

令和2年度 京都府公立高等学校入学者選抜

前期選抜学力検査

共通学力検査

英語

解答上の注意

- 1 「始め」の指示があるまで、問題を見てはいけません。
- 2 問題1・2・3（筆記）は、この冊子の中の1～4ページにあります。
- 3 問題4・5・6（リスニング）は、問題1・2・3の終了後に配布されます。
- 4 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。
- 5 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。
- 6 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。
- 7 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。
- 8 答えを記述するときは、丁寧に書きなさい。
- 9 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ろしい。
- 10 語数制限がある場合は、短縮形（I'm など）と数字（100 や 2020 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。
- 11 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 次の質問に対する適当な答えを、3語の英語で書け。

.....答の番号【1】

Is Kyoto in Japan?

- 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】	Yes, it is.	[1] <input type="text"/> <input type="text"/>
2	(1) 【2】	ア イ ウ	[2] <input type="text"/>
	(2) 【3】	(ア)→(ウ)→(イ)	[3] <input type="text"/>

共通学力検査	受付番号	1	2	3	4	5	6	得点
英語 (筆記)								<input type="text"/>

前期選抜学力検査

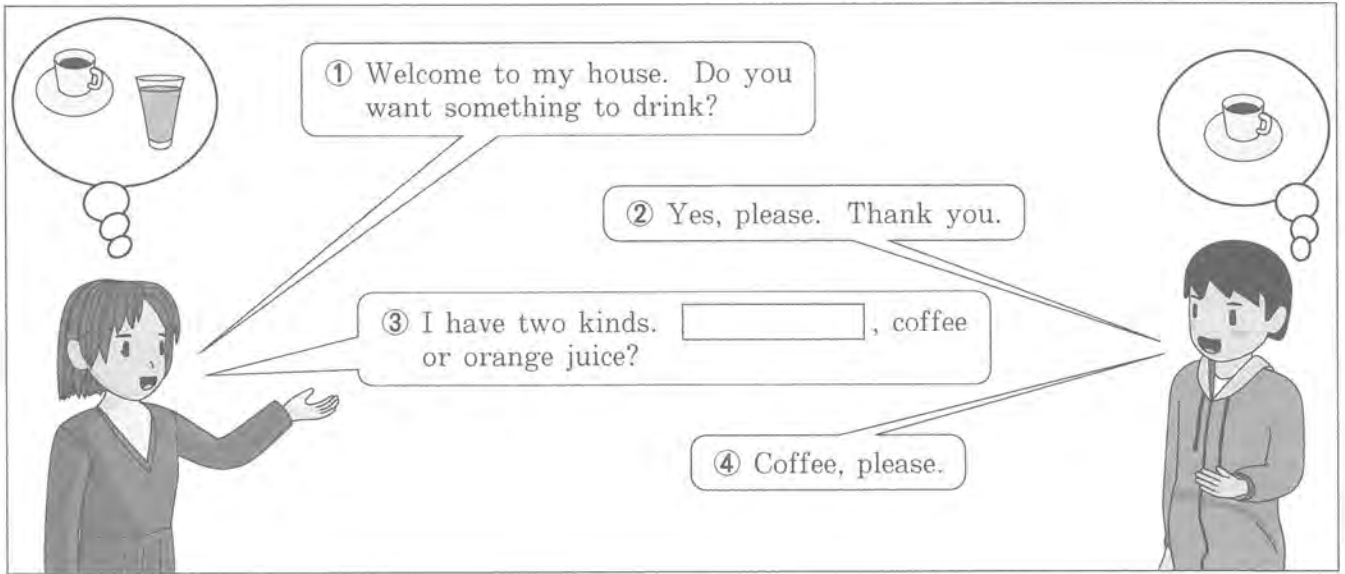
共通学力検査

英 語

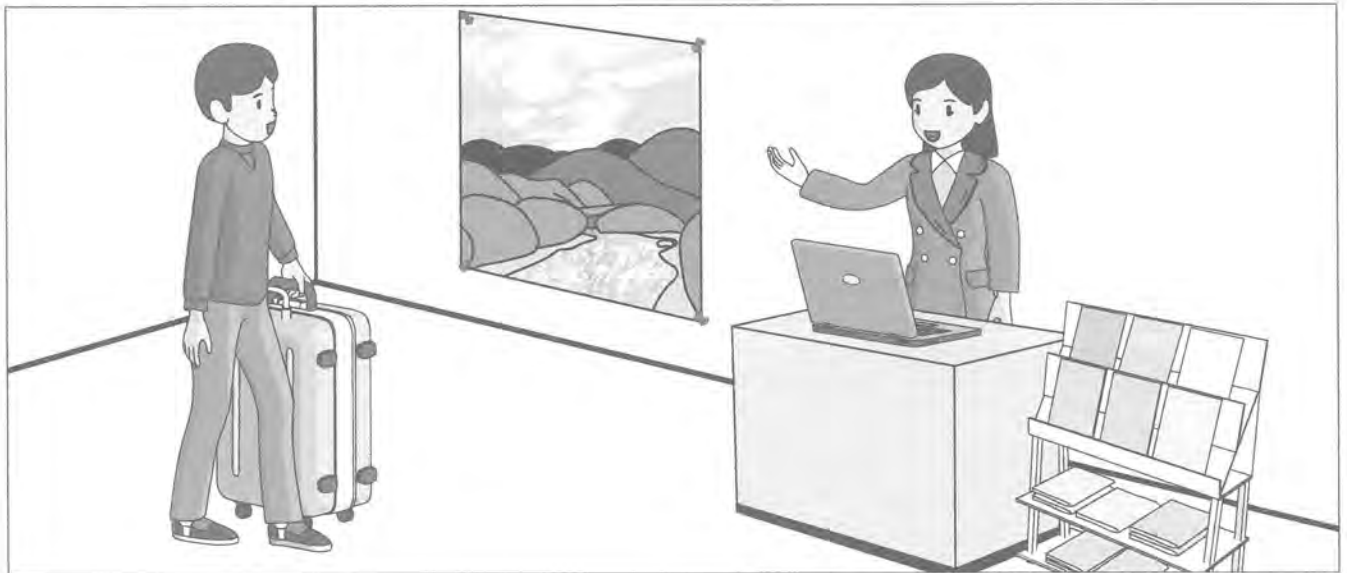
問題 1 ・ 問題 2 ・ 問題 3
(筆記)

1 次の問い(1)・(2)に答えよ。(6点)

(1) 次の絵の中の①～④の順に会話が成り立つように、に入る適切な英語を、4語以上6語以内で書け。……………答の番号【1】



(2) 次の絵は、海外旅行中の大学生の智也(Tomoya)が観光案内所の職員(Staff Member)と下の会話をしている一場面を表している。この絵をもとに、下の問い(a)・(b)に答えよ。



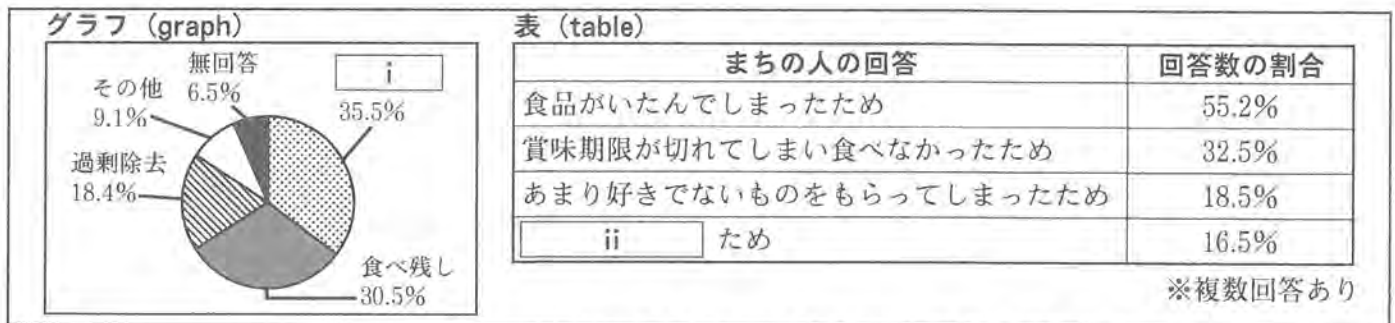
Tomoya : Hi. I came to this town for the first time. I want to travel around this town. Could you tell me about the places to go?
 Staff Member: Sure. How about this river? It is very famous because all the other rivers in this country are shorter than it. I mean that it became famous because ① of all the rivers in this country. And it is very popular because it is very beautiful.
 Tomoya : Oh, really?
 Staff Member: Yes. Do you want to see it?
 Tomoya : Yes. But I don't know the way to get there. ② ?
 Staff Member: You can get there by bike.

