

令和 7 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

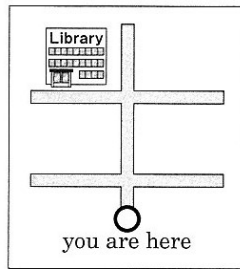
**1**

放送をよく聞いて、次の〔問1〕～〔問3〕に答えなさい。

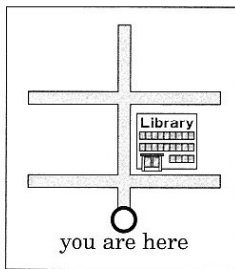
〔問1〕 No.1～No.3の順に、それぞれ対話を1回放送します。No.1～No.3の対話の内容に最も合う絵やグラフを、A～Dの中から1つずつ選び、その記号を書きなさい。

No.1

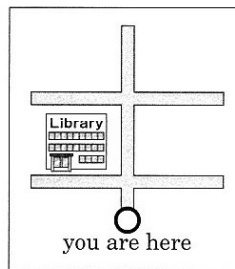
A



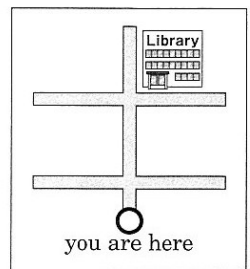
B



C

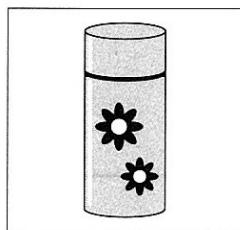


D

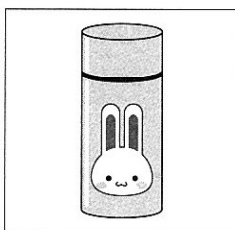


No.2

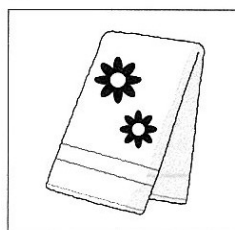
A



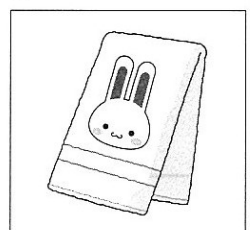
B



C

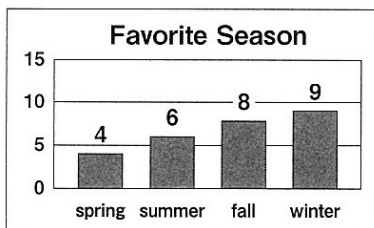


D

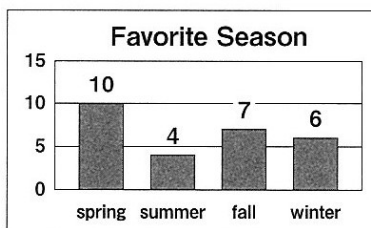


No.3

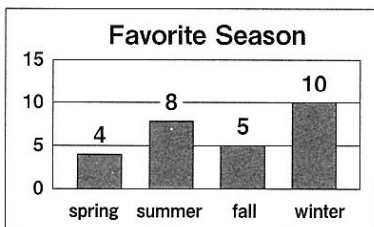
A



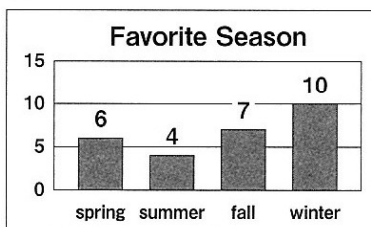
B



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。英文は2回放送します。

No.1 質問 中学生の奈央（Nao）が、英語の授業で春休みの計画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 Nao's uncle is traveling in India.
- B Nao wants to eat Indian food in India.
- C A few people in India speak English.
- D Nao likes drawing pictures.

No.2 質問 高校生の健（Ken）が、留学生に向けて、英語で部活動の紹介をしています。  
その内容に合うものはどれですか。

- A The judo club usually has practice six days a week.
- B Mr. Tanaka is a P.E. teacher.
- C Fourteen members of the judo club started judo in high school.
- D The members of the judo club enjoy talking together after practice.

