

令和 6 年度

大阪府学力検査問題
(一般入学者選抜)英 語
〔 A 問題 〕

注 意

- 1 「開始」の合図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。
 - ・ 答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて解答用紙の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】



- ・ 答えの語数が指定されている問題は、コンマやピリオドなどの符号は語数に含めないこと。
- 解答用紙の採点者記入欄には、何も書いてはいけません。
- 3 問題は、中の用紙のA面に1・2、B面に3があります。
 - 4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。
 - 5 「終了」の合図で、すぐ鉛筆を置きなさい。
 - 6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

1 次の(1)~(10)の日本語の文の内容と合うように、英文中の()内のア~ウからそれぞれ最も適しているものを一つずつ選び、記号を○で囲みなさい。

(1) 私は冷たい飲み物が欲しいです。

I want a (ア cold イ hot ウ sweet) drink.

(2) 彼は映画が好きです。

He likes (ア books イ games ウ movies).

(3) 彼らは4月にアメリカに引っ越しました。

They moved to America in (ア April イ May ウ June).

(4) 彼女は夏休みの間じゅう、フランスに滞在するつもりです。

She will (ア come イ play ウ stay) in France during the summer vacation.

(5) 私たちは昨日、夕食にカレーを食べました。

We (ア ate イ eat ウ eaten) curry for dinner yesterday.

(6) あなたの姉はバスケットボールをしますか。

(ア Do イ Does ウ Is) your sister play basketball?

(7) 何人かの生徒たちが、教室で絵を描いています。

Some students are (ア paint イ painted ウ painting) pictures in the classroom.

(8) 私はその歌をスペイン語で歌うことができます。

I (ア can イ must ウ should) sing the song in Spanish.

(9) あなたはもう宿題を終えましたか。

Have you (ア finish イ finished ウ finishing) your homework yet?

(10) なんて高い建物なんでしょう。

(ア How イ What ウ Which) a tall building!

2 麻衣 (Mai) は日本の高校生です。次の [I]、[II] に答えなさい。

[I] 次は、麻衣が英語の授業で行ったマンホールのふた (manhole cover) に関するスピーチの原稿です。彼女が書いた原稿を読んで、あとの問いに答えなさい。

Today, I'm going to talk about manhole covers. There are many manhole covers on the road. However, people don't usually pay attention to them. One day, I saw a girl taking a photo of a manhole cover in the street. The manhole cover had a design of the castle. I told her that the design was interesting. Then, she said that some foreign tourists visited Japan because they wanted to see manhole covers with interesting designs. After I talked with her, I became interested in manhole covers with interesting designs. So, I looked for information about them on the Internet.



a manhole cover

I learned that many cities had manhole covers with various designs. ① example, in one city, some manhole covers had a design of a character from a popular comic book. The writer of the comic book was born in the city. I thought that, from manhole covers, we could have a chance ② more about each city.

Last weekend, I walked around and found manhole covers with various designs in my town. Some manhole covers had a design of the town's port in old times. From that design, I imagined that many ships visited the port in old times. Manhole covers in your town will tell you something interesting about your town.

(注) port 港

(1) 本文中の ① they の表している内容に当たるものとして最も適しているひとつづきの英語3語を、本文中から抜き出して書きなさい。

(2) 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○で囲みなさい。

- ア At イ For ウ On エ To

(3) 次のうち、本文中の ② 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○で囲みなさい。

- ア learn イ learns ウ learned エ to learn

(4) 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○で囲みなさい。

- ア 麻衣は、城で写真を撮っていた女の子に、マンホールのふたについてたずねた。
- イ 麻衣は、マンホールのふたが道路上にたくさんある理由について調べた。
- ウ 麻衣は、さまざまなデザインのマンホールのふたを描いた人気の漫画があると知った。
- エ 麻衣は、自分の町にあるマンホールのふたのデザインから、昔多くの船が港を訪れた様子を想像した。

[II] スピーチの後に、あなた (You) が麻衣と次のような会話をするとします。あなたならば、どのような話をしますか。あとの条件1~3にしたがって、(①) ~ (③) に入る内容を、それぞれ5語程度の英語で書きなさい。解答の際には記入例にならって書くこと。

You: Hi, Mai. Your speech was great. (①) I want to see that manhole cover with the design of the town's port in old times.
Mai: You can find it near the department store.
You: Oh. (②) Can you visit there with me?
Mai: Sure. Now, let's decide when we will visit there!
You: OK. (③)
Mai: Sounds good!

- <条件1> ①に、「私はそれをとても楽しみました。」と伝える文を書くこと。
- <条件2> ②に、「私はそこを訪れたことはありません。」と伝える文を書くこと。
- <条件3> ③に、前後のやり取りに合う内容を書くこと。

記入例				
What	time	is	it	?
Well,	it's	11	o'clock.	

