

令和 6 年 度

公立高等学校入学者選抜学力検査

英 語
問 題 用 紙

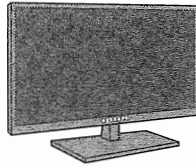
〔1〕 放送を聞いて、次の(1)~(3)の問いに答えなさい。

(1) これから英文を読み、それについての質問をします。それぞれの質問に対する答えとして最も適当なものを、次のア~エから一つずつ選び、その符号を書きなさい。

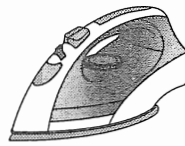
1 ア



イ



ウ



エ



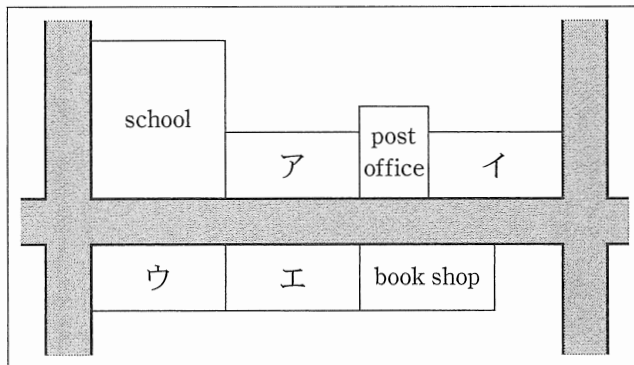
2 ア A bird.

イ A cat.

ウ A dog.

エ An elephant.

3



4 ア She is going to study in the library.

イ She is going to go to the sea.

ウ She is going to swim.

エ She is going to play volleyball.

(2) これから英語で対話を行い、それについての質問をします。それぞれの質問に対する答えとして最も適当なものを、次のア~エから一つずつ選び、その符号を書きなさい。

1 ア Yes, he does.

イ No, he doesn't.

ウ Yes, he did.

エ No, he didn't.

2 ア By car.

イ By bike.

ウ By bus.

エ By train.

3 ア On Thursday.

イ On Friday.

ウ On Saturday.

エ On Sunday.

4 ア Because she went to Canada to see Ben.

イ Because she bought nice hats for the students there.

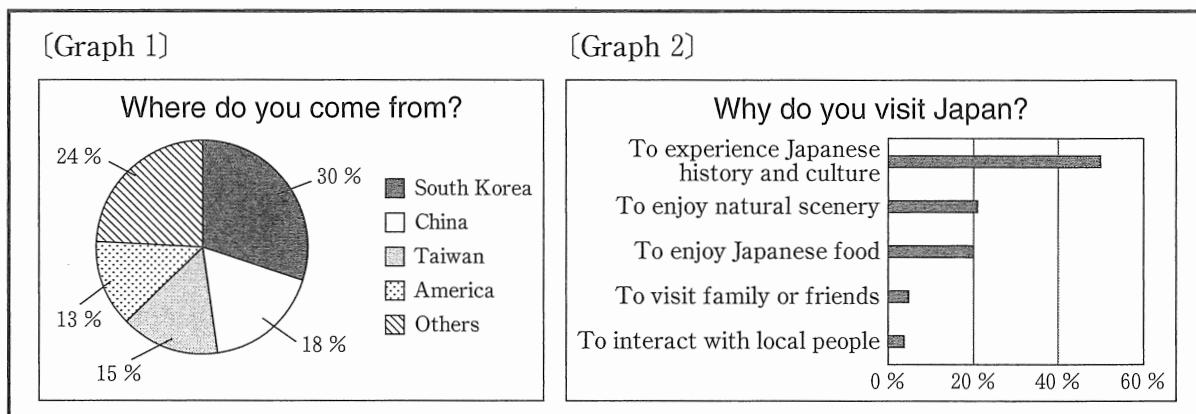
ウ Because she joined a special winter English class with Ben.

エ Because she communicated with the students there.

