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| **京都府(中)-大問１** | I:\SUZUKI\Desktop\ダウンロード\新しいフォルダー\京都府-(中)大問１.png**2022年 公立高校入試** |

※QRコードを読み込むと，英文と連動した音声再生ができます（スマホにも対応）

**次の英文は，高校生の涼真（Ryoma）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。**

I have ①(meet）many people in my life, and there is a person who I will never forget among them. He was one of my classmates. He came to our school when I was a junior high school student.

One morning, our teacher said to us, “We will have a new student from a foreign country next week. He will come to our school because his family will stay in this town. He will spend two months here.” ②[(ア）hear /（イ）that /（ウ）to /（エ）were /（オ）we /（カ）surprised]. I talked about the new student with my friends after school. One of my friends asked me, “What language does he speak?” I said to him, “English? Japanese? I'm not sure, but I can't wait to see the new student.”

The day came. He came into our classroom and we welcomed him. His name was \*Mauro. He introduced himself in English. He spoke English slowly for us and we could understand what he said. After that, he introduced himself in Japanese, too. His Japanese was not \*fluent, but he tried hard to speak Japanese, and I liked ③that way of introducing himself. So, I thought I could \*get along with him.

He sat next to me in the classroom. He studied very hard in every class in Japanese. I asked him, “Do you sometimes feel studying in Japanese is hard?” He smiled and said to me, “No, I don't. Every class is interesting.” I understood how hard he studied, so I respected him. When he had a Japanese word he couldn't understand, he always asked people around him ④a question. Also, he often tried to speak Japanese with us, and his Japanese became better.

One day, every student made a speech in our English class. The topic was “What is the most important in your life?” Each speaker went to the front of the classroom. We made our speeches when our \*turns came. Finally, my turn came after many speakers made their speeches. I started ⑤my speech. “I think friends are the most important in my life. I have three reasons. First, they \*cheer me up when I am sad. Second, they help me solve problems that I have. Third, it is important for me to talk with them every day because we can share our opinions with each other.” I was so nervous during my speech, but I \*did my best.

Soon, Mauro's turn came and it was the last speech in our class. He went to the front and   
⑥(begin）his speech. He said, “Education is the most important in my life. In my country, some children can't study though they want to study. I think education can give us many things. For example, if we get new \*knowledge through education, we can have wide \*views and many ways of thinking, and we can solve our problems with the knowledge. And we can get many \*skills and have a lot of \*choices for our jobs in the future. So, we can \*expand our \*possibilities in the future.” After I listened to his speech, I understood why he studied so hard in every class even in Japanese. I thought everyone in the world had a chance to get education, but that was wrong. After I got home, I talked about his speech with my mother. I said, “For the first time, I thought how important education is. \*From now on, I will study harder. Education can help us make our future better.” I \*took it for granted that I got education but I understood it was special and necessary for my future.

Two months \*passed and the last day at our school came for him. He had to go back to his country the next day. We were so sad and told him how we were feeling. I said to him, “Thank you for the good time. I will never forget your speech in the English class. Next time, I want to see you in your country.” He said to us, “Thank you for your words. I had a good time in Japan. It is my treasure.”

Now I study hard in every class, and I am trying to do my best in my school life and enjoy it because he taught us an important thing. I think education has the power to expand our possibilities for our future.

(注)　Mauro　マウロ(男性の名)　fluent　流ちょうな　get along with ～　～と仲良くやっていく  
turn　順番　cheer ～ up　～を元気づける　do my best　最善を尽くす　knowledge　知識　view　見方　skill　技術  
choice　選択　expand ～　～を広げる　possibility　可能性　from now on　今後は

take it for granted that ～　～ということを当然のことと思う　pass　(時が）過ぎる

**問１　下線部①(meet)・⑥(begin)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。ただし，文頭に来る語も小文字で示されている。**

**問３　下線部③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。**

(ア)　マウロが，つたなくても英語で自己紹介をしたこと。

(イ)　マウロが，自己紹介を日本語でした後に英語でもしたこと。

(ウ)　マウロが，日本語で流ちょうに自己紹介をしたこと。

(エ)　マウロが，日本語で懸命に自己紹介をしたこと。

**問４　下線部④は具体的にはどのような発言と考えられるか，次の(ア)～(エ)のうち最も適当なものを，１つ選べ。**

(ア)　“Can you tell me what this Japanese word means?”

(イ)　“Do you want to know what this word means in English?”

(ウ)　“Are there many people learning English in your country?”

(エ)　“How often do you speak Japanese in your house?”

**問５　次の英文は，下線部⑤に関し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。**

Ryoma made a speech in his English class. The topic was “What is the most important in your life?” He felt 　 ⅰ 　 when he was making his speech, but he tried hard. He told his classmates that friends are the most important, and as one of the reasons, he told it is important for him to talk with his friends every day because 　 ⅱ 　 .

(ａ)　本文の内容から考えて，　 ⅰ 　 に入る最も適当な語を，本文中から１語で抜き出して書け。

(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。

(ア)　he can give them his ideas and also get theirs　(イ)　they cheer him up when he is sad

(ウ)　he enjoys talking with them　(エ)　they help him solve a problem

**問６　本文の内容から考えて，次の〈質問〉に対して下の〈答え〉が成り立つように，　　　　　 に入る最も適当なものを，下の(ア)～(エ)から１つ選べ。**

〈質問〉　What did Mauro tell his classmates on his last day at Ryoma's school?

〈答え〉　He told them that 　　　　　 after saying “Thank you.”

(ア)　he had to go back to his country soon

(イ)　he remembered Ryoma's speech in the English class

(ウ)　his days in Japan were his treasure

(エ)　his dream was to see his friends in Japan next time

**問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。**

(ア)　Ryoma heard from his teacher that Mauro was going to stay in Japan for a month.

(イ)　Ryoma didn't know what language Mauro spoke before seeing him.

(ウ)　Ryoma didn't think Mauro studied hard in some classes in Japanese.

(エ)　Ryoma was the last student to make a speech in his English class.

**問８　次の英文は，この作文を読んだ高校生の裕次郎（Yujiro）と留学生のミラ（Mira）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。**

Yujiro:　Let's talk about the things Ryoma learned from Mauro's speech.

Mira:　OK. He thought 　　ⅰ　　 before listening to it, but he understood that was not true.

Yujiro:　You are right. Also, Mauro said in his speech that we can get many things through education.

Mira:　Yes, and Ryoma thought how important education was after listening to Mauro's speech.

Yujiro:　I see. Ryoma realized we can 　　ⅱ　　 through education, and he has been studying hard after he listened to the speech.

Mira:　Yes. I'll also try to do my best in my school life and enjoy it.

**(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ものを，次の(ア)～(エ)から１つ選**べ。

(ア)　he could share it with his family

(イ)　everyone in the world could understand each other

(ウ)　he could not get along with Mauro

(エ)　everyone in the world could get education

**(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４語で抜き出して書け。**

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| **解答** |

**問１**　①met　⑥began

**問２**　オ→エ→カ→ウ→ア→イ

**問３**　エ

**問４**　ア

**問５**　(ａ)nervous　(ｂ)ア

**問６**　ウ

**問７**　イ

**問８**　(ａ)エ　(ｂ)make our future better