令和6年度

英

正会口口

注

意

- 1 問題は1ページから6ページまであり、これとは別に解答用紙が1枚ある。
- 2 解答は、全て別紙解答用紙の該当欄に書き入れること。

聞き取りの問題

- (一) 次の1~3の英語による対話とそれについての質問が2回ずつ読まれる。その英文を聞いて、質問に対する答えとして最も適当なものを、問題用紙のア~エの中からそれぞれ一つ選び、その記号を解答欄に記入する。
 - A: Is this your pen, Ayaka?
 - B: Yes. Where did you find it?
 - A: I found it under the chair.

Question: Where was Ayaka's pen?

- A: Can you help me choose a present for my grandfather?
 - B: Of course. How about this, Maya? It's good for winter.
 - A: Nice idea! It will keep his head warm. I'm sure he will like it.

Question: What is the present for Maya's grandfather?

- A: Taro, did you watch the baseball game on TV last night?
 - B: No, I didn't. I enjoyed reading a science book in my room. My father bought it for me two days ago.
 - A: You like baseball, right?
 - B: Yes. But actually, the book was so interesting, and I couldn't stop reading it.

Question: What did Taro do last night?

- (二) 次の1,2の英語による対話が2回ずつ読まれる。その英文を聞いて、チャイムの部分に入る受け答え として最も適当なものを、問題用紙のア〜エの中からそれぞれ一つ選び、その記号を解答欄に記入する。
 - A: Hi, Lucy. I'm so sorry. Did you wait for a long time?
 - B: No problem. I've just arrived here.
 - A: (チャイム)

3

2

- A: Mary, let's go out for dinner. I found a good restaurant on the Internet.
- B: Sounds nice. I'm hungry now. What kind of restaurant is it?
- A: (チャイム)
- (三) 次の英文(海外の中学生のオリバーがビデオメッセージで日本の中学生に伝えた内容)が通して2回読まれる。その英文を聞いて、内容についての1~4の英語の質問に対する答えとして最も適当なものを、問題用紙のア~エの中からそれぞれ一つ選び、その記号を解答欄に記入する。

Hi, everyone. My name is Oliver. Today, I'll tell you about my school life in Australia. My school starts in January and ends in December. My Japanese friend in my school, Ken, told me that schools in Japan start in April and end in March. He also told me that students have school lunch in many schools in Japan. In my school, we don't have school lunch, and I hope school lunches will be given to the students someday. They can keep the students' health good.

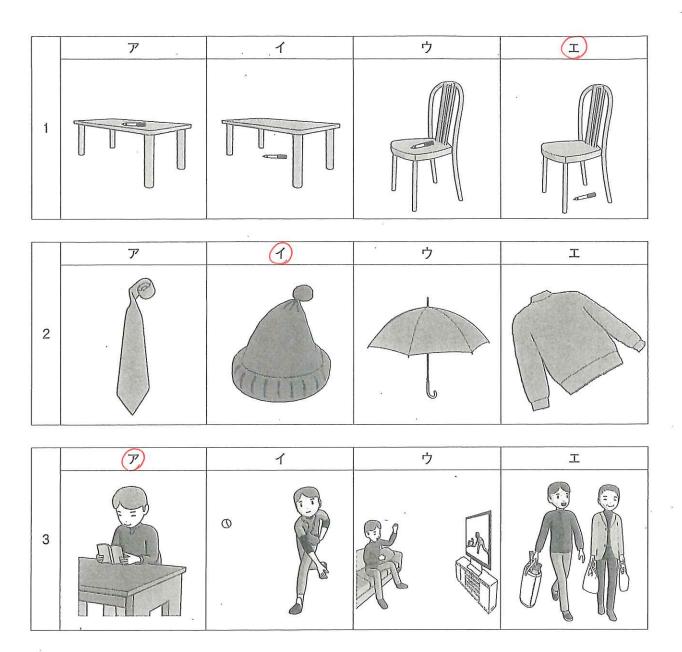
I like studying foreign languages. I hear the students in your school study English. In my school, we can choose the Japanese class or the Chinese class. At first, I couldn't decide which class I should choose. One day, Ken said to me, "Oliver, you should take the Japanese class. I can answer your questions about Japanese at any time. Don't worry." I was glad to hear that and took the Japanese class.

