

1 次は、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 (Mr. Ida) 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. After getting off the train, I walk to school.

Adam: I see. ②

Hana: 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 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 ④ 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: Oh, really? ⑤ Why are bicycles so popular there?

Adam: I think, in the Netherlands, moving around by bicycle is very convenient. For example, people can bring their bicycles into trains.

Hana: Wow! ⑥ Also, they can use their bicycles after getting off the train. I'm sure that is a convenient system. I wish we had the same system in this area. If I used the same system to come to this school, coming to school ⑦.

Adam: Also, in the Netherlands, there are many roads only for bicycles and ⑧ they 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.

Hana: I see. ⑨ People can go to various places in the Netherlands by 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.

Hana: I see. ⑩ But I still don't understand what "as guests" means.

Mr. Ida: Well, how about thinking in this way? Imagine you are in someone's house as a 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 phrase tells people that car drivers should think in the same way on the road.

Hana: Do you mean that ⑪?

Mr. Ida: Yeah, that is the thing I thought.

Adam: 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!

サイクリング
をしている人
の写真

オランダ
の道路標
識の写真

自転車優先で
あることを示す
オランダの道路標識

(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○で囲みなさい。

- ア 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。」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。

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はどれですか。一つ選び、記号を○で囲みなさい。

- ア 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はどれですか。一つ選び、記号を○で囲みなさい。

- ア is larger than イ 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 ⑦ ~ ⑩ から、入る場所として最も適しているものを一つ選び、ア~エの記号を○で囲みなさい。

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 ⑦.' が、「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。

(7) 本文中の ⑧ 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、本文中から抜き出して書きなさい。

(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はどれですか。一つ選び、記号を○で囲みなさい。

- ア people riding bicycles should wait until cars pass by
イ guests can park their car in front of the house they visit
ウ car drivers should respect the feelings of people riding bicycles on the road
エ guests can do anything in the house they visit without thinking about the people living there

(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○で囲みなさい。

- ア In the Netherlands, Adam went to school by train because trains were very 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.
オ Hana learned that the design of the roads in the Netherlands made moving around by bicycle convenient.

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 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. [④] 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. [⑤] 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 [⑥] 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. [⑦] 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。

- ア know イ knew ウ known エ 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。

- ア he went to Germany to learn about the latest forestry
イ he studied in Germany though he didn't want to go abroad
ウ he could finally travel to Japan from Germany to study forestry
エ 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。



Honda Seiroku (本多静六)

(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.

- ア (ii) -> (i) -> (iii) イ (ii) -> (iii) -> (i)
ウ (iii) -> (i) -> (ii) エ (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。

- ア The way to choose the trees
イ The money received by selling the trees
ウ The trees cut to build the railroad tracks
エ 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。

- ア *Honda Seiroku* entered a school of forestry because he wanted to find a way to protect railroad tracks in the Tohoku area.
イ *Honda Seiroku* met a man called the "father of parks" and learned how to protect railroad tracks from him.
ウ *Honda Seiroku* suggested a system of protecting railroad tracks before the rail operation in the Tohoku area started.
エ *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て、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
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						