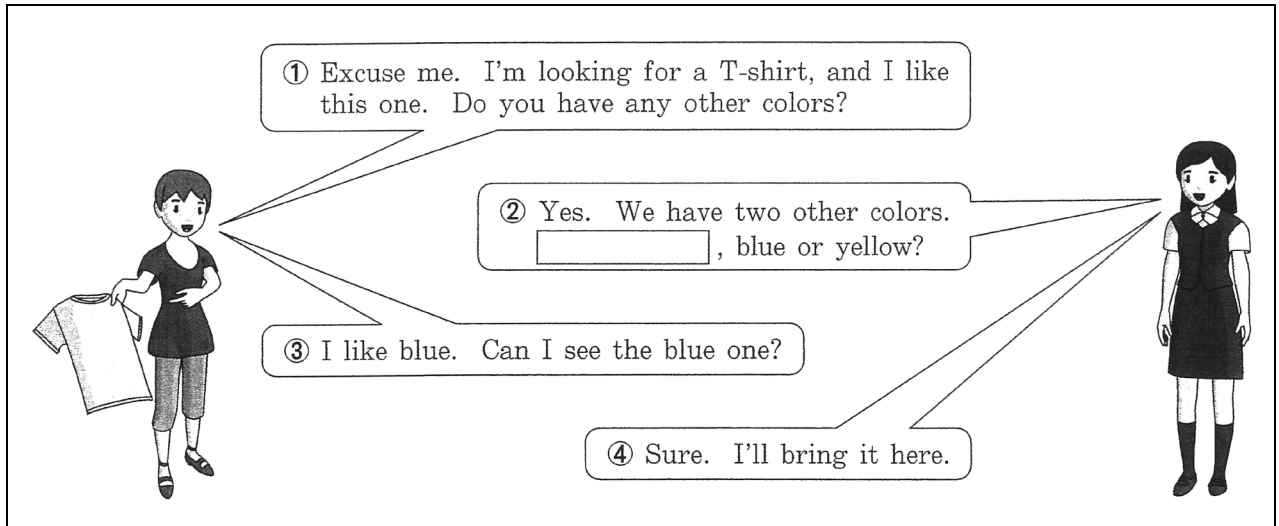


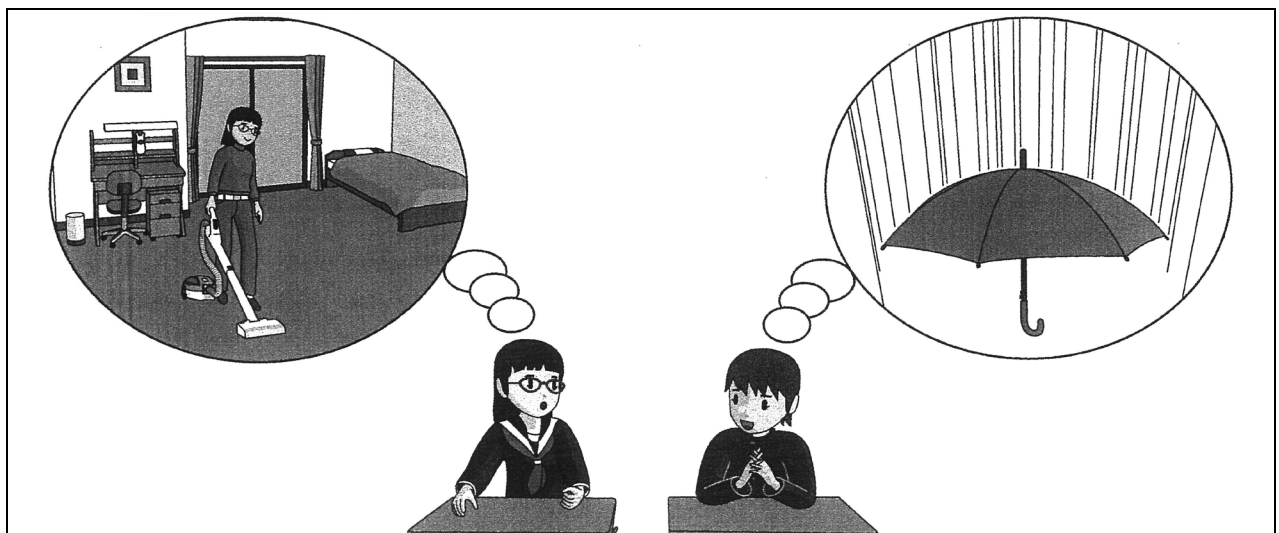
京都府(前) 公立 英語 問題

1 次の問1・問2に答えよ。

問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。



問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。



(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。

(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。

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次のグラフ (graph) を参考にして英文を読み、あとの問1～問4に答えよ。

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 .

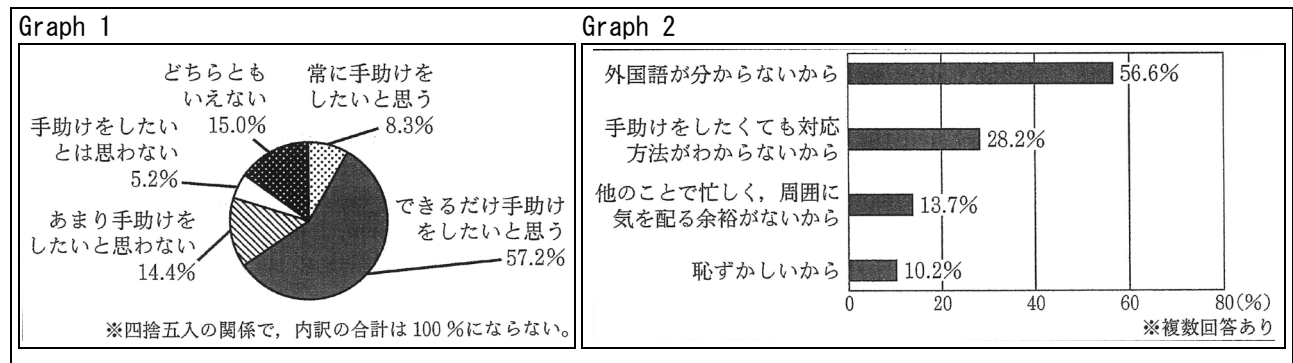
Lily : Do you mean about twenty-eight percent in Graph 2?

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 ～に手を差しのべる

問1 ・ に共通して入る最も適当な1語を書け。

問2 本文の内容とグラフ (graph) から考えて、 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。

(ア) five (イ) eight (ウ) fourteen (エ) twenty

問3 本文の内容とグラフ (graph) から考えて、 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。

(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

問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。

(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1～問8に答えよ。

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

問 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。

問 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。

問 3 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。

I practiced them a lot.

問 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。

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

問 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。

- (ア) ④ someone ⑦ believed (イ) ④ someone ⑦ wasn't sure
(ウ) ④ something ⑦ believed (エ) ④ something ⑦ wasn't sure

問 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。

- (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) 私がが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) 私がが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。

問 7 次のできごとがあった曜日を英語 1 語で書け。

Mika's class had the chorus contest.

問 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。

- (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.