



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.



Honda Seiroku (本多静六)

*Honda Seiroku* was born into a farmer's family in 1866, at the end of the *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 [③]. So, he 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. [③] Thanks to 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. [④] 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 sold. [⑥] 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 forestry 林学 (森林および林業に関する学問) the Tohoku area 東北地方 rail 鉄道 operation 運行、運転 railroad track 線路 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。

- A know B knew C known D to know

(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。

- A he went to Germany to learn about the latest forestry B he studied in Germany though he didn't want to go abroad C he could finally travel to Japan from Germany to study forestry D he studied in Germany because he never learned about forestry in Japan

(3) 本文中の [③] 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。

(4) 本文中の [③] が、「彼が見たものが彼にいくつかの手がかりを与えました。」とい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、英文を完成させなさい。

The things [ gave he him saw ] some hints.

(5) 本文中の [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 A~E 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.

- A (ii) -> (i) -> (iii) B (ii) -> (iii) -> (i) C (iii) -> (i) -> (ii) D (iii) -> (ii) -> (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 [⑥] 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。

- A The way to choose the trees B The money received by selling the trees C The trees cut to build the railroad tracks D 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。

- A Honda Seiroku entered a school of forestry because he wanted to find a way to protect railroad tracks in the Tohoku area. B Honda Seiroku met a man called the "father of parks" and learned how to protect railroad tracks from him. C Honda Seiroku suggested a system of protecting railroad tracks before the rail operation in the Tohoku area started. D Honda Seiroku taught people both a system of protecting railroad tracks and a way of keeping the system.

(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。

You: Rika, your speech was interesting. ( ① ) 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。 <条件 2> ②に、解答欄の [ ] 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、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.

受験 番号	番
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得点	
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〈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〕

					採点者記入欄			
1	(1)	ア	イ	ウ	エ	2		
	(2)	Then, _____ come to school?				3		
	(3)	ア	イ	ウ	エ	3		
	(4)	ア	イ	ウ	エ	3		
	(5)	ア	イ	ウ	エ	3		
	(6)	If I used the same system to come to this school, coming to school _____ .				3		
	(7)					3		
	(8)	ア	イ	ウ	エ	3		
	(9)	ア	イ	ウ	エ	オ	6	
					29			

					採点者記入欄			
2 [I]	(1)	ア	イ	ウ	エ	2		
	(2)	ア	イ	ウ	エ	3		
	(3)					3		
	(4)	The things _____ some hints.				3		
	(5)	ア	イ	ウ	エ	3		
	(6)	Let _____ that means.				3		
	(7)	ア	イ	ウ	エ	3		
	(8)	ア	イ	ウ	エ	3		
	(9)	①				3		
	②				3			
					29			

					採点者記入欄		
2 [II]	①	_____ _____ _____			4		
	②	[ Yes, I do. ・ No, I don't. ] _____ _____ _____ _____ _____			8		
					16		
					20		
					6		
					10		