(3) これから、あなたの学校の離任式で、アメリカに帰国することになったALTのスミス先生(Mr. Smith)が、英語のスピーチをします。そのスピーチについて、二つの質問をします。それぞれの質問に対する答えを、3語以上の英文で書きなさい。

- 〔2〕 あなたのクラスでは、修学旅行先の京都で、日本を訪れた外国人旅行者にインタビューを行いました。あなたと留学生のアリス(Alice)は、そのインタビューの結果をまとめたグラフを見ながら、話をしています。次の【グラフ】と、あなたとアリスの【会話】を読んで、下の(1)～(3)の問いに答えなさい。ただし、【会話】の***の部分には、あなたの名前が書かれているものとします。

【グラフ】



(注) graph グラフ South Korea 韓国 China 中国 Taiwan 台湾
 experience～ ～を経験する natural scenery 自然景観 interact with～ ～と交流する

【会話】

Alice: According to Graph 1, we can say that visit Japan the most.
 ***: Yes. Look at Graph 2. We can see that (a) to experience Japanese history and culture.
 Alice: That's right. I want to experience some Japanese culture, too. Can you tell me something to try?
 ***: Yes. (b)
 Alice: Thank you. I'll try it.

- (1) 【会話】の の中に入る最も適当なものを、次のア～エから一つ選び、その符号を書きなさい。
- ア people from America イ people from China
 ウ people from South Korea エ people from Taiwan
- (2) 【会話】の流れが自然になるように、a の()に当てはまる内容を、1行以内の英語で書きなさい。
- (3) 【会話】の下線部分について、あなたならアリスにどのようなことを教えてあげますか。あなたが教えたことを一つあげ、【会話】のbの()の中に、3行以内の英文で書きなさい。

〔3〕 次の英文を読んで、あとの(1)～(6)の問いに答えなさい。

Kaori is a high school student. Emma is a junior high school student from America and she has been staying at Kaori's house. They are talking at Kaori's house.

Kaori: Emma, what are you doing?

Emma: I'm looking for my bag. Do you ^A it, where, is, know ?

Kaori: I saw it under that desk last night.

Emma: Under the desk? Oh, I've found it. Thank you. I have my homework in it.

Kaori: What kind of homework do you have?

Emma: I have to read a handout that my teacher ^B give us in the social studies class yesterday and write my opinion about it.

Kaori: What is it about?

Emma: It is about UD font, a kind of Universal Design. It is a little different from traditional fonts. According to this handout, in a city in Japan, this font is used in all of the elementary schools and junior high schools.

Kaori: Sounds interesting! Tell me more.

Emma: According to a survey in this city, UD fonts were useful not only for students who couldn't read other fonts well, but also for many other students. Because of this, the city decided to use handouts or digital learning materials with this font for all the children there. The city hopes that all students will understand the contents of sentences which they read better. And it also hopes that they will enjoy learning more.

Kaori: How nice! The city has great wishes.

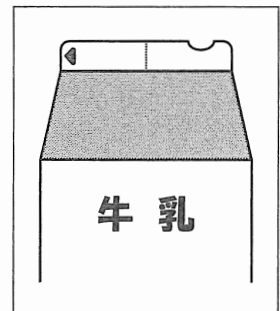
^C Emma: I think so, too. For us, being interested in learning is very important. By the way, do you know another example of universal designs in Japan?

Kaori: Yes, I do. I have ^D want, I, something to show you. Wait a minute. I'll bring it.

Emma: What?

Kaori: Here is a carton of milk. Can you see a notch on the other side of the opening? This is very useful for people who can't see things well. It is used to help them find which is a carton of milk. It also helps them find the opening.

Emma: Great! I have never noticed this design before. We don't sometimes realize there are many good designs like these around us before E .



Kaori: You are right. How about you? Have you ever needed any help in Japan?

Emma: Yes. It is about signs in towns. There are many signs around us, but I can't understand them well because many of them are write in Japanese. Two weeks ago, I took a bus alone for the first time in Japan when I went to the next town to meet one of my friends. Then I thought, "Which bus should I take? Which way should I go?" I worried a lot.