(a) 会話が成り立つように、 ① に入る適切な英語を、3語または4語で書け。……………答の番号【2】

(b) 会話が成り立つように、 ② に入る適切な英語を、5語または6語で書け。……………答の番号【3】

2 次の英文は、アメリカでホームステイをしている涼 (Ryo) が、ホストマザーのケイト (Kate) とスーパーマーケットで交わしている会話である。生ごみ (kitchen garbage) に関する、下のグラフ (graph) と表 (table) を参考にして英文を読み、下の問い (1)~(4) に答えよ。(8点)

Kate: Look. There are many kinds of fruits. Do you want to try some of them?
 Ryo: I want to eat this one because I've never seen it in stores in Japan, but I'm not sure I'll like it.
 Kate: Then, you can buy it *by weight. You can buy a little of it today, and if you like it, ①.
 Ryo: You mean that I can buy any *amount of fruit that I want here, right?
 Kate: Yes, but if you can't eat all of it, it's going to become waste. So, I think you should not buy too much. In some countries, there is too much food waste, and it is a big problem.
 Ryo: Right. In my town in Japan, we have the same problem. When I learned about it, I was surprised ② know that people *throw away food which they can still eat.
 Kate: Really? Please tell me more about it.
 Ryo: I found a graph on the website of my town. It shows some kinds of kitchen garbage people throw away at home, and they are the things people didn't have to throw away. Look, we can see it on my phone here.
 Kate: I heard that people cut and throw away too many parts of food when they cook.
 Ryo: Yes. About eighteen *percent of the kitchen garbage in the graph shows that.
 Kate: What does the biggest number mean?
 Ryo: It means that about thirty-six percent of the kitchen garbage is food which was not used.
 Kate: I see. Why does such a thing happen?
 Ryo: Look at this table. I also found it on the same website. People in the town answer the question about their reasons for food waste, and you can see some of them in the table.
 Kate: More than fifty percent of the people say the same reason for it, right? What is it?
 Ryo: They say that they throw away food when it has *gone bad. And I want you to look at this.
 Kate: Do you mean this, about seventeen percent? What is their reason?
 Ryo: They say that they buy too much food to eat. For example, if they buy too much and can't use it all for cooking, it may go bad. Then, it will become waste.
 Kate: Now I'm sure that we should stop buying too much food. Buying by weight is a good way for that. We can buy only the amount of food that we need.
 Ryo: I agree with you. But in Japan, we don't usually buy food in such a way. So, we have to find another way. Do you have any ideas?
 Kate: Well, as a customer, I sometimes buy too much food when I'm hungry. You should not go shopping when you're hungry. I think that's one way.
 Ryo: That's true. I can try it when I go shopping next time. I hope we will live in a world without much waste in the future.



「家庭系ごみに関する市民アンケート調査結果報告書 (2019年3月 町田市)」より作成

(注) by weight 量り売りで amount 量 throw away ~ ~を捨てる
 percent パーセント go bad (食品が) いたむ

- (1) ① 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) you can buy more next time (イ) you don't have to buy any other things
 (ウ) you should not eat too much (エ) you will need other kinds of fruits
- (2) ② に入る最も適当な1語を書け。……答の番号【5】
- (3) 本文の内容から考えて、i・ii に入るもの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【6】
 (ア) i 調理くず ii 食品を買いすぎた (イ) i 調理くず ii 料理を作りすぎた
 (ウ) i 未使用の食品 ii 食品を買いすぎた (エ) i 未使用の食品 ii 料理を作りすぎた
- (4) 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【7】
 (ア) Ryo wants to eat popular fruits in Japan but he doesn't want them to become waste.
 (イ) Kate says that buying by weight is a good way to stop buying too much.
 (ウ) Kate asks Ryo about the best way to answer the question about food waste.
 (エ) Ryo says that he can soon go shopping with Kate when he is hungry.

3 次の英文は、高校1年生の里奈(Rina)が行ったスピーチである。これを読んで、問い(1)~(9)に答えよ。(24点)

I'm going to tell you about the school festival of my junior high school. My class decided to show a *play. First, we ①(choose) a story about a man who had a trip around the world with animals. Then, we decided each *role like *actors and *stagehands. There were some kinds of jobs to do in each role. For example, actors had to practice their *lines, and some stagehands had to make a door in a group. I took part in the play as an actor and practiced the lines with other actors after school every day. It was not exciting to me, and I didn't practice hard.

One day at home, my six-year-old sister said to me, "Let's read a book together." We read a book about the life of *bees. Have you ever ②(hear) that each bee has its own role? I learned about the jobs in different roles of bees and became very interested especially in four kinds of jobs. 【 A 】 These jobs are to clean their home, to get food from many flowers, to put the food in their home, and to take care of baby bees. These jobs in their roles are necessary for the lives of all the bees in their home. So, if one of ③them is not done, the bees can't *maintain their home. I thought it was important to work hard in each role.

