

1 高校生の由香 (Yuka) は、マラソン (marathon) のイベント (event) に参加しました。次の [I], [II] に答えなさい。

[I] 由香は、英語の授業でマラソンの写真を見せながら、次の文章の内容をもとに英語でスピーチをすることになりました。文章の内容と合うように、下の英文中の〔 〕からそれぞれ最も適している1語を選び、書きなさい。また、に入る適切な英語1語をそれぞれ書きなさい。

こんにちは、皆さん。私は走るが好きです。私は毎朝30分走っています。朝に走るのはすばらしいです。私は昨年の12月に大きなマラソンのイベントに参加しました。そのイベントを見に来た人々がたくさんいました。私は一生懸命走り、とてもよい時間を過ごしました。私は、マラソンのイベントにまた参加するつもりです。

マラソンの写真

Hello, everyone. I like running. I run for ① (three, thirteen, thirty) minutes every morning. It is ② (new, wrong, wonderful) to run in the morning. I joined a big marathon event last ③ . There ④  many people who came to see the event. I ran very hard, and I had a very good time. I will join a marathon event ⑤ .

(注) join 参加する

[II] 次は、由香、留学生のマイク (Mike)、加藤先生 (Mr. Kato) の3人が交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

Mr. Kato: Hello, Yuka and Mike. What are you talking about?

Mike: Hello, Mr. Kato. Yuka ran in a marathon.

Mr. Kato: Really?

Yuka: Last year I joined the marathon event. Please look at this table that I  ① on the Internet.

Mr. Kato: Oh, the marathon had two courses.

Yuka: Yes, it had Course A and Course B. Runners ran in one of these two courses.

Mike: Course A had more runners than Course B.

Yuka: Yes. About the distance, Course A is  ② than Course B. And runners in Course A have to be more than eighteen years old.

Mike: You are seventeen now. Did you run in Course B?

Yuka: Yes, I did.

Mr. Kato: How was the event?

Yuka: Great. When I was running, I was happy to see many people who were cheering for the runners.

Mr. Kato: Did you enjoy running?

Yuka: Yes, very much.

Mike: Look. About  ③ people ran in these two courses. So many!

Yuka: Yes. Each runner made a donation when the runner entered for this event.

Mike:  ④

【Table】

The marathon event in 2012		
	Course A	Course B
Distance (距離)	42.195 km	10 km
Number of runners (走者の数)	27,151	2,014

Yuka: They were used in many ways. For example, some of the donations were used to help sick people. Some were used to protect forests. Some were used to make schools for children in other countries.

Mike: I see.

Mr. Kato: We can help other people by doing things we like.

Mike: That is a good idea. I thought it was difficult for me to help other people, but I don't think so now.

Yuka: Mike, you like music. I know that some students in our school make people happy by playing music.

Mike: Really? I want to do some things like that.

Yuka: That's a good idea.

(注) table 表 course 道すじ, コース runner 走る人, ランナー  
cheer for ~ ~を応援する make a donation 寄付をする  
enter for ~ ~に参加の申し込みをする donation 寄付, 寄付金  
protect 保護する

(1) 次のうち、本文中の  ① に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

ア got イ started ウ stopped エ told

(2) 本文および Table の内容から考えて、本文中の  ② に入れるのに最も適している英語1語を書きなさい。

(3) 本文および Table の内容から考えて、本文中の  ③ に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

ア 2,000 イ 25,000 ウ 27,000 エ 29,000

(4) 次のうち、本文中の  ④ に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

ア When were the donations used? イ Whose donations were used?  
ウ How were the donations used? エ How many donations were used?

(5) 本文中の That の表している内容は何かですか。日本語で書きなさい。

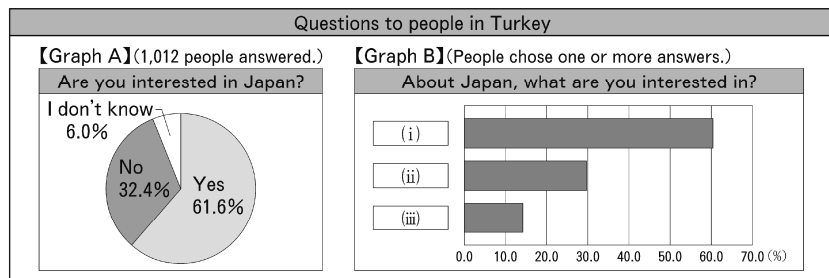
(6) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。

- ① Why was Yuka happy when she was running in the marathon last year?
- ② Does Mike think that it is difficult for him to help other people now?

2 次は、高校生の翔太 (Shota) が英語の授業で行ったスピーチの原稿です。彼の原稿を読んで、あとの問いに答えなさい。

Last month, our teacher said to us, "Some diplomats from other countries will visit our school next week. They have ① about Japan in Osaka for four months. One of them, a diplomat from Turkey, will come to our class. And you will talk with him in English. ② " I didn't know much about Turkey. So, I used the Internet and found some graphs.

Look at Graph A and Graph B.



