

令和6年度学力検査

D 英語 (13時15分～14時00分, 45分間)

問題用紙

注 意

1. 「開始」の合図^{あいず}があるまで開いてはいけません。
2. 答えは、すべて解答用紙に書きなさい。
3. 英字を書くときは、どの字体でもかまいません。
4. 問題は、**1** から **4** までで、8ページにわたって印刷してあります。
最初に放送によるリスニング検査を行います。
5. 「開始」の合図で、解答用紙の決められた欄^{らん}に受検番号を書きなさい。
6. 問題を読むとき、声を出してはいけません。
7. 「終了」^{しゅうりょう}の合図で、すぐに筆記用具を置きなさい。

1 放送を聞いて、あとの各問いに答えなさい。(18点)

(1) 下の表についての英語による質問を聞いて、その質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。質問は1回だけ放送します。

名前	買ったもの	それを買ったとき
Mana	まくら 枕	2日前
Aki	枕	3日前
Kenji	辞書	2日前
Yasuo	辞書	3日前

- ア. Mana did.
イ. Aki did.
ウ. Kenji did.
エ. Yasuo did.

(2) 英語による対話を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。対話と質問は1回ずつ放送します。

No. 1

- ア. Yes, he does.
イ. No, he doesn't.
ウ. Yes, he will.
エ. No, he won't.

No. 2

- ア. Sara and Masato.
イ. Sara and her family.
ウ. Masato and his aunt.
エ. Masato and his brother.

No. 3

- ア. He is going to go to an amusement park with Tim.
イ. He is going to practice tennis in Wakaba City.
ウ. He is going to have an important tennis match.
エ. He is going to have a good time in Hikari City.

(3) 英語による対話を聞いて、それぞれの対話の最後の英文に対する受け答えとして、ア～ウから最も適当なものを1つ選び、その記号を書きなさい。対話は1回ずつ放送します。

No. 1

- ア. Sure.
- イ. Yes, I can.
- ウ. Yesterday.

No. 2

- ア. The weather was nice.
- イ. I wish I could go there.
- ウ. OK, I will take it.

No. 3

- ア. On the blackboard at the entrance.
- イ. To the restroom to wash my hands.
- ウ. For new students who want to join us.

No. 4

- ア. I really like the team.
- イ. I needed to go to a swimming school.
- ウ. I'll practice soccer tomorrow.

(4) 高校生のAkikoと、イギリスからの留学生のNickとの英語による対話を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。対話と質問は2回ずつ放送します。

No. 1

- ア. Akiko did.
- イ. Akiko's sister did.
- ウ. Nick's mother did.
- エ. Nick's sister did.

No. 2

- ア. Yes, she will.
- イ. No, she won't.
- ウ. Yes, she is.
- エ. No, she isn't.

No. 3

- ア. 2,500 yen.
- イ. 5,000 yen.
- ウ. 7,500 yen.
- エ. 10,000 yen.

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2 あとの各問いに答えなさい。(8点)

(1) 次の対話文は、高校生の Ken と、Ken の家でホームステイを始めたアメリカからの留学生の John が、話をしているときのものです。対話文を読んで、次の各問いに答えなさい。

John : Wow! You're good at playing the piano. How long have you been practicing it?

Ken : For ten years. When I was five, I went to a piano concert with my father. The performance was wonderful. I've wanted to be a musician since then.

John : That's nice. (①) My mother taught me how to play it when I was an elementary school student.

Ken : Really? Can you join my band? I'm in the band at school, and the band members need a student who can play the guitar.

John : Sounds interesting. But I left my guitar in my country.

Ken : Don't worry. You can borrow a guitar at school from Mr. Tanaka, our music teacher.

John : OK. (②)

Ken : How about tomorrow? Our band members are going to practice after school, so let me introduce you to them.

John : I see. When do you usually practice with your band members?

Ken : On Wednesdays and Fridays. From next month, we'll practice after school every day.

