

## 1 Choose the phrase that best completes each sentence below.

- (1) You can ( ).  
 ア help with stronger others feel from イ help others with feel stronger from  
 ウ feel stronger with help from others エ feel help from others stronger with
- (2) This book ( ).  
 ア is full of words that encouraged me イ is full words that of encouraged me  
 ウ encouraged me is full of that words エ encouraged words that is full of me
- (3) The man ( ) your brother.  
 ア sitting close the window must be to イ sitting close to the window must be  
 ウ must be close sitting to the window エ must be sitting close to the window
- (4) We ( ) a larger box.  
 ア could carry everything put here if we had イ could put everything here if we had carry  
 ウ had put here if we could carry everything エ had everything carry here if we could put
- (5) I ( ).  
 ア wonder is this one gold watch whose イ wonder this gold watch whose one is  
 ウ wonder this one gold watch is whose エ wonder whose watch this gold one is
- (6) The picture ( ) the old days.  
 ア of Paris reminded in me I took イ of Paris I took me reminded in  
 ウ I took in Paris reminded me of エ I took reminded of Paris me in

## 2 Read the passage and choose the answer which best completes each blank ① and ②, and choose the answer which best completes sentence (3).

In 2022, the Japanese government did research on media usage to know how it changed, as the number of people who used smartphones and social media increased. 1,500 people who were between 13 years old and 69 years old were asked some questions about their media usage. One of the questions in the research was, "Which media do you use to get reliable information about events and news in society?" To answer this question, the respondents chose one answer from 7 choices: "TV," "radio," "newspapers," "magazines," "books," "the Internet," and "others." The following table shows what the respondents in each age group chose as their answer.

There are several things we can learn from the table. First, please look at the percentages of respondents who were 13-69 years old in the table. More than half of those respondents chose "TV" as their answer. ①, so more than 80% of those respondents chose one of these two answers. Next, if we compare the percentages of the respondents who were ②, the percentage of the respondents who chose "newspapers" as their answer is higher than the percentage of the respondents who chose "the Internet" as their answer.

## 【Table】

Question: "Which media do you use to get reliable information about events and news in society?"

answers \ ages	13-69 years old	13-19 years old	20-29 years old	30-39 years old	40-49 years old	50-59 years old	60-69 years old
TV	53.1 %	55.7 %	43.8 %	46.5 %	50.2 %	57.7 %	63.2 %
radio	0.8 %	0.0 %	0.5 %	0.8 %	0.6 %	1.0 %	1.5 %
newspapers	12.7 %	10.7 %	7.4 %	10.2 %	11.9 %	16.0 %	17.3 %
magazines	0.3 %	0.0 %	0.0 %	0.4 %	0.3 %	0.7 %	0.4 %
books	1.3 %	0.7 %	2.3 %	2.4 %	0.9 %	0.3 %	1.1 %
the Internet	30.8 %	32.1 %	44.2 %	37.6 %	34.8 %	24.4 %	15.8 %
others	1.1 %	0.7 %	1.8 %	2.0 %	1.3 %	0.0 %	0.7 %

(総務省情報通信政策研究所「令和4年度情報通信メディアの利用時間と情報行動に関する調査」(令和5年度)により作成)

- (注) media メディア usage 利用  
 social media ソーシャルメディア (SNSなど、利用者が情報を発信し形成していくメディア)  
 reliable 信頼できる respondent 回答者
- (1) ① ア Less than 1% of those respondents chose "radio" as their answer  
 イ Less than 3% of those respondents chose one from "radio," "magazines" or "books" as their answer  
 ウ More than 30% of those respondents chose "the Internet" as their answer  
 エ The percentage of respondents who didn't choose "TV" as their answer was less than 50% of those respondents
- (2) ② ア 30-39 years old  
 イ 40-49 years old  
 ウ 50-59 years old  
 エ 60-69 years old
- (3) According to the passage and the table,  
 ア the research was done to know changes in media usage as a result of changes in the number of people who used smartphones and social media.  
 イ the respondents chose one answer or more from 7 choices including "others" to answer the question in the table.  
 ウ in every age group in the table, the percentage of the respondents who chose "TV" was the highest.  
 エ no respondents who were 20 years old or older than 20 years old chose "magazines" to answer the question in the table.