Kaori: I don't think there are enough signs for foreign people in Japan. I know your feelings.

Emma: Thank you. A lot of people from foreign countries visit Japan. So more signs in many languages or pictures will be a great help to them.

Kaori: You are right. I hope our town and country will be better for everyone. There are many people who need help around us. I want to create new universal designs someday.

Emma: You can be a person who can support those people.

Kaori: Thanks. The important thing is to help someone in our daily life. Why don't we try to do something soon?

(注) handout プリント UD universal design の略 font 字体
 universal design すべての人々のためのデザイン survey 調査
 not only~, but also... ~だけでなく, ...もまた digital learning material デジタル教材
 content 内容 sentence 文 carton パック notch 半月型の切り込み
 opening 開け口 notice~ ~に気づく for the first time 初めて

- (1) 文中のA, Dの の中の語を, それぞれ正しい順序に並べ替えて書きなさい。
- (2) 文中のB, Fの の中の語を, それぞれ最も適当な形に直して書きなさい。
- (3) 下線部分Cについて, カオリ (Kaori) が感心したこの市の願いは, どのようなことか。具体的に日本語で書きなさい。
- (4) 文中のEの の中に入る最も適当なものを, 次のア～エから一つ選び, その符号を書きなさい。
 ア someone solves no problems イ we use UD fonts
 ウ someone makes better designs エ we have some troubles
- (5) 下線部分Gについて, その内容を, 具体的に日本語で書きなさい。
- (6) 本文の内容に合っているものを, 次のア～オから二つ選び, その符号を書きなさい。
 ア UD fonts are used only for people who come from foreign countries.
 イ Kaori has already known about UD fonts used for students.
 ウ Emma thinks the design of the carton of milk shown by Kaori is good.
 エ Kaori understands the feelings Emma had when Emma took a bus two weeks ago.
 オ Emma has to write her opinion about signs in many languages or pictures.

〔4〕 次の英文を読んで、あとの(1)～(6)の問いに答えなさい。

Rikuto and Mei are Japanese high school students. Kevin is from Australia and he studies at their school. They are giving reports to their classmates in English in Mr. Yamada's English class.

Mr. Yamada

Today, you are going to talk about your research. The development of technology has made our life easier. Now, let's start talking about the things you have learned.

Rikuto

Can you imagine life without refrigerators? In the 1950s, most people in Japan did not have refrigerators. Now, because of them, we can buy many kinds of food such as fish and meat, and keep them in our house. We can also keep dishes we have cooked in the refrigerators.

However, sometimes we can't eat some of the food in the refrigerators and waste them. We also have another problem. In supermarkets and convenience stores, some of the food which people have not bought is wasted. I think these problems should be solved soon because there are over 800,000,000 people who can't get enough food all around the world. In Japan, we wasted about 5,220,000 tons of food in 2020. It means that everyone in Japan put about one bowl of food into a garbage box every day.

Mei

I'm going to talk about the development of railroads. a Before the *Shinkansen* was introduced, it took six and a half hours when we traveled from Tokyo to Osaka on the fastest train. b Now, it takes only two and a half hours. c The *Shinkansen* has made trips easier and faster than before. d Have you ever heard *Linear Chuo Shinkansen*? If it is introduced, it will take about one hour from Tokyo to Osaka. It's amazing. But how much energy do we need for it?

Kevin

The development of the Internet can help us communicate with people anywhere. I am in Japan now, but I can communicate with my family living in Australia every day through the Internet. It is great fun. However, I have started to feel that talking face-to-face is more important. When I lived with my family in Australia, I often played video games in my room and didn't have much time to talk with them. Sometimes I sent them e-mails even when I was in the house. When I go back to Australia, I would like to (B) with my family face-to-face.

Mr. Yamada

Thank you very much for talking about the development of technology. You did a good job. You found both good points and some problems of the development of technology. I hope you will think critically about many things in the future. This is one of the most important things when you solve problems in the world.

