(一般入学者選抜)

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	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 la)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.					
A damı	After getting off the train, I walk to school.					
Adam: Hana:	I see. 2 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					
, taaiii.	(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 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:						
Adam:						
	can bring their bicycles into trains.					
Hana:						
	convenient system. I wish we had the same system in this area. If I used the same system to					
Adam:	come to this school, coming to school					
Addin.	other 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. Lease 世 Papels can go to various places in the Nathanlands by					
	been increasing. をしている人					
Hana:	I see. 夕 People can go to various places in the Netherlands by の写真					
	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. オランダー					
Hana:	I see. 国 But I still don't understand what "as guests" means. の道路標					
Mr. Ida:	Well, how about thinking in this way? Imagine you are in someone's house as a I 識の写真 I					
	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					
Цопо	phrase tells people that car drivers should think in the same way on the road. De you meen that					
Hana: Mr. Ida:	Do you mean that <u>⑥</u> ? あることを示す Yeah, that is the thing I thought. オランダの道路極識					
Adam:	Yean, that is the thing I thought. オランダの道路標識 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!					

[1]

(注) park (自転車などを)とめる	
(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 囲みなさい。	:0で
7 How イ What ウ When エ Which	
(2) 本文中の ② 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。」 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、 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 ③ に入れるのに最も適しているものにですか。一つ選び、記号を○で囲みなさい。	tどれ
 プ 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 ④ に入れるのに最も適しているものにですか。一つ選び、記号を○で囲みなさい。	はどれ
7 is larger than 1 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 ア ~ エ から、入る場所として最も適しているも一つ選び、 ア~エ の記号を○で囲みなさい。	,のを
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 ⑤ 「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。	.'が、 , に。」
(7) 本文中の <u>① they</u> 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、 から抜き出して書きなさい。	文文中
(8) 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にですか。一つ選び、記号を○で囲みなさい。	はどれ
 7 people riding bicycles should wait until cars pass by 1 guests can park their car in front of the house they visit 2 car drivers should respect the feelings of people riding bicycles on the road 2 guests can do anything in the house they visit without thinking about the people living the 	nere
(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	ر،
7 In the Netherlands, Adam went to school by train because trains were very convenient	

 $m{z}$ Hana learned that the design of the roads in the Netherlands made moving around by bicycle 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.

- **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.

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 Athem. So, he

Honda Seiroku was born into a farmer's family in 1866, at the end of the



Honda Seiroku (本多静六)

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. 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. 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 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 the Tohoku area 東北地方 railroad track 線路

forestry 林学(森林および林業に関する学問) rail 鉄道 operation 運行、運転 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

1 knew ウ known

- (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。
- 7 he went to Germany to learn about the latest forestry
- 1 he studied in Germany though he didn't want to go abroad
- ゥ he could finally travel to Japan from Germany to study forestry
- (3) 本文中の_(A)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。

[3]

4)	本文中の③	が、「彼	とが見た:	ものが彼にい	いくつかの手がか	りを与えました。	」という
P	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
7	を完成させなさい。						
	The things (gave he	him	saw	some hin	ts.		
5)	木文巾の「	(A)		1.7	/rの(i) ~ (i	;;)の萬文を適切た	順皮に光

-) 本文中の [④ 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.

$$\textbf{7} \quad (\textbf{ii}) \, \rightarrow \, (\textbf{i}) \, \rightarrow \, (\textbf{iii})$$

 $1 (ii) \rightarrow (iii) \rightarrow (i)$

 $\dot{\mathcal{D}}$ (iii) \rightarrow (i) \rightarrow (ii)

- I (iii) \rightarrow (ii) \rightarrow (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] 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。
- 7 The way to choose the trees
- The money received by selling the trees
- The trees cut to build the railroad tracks
- 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。
- 7 Honda Seiroku entered a school of forestry because he wanted to find a way to protect railroad tracks in the Tohoku area.
- 1 Honda Seiroku met a man called the "father of parks" and learned how to protect railroad tracks from him.
- Honda Seiroku suggested a system of protecting railroad tracks before the rail operation in the Tohoku area started.
- I Honda Seiroku taught people both a system of protecting railroad tracks and a way of keeping
- (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。

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

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。] 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、 <条件2> ②に、解答欄の[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 .			

4

 受験

 番号



〈リスニングを除く〉

令和6年度大阪府学力検査問題

英語解答用紙〔B問題〕

							採点者	記人欄
_	(1)	ア	1	ウ	I		\backslash_2	
'	(2)	Then,			come to scho	ol?	/3	
	(3)	ア	1	ウ	I		/3	
	(4)	ア	1	ゥ	I		/3	
	(5)	7	1	ウ	エ		/3	
	(6)	If I used the	same system	to come to th	nis school, coming	g to		
		school					/3	
	(7)						/3	
	(8)	7	1	ゥ	I		/3	
	(9)	7	1	ゥ	エオ		6	
							29	

						採点者記	入欄
	(1)	7	1	ゥ	工	$\overline{}_2$	
[1]	(2)	ア	1	ゥ	工	/3	
	(3)					/3	MI AND
	(4)	The things				. 0	
		some hints.					
	(5)	7	1			/3	
	(6)	Let	<u> </u>		that means.	3	
					_	/3	
	(7)	7	1	<u>ウ</u>		3	
	(8)	7	1	ウ		3	
	(9)	1				3	
		2					
						$\sqrt{3}$	
						29	
						採点者記	入欄
	1						
2 [I]							
[]							
			10			4	
	2	[Yes, I do.	· No, I do	on't.]			
					8		
					20		
						6	