

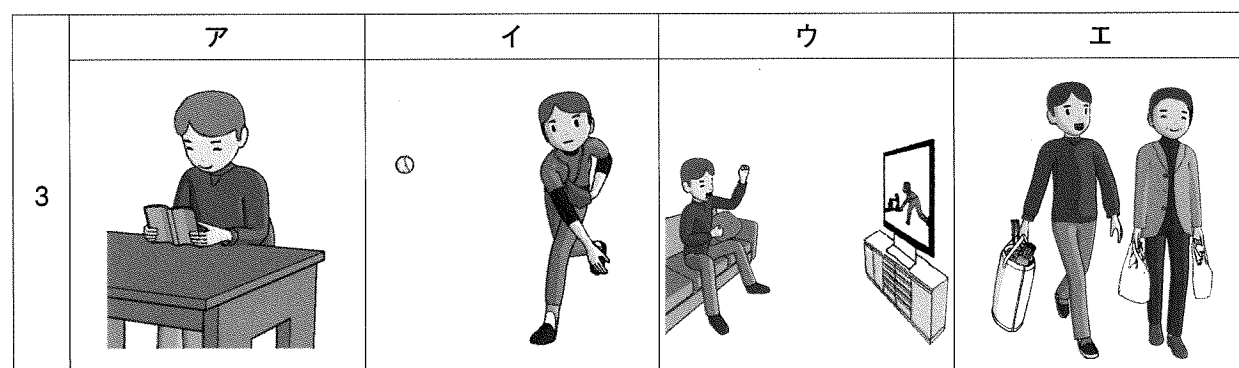
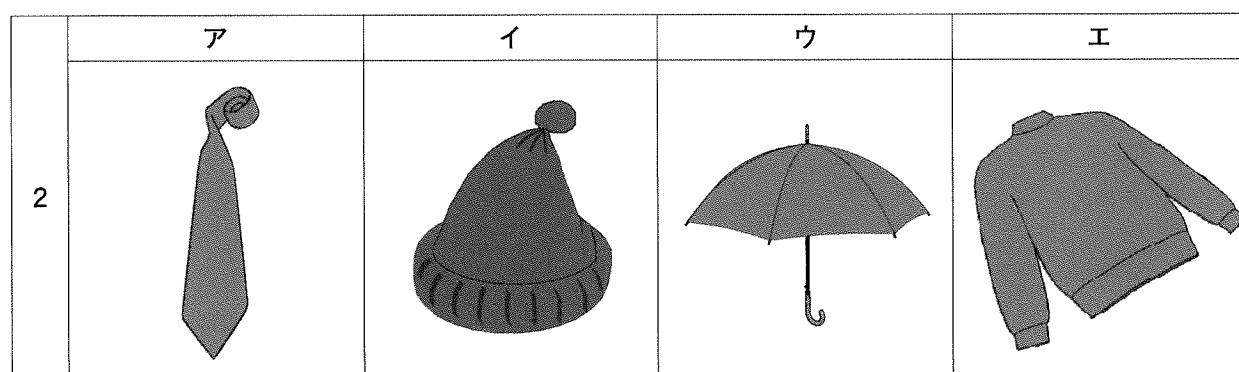
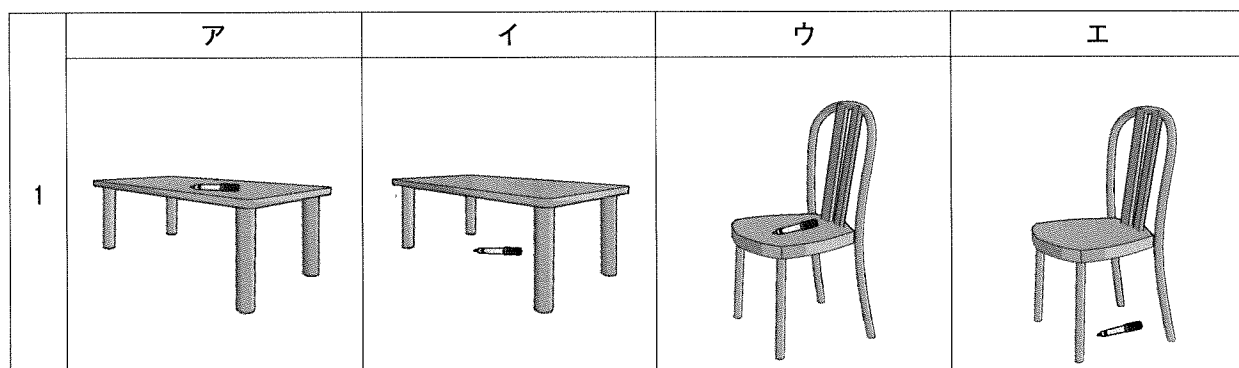
令和6年度

