me to write English sentences every day.

オ I'm very happy to get them.

〔問2〕 下線部 ^aI don't think I can! の理由を、日本語で具体的に書きなさい。

〔問3〕 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4〕 下線部 ^bdo it の内容を、日本語で具体的に書きなさい。

4 あなたは、カナダの中学校を訪問し、授業でスピーチをすることになりました。次の にあなたのスピーチの内容を、話の流れに合うように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, everyone.

I'm from Japan.

Today, I'll talk about one of my favorite things.

Thank you.

5 次の英文は、高校生の良雄（Yoshio）の学校に留学しているジョン（John）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。

I sometimes see the news about disasters in Japan. There are many disasters in Japan. They are earthquakes, typhoons and so on. ① But (wasn't, them, in, interested, I). I didn't think disasters were my problem.

One day, Yoshio said to me, "I'm going to take part in the English speech contest for high school students this weekend. How about coming to the contest?" Yoshio is my good friend. I decided to go to the speech contest with him.

On the day of the contest, Yoshio told me the title of his speech. It was "Reducing Damage from Disasters." He said in his speech, "When is the next disaster? We don't know. So **A** If we are ready for them, we can reduce damage from disasters. We should remember that." His speech moved me. After his speech, I thought, "What can I do in case of a disaster?" I didn't know any good answers.

When we were going home from the contest, Yoshio said, "Next Sunday, we are going to have a tsunami evacuation drill in our school with local people. Are you going to join it?" I said, "Sure. From the drill, I want to learn what I should do in a disaster."

Many local people came to our school on that day. The drill started. First, we went to a high place near our school. It was easy for me to go to the high place. But it was very difficult for some old people and some small children ② to do so. When some high school students were going to the place, they helped the old people and the small children.

Then we went back to our school. In the gym, many people were working together. Some students were talking with old people. ③ Some students (care, were, of, taking, small children). I made rice balls with some students. We gave them to the old people and the small children. At that time, one of the old people smiled and said to me, "Thank you very much. You are working hard to help us. We need high school students in case of a disaster." I was very happy to hear that.

After the drill, Yoshio said to me, "**B**" I said, "It was a very good experience for me." I thought it was good to be ready for disasters.

I learned many things through this drill. In case of a disaster, high school students can work hard to help other people. That's the most important thing I learned from the evacuation drill. I'll tell my friends about my experience after going back to my country.

(注) news ニュース disaster 災害 earthquake 地震 typhoon 台風
～and so on ～など take part in ～ ～に参加する contest コンテスト title 題
reduce 減らす damage 被害 be ready for～ ～への備えができています
in case of ～ ～の場合は tsunami 津波 evacuation 避難 drill 訓練
local 地元の gym 体育館 rice ball おにぎり smile ほほえむ

〔問1〕 下線部①, ②が, それぞれ意味の通る英文になるように, () 中の語句を並べかえて, 英文を完成させなさい。

〔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 we have to take part in the speech contest.
- イ we have to help one high school student.
- ウ we have to study about disasters.
- エ we have to visit many places.

- ア How was the drill today ?
- イ How was the news about the disaster ?
- ウ How was the speech contest today ?
- エ How was the damage from the disaster ?

〔問3〕 次の(1), (2)の問いに, それぞれ英語で答えなさい。

- (1) What was the title of Yoshio's speech ?
- (2) Who helped the old people and the small children in the drill ?

〔問4〕 下線部③ to do so 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 John made rice balls with some students.
- イ John was happy when one of the old people smiled and talked to him.
- ウ John wanted to learn what to do in a disaster from the drill.
- エ John listened to Yoshio's speech in the contest.

〔問6〕 ジョンが, 避難訓練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。