

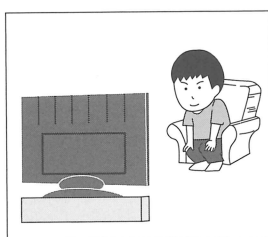
# 1 放送を聞いて答える問題(28 点)

問題は、No. 1～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～No. 6 は、質問に対する答えとして最も適切なものを、A～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。

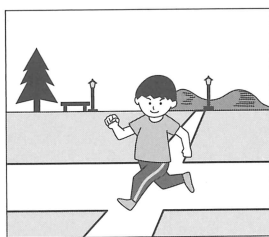
## 【No.1～No.3】(各 2 点)

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

No. 1



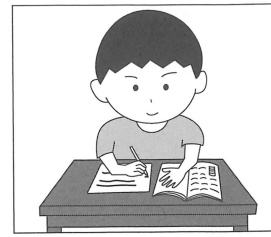
A



B

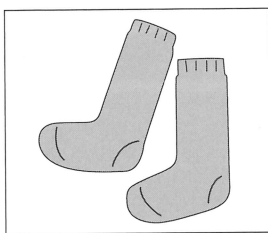


C

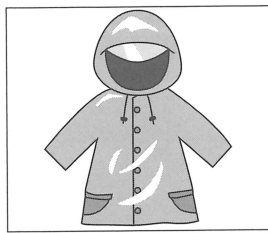


D

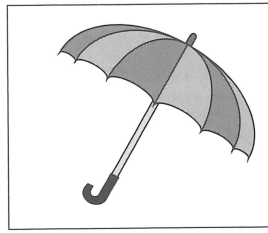
No. 2



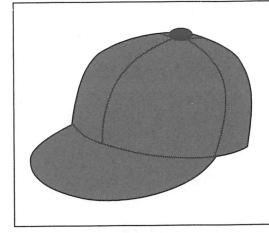
A



B



C



D

No. 3

	<div style="border: 1px solid black; padding: 2px; display: inline-block;">B</div>	
	<div style="border: 1px solid black; padding: 2px; display: inline-block; float: right;">C</div>	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">A</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">D</div>

【No.4, No.5】(各2点)

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

No.4

- |                               |                           |
|-------------------------------|---------------------------|
| <b>A</b> Do not eat or drink. | <b>B</b> Please stand up. |
| <b>C</b> Take off your shoes. | <b>D</b> Do not enter.    |

No.5

- |                                    |  |
|------------------------------------|--|
| <b>A</b> OK. It's red.             | <b>B</b> Do you know what color it is? |
| <b>C</b> Do you have a bigger one? | <b>D</b> What a big T-shirt!           |

【No.6】(各3点)

Listen to Mr. Jones. He's an ALT at a junior high school. Choose the best answer for questions 1, 2 and 3.

(1) Question 1

- A** Because the students try to be quiet in English class.
- B** Because the students try to teach Mr. Jones Japanese.
- C** Because the students try to talk to Mr. Jones in English.
- D** Because the students try to use Japanese in English class.

(2) Question 2

- A** To introduce the shrine.
- B** To talk with her in English.
- C** To speak Japanese.
- D** To take a picture.

(3) Question 3

- A** Mr. Jones is talking about the history of Kyoto.
- B** English will help the students in the future.
- C** It's important to talk with people about language.
- D** Mr. Jones must think about his friend in China.

【No.7】(各3点)

Listen to the talk between Kenta and Emily, a student from the U.S., and read the questions. Then write the answer in English for questions 1, 2 and 3.

(1) Question 1 : When did Kenta leave Aichi?

Answer : He left Aichi ( ) ago.

(2) Question 2 : What will Kenta and Shinji do?



Answer : They will ( ) in the park.

(3) Question 3 : Why is Emily going to Tokyo next Saturday?

Answer : Because she is going to look for some English books about ( ) in Japan.