〔問3〕 高校生の隆史（Takashi）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 studied there for .

- A a week
- B two weeks
- C a month
- D two months

No. 2 He .

- A talked with his teacher
- B enjoyed talking about school life
- C had lunch with Meg
- D went to a restaurant

No. 3 There were  in his class.

- A two students from China
- B five students from China
- C three students from Japan
- D ten students from Japan

No. 4 Because her dream is to .

- A be a teacher in Brazil
- B be a teacher in America
- C have a restaurant in Brazil
- D have a restaurant in America

No. 5 He wants to .

- A get a job in America
- B get many kinds of jobs
- C work with foreign people
- D work in a restaurant

**2**

中学生の紅音（Akane）が、英語の授業で、朝食について発表をしています。その内容を読み、〔問１〕～〔問３〕に答えなさい。

Hello, everyone. Today, I want to talk about breakfast. This morning, I ate bread, a salad, and onion soup. They were delicious. I learned that it is important for our health to eat breakfast. However, I have heard that some students don't eat breakfast.

Now I want to ask you a question. You can answer the question by choosing "Yes" or "No" on the screen of your own computer. Are you ready? Did you eat breakfast this morning? If your answer is "Yes," please choose "Yes" on your screen. If your answer is "No," please choose "No." I will choose "Yes" because I ate breakfast this morning.

When all of you answer the question, you can see the result on the whiteboard. Please start.

Thank you. Look at ① the result on the whiteboard. You can find that 20% of the students didn't eat breakfast. We have forty students in this class, so eight students didn't eat breakfast this morning.

The next question is only for the students who ate breakfast this morning. What did you eat for breakfast this morning? Please choose one answer from "rice," "bread," "cornflakes" and "others" on the screen of your own computer. If you choose "others," please type in what you ate for breakfast.

Please look at ② the result on the whiteboard. We can find that half of the students who ate breakfast this morning ate bread. There were more students who ate rice than students who ate cornflakes. One of the two students who answered "others" ate fruit. The other student ate noodles.

I feel that it is important to eat breakfast. Though we may not have enough time before we go to school, let's eat breakfast every day.

(注) screen 画面    whiteboard ホワイトボード    cornflakes コーンフレーク  
type in 入力する

〔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) Akane (        ).

- ア ate rice for breakfast this morning
- イ felt that bread was more delicious than onion soup
- ウ has heard that there are some students who don't eat breakfast
- エ has learned that it is important to eat bread in the morning

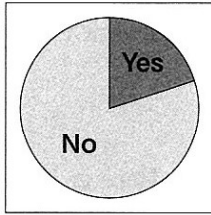
(2) In Akane's class, (        ).

- ア all the students eat bread for breakfast every morning
- イ all the students answered the first question by using computers
- ウ some students answered the second question by writing on the whiteboard
- エ some students ate noodles this morning