(外務省「トルコにおける対日世論調査」(平成 24 年)により作成)

In Graph A, 1,012 people in Turkey answered the question, and about ③ people said that they were interested in Japan. I was surprised to find that many people in Turkey were interested in Japan. I wanted to ask the diplomat about this. In Graph B, the percentage of the people who were interested in "culture" was higher than the percentage of the people who were interested in "history". But "culture" was not the first. People in Turkey were most interested in "technology". We can learn ④.

In the next week, the diplomat came to our class and told us about his country. Then he said, "Do you have any questions?" I said, "I think that many people in Turkey are interested in Japan. Why are a lot of people in Turkey interested in Japan?" He looked happy and said, "That's a good question. Turkey has had a good relationship with Japan for a long time." Then he told us about a ship which came to Japan from Turkey about 120 years ago. It had an accident on the sea in Wakayama Prefecture. Some of the people on the ship were saved by people living near the sea. They thanked the Japanese people. This story made him interested in Japan. He said, "People in my country think Turkey has a good relationship with Japan. In Turkey, the year 2010 was 'Japan Year', and we had a lot of events. For example, we had a robot contest. The event was for students in Turkey and from Japan. I was happy when I came to Japan four months ago." After we talked with him, ⑤ our class gave a present to him. He liked it very much.

I listened to the diplomat's story and learned about the history of Japan and Turkey. I became more interested in Turkey. Our teacher said, "To talk with people from other countries is one of the good ways to understand their countries and people living there." I think ⑥ so, too. I think that learning about a country is important to make a good relationship with people there.

Thank you.

- (注) diplomat 外交官  
chose choose (選ぶ) の過去形  
technology 科学技術  
ship 船  
save 救出する  
robot contest ロボットコンテスト
- Turkey トルコ  
percentage 割合  
relationship with ~ ~との関係  
accident 事故  
thank 感謝する  
present 贈り物
- graph グラフ  
history 歴史  
prefecture 県  
event 行事, イベント

(1) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

- ア study
- イ studied
- ウ studying
- エ to studying

(2) 本文中の ② が、「あなたが彼にたずねたい質問をいくつか書いてください。」という内容になるように、次の [ ] 内の語を並べかえて解答欄の \_\_\_\_\_ に英語を書き入れ、英文を完成しなさい。

Please write [ to some want questions you ] ask him.

(3) 次のうち、本文中の ③ に入れるのに最も適しているものはどれですか。一つ選び、記号を書きなさい。

- ア 32
- イ 62
- ウ 320
- エ 620

(4) 本文の内容から考えて、Graph B の (i) ~ (iii) のそれぞれに入れるのに最も適している英語の組み合わせはどれですか。一つ選び、記号を書きなさい。

- ア (i) - technology (ii) - history (iii) - culture
- イ (i) - technology (ii) - culture (iii) - history
- ウ (i) - culture (ii) - technology (iii) - history
- エ (i) - culture (ii) - history (iii) - technology

(5) 本文中の 'We can learn ④ .' が、「私たちは彼らが日本についてどのようなことを考えているかを学ぶことができます。」という内容になるように、解答欄の \_\_\_\_\_ に英語を書き入れ、英文を完成しなさい。

(6) 本文中の ⑤ our class gave a present to him で、翔太は学級から外交官に贈り物をしたことについて述べています。あなたなら次のうちどれを贈りたいと考えますか。一つ選び、解答欄の "I want to give [ ] to him." の [ ] 内書き入れ、そのあとに、それを選んだ理由を、記入例にならない、30語程度の英語で書きなさい。ただし、コンマやピリオドなどの記号は語数に含めないこと。

- a music CD (音楽 CD)
- a folding fan (扇子)
- a Japanese doll (日本人形)
- picture postcards (絵はがき)

記入例

When _____ is _____ your birthday? Well _____, it's April 11. Me _____, too _____.
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(7) 本文中の ⑥ so が表している内容は何か。日本語で書きなさい。

(8) 次のうち、本文で述べられている内容と合うものはどれですか。一つ選び、記号を書きなさい。

- ア Shota learned about the accident of a ship from Turkey on the Internet.
- イ The diplomat came to Japan in 2010 and enjoyed a lot of events about technology.
- ウ Listening to the story by the diplomat from Turkey made Shota more interested in Turkey.
- エ Shota went to Turkey and made a good relationship with people there four months ago.

受検 番号	番
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得点	
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得点 <1>	得点 <2> リスニング

平成 25 年度大阪府学力検査問題

英語 解答用紙

1 [I] ( ) 点	①	②	③
	④	⑤	

1 [II] ( ) 点	(1) ( ) 点	
	(2) ( ) 点	
	(3) ( ) 点	
	(4) ( ) 点	
	(5) ( ) 点	
	(6) ( ) 点	①
	②	

2 ( ) 点	(1) ( ) 点	
	(2) ( ) 点	Please write _____ ask him.
	(3) ( ) 点	
	(4) ( ) 点	
	(5) ( ) 点	We can learn _____ .
	(6) ( ) 点	I want to give _____ to him. _____ _____ _____ _____ 10 _____ _____ _____ 20 _____ _____ _____ 30
	(7) ( ) 点	
	(8) ( ) 点	