- 3 次は、オランダ (the Netherlands) からの留学生のアダム (Adam)、高校生の花 (Hana)、井田先生 (Mr. Ida) の3人が学校の駐輪場で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。

Adam: Good morning, Hana. Is this bicycle ? It's nice.

Hana: Good morning, Adam. Yes, this is mine.

Adam: Oh, great! Do you like riding a bicycle?

Hana: Yes. I feel good when I am riding a bicycle. So, I often enjoy cycling when I have time. I see many people riding bicycles. Riding bicycles is popular in Japan.

Adam: that.

Hana: How about people in your country? Do many people ride bicycles?

Adam: Yes, they do.

Mr. Ida: Good morning, Hana and Adam. What are you talking about?

Adam: Good morning, Mr. Ida. Hana tells me that many people ride bicycles in Japan. And now she wants to know the bicycle situation in my country.

Mr. Ida: In the Netherlands, bicycles are very popular, right? I hear the number of bicycles in the Netherlands is bigger than the number of people living there.

Hana: Wow! Is that true, Adam?

Adam: About 17 million people live in the Netherlands, and they have about 23 million bicycles. In my country, many people go to work or go shopping by bicycle. They use bicycles in their daily lives. Most of the land in my country is flat, so moving around by bicycle is easy.

Hana: That's great! In Japan, the land is not flat in many places. There is a hill on my way to school, too. So, coming to school by bicycle is hard. When I have a lot of textbooks in my bag, Ⓐ it is harder.

Mr. Ida: I come to school by bicycle, too, so I understand your feelings. In the hot summer, it is hard for me. I hear it's cool in summer in the Netherlands.

Adam: It's not very hot. And it doesn't rain a lot in summer. So, cycling is comfortable on most days even in summer.

Mr. Ida: Cycling in the Netherlands sounds nice.

Adam: Yes, it is nice. Many tourists also enjoy cycling there. They can see interesting buildings and beautiful flowers while they are riding bicycles.

Mr. Ida: I hear traveling around in the Netherlands by bicycle is very popular.

Adam: Yes. People bring their bicycles into trains or ships when they travel to far places in the Netherlands.

Hana: Ⓑ That sounds convenient. So, they can go to various places in the Netherlands by bicycle. Visiting various places by bicycle sounds so nice. I want to visit the Netherlands in the future!

Adam: Please visit me and my family. Near my house, there is a beautiful park, and my family often go there by bicycle. If you visit us, we will take you to the park.

Hana: Fantastic!



(注) flat 平らな

- (1) 次のうち、本文中の ㉠ 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○で囲みなさい。

ア your イ yours ウ who エ whose

- (2) 本文中の ㉡ が、「私が中学校を卒業した時に、私の祖父が私にこの自転車をくれました。」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、英文を完成させなさい。

My grandfather [bicycle me gave this] when I graduated from junior high school.

- (3) 本文中の ' ㉢ that.' が、「私はそれを知りませんでした。」という内容になるように、解答欄の _____ に英語 3 語を書き入れ、英文を完成させなさい。

- (4) 本文の内容から考えて、次のうち、本文中の ㉣ 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○で囲みなさい。

ア Yes, it is. イ No, it isn't.
ウ That sounds bad. エ That is a good plan.

- (5) 本文中の ㉤ it の表している内容に当たるものとして最も適しているひとつづきの英語 5 語を、本文中から抜き出して書きなさい。

- (6) 本文の内容から考えて、次のうち、本文中の ㉥ 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○で囲みなさい。

ア How can we go there?
イ How big is the country?
ウ How is the weather there?
エ How far is the country from Japan?

- (7) 次のうち、本文中の ㉦ That が表している内容として最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア enjoying comfortable cycling in summer
イ going to work and going shopping by bicycle
ウ bringing their bicycles when they ride a train or a ship
エ seeing interesting buildings and beautiful flowers while they are riding bicycles

- (8) 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。ただし、①は 3 語、②は 7 語の英語で書くこと。

① Does Mr. Ida come to school by bicycle?
② If Hana visits Adam's family, where will they take her?

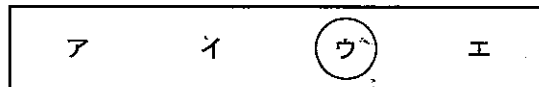
令和 6 年度

大阪府学力検査問題
(一般入学者選抜)英 語
〔 B 問題 〕

注 意

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【解答例】



- ・ 答えの語数が指定されている問題は、コンマやピリオドなどの符号は語数に含めないこと。
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- 3 問題は、中の用紙の A 面に 1、B 面に 2 があります。
 - 4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。
 - 5 「終了」の合図で、すぐ鉛筆を置きなさい。
 - 6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

- 1 次は、高校生の花 (Hana)、オランダ (the Netherlands) からの留学生のアダム (Adam)、井田先生 (Mr. Ida) の3人が学校の駐輪場で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。

Hana: Good morning, Adam. ① a hot day!

