

令和 6 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しなさい。
- 3 問題冊子と解答用紙の両方の決められた欄に、受検番号を記入しなさい。
- 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なさい。
- 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、黙って手を挙げなさい。
- 6 時間内に解答が終わっても、その場に着席していなさい。
- 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なさい。

受 検 番 号

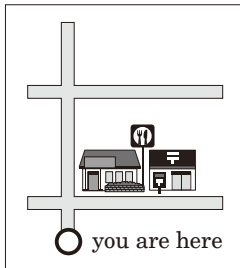
1

放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

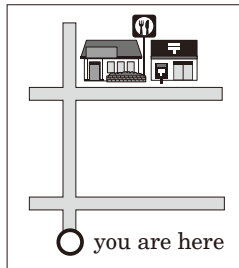
〔問1〕 No.1～No.3の順に、それぞれ対話を1回放送します。No.1～No.3の対話の内容に最も合う絵を、A～Dの中から1つずつ選び、その記号を書きなさい。

No.1

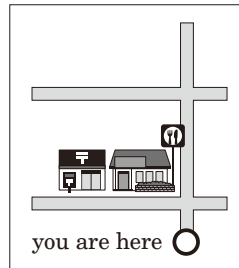
A



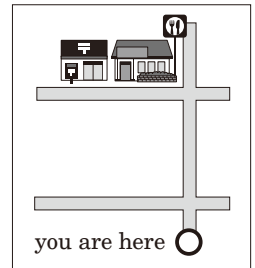
B



C



D

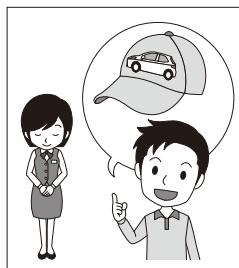


No.2

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 中学生の里美（Satomi）が、英語の授業で部活動についてスピーチをします。スピーチの内容に合うものはどれですか。

- A Satomi thinks she is very good at playing tennis.
- B Satomi has been playing tennis since she was ten years old.
- C Satomi stopped practicing tennis.
- D Satomi wants to be a good tennis player.

No. 2 あなたは、留学生のメガ(Meg)に、彼女が週末に訪れる自然公園での過ごし方について話しています。その内容に合うものはどれですか。

- A Meg can't touch animals in the park.
- B Meg can't watch birds in the park.
- C Meg can't enjoy local food in the park.
- D Meg can't take pictures in the park.

〔問3〕 高校生の健太(Kenta)が英語の授業で行ったスピーチと、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 America .

- A last spring
- B last summer
- C last fall
- D last winter

No. 2 He is .

- A a Japanese teacher in America
- B a science teacher in America
- C a math teacher in America
- D a history teacher in America

No. 3 She studied Japanese .

- A by going to the museum
- B by learning American culture
- C by talking with her teacher
- D by watching Japanese anime

No. 4 Because .

- A she was very interested in American culture
- B she was very interested in Japanese culture
- C she felt her Japanese was good
- D she felt her Japanese was not good

No. 5 He wants to .

- A go to America again
- B study math harder
- C be an English teacher
- D improve his English more

**2**

次の英文は、高校生の悠真（Yuma）が、英語の授業で行った、和歌山の観光についてのプレゼンテーションの原稿です。これを読み、〔問1〕～〔問3〕に答えなさい。

Do you know that Wakayama is popular among foreign visitors? Last summer, I went to Kyoto for sightseeing, and I made some foreign friends there. One Chinese friend, Jing, asked me a question about famous places in Wakayama. She asked me because she was going to visit Wakayama with her family. I could not answer the question well.

When I went back home, I told my father about my experience in Kyoto. He said, “In Wakayama, we have many places to visit. For example, we have some famous World Heritage Sites. So, many foreign people from different areas visit Wakayama every year.” I was surprised to hear that because I thought Wakayama was not so popular among foreign tourists.

