

令和7年度 京都府公立高等学校入学者選抜

中期選抜学力検査

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）（筆記）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）（リスニング）は、検査5-1の終了後に配布されます。
- 答案用紙には、受付番号を記入しなさい。氏名を書いてはいけません。
- 答案用紙の答の欄に答えを記入しなさい。採点欄に記入してはいけません。
- 答えを記入するときは、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なさい。
- 答えを記号で選ぶときは、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。
- 答えを記述するときは、丁寧に書きなさい。
- 英語で書くときは、大文字、小文字に注意しなさい。筆記体で書いてもよい。
- 語数制限がある場合は、短縮形（I'm など）と数字（100 や 2025 など）は1語として数え、符号（, / . / ? ! / “ ” など）は語数に含めないものとします。
- 答えの書き方について、次の解答例を見て間違いのないようにしなさい。

解答例

- 1 次の日本語を英語にすると、下の ・ に入る最も適当な語を、それぞれ1語ずつ書け。

……………答の番号【1】

テーブルの上に9つのリングがある。

There are on the table.

- 2 次の問い（1）・（2）に答えよ。

- （1）北と反対の方角として最も適当なものを、次の（ア）～（ウ）から1つ選べ。 ……答の番号【2】
（ア） 東 （イ） 西 （ウ） 南

- （2）次の [] 内の（ア）～（ウ）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【3】

My [(ア) name / (イ) Taro / (ウ) is].

問題番号	答の番号	答の欄	採点欄
1	【1】	i nine ii apples	【1】
2	(1) 【2】	ア イ <input type="text" value="ウ"/>	【2】
	(2) 【3】	(ア)→(ウ)→(イ)	【3】

検査	受付番号	1	2	3	4	5	6	得点
5-1								

中期選抜学力検査

検査 5－1

英 語

問題 1 ・ 問題 2
(筆記)

1 次の英文は、高校生の洋太（Yota）が英語の授業で書いた作文である。これを読んで、問い（1）～（8）に答えよ。（20点）

“Please think about the clothes you have in your house. Do you have any clothes you haven’t worn for a few years?” Our *home economics teacher asked us this question in a class. I said, “I have some clothes like that.” Some of my classmates also ①(answer) the question. Then, our teacher said to us, “In this city, people *throw away one thousand *tons of clothes as garbage every year. People can still wear *most of the clothes, but they *are burned.” I was surprised to know that there are many clothes like that.

After school on that day, I talked with Shoko about that home economics class. She is one of my classmates, and we are members of the *student council. I said to her, “Do you remember our teacher talked about a problem about clothes? I want to do something to *reduce the number of clothes people throw away as garbage.” She said, “I want to do so, too. What can we do?” I said, “Well, ②[(ア) me / (イ) activity / (ウ) introduce / (エ) interesting / (オ) let / (カ) an] to reduce the number of those clothes. There is a *flea market in this city. Why don’t we join it and sell clothes?” She said, “That’s a good idea. Let’s talk about that with the other members of the student council.”

The next day, Shoko and I talked with the other members of the student council about joining the flea market. They understood what Shoko and I wanted to do and thought the idea was good. After that, ③I talked with Shoko and the other members to make the plan for the flea market. I said to them, “How can we collect clothes?” Shoko said, “Let’s collect clothes from the students of our school. They may have clothes they don’t wear.” Another member said, “Why don’t we make posters to ask them to bring such clothes?” I said, “Good. Then, how should we use the *profits we will get by selling the clothes?” After a few minutes, Shoko said, “We will join the flea market to reduce the number of clothes people throw away as garbage. So, I think we should *donate the profits to an *organization that works to protect the environment.” We thought that idea was good, and we wanted to do that. Then, we told our teachers about the plan for the flea market. The teachers said, “That’s a great idea. We will help you do your activity.”

A few days later, we made the posters and showed them in the classrooms. Also, we told the students in our school about our *purpose of joining the flea market. The next week, we collected the clothes. Many students brought their clothes to us. I didn’t think we could collect so many clothes. I was happy that ④they understood our idea about joining the flea market.

The day of the flea market came. After it started, I said to Shoko, “I’m nervous because I’m not sure that people ⑤(visit) the flea market will buy clothes from us.” Shoko said, “I understand how you feel. But let’s do our best.” Then, many people came and bought clothes from us. When the flea market ended, I said to Shoko, “Some clothes are still left, but we sold most of the clothes. Selling clothes was hard, but it was fun. I’m glad that I met many people who wanted to buy the clothes. I’m also glad that I sold the clothes to them.” Shoko said, “I enjoyed the flea market. We did a great job!”

The next day, I *looked back on the flea market with the members of the student council at our school. I said, “Joining the flea market was a great experience. I was surprised that people bought many clothes from us.” Another member said, “I was happy that we reduced the number of clothes people throw away as garbage. However, ⑥. What should we do about them?” Shoko said, “I’m reading a book about a company. The company *makes bags from clothes people don’t wear. Let’s create things like that.” I said, “Sounds good. I didn’t have such an idea.”