Adam: Good morning, Hana. Yes, it is hot.

Hana: Oh, you came to school by bicycle.

Adam: Yes! I like riding a bicycle. You walk to school, right?

Hana: Actually, I ride a bicycle to the station from home, park my bicycle there, and take the train. After getting off the train, I walk to school.

Adam: I see. ②

Hana: It takes about one hour.

Adam: That's a long time.

Mr. Ida: Good morning, Hana and Adam. What are you talking about?

Adam: Good morning, Mr. Ida. We are talking about Hana's way to come to school. She says that ③.

Mr. Ida: Oh, you live far from school, right?

Hana: Yes, Mr. Ida. Also, this school is a little far from the station, too.

Mr. Ida: Yeah, you're right.

Hana: Adam, now you come to school by bicycle, but how did you go to school in the Netherlands?

Adam: I went to school by bicycle in the Netherlands, too. In my country, many people ride bicycles to go to school or to go to work. Bicycles are very popular there.

Mr. Ida: I have heard about that before. The number of bicycles in the Netherlands ④ the number of people living there, right?

Adam: That's right. About 17 million people live in the Netherlands, and they have more than 17 million bicycles. Surprisingly, they have about 23 million bicycles.

Hana: Oh, really? ㉗ Why are bicycles so popular there?

Adam: I think, in the Netherlands, moving around by bicycle is very convenient. For example, people can bring their bicycles into trains.

Hana: Wow! ㉘ Also, they can use their bicycles after getting off the train. I'm sure that is a convenient system. I wish we had the same system in this area. If I used the same system to come to this school, coming to school ⑤.

Adam: Also, in the Netherlands, there are many roads only for bicycles and they are connected to each city. They are convenient for people who travel to far places by bicycle. The number of such roads has been increasing.

Hana: I see. ㉙ People can go to various places in the Netherlands by bicycle.

Adam: That's right. By the way, on roads both bicycles and cars can use, you will often find signs with an interesting phrase. In English, it means that cars are guests. And, the phrase, "cars are guests," tells people that cars may use the road as guests. For example, on the roads, car drivers should wait until bicycles pass by.

Hana: I see. ㉚ But I still don't understand what "as guests" means.

Mr. Ida: Well, how about thinking in this way? Imagine you are in someone's house as a guest. You will not do the things you want to do without thinking about the people living there. You will think you should respect their feelings, right? So, maybe the phrase tells people that car drivers should think in the same way on the road.

Hana: Do you mean that ⑥?

Mr. Ida: Yeah, that is the thing I thought.

Adam: I think you are right.

Hana: Oh, that makes sense! The sign is interesting!

Adam: That's good! I was wondering how I could explain the phrase on the sign. Thank you, Mr. Ida.

Hana: Adam, it was interesting to learn that the roads in the Netherlands were designed to make moving around by bicycle convenient. Thank you for telling me about that. Someday, I'd like to visit the Netherlands and travel around there by bicycle.

Adam: I will guide you to various interesting places!



自転車優先で
あることを示す
オランダの道路標識

(注) park (自転車などを) とめる

- (1) 次のうち、本文中の 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○で囲みなさい。

ア How イ What ウ When エ Which

- (2) 本文中の が、「そうすると、学校に来るのにどれくらい時間がかかるのですか。」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、英文を完成させなさい。

Then, [does how it long take to] come to school?

- (3) 本文の内容から考えて、次のうち、本文中の 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○で囲みなさい。

ア she walks from home to school
 イ she rides a bicycle from home to school
 ウ she uses both a bicycle and the train to come to school
 エ she walks to the station from home, takes the train, and walks to school again

- (4) 本文の内容から考えて、次のうち、本文中の 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○で囲みなさい。

ア is larger than イ is as large as
 ウ is smaller than エ is not as large as

- (5) 本文中には次の英文が入ります。本文中の ~ から、入る場所として最も適しているものを一つ選び、ア~エの記号を○で囲みなさい。

That means there is no need to park their bicycles before taking the train.