I wanted to know more about foreign people who visit Wakayama, so I used the Internet and found some interesting data. From the data, I made two graphs. ①Graph 1 shows the number of foreign tourists who visited Wakayama. From 2013 to 2019, the number increased almost every year. However, in 2017, the number decreased. ②Graph 2 shows where the visitors came from in 2019. The percentage of tourists from Asia was the highest. I thought more people came to Wakayama from North America than from Europe. But that was not true. Nine percent of visitors did not come from those three areas.

From making these graphs, I learned that many people from different areas came to visit Wakayama. I want more foreign people to visit Wakayama. So, I will study about famous places in Wakayama and I want to introduce them to many foreign people.

(注) sightseeing 観光    Jing ジン（女性の名前）    decrease 減る    percentage 割合  
North America 北アメリカ    Europe ヨーロッパ

〔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) Jing asked Yuma a question because (            ).

- ア her teacher asked her to do that
- イ she had a plan to go to Wakayama
- ウ she visited Kyoto for sightseeing
- エ her father told her about his experience in Kyoto

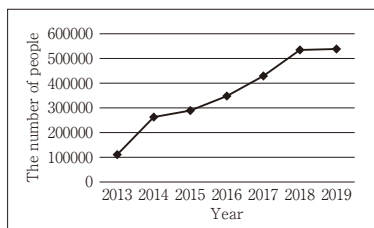
(2) Yuma was surprised because he (            ).

- ア visited some famous World Heritage Sites in Wakayama
- イ thought that his father did not know about Wakayama
- ウ learned about famous places in Wakayama
- エ thought that not many foreign people visited Wakayama

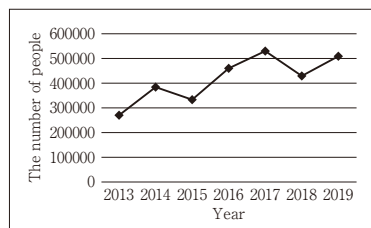
〔問2〕 文中の下線部①, ②について、あとの(1), (2)に答えなさい。

(1) 下線部①Graph 1について、悠真が作成した「和歌山県を訪れた外国人観光客数」のグラフ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。

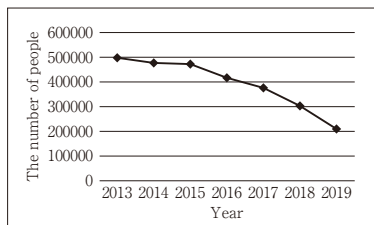
ア



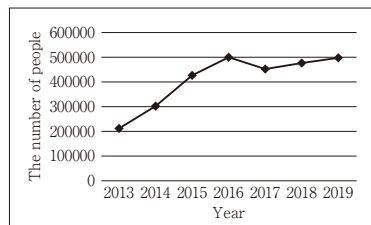
イ



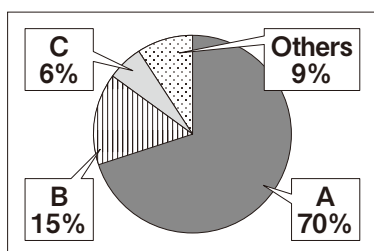
ウ



エ



(2) 下線部②Graph 2について、悠真が作成した「和歌山県を訪れた外国人観光客の地域別割合」のグラフのA～Cにあてはまるものを、次のア～ウの中から1つずつ選び、その記号を書きなさい。



ア Europe

イ Asia

ウ North America

〔問3〕 悠真は、プレゼンテーションの後、ALT（外国語指導助手）のサム（Sam）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。

Yuma : Thank you for listening. Do you have any questions ?

Sam : Yes, how will you study about famous places in Wakayama ?

Yuma : By visiting them.

Sam : Good idea ! ①

Yuma : I will go to Koyasan.

Sam : Nice. How will you introduce famous places in Wakayama to many foreign people ?

Yuma : ②

Sam : Good. I am sure many foreign people will be interested in Wakayama.

(注) Koyasan 高野山

(1) 対話の流れに合うように、文中の ① 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。

(2) 対話の流れに合うように、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 I will use the Internet and show many pictures of them.

