ב (14 時 40 分~15 時 30 分) (50 分間)

令和6年度学力検査問題

注 意

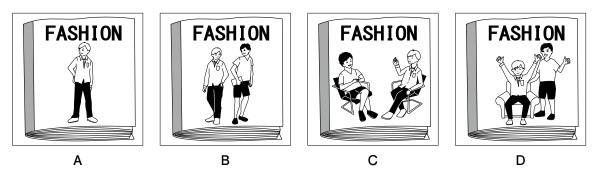
- 1 解答用紙について
- (1) 解答用紙は1枚で、問題用紙にはさんであります。
- (2) 係の先生の指示に従って、所定の欄2か所に受検番号を書きなさい。
- (3) 答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
- (4) 解答用紙は切りはなしてはいけません。
- (5) 解答用紙の*印は集計のためのもので、解答には関係ありません。
- 2 問題用紙について
- (1) 表紙の所定の欄に受検番号を書きなさい。
- (2) 問題は全部で5問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
- 印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

1 放送を聞いて答える問題(28点)

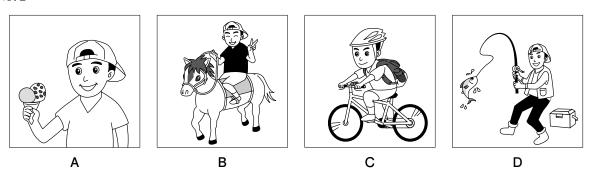
問題は、No. $1 \sim \text{No. } 7$ の全部で 7 題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No. $1 \sim \text{No. } 6$ は、質問に対する答えとして最も適切なものを、 $\mathbf{A} \sim \mathbf{D}$ の中から一つずつ選び、その記号を書きなさい。No. 7 は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は 2 回ずつ放送されます。 【No. $1 \sim \text{No. } 3$ 】(各 2 点)

Listen to each talk, and choose the best answer for each question.

No. 1



No. 2



No. 3

時			● ● 行き
16	А <u>30</u>	50	
17	10	в 40	
18	10	c <u>30</u>	50
19	00	_D <u>30</u>	50

【No.4, No.5】(各2点)

Listen to each situation, and choose the best answer for each question.

No. 4

A Do you speak English?

B Can I use your dictionary later?

C May I use your notebook? D Which one is yours?

No. 5

A Tell me about your class.

B Here is your guitar.

C How about you? D Where did you buy your guitar?

【No.6】(各3点)

Listen to the video message from Mr. William. He will be a new ALT at a junior high school. Choose the best answer for questions 1, 2 and 3.

- (1) Question 1
 - A For a year.
 - **B** For two years.
 - **C** For five years.
 - D For eight years.
- (2) Question 2
 - A They're going to go to a movie with Mr. William.
 - B They're going to visit Japan with Mr. William.
 - **C** They're going to have a goodbye party for Mr. William.
 - D They're going to have a welcome party for Mr. William.
- (3) Question 3
 - A Mr. William is introducing himself.
 - **B** Mr. William is talking about his dream ten years ago.
 - **C** Mr. William is making *udon* and sushi.
 - **D** Mr. William is practicing Japanese now.

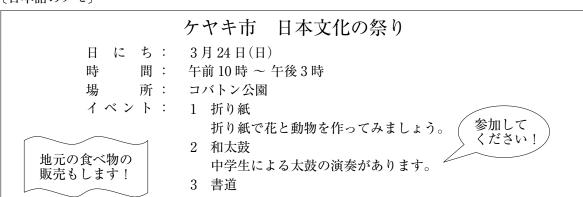
【No.7】(各3点)

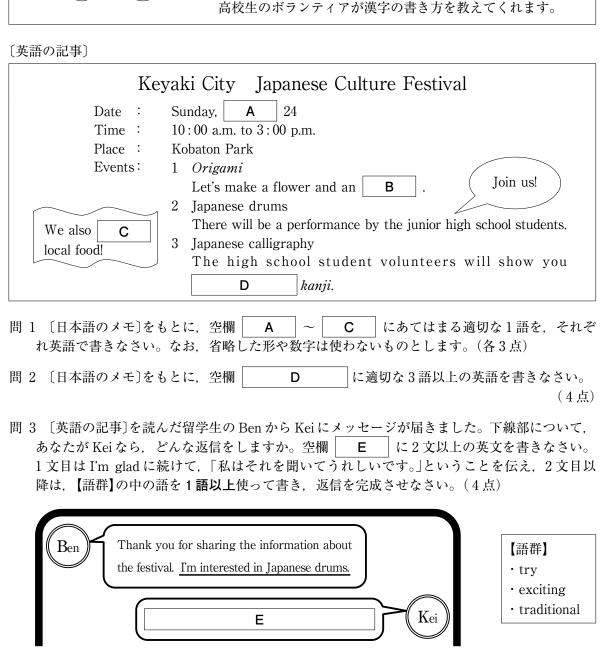
Listen to the interview between Shohei and Ms. Green, an ALT from Canada, and read the questions. Then write the answer in English for questions 1, 2 and 3.

