


令和 6 年度



英 語

(11 時 20 分 ～ 12 時 10 分)

注 意



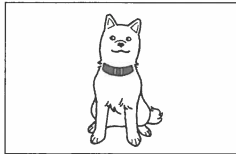
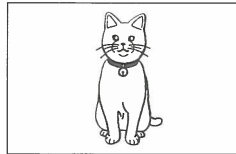
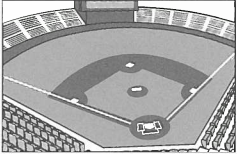
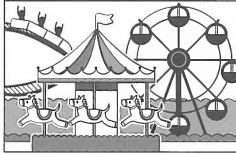
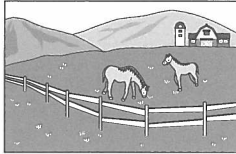
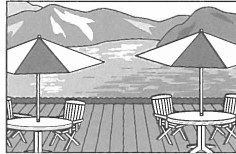

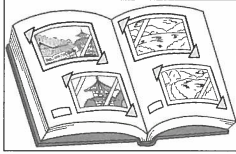
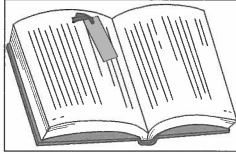

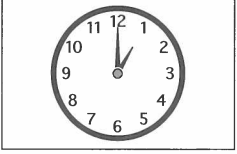
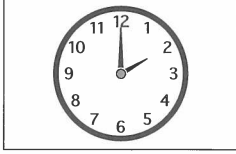
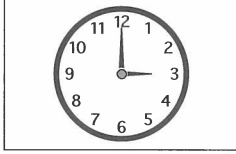
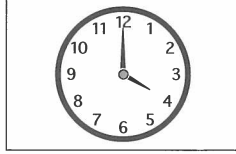



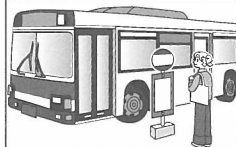
- 問題用紙は 3 枚（3 ページ）あります。
- 解答用紙は**この用紙の裏面**です。
- 答えはすべて、解答用紙の所定の欄に、文、文字などで答えるもののほかは、**ア**、**イ**、……などの符号で記入しなさい。
- 解答用紙の  の欄には記入してはいけません。

注 意

\*印のついている語（句）には、本文のあとに〔注〕があります。

1 これは放送による問題です。問題は放送問題 1 から放送問題 3 まであります。

放送問題 1 直樹（Naoki）とメアリー（Mary）の対話を聞いて、質問の答えとして最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

No. 1	ア 	イ 	ウ 	エ 
No. 2	ア 	イ 	ウ 	エ 
No. 3	ア 	イ 	ウ 	エ 
No. 4	ア 	イ 	ウ 	エ 
No. 5	ア 	イ 	ウ 	エ 

放送問題 2 二人の対話の最後の応答部分でチャイムが鳴ります。そのチャイムの部分に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

- No. 1 ア It's on your desk. イ It's green.  
ウ That's too bad. エ That's interesting.
- No. 2 ア Yes. I was doing my homework. イ No. You can't eat all of them.  
ウ You will. You can be a good teacher. エ You should. You'll like it.

放送問題 3 雄太（Yuta）が英語の授業で発表した内容を聞きながら、①～⑤の英文の空欄に入る最も適当な英語 1 語を書きなさい。

- ① Last week, Yuta ( ) shopping with his family.  
② The elderly woman was standing because the bus was ( ) of people.  
③ When the bus stopped, Yuta stood up and said to the elderly woman, "Please ( ) here."  
④ Yuta's father said to Yuta, "It's important to help a ( ) in need."  
⑤ Yuta thought he would try to help people who have ( ) around him in the future.

