

令和6年度入学者選抜学力検査問題

英 語

注 意

- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 検査時間は、14時55分から15時45分までの50分間です。
- 3 大きな問題は、全部で5問で、表紙を除いて9ページです。
また、別に解答用紙が1枚あります。
- 4 監督者の「始め」の合図があったら、すぐに受検番号をこの表紙と解答用紙のきめられた欄に書きなさい。
- 5 答えは、必ず解答用紙のきめられた欄に書きなさい。
また、特に指示のあるもののほかは、各問いの**ア**、**イ**、**ウ**、**エ**のうちから最も適当なものをそれぞれ一つ選んで、その記号を解答欄の()の中に書き入れなさい。
- 6 監督者の「やめ」の合図があったら、すぐやめて、筆記用具をおきなさい。

受 検 番 号

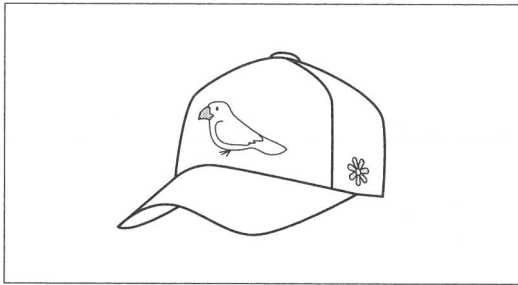
番

1

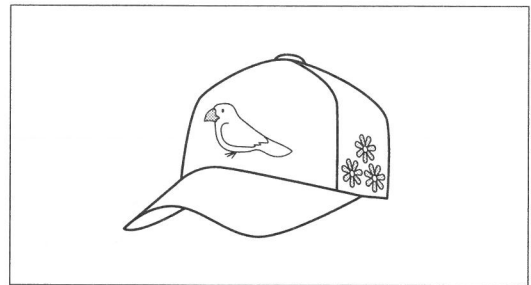
これは聞き方の問題である。指示に従って答えなさい。

1 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

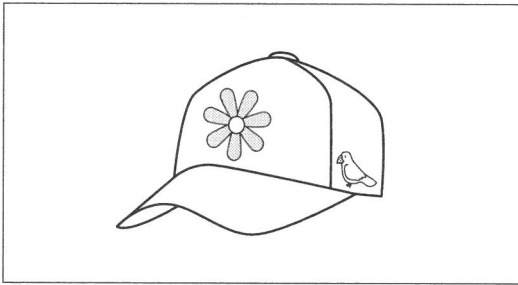
(1) ア



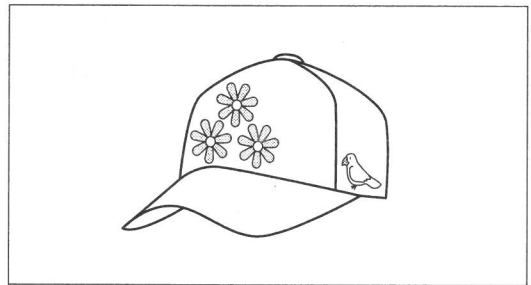
イ



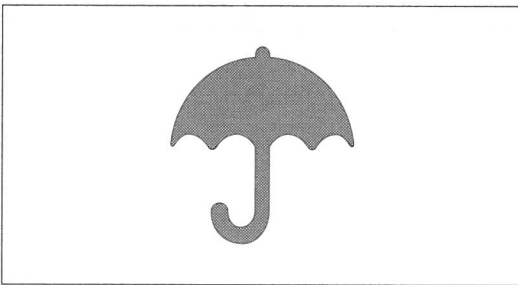
ウ



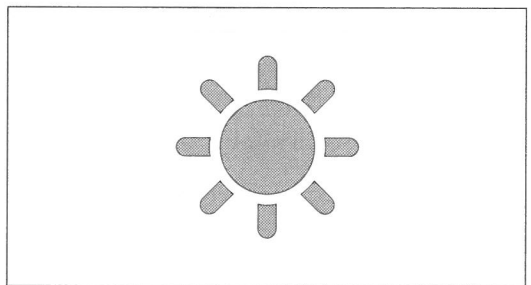
エ



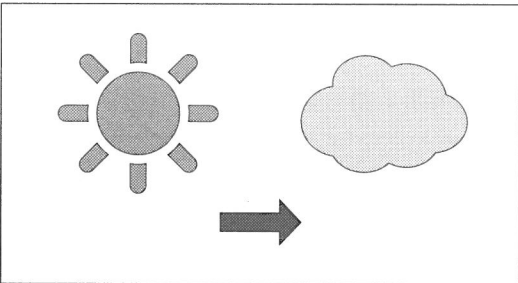
(2) ア



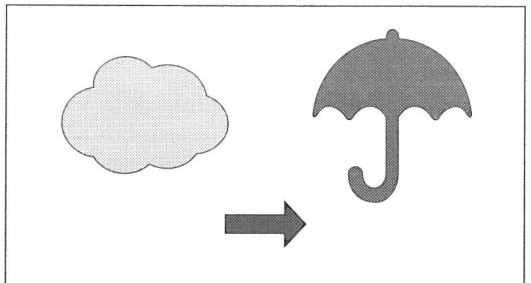
イ



ウ



エ



(3) ア Because they can't find the theater.

イ Because they can't find their seats.

ウ Because they don't have money.

エ Because they don't have time.

(4) ア Go to the second floor to look at the books.


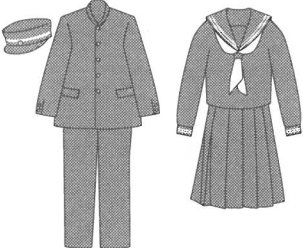
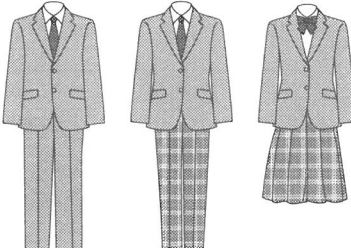
イ Go to the second floor to look at the soccer balls.

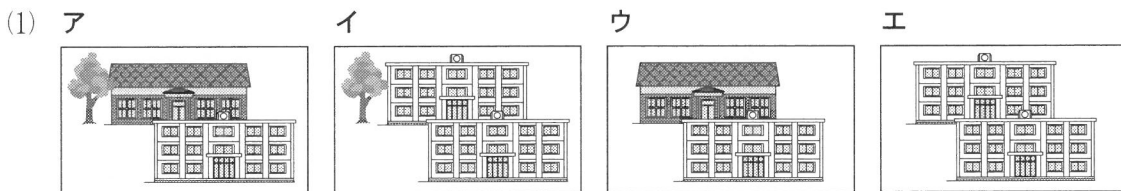
ウ Go to the third floor to look at the books.

エ Go to the third floor to look at the soccer balls.

2 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