After reading the book, I wanted to know how my classmates did their jobs in their roles in our play. Then, I asked some of my classmates about their jobs. Jiro was making a door with other classmates. He had to make a door that some actors could open easily. He said, "It is difficult to make the door, so I am thinking about the ways of making it and trying to make it many times." Masato was practicing his lines. 【 B 】 He had to *memorize many lines, but he could memorize only some of them at first. He said, "I am trying to memorize all of my lines and also understand my *actions." When I talked with those classmates, they said, "Let's get the *prize together."

After that, I thought each job was necessary to make our play and I thought it was important to do the jobs hard. Then, I remembered my jobs to do. I needed to do my jobs better as an actor, so I changed my *mind. 【 C 】 I tried to understand my actions and actions of other actors. I also tried to memorize my lines and lines of other actors. I ④[(ア) had / (イ) we / (ウ) the message of / (エ) thought / (オ) understand / (カ) to] our play because we wanted to tell the people who watched our play about it. If we can do that, we will make our play better and can get the prize.

On the day of our school festival, I didn't forget my actions and lines in the play, and did well. All of my classmates and I did our best together on the same *stage. I thought this was the most important thing that made our play better. I was able to see many classmates who worked hard together during the play. Jiro carried the door with some classmates quickly. Another classmate helped other classmates when they had to change their clothes. Masato spoke all of his lines. It was perfect. Each member of my class did their own jobs in each role like this. 【 D 】 Many students and teachers who watched our play said to us, "Your play was great!", so ⑤I was very happy. We couldn't get the prize, but we got the more important thing. I couldn't make the play *alone. We were able to make the play because we helped each other.

I made the play with my classmates, and this experience is my best *memory. I did my own jobs, and my classmates did theirs. I learned that we can make great things by working hard in each role like bees and helping each other *as we did during the play. From our school festival, I learned these things. I will find the things that I should do as a member of my class and my family, and I will work hard together with many people.

(注) play 劇	role 役割	actor 役者
stagehand 裏方, 道具・衣装などの係		line せりふ
bee ミツバチ	maintain ~ ~を維持する	memorize ~ ~を覚える
action (役者の)動作	prize 賞	mind 考え
stage 舞台	alone 一人で	memory 思い出
as we did 私たちがしたように		

- (1) 下線部①(choose)・②(hear)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【8】
 (2) 次の英文を本文中に入れるとすればどこが最も適当か、本文中の【 A 】~【 D 】から1つ選べ。
 ……………答の番号【9】

I decided to do them harder than before.

- (3) 下線部③が指す内容に当てはまらないものを、次の(ア)~(エ)から1つ選べ。……………答の番号【10】
 (ア) 花から食べものを手に入れること (イ) 自身の体の手入れをすること
 (ウ) 住みかを掃除すること (エ) 食べものを住みかに置くこと

(4) 下線部④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【11】

(5) 次の英文は、下線部⑤に関して説明したものである。本文の内容から考えて、 に入る最も適当な部分を、本文中から2語で抜き出して書け。また、 に入る表現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【12】

When Rina and her classmates showed a play at their , she saw many classmates working hard together. After the play, she became happy because .

- (ア) people who carried the door helped other classmates
- (イ) people who watched the play said that it was great
- (ウ) she made the perfect play and was able to make the play alone
- (エ) she found the best way to memorize many lines in a book

(6) 本文の内容に合うように、次の問い (a)・(b) に対する適当な答えを、下の〈条件〉にしたがい、それぞれ英語で書け。

- (a) How was it for Rina to practice the lines with other actors at first?答の番号【13】
- (b) Did Rina want to know about the jobs of her classmates for the play after reading a book about bees?

.....答の番号【14】

〈条件〉 ・(a)は4語で書くこと。
・(b)は3語で書くこと。

(7) 次の (ア)~(エ) は、本文中のできごとについて述べたものである。(ア)~(エ) を時間の経過にそって古いものから順に並べかえ、記号で書け。.....答の番号【15】

- (ア) Rina and her classmates decided each role of the play.
- (イ) Rina remembered her actions and spoke her lines on the stage.
- (ウ) Rina read about the interesting jobs of bees in a book with her sister.
- (エ) Rina learned each job was necessary for the play and began to try hard in her role.