イ I will make a poster of them and put it in my class.

ウ I will study more information about them.

エ I will talk about them with my family.

3

次の英文は、高校生の真利子（Mariko）と留学生のジャック（Jack）の対話です。これを読み、〔問1〕～〔問5〕に答えなさい。

Jack : Hi, Mariko. What are you doing ?

Mariko : Hi, Jack. I'm preparing for tomorrow's presentation.

Jack : What is the topic of the presentation ?

Mariko : It is about SDGs. I have been preparing for the presentation for two weeks.  
Look at the first slide in the presentation.

Jack : It shows six people, right ?

Mariko : Yes. That picture shows one of the SDGs. I'm interested in helping people in developing countries.

Jack : Sounds great.

Mariko : This is the next slide. I think fair trade is important to solve that problem. By the way, do you know anything about it ?

Jack : Of course. I like buying fair trade products. Do many Japanese people know about fair trade ?

Mariko : Please look at the next slide. Actually, there are many young Japanese people who know the word "fair trade". I was surprised to learn that. I want more people to learn about fair trade.

Jack : What does the fourth slide mean ?

Mariko : These three are the fair trade products produced much in the world.

Jack : I see. I often buy fair trade tea. Mariko,   ?

Mariko : I sometimes buy fair trade chocolate.

Jack : By buying fair trade products, the people's lives in developing countries are protected.

Mariko : That's true.

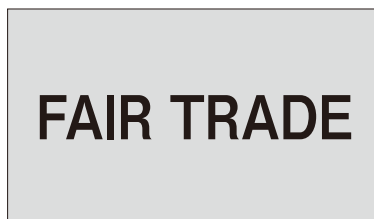
Jack : I hope your presentation will be successful.

Mariko : Thank you.

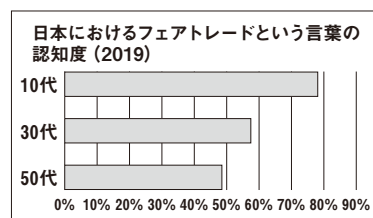
〔注〕 SDGs 持続可能な開発目標    slide スライド    developing country 開発途上国  
fair trade フェアトレード（開発途上国の商品を適正な価格で購入する仕組み）  
by the way ところで    produce 生産する

〔問1〕 次のア～エのスライドを、真利子の発表順に並べかえると、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



イ



ウ



エ



〔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、次の  
ア～エの中から1つ選び、その記号を書きなさい。

ア how about fair trade

イ how about SDGs

ウ how about tea

エ how about you

〔問3〕 下線部 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) How long has Mariko been preparing for the presentation ?

(2) What fair trade products does Jack often buy ?

〔問5〕 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 Mariko has never bought a fair trade product.

イ Mariko hopes more people will learn about fair trade.

ウ Jack does not know about fair trade at all.

エ Jack is going to talk about fair trade with Mariko tomorrow.

**4** 次の表は、ある町で行われる10月のイベントの内容です。これを読んで、あなたならイベント1、2のうち、どちらに参加しますか。〔      〕に参加するイベントの番号を入れた上で、その理由を、次の  に、25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。

表

Event Information for Next Month (October)			
	Event Name	Date	Time
Event 1	Enjoying Cooking Local Vegetables	20 (Sunday)	10:00-12:00
Event 2	Enjoying Watching Beautiful Stars in the Night Sky	25 (Friday)	18:30-20:00

I will join Event [      ].

- 5 次の英文は、高校生の沙希（Saki）が、タイからの留学生ナエン（Naen）との出会いをきっかけに学んだことについて、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5〕に答えなさい。

Today, I'd like to talk about one of my best friends, Naen. She lives in Thailand. About two years ago, she came to Japan to study Japanese and stayed at my house for six months. Our family had a very good time with her. A Now we sometimes talk online both in English and Japanese. It's fun.