My school has a big library. It's my favorite place. After school, I often enjoy reading many books there. I have learned a lot through reading. In the future, I want to be a teacher and help my students realize how wonderful reading is. What are your dreams? And please tell me about your school life.

[質問]

- 1 When does Oliver's school begin?
- 2 What does Oliver think about school lunches?
- 3 Why did Oliver take the Japanese class?
- 4 What does Oliver want his students to do as a teacher?

(一) 聞き取りの問題



(二) 聞き取りの問題

- 1 ア That's your problem.
 - 力 That's good.
- 2 P It's a Japanese one.
 - ウ It's not so good.

- 1 I wasn't there.
- I waited for an hour.
- イ It's not mine.
- It's on your left.

(三) 聞き取りの問題

1 (7) In January.

イ In March.

ウ In April.

- In December.
- 2 7 They won't be popular among students in Japan.
 - 1. They will become more expensive in Japan someday.
 - ウ They won't be necessary for the students in his school.
 - They will be good for the health of the students in his school.
- 3 7 Because he wanted to become a Japanese teacher in his country.
 - 1 Because he wanted to make delicious Japanese food with Ken in class.
 - Because he was sure that he could ask Ken questions about Japanese.
 - I Because he was sure that he could help Ken study Japanese.
- 4 P He wants them to find their favorite places at school.
 - He wants them to know that reading is wonderful.
 - ウ He wants them to show him the books they like.
 - I He wants them to tell him about their dreams.
- (四)次の1,2の問いに答えなさい。
 - 1 次の(1), (2)の各対話文の文意が通るように, () の中のア〜エを正しく並べかえて, 左から順に その記号を書け。
 - (1) A: Mr. Smith, I'm feeling sick now. Please (ア go イ me ウ let エ home) early. B: OK. But you shouldn't leave school alone. I'll call your mother. (ウ)(イ)(ア)(エ)
 - (2) A: Excuse me. Could you (7 to 1 me 7 the way I tell) Wakaba Station?
 - B: The station is near my house. So I'll take you there. (I)(1)(7)(7)
 - 2 次の(1), (2)について、それぞれの指示に従って英語で書け。ただし、(1)の①と②、(2)は、三つとも、それぞれ 8 語以上の 1 文で書くこと。(「,」「.」などの符号は語として数えない。)
 - (1) 次の①, ②の質問に答える文を書け。①〈19リン I will make signs in many languages for foreign ① あなたは、自分の町をより良くするために、将来、どのようなことをしたいですか。 people
 - ② また、そうすることで、あなたの町はどのように良くなりますか。
 ② 〈杼り〉 My town will have more tourists from foreign count ries.
 (2) オンライン交流で仲良くなったアメリカ人のトム (Tom) から、次のようなメールが届いた。
 - (2) オンライン交流で仲良くなったアメリカ人のトム (Tom) から、次のようなメールが届いた。 あなたが、このメールに返信するとすれば、どのような返信をするか。() に当てはまるように 文を書け。

【トムからのメール】

Hello.

I want to be good at Japanese. However, I don't know what I should do. If you have any good ideas, please tell me about them.

【あなたの返信メール】〈例〉You should read children's books written in easy Japanese

Hi, Tom.

Thank you for your e-mail.

I have a good idea. (

I hope you will be good at Japanese.