- 2 生徒会本部役員の Yosuke が〔日本語のメモ〕をもとに、スタディタイムについてのポスターを、英語で作成します。〔日本語のメモ〕と〔英語のポスター〕を読んで、問1～問3に答えなさい。(17点)

〔日本語のメモ〕



 **けやき中 スタディタイム** 

数名の先生や生徒が、テスト勉強をお手伝いします。一緒に勉強しましょう！

日 時	場 所
5月14日(火) 午後3時40分～午後4時40分	図書室
5月17日(金) 午後3時40分～午後4時40分	英語教室

☆スタディタイムに興味のある人は担任の先生に5月7日までに申し出てください。  
☆勉強したい教科の教科書とノートを持ってきてください。

〔英語のポスター〕

 **Keyaki J.H.S. Study Time** 

Some teachers and students are going to help you study for the A. Let's study together!

Time and Date	Place
3:40 p.m. – 4:40 p.m. Tuesday, May 14	Library
3:40 p.m. – 4:40 p.m. <span style="border: 1px solid black; padding: 0 10px;">B</span> , May 17	English Room

☆ Please tell your homeroom teacher C May 7 if you are interested in Study Time.  
☆ Please bring your textbooks and notebooks for subjects you D.

問1 〔日本語のメモ〕をもとに、空欄 A ～ C にあてはまる適切な1語を、それぞれ英語で書きなさい。なお、省略した形や数字は使わないものとします。(各3点)

問2 〔日本語のメモ〕をもとに、空欄 D に適切な3語以上の英語を書きなさい。(4点)

問3 次は、Yosuke が ALT の Ms. Doyle に渡す英語のメモです。あなたが Yosuke なら、どのようなメモを書きますか。空欄 E に2文以上の英文を書きなさい。1文目は Could you に続けて、「Study Time に参加してくれませんか。」とお願いし、2文目以降は【語群】の中の語を1語のみ使ってその理由を書きなさい。(4点)

Hello, Ms. Doyle,

This is a poster about Study Time in our school.

E

I'll talk to you later.

Yosuke

【語群】

- ・ hard
- ・ useful
- ・ help

- 3 次は、ニウエ(Niue)について Ryo がクラスで発表した英文です。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)

I think most of you know the country with the smallest \*population in the world. That's right, it is \*Vatican City. Now, how about the country with the second smallest population? The answer is Niue. The population of Niue was about 1,900 in 2020. Today, I would like to tell you about Niue. A

Niue is about 2,400 \*kilometers \*northeast of New Zealand. It is one of the largest \*coral reef islands in the world. It was a part of New Zealand but \*gained autonomy in 1974. B Its population was about 5,000 in 1963, but after an airport was opened in 1970, people left Niue. The population dropped to less than 2,000 about 20 years ago.

In Niue, people \*grow fruits, such as bananas. However, there is ( ) \*farmland and water to grow fruits to sell to other countries. Actually, there was not much \*industry in Niue.

C The people of Niue realized that their country has a lot of nature and it can be used for tourist activities such as hiking in the forest.

I did not know that there [ a / was / called / country ] Niue until \*recently. I like to look at maps now, after learning about Niue. When I look at maps, I realize that there are still many countries that I do not know.

〔注〕 population 人口

kilometer キロメートル

coral reef サンゴ礁

grow ～ ～を栽培する

industry 産業

Vatican City バチカン市国

northeast 北東

gain autonomy 自治権を得る

farmland 農地

recently 最近

- 問1 本文中の A ～ C のいずれかに、So, Niue needed to look for a way to make money, and found it. 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2 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 not enough

イ full of

ウ a few

エ a lot of

- 問3 [ ]内のすべての語を、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: What does Ryo like to do now, after learning about Niue?

Answer: He ( ) at maps.

- 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 Niue is the country with the smallest population in the world.

イ Ryo is interested in finding an island that is smaller than Niue on the map.

ウ People of Niue realized that they have nature that can be used for tourist activities.

エ Niue opened an airport in 1970 and its population was about 1,900 at that time.



