

令和6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

- 「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・3（筆記）は、この冊子の中の1～4ページにあります。
- 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。
- 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ろしい。
- 語数制限がある場合は、短縮形（I'm など）と数字（100 や 2024 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 <b>ウ</b>	【2】 <input type="text"/>
	(2) 【3】	(ア)→(ウ)→(イ)	【3】 <input type="text"/> <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

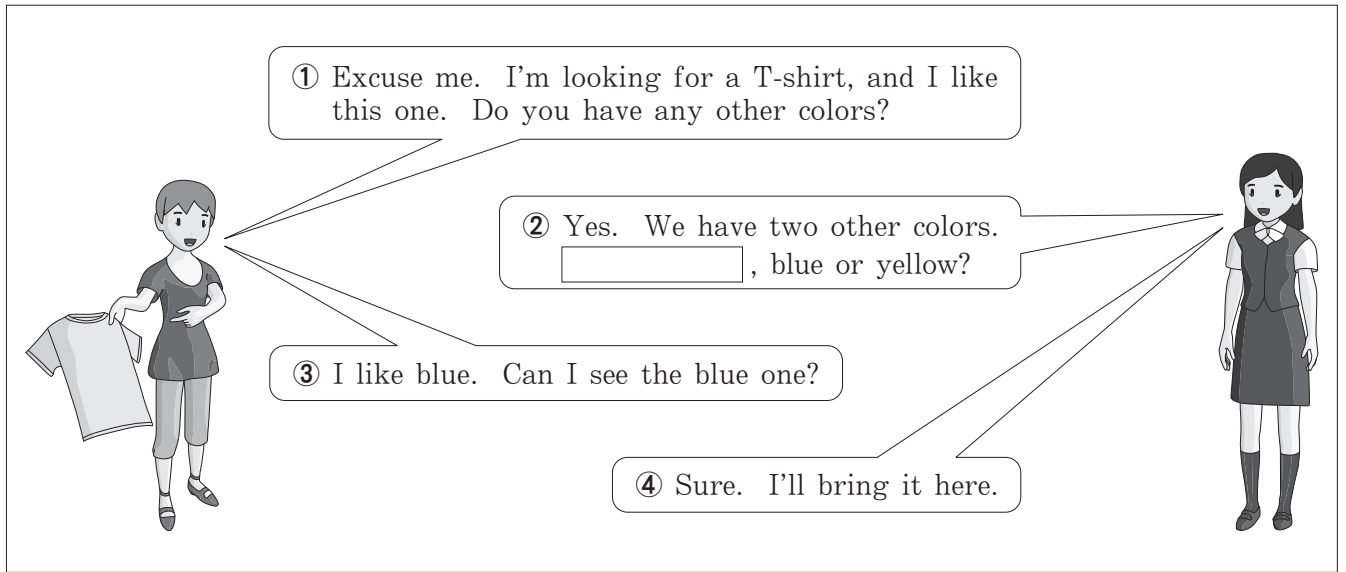
共通学力検査

英 語

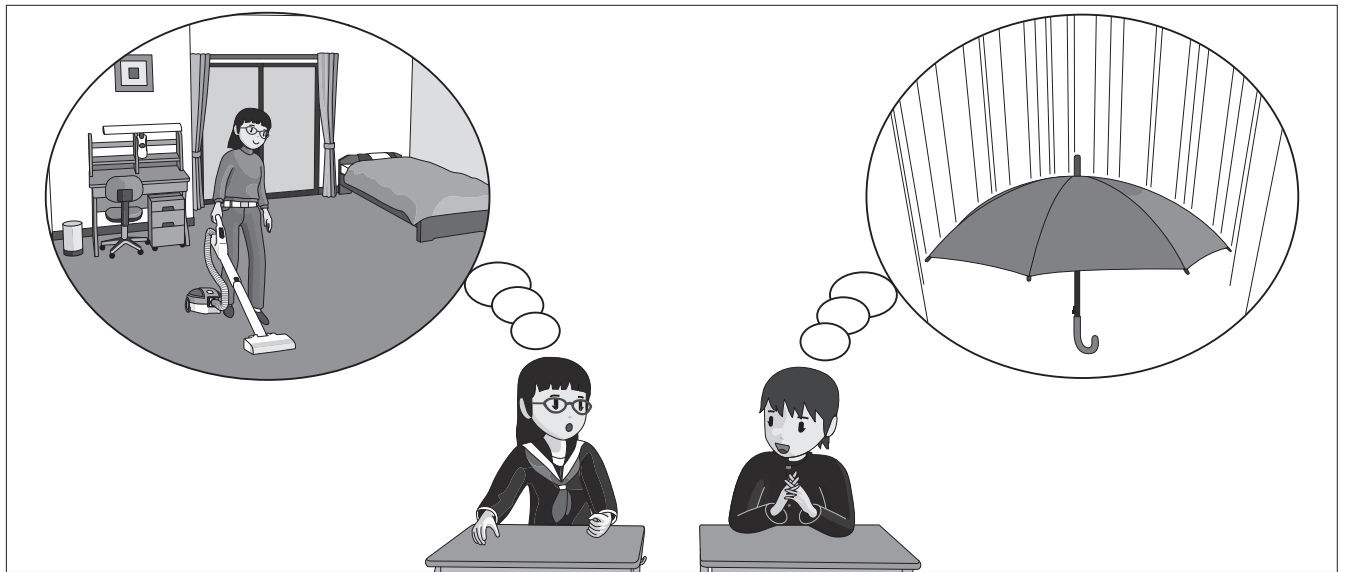
問題 1 ・ 問題 2 ・ 問題 3  
(筆記)

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語または5語で書け。.....答の番号【1】



(2) 次の絵は、和樹 (Kazuki) が友人のアリス (Alice) 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。



Kazuki: Hi, Alice. Are you free tomorrow?

Alice : I have to  ① in the morning, but I'm free in the afternoon.

Kazuki: OK. I'll go to Minami Zoo. Why don't we go there together?

Alice : That's a good idea.

Kazuki: Oh, I think  ② tomorrow, so we will need an umbrella.

Alice : All right. Thank you.

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

.....答の番号【3】

2 次の英文は、高校生の真紀 (Maki) と留学生のリリー (Lily) が交わしている会話である。外国人が道や駅で迷っていた場合の日本人の行動に関する下のグラフ (graph) を参考にして英文を読み、下の問い (1)~(4) に答えよ。(8点)

Maki: Did you enjoy Sakura Museum yesterday?

Lily: Yes. I was happy to go there with you. The museum was near Sakura Station, so it was easy to go there.

Maki: You're right. Oh, before I went to Sakura Museum, a woman talked to me in Chinese at Sakura Station. I think she came to Japan alone [①] a tourist. She asked me something, but I couldn't say anything because I couldn't understand Chinese well.

Lily: I see. If we don't know the language, it may be difficult for us to help.

Maki: That's true. I found some graphs on a website last night. Look at Graph 1. The graph shows what Japanese people do when they meet foreign people who \*are lost.

Lily: Let me see. \*In total, more than sixty-five \*percent of the people say that they want to help foreign people. Also, about [②] percent of the people say that they always want to do so. However, in total, about twenty percent of the people say that they \*are unwilling to help or don't want to help foreign people. Why did about twenty percent of the people answer like that?

Maki: We can see the reasons in Graph 2. Look at it.

Lily: Well, I can agree with this reason. It is the highest percent in Graph 2.

Maki: I felt the same thing when a woman talked to me at Sakura Station. Also, I can agree with another reason. I have met foreign people who needed help on the street. However, I couldn't help because [③].