John : Oh, why?

Ken : We'll have a concert on October 28. So, we have to practice harder.

John : Can I play the guitar in your band at the concert if I practice hard?

Ken : Of course, yes. Now it's September 5, so you still have more than one month to practice for the concert. The other band members will be happy if they play music with you.

John : I'm glad to hear that. I'll do my best for the concert.

(注) introduce ~ ~をしょうかい紹介する

No. 1 (①), (②)に入るそれぞれの文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

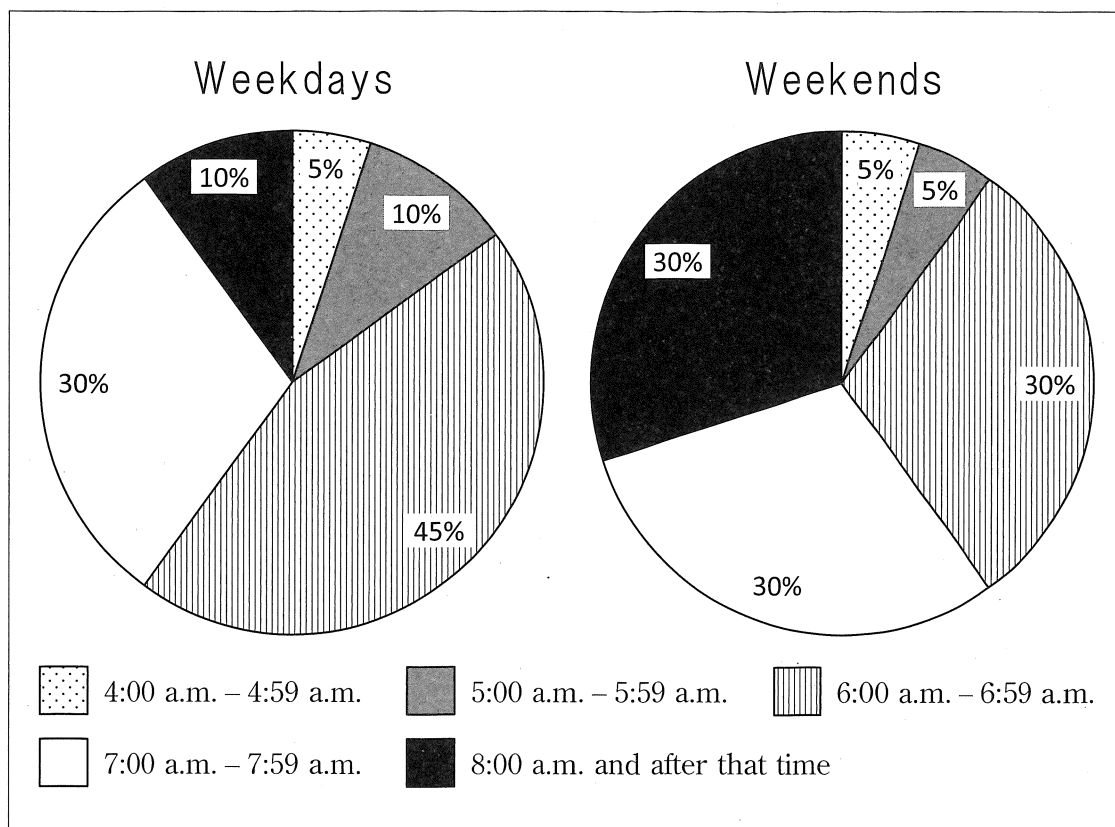
- ① {
ア. I want to watch your piano performance someday.
イ. I think we'll be great musicians in the future.
ウ. I can't play the piano, but I like playing the guitar.
エ. I've never been to a piano concert, but I'll like it.