2 次の（１）～（３）の問いに答えなさい。

（１） 次の①～③は、それぞれ A と B の対話です。（ ）に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

- ① [ At home ]  
A : Where is my ( )? I want to read it again.  
B : I saw it under the table.  
ア magazine イ guitar ウ shirt エ pen
- ② [ In a classroom ]  
A : You always look happy. Why is that?  
B : Because I try to smile every day. I believe smiles ( ).  
ア take positive me イ take me positive  
ウ keep positive me エ keep me positive
- ③ [ At a station ]  
A : I don't know where to buy a train ticket.  
B : ( ). Let's ask the woman over there.  
ア No, thank you イ I don't know, either  
ウ You're welcome エ Here you are

（２） 次は、A と B の対話です。（ ）内の語を正しく並べかえて、文を完成させなさい。


[ At host family's house ]  
A : I got a present from my friend. But what is this?  
B : It's a *furoshiki*. It ( in / be / can / used / various ) ways. Shall I show you how to use it?

（３） 次は、A と B の対話です。□ 1 ～ □ 4 に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

[ After the birthday party ]  
A : Thank you for cooking for me, Grandma. □ 1  
B : I'm glad to hear that. □ 2  
A : I liked your vegetable pizza. □ 3  
B : Of course. Next time, □ 4  
A : Really? I can't wait to eat it!

ア I will make it with different vegetables.  
イ I really enjoyed the food you made.  
ウ Which one did you like the best?  
エ Can you make it again for me?

3 ホストファミリーのジョン（John）と敦（Atsushi）がホームステイの最終日に話をしています。対話は①～⑤の順で行われています。④のイラストは敦が話している内容です。自然な対話となるように、（１）、（２）の問いに答えなさい。

John	① Tomorrow is the last day of your homestay. I will miss you.	② Me, too. I wish I A here longer.	Atsushi
John	③ I wish you could, too. Did you have a good time during your stay?	④ Yes. I especially B .	Atsushi
John	⑤ We really enjoyed doing those things. Please come back and let's have fun together again.		

- （１） A に入る適当な英語 2 語を書きなさい。  
（２） B に入る適当な英語を書き、イラストと対話の流れに合うように文を完成させなさい。



4 ホームステイ中の留学生である、高校生のロナルド（Ronald）が、ホストファミリーの中学生である卓也（Takuya）と話をしています。以下の会話を読んで、（１）～（６）の問いに答えなさい。

Ronald: Hey, what are you doing on your \*tablet, Takuya? Are you playing a game?  
Takuya: No, I'm not. I'm using my \*digital textbook on my tablet to study. I'm studying English now. You know, I can easily listen to the English in the textbook when I use this digital textbook.  
Ronald: Oh, you're using a digital textbook. That's cool! I haven't used a digital textbook like that. I studied with paper textbooks when I was a junior high school student. Do you use digital textbooks for all subjects in your junior high school?  
Takuya: No, I don't. For many subjects, we use  A  textbooks, too.  
Ronald: I see. The progress of technology is amazing. Are digital textbooks \*popular in Japan now?  
Takuya: Umm, I don't know. After I finish studying, I'll look for information on the internet. I'll tell you when I find some information.  
Ronald: Thank you. I look forward to it.

[An hour later]

Takuya: Hi, Ronald. I found some information on the internet. Look at this data.

What *percentage of schools have digital textbooks for students or for teachers?				
*School Year	2019	2020	2021	2022
For students (%)	7.9	6.2	36.1	87.9
For teachers (%)	56.7	67.4	81.4	87.4

(文部科学省資料により作成)

Ronald: Oh, I can see that from 2019 to 2021, the percentage of digital textbooks for teachers \*increased by more than 10 \*points every year. Surprisingly, the percentage of digital textbooks for students increased by about 80 points from 2020 to 2022. It shows that digital textbooks have spread to schools around Japan \*over the past few years.  
Takuya: That's right. Actually, a few years ago, we didn't have our own digital textbooks at our school. Only teachers had digital textbooks, and they often used the \*projector in the classroom to show them to us. But now, we use  B  .  
Ronald: So, now you have a new way to study, right? How do you usually use your digital textbooks?  
Takuya: Well, first, I often make some parts of textbooks larger. Then, I can clearly see small photos or words in them. Also, I often write notes in the digital textbooks by touching the \*screen with my finger or using a digital pen. Even if you \*make a mistake, you can easily \*correct it. So, you can feel free to write many things in the digital textbook. Besides, you can visit links and watch videos. For example, you can watch video examples of speaking or listening activities at home.  
Ronald: That's very useful for studying. Then, do you want to study all subjects with digital textbooks?  
Takuya: No, I don't. If I use them in all subjects, my eyes will be very tired! Moreover, my tablet is too small to see the whole page \*at a glance like paper textbooks. In fact, I can read the paper textbooks more quickly and find the things that I have to study again easily.