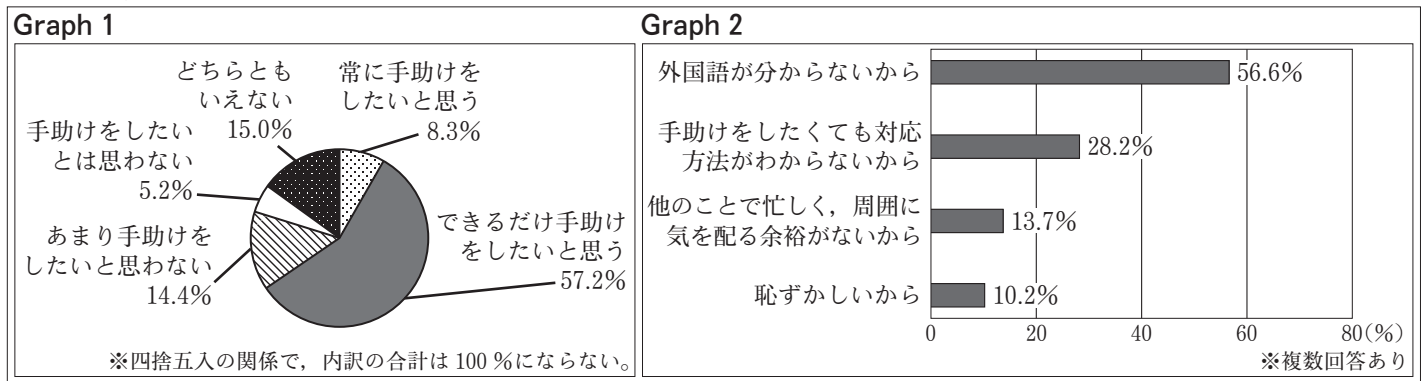
Lily: Do you mean about twenty-eight percent in Graph 2?

Maki: That's right. What should we do in that situation?

Lily: Well, I have an idea. On my first day in Japan, I was lost on the street, and a Japanese man said something to me. I didn't understand what he was saying in Japanese, but I knew that he tried to help me. That made me \*feel relieved. So, I think saying easy words such [④] "Hello." or "Are you OK?" is one way to help foreign people.

Maki: I see. I think saying something to foreign people may be difficult for us, but I'm sure they feel relieved if other people talk to them. I want to be a person who \*gives other people a hand.

グラフ (graph)



内閣府「令和4年度バリアフリー・ユニバーサルデザインに関する意識調査報告書」より作成

(注) be lost 道に迷っている in total 合計で percent パーセント  
are unwilling to ~ ~するのを好まない feel relieved 安心する give ~ a hand ~に手を差し伸べる

(1) [①]・[④] に共通して入る最も適当な1語を書け。……………答の番号【4】

(2) 本文の内容とグラフ (graph) から考えて、[②] に入る語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) five (イ) eight (ウ) fourteen (エ) twenty

(3) 本文の内容とグラフ (graph) から考えて、[③] 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) I didn't know what I should do (イ) I was busy then  
(ウ) I couldn't understand foreign languages (エ) I was sad at that time

(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) Lily thinks that Sakura Museum is far from Sakura Station.  
(イ) Maki met a woman who spoke Chinese at Sakura Museum.  
(ウ) Lily felt relieved because a man talked to her on the street on her first day in Japan.  
(エ) Maki wants foreign people to use easy words when they talk to Japanese people.

3 次の英文は、中学3年生の実花(Mika)が英語の授業で書いた作文である。これを読んで、問い(1)~(10)に答えよ。(24点)

When I was a first year student in junior high school, we had a school chorus contest in October. In July, my class chose a song ①(sing) by a famous singer. I became the \*accompanist for my class because I practiced the piano when I was an elementary school student. After I \*entered a junior high school, I didn't play the piano much. But I thought I could play the song when I saw the \*musical score.

