

令和6年度入学者選抜学力検査問題

英 語

(3 時間目 60 分)

注 意

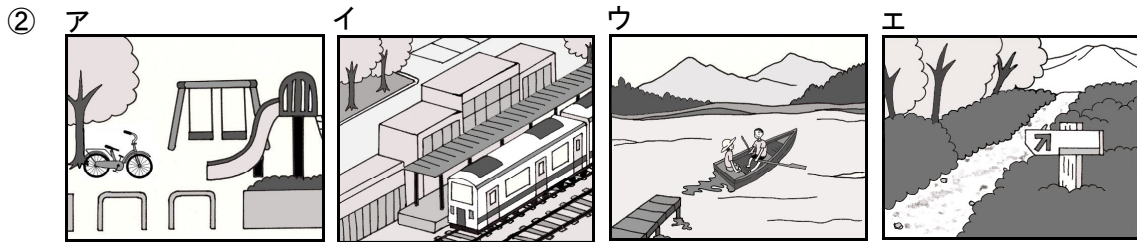
- 1 問題用紙と解答用紙の両方の決められた欄に，受検番号と氏名を記入しなさい。
- 2 問題用紙は放送による指示があるまで開いてはいけません。
- 3 問題は1ページから6ページまであり，これとは別に解答用紙が1枚あります。
- 4 答えは，すべて解答用紙に記入しなさい。

受検番号		氏 名	
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1 リスニングテスト

(1) (会話を聞き、質問に対する答えとして最も適切な絵を選ぶ問題)

1回ずつ放送



(2) (会話を聞き、会話の最後の文に対する応答として最も適切なものを選ぶ問題)

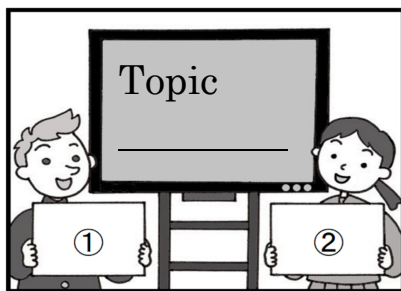
1回ずつ放送

- | | | |
|---|--|--|
| ① | ア Yes, I'm going to see a movie. | イ Sure. Will you buy me some cookies? |
| | ウ OK. It's near the supermarket. | |
| ② | ア Did you see them last weekend? | イ Where is your smartphone? |
| | ウ Is this the one you are looking for? | |
| ③ | ア Oh, I'm sorry to hear that. | イ Wonderful. I hope you will enjoy it. |
| | ウ I don't have any plans tomorrow. | |

(3) (会話を聞き、質問に対する答えと①, ②に入る最も適切なものを選ぶ問題)

2回放送

発表練習の様子



ルーカス (Lucas)

美香 (Mika)

【質問に対する答え】

- | | |
|-----------------|-----------------|
| ア School Trip | イ Club Activity |
| ウ Favorite Food | エ Family Member |

【①, ②の中に入る写真を示すもの】

- | | |
|--------------------|-----------------------|
| ア their classmates | イ the zoo characters |
| ウ the sumo matches | エ their favorite shop |

(4) (スピーチを聞き、質問に対する答えとして最も適切なものを選ぶ問題)

2回放送

- | | | |
|---|--|---------------------------|
| ① | ア His favorite place | イ His house near a shrine |
| | ウ His grandfather's job | エ His dream in the future |
| ② | ア In spring | イ In summer |
| | ウ In autumn | エ In winter |
| ③ | ア They see beautiful yellow leaves. | |
| | イ They read books in good weather. | |
| | ウ They take pictures of the cherry blossoms. | |
| | エ They draw pictures of the shrine. | |

2 次の(1), (2)の問いに答えなさい。

- (1) 次は、中学生の美穂が、英語の授業で書いた夏休みの思い出に関する英文です。()内の①～③の語を、それぞれ適切な形に直して英語 1 語で書き、英文を完成させなさい。

I visited my aunt (① live) in Hokkaido during my summer vacation. I felt that it was (② cool) there than in Akita. My aunt took me to some interesting places. My favorite was the aquarium. I saw many kinds of fish. They were really beautiful. I (③ buy) some goods for my family at the shop. I want to go there again.

- (2) 次の①～③について、()の状況の会話がそれぞれ成り立つように [] 内の語に必要な 2 語を加え、正しい語順で英文を完成させなさい。

- ① 〈アメリカのホームステイ先で〉

Andrew : This is my favorite video game. Let's play it together.

Takeshi : OK, but I don't know [play] it.

Andrew : Don't worry. I'll show you. Let's do it.

- ② 〈休み時間に留学生と〉

Kenta : Are you ready for the next P.E. class?

Jim : Actually, I don't feel well. I may have a cold.