(五)中学生の陸(Riku)と雄太(Yuta)が留学生のジョン(John)と話をしている。対話文と右のプログ ラム (program) をもとにして、1~4の問いに答えなさい。 Riku: Hi, John. Today is your third day at this school. How is your school life? John: I'm enjoying it. I like this school very much. Yuta: I'm happy to hear that, John. Do you know our school festival will come soon? John: Yes, of course. My school in America doesn't have an event like that, so I'm very excited. I've looked at this program of the school festival, but I can't read the Japanese in it. Riku : OK. John: Thank you. What will be held in the morning? Riku: Each grade will do a performance in the gym. John: What will we do? Yuta: We'll sing some famous English songs with our classmates. John: Nice! I don't have to worry about the language. What will we do after that? Riku: We'll see other performances in the gym. (2) John: Well.... You mean , right? Riku: Yes. The students won't go anywhere else. John: I see. What will we do after the performances? Yuta: We'll have a long lunch break. During the break, we can visit some classrooms and enjoy some kinds of events. John: (ア)あなたたちは、どこに行くかを決めましたか。 Riku: Not yet. Let's go together, John. John: Thank you, Riku and Yuta. Riku: What should we do first? Yuta: We should have lunch. On the first floor, we can enjoy dishes made by parents. John: Sounds great! After having lunch, what will we do? Yuta: On the same floor, we can play some games. (3) Are you interested in them, John? John: Yes. That experience will help me learn more about Japan. Riku: OK. After that, let's go to the second floor. We can see a lot of works the students made in some classes, for example, in social studies and science. John: Oh, I want to see the scientific works. Where will they be exhibited? Yuta: In our classroom. After seeing them, why don't we go to the third floor and enjoy the events by some clubs? Riku: I'm a member of the art club. Can we go and see my pictures after seeing the scientific works? John: Of course. Oh, our teacher said my calligraphy works would be exhibited. Yuta: Well..., they will be on the second floor. Let's go there after seeing Riku's pictures. Riku: Wait. The calligraphy works and the scientific works will be exhibited on the same floor. So we should see John's works after seeing the scientific works. Yuta: I agree. And then let's go to the third floor to see Riku's pictures. Riku: OK. Finally, why don't we have the tea ceremony experience? John : Wow! I want to try it. Yuta: Sorry, I can't. John: Why? Yuta: After the lunch break, the English speech contest will be held in the gym. I'll join it, so I have to go back to the gym earlier. Please enjoy the tea ceremony with Riku. John: I see. Yuta, your English is very good, and I believe you can give a wonderful speech. Yuta: Thank you. All the students will listen to my speech, so I'm excited. (イ)私はそのコンテスト で勝つために最善を尽くすつもりです。 John: Great! After the contest, what will be held? Riku: Everyone will enjoy the performances from the dance club and the brass band in the gym. John: OK. Let's have a good time together. grade(s) 学年 gym 体育館 break 休憩 floor 階 (注) be held 行われる scientific work(s) 作品 social studies 社会科 calligraphy exhibit~ ~を展示する why don't we~? ~しませんか brass band 吹奏楽部 tea ceremony 茶道

Program

《文化祭プログラム》 〈スケジュール〉 〈会場案内図〉 体育館 発表 者 開始時刻 内 容 ステージ発表 開会式 8:50 本館 9:10 1年生(各クラス) 合 茶道部 美術部 文芸部 華道部 10:10 2年生(全体) 演 劇 3階 作品展示 作品展示·体験 体験 作品展示 11:10 3年生(代表) 郷土芸能発表 昼休み (展示見学・体験等) 総合的な 国語科 12:00 社会科 理科 書写 2階 学習の時間 13:30 各クラス(代表) 英語スピーチコンテスト 作品展示 作品展示 作品展示 作品展示 ダンス部 ダンス 14:20 PTA 文化体験 15:00 吹奏楽部 演 奏 1階 〈保健室〉 〈職員室〉 バザー (ゲーム) 15:40 閉会式 PTAバザーでは、 うどんなどの食事を提供しています。

- 1 対話文中の①~③に当てはまる最も適当なものを、それぞれ次のア~エの中から一つずつ選び、その記号を書け。
 - ① ア You should study hard ウ You aren't so excited