- (6) 本文中の 'If I used the same system to come to this school, coming to school .' が、「もし私がこの学校に来るのに同じシステムを使ったら、学校に来るのがより簡単でしょうに。」という内容になるように、解答欄の _____ に英語3語を書き入れ、英文を完成させなさい。

- (7) 本文中の の表している内容に当たるものとして最も適しているひとつづきの英語5語を、本文中から抜き出して書きなさい。

- (8) 本文の内容から考えて、次のうち、本文中の 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○で囲みなさい。

ア people riding bicycles should wait until cars pass by
 イ guests can park their car in front of the house they visit
 ウ car drivers should respect the feelings of people riding bicycles on the road
 エ guests can do anything in the house they visit without thinking about the people living there

- (9) 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。二つ選び、記号を○で囲みなさい。

ア In the Netherlands, Adam went to school by train because trains were very convenient.
 イ Mr. Ida first heard that bicycles were very popular in the Netherlands when Adam talked about that.
 ウ Adam says that the signs with an interesting phrase can be found on roads both bicycles and cars can use.
 エ Adam asked Mr. Ida how he could explain the phrase on the signs on the roads in the Netherlands.
 オ Hana learned that the design of the roads in the Netherlands made moving around by bicycle convenient.

2 高校生の理香 (Rika) が英語の授業でスピーチを行いました。次の [I]、[II] に答えなさい。

[I] 次は、理香が行ったスピーチの原稿です。彼女が書いた原稿を読んで、あとの問いに答えなさい。

Last summer, I visited a city in Saitama Prefecture to see my grandparents. During my stay, they took me to a museum about a man from the city. His name is *Honda Seiroku*. By learning about him at the museum, I found that he did many great things. I want more people ① about him, so I chose the person as my topic for today's speech. I hope you will become interested in this person by listening to my speech.



Honda Seiroku
ほんどうせいろうく
(本多静六)

Honda Seiroku was born into a farmer's family in 1866, at the end of the *Edo* period. He studied hard and entered a school of forestry in Tokyo when he was 17 years old. As he kept studying about forestry, he started to feel that he wanted to study abroad to learn more. His hope came true and ②. After returning to Japan, he wrote more than 50 books about forestry and taught forestry at a university. Also, in those days, projects for designing parks were planned in Japan. He worked on many of them. So, he is now known as the "father of parks" in Japan. He worked on designing more than a hundred parks including some parks in Osaka.

He also did other things which supported the society. One of these remains in the Tohoku area. In the late 19th century, the rail operation first started in the area. However, there was one serious problem. In the area, it snowed a lot in winter. Because of heavy snow, the operation of trains was often canceled or trains could not move between stations for many hours. When he heard about the problem, he remembered he saw a similar situation overseas. ③ Thanks to those hints, he suggested a good solution. It was to plant trees along the railroad tracks. He knew that the problem was often caused by snow blown by strong winds from the side.

④ This simple solution actually worked well. The system of protecting railroad tracks with trees spread to many areas which had heavy snow in winter. In a town in the Tohoku area, the trees planted along railroad tracks have been protecting them from snow for more than 100 years.

The system of protecting railroad tracks with trees was amazing. And, surprisingly, the system was also financially sustainable. Let ⑤ that means. He taught people not only the system of protecting railroad tracks with trees but also the way to keep the system for a long time. Trees planted along railroad tracks grew as time went by. Then, some of the trees could be cut and sold. ⑥ could be used to plant trees in another area or to support the operation of trains in the area. Like this, he created a way to get money for keeping the system. When he suggested the system of protecting railroad tracks, he also tried to make the system sustainable. Through learning about the system he suggested, I am now interested in systems which support the society. I think great systems for the society don't mean systems which are effective just for a short while. They mean systems which stay effective for many years. Thank you for listening.

(注) Saitama Prefecture 埼玉県 forestry 林学 (森林および林業に関する学問)
the Tohoku area 東北地方 rail 鉄道 operation 運行、運転
railroad track 線路 financially 経済的に

(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○で囲みなさい。

- ア know イ knew ウ known エ to know

(2) 本文の内容から考えて、次のうち、本文中の ② 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○で囲みなさい。

- ア he went to Germany to learn about the latest forestry
- イ he studied in Germany though he didn't want to go abroad
- ウ he could finally travel to Japan from Germany to study forestry
- エ he studied in Germany because he never learned about forestry in Japan

(3) 本文中の them の表している内容に当たるものとして最も適しているひとつづきの英語4語を、本文中から抜き出して書きなさい。

(4) 本文中の ③ が、「彼が見たものが彼にいくつかの手がかりを与えました。」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、英文を完成させなさい。

The things [gave he him saw] some hints.

(5) 本文中の ④ に、次の (i) ~ (iii) の英文を適切な順序に並べかえ、前後と意味がつながる内容となるようにして入れたい。あとのア~エのうち、英文の順序として最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- (i) However, by planting trees along the railroad tracks, the trees could protect the railroad tracks from snow blown by the winds.
- (ii) The winds carried a large amount of snow over the railroad tracks.
- (iii) That meant the trees could decrease the amount of snow which covered the railroad tracks.