During the summer vacation, I practiced the piano every day. I also thought ②[(ア) someone / (イ) I / (ウ) teach / (エ) to / (オ) me / (カ) needed], so I decided to visit Ms. Oki. She was my piano teacher when I was an elementary school student. I visited her every Wednesday and Saturday during the vacation. After the vacation, I visited her only on Saturdays, but I thought I could play the song well. 【 A 】

One Friday in September, we had the first \*rehearsal. Many students who were going to have a rehearsal after my class were waiting and watching my class. After realizing that, I couldn't \*concentrate on playing the piano and made many \*mistakes.

③The next day, I visited Ms. Oki and said, "I made a lot of mistakes at the rehearsal." She said, "I'm sorry to hear that. Have you thought about the reasons for your mistakes?" I said, "No. I don't want to think about them." She said, "Well, if you don't think about the reasons, you'll make the same mistakes again. Let me help you understand what to do." I said, "I could usually play well when I practiced alone. 【 B 】 However, I couldn't play the song in the same way at the rehearsal." She said, "You got nervous, right?" I answered, "Yes." She said, "When we become nervous, we are in a different \*state and we sometimes cannot do the things we can usually do. But there are some ways to relax. Imagining that you are \*successful is one example. Practicing a lot is another important way. 【 C 】 If you do so, you'll be sure that you can play well. Having ④ that helps you relax is also a good way. For example, you can bring your favorite thing with you. You can also bring a message that helps you relax." Then, she \*took out a small message card from her desk and wrote, "You have practiced hard. You can do it." She gave the message card to me, and I found ⑤one thing when I read her message. I realized that when I try hard, people around me understand that.

After I visited Ms. Oki that day, I tried the ways I learned from Ms. Oki. Before I ⑥(sleep), I always imagined that I was playing well at the chorus contest. I always took the message card with me and looked at it before I played the song. I also thought about my mistakes again. Then, I realized that there were a few difficult parts I couldn't play well in the song. 【 D 】 One week later, I was sure that I could play the song better.

One Friday in October, we had the second rehearsal. It was four days before the chorus contest. On the morning of the rehearsal, I remembered Ms. Oki's face and read the message card at home. After that, I put it into my \*pocket and went to school. I remembered her message some times before playing the song. I was nervous at the second rehearsal too, but I ⑦ that I could do well. Then, I played well at the second rehearsal. I learned a lot from the first rehearsal, and that helped me play well at the second rehearsal. I learned how to improve \*myself, and I was successful at the chorus contest, too. The day after the chorus contest, I visited Ms. Oki and talked about it. She said, "You really tried hard to do better. I'm glad to see your happy face now."

At first, the first rehearsal was just a bad experience for me, but I learned a lot from that experience. I learned that thinking about the reasons for mistakes is important. Doing that is sometimes not easy because when we make mistakes, we become sad and don't want to think about them. However, now I understand that doing so is important to improve myself.

(注) accompanist 伴奏者	enter ~ ~に入学する	musical score 楽譜
rehearsal リハーサル	concentrate on ~ing ~することに集中する	
mistake 間違い	state 状態	successful 成功した
take out ~ ~を取り出す	pocket ポケット	myself 私自身を

(1) 下線部①(sing)・⑥(sleep)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) 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【 9 】

(3) 次の英文を本文中に入れるとすればどこが最も適切か、本文中の【 A 】~【 D 】から1つ選べ。  
.....答の番号【 10 】

I practiced them a lot.

- (4) 次の英文は、下線部③について説明したものである。本文の内容から考えて、・に入る最も適当なものを、は下のⅠ群(ア)～(エ)から、はⅡ群(カ)～(ケ)からそれぞれ1つずつ選べ。……………答の番号【11】

Mika visited Ms. Oki and talked about the first rehearsal. Ms. Oki felt sorry that  at the rehearsal. Ms. Oki found Mika's problem and told Mika .