Ronald: I see. Both paper and digital textbooks have their good things. You can choose different ways to use them when you have different \*purposes, right?  
Takuya: Yes. For example, I use digital textbooks when I want to see pictures and watch videos that help me understand. But, I use paper textbooks when I need to read them quickly. I think that learning how to use both paper and digital textbooks effectively is important.  
Ronald: I agree. If you learn how to do so, textbooks will become more helpful!

注：tablet タブレット端末 digital デジタルの popular 広く普及した  
percentage 割合 School Year 年度 increased by ～ ～増えた points ポイント  
over the past few years 過去数年で projector プロジェクター screen 画面  
make a mistake 間違いをする correct (誤りなどを) 訂正する at a glance 一目で  
purposes 目的

- (１) 本文中の  A  に入る英語として最も適当なものを、ア～エの中から一つ選びなさい。  
ア digital                      イ paper                      ウ English                      エ technology
- (２) 本文や表の内容に合うように、次の①と②の英文の  に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。  
① Between 2021 and 2022, the percentage of digital textbooks for students increased by about  points.  
ア 10                      イ 30                      ウ 50                      エ 80  
② In  , the percentage of digital textbooks for students is larger than the percentage of digital textbooks for teachers.  
ア 2019                      イ 2020                      ウ 2021                      エ 2022
- (３) 本文中の  B  に入る英語として最も適当なものを、ア～エの中から一つ選びなさい。  
ア our digital textbooks on our tablets  
イ our digital textbooks on their tablets  
ウ only paper textbooks at our school  
エ only digital textbooks at their school
- (４) 本文の内容に合っているものを、ア～エの中から一つ選びなさい。  
ア Takuya has finished studying English and is using his tablet to play a game.  
イ Ronald studied with digital textbooks when he was in junior high school.  
ウ Takuya can use his finger or a digital pen to write notes in his digital textbooks.  
エ Ronald says that paper textbooks are more important than digital textbooks.
- (５) 次の英文は、本文の内容の一部を示したものです。本文の内容に合うように、 に入る適当な英語 7 語を書き、文を完成させなさい。  
Ronald thinks that textbooks will become more helpful if you learn how to  .
- (６) 次の問題は、あなたの考えを英語で書く問題です。次の Question に対するあなたの考えを適当な英語で書き、Answer の文を完成させなさい。ただし、あとの条件に従うこと。  
Question: Some people buy books on the internet. What do you think about that?  
Answer: ( I agree / I disagree ) with the idea because \_\_\_\_\_.

条件

- ① (            ) 内の 2 つのうち、どちらか一方を○で囲むこと。  
② 下線部には、主語と動詞を含む 8 語以上の英語を書くこと。なお、I'm のような短縮形は 1 語として数え、符号 ( , ! / . など ) は語数に含めない。



5 次の英文は、ジョアン（Joan）が書いたスピーチの原稿です。これを読んで、（１）～（６）の問いに答えなさい。

What would you do if you were in a difficult \*situation in a new environment? Maybe you don't have an answer to this question, but in this situation, I think you need to have courage to \*take a step forward. Today, I would like to tell you how I faced my problems and built relationships with new people.

I was born in the Philippines and lived there for fourteen years. One day, my father said to me, "Joan, we are going to move to Japan next month for my work." When I heard that, I was excited, but a little nervous. I was looking forward to going abroad for the first time. But I was also  to say goodbye to my friends in the Philippines.