おおりり中学校の歴史

	昔	今
校舎		<div style="border: 1px solid black; width: 150px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">A</div>
制服		



- (2) ア The hat. イ The jacket. ウ The skirt. エ The tie.
- (3) ア Ami's favorite noodle on the school lunch menu.
 イ The pictures of the students eating school lunch.
 ウ The most popular school lunch in the past and now.
 エ How to cook the students' favorite school lunch.

3 [英語の対話を聞いて、メモを完成させる問題]

メモの(1), (2), (3)には英語 1 語を, (4)には英語 2 語を書きなさい。

[Present for Mr. Brown]		
Name	Present	Reason
Elena	(1) ()	• We can show him our thanks.
Yoji	pictures	• He can (2) () the days here.
Mana	a short (3) ()	• We can tell our thanks and show some pictures. • We can show him our English is (4) () () before.

2 次の1, 2, 3の問いに答えなさい。

1 次の英文中の (1) から (6) に入る語句として、最も適切なものはどれか。

Hi! Today, let me (1) you about "Tochimaru Park." Have you been there before? The park is (2) of nature, so you can enjoy camping, hiking, and fishing there. It has many popular events all the year. One of them (3) "Spring Strawberry Festival." It is held (4) April 1st to April 15th every year. If you love strawberries, you will enjoy this festival. This year, April 15th is a special day because the park was opened 30 years (5) on that day. So, the firework show will be held at night. Why don't you visit the park? Thank you for (6) .