- ア (ii) → (i) → (iii) イ (ii) → (iii) → (i)
 ウ (iii) → (i) → (ii) エ (iii) → (ii) → (i)

(6) 本文中の 'Let ⑤ that means.' が、「それが何を意味するか私に説明させてください。」という内容になるように、解答欄の _____ に英語 3 語を書き入れ、英文を完成させなさい。

(7) 本文の内容から考えて、次のうち、本文中の ⑥ 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○で囲みなさい。

- ア The way to choose the trees
- イ The money received by selling the trees
- ウ The trees cut to build the railroad tracks
- エ The operation of trains in a different area

(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○で囲みなさい。

- ア *Honda Seiroku* entered a school of forestry because he wanted to find a way to protect railroad tracks in the Tohoku area.
- イ *Honda Seiroku* met a man called the "father of parks" and learned how to protect railroad tracks from him.
- ウ *Honda Seiroku* suggested a system of protecting railroad tracks before the rail operation in the Tohoku area started.
- エ *Honda Seiroku* taught people both a system of protecting railroad tracks and a way of keeping the system.

(9) 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。ただし、①は 3 語、②は 9 語の英語で書くこと。

- ① Did Rika go to a museum with her grandparents?
- ② According to Rika, what do great systems for the society mean?

[II] スピーチの後に、あなた (You) と理香が、次のような会話をするとします。あなたならば、どのような話をしますか。あとの条件 1・2 にしたがって、(①)、(②) に入る内容をそれぞれ英語で書きなさい。解答の際には記入例にならって書くこと。文の数はいくつでもよい。

You: Rika, your speech was interesting. (①)

Rika: I'm glad to hear that. He tried many things which were new at that time. Do you want to try things that you have never done before?

You: (②)

Rika: I see.

<条件 1> ①に、「それはその人について学ぶ良い機会でした。」と伝える文を、10語程度の英語で書くこと。
 <条件 2> ②に、解答欄の [] 内の、Yes, I do. または No, I don't. のどちらかを○で囲み、そのあとに、その理由を20語程度の英語で書くこと。

記入例
 When _____ is _____ your birthday?
 Well, it's April 11.

令和 6 年度

大阪府学力検査問題
(一般入学者選抜)英 語
〔 C 問題 〕

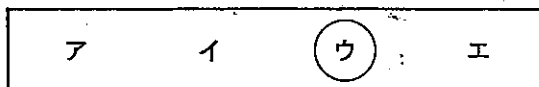
注 意

1 「開始」の合図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。

答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて解答用紙の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】



解答用紙の採点者記入欄には、何も書いてはいけません。

3 問題は、中の用紙のA面に1・2、B面に3・4、C面に5・6があります。

4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。

5 「終了」の合図で、すぐ鉛筆を置きなさい。

6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

1 Choose the phrase that best completes each sentence below.

- (1) You can ().
- | | |
|---------------------------------------|---------------------------------------|
| ア help with stronger others feel from | イ help others with feel stronger from |
| ウ feel stronger with help from others | エ feel help from others stronger with |
- (2) This book ().
- | | |
|---------------------------------------|---------------------------------------|
| ア is full of words that encouraged me | イ is full words that of encouraged me |
| ウ encouraged me is full of that words | エ encouraged words that is full of me |
- (3) The man () your brother.
- | | |
|---------------------------------------|---------------------------------------|
| ア sitting close the window must be to | イ sitting close to the window must be |
| ウ must be close sitting to the window | エ must be sitting close to the window |
- (4) We () a larger box.
- | | |
|---|---|
| ア could carry everything put here if we had | イ could put everything here if we had carry |
| ウ had put here if we could carry everything | エ had everything carry here if we could put |
- (5) I ().
- | | |
|---------------------------------------|---------------------------------------|
| ア wonder is this one gold watch whose | イ wonder this gold watch whose one is |
| ウ wonder this one gold watch is whose | エ wonder whose watch this gold one is |
- (6) The picture () the old days.
- | | |
|----------------------------------|----------------------------------|
| ア of Paris reminded in me I took | イ of Paris I took me reminded in |
| ウ I took in Paris reminded me of | エ I took reminded of Paris me in |

2 Read the passage and choose the answer which best completes each blank ① and ②, and choose the answer which best completes sentence (3).

In 2022, the Japanese government did research on media usage to know how it changed, as the number of people who used smartphones and social media increased. 1,500 people who were between 13 years old and 69 years old were asked some questions about their media usage. One of the questions in the research was, "Which media do you use to get reliable information about events and news in society?" To answer this question, the respondents chose one answer from 7 choices: "TV," "radio," "newspapers," "magazines," "books," "the Internet," and "others." The following table shows what the respondents in each age group chose as their answer.