Kenta : Really? If [were], I would go to the nurse's office. Come with me.

- ③ 〈ALT と英語の授業で〉

ALT : Wow! Beautiful pictures! Where did you take them?

Rika : In Hiroshima. Have [ever] there?

ALT : No, I haven't.

3 次の(1), (2)の問いに答えなさい。

- (1) 中学生の卓也は、英語の授業で、学校祭での思い出について発表しようとしています。発表用メモの内容に合うように、英文の①～④に入る適切な英語を、それぞれ1語または2語で書きなさい。ただし、文頭に来る語は、最初の文字を大文字にすること。

○発表用メモ

- ・演劇部門に参加。メンバーは30人。
- ・熱心に練習。でも、時にはお互いに誤解も。
- ・話し合った。→もっと会話することが必要。
→お互いに何を考えているか伝えるようにした。
- ・本番でベストを尽くした。
- ・観客の笑顔を見ることができてうれしかった。

◇卓也が書いた英文

My favorite school event this year was our school festival. I joined the drama team.
(①) thirty members in our team.

We practiced very hard together for the best performance, but we sometimes misunderstood each other. So we talked about the problem. “It is (②) us to communicate with each other more,” someone said. We all agreed. After that, we began to tell each other (③) we thought.

On the day of the festival, we did our best on the stage. I was really glad (④) the smiles of the audience.

- (2) 英語の授業で、ALTが弟のダニエル(Daniel)を、写真を見せながら紹介しました。その後、ALTに、ダニエルについての質問をすることになりました。紹介の内容に関連した質問を5語以上の英語を用いて、英文1文で書きなさい。

Hello, everyone. This is a picture of my younger brother, Daniel.

He lives in Tokyo. He loves watching Japanese anime. He sometimes tells me about his favorite anime characters. Now he does kendo because he was impressed with an anime character that fights against devils with a special *sword.

He will come to Akita next month. I'm looking forward to seeing him here.


Do you have any questions about him?

【注】 *sword : 剣, 刀



4 生徒が「制服」について、ディベートをしています。次の英文を読んで、(1)、(2)の問いに答えなさい。

Let's start a debate. Today's topic is "Every student should wear a school uniform." First, we'll hear from the students who agree.



司会

【賛成側】

【反対側】

〈話す順番〉

1番目

I think every student should wear a school uniform because it helps us focus on studying. For example, we can spend more time to do our homework instead of choosing clothes.

2番目

I don't think every student should wear a school uniform because we cannot express ourselves in a school uniform. For example, if we all wear the same clothes, we cannot show the things we like.


3番目

You may be right, but wearing the same uniform can help us work together and feel part of (a). For example, when local people see our uniforms, they recognize our school. That helps us feel more connected to local people.

4番目

You said that wearing school uniforms helps us work together. But we can help each other even if (b). I think being different is important because it brings new ideas and ways of thinking. So, we can learn many different views from them.

Thank you very much. Before announcing the decision, I will tell you the next topic. It is "School lunches are better than boxed lunches."



司会

(1) 次の①～④について、問いの答えとして最も適切なものを、次のア～エから1つずつ選んで記号を書きなさい。

- ① 1番目の生徒が述べている制服の利点を選びなさい。
- ア Students can focus on homework.
 - イ Students can save money for other things.
 - ウ Students get dressed in uniforms more quickly.
 - エ Students look better in uniforms than in other clothes.
- ② 2番目の生徒が述べている制服の欠点を選びなさい。
- ア Uniforms can sometimes be expensive.
 - イ Uniforms may sometimes be uncomfortable.
 - ウ It's difficult to decide the things they like.
 - エ It's difficult to express themselves.
- ③ 3番目の生徒の(a)に入るものを選びなさい。
- ア a difference イ a plan ウ a task エ a team
- ④ 4番目の生徒の(b)に入る文を選びなさい。
- ア we wear different clothes イ we wear the same clothes
 - ウ we learn about many things エ we learn about ways of thinking

(2) 下線部 "School lunches are better than boxed lunches." について、賛成または反対の立場で、あなたの「意見」を「理由」と「例」を挙げて、25語以上の英語で述べなさい。ただし、記号や符号(; , . ? ! など)は語数に含めない。

5 次の(1)と(2)の英文は、市が募集する廃校活用のアイデアについて述べたものです。

(1) 次は、ALTのグリーン先生(Ms. Green)と中学生の葵(Aoi)、颯太(Sota)が英語の授業で述べた内容です。これを読んで、①～④の問いの答えとして最も適切なものを、ア～エからそれぞれ1つずつ選んで記号を書きなさい。

First, at the beginning of the class, Ms. Green talked about one example in her country. An elementary school building was changed and it became very attractive. Each classroom was used in a different way, such as a restaurant, a gift shop, and so on. People enjoyed their favorite things in this building. Before she came to Japan, she went there many times with her family. She liked watching movies in a classroom. Her brothers enjoyed playing basketball with their father in the gym.