- | | | | |
|-----------------|----------|------------|-------------|
| (1) ア to tell | イ tell | ウ told | エ telling |
| (2) ア afraid | イ both | ウ full | エ out |
| (3) ア am | イ is | ウ are | エ were |
| (4) ア at | イ by | ウ from | エ in |
| (5) ア ago | イ ever | ウ long | エ old |
| (6) ア to listen | イ listen | ウ listened | エ listening |

2 次の(1), (2), (3)の()内の語句を意味が通るように並べかえて、左から順にその記号を書きなさい。ただし、文頭にくる語も小文字で示してある。

(1) A: You have a nice bag! Is that new?

B: Yes. My grandma (ア it イ me ウ bought エ for) last weekend.

(2) A: What are you reading?

B: I'm (ア a book イ reading ウ in エ written) English.

(3) A: (ア you イ season ウ like エ do オ which)?

B: I like winter. I love skiing.

3 あなたの中学校に、オーストラリアの姉妹校の生徒からメールが届きました。そのメールを読んで、次の〔条件〕に合うよう、〈あなたのメール〉内の に英語を書いて返事を完成させなさい。

- 〔条件〕 ① 書き出しは I recommend を用いることとし、あなたがすすめる授業(class)を続けて書きなさい。なお、授業は〔語群〕から選んで書いてもよい。
- ② なぜその授業をすすめるのかという理由も書くこと。
- ③ まとまりのある 5 文程度の英語で書くこと。なお、書き出しの文は 1 文と数える。

〈姉妹校の生徒からのメール〉

Hi!

We are going to visit your school next month! We want to join some classes at your school during our stay. Many of us are interested in Japanese culture, so we want to have some experiences in the classes.

Will you recommend one of your classes to us?

James

〈あなたのメール〉

Hi James!

I'm glad to hear that you will come to our school!

I recommend

I hope you'll like the class. I am waiting for your email.

〔語群〕 国語 = Japanese 社会 = social studies 数学 = math 理科 = science
英語 = English 音楽 = music 美術 = art 体育 = P.E.
技術・家庭 = technology and home economics
道徳 = moral education 総合的な学習の時間 = the period for integrated studies
学級活動 = homeroom activities

3 次の英文を読んで、1から4までの問いに答えなさい。

Do you like onions? Onions are one of the oldest plants that people have grown in history. Actually, the pictures on the walls in *the Pyramids show that people were eating onions. Also, workers who built the Pyramids ate onions because they felt *energetic when they ate onions. In Egypt, people believed that onions had the power to keep bad things away. In fact, they *buried some kings with onions. By doing so, they tried to (A) the people they respected.

In the 14th century in Europe, people believed onions could help people *prevent *diseases. When a lot of people got the *plague, they believed the *rumor which said, “You won’t catch the plague if you eat onions.” We are not sure onions are effective for the plague, but the same thing happened in Japan in the 19th century. Now, after many years of studying, ⁽¹⁾ scientists have found that onions prevent many diseases. If you don’t want to get sick, you should eat onions.

People have been using onions for cooking all over the world because they are necessary for delicious dishes. However, some people don’t like onions because of their strong *smell. Today, scientists have developed some special onions that don’t have such a smell. If those ⁽²⁾ onions are used, maybe more people will like onions.

As you can see, onions have been with us for a long time. If we had no onions, B . Onions may have some power that we don’t know. What do you think?

〔注〕 *the Pyramids = ピラミッド *energetic = 活力がある
*bury ~ = ~を埋葬する *prevent ~ = ~を予防する *disease = 病気
*plague = 疫^{えき}病 *rumor = うわさ *smell = におい

1 本文中の(A)に入る語として、最も適切なものはどれか。

ア create イ follow ウ protect エ understand

2 本文中の下線部(1)の内容を、次の が表すように、()に入る 25 字程度の適切な日本語を書きなさい。ただし、句読点も字数に加えるものとする。

ヨーロッパと同様に、日本でも()を
多くの人々が信じた。

3 本文中の下線部(2)が指す内容は何か。15 字程度の日本語で書きなさい。ただし、句読点も字数に加えるものとする。

4 本文中の B に入るものとして、最も適切なものはどれか。

ア our life would be comfortable イ our life would be different
ウ we wouldn’t be hungry エ we wouldn’t be bored

4

主人公である雄太(Yuta)と、その姉である沙織(Saori)についての次の英文を読んで、1から5までの問いに答えなさい。

I really loved *insects when I was small. I spent all day in the forest near my house and watched their small world. I was always thinking about the insects. They were my friends.