(1)	Question 1:	What is Shohei's interview about	nt?	
	Answer:	It's about Ms. Green's () at Shohei's school.	
(2)	Question 2:	Why does Ms. Green like Shohe	i's school?	
	Answer:	Because many students are () and the teachers	s
		are interesting.		
(3)	Question 3:	What sport did Ms. Green play	when she was a student in Canada?	
	Answer:	She ().	

2 中学生の Kei が、 [日本語のメモ]をもとに、校内英語新聞に掲載するための記事を英語で作成します。 [日本語のメモ]と[英語の記事]を読んで、問1~問3に答えなさい。 (17 点)

[日本語のメモ]





) 次は、宇宙旅行(space tour)について Sosuke がクラスで発表した英丈です。これを読んで、 問1~問5に答えなさい。*印のついている語句には、本文のあとに〔注〕があります。(18 点)
When I was a little child, I wanted to travel to space. I was excited to see *astronauts walking on the moon in a movie. Also, the *earth [was / the moon / from / seen] very beautiful. Now, some humans can go and stay in space, but *knowledge of space is necessary. They are usually astronauts. A Actually, living in space is very hard. There is no air. There is no *gravity. The environment in space is dangerous to humans. In the past, only *governments could send *spacecraft to space because a lot of money was needed. B Some countries did research together in the *International Space Station (ISS). However, about 20 years ago, companies were interested in space tours, and started sending their own spacecraft into space. Some of them were successful in sending humans into space. These days, a tour company started a new space tour. It is designed for tourists. C They don't have to be astronauts. Here is the tour plan. After a *medical checkup, tourists will take a short *training program. Then, they will go into space. In space, they () zero gravity, and see the earth for several minutes. Then, they will return to the earth. The tour takes about a few hours. Traveling to space is still too expensive for most people, but if spacecraft took more people to space, the *price would be lower.
[注] astronaut 宇宙飛行士 earth 地球 gravity 重力 government 政府 spacecraft 宇宙船 training 訓練 earth 地球 gravity 重力 spacecraft 宇宙船 medical checkup 健康診断 price 値段
問 1 〔 〕内のすべての語句を、本文の流れに合うように、正しい順序に並べかえて書きなさい。 (4点)
問 2 本文中の A ~ C のいずれかに、They know a lot about staying in space. という 1 文を補います。どこに補うのが最も適切ですか。 A ~ C の中から一つ選び、その記号を書きなさい。(3点)
問 3 下線部について, () にあてはまる最も適切なものを, 次のア〜エの中から一つ選び, その記号を書きなさい。(3点) ア take off イ can save ウ can feel エ leave for
問 4 本文の内容に関する次の質問の答えとなるように, ()に適切な英語を書きなさい。 (4点)
Question: Why is it difficult for most people to join a company's space tour? Answer: Because ().
問 5 本文の内容と合うものを、次のア〜エの中から一つ選び、その記号を書きなさい。(4点) ア Sosuke watched a movie about humans going to the moon when he was a little child. イ The governments collected money by asking companies to support space tours. ウ Companies created a movie to make young people interested in living in space.

space tour.

If they are in good health, the tourists don't have to take a training program for the

- **4** 次の1~4 は、中学 2 年生の Riku、Oliver と Aya の会話です。これらを読んで、問 1~問 7 に答えなさい。*印のついている語句には、本文のあとに[注]があります。(25 点)
 - 1 (One day, after school, three students are talking.)

Riku: I'm excited to visit Australia. Rainbow Mountain High School and our school have been good friends for ten years and there are study *tours between our schools. We will join a tour and visit Australia this summer. Today, I enjoyed talking online with the *Australian students. They said to me, "See you soon in Australia."

Oliver: Yes. I enjoyed talking with the students in Australia, too. I was so surprised to see their *introduction video. The students showed us their school. It was a very large school.

Aya: That's true. I want to walk in the garden that I saw in the video. After we visit

Australia this summer, Rainbow Mountain students will come to our school in October.

What do you think about making our own school video?

Oliver: Sounds interesting. The students in Australia will like it.

Riku: I think they are interested in school life in Japan.