イ We can't make it in English

T We'll help you

- ② \mathcal{F} everyone has to choose the best one
 - 1 everyone can see them in other places
 - everyone will stay there in the morning everyone may go out without seeing them
- ③ 7 They are different from Japanese ones
 - They are traditional Japanese ones
 - ウ They are popular in John's country
 - I They are all from John's country
- 2 対話文中の(ア), (イ)の日本語の内容を英語に直せ。
 (ア)(例) Have you decided/where to go? (1)(例) I will do my best/to win the contest.
- 3 陸, 雄太, ジョンは, 3人一緒に, どのような順番で, 昼休みの展示見学や体験等をすることにしたか。対話文の内容に合うように, 次の(a)~(d)にそれぞれ当てはまる最も適当なものを, 下の[] のア~カの中から一つずつ選び, その記号を書け。

ア 文化体験(ゲーム)

イ 社会科作品展示

ウ 国語科書写作品展示

エ理科作品展示

才 茶道部体験

カ 美術部作品展示

- 4 次の(1)~(3)の英文の内容が、対話文、Program の内容に合うように、〔 〕のア〜エの中から、 最も適当なものをそれぞれ一つずつ選び、その記号を書け。
 - (1) John and Yuta are in 7 the first grade 1 the second grade 2 the third grade I different grades) of the junior high school.
 - (2) In Yuta's classroom, the works the students made (\mathcal{T} in Japanese class class \mathcal{T} in social studies class \mathcal{I} in the art club) will be exhibited.
 - (3) The program shows that [7 the teachers' room is on the second floor 1 there will be a performance from the third grade first in the morning 5 the brass band will do a performance before the dance club 1 the students will have a lunch break of more than an hour).

(六) 次の英文は、実優(Miyu)が英語の時間に発表したものである。これを読んで、 $1 \sim 6$ の問いに答えなさい。

A student from Australia, Emily, has stayed at my house for two months. She wants to know more about Japanese stationery. I have an aunt, Yuri, and she has worked for a stationery company in Tokyo for eighteen years. [\mathcal{P}] Three weeks ago, she took Emily and me to the stationery exposition in Tokyo. At the exposition, people enjoyed buying many kinds of stationery from about seventy stationery companies. We (A) three foreign people there, and they told us why they like Japanese stationery so much.

The first person is Jane from Brazil. She came to Japan three years ago. And now she (B) to college in Tokyo to study Japanese art. She visits the stationery exposition to buy something cute every year. She enjoys using the special color pencils made by a pencil company in Japan. [1] When you sharpen the color pencils with a pencil sharpener, you can see their unique shavings. They are shaped like the petals of flowers that are often seen in Japan. The shavings of a pink pencil, for example, look like the petals of cherry blossoms. For the color pencils, people working for the pencil company use a special material made from paper. There is a reason for that. Wood is usually used for pencils. However, it doesn't work well for making shavings like petals. By (C) doing so, they can create the shavings that look like real petals. Jane said, "When I sharpen the special color pencils, I feel the seasons in Japan. Such beautiful stationery makes me happy."

The second person is Luca. He works as a nurse in Italy. He sometimes visits Japan on vacation. He loves a silicone note band sold in Japan. He usually wears it around his wrist in the hospital. On a silicone note band, you can write notes with a pen and erase them with your finger. You can write notes on the band repeatedly. Notes will not disappear even in water. So you don't have to take off the band when you wash your hands. Luca said, "I got a silicone note band from my sister. [†] I am a nurse. I have to write many necessary notes. A silicone note band is very useful for people who work in hospitals and disaster areas. Being functional is the most important to me."

The third person is William. He is from America and works for a junior high school in Japan. He loves Japan and wants to tell his friends in America how unique Japanese stationery is. He showed us one example. It is shaped and looks like a lettuce, but actually it is not a real one. Its material is paper, and you can use its leaves as note paper. They have wrinkles. And that helps the leaves look like real ones. There are two things to do before writing notes. First, pull off its leaf. Second, smooth out the wrinkles. And you can write notes on the leaf. William said, "Someone may say that (D). However, I don't think so. It helps me enjoy my life. Being functional is not important to me. I like to use unique stationery that Japanese people make with their sense of humor."