When I was nine years old, my classmates said to me, “Hey Yuta, a shopping mall will be built in the forest near your house!” They were excited about it, but I wasn’t. I was (A) about my friends in the forest. I thought, “If the forest is cut down, they will lose their home.”

I came home and told my sister, Saori, about the shopping mall. I looked down and said, “My friends will lose their home.” She said, “Well, I think you have something you can do for the insects.” “No, I don’t,” I answered. She said, “Do you really think so? I think you can save your friends if you never *give up.”

That night, I thought again and again, “What can I do to save the insects?” Then, I *came up with an idea. “If they lose their home, I will build one for them in my garden.” I decided to do that.

Next morning, I started to collect the information I needed. I went to the library and read a lot of books. I went to the forest to see what they needed to live. Then, I started to make their home. While I was making it, I was thinking of happy memories with them. Saori came to me and said, “You have found something you can do without other people’s help.” I smiled at her. When I finished making their home, I said, “Please come and stay here.” I prayed and waited.

Some months later, I saw some kinds of insects there. A *butterfly was flying around flowers. And some *dragonflies rested on the *branch. One day, I found that something was moving in the *fallen leaves. It was a *larva! I said, “Welcome! You were born here! Do you like your home?” I was so (B) to find my friend was living in the place I made.

Now I am working as a researcher and studying how people and animals live together. The home I made for insects was small. However, that experience was C in my life, and it has stayed in my memory since then. “I can always do something to improve the situation.” This is the thing I learned from my experience.

- [注] *insect = 虫 *give up = あきらめる *come up with ~ = ~を思いつく
 *butterfly = チョウ *dragonfly = トンボ *branch = 枝
 *fallen leaf = 落ち葉 *larva = 幼虫

1 本文中の(A), (B)に入る語の組み合わせとして、最も適切なものはどれか。

ア A : excited — B : sad イ A : happy — B : excited

ウ A : sad — B : worried エ A : worried — B : happy

2 本文中の下線部の指す内容は何か。25字程度の日本語で書きなさい。ただし、句読点も字数に加えるものとする。

3 次の質問に答えるとき、本文の内容に合うように、答えの()に入る適切な英語を3語で書きなさい。

質問 : What did Yuta do to save the insects in the forest?

答え : He () () () in his garden.

4 本文中の

C

 に入るものとして、最も適切なものはどれか。

ア a great change

イ a great opinion

ウ a small question

エ a small space

5 本文の内容と一致するものはどれか。

ア Saori said to Yuta that he should start something new to save his classmates.

イ Yuta thought about what he could do for the insects after he talked with Saori.

ウ Saori told Yuta to go to the library and read many books about the insects.

エ Yuta forgot about the experience which he had with Saori when he was nine.

5 次の英文は、高校生の智也(Tomoya)とオランダのアムステルダム(Amsterdam)からの留学生クリス(Chris)との対話の一部である。また、右の図1、図2は対話の中で智也が用いた資料であり、図3はクリスが提示した写真である。これらに関して、1から6までの問いに答えなさい。

Chris: Hi, Tomoya. Next week, we're going to make a presentation in English class, right?
A for the presentation?

Tomoya: Hi, Chris! Well, my topic is riding bikes.

Chris: What a nice topic! Many people in Amsterdam love bikes. In fact, I have two bikes and each of my parents also has one.

Tomoya: Really? I have my own bike, but my parents don't. They use (B) to go out.

Chris: Many people in my country also used cars *around 1970. However, at that time, they had a lot of car *accidents, and the *gas was so expensive. So people C instead.

Tomoya: I see. Riding bikes is popular in Japan today, so I checked the reasons for riding bikes in Japan on the Internet. This is a *graph I made from a website. Look, it says the largest number of people ride bikes because they feel good. Also, it says more than 200 people feel that it is easy to use bikes, and 197 people think that riding bikes (1).

Chris: In Amsterdam, bikes are a popular *means of transportation. Did you know that?

Tomoya: No. I'll check it on the Internet. Oh, this *pie chart shows that 48 percent of the people (2).

Chris: That's right. Amsterdam is known as a bike-friendly city now. For example, we have special *lanes for people riding bikes.

Tomoya: What do those lanes look like?