Also, information technology has been getting more important in our world. You used your tablet devices when you made your reports, didn't you? The use of those things has become more popular than before. In such a situation, generative AI has become popular, right? AI will be used more in our daily life. Let's talk about it next time.

(注) development 発達 technology 科学技術 refrigerator 冷蔵庫
in the 1950s 1950年代には waste～ ～を無駄にする ton トン(重さの単位)
one bowl of～ 茶わん一杯の～ railroad 鉄道 introduce～ ～を導入する
on～ ～に乗って Linear Chuo Shinkansen リニア中央新幹線 face-to-face 面と向かって
critically 批判力をもって tablet device タブレット端末 generative AI 生成AI

- (1) 下線部分Aについて、その内容を、具体的に日本語で書きなさい。
(2) 次の英文は、文中のa～dの のどこに入れるのが最も適当か。当てはまる符号を書きなさい。

Then, in 1964, the *Shinkansen* was introduced and it took about four hours.

- (3) 文中のBの()に当てはまる内容を、4語以上の英語で書きなさい。
(4) 下線部分Cについて、生徒が発表した内容に合っているものを、次のア～オから二つ選び、その符号を書きなさい。

- ア technology about keeping food for a long time
イ technology about telling the weather for tomorrow
ウ technology about making the environment cleaner
エ technology about saving a lot of energy we use
オ technology about carrying people to another places

- (5) 次の①～③の問いに対する答えを、それぞれ3語以上の英文で書きなさい。
① Are there more than 800,000,000 people who can't get enough food all around the world?
② Who communicates with Kevin through the Internet every day?
③ What does Mr. Yamada want the students to do in the future?
(6) 下線部分Dについて、あなたが人工知能(AI)を利用するとしたら、どのように利用しますか。その理由も含め、4行以内の英文で書きなさい。

{1}

- (1) 1 When you clean rooms, you use this.

Question: What is this?

- 2 David is interested in an animal. It can fly.

Question: What animal is David interested in?

- 3 In my town, there is a hotel next to a post office. A museum is in front of a school. A park is between the museum and a book shop. We have a nice restaurant next to the school.

Question: Which is the hotel?

- 4 Hello, Miho. This is Jane. I want to talk about our plan for tomorrow. We are going to meet at the library at nine a.m. and study there until noon, and then go to the sea, right? The news says it will be sunny tomorrow afternoon, so we can enjoy swimming and playing volleyball on the beach. If you have any questions, call me later. Bye.

Question: What is Jane going to do with Miho tomorrow morning?

- (2) 1 A: Oliver, this desk is nice. I want to buy the same one.

B: Really? Actually, I made it.

A: Oh, you are great. I want to make one, too.

Question: Did Oliver make the desk?

- 2 A: Will you come to our school festival next week, Paul?

B: Of course, yes. I'll go with my sister. She will take me there by car.

A: Oh, you can't come to my school by car. There is no place for cars on that day. You should come by bike, by bus, or by train.

B: OK. I'll go by bike.

Question: How will Paul go to the school festival?

- 3 A: Please come and have dinner with us. Are you free this Friday evening?

B: Thank you, but I'm going to have a piano lesson on that day.

A: Then, how about the next day?

B: OK. I think I can visit you at seven in the evening.

Question: When will they have dinner together?

- 4 A: Ben, this is for you. I went to Canada during the winter vacation.

B: Oh, what a beautiful hat! Thank you, Hinako. What did you do there?

A: I joined a special winter English class there.

B: How was it?

A: At first, I was too shy and I couldn't talk to the students. But they asked me many questions, so I communicated with them. It made me very happy.

Question: Why did Hinako feel happy?

- (3) Hello, everyone. This is my last message to you. I came to Japan in August three years ago. I have had a great experience in Japan. Especially, I'm very happy that I have spent time with all of you in this school. My best memory is the chorus festival. Your chorus was amazing! When I go back to America, I will study music because I want to be a music teacher. Thank you for everything. I hope I'll see you again. Bye.

Question: 1 Did Mr. Smith come to Japan in summer two years ago?

2 Why will Mr. Smith study music when he goes back to America?