Through talking with these people, I learned how great Japanese stationery is and became interested in it. Emily looked more excited about it than before. She said, "Japanese people have made much interesting stationery. I think that making such stationery needs creative ideas. And I believe that such stationery can help us improve our lives. My dream is to create the stationery that makes many people happy." [I] I am sure that you will use the stationery made by her someday.

- exposition 博覧会 sharpen~ ~を削る (注) stationery 文房具 鉛筆削り unique 独特の shaving(s) 削りくず shape~ ~を形づくる pencil sharpener cherry blossom(s) 桜 real 本物の material 素材 木 petal(s) 花びら wood band バンド シリコーン (素材の名称) note(s) メモ nurse 看護師 silicone erase~ ~を消す finger 指 repeatedly 何度も disappear 消える wrist 手首 leaf(leaves) 被災地 functional 機能的な lettuce レタス disaster area(s) ~をもぎとる smooth out~ ~を伸ばす wrinkle(s) しわ pull off~ sense of humor ユーモア感覚 creative 創造的な
 - 1 本文中の (A), (B) に入る英語として最も適当なものを,次の中から一つずつ選び,それぞれ正しい形の 1 語に直して書け。(A) met (B) goes

build go happen lose meet rise spend

- 2 本文中の(C)の指す内容を、日本語で具体的に説明せよ。 〈19リン 秋から1年られた 特別な素材を使うこと。
- 3 本文中の(D)に当てはまる最も適当なものを、次のア~エの中から一つ選び、その記号を書け。
 - it is a lot of fun to use this stationery
 - 1 more people should buy this stationery
 - this stationery can make our lives better
- (I) there is nothing good about this stationery
- 4 次の1文が入る最も適当な場所を、本文中のア〜エの中から一つ選び、その記号を書け。

I love it because it helps me a lot during work.



- 5 本文中に書かれている内容と一致するものを、次のア~キの中から二つ選び、その記号を書け。 / ・ キ
 - 7 Emily went to the stationery exposition in Tokyo with Miyu and Yuri two months ago.
 - 1 Jane feels the seasons in Japan through seeing the shavings of the special color pencils.
 - ウ Important notes written on the silicone note band will disappear in water.
 - I Luca wants to know how he can improve his sense of humor to make people happy.
 - オ The leaves of a real lettuce will be used as note paper in some countries soon.
 - カ Both Luca and William like functional stationery better than unique stationery.
 - ‡ Emily thinks that creative ideas are necessary to make interesting stationery.
- 6 この発表の題名として最も適当なものを、次のアーエの中から一つ選び、その記号を書け。
 - 7 History of the stationery exposition
 - (1) Japanese stationery in people's lives
 - ウ Interesting stationery around the world
 - I People working for a stationery company

令和6年度

英

語

解 答 用 紙

問題		解		答			欄				
(-)	1	工		2	1	3	3	T			
(=)	1		ウ	a S	2			7			
(三)	1		P 2	工	3	ウ	4	1			
	1	(1)	() (1) (P)(I) (2)	(工)	(1)(ウハア)			
(四)	2	(4)	1) (131) I will make signs in many languages for foreign people.								
		(1)	@(134) My town will have more tourists from foreign countries.								
		(2)	(2) (131) You should read children's books written in easy Japanese.								
	1	1 .	エ	2	ウ		3	1			
	2	(ア)	they like you designed,								
(五)		(1)	(1) (194) I will do my best / to win the contest.								
	3	(a)	7 (b)	工	(c)	ウ	(d)	ħ			
	4	(1)	P	(2)	1		(3)	エ			
	1	(A)	met		(B)						
	2	〈例〉紙から作られた特別な素材を使うこと。									
(六)	3	工									
	4	ウ									
	5		1		+ 6 1			1			

問	題	(-)	(=)	(三)	(四)	(五)	(六)	合	計
得	点								