4 次の [1] ～ [4] は、中学生の Kento, Mandy と Jiro の会話です。これを読んで、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] 〈*The students are trying to decide the topic for their presentation.*〉

Kento : We have a presentation in class next week. What topic do you want to talk about?

Mandy : Hmm, how about the Olympics? The next one will be held in \*Paris this summer.  
I hope to be there to watch the games.

Jiro : That's nice. Paris showed the next Olympics' \*pictograms to the world.

Mandy : Sorry. What are pictograms?

Jiro : Pictograms are \*simple pictures that tell people information. They are used in many  
\*public places, such as stations.

Kento : Ah, I know. I have seen pictograms for the Paris Olympics on the Internet. They look cool. Some people say the athletes will feel proud of their sports when they see those pictograms.

Jiro : New ones are made for every Olympics. The designs are different from city to city.

Mandy : What were the pictograms in the 2020 Tokyo Olympics like?

Jiro : Here they are. They are different from those in Paris, aren't they?

Kento : Yes, they are simple.

Mandy : Why did Japanese people make simple pictograms?

Kento : I don't know why. I'm going to look for some books and websites to answer  
your question.

〔注〕 Paris パリ

pictogram ピクトグラム

simple 簡素な

public place 公共の場所

問 1 下線部 your question のさす質問の具体的な内容を、日本語で書きなさい。(4 点)

2 〈The next day, the students are talking about the pictograms for the 1964 Tokyo Olympics.〉

Kento : Let me tell you about the 1964 Tokyo Olympics. Tokyo is the first city that used pictograms for the Olympics.

Mandy : Why were pictograms used in the 1964 Tokyo Olympics?

Kento : In the 1964 Tokyo Olympics, Japanese people needed to communicate with visitors from all over the world, but it was difficult to support visitors in their languages. So, Tokyo [ to / had / way / another / think of ] to communicate with everyone. That was the pictogram.

Jiro : I think many visitors from other countries could not understand Japanese.

Kento : Right. For that reason, Tokyo decided to tell people important information through pictograms.

Mandy : I see. Then, do you know who created the pictograms for the 1964 Tokyo Olympics?

Kento : Yes, a group of designers started creating the pictograms. Katsumi Masaru, an \*art critic, was one of them. The designers worked in small groups. One team was \*working on sports pictograms. Another was working on pictograms for public places. Each group worked hard \*based on Mr. Katsumi's idea. He thought the pictograms would \*play an important role in big events such as the Olympics.

〔注〕 art critic 美術評論家

work on ~ ~に取り組む

based on ~ ~に基づいて

play an important role 重要な役割を果たす

問 2 [ ]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 3 本文 2 の内容と合うように, 次の英語に続く最も適切なものを, ア～エの中から一つ選び, その記号を書きなさい。(4点)

Pictograms were used in the 1964 Tokyo Olympics because

ア it was easy for Japanese people to speak foreign languages.

イ Tokyo wanted other countries to learn about Japanese culture.

ウ there were many designers who were interested in sports.

エ Japanese people needed to communicate with many visitors from other countries.

3 〈The students continue talking.〉

Jiro : What were the pictograms for public places like?

Kento : Here is an example. Have you ever seen this?

Mandy : Yes, it means a restaurant.

Kento : That's right. This was used in Haneda Airport in 1964. Haneda Airport was an entrance to Japan for visitors from other countries at that time. Before that, there were \*notices on the wall, but because most of them were written in Japanese, it was hard for many foreign visitors to understand what the notices \*said. So, pictograms were useful for making the information easier for foreign visitors to understand.

Jiro : We often see such pictograms at the airports in Japan now.

Kento : There were pictograms in public places before 1964. But each country had different pictograms. Mr. Katsumi and other designers tried to make simpler pictograms that everyone in the world could understand when they started getting ready for the 1964 Tokyo Olympics. Simple pictograms created by Japanese designers many years ago are still used around the world.

〔注〕 notice 掲示

say ~ ~と書いてある

問 4 本文 3 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 Many visitors from other countries understood the notices at Haneda Airport before 1964.