Since Naen came to my house, I have been interested in foreign cultures. And I have learned there are many differences between cultures. B, there is a big difference about being punctual between Japan and Thailand. During Naen's stay at my house, we had one family rule. We had to come home before seven in the evening. But Naen often came home several minutes late. And she never said, "I'm sorry to be late." One day, I asked her, "Why do you often come home late?" She answered, "In my country, it is not a problem to be several minutes late." She also said, "Sorry. I never thought I broke the rule. I didn't know Japanese people were so punctual." If I didn't know this cultural difference about being punctual, I would think she is the person who often breaks rules.

Now the number of foreign people living in Japan has increased from about 2,000,000 to about 3,000,000 in the past ten years. In the future, the number will increase more. This means we will have more chances to live and work with foreign people. And many of them have different cultures from us. I asked myself, "How can we live well in a society with cultural diversity?"

I think Leitch Michael, a famous rugby player, tells us something important about C. He was interested in playing rugby in Japan, so he came to Japan from New Zealand twenty years ago. Now he is a member of the Japan men's national rugby team. Many members of the team are from foreign countries. They have different cultures. He says, "In our team there are many players with different cultures and we respect each other to be one team. So we have learned different ideas and ways of thinking from each other. This has made the team stronger. I think Japan needs to create its future together with foreign people from now. Our team can be a good model for that."

From Naen and Leitch, I have learned a lot. First, we need to know the differences between cultures. If we don't understand the differences, we may misunderstand each other. Second, we also need to respect each culture and its differences. By doing so, we can learn different ideas and ways of thinking. I believe this can help us make our society better.

- (注) online オンラインで      punctual 時間に正確な      late 遅刻して  
broke < break ((規則)を破る)の過去形      chance 機会  
cultural diversity 文化的多様性      Leitch Michael リーチマイケル      model 模範  
misunderstand 誤解する



〔問１〕 本文の流れに合うように、文中の A ～ C 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** She was like a real student.

**イ** She was like a real family member.

**ウ** She was like a real leader.

**エ** She was like a real Japanese teacher.

B

**ア** For example

**イ** Like this

**ウ** At first

**エ** Second

C

**ア** this language

**イ** this rule

**ウ** this work

**エ** this question

〔問２〕 下線部 this cultural difference about being punctual の内容を、日本語で具体的に書きなさい。

〔問３〕 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 languages do Saki and Naen use when they talk online ?

(2) Why did Leitch Michael come to Japan ?

〔問４〕 本文中で、沙希が引用しているリーチマイケルの考えと一致する適切なものを、次の **ア**～**エ**の中から１つ選び、その記号を書きなさい。

**ア** Leitch Michael does not think that cultural diversity in his team is its strong point to win games. It is because the team members cannot communicate well with each other.

**イ** Leitch Michael does not think that cultural diversity in his team is its strong point to win games. It is because Japan needs to create its future together with foreign people.

**ウ** Leitch Michael thinks that cultural diversity in his team is its strong point to win games. It is because the team members can get different ideas and ways of thinking.

**エ** Leitch Michael thinks that cultural diversity in his team is its strong point to win games. It is because the foreign players are better at playing rugby.

〔問５〕 本文の内容に合うものを、次の **ア**～**オ**の中から２つ選び、その記号を書きなさい。

**ア** Naen came to Japan and stayed at Saki's house for one year.

**イ** Saki has been interested in Japanese culture since she went to Thailand.

**ウ** In Japan, people will have more chances to work with foreign people in the future.

**エ** Naen always came home before seven in the evening because she understood the family rule.

**オ** Saki thinks that both knowing and respecting differences between cultures are important.

1	問1	No. 1			
		No. 2			
		No. 3			
	問2	No. 1			
		No. 2			
	問3	No. 1			
		No. 2			
		No. 3			
No. 4					
No. 5					

2	問1	(1)			
		(2)			
	問2	(1)			
		(2)	A	B	C
	問3	(1)			
		(2)			

3	問1		(                    ) → (                    ) → (                    ) → (                    )		
	問2				
	問3				
	問4	(1)			
		(2)			
	問5				