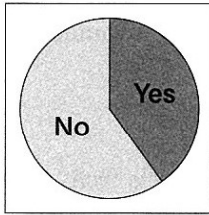
〔問2〕 文中の下線部①、②について、次の(1)、(2)に答えなさい。

(1) 下線部①the result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。

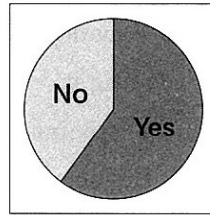
ア



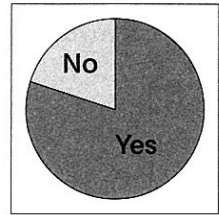
イ



ウ

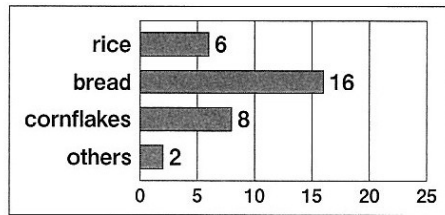


エ

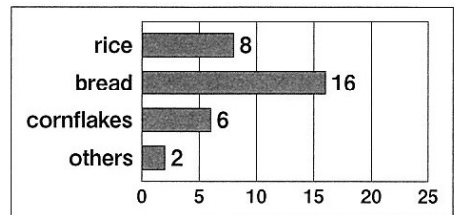


(2) 下線部②the resultのグラフとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。

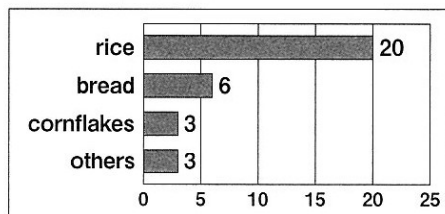
ア



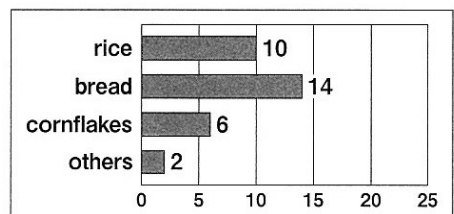
イ



ウ



エ



〔問3〕 紅音は、発表の後、ALT（外国語指導助手）のブラウン（Brown）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。

Brown : Good presentation, Akane. I also think we should eat breakfast every morning.  
 Akane : Yes. What do you eat every morning ?  
 Brown : Actually, I don't eat anything.  
 Akane : Oh, no. Why ?  
 Brown : Because I have no time to eat breakfast every morning.  
 Akane : You should   and eat breakfast.  
 Brown : OK. I'll try.

(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。

(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 Brown eats breakfast every morning.

イ Brown thinks he should eat breakfast every morning.

ウ Brown made a good presentation for Akane.

エ Brown had much time to eat breakfast this morning.

- 3 次の英文は、高校生の良悟（Ryogo）とALT（外国語指導助手）のケイト（Kate）の対話です。これを読み、〔問1〕～〔問5〕に答えなさい。

Kate : Hi, Ryogo. Are you reading the newspaper ?  
Ryogo : Yes. My Japanese teacher, Mr. Yamada, gave me homework for tomorrow's class, so I'm reading it.  
Kate : What is your homework ?  
Ryogo : I have to choose my favorite article from a newspaper. Here is ① the worksheet my teacher gave me. I'll put the article here, and write the summary on the right. Then, I have to write my opinion under them.  
Kate : Sounds interesting. On newspapers, we can find many kinds of topics, such as politics, culture, and sports. Now we can read the news on the Internet, too. , I can check the events happening in America now.  
Ryogo : That's true. We can get lots of information about foreign countries easily without visiting them.  
Kate : By the way, have you chosen your favorite article ?  
Ryogo : Yes, this article is very interesting. It's about a volunteer activity. The high school students cleaned the station near their high school with many other people.  
Kate : I see. Have you ever joined any volunteer activities ?  
Ryogo : No, I haven't. But after reading this article, I'd like to join some volunteer activities in my town. By ② doing so, I can have more chances to communicate with the local people. But I'm so shy. I'll be really happy if I can communicate with them well.  
Kate : I'm sure you can do it. I'm happy to hear you're interested in volunteer activities. Reading newspapers can give us chances to take action.

(注) worksheet ワークシート summary 要約 politics 政治 by the way ところで  
chosen < choose の過去分詞形 chance 機会, きっかけ shy 恥ずかしがりの

〔問1〕 下線部① the worksheet について、記事、要約、意見の配置が正しいものを、次のア～エの中から1つ選び、その記号を書きなさい。

ア

要 約	記 事
意 見	

イ

記 事	要 約
意 見	

ウ

記 事	
要 約	意 見

エ

記 事	
意 見	要 約

〔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 Though I'm in Japan                      イ Though I have a lot of time  
 ウ If I finish my homework                エ If I go to America

〔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) Who is Mr. Yamada ?
- (2) Where did the high school students clean ?

〔問4〕 下線部②doing soの内容を、日本語で具体的に書きなさい。

〔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 Ryogo has already finished his homework for tomorrow's class.
- イ Ryogo has joined the events in America with Kate before.
- ウ Kate wants to write articles about volunteer activities in her town.
- エ Kate thinks we can get chances to take action by reading newspapers.