Through the experience I had this time, I learned that many people will work together with us if we take action. Also, I found that we can get a lot of new ideas by talking with other people. I’m glad that I realized these things. I will take action when I want to do something that I have never done before.

(注) home economics	家庭科	throw away	～ ～を捨てる	ton	トン(重さの単位)
most of	～ の大部分	are burned	燃やされている	student council	生徒会役員会
reduce	～ ～を減らす	flea market	フリーマーケット	profit	利益
donate	～ to … …に～を寄付する	organization	団体		
purpose	目的	look back on	～ ～を振り返る	make	～ from … …から～を作る

(1) 下線部①(answer)・⑤(visit)を、文意から考えて、それぞれ正しい形にかえて1語で書け。

.....答の番号【1】

(2) 下線部②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【2】

- (3) 次の英文は、下線部③について説明したものである。これを読んで、下の問い (a)・(b) に答えよ。

Yota talked with Shoko and the other members of the student council about the plan for the flea market. All the members thought about ways to i from the students of their school. They also thought about ways to use the profits. When Shoko told her idea about the ways to use the profits, Yota and the other members ii .

- (a) 本文の内容から考えて、i に入る表現として最も適当な部分を、本文中から2語で抜き出して書け。……………答の番号【3】
- (b) 本文の内容から考えて、ii に入る表現として最も適当なものを、次の(ア)～(エ)から1つ選べ。……………答の番号【4】
- (ア) agreed with her (イ) asked her about the profits
(ウ) got some posters (エ) reduced the number of the clothes
- (4) 下線部④が指す内容として最も適当なものを、次の(ア)～(エ)から1つ選べ。……………答の番号【5】
- (ア) the students who sold the clothes at the flea market
(イ) the students who bought some clothes at the flea market
(ウ) the students who brought their clothes for the flea market
(エ) the students who showed posters about the flea market in the classrooms
- (5) ⑥ に入る表現として最も適当なものを、次の(ア)～(エ)から1つ選べ。……………答の番号【6】
- (ア) we still have some clothes people didn't buy at the flea market
(イ) we have to tell the students in our school that we will join the flea market again
(ウ) we want to be members of the student council
(エ) we don't know how to reduce the number of clothes people throw away as garbage
- (6) 本文の内容から考えて、次の〈質問〉に対する答えとして最も適当なものを、下の(ア)～(エ)から1つ選べ。……………答の番号【7】
- 〈質問〉 Why did Yota feel glad on the day of the flea market?
- (ア) Because he did his best to join the flea market alone.
(イ) Because he saw many people who wanted to get the clothes and sold them to those people.
(ウ) Because he understood Shoko's feelings about joining the flea market.
(エ) Because he found so many clothes he wanted to buy at the flea market.
- (7) 本文の内容と一致する英文として最も適当なものを、次の(ア)～(エ)から1つ選べ。……………答の番号【8】
- (ア) Yota's home economics teacher asked Yota's classmates to bring the clothes they had in their house.
(イ) Shoko said that she wanted to donate the clothes to an organization to protect the environment.
(ウ) The members of the student council helped their teachers in their school join the flea market.
(エ) Shoko talked about a company that made bags from clothes when she looked back on the flea market.
- (8) 次の英文は、この作文 (essay) を読んだ高校生の桜 (Sakura) と留学生のヘレン (Helen) が交わっている会話の一部である。これを読んで、下の問い (a)・(b) に答えよ。

Helen : Wow, your bag is cute.
Sakura: Thank you. My mother made it from clothes I didn't wear.
Helen : Great. That is a good way to reduce the number of clothes people throw away as garbage. I have been thinking about the i about such clothes since I read Yota's essay.
Sakura: In his essay, he says he learned about it in his home economics class. He wanted to do something about it, and he talked with the other members of the student council about the flea market. Then, he joined it with them.
Helen : That's right. Yota got ii by communicating with others. Doing so will be an important thing when we want to do something that we have never done before. I'll try to talk with others like Yota in such a situation.

- (a) 本文の内容から考えて、i に入る最も適当な語を、次の(ア)～(エ)から1つ選べ。……………答の番号【9】
- (ア) book (イ) experience (ウ) job (エ) problem
- (b) 本文の内容から考えて、ii に入る表現として最も適当な部分を、本文中から5語で抜き出して書け。……………答の番号【10】

【裏へつづく】

2 次の英文は、高校生の理恵（Rie）と留学生のサラ（Sarah）が、二人で行うダンスパフォーマンスについて交わっている会話である。下のリスト（list）を参考にして英文を読み、下の問い（1）～（4）に答えよ。（8点）

Sarah: Rie, let's talk about our dance performance at our school festival.

Rie : Sure. We have two months before that.

Sarah: When I was in America last year, I saw a dance performance of a man in a park. People were enjoying watching his performance. Then, I started to be interested ① doing a performance like that. I hear you are good at dancing, so I'm glad to try it with you.

Rie : I hope people will enjoy our performance. Let's decide the song for it. Look at this list. I go to a dance school every Sunday. My dance teacher Alex wrote this and he gave it to me last week.