Chris: In Amsterdam, we have several kinds of bike lanes. I have a picture of a street near my house. Look at this. Cars, bikes, and *pedestrians have their own lane.

Tomoya: In the picture, (3) between the car lane and the bike lane, so this person riding a bike feels that it is less dangerous, right? We have bike lanes in my city too, but sometimes both bikes and cars have to use the same lane. Now more people ride bikes in Japan, so it is important to develop a (D) environment like Amsterdam.

Chris: Yes. I think education of *traffic rules for young children is also important. In my country, many elementary school students learn about them in class almost every week.

Tomoya: That is a great education system! I will talk about it in my presentation.
(4)

- [注] *around ~ = ~ ころ *accident = 事故 *gas = ガソリン
*graph = グラフ *means of transportation = 交通手段
*pie chart = 円グラフ *lane = レーン *pedestrian = 歩行者
*traffic = 交通の

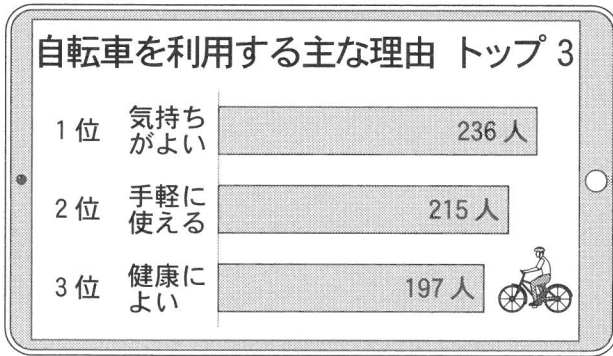


図1

(「国土交通省ウェブサイト」により作成)

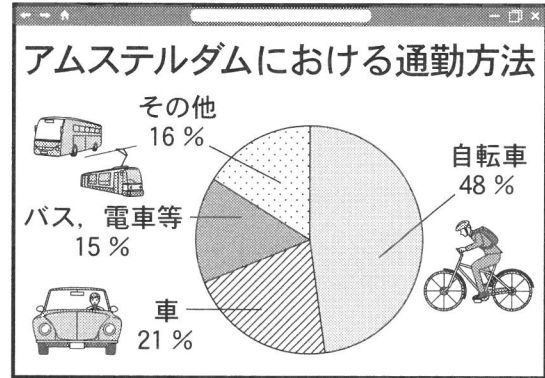


図2

(「オランダインフラストラクチャー・水管理省ウェブサイト」により作成)

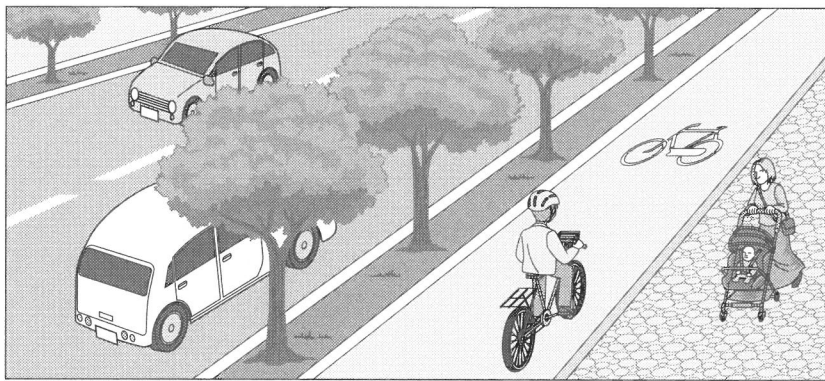


図3

- 二人の対話が成り立つよう、に入る適切な英語を4語または5語で書きなさい。
- 本文中の()に入る適切な英語を本文から1語で抜き出して書きなさい。
- に入るものとして、最も適切なものはどれか。
 ア bought more cars イ chose to ride bikes
 ウ decided to use cars エ stopped riding bikes
- 二人の対話が成り立つよう、図1、図2、図3を参考に、下線部(1)、(2)、(3)に適切な英語を書きなさい。
- 本文中の()に入る語として、最も適切なものはどれか。
 ア clean イ fresh ウ safe エ weak
- 本文中の下線部(4)の内容を、次のが表すように、()に入る35字程度の適切な日本語を書きなさい。ただし、句読点も字数に加えるものとする。

クリスの国では、()

(問題は以上です。)