イ Different pictograms for public places were made in each country before 1964.

ウ The pictograms Mr. Katsumi created were designed based on the Japanese language.

エ Many countries like their own pictograms better than the simple pictograms.

4 〈Kento shows another pictogram.〉

Kento : Now, many kinds of pictograms are used in public places. Have you seen this pictogram?

Mandy : Yes, I have seen it in school. It shows a door that is used to leave the \*building when there is a fire or an earthquake.

Kento : That's right. It was created by Japanese designers and became an \*international standard in 1987. There is another example. Pictograms are often used on websites. Have you seen a \*magnifying glass icon?

Jiro : A It means “\*search.”

Kento : Right. Pictograms are often used to tell people important information in a limited \*space.

Mandy : One more example. Look, here is a small gift my friend in Australia gave me. You see it on the \*roads.

Jiro : Oh, it means “Be careful of kangaroos.” That's easy. I would like to share it with our classmates. Why don't we talk about the history of pictograms and those found in other countries for the presentation?

Mandy : That's a good idea. In our presentation, I would like to tell everyone that there are many pictograms around us. Let's make the \*slides and write a \*script.

〔注〕 building 建物

international standard 国際基準

magnifying glass icon 虫眼鏡のアイコン

search 検索

space 場所

road 道路

slide スライド

script 台本

問 5 下線部 this pictogram のさすものとして最も適切なものを、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



イ



ウ



エ



問 6 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)

ア Have you?

イ Who is it?

ウ No, thank you.

エ Of course.

問 7 次は、後日の Kento と Mandy 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)

Kento : The slides you made were very good. The pictogram quiz was also interesting.

Mandy : Thank you. I hope that our ( ) it.

Kento : I'm sure everyone will be interested.

Mandy : That would be nice. Is there anything else I can do for our presentation?

- 5 次は、あなたが通う学校の英語の授業で、ALT の Ms. Moore が行ったスピーチです。これを読んで、問 1～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)

What did you do last night? I watched the rugby match between New Zealand and Australia on TV. I am from New Zealand, so I am a big fan of the New Zealand team. New Zealand and Australia have been \*long-time rugby \*rivals. The match I watched last night is called the \*Bledisloe Cup. It is an \*international match that began around 1930 and holds a special meaning among many rugby fans. Both teams play several times a year. The Bledisloe Cup is usually held at stadiums in New Zealand or Australia, but it is sometimes held in other countries. It was held in Japan twice.

Have you ever heard the word “\*Haka”? It is a traditional dance in New Zealand. Some people say that it is performed as an expression of respect and \*gratitude. You will often see it at graduation ceremonies, sports matches, and many other events. Watching the dance, Haka, performed by the New Zealand team before the match also makes me excited. When I watch the dance, I realize the match will begin soon.

Last night's match was exciting. It ended in a \*tie, but it was a very good match. Actually, I am a member of a local rugby team and I play rugby on weekends. Sports are fun to watch and to play. Which do you like better, watching or playing sports?

〔注〕 long-time 長年の	rival ライバル
Bledisloe Cup ブレディスローカップ	international match 国際試合
Haka ハカ	gratitude 感謝
tie 引き分け	

- 問 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、本文中から抜き出して書きなさい。(3 点)

Ms. Moore watched an international rugby match ( ) New Zealand and Australia.

- 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 Ms. Moore は、昨夜スタジアムでラグビーの国際試合を観戦した。

イ Bledisloe Cup は日本で行われたことがある。

ウ Haka は、スポーツの国際試合のみでみられる伝統的な踊りである。

エ New Zealand と Australia のラグビーの試合は毎年一回行われる。

- 問 3 下線部について、あなたはスポーツをみることとすることのどちらが好き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 how I enjoy sports.

**A**

Thank you.