4	I will join Event [        ].				

5	問1	A			
		B			
		C			
	問2				
	問3	(1)			
		(2)			
	問4				
問5					

令和 6 年度学力検査 英語科採点表

(100 点満点)

問 題			配点	正 解		採 点 上 の 留 意 点	
1	〔問 1〕	No. 1	2	B			
		No. 2	2	C			
		No. 3	2	D			
	〔問 2〕	No. 1	2	D			
		No. 2	2	A			
	〔問 3〕	No. 1	3	B			
		No. 2	3	C			
		No. 3	3	D			
		No. 4	3	B			
		No. 5	3	D			
2	〔問 1〕	(1)	3	イ			
		(2)	3	エ			
	〔問 2〕	(1)	3	エ		各 1 点とする。	
		(2)	3	A ( イ )      B ( ア )      C ( ウ )			
	〔問 3〕	(1)	3	Where will you go ?		正解と同じ要旨であれば正答とする。 段階的に評価する。	
		(2)	3	ア			
3	〔問 1〕		3	( ウ ) → ( ア ) → ( イ ) → ( エ )		全部できて正答とする。	
	〔問 2〕		3	エ			
	〔問 3〕		4	フェアトレード商品を買うことで、開発途上国の人々の生活が守られるということ。		正解と同じ要旨であれば正答とする。 段階的に評価する。	
	〔問 4〕	(1)	4	She has been preparing for it for two weeks.		正解と同じ要旨であれば正答とする。 段階的に評価する。	
		(2)	4	He often buys tea.		正解と同じ要旨であれば正答とする。 段階的に評価する。	
	〔問 5〕		3	イ			
4			10	( I will join Event [ 2 ] . ) I think the event at night is very exciting. I often cook local vegetables with my mother and brother, but watching stars is new to me.		正解は一例を示したものである。 条件に満たない解答においても、段階的に評価する。[    ] の数字は採点の対象としない。	
5	〔問 1〕	A	2	イ			
		B	2	ア			
		C	2	エ			
	〔問 2〕		4	タイでは数分の遅れは問題ないが、日本の人々はとても時間に正確だということ。		正解と同じ要旨であれば正答とする。 段階的に評価する。	
	〔問 3〕	(1)	3	They use English and Japanese.		正解と同じ要旨であれば正答とする。 段階的に評価する。	
		(2)	3	Because he was interested in playing rugby in Japan.			
	〔問 4〕		4	ウ			
〔問 5〕		6	ウ	オ	順序は問わない。各 3 点とする。		

## 英語リスニングテスト放送台本

これから英語の学力検査を行います。まず、問題冊子と解答用紙に受検番号を書きなさい。(10秒)

それでは、問題冊子の1ページを開きなさい。

**1** 番はリスニング問題で、〔問1〕、〔問2〕、〔問3〕の3つがあります。放送を聞きながら、メモをとってもかまいません。

〔問1〕は、対話の内容に合った絵を選ぶ問題です。はじめに、No. 1 から No. 3 の絵を見なさい。(10秒)

これから、No. 1 から No. 3 の順に、それぞれ対話を1回放送します。No. 1 から No. 3 の対話の内容に最も合う絵を、**A** から **D** の中から1つずつ選び、その記号を書きなさい。放送は一度しか流れません。注意して聞いてください。それでは始めます。

No. 1    A : Excuse me, where is the post office ?  
          B : Go straight and turn right at the second corner. You will find a restaurant on your left. The post office is next to the restaurant. (5秒)

No. 2    A : May I help you ?  
          B : Yes. I want a T-shirt.  
          A : How about this one with a car on it ?  
          B : Well, I really like cats. I will buy that one with a cat. (5秒)

No. 3    A : When is the cleaning activity ?  
          B : Look. It is Sunday afternoon.  
          A : Do we need to bring anything ?  
          B : Yes, you need a towel. (5秒)

〔問2〕は、英文を聞いて、答える問題です。まず、No. 1, No. 2 の問題を読みなさい。(10秒)