For the first few weeks in Japan, I was only thinking about the things I lost. I was so shy that I couldn't talk to anyone at my new school. Many classes were taught in Japanese and were too difficult to understand. Also, the way to eat was new to me. For example, in the Philippines, I eat with a \*fork in my left hand and a \*spoon in my right hand. In Japan, people usually use \*chopsticks. I was not good at using them. .

One day, one of my classmates, Natsuko came to me and said, "Joan, your English is really good. I like English, but it's difficult to speak." She was trying hard to communicate with me in English. I replied quietly, "Oh, I see." Actually, it was not easy for me to understand what the teachers were saying in Japanese during classes. But English class was easier because most people in the Philippines speak English. I have been using English in the Philippines since I was a child. I could answer the teacher's questions quickly only in English class and enjoy English \*conversation with the teacher. Natsuko knew that.

I was happy that she talked to me, but I didn't know what to say to her next. After a while, I said to her with all my courage, "If you want to improve your English, I can help you." She said, "Really? Thank you so much!" So, we began to practice English conversation together, and soon we became good friends.

After a few days, I thought, "Can I help not only Natsuko, but also other students?" I said to Natsuko, "I'm thinking about starting an English conversation practice for more of our classmates. What do you think?" She replied, "That's a good idea. Let's start Joan's English Class together."

The next day, I started the English practice with Natsuko and her friends after lunch. Even now, we practice English conversation together almost every day. Natsuko said, "Thank you for teaching us English, Joan." "*Doitashimashite*." I replied in Japanese. Though my Japanese is still not good, I try to \*express my ideas in Japanese, too. When that doesn't work, I use \*body language. I said to Natsuko, "Actually, I'm not good at \**kanji*. Can you teach me how to read and write it?" "Of course!" Then, Natsuko and her friends taught me *kanji*. Learning languages with my friends is a lot of fun.

Now, my school life is much easier and I have a great time with my friends. Helping Natsuko has changed my life in Japan and changed myself. I feel that my friends accept me, so now I have my place in Japan. From this experience, I learned that a little courage to take a step forward can connect us to more people and make our lives brighter.

- (1) 本文中の  に入る英語として最も適当なものを、ア～エの中から一つ選びなさい。  
ア excited                      イ interested                      ウ sad                      エ surprised
- (2) 本文中の  に入る英語として最も適当なものを、ア～エの中から一つ選びなさい。  
ア I had to go back to the Philippines because of my father's work  
イ I felt that life in Japan was very different from life in the Philippines  
ウ Eating Japanese food with chopsticks was easy for me  
エ I was looking forward to going to Japan for the first time very much
- (3) 本文中の下線部 that の内容を示した英文として最も適当なものを、ア～エの中から一つ選びなさい。  
ア Joan could answer the teacher's questions quickly in English class and enjoy English conversation with the teacher.  
イ English class in Japan was very difficult for Joan and she had to study English hard every day.  
ウ Natsuko and her friends couldn't speak English and they wanted to join Joan's English Class after lunch.  
エ Joan was good at English and she wanted to help Natsuko and her friends study English after lunch.
- (4) 本文の内容に合っているものを、ア～エの中から一つ選びなさい。  
ア Joan was a little nervous to hear that she was going to move to Japan alone.  
イ Joan usually used chopsticks in the Philippines and she didn't want to use a fork and a spoon in Japan.  
ウ Natsuko couldn't speak English very well and she always talked to Joan in Japanese.  
エ Joan asked Natsuko to teach how to read and write *kanji* because Joan was not good at it.
- (5) 本文の内容に合うように、次の①と②の Question に答えなさい。ただし、答えは Answer の下線部に適当な英語を書きなさい。  
① Question: How did Joan and Natsuko become good friends?  
Answer: They became good friends by \_\_\_\_\_ together.  
② Question: When does Joan use body language?  
Answer: She uses it when she \_\_\_\_\_.
- (6) 次は、ジョアンのスピーチを聞いた生徒が、スピーチの内容を要約した文章です。本文の内容に合うように、下線部に 9 語以上の適当な英語を書きなさい。なお、I'm のような短縮形は 1 語として数え、符号（, / ! . など）は語数に含めない。  
Joan enjoys her school life with her friends. After she helped Natsuko, she became more positive. She feels that she now has \_\_\_\_\_. From her experience, she learned that a little courage can connect us to more people and make all the difference in our lives.

