

平成21年度 京都府公立高等学校入学者選抜学力検査

検査5 英語

解答上の注意

- 「始め」の指示があるまで、問題を見てはいけません。
- 問題1・2（検査5-1）は、この冊子の中の1～3ページにあります。
- 問題3・4・5（検査5-2）（聞き取り検査）は、検査5-1の終了後に配布されます。
- 答案用紙には、受付番号を書きなさい。氏名を書いてはいけません。
- 解答は、それぞれの問題に示してある【答の番号】と、答案用紙の【答の番号】とが一致するように注意して、答案用紙に答えを記入しなさい。
- 答えとして記号を選ぶものは、答案用紙の答の欄の当てはまる記号を○で囲みなさい。答えを訂正するときは、もとの○をきれいに消すか、それに×をつけなさい。
- 答えとして記述するときは、丁寧に書きなさい。また、英語で書くときは、大文字、小文字に注意して書くようにしなさい。筆記体で書いてもよい。
- 答案用紙の採点欄には記入してはいけません。
- 答えの書き方について、下の例を見て間違いのないようにしなさい。

解答例

- 次の文を英文にするとき、下の ・ に入る語を1語ずつ書け。 ……………答の番号【1】

日本の学校は4月に始まる。

Japanese schools start .

- 次の問い(1)・(2)に答えよ。
 - 次の説明のうち、正しいものはどれか、(ア)～(エ)から1つ選べ。 ……………答の番号【2】
 - (ア) 北と反対の方角は西である。
 - (イ) 南と反対の方角は東である。
 - (ウ) 東と反対の方角は西である。
 - (エ) 西と反対の方角は南である。
 - 次の数のうち、奇数はどれか、(ア)～(オ)から3つ選べ。 ……………答の番号【3】
 - (ア) 1 (イ) 2 (ウ) 3
 - (エ) 4 (オ) 5

問題番号	答の番号	答の欄	採点欄
1	【1】	ア in イ April	[1]
2	(1) 【2】	ア イ <input checked="" type="radio"/> ウ エ	[2]
	(2) 【3】	<input checked="" type="radio"/> ア <input checked="" type="radio"/> イ <input checked="" type="radio"/> ウ エ <input checked="" type="radio"/> オ	[3]

検査	受付番号	得点
5-1	1 2 3 4 5 6	

検査 5-1

英 語

問題 1 ・ 問題 2

1 次の英文は、高校生の^{みか}美佳 (Mika) がオーストラリア (Australia) での体験を発表したスピーチの一部である。これを読んで、問い (1)~(10) に答えよ。(20点)

Today I'm going to talk about my summer vacation. This summer I visited Australia for two weeks. My uncle lives in Australia and invited me to his house. It was my first time to go to another country, so I was very excited.

My uncle teaches Japanese to junior high school students. In Australia Japanese is a popular language and is ①(study) by many students. He said that Japanese was the most popular language to learn at his school. I was surprised to hear that and became interested in his Japanese class.

On the third day in Australia, he asked me to come to school and talk about Japan in his class. When I first heard ②that, I didn't want to say yes. I wanted to go and see his class, but I didn't think I could speak in front of many students. He said, "Don't worry. Many students are interested in Japan. I just want you to talk about Japan a little. It's not so difficult." He also said, "③(何を話すかは自分で決めればいいよ。)" Anything is OK. The students are about your age and they'll enjoy your stories." I didn't have any good ideas, but I thought that my stories were going to give them some help to understand Japan. So I said yes to my uncle.

Two days later, I first went to school with him. When I was walking to the classroom, I felt uneasy. I said to my uncle, "I'm so nervous. ④" My uncle said, "You don't have to be perfect. Just talk to my students and have fun." When I was in front of the students, I ⑤(find) that all of them were looking at me. I was really nervous, and I forgot what I was going to talk about. The students were quiet. Then, one student said with a smile, "Mika, you're going to be all right." Everyone smiled and ⑥.

With the help of my uncle, I talked about Japanese food, my school, and some other things in English and sometimes in Japanese. I also showed them some pictures from Japan. Every student was quiet and listened to me. It was about fifteen minutes, but for me it was like two hours. When I finished talking, they asked me many questions. Some of their questions were difficult, but I tried hard to give them my best answers. I was glad to know that many students understood me! I knew that we could understand each other if we tried to express ourselves in easy words.

After the class, one student came to me and said that she wanted to know more about Japan. She was the student who encouraged me to speak in class. Her name was Judy. She was very interested in Japanese culture. I was surprised because she already knew a lot of things about Japan. She said that she was reading an easy Japanese book to make her Japanese better. I thought I should study English harder, too. We enjoyed talking with each other on that day.

After that, we met several times. Although we spoke different languages, we became good friends. On my last day in Australia, Judy gave ⑦[(ア) written / (イ) a / (ウ) Japanese / (エ) letter / (オ) me / (カ) in]. It was a short letter saying thank you. I was happy to have such a nice letter from her. From that day, we started to exchange letters. I hope I can see her again someday.