- ② {
ア. When can I join your band?
イ. Where should I borrow it at school?
ウ. Who can we meet after school?
エ. What should we bring to the band? }

No. 2 対話文の内容に合う文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

- {
ア. Ken started to play the piano five years ago after going to a piano concert with his father.
イ. John didn't bring his guitar from his country, so his mother will send it to him tomorrow.
ウ. Ken's band members have been practicing for the concert every day after school for two months.
エ. John is going to join the concert with Ken and the other band members next month.

- (2) 下のグラフは、高校生の Nozomi が、自分の学級の生徒全員の平日 (weekdays) と週末の起床時刻についてまとめたものです。このグラフから読み取れることを正しく表している文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。



- ア. A quarter of Nozomi's class gets up before 6 a.m. on weekdays, and 10% of the class gets up before 6 a.m. on weekends.
- イ. The same number of the students in Nozomi's class gets up from 6:00 a.m. to 6:59 a.m. on weekdays and weekends.
- ウ. More than half of Nozomi's class gets up before 7 a.m. on weekdays, and 40% of the class gets up before 7 a.m. on weekends.
- エ. More than two thirds of Nozomi's class gets up at 7 a.m. or after that time on both weekdays and weekends.

3 あとの各問いに答えなさい。(12点)

(1) 次のような状況^{じょうきょう}において、あとの①～③のとき、あなたならどのように英語で表しますか。それぞれ4語以上の英文を書きなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,)、ピリオド(.)などは語数に入れません。

【状況】

オーストラリアから来た留学生の Sophia が、あなたの家でホームステイをしています。あなたは、Sophia と話をしています。

- ① この前の夏に家族と岩手(Iwate)を旅行したと伝えるとき。
- ② 動物園でサルにえさをやるのがおもしろかったと伝えるとき。
- ③ いちばん好きな動物は何かと尋ねるとき。

(2) Ichiro の、アメリカに住んでいる友人の Daniel が夏休みに日本に来ることになり、Ichiro は Daniel に Eメールを書いています。

あなたが Ichiro なら、①～③の内容をどのように英語で表しますか。それぞれ3語以上の英文を書き、下の Eメールを完成させなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,)、ピリオド(.)などは語数に入れません。

【Eメール】

Hi, Daniel.

- ① どれくらい日本に滞在^{たいざい}する予定かということ。
- ② 毎年8月にあるこの町の祭りで、人々が花火を楽しむということ。
- ③ もしその花火を見たら驚^{おどろ}くだろうということ。

Your friend,

Ichiro

問題は、次のページに続きます。

4 次の文章を読んで、あとの各問いに答えなさい。(12点)

Kana is a high school student. She is seventeen.

One day in July, Kana and her classmates were talking about the school festival. They needed to decide what to do at the school festival. Kana said, "I want to do something interesting." Then, Wataru, one of the classmates, said, "How about selling items made from old clothes we don't need? We still have three months to prepare for the school festival, so we can make something nice." The classmates got interested in Wataru's idea. Kana said, "How did you get such an idea?" Wataru said, "Look. This is the pencil case my mother made from my old school bag. She likes finding ways to use old things again. I want to make old clothes useful." The other students said, "That's nice. (①)" Wataru said, "How about shopping bags and aprons? It's easy to make them." Kana said, "OK. Let's collect old clothes."

For the school festival, Kana worked very hard with her classmates. Some of the classmates brought their family's old clothes to school. Some teachers gave their old clothes to Kana's class. Mr. Kuroki, Kana's social studies teacher, said, "I'm glad that you're collecting old clothes. Many people usually throw them away." Kana said, "There are a lot of clothes people don't need, so I'm surprised." On the day of the school festival, a lot of students and teachers got interested in the items, and came to Kana's class to buy them. Mr. Kuroki said to Kana, "What a cute shopping bag! I'll show this to my little children and talk about the environment with them." Kana said, "About the environment? I've never thought about that. I only enjoyed making items." Mr. Kuroki said, "Making them from old clothes is good for the environment. We can reduce garbage."