There are several things we can learn from the table. First, please look at the percentages of respondents who were 13-69 years old in the table. More than half of those respondents chose "TV" as their answer. ①, so more than 80% of those respondents chose one of these two answers. Next, if we compare the percentages of the respondents who were ②, the percentage of the respondents who chose "newspapers" as their answer is higher than the percentage of the respondents who chose "the Internet" as their answer.

【Table】

Question: "Which media do you use to get reliable information about events and news in society?"

answers \ ages	13-69 years old	13-19 years old	20-29 years old	30-39 years old	40-49 years old	50-59 years old	60-69 years old
TV	53.1 %	55.7 %	43.8 %	46.5 %	50.2 %	57.7 %	63.2 %
radio	0.8 %	0.0 %	0.5 %	0.8 %	0.6 %	1.0 %	1.5 %
newspapers	12.7 %	10.7 %	7.4 %	10.2 %	11.9 %	16.0 %	17.3 %
magazines	0.3 %	0.0 %	0.0 %	0.4 %	0.3 %	0.7 %	0.4 %
books	1.3 %	0.7 %	2.3 %	2.4 %	0.9 %	0.3 %	1.1 %
the Internet	30.8 %	32.1 %	44.2 %	37.6 %	34.8 %	24.4 %	15.8 %
others	1.1 %	0.7 %	1.8 %	2.0 %	1.3 %	0.0 %	0.7 %

(総務省情報通信政策研究所「令和4年度情報通信メディアの利用時間と情報行動に関する調査」(令和5年度))により作成)

(注) media メディア usage 利用
social media ソーシャルメディア (SNSなど、利用者が情報を発信し形成していくメディア)
reliable 信頼できる respondent 回答者

- (1) ①
- ア Less than 1% of those respondents chose "radio" as their answer
 - イ Less than 3% of those respondents chose one from "radio," "magazines" or "books" as their answer
 - ウ More than 30% of those respondents chose "the Internet" as their answer
 - エ The percentage of respondents who didn't choose "TV" as their answer was less than 50% of those respondents
- (2) ②
- ア 30-39 years old
 - イ 40-49 years old
 - ウ 50-59 years old
 - エ 60-69 years old
- (3) According to the passage and the table,
- ア the research was done to know changes in media usage as a result of changes in the number of people who used smartphones and social media.
 - イ the respondents chose one answer or more from 7 choices including "others" to answer the question in the table.
 - ウ in every age group in the table, the percentage of the respondents who chose "TV" was the highest.
 - エ no respondents who were 20 years old or older than 20 years old chose "magazines" to answer the question in the table.

3 Read the passage and choose the answer which best completes each sentence (1)~(5).

Honda Seiroku was a man who studied forestry and did many things which supported the society. He was born into a farmer's family in Japan in 1866. At the age of 17, he entered a school of forestry in Tokyo, and after graduating from the school, he went to Germany for further study. After returning to Japan, he wrote many books about forestry and taught forestry at a university.



Honda Seiroku
(本多静六)

One of the things he did to support the society remains in the Tohoku area. In the late 19th century, the rail operation first started in the area. However, there was one serious problem. Because the area had heavy snow in winter, the operation of trains was often canceled or trains could not move between stations for many hours. When he heard about the problem, he [①] a similar problem he saw in Canada. On the way back from Germany to Japan, he visited Canada and saw that the railroad tracks there faced a problem with snow. He learned how people handled the problem then. The things he learned in Canada led him to offer a solution of planting trees along the railroad tracks in the Tohoku area. He knew that the problem the railroad tracks had was often caused by snow blown by strong winds from the side. The winds carried a large amount of snow over the railroad tracks. However, by planting trees along the railroad tracks, the trees could protect the railroad tracks from snow blown by the winds. As a result, [②] could be reduced. This simple solution actually worked well and spread to many areas which had heavy snow in winter.

When *Honda Seiroku* suggested the system of protecting railroad tracks, he also made the system financially work for a long time. After trees planted along railroad tracks grew, some of the trees could be cut and sold. The money received by selling the trees could be used to plant trees in another area or to support the operation of trains in the area. In this way, the system of protecting railroad tracks with trees became financially [③]. He taught people not only the system of protecting railroad tracks but also the way to make the system effective for a long time.

