

平成24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、下の **ア**・**イ** 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 **ア** **イ**.
- 次の問い(1)・(2)に答えよ。
(1) 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。
(2) 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 ウ エ	[2]
	(2) 【3】	ア イ ウ エ オ	[3]

検査	受付番号	得点
5-1	123456	

検査 5-1

英 語

問題 1 ・ 問題 2

1 次の英文は、アメリカに留学している高校生の京平 (Kyohei) が、授業で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)

Before coming to America from Kyoto, I wanted to know more about American culture. So I went to see Ms. White. She is an English teacher from America at my high school in Japan. When she comes to the class, she sometimes ①(teach) American culture, too. She said, "Well, Kyohei, learning about American culture will be good for you. But you can do ②that when you are there. I think you should learn about the culture of your own country now. American people will want to know about it when they meet a person from Japan like you." I agreed. Then, I went to a library to learn about it.

I found many interesting things about Japanese culture from the books in the library. I also enjoyed learning about Japanese food very much. There are many kinds of Japanese food now. And I learned about traditional food in Kyoto. ③(しばしば, それは京料理と呼ばれます). I think *Kyo-ryori* is great. There are three reasons. First, *Kyo-ryori* is very beautiful. You can enjoy looking at beautiful *Kyo-ryori* before eating it. Second, you can enjoy the original tastes the foods have. It's made without much seasoning and fat. Third, you can feel the season because seasonal foods are often used for *Kyo-ryori*.

I was happy to know about *Kyo-ryori*, so I told Ms. White about it. Then, she said, "That's really interesting, Kyohei! You learned a lot!" And I said, "I think so, too. I also found traditional things like *Kyo-ryori* are really great! So, I think we should keep them. Oh, Ms. White, ④ That will be interesting." She liked my idea and said, "If you find something interesting there, please tell me."

Then I came to America and met three high school students, Mike, Mary, and Chris. We became friends soon. One day when I was eating lunch with them, I asked, "What food do you like to eat?" Mike answered, "I like hamburgers the best!" Mary said, "Pizza is my favorite food." And Chris said, "I love sandwiches for lunch." Then, I remembered something. Pizza came from Italy, and the first sandwich was made in the U.K. The hamburger was born in America, but the meat dish in the hamburger came from Germany. Many people from different countries have lived in America. "Did they come to live in this country with many kinds of food?" ⑤ I asked my American friends about that, Mary said, "That's true, Kyohei. In America we can always enjoy many kinds of food from all over the world." Then I asked, "Do American people sometimes combine different foods together to make a new food like the hamburger?" Mike said, "That's right, Kyohei. And we also have some foods made with foods from Japan and other countries." Chris said, "Yes. Look at these! These are *tofu* sandwiches my mother made. I have ⑥(bring) them for lunch. Do you want to try some?" Then he ⑦[(ア) me / (イ) of / (ウ) the / (エ) gave / (オ) some / (カ) sandwiches]. They were really good!

When I was eating the *tofu* sandwiches, I found something — Japanese people have made new foods, too! We have *omuraisu*, for example. It's like an omelet, but it has rice in it. It's really good, ⑧ you should try it if you come to Japan.

It's great to find some good things around the world and combine them together to make something good and new. A free idea and a global view are needed to do this. American people have them both, so they made the hamburger. Now the hamburger is loved by many people in the world. And traditional things like *Kyo-ryori* are also great. We should do everything to keep them because they are part of our culture. I think it's important for us to have a free idea and a global view and think much of traditional things.

(注) before ~ing	～する前に	original taste	本来の味	seasoning and fat	調味料や脂肪
seasonal	旬の, 季節の	Italy	イタリア	the U.K.	イギリス
meat dish	肉料理	Germany	ドイツ		
combine ~ together	～を組み合わせる			<i>omuraisu</i>	オムライス
omelet	オムレツ	free idea	自由な発想	global view	世界的視野
think much of ~	～を重んじる				

(1) 本文中の下線部①(teach)・⑥(bring)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) アメリカに行くこと。 | (イ) アメリカの文化について学ぶこと。 |
| (ウ) 日本の文化について学ぶこと。 | (エ) 図書館に行くこと。 |

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

Often, it *Kyo-ryori*

(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) I'm going to study Japanese food next. (イ) will you tell me about American culture?