- | | | |
|----------------------------------|-------------------|----------------|
| (注) uncle おじ | invite 招待する | excited 興奮して |
| about your age あなたと同じ年頃 | uneasy 落ち着かない | nervous 緊張して |
| perfect 完全な | smile ほほえみ, ほほえむ | each other お互い |
| express 表現する | ourselves 私たち自身 | |
| encourage ~ to ... ~を...するように励ます | | |
| Judy ジュディ (女性の名前) | several times 何回か | |

(1) 本文中の下線部①(study)・⑤(find) を文意から考えて、それぞれ正しい形で書け。
答の番号【1】

(2) 本文中の下線部②が表す内容として最も適当なものはどれか、(ア)~(エ) から1つ選べ。
答の番号【2】

- (ア) おじの担当する授業で日本について話すこと。 (イ) 学校への行き方を日本語で説明すること。
 (ウ) 日本の学校についておじに話すこと。 (エ) 日本について話していいか尋ねること。

(3) 本文中の下線部③の日本語を英語にすると、次の ・ に入る語を1語ずつ書け。
.....答の番号【3】

You can decide say.

(4) 本文の内容から考えて、 に入る最も適当なものはどれか、(ア)～(エ) から1つ選べ。
.....答の番号【4】

- (ア) What is he going to do? (イ) Would you like to go with him?
(ウ) May I help you? (エ) What should I do?

(5) 本文の内容から考えて、 に入る最も適当なものはどれか、(ア)～(エ) から1つ選べ。
.....答の番号【5】

- (ア) my uncle looked very busy (イ) my uncle looked afraid again
(ウ) I felt much better (エ) I felt very sad

(6) 本文中の下線部⑦の [] 内の (ア)～(カ) を、文意が通じるように正しく並べかえ、記号で書け。
.....答の番号【6】

(7) 本文の内容から考えて、ジュディについて述べたものとして最も適当なものはどれか、(ア)～(エ) から1つ選べ。
.....答の番号【7】

- (ア) クラスの生徒の前で美佳が話すとき、声をかけて励ました。
(イ) 日本についてはほとんど知らないが、日本文化に興味を持っている。
(ウ) 美佳とは話す言葉が違ったので、初めて会った日は楽しく話せなかった。
(エ) 美佳がオーストラリアに来る前から、美佳と手紙のやりとりをしていた。

(8) 本文の内容から考えて、次の問い (a) ・ (b) に対する答えとして最も適当なものはどれか、それぞれ (ア)～(エ) から1つずつ選べ。答の番号【8】

- (a) When did Mika go to school with her uncle first?
(ア) On the second day in Australia. (イ) On the third day in Australia.
(ウ) On the fifth day in Australia. (エ) On the last day in Australia.
- (b) What happened when Mika tried to speak in class?
(ア) She cried in front of the students. (イ) She forgot the words she was going to say.
(ウ) Her uncle talked about Japan alone. (エ) Her uncle asked her many questions.

(9) 本文の内容と一致する英文はどれか、適当なものを、(ア)～(オ) から2つ選べ。答の番号【9】

- (ア) Mika likes Australia very much and she has been there many times.
(イ) Mika has an uncle who is a teacher of Japanese at a junior high school in Australia.
(ウ) The students wanted to practice Japanese, so Mika talked to them only in Japanese.
(エ) Mika tried to speak for two hours, but could speak for only fifteen minutes.
(オ) Although some questions from the students were difficult, Mika tried to answer them.

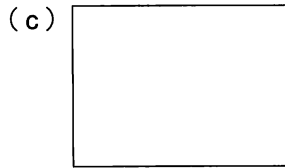
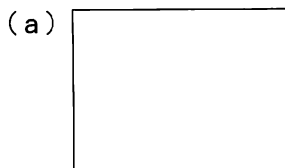
(10) 次の英文は、美佳がジュディに書いた手紙の一部である。文中の ・ に入る最も適当な1語を、それぞれ左ページの本文中から抜き出して書け。答の番号【10】

Hi! How are you? Thanks for your nice letter. You have sent me some letters since I came back to Japan. I'm very surprised because your Japanese is getting and . I think you're working hard every day.

I started to read an English book. It's a little difficult for me to understand the story, because there are many English words which I don't know. But I enjoy it every day.

【裏へつづく】

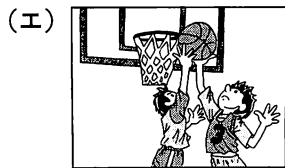
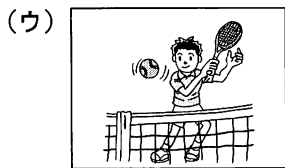
2 下の英文は、日本の高校に留学中のボブ (Bob) が、友人の健次 (Kenji) と、健次の中学生の頃のアルバムを見ながら交わしている会話である。また、次の (a)~(d) は、二人の会話の中で話題に出た写真を、話題に出た順に示したものである。英文を読んで、問い (1)~(4) に答えよ。(8点)