- 〔条件〕 ① 1 文目は、あなたはスポーツをみることとすることのどちらが好きか、I like 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。)

令和 6 年 度 採 点 の 手 引 ( 英 語 )

問 題		正 答		配 点	採 点 上 の 注 意
1	No. 1	D		2	28
	No. 2	B		2	
	No. 3	A		2	
	No. 4	A		2	
	No. 5	C		2	
	No. 6	(1)	C	3	
		(2)	D	3	
		(3)	B	3	
	No. 7	(1)	He left Aichi ( two years ) ago.	3	
		(2)	They will ( play baseball ) in the park.	3	
		(3)	Because she is going to look for some English books about ( nature ) in Japan.	3	
2	問 1	A	test	3	17
		B	Friday	3	
		C	by	3	
	問 2	D	(例) want to study	4	
	問 3	E	(例) Could you ( join Study Time? We need your help to study English. )	4	
3	問 1	C		3	18
	問 2	ア		3	
	問 3	I did not know that there [ was a country called ] Niue until recently.		4	
	問 4	(例) He ( likes to look ) at maps.		4	
	問 5	ウ		4	
4	問 1	(例) なぜ日本の人々は簡素なピクトグラムを作ったのか。		4	25
	問 2	So, Tokyo [ had to think of another way ] to communicate with everyone.		4	
	問 3	エ		4	
	問 4	イ		3	
	問 5	ア		3	
	問 6	エ		3	
	問 7	(例) I hope that our ( classmates will enjoy ) it.		4	



問 題		正 答	配 点		採 点 上 の 注 意
5	問 1	between	3	1 2	(注) iv の採点上の注意による。
	問 2	イ	3		
	問 3	(例) ① I like playing sports better. ② Playing sports is a kind of communication. I can communicate with other players through playing sports.	6		
配 点 合 計			1 0 0		

※採点に際しては、「採点上の注意」とともに、問題や放送台本を十分に検討する。

(注)

i 「2の問2, 3の問4」の採点上の注意

英語の大文字, 小文字, 綴り字の誤り等は, 原則として, 1か所につき1点を減ずる。

ii 「2の問3」の採点上の注意

次の「観点」と「基準」に基づき, 細部の採点基準を作成して採点する。2文に満たない場合も, 採点の対象とする。

観 点		基 準
問題への正対	指示に従って書かれた文章であるか。	問われている内容について書かれていない, 指示に従っていない等の場合は, その程度に応じて, 1～4点を減ずる。
適切な表現 (内容・構成)	内容を整理した上で, 文のつながりや構成を考えた文章であるか。	2文目以降については, 1文目に続く内容として, 話題の一貫性がない等, 文のつながりや構成が不適切な場合は, その程度に応じて, 1～2点を減ずる。
正確な表現 (文法・綴り字等)	書こうとしていることが読み手に正確に伝わる文章であるか。	語順, 時制, 綴り字の誤り等のため, 内容の理解に支障をきたす場合は, その程度に応じて, 1～3点を減ずる。

iii 「4の問7」の採点上の注意

英語の大文字, 小文字, 綴り字の誤り等は, 原則として, 1か所につき1点を減ずる。文の構造に関する誤り等は, その程度に応じて, 1～2点を減ずる。

iv 「5の問3」の採点上の注意

次の「観点」と「基準」に基づき, 細部の採点基準を作成して採点する。3文に満たない場合も, 採点の対象とする。

観 点		基 準
問題への正対	指示に従って書かれた文章であるか。	問われている内容について書かれていない, 指示に従っていない等の場合は, その程度に応じて, 1～6点を減ずる。
適切な表現 (内容・構成)	内容を整理した上で, 文のつながりや構成を考えた文章であるか。	②については, ①に続く内容として, 話題の一貫性がない等, 文のつながりや構成が不適切な場合は, その程度に応じて, 1～3点を減ずる。
正確な表現 (文法・綴り字等)	書こうとしていることが読み手に正確に伝わる文章であるか。	語順, 時制, 綴り字の誤り等のため, 内容の理解に支障をきたす場合は, その程度に応じて, 1～4点を減ずる。