(ウ) I will learn about the foods in America. (エ) would you like to try some *Kyo-ryori*?

(5) 本文の内容から考えて、 ・ に入る語の組み合わせ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【5】

(ア) ⑤ When ⑧ so (イ) ⑤ So ⑧ because

(ウ) ⑤ When ⑧ because (エ) ⑤ So ⑧ when

(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、京平が京料理 (*Kyo-ryori*) の特徴について話したこととして適当でないものはどれか、(ア)～(エ) から1つ選べ。 答の番号【7】

(ア) 京料理の美しさは、食べる前に見て楽しめる。

(イ) 京料理では、食べもの(食材)が持つ本来の味を楽しめる。

(ウ) 京料理は、調味料や脂肪をたくさん使って調理される。

(エ) 京料理には、季節を感じさせる食べもの(食材)がよく使われる。

(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) Why did Kyohei go to the library?

(ア) Because American people were waiting to meet him in the library.

(イ) Because he wanted to learn about the culture of Japan in the library.

(ウ) Because Ms. White told him to learn about American food in the library.

(エ) Because there were many books about the food around the world in the library.

(b) What did Kyohei learn when he was having lunch with his friends?

(ア) Mary likes pizza very much because her mother came from Italy many years ago.

(イ) In America there are many kinds of traditional Japanese food that everyone can make.

(ウ) American people living in Japan combined the omelet and rice together to make *omuraisu*.

(エ) Many kinds of food came to America when people from different countries came to live there.

(9) 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【9】

(ア) American people made the hamburger with a free idea and a global view.

(イ) Japanese people have made traditional things to combine things together.

(ウ) Kyohei's friends told him about the hamburger that was made in Germany.

(エ) Ms. White learned how to make something good and new through *Kyo-ryori*.

(10) 次の英文は、京平がホワイト先生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】

Hello, Ms. White. How are you? I'm enjoying talking with people in English! They are really interested in Japanese , like food, festivals, *manga*, and I can always explain about it because you told me to learn about it before coming to America. Thank you very much, Ms. White!

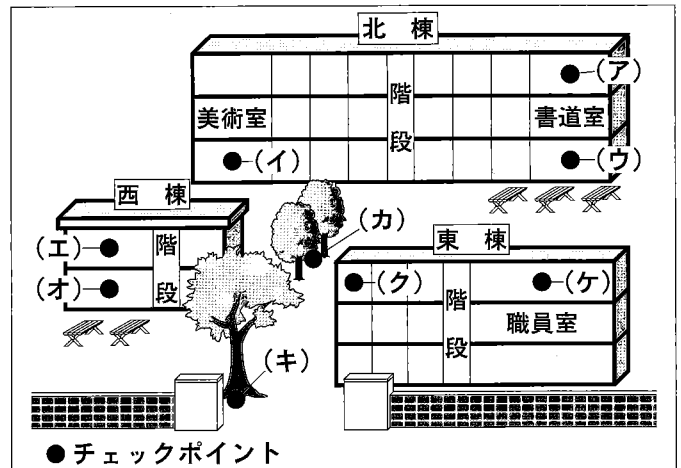
And I'm enjoying learning about the foods in America, too! There are many foods from all over the world here. Sometimes American people combine some of them together and make a new food like the hamburger. That's great! And traditional things like *Kyo-ryori* are great, too. We shouldn't lose them — we should these traditional things we have! We need to try to know and learn more about them to do that. And, it's also important to enjoy them.