これから、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** から **D** の中から1つずつ選び、その記号を書きなさい。英文は2回放送します。それでは始めます。

No. 1    中学生の里美が、英語の授業で部活動についてスピーチをします。スピーチの内容に合うものはどれですか。

I am going to tell you about my club activity. I like playing sports, so, I'm in the tennis club now. I want to be a good tennis player in the future. I have been playing tennis since I was twelve years old. I am not so good at playing tennis, but I like playing it. My father tells me that it is important to continue practicing every day. Practicing is very hard, but I will do my best. (7秒)

もう一度放送します。

I am going to tell you about my club activity. I like playing sports, so, I'm in the tennis club now. I want to be a good tennis player in the future. I have been playing tennis since I was twelve years old. I am not so good at playing tennis, but I like playing it. My father tells me that it is important to continue practicing every day. Practicing is very hard, but I will do my best. (7秒)

No. 2    あなたは、留学生のメグに、彼女が週末に訪れる自然公園での過ごし方について話しています。その内容に合うものはどれですか。

I think you will have a good time in the nature park. There, you can watch many animals and birds. They are very cute, but you can't touch them because they are not safe. You can enjoy local food and beautiful nature. You can also take pictures there. (7秒)

もう一度放送します。

I think you will have a good time in the nature park. There, you can watch many animals and birds. They are very cute, but you can't touch them because they are not safe. You can enjoy local food and beautiful nature. You can also take pictures there. (7秒)

これで、〔問2〕を終わります。

〔問3〕は、英語のスピーチを聞いて、答える問題です。まず、〔問3〕の問題を読みなさい。(8秒)

これから、高校生の健太が英語の授業で行ったスピーチと、その内容について5つの質問を2回放送します。No. 1からNo. 5の英文が質問の答えとなるように、空欄に入る最も適切なものを、AからDの中から1つずつ選び、その記号を書きなさい。それでは始めます。

I am going to talk about my experience in America. Last summer, I visited my aunt's friend, John in America. My aunt was an English teacher at a high school in Japan and she sometimes taught English with John.

Now, he is a math teacher at a high school in America. I stayed with his family and we went to movie theaters and museums together. I was surprised to see many new things there.

When I was staying in America, I met a girl. Her name was Sally. She was one of John's students. She was very interested in Japanese culture. She studied Japanese by watching Japanese anime. She told me that she wanted to visit Japan and learn how to wear kimono. So she asked me many questions about Japanese culture. But I couldn't understand her English well. I felt that my English was not good enough.

Since I came back to Japan, I have been studying English harder to communicate with foreign people. I would like to improve my English more.

Question No. 1: When did Kenta go to America? (4秒)

Question No. 2: Who is John? (4秒)

Question No. 3: How did Sally study Japanese? (4秒)

Question No. 4: Why did Sally ask Kenta many questions? (4秒)

Question No. 5: What does Kenta want to do? (4秒)

もう一度放送します。

I am going to talk about my experience in America. Last summer, I visited my aunt's friend, John in America. My aunt was an English teacher at a high school in Japan and she sometimes taught English with John.

Now, he is a math teacher at a high school in America. I stayed with his family and we went to movie theaters and museums together. I was surprised to see many new things there.

When I was staying in America, I met a girl. Her name was Sally. She was one of John's students. She was very interested in Japanese culture. She studied Japanese by watching Japanese anime. She told me that she wanted to visit Japan and learn how to wear kimono. So she asked me many questions about Japanese culture. But I couldn't understand her English well. I felt that my English was not good enough.

Since I came back to Japan, I have been studying English harder to communicate with foreign people. I would like to improve my English more.

Question No. 1: When did Kenta go to America? (4秒)

Question No. 2: Who is John? (4秒)

Question No. 3: How did Sally study Japanese? (4秒)

Question No. 4: Why did Sally ask Kenta many questions? (4秒)

Question No. 5: What does Kenta want to do? (4秒)

それでは、今、放送された内容について問題に答え、続いて2番以下の問題に取り組みなさい。  
これで、放送を終わります。