Sarah: I have heard four of them. I love "Subway". I watched the dance for this song on the Internet last month. The dance looked very cool. So, I want to use this song.

Rie : I know the song is nice. But let's read the list more to think about other songs, too. How about this song? I like it very much because it is used in my favorite *anime. You may not know the *lyrics, but I want you to like them. They tell us about many important things in our life such as friends.

Sarah: I see. I have never heard that song, and I'm not sure we can do the dance for that well. Your dance teacher says that the dance is beautiful but it is the most difficult on the list. How about "Breakfast"?

Rie : It's nice. When I hear this song, I think about you. You came to Japan and started a new life. The lyrics of this song are about a situation like yours. When I asked our P.E. teacher Ms. Suzuki about the dance for this song, she told me about it. If we had more than six people, we could do it better.

Sarah: I see. Then, what do you think about this one? I hear many people watched this volleyball game on TV, so I think many people have heard this song.

Rie : You're right. I have heard it at stores many times since it was used for that game. I hope people can sing it together when they watch our performance.

Sarah: Great. Then, how about the newest song on this list? It's known as a dance song. When I hear the song, I always remember ② in America because I often walked with my dog near it.

Rie : Wow. I'm surprised that you know many nice songs.

Sarah: I have thought about all the songs on the list by ③. I want to know more about your favorite anime and try the dance for the song which was used for the anime. So, I want to use ④this song for our dance performance with you.

Rie : Nice. Let's make a good memory.

リスト（list）

Name of Song	Information
(ア) Bird	The dance for this song is beautiful. This is the newest song on this list. This song is about birds flying by the beach.
(イ) Breakfast	A singer asked a person who played the piano well to make this song, so it was made. This song is about a foreign life.
(ウ) Colorful	The lyrics were written for people who try to do their best. One of the words is "believe". This song was used when a volleyball team had a big game.
(エ) Rain	The dance for this song is beautiful, but it is the most difficult on this list.
(オ) Subway	The dance for this song has *motions like a *robot. Some people will start dancing when they hear this song. This song has the word "fast" in the lyrics.

(注) anime アニメ lyrics 歌詞 motion 動き robot ロボット

(1) ① に入る最も適当な 1 語を書け。 答の番号【11】

(2) ② ・ ③ に入る表現の組み合わせとして最も適当なものを、次の（ア）～（エ）から 1 つ選べ。 答の番号【12】

(ア) ② the sea ③ talking with you (イ) ② the life ③ talking with you

(ウ) ② the sea ③ practicing with you (エ) ② the life ③ practicing with you

(3) 本文とリスト（list）の内容から考えて、下線部④にあたるものとして最も適当なものを、リスト（list）中の（ア）～（オ）から 1 つ選べ。 答の番号【13】

(4) 本文とリスト（list）の内容と一致する英文として最も適当なものを、次の（ア）～（エ）から 1 つ選べ。 答の番号【14】

(ア) Sarah watched a dance performance of Rie in America, so Sarah wanted to dance like her.

(イ) Sarah loves the song which has the motions like a robot in the dance.

(ウ) Sarah has never heard the song which has lyrics written for people trying to do their best.

(エ) On the list, Rie and Sarah can find that a person who played the piano well made "Subway".

検査 5-1 英語（筆記）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】	() → () → () → () → () → ()				【2】		
	(3)	(a)	【3】					【3】	
		(b)	【4】	ア	イ	ウ	エ	【4】	
	(4)	【5】	ア	イ	ウ	エ	【5】		
	(5)	【6】	ア	イ	ウ	エ	【6】		
	(6)	【7】	ア	イ	ウ	エ	【7】		
	(7)	【8】	ア	イ	ウ	エ	【8】		
	(8)	(a)	【9】	ア	イ	ウ	エ	【9】	
		(b)	【10】					【10】	
2	(1)	【11】					【11】		
	(2)	【12】	ア	イ	ウ	エ	【12】		
	(3)	【13】	ア	イ	ウ	エ	オ	【13】	
	(4)	【14】	ア	イ	ウ	エ	【14】		

検査	受付番号							得点		
5-1										

検査 5-1 英語（筆記）正 答 表

問題番号		答 の 番 号	答 の 欄	備考欄		
						配点
1	(1)	【1】	① answered	⑤ visiting	【1】	2 (各1)
	(2)	【2】	(オ)→(ア)→(ウ)→(カ)→(エ)→(イ)		【2】	完全解答 2
	(3)	(a) 【3】	collect clothes		【3】	2
		(b) 【4】	㊦		【4】	2
	(4)	【5】	㊵		【5】	2
	(5)	【6】	㊦		【6】	2
	(6)	【7】	㊶		【7】	2
	(7)	【8】	㊦		【8】	2
	(8)	(a) 【9】	㊦		【9】	2
		(b) 【10】	a lot of new ideas		【10】	2
2	(1)	【11】	in		【11】	2
	(2)	【12】	㊦		【12】	2
	(3)	【13】	㊦		【13】	2
	(4)	【14】	㊶		【14】	2