英語

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。

(一) 聞き取りの問題



(二) 聞き取りの問題

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

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

(三) 聞き取りの問題

- 1 ア In January. イ In March.
ウ In April. エ In December.
- 2 ア They won't be popular among students in Japan.
イ They will become more expensive in Japan someday.
ウ They won't be necessary for the students in his school.
エ They will be good for the health of the students in his school.
- 3 ア Because he wanted to become a Japanese teacher in his country.
イ Because he wanted to make delicious Japanese food with Ken in class.
ウ Because he was sure that he could ask Ken questions about Japanese.
エ Because he was sure that he could help Ken study Japanese.
- 4 ア He wants them to find their favorite places at school.
イ He wants them to know that reading is wonderful.
ウ He wants them to show him the books they like.
エ 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.
- (2) A: Excuse me. Could you (ア to イ me ウ the way エ tell) Wakaba Station?
B: The station is near my house. So I'll take you there.

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 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。
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) 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】

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. ①.

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.

John : Well.... You mean ②, 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.

(注) be held 行われる grade(s) 学年 gym 体育館 break 休憩 floor 階
work(s) 作品 social studies 社会科 scientific 理科の
exhibit~ ~を展示する why don't we~? ~しませんか calligraphy 書写
tea ceremony 茶道 brass band 吹奏楽部

Program

《文化祭プログラム》			(会場案内図)				
〈スケジュール〉			体育館				
開始時刻	発表者	内 容	ステージ発表				
8:50	開 会 式						
9:10	1年生(各クラス)	合 唱					
10:10	2年生(全体)	演 劇					
11:10	3年生(代表)	郷土芸能発表					
12:00	昼休み (展示見学・体験等)						
13:30	各クラス(代表)	英語スピーチコンテスト					
14:20	ダンス部	ダンス					
15:00	吹奏楽部	演 奏					
15:40	閉 会 式						

本館						
3階	茶道部 体験	美術部 作品展示	文芸部 作品展示	華道部 作品展示・体験		
2階	総合的な 学習の時間 作品展示	社会科 作品展示	国語科 書写 作品展示	理科 作品展示		
1階	〈保健室〉	〈職員室〉	PTA バザー	文化体験 (ゲーム)		

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 | イ We can't make it in English |
| ウ You aren't so excited | エ We'll help you |
- ② ア everyone has to choose the best one
 イ everyone can see them in other places
 ウ everyone will stay there in the morning
 エ everyone may go out without seeing them
- ③ ア They are different from Japanese ones
 イ They are traditional Japanese ones
 ウ They are popular in John's country
 エ 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。

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。

PTAバザー → (a) → (b) → (c) → (d)

- | | | |
|-------------|-----------|-------------|
| 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 | オ 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 [ア the first grade イ the second grade ウ the third grade エ different grades] of the junior high school.
- (2) In Yuta's classroom, the works the students made [ア in Japanese class イ in science class ウ in social studies class エ in the art club] will be exhibited.
- (3) The program shows that [ア the teachers' room is on the second floor イ there will be a performance from the third grade first in the morning ウ the brass band will do a performance before the dance club エ 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、1～6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. [ア] 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 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 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. [イ] 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. [ウ] 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 . 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." [エ] I am sure that you will use the stationery made by her someday.

(注) stationery 文房具 exposition 博覧会 sharpen～ ～を削る
 pencil sharpener 鉛筆削り unique 独特の shaving(s) 削りくず shape～ ～を形づくる
 petal(s) 花びら cherry blossom(s) 桜 material 素材 wood 木 real 本物の
 nurse 看護師 silicone シリコン (素材の名称) note(s) メモ band バンド
 wrist 手首 erase～ ～を消す finger 指 repeatedly 何度も disappear 消える
 disaster area(s) 被災地 functional 機能的な lettuce レタス leaf(leaves) 葉
 wrinkle(s) しわ pull off～ ～をもぎとる smooth out～ ～を伸ばす
 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。

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。
- 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。
- ア it is a lot of fun to use this stationery
 - イ more people should buy this stationery
 - ウ this stationery can make our lives better
 - エ 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。
- ア Emily went to the stationery exposition in Tokyo with Miyu and Yuri two months ago.
 - イ 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.
 - エ 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.
 - キ 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～エの中から一つ選び, その記号を書け。
- ア History of the stationery exposition
 - イ Japanese stationery in people's lives
 - ウ Interesting stationery around the world
 - エ People working for a stationery company