(8) 本文の内容と一致する英文として適当なものを、次の (ア)~(オ) からすべて選べ。.....答の番号【16】

- (ア) Rina learned that each bee has four roles for the life of a bee.
- (イ) Jiro tried to make a door for the play many times because the door should open easily.
- (ウ) Masato could memorize only some lines at first, but he spoke all of his lines very well on the stage.
- (エ) Rina and her classmates did their best and got the prize on the day of the school festival.
- (オ) Some classmates were able to change their clothes quickly because Jiro helped them in the play.

(9) 次の英文は、このスピーチを聞いた後、留学生のスティーブ (Steve) と高校生の恵子 (Keiko) が交わしている会話の一部である。これを読んで、下の問い (a)~(c) に答えよ。

Steve : Rina enjoyed making the play.
Keiko : I agree. After she read the book about the life of bees, she found the of working hard in each role. She also said that their jobs are necessary for the lives of them.
Steve : Yes. When she some of her classmates, they said that they wanted to get the prize. After that, she changed her mind.
Keiko : Rina and her classmates did their best to make a great play.
Steve : Yes. Then, she learned that if each member doesn't do the jobs in their own roles, their class can't make great things. She thinks that working hard in each role is necessary to make them.
Keiko : She also said it is important to to make great things. For example, her classmates carried the door with other classmates. I think it is a very important thing, too. Like Rina, I will find the things to do as a member of my class and do them.

- (a) に入る語句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【17】
(ア) most expensive (イ) expensive one (ウ) most important (エ) importance
- (b) に入る最も適当な部分を、本文中から2語で抜き出して書け。.....答の番号【18】
- (c) に入る適当な英語を、本文の内容にそって3語で書け。.....答の番号【19】

共通学力検査 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】 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>	
	(2)	(a)	【2】	【2】 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>
		(b)	【3】	【3】 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>
2	(1)	【4】 ア イ ウ エ	【4】 <input style="width: 30px; height: 20px;" type="text"/>	
	(2)	【5】	【5】 <input style="width: 30px; height: 20px;" type="text"/>	
	(3)	【6】 ア イ ウ エ	【6】 <input style="width: 30px; height: 20px;" type="text"/>	
	(4)	【7】 ア イ ウ エ	【7】 <input style="width: 30px; height: 20px;" type="text"/>	
3	(1)	【8】 ① _____ ② _____	【8】 <input style="width: 30px; height: 20px;" type="text"/>	
	(2)	【9】 A B C D	【9】 <input style="width: 30px; height: 20px;" type="text"/>	
	(3)	【10】 ア イ ウ エ	【10】 <input style="width: 30px; height: 20px;" type="text"/>	
	(4)	【11】 () → () → () → () → () → ()	【11】 <input style="width: 30px; height: 20px;" type="text"/>	
	(5)	【12】 _____ ア イ ウ エ	【12】 <input style="width: 30px; height: 20px;" type="text"/>	
	(6)	(a)	【13】	【13】 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>
		(b)	【14】	【14】 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>
	(7)	【15】 () → () → () → ()	【15】 <input style="width: 30px; height: 20px;" type="text"/>	
	(8)	【16】 ア イ ウ エ オ	【16】 <input style="width: 30px; height: 20px;" type="text"/>	
	(9)	(a)	【17】 ア イ ウ エ	【17】 <input style="width: 30px; height: 20px;" type="text"/>
		(b)	【18】	【18】 <input style="width: 30px; height: 20px;" type="text"/>
		(c)	【19】	【19】 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>

共通学力検査								得点		
英語 (筆記)	受付番号									

共通学力検査 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】	(例) Which do you want		【1】	2	
	(2)	(a)	【2】	(例) it's the longest		【2】	2
		(b)	【3】	(例) How can I get there		【3】	2
2	(1)	【4】	㉗		【4】	2	
	(2)	【5】	to		【5】	2	
	(3)	【6】	㉘		【6】	2	
	(4)	【7】	㉙		【7】	2	
3	(1)	【8】	① chose	② heard	【8】	2 (各1)	
	(2)	【9】	㉚		【9】	2	
	(3)	【10】	㉛		【10】	2	
	(4)	【11】	(エ) → (イ) → (ア) → (カ) → (オ) → (ウ)		【11】	完全解答 2	
	(5)	【12】	school festival	㉜	【12】	2 (各1)	
	(6)	(a)	【13】	(例) It was not exciting.		【13】	2
		(b)	【14】	(例) Yes, she did.		【14】	2
	(7)	【15】	(ア) → (ウ) → (エ) → (イ)		【15】	完全解答 2	
	(8)	【16】	㉝	㉞	【16】	完全解答 2	
	(9)	(a)	【17】	㉟		【17】	2
		(b)	【18】	talked with		【18】	2
		(c)	【19】	(例) help each other		【19】	2