When Aoi talked with Sota about a closed school in their city, she said, “People can enjoy producing vegetables. The number of farmers is decreasing and people cannot enjoy their local vegetables. To solve these problems, I want more people to know how interesting producing vegetables is. They will also enjoy cooking and eating delicious vegetables. So, I believe that my idea is good.”

Sota thought that the closed school could be used for making movies, TV programs and so on. He said, “Our city is rich in nature and has no tall buildings around the closed school. The scenes from movies will look beautiful. I hope that the movies will make our city more popular. Our city can be a good tourist spot in the future.”

Finally, at the end of the class, Ms. Green said, “I am surprised to hear your great ideas of using the school building. It is really important to talk with and listen to each other. By doing so, I believe that people can get together and have happy lives for a long time.”

① Which was true about the closed school building in Ms. Green’s country?

- ア The building was changed into a new school.
- イ The building was broken after it was closed.
- ウ Her family members thought about a new way to use a classroom.
- エ Her family members enjoyed their favorite things in the building.

② What was Aoi’s main point?

- ア To check the number of the farmers
- イ To make people interested in farmers’ jobs
- ウ To realize her dream to become a farmer
- エ To increase the population of her city

③ What did Sota want his city to be?

- ア To be more expensive
- イ To be more convenient
- ウ To be more famous
- エ To be more traditional

④ According to Ms. Green, what did people need for their happy lives?

- ア Communication イ Technology ウ Surprise エ Trip

(2) 次は、中学生の大和(Yamato)が英語の弁論大会で、廃校を実際に活用した事例について述べた内容です。これを読んで、①～⑤の問いに答えなさい。

I heard from my parents about the Cherry Blossom Festival in our city. They said the festival stopped before I was born for two reasons. Young people lost interest, and our city didn't have enough money. I felt sad when I heard about it. I wanted to make our town active again.

One day, when we talked about a way of using closed schools in our English class, I remembered my elementary school. It is closed now, and has many cherry trees around it. In my presentation, I said, "I think that we can use the closed school for (A) the Cherry Blossom Festival. The festival helps young and old people meet and understand each other better, and it makes their relationships stronger."

Our English teacher was interested in my speech. She introduced my idea to the other teachers. Some of them were (B) skeptical because the idea was not clear enough. But as we talked, they thought my plan was worth trying. She sent an e-mail to City Hall. A few weeks later, Mr. Kudo, a person who works at City Hall, visited our school and said that he liked my idea. He agreed to use the school building for the festival. He used the internet to share my idea. Then, he got many positive comments. People seemed excited.

On the festival day, the closed school was full of energy because people of all ages came together. At the beginning, I said on the stage, "Thank you for coming today. We can have this festival with the help of many people. Let's enjoy this wonderful festival."

The festival was successful. Elderly people made local dishes in the cooking classroom. Local musicians did wonderful performances in the gym. People were satisfied with both the dishes and the performances. They were talking and laughing under the cherry blossoms. After the festival, many people said that the event reminded them of their school days. Everyone was already looking forward to the festival next year.

We learned how one voice can make all the difference. People who have the same interest will help us. So, we can get over difficult challenges that we cannot do alone. I will say, "() is really important."

① 本文の内容に合うように、下の(a)と(b)にそれぞれ当てはまる語の組み合わせを、ア～エから1つ選んで記号を書きなさい。

The festival stopped in Yamato's city because young people were (a) interested in it and his city had (b) money than it needed.

ア a : more b : more イ a : more b : less
ウ a : less b : more エ a : less b : less

② 大和(Yamato)は、下線部(A) the Cherry Blossom Festivalはどんなことに役立つと話しているか、日本語で書きなさい。

③ 下線部(B) skepticalの意味として最も適切なものを、本文の内容から判断して、次のア～エから1つ選んで記号を書きなさい。

ア 疑いをもっている イ 計画性をもっている
ウ 偏見をもっている エ 実行力をもっている

④ 本文の内容と合っているものを、次のア～オから2つ選んで記号を書きなさい。

ア Yamato joined the local festival in his city when he was two years old.
イ Yamato's English teacher went to see Mr. Kudo to talk about her plan.
ウ Mr. Kudo used the internet to help Yamato collect enough money.
エ People enjoyed the musical performances and the local dishes at the festival.
オ Some people remembered their childhood thanks to the festival.

⑤ 本文の内容から判断して、本文中の()に当てはまる最も適切な語句を、次のア～エから1つ選んで記号を書きなさい。

ア Following your friends イ Talking with people in need
ウ Telling your own opinions エ Apologizing for the troubles