- Ⅰ群 (ア) Mika couldn't play the song well  
 (イ) Mika played the song without mistakes  
 (ウ) Mika didn't want to play the piano  
 (エ) Mika had to play the piano for her classmates  
 Ⅱ群 (カ) how our body will be when we relax  
 (キ) what happens to us when we get nervous  
 (ク) what we should not do after getting nervous  
 (ケ) why we get nervous and when we should relax

- (5) ・に入る語句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) ④ someone                      ⑦ believed                      (イ) ④ someone                      ⑦ wasn't sure  
 (ウ) ④ something                      ⑦ believed                      (エ) ④ something                      ⑦ wasn't sure

- (6) 下線部⑤が表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【13】

- (ア) 私のことを理解する人が周りにいれば、私はがんばれるということ。  
 (イ) 私がかんばっているときは、周りの人はそのことをわかってくれるということ。  
 (ウ) 私のことを理解するために、周りの人もがんばっているということ。  
 (エ) 私がかんばっているときは、周りにもそのようにしている人がいるということ。

- (7) 次のできごとがあった曜日を英語1語で書け。……………答の番号【14】  
 Mika's class had the chorus contest.

- (8) 本文の内容に合うように、次の質問(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) Were there many students who were watching Mika's class at the first rehearsal?  
 ……………答の番号【15】  
 (b) On the day of the second rehearsal, where did Mika read the message card? ……答の番号【16】

〈条件〉 ・(a)は3語で書くこと。  
 ・(b)は5語で書くこと。

- (9) 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【17】

- (ア) Mika visited her piano teacher Ms. Oki once a week during the summer vacation.  
 (イ) The day after the first rehearsal, Ms. Oki said Mika was nervous at the rehearsal, but Mika didn't agree.  
 (ウ) After Mika was given the message card from Ms. Oki, Mika always brought it with her.  
 (エ) Mika played well at the second rehearsal because of the things she learned from the first rehearsal.  
 (オ) On the day of the chorus contest, Ms. Oki said that she was glad to see Mika's happy face.

- (10) 次の英文は、この作文(essay)を読んだ中学生の陸(Riku)と留学生のマーク(Mark)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)・(b)に答えよ。

Riku : How was my speech at today's English lesson?  
 Mark: I think it was good. You spoke English well.  
 Riku : Thank you. But I made many mistakes. I hope I can speak  than this time when I make another speech in the future.  
 Mark: Well, in Mika's essay, she told you how to make yourself  at something.  
 Riku : That's right. I learned a lot from her essay. She said that it is  when we make mistakes. I'll do so to improve myself.

- (a) ・に共通して入る最も適当な語を、本文中から1語で抜き出して書け。……………答の番号【18】  
 (b) に入る適当な英語を、本文の内容にそって5語以上8語以内で書け。…答の番号【19】







# 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 like		【1】	2	
	(2)	(a)	【2】	(例) clean my room		【2】	2
		(b)	【3】	(例) it will be rainy		【3】	2
2	(1)	【4】	as		【4】	2	
	(2)	【5】	㉠		【5】	2	
	(3)	【6】	㉡		【6】	2	
	(4)	【7】	㉢		【7】	2	
3	(1)	【8】	㉠ sung	㉡ slept	【8】	2 (各1)	
	(2)	【9】	(イ) → (カ) → (ア) → (エ) → (ウ) → (オ)		【9】	完全解答 2	
	(3)	【10】	㉢		【10】	2	
	(4)	【11】	I群 ㉡	II群 ㉢	【11】	2 (各1)	
	(5)	【12】	㉢		【12】	2	
	(6)	【13】	㉠		【13】	2	
	(7)	【14】	Tuesday		【14】	2	
	(8)	(a)	【15】	(例) Yes, there were.		【15】	2
		(b)	【16】	(例) She read it at home.		【16】	2
	(9)	【17】	㉢ ㉣		【17】	完全解答 2	
(10)	(a)	【18】	better		【18】	2	
	(b)	【19】	(例) important to think about the reasons		【19】	2	