Aya: A Let's make a video. But how can we make it?

Oliver: Good question! Last year, I joined a *filmmaking workshop for junior high school students. *Film professionals taught me the way to make a video step by step.

〔注〕 tour 旅行

Australian オーストラリアの

introduction 紹介

filmmaking workshop 映画制作講習会

film professional 映画の専門家

- 問 1 空欄 **A** にあてはまる最も適切なものを、次の**ア**~**エ**の中から一つ選び、その記号を書きなさい。(3点)
 - **7** Could you say that again?
 - 1 I agree.
 - ウ I'm sorry.
- 問 2 本文 $\boxed{1}$ の内容と合うように、次の英語に続く最も適切なものを、 $\mathbf{P} \sim \mathbf{I}$ の中から一つ選び、 その記号を書きなさい。(3点)

Riku's school

- 7 invites film professionals for its filmmaking workshop every year.
- 1 has a Japanese language class online for Australian students.
- shows their students a video of mountains in Australia.
- I sends their students in summer to a high school in Australia.

2 \(\rangle The students are talking about making a video. \rangle

Oliver: There are four steps when you make a video. Step 1 is to decide what we are going to show in the video. We have already talked about that. We will show our school.

Aya: OK. What is Step 2?

Oliver: Step 2 is to make a *filming plan. We will decide when and where we film. Filming *permission is often necessary. Also, we should write a *script in English.

Riku: In English ... That will be hard work, but I will try.

Aya: I will try my best. Oliver can help us. Let's work together.

Oliver: Of course. We are going to introduce our school in the video. English will help the students in Australia. Step 3 is to film. We need to practice before filming.

Aya: What will we do after filming?

Oliver: Step 4 is to *edit the video. We will add English *subtitles and music to improve the school video. We will do this on the *tablet and check each *scene to make our school video.

Aya: Thank you, Oliver. We are at Step 2 now. We need to make a filming plan. We will film after school. Can you tell me which room you want to use? We can talk about a filming plan later.

[注] film 映画を撮影するpermission 許可script 台本edit ~ ~を編集するsubtitle 字幕tablet タブレットコンピュータ

scene 場面, シーン

問 3 本文 $\boxed{2}$ の内容と合うものを、次の $\mathbf{r}\sim\mathbf{r}$ の中から一つ選び、その記号を書きなさい。 (3点)

- **7** Students can always film in every place when they like to do that.
- 1 Students will practice before they make a filming plan.
- ウ Students can make their video better on the tablet.
- I Students will ask teachers for messages to the students in Australia.

3 (The students are making a filming plan.)

Aya: Let's start making a filming plan. I [to / their game / asked / show / the volleyball club] in the gym yesterday. The volleyball club practices from four to five on Wednesdays. Today, I am going to film in my homeroom. I will share the video with you later.

Riku: I talked with two teachers. The science room is not *available after school. The Japanese room is open on Wednesdays because there is a tea ceremony lesson.

Aya: We should get together after school next Wednesday. What time does the tea ceremony lesson start?

Riku: The lesson starts at four. It takes about thirty minutes. The tea ceremony club members will show us the Japanese room and the tea ceremony lesson. Which place should we go to first, the gym or the Japanese room?

Aya: We should go to the Japanese room before the gym. How about the school library?

Oliver: It is open until three thirty on Wednesdays.

Riku: Oh. The school library will be the first place in our filming plan.

Oliver: My friend in the chorus club said the music room is available if there are club members.

The chorus club wants us to come to the music room after they finish their practice just before five.

Aya: Sounds great. They will make our video more interesting. OK. We have our filming plan.

〔注〕 available 利用できる

問 4 []内のすべての語句を、本文の流れに合うように、正しい順序に並べかえて書きな さい。(4点)

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Filming plan on Wednesday after school

the school library → ( ) → the music room
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- \mathcal{T} the gym \rightarrow the school garden
- 1 the homeroom → the Japanese room
- ウ the science room → the school garden
- \perp the Japanese room \rightarrow the gym

4 \(\langle The students are talking about filming.\)

Aya: Our English teacher, Ms. Goto, said to the other teachers that we are going to film in the school. They understand that we will film on Wednesday. This is good news to us. Ms. Goto and the ALT, Mr. Lane, checked our English scripts. They said we did a good job.

Oliver: Thank you, Aya. Show me the script. Hmm. I need to write it in *simple English.

Riku: I want to see it, too. They made a few *corrections. I have to change this word.

Aya: Are all the scripts ready? Let's start practice right now.

Oliver: Please remember, we are tour guides in the video. Here is <u>some useful information</u> from the filmmaking workshop. Speak in a clear voice. Use *gestures.