(注) forestry 林学 (森林および林業に関する学問) the Tohoku area 東北地方
rail 鉄道 operation 運行、運転 railroad track 線路
financially 経済的に

- (1) The word which should be put in [①] is
ア affected. イ changed. ウ hid. エ remembered.
- (2) The phrase which should be put in [②] is
ア the amount of snow covering the railroad tracks.
イ the number of railroad tracks people had to build.
ウ the number of the trees needed to protect the railroad tracks.
エ the operation of trains in the area.
- (3) The word which should be put in [③] is
ア impossible. イ memorial. ウ similar. エ sustainable.
- (4) According to the passage, planting trees along railroad tracks was a solution
ア *Honda Seiroku* brought to other countries such as Germany and Canada.
イ *Honda Seiroku* could suggest thanks to things he learned in Canada.
ウ *Honda Seiroku* introduced to the Tohoku area before the rail operation in the area started.
エ *Honda Seiroku* learned when he was a student of a school of forestry in Tokyo.
- (5) According to the passage,
ア *Honda Seiroku* first studied forestry in Germany and taught forestry there.
イ *Honda Seiroku* tried to solve a problem of snow influencing the operation of trains.
ウ the problem of railroad tracks in the Tohoku area made *Honda Seiroku* want to study abroad.
エ the system *Honda Seiroku* suggested was improved to work financially well by people he met in Germany.

4 Read the passage and choose the answer which best completes each sentence (1)~(5).

Origami is famous as one part of the Japanese culture and many people in Japan have experiences of folding paper in various ways. Some researchers apply their experience in *origami* to their research.

Here's one example of research helped by a researcher's experience in *origami*. A researcher in the field of space development was studying structures which could be folded and spread easily in space. During his research, he created a special folding pattern by getting hints from his experience in *origami*. By using this special folding pattern, even a large piece of paper can be quickly folded by pushing two diagonal corners toward the center of the paper at the same time. Then, that folded paper can be quickly spread again by pulling the same two corners. This folding pattern became famous in the world after it was ① in an English magazine.

Later, the special folding pattern was used for solar panels for a satellite which was sent to space in the late 1990's. Solar panels are large structures which are used to get light from the sun to produce energy for a satellite. [A] Before a satellite is sent to space, solar panels should be folded and put into a small place in a satellite. [B] If they can't be spread, it can't get enough energy to work in space. [C] While they are in space, it is not easy to help them spread even if problems happen to them. [D] So, a folding pattern used for solar panels must achieve two things. One is folding them to fit a small place in a satellite and the other is spreading them in space without problems. The special folding pattern was chosen as a folding pattern which would make both possible.

The special folding pattern is now used for products we use, such as maps, too. Other folding patterns have also been applied to various fields, such as product design and the medical field. Those folding patterns have been helping people create new products or technologies which improve people's lives.

(注) *origami* 折り紙 apply ~ to ... ~を...に生かす structure 構造、構造物
folding pattern 折り方 diagonal 対角線上の solar panel 太陽光パネル
satellite 人工衛星 achieve 達成する

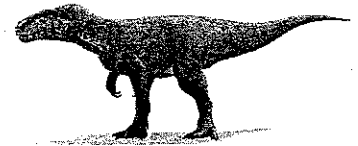
- (1) A piece of paper folded by the special folding pattern can be quickly
 ア folded again by getting hints from *origami*. イ folded again by pushing its center.
 ウ spread by using another folding pattern. エ spread by pulling its two diagonal corners.
- (2) The word which should be put in ① is
 ア introduced. イ invented. ウ removed. エ searched.
- (3) The sentence "However, after it reaches space, they should be spread without problems." should be put in
 ア [A]. イ [B]. ウ [C]. エ [D].
- (4) The word both refers to
 ア folding solar panels in space and spreading them after they come back to the earth.
 イ producing large solar panels for a satellite and sending them to space without problems.
 ウ receiving light from the sun and producing energy from it to help a satellite work in space.
 エ folding solar panels to fit a small place in a satellite and spreading them in space without problems.
- (5) According to the passage,
 ア the researcher created the special folding pattern when he was inventing a new paper product.
 イ a folding pattern used for a satellite sent to space in the late 1990's gave the researcher a hint to create the special folding pattern.
 ウ the special folding pattern which was used for solar panels is also used for other products now.
 エ new technologies in various fields have provided new folding patterns for *origami*.

- 5 Read the passage and choose the answer which best completes each sentence (1), (2), (5) and (6), and choose the answer to the question (3) and (4).

Many of us can imagine how dinosaurs looked. We can never actually see real living dinosaurs, but we can learn what features dinosaurs had from pictures in books and TV programs, and statues in museums. Such pictures and statues are called dinosaur reconstructions, and they are made with the help of research done by many scientists.