【裏へつづく】

2 次の英文は、高校生の彩絵 (Sae) が、留学生のエリック (Eric) と交わしている会話である。次のクイズラリーマップ (the map of Quiz Rally) を参考にして英文を読んで、問い (1)~(4) に答えよ。(8点)

クイズラリーマップ (the map of Quiz Rally)

Eric: Hi, Sae. What's in your hand?
 Sae: Hi, Eric. This is the map of Quiz Rally. Some people are going to visit this school next month. They are students and teachers from America. Quiz Rally is one of the events for them.
 Eric: Oh, I heard about it ① week. They are going to stay in this town for three days. So, what kind of event is that?
 Sae: Well, the Americans will walk around the school to visit the places on the map and enjoy looking at the displays and answering some questions.
 Eric: That sounds fun! ②
 Sae: About this country, Japan. So the Americans can learn about it through this event.
 Eric: Wow! That's really interesting! Well, Sae, can I see the map?
 Sae: Sure, Eric. The black dots show the checkpoints to visit.
 Eric: Oh, OK. Well, what displays and questions are there at ③ this checkpoint at the gate?
 Sae: There is a big tree there. It has been there since the Edo Period. And it has a long history. So the displays are about Japanese history. And there are some questions about it. For example, "When did the Edo Period start?"
 Eric: I see. I hope our school will ④ for a long time like this tree, too. Well, how about this checkpoint? Is it in the music room? It's in the smallest building of the three.
 Sae: Yes. The checkpoint is in the music room, so the displays and questions are about Japanese music. Oh, Eric, look at ⑤ this checkpoint under the music room. It's in the cooking room. So, what do you think about the displays and questions there?
 Eric: Well, Oh, yes! I know! The displays and questions are about Japanese food because it's in the cooking room!
 Sae: That's right, Eric! And my friends and I are going to make Japanese tea to drink with the Americans there. If the weather is good, we can enjoy it at the tables outside by the cooking room.
 Eric: That's great! I think they will like it. Oh, Sae, do you need any help when you write English on the displays? If you need it, I can help you.
 Sae: Oh, thank you, Eric! You're really kind!



(注) event 催し, イベント display 展示, 展示品 dot 点
 checkpoint チェックポイント the Edo Period 江戸時代

(1) 本文の内容から考えて, ①・④ に共通して入る最も適当な 1 語を書け。 答の番号【11】
 (2) 本文の内容から考えて, ② 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) What event are you thinking about? (イ) What will the Americans talk about?
 (ウ) What kind of questions can I write about? (エ) What are the displays and questions about?
 (3) 本文の内容から考えて, 本文中の下線部③・⑤はクイズラリーマップ (the map of Quiz Rally) 中のどの
 チェックポイントにあたるか, それぞれ (ア)~(ケ) から 1 つずつ選び, 記号で書け。 答の番号【13】
 (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) The students and the teachers at Sae's school will visit a school in America.
- (イ) Eric says that it's interesting for him to learn about Japan through this event.
- (ウ) The Americans will have Japanese tea made by some Japanese students in the event.
- (エ) Sae is asking Eric to help her with English when she writes English questions on the displays.

【英語(検査 5-1)おわり】

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	⑥	【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	【9】					
	(10)	【10】	ア	イ			【10】					
2	(1)	【11】					【11】					
	(2)	【12】	ア	イ	ウ	エ	【12】					
	(3)	【13】	③	⑤			【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 teaches	⑥ brought	【1】	2 (各1)
	(2)	【2】	①		【2】	2
	(3)	【3】	ア is	イ called	【3】	完全解答 2
	(4)	【4】	ウ		【4】	2
	(5)	【5】	ア		【5】	2
	(6)	【6】	(エ)→(ア)→(オ)→(イ)→(ウ)→(カ)		【6】	完全解答 2
	(7)	【7】	ウ		【7】	2
	(8)	【8】	(a) ①	(b) ②	【8】	2 (各1)
	(9)	【9】	ア		【9】	2
	(10)	【10】	ア culture	イ keep	【10】	2 (各1)
2	(1)	【11】	last		【11】	2
	(2)	【12】	②		【12】	2
	(3)	【13】	③ キ	⑤ 才	【13】	2 (各1)
	(4)	【14】	ウ		【14】	2