Bob: What's this picture? You're looking at something in your hands with your friends.
 Kenji: It's a picture of my school trip. We went to Kyoto when we were junior high school students. We made small groups, and each of the groups used a map and visited some famous places.
 Bob: That sounds interesting. When I had a school trip in my country, our teacher always wanted all of us to be in the same place together. Oh, I like this picture. Your group went to see this beautiful building. All of you look so happy. What's this building?
 Kenji: It's *Kinkaku*. It's very famous in Kyoto. I saw many people when we visited it for the school trip.
 Bob: I see. I want to see it someday, too. It's so beautiful. Who is this woman next to you?
 Kenji: Well, she's a woman from Canada. We met her when our group was going to see *Kinkaku*. She also wanted to go to *Kinkaku*, but . So we went together. When we were walking to *Kinkaku*, she talked about many things. She said that she loved sports and liked basketball the best. I was a member of the basketball club then, so I had a great conversation with her.
 Bob: Oh, were you in the basketball club? But now you play tennis. Is that right?
 Kenji: That's right. I wanted to start a new sport, so I joined the tennis club. I really enjoy playing tennis now.
 Bob: I want to see your pictures of your basketball club. Do you have any pictures?
 Kenji: Yes, here is a picture taken during my basketball game. My brother took it for me. Please look.
 Bob: You look great! And your brother takes nice pictures. Oh, what's this picture? Did you break your leg?
 Kenji: Yes, I broke my leg when I was practicing basketball at school. It was difficult to walk for about three weeks. My friends in the basketball club gave me a lot of help. I was glad to have a lot of good friends.
 Bob: That's wonderful. I think club activities are an important part of school life. It's great to spend so much time with good friends.

(注) *Kinkaku* きんかく ろくおんじ 金閣 (鹿苑寺にある建築物) have a great conversation with ~ ~と会話がはずむ
 break ~ ~を折る leg あし 脚

(1) 本文の内容から考えて、(a)と(c)に入る最も適当な写真はどれか、それぞれ(ア)~(エ)から1つずつ選べ。.....答の番号【11】



(2) 本文の内容から考えて、本文中の に入る最も適当なものはどれか、(ア)~(エ)から1つ選べ。.....答の番号【12】

- (ア) we didn't give her any help (イ) we didn't have time to go with her
 (ウ) she didn't know how to get there (エ) she didn't want to talk with us

(3) 本文の内容から考えて、次の問いに対する答えの文が正しいものになるように、下の に入る最も適当な2語からなる部分を、本文中から抜き出して書け。.....答の番号【13】

What was Kenji doing when he was injured at school?
 答えの文: He was .

(4) 本文の内容と一致する英文はどれか、最も適当なものを、(ア)~(エ)から1つ選べ。.....答の番号【14】

- (ア) Bob went to Kyoto for the school trip when he was a junior high school student.
 (イ) Bob didn't know *Kinkaku* when he first looked at Kenji's pictures.
 (ウ) Kenji took a woman from Canada to his basketball game with his brother.
 (エ) Kenji stopped playing tennis because he wanted to start a new sport.

検査 5-1 英語 答案用紙

問題番号	答の番号	答の欄	採点欄										
1	(1)	【1】	①	⑤	【1】								
	(2)	【2】	ア	イ	ウ	エ	【2】						
	(3)	【3】	ア	イ			【3】						
	(4)	【4】	ア	イ	ウ	エ	【4】						
	(5)	【5】	ア	イ	ウ	エ	【5】						
	(6)	【6】	() → () → () → () → () → ()			【6】							
	(7)	【7】	ア	イ	ウ	エ	【7】						
	(8)	【8】	(a) ア	イ	ウ	エ	(b) ア	イ	ウ	エ	【8】		
	(9)	【9】	ア	イ	ウ	エ	オ	【9】					
	(10)	【10】	ア	イ			【10】						
2	(1)	【11】	(a) ア	イ	ウ	エ	(c) ア	イ	ウ	エ	【11】		
	(2)	【12】	ア	イ	ウ	エ	【12】						
	(3)	【13】	_____			_____	【13】						
	(4)	【14】	ア	イ	ウ	エ	【14】						

検査	受付番号		得	
5-1			点	

検査 5-1 英語 正答表

問題番号	答の番号	答 の 欄		備考欄		
					配点	
1	(1)	【1】	① studied	⑤ found	【1】	2 (各1)
	(2)	【2】	㉗		【2】	2
	(3)	【3】	ア what	イ to	【3】	完全解答 2
	(4)	【4】	㉘		【4】	2
	(5)	【5】	㉙		【5】	2
	(6)	【6】	(オ) → (イ) → (エ) → (ア) → (カ) → (ウ)		【6】	完全解答 2
	(7)	【7】	㉚		【7】	2
	(8)	【8】	(a) ㉛	(b) ㉜	【8】	2 (各1)
	(9)	【9】	㉝ ㉞		【9】	2 (各1)
	(10)	【10】	ア better	イ reading	【10】	2 (各1)
2	(1)	【11】	(a) ㉟	(c) ㊱	【11】	2 (各1)
	(2)	【12】	㊲		【12】	2
	(3)	【13】	_____ practicing _____	_____ basketball _____	【13】	完全解答 2
	(4)	【14】	㊳		【14】	2