**4** 次の表は、ある町で住民向けに開催される4月の講座（Class）について示したものです。これを読んで、あなたなら講座1、2のうち、どちらに参加しますか。その理由を、25語以上の英語で書きなさい。ただし、解答欄の〔 〕に、参加する講座の番号を書くこと。また、符号（.,?!など）は語数に含まないものとする。

表

Class Information for Next Month (April)			
Class	Content	Date	Time
Class 1	Learning How To Enjoy Reading Books	20 (Sunday)	10:00 – 11:30
Class 2	Learning How To Enjoy Camping	25 (Friday)	18:30 – 20:00

- 5 次の英文は、高校生の美沙希（Misaki）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5〕に答えなさい。

Have you ever heard of the Japanese word, *mottainai*? Now this Japanese word is well known among many people around the world. Why is the word known worldwide? In 2005, a Kenyan woman, Wangari Maathai, came to Japan for the first time. In her country, she worked hard to protect the environment and women's rights. This made the country more peaceful and she won the Nobel Peace Prize in 2004. During her first stay in Japan, she learned about the word, *mottainai*, for the first time.

When she learned about the word, she thought, "The word can help us A . " The word includes the ideas of "reduce," "reuse," and "recycle." These are often called 3Rs. She also learned the word includes a fourth R. That is "respect." *Mottainai* includes respecting the things we eat and use in our daily lives. When we respect something, we do not B it. By respecting the things we eat and use, we can reduce, reuse, and recycle them more. She thought the idea of *mottainai* is unique, and good for the environment. She was really interested in the word. Then the Mottainai Campaign for 4Rs was started in Japan. She worked to spread the campaign worldwide. C , she spoke about the campaign and the word, *mottainai*, at the United Nations. The campaign has been continuing in Japan and around the world for twenty years.

Now my friends, what do you think about the Mottainai Campaign? Do you want to do anything for it? Let me tell you about a group of high school students. They have been interested in the idea of *mottainai*. They are the members of the biotechnology club at a high school in Kyushu. When they learned Japan had over six million tons of food loss and waste in a year, they were very sad. They thought local action was very important to solve the problem. So, as a club activity, they studied biotechnology and learned how to recycle the local food loss and waste. By recycling it, they wanted to make compost for the local farmers. They worked with the farmers who knew a lot about compost. They were supported by many local people. After three years of effort, they were finally successful. Actually, the compost made by the high school students became popular among the farmers. The students were very happy to hear that.

I believe the idea of *mottainai* helps us solve many serious problems, such as food loss and waste. Why don't we start everything with the *mottainai* idea? There are many things high school students can do if we live with the idea of *mottainai*. I have learned this from the high school students of the biotechnology club.

- (注) Kenyan ケニア人の Wangari Maathai ワンガリ・マータイ  
Nobel Peace Prize ノーベル平和賞 reduce 減らす reuse 繰り返し利用する  
recycle リサイクルする campaign キャンペーン the United Nations 国際連合  
biotechnology 生物工学 six million tons of ～ 6百万トンの～  
food loss and waste 食品ロス compost たい肥（肥料の一種）

〔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 protect the Japanese culture

イ protect the environment

ウ protect women's rights

エ protect the scientists in my country

B

ア use

イ choose

ウ share

エ waste

C

ア However

イ In this way

ウ For example

エ Third

〔問2〕 次の(1), (2)の質問の答えを、それぞれ英語で書きなさい。

(1) When did Wangari Maathai win the Nobel Peace Prize ?

(2) What is a fourth R ?

〔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〕 次のア～エの英文を、美沙希のスピーチ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 The Mottainai Campaign was started in Japan.

イ Many local people helped a group of high school students recycle the food loss and waste.

ウ Wangari Maathai came to Japan for the first time.

エ A group of high school students felt sad to learn Japan had a lot of food loss and waste.

〔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 Wangari Maathai learned about the Japanese word, *mottainai*, before she came to Japan for the first time.

イ The Mottainai Campaign was started by Wangari Maathai about ten years ago.

ウ A group of high school students in Kyushu studied biotechnology as a club activity.

エ A group of high school students in Kyushu worked with scientists around the world.

オ Misaki thinks high school students can do many things to solve problems, such as food loss and waste.