Riku: It is important for the Australian students to understand our English. Practice.

Practice. Practice makes perfect!

Oliver: We also need to practice the way to use the camera.

Aya: OK. Let's start practice with Scene One!

- [注] simple 簡単なcorrection 訂正gesture ジェスチャー
- 問 6 下線部 <u>some useful information</u> は、どのようなことをさしていますか。日本語で**二つ**書きなさい。(4点)
- 問7 次は、後日の Riku と Aya の会話です。自然な会話になるように、()に適切な 3 語以上の英語を書きなさい。(4点)

Riku: Hello, Aya. How was your filming in your homeroom?

Aya: It was great! My classmates helped me film during lunch time.

Riku: What did () the video?

Aya: They showed me their school lunch.

5 次は、あなたが通う学校の英語の授業で、ロボット (robot) について Koharu が行ったスピーチです。これを読んで、問 $1 \sim$ 問 3 に答えなさい。*印のついている語句には、本文のあとに[注]があります。(12 点)

There are many types of robots around us. They can move *by themselves and work in many places. Today, I will talk about robots that help humans. Here is an example. It is a *self-driving delivery robot. This type of robot was developed to help people who have no stores near their house. Also, many people say that the robots will help the *delivery industry because the companies don't have enough people. Some companies are doing *test runs of self-driving delivery robots in *public places. Self-driving delivery robots can pick up things at the store and take them to homes by using *map data. They look around with cameras to *avoid obstacles. They can decide to stop or go at traffic lights.

Now, companies think that people can use self-driving delivery robots not only for shopping but also in many other ways. For example, the robots can work in hospitals and restaurants. Also, people can easily send something when they want to do so. What would you like to do by using a self-driving delivery robot?

〔注〕 by themselves 自力で
delivery industry 配送業
public 公共の
avoid obstacle 障害物を避ける

self-driving delivery robot 自動運転配送ロボット test run 試運転 map data 地図データ

問 1 本文の内容に合うように,次の英文 抜き出して書きなさい。(3点)

間 1 本文の内容に合うように、次の英文の()にあてはまる最も適切な 1 語を、本文中から

A self-driving delivery robot was (

) to deliver things from stores to homes.

- 問 2 本文の内容と合うものを、次の**ア**~エの中から一つ選び、その記号を書きなさい。(3点)
 - ア 配送業では、自動運転配送ロボットの数を増やして社員を減らすことができた。
 - **イ** 自動運転配送ロボットは、地図データを使って物を持って行くことができる。
 - ウ 自動運転配送ロボットは、信号のある道路で進むかどうかの判断をすることはできない。
 - エ 公道で自動運転配送ロボットの試運転を行おうとしたが、実施は認められなかった。
- 問 3 下線部について、あなたは自動運転配送ロボットを使って何をしたいかについて英語の授業でスピーチをします。[条件]に従い、空欄 A に3文以上の英文を書いて、スピーチ原稿を完成させなさい。(6点)

スピーチ原稿

Hi, everyone. Today, I'm going to tell you about a self-driving delivery robot.

A

Thank you.

- 〔条件〕 ① 1 文目は、あなたは自動運転配送ロボットを使って何をしたいか、I would に続けて、解答欄の①に書きなさい。
 - ② 2 文目以降は、その理由が伝わるように、2 文以上で解答欄の②に書きなさい。

(以上で問題は終わりです。)

追検査

No. 3

(3)

).

) in the gym yesterday.

英

4	問 1 *	
	問 2 *	
	問 3 *	
		Iſ

問 4		
*		

問 5	
*	

6			

BB 7		
¤] <i>(</i>	What did () the video?
*		, , , , , , , , , , , , , , , , , , , ,

5

問 1 *	
 問 2 *	
	Hi, everyone. Today, I'm going to tell you about a self-driving delivery robo
	① I would
問 3 *	②

1~3の計

(ここには何も書いてはいけません。)

得 点 ※

Thank you.

受検番号	第	犁
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英

No. 1

No. 4

No. 6

No. 7

話

(1)

(1)

(3)

解 答 用 紙 (1)

No. 2

No. 5

It's about Ms. Green's (

Because many students are (

and the teachers are interesting.

at Shohei's school.

She (

(2)

	А		
問 1 *	В		
	С		
問 2 *	D	The high school student v	olunteers will show you) kanji.
問 3	E	I'm glad) range.

5	問 1	Also, the earth (very beautiful.)
	問 2 ** 問 3		
3 の計	* h1 2		
3の計	問 4 *	Because ().
	問 5 *		

受検番号第 番