In the 1850's, one artist made statues of dinosaurs in a park in London. The statues he made were the first full-scale reconstructions of dinosaurs in the world. To make them, the artist got advice from some scientists who had the latest information about dinosaurs at that time. However, it was very difficult to make dinosaur reconstructions because there were only a few dinosaur fossils found at that time, and even the scientists knew only a few things about dinosaurs. The scientists were sure that dinosaurs were reptiles. Also, they knew that dinosaurs were huge because the fossils showed that their body parts were huge. Many people didn't even know that the huge reptiles existed in prehistoric times. Under such a situation, the statues made in London were a great surprise to people. Now in London, we can still see the statues made in the 1850's and can find that they are different from modern reconstructions. If we ① those statues and modern reconstructions, it is possible to learn that ideas about dinosaurs have changed in many ways.

One of the statues the artist made in the 1850's in London is a statue of Megalosaurus. We can find ②. For example, the statue made in the 1850's has a small head like a crocodile and looks like a huge lizard walking with four big legs. However, a modern reconstruction of Megalosaurus shows the dinosaur had a bigger head and walked with two legs. These differences appeared for the following reason.



a modern reconstruction of Megalosaurus

In the 1850's, a lot of information about the bodies of dinosaurs was missing. Also, there was almost no information about the environment around dinosaurs. To help the artist complete the statues, the scientists needed to use the little information they had and imagine how the body parts of dinosaurs looked. ③

This was actually the best way to make reconstructions at that time. Even now, scientists also use information of animals which live on the earth now to make reconstructions of dinosaurs. This helps scientists imagine some specific body parts of dinosaurs when they can't find information about those parts from fossils found so far. So, the ways the scientists used to complete the statues in the 1850's and the ways modern scientists use to make reconstructions are ④ on that point. On the other hand, the situations of the scientists in the 1850's and modern scientists are ⑤. Though the scientists in the 1850's had few fossils to study and little information, modern scientists can get more information from many fossils, and new technology helps their research.

Thanks to a lot of new information about dinosaurs, we now know that some ideas about dinosaurs in the 1850's are wrong. However, the statues helped many people who knew nothing about dinosaurs get some information about dinosaurs at that time. The statues also help us learn what ideas about dinosaurs the scientists at that time had. Since the 1990's, scientists have found some fossils which show that some kinds of dinosaurs had feathers. New information has been changing our ideas about dinosaurs. People in the future may believe something very different from the things we believe now.

(注) dinosaur 恐竜

fossil 化石

prehistoric times 太古の昔

lizard トカゲ

reconstruction 復元像

reptile ハ虫類

Megalosaurus メガロサウルス

missing 欠けている

full-scale 実物大の

exist 存在する

crocodile ワニ

feather 羽毛

- (1) The word which should be put in ① is
 ア cause. イ compare. ウ develop. エ waste.
- (2) The phrase which should be put in ② is
 ア materials the artist in the 1850's used to make the statue.
 イ fossils the scientists in the 1850's studied to help the artist make the statue.
 ウ some differences between the statue and a modern reconstruction of Megalosaurus.
 エ some information about animals which lived with dinosaurs in prehistoric times.
- (3) The following passages (i) ~ (iii) should be put in ③ in the order that makes the most sense.
- (i) He completed the statues with the body parts he created in that way.
 (ii) The thing they did was to use some features of reptiles which lived on the earth in the 1850's, such as crocodiles and lizards, because they knew dinosaurs were reptiles.
 (iii) With their advice, the artist changed the size of the body parts of such reptiles to fit the size of dinosaurs, and created body parts for the statues.
- Which is the best order?
- ア (ii) → (i) → (iii) イ (ii) → (iii) → (i)
 ウ (iii) → (i) → (ii) エ (iii) → (ii) → (i)
- (4) Which is the best pair of words which should be put in ④ and ⑤ in the passage?
- ア ④ - different ⑤ - the same
 イ ④ - different ⑤ - different
 ウ ④ - the same ⑤ - different
 エ ④ - the same ⑤ - the same
- (5) According to the passage, the scientists in the 1850's
 ア thought that dinosaurs weren't reptiles because they were huge.
 イ knew how huge dinosaurs were because they saw the full-scale reconstructions of dinosaurs.
 ウ taught people that the statues an artist made showed wrong ideas about dinosaurs.
 エ gave advice about dinosaurs to help an artist make the dinosaur reconstructions.
- (6) According to the passage,
 ア it was difficult to make dinosaur reconstructions in the 1850's because artists at that time didn't have the skill to make statues which were as big as real dinosaurs.
 イ the dinosaur statues made in the 1850's helped many people at that time learn the differences between the statues and real dinosaurs.
 ウ from the dinosaur statues made in the 1850's, we can find that the scientists at that time didn't have any information about dinosaurs.
 エ scientists have been getting new information which influences our ideas about dinosaurs, so ideas which people in the future will have may be different from ours.

6 Read the following sentences and write your answer in English.

Think about your experience of making an effort to achieve your goal. What is an important thing to achieve a goal? Write your idea and, from your experience, explain why you think so.

(注) achieve 達成する