The next day after school, Kana was talking with Wataru. Kana said, "Mr. Kuroki said that our idea for the school festival was good for the environment. I'm glad to hear that." Wataru said, "Now a lot of old clothes become garbage, and that is a big problem in our society. However, I'm surprised that people like items made from their old clothes." She said, "That's right. We have a lot of garbage in our society, but maybe we can still use some of the garbage to make different items. Why don't we find such items?" Wataru said, "Sounds interesting."

Two weeks later, Kana and Wataru went to the teachers' room to see Mr. Kuroki. Kana said to Mr. Kuroki, "(②) Look." She showed a picture of a bag on her tablet device and said, "This is made from old seat belts. It's not safe to use old seat belts for new cars. However, after washing the old seat belts, this company uses them and produces bags and wallets which people can use for a long time because seat belts are so strong." Wataru said, "Some companies make items from umbrellas. This bag is useful on a rainy day because it doesn't get wet." Mr. Kuroki said, "That's interesting." Kana said, "When I was looking at websites, I was surprised that we throw a lot of things away every day. I want other students to know more about this problem." Mr. Kuroki said, "How about making a poster to tell them about the problem? I think you'll find some more ways to reduce garbage, so you can show such ways on the poster, too." Kana said, "Sounds nice."

(Three years later)

Kana studies at a university in London and learns about people's actions in Europe to protect the environment. Wataru studies at a university in Japan. They are good friends.

One day, Kana was talking with Wataru online. Kana said, "Last week, I visited a food company which stopped using plastic to wrap their products. The people working there told me how they're trying to reduce garbage. When I go back to Japan, I'll start a company and show people what they can do to protect the environment." Wataru said, "You should tell Mr. Kuroki about that. He'll be happy if he hears that." Kana said, "Of course. I enjoyed talking with Mr. Kuroki when I was a high school student. I've been interested in the ways to protect the environment since then."

(注) items 品物 aprons エプロン throw ~ away ~を捨てる
 environment 環境 reduce ~ ~を減らす
 tablet device タブレット端末 seat belts シートベルト
 actions 行動 Europe ヨーロッパ online オンラインで

(1) (①), (②)に入るそれぞれの文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

- ① {
 ア. What clothes will we collect?
 イ. What items can we make?
 ウ. When will we start it?
 エ. When did you get it?
 }
- ② {
 ア. We found many unique items on websites.
 イ. We made these interesting items yesterday.
 ウ. We sold these clothes at the school festival.
 エ. We gave our old clothes to a company.
 }

(2) 本文の内容に合うように、下の英文の(A), (B)のそれぞれに入る最も適当な1語を、本文中から抜き出して書きなさい。

After the school festival, Kana and Wataru showed Mr. Kuroki some products (A) from the things people didn't need. Mr. Kuroki gave Kana an idea to make a poster because she wanted to tell other students about the garbage (B) in society.

(3) 下線部に I enjoyed talking with Mr. Kuroki when I was a high school student. とあるが、Mr. Kuroki が Kana に話した内容として、ア～エから あてはまらないものを1つ 選び、その記号を書きなさい。

- {
 ア. Mr. Kuroki is glad that Kana's class is collecting old clothes.
 イ. Making items from old clothes is good for the environment.
 ウ. Kana can show some ways to reduce garbage on the poster.
 エ. It's good to learn more about the environment in other countries.
 }

(4) 本文の内容に合う文として、ア～カから適当なものを 2つ 選び、その記号を書きなさい。

- {
 ア. Wataru's classmates got interested in his idea for the school festival, and they started to collect old clothes.
 イ. Wataru used his old school bag to make a pencil case and gave it to his mother three months ago.
 ウ. When Kana talked with Mr. Kuroki before the school festival, she showed him her shopping bag.
 エ. Kana worked hard for the school festival because she thought making items was good for the environment.
 オ. After the school festival, Kana told Mr. Kuroki about a bag which people can use for a long time.
 カ. Kana taught the people working at a food company how to reduce garbage when she was studying in London.
 }