注：situation 状況    take a step forward 一歩踏み出す    fork フォーク    spoon スプーン  
chopsticks 箸    conversation 会話    Doitashimashite どういたしまして  
express ～を表現する    body language 身振り    kanji 漢字



## 令和6年度 英語放送台本

これから、放送によるテストを行います。問題は**放送問題 1** から**放送問題 3** まであります。放送を聞いている間に、メモを取ってもかまいません。

はじめに、問題用紙の**放送問題 1** を見なさい。これは、直樹（ナオキ）と留学生のメアリーの対話を聞いて答える問題です。対話が放送されたあとに、クエスチョンと言って質問をします。質問は、**No. 1** から **No. 5** まで五つあります。その質問の答えとして最も適当なものを、**ア**、**イ**、**ウ**、**エ**の中から一つずつ選びなさい。対話、クエスチョンの順に2回読みます。

それでは、始めます。

Naoki: Hi, Mary.  
Mary: Hi, Naoki.  
Naoki: Do you have any plans tomorrow?  
Mary: Yes. My host mother is going to take me to some famous places.  
Naoki: Oh, that's nice. Where are you going to visit?  
Mary: First, we are going to visit a temple in this town. Then, we are going to go to the lake and have lunch at a cafe near the lake.  
Naoki: Those places are beautiful. Please take some pictures. I'd like to see them later.  
Mary: Of course! I'll take a lot.  
Naoki: Great! What time will you come home?  
Mary: By 2 p.m., maybe. Why?  
Naoki: My drama club is going to have a performance at our school gym. It's going to start at 3 p.m. Do you want to come?  
Mary: Yes. I really want to see it!  
Naoki: OK, great! How will you come to school?  
Mary: It's only 10 minutes on foot, so I will walk there.  
Naoki: Sounds good! See you tomorrow.  
Mary: See you tomorrow.

Question No. 1 Who is going to take Mary to some famous places?  
Question No. 2 Where is Mary going to have lunch?  
Question No. 3 What does Naoki want to see?  
Question No. 4 What time is the performance going to start?  
Question No. 5 How will Mary go to the school?

**放送問題 2** に移ります。問題用紙の**放送問題 2** を見なさい。これは、二人の対話を聞いて、対話の続きを答える問題です。対話は **No. 1** と **No. 2** の二つあります。それぞれの対話の最後の応答部分でチャイムが鳴ります。そのチャイムの部分に入る最も適当なものを、**ア**、**イ**、**ウ**、**エ**の中から一つずつ選びなさい。対話は **No. 1**、**No. 2** の順に2回ずつ読みます。

それでは、始めます。

No. 1	Woman: What's wrong? Boy: I've lost my umbrella. I'm looking for it. Woman: What color is it? Boy: (チャイム)	No. 2	Boy: Have you watched this movie yet? Girl: Yes. It was really nice. How about you? Boy: No. I haven't watched it yet, but I'd like to. Girl: (チャイム)
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**放送問題 3** に移ります。問題用紙の**放送問題 3** を見なさい。これから読む英文は、雄太（ユウタ）が英語の授業で発表した内容です。英文を聞きながら、①から⑤の英文の空欄に入る最も適当な英語1語を書きなさい。英文は2回読みます。

それでは、始めます。

Last week, I went shopping with my family. When we were on the bus, I saw an elderly woman with many shopping bags. She was standing because the bus was full of people. When the bus stopped, I stood up and said to her, "Please sit here." She said, "Thank you. You are so kind." After we came home, my father said to me, "It's important to help a person in need. You did a good job." I was happy to hear that, and I thought I would try to help people who have trouble around me in the future.

以上で、放送によるテストを終わります。