## 3 Read the passage and choose the answer which best completes each sentence (1)~(5).

*Honda Seiroku* was a man who studied forestry and did many things which supported the society. He was born into a farmer's family in Japan in 1866. At the age of 17, he entered a school of forestry in Tokyo, and after graduating from the school, he went to Germany for further study. After returning to Japan, he wrote many books about forestry and taught forestry at a university.

One of the things he did to support the society remains in the Tohoku area. In the late 19th century, the rail operation first started in the area. However, there was one serious problem. Because the area had heavy snow in winter, the operation of trains was often canceled or trains could not move between stations for many hours. When he heard about the problem, he [ ① ] a similar problem he saw in Canada. On the way back from Germany to Japan, he visited Canada and saw that the railroad tracks there faced a problem with snow. He learned how people handled the problem then. The things he learned in Canada led him to offer a solution of planting trees along the railroad tracks in the Tohoku area. He knew that the problem the railroad tracks had was often caused by snow blown by strong winds from the side. The winds carried a large amount of snow over the railroad tracks. However, by planting trees along the railroad tracks, the trees could protect the railroad tracks from snow blown by the winds. As a result, [ ② ] could be reduced. This simple solution actually worked well and spread to many areas which had heavy snow in winter.

When *Honda Seiroku* suggested the system of protecting railroad tracks, he also made the system financially work for a long time. After trees planted along railroad tracks grew, some of the trees could be cut and sold. The money received by selling the trees could be used to plant trees in another area or to support the operation of trains in the area. In this way, the system of protecting railroad tracks with trees became financially [ ③ ]. He taught people not only the system of protecting railroad tracks but also the way to make the system effective for a long time.

(注) 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) The word which should be put in [ ① ] is  
ア affected.      イ changed.      ウ hid.      エ remembered.
- (2) The phrase which should be put in [ ② ] is  
ア the amount of snow covering the railroad tracks.  
イ the number of railroad tracks people had to build.  
ウ the number of the trees needed to protect the railroad tracks.  
エ the operation of trains in the area.
- (3) The word which should be put in [ ③ ] is  
ア impossible.      イ memorial.      ウ similar.      エ sustainable.
- (4) According to the passage, planting trees along railroad tracks was a solution  
ア *Honda Seiroku* brought to other countries such as Germany and Canada.  
イ *Honda Seiroku* could suggest thanks to things he learned in Canada.  
ウ *Honda Seiroku* introduced to the Tohoku area before the rail operation in the area started.  
エ *Honda Seiroku* learned when he was a student of a school of forestry in Tokyo.
- (5) According to the passage,  
ア *Honda Seiroku* first studied forestry in Germany and taught forestry there.  
イ *Honda Seiroku* tried to solve a problem of snow influencing the operation of trains.  
ウ the problem of railroad tracks in the Tohoku area made *Honda Seiroku* want to study abroad.  
エ the system *Honda Seiroku* suggested was improved to work financially well by people he met in Germany.

本多静六  
の写真

*Honda Seiroku*  
(本多静六)

## 4 Read the passage and choose the answer which best completes each sentence (1)~(5).

*Origami* is famous as one part of the Japanese culture and many people in Japan have experiences of folding paper in various ways. Some researchers apply their experience in *origami* to their research.

Here's one example of research helped by a researcher's experience in *origami*. A researcher in the field of space development was studying structures which could be folded and spread easily in space. During his research, he created a special folding pattern by getting hints from his experience in *origami*. By using this special folding pattern, even a large piece of paper can be quickly folded by pushing two diagonal corners toward the center of the paper at the same time. Then, that folded paper can be quickly spread again by pulling the same two corners. This folding pattern became famous in the world after it was [ ① ] in an English magazine.

Later, the special folding pattern was used for solar panels for a satellite which was sent to space in the late 1990's. Solar panels are large structures which are used to get light from the sun to produce energy for a satellite. [ A ] Before a satellite is sent to space, solar panels should be folded and put into a small place in a satellite. [ B ] If they can't be spread, it can't get enough energy to work in space. [ C ] While they are in space, it is not easy to help them spread even if problems happen to them. [ D ] So, a folding pattern used for solar panels must achieve two things. One is folding them to fit a small place in a satellite and the other is spreading them in space without problems. The special folding pattern was chosen as a folding pattern which would make A both possible.

The special folding pattern is now used for products we use, such as maps, too. Other folding patterns have also been applied to various fields, such as product design and the medical field. Those folding patterns have been helping people create new products or technologies which improve people's lives.

(注) *origami* 折り紙      apply ~ to ... ~を...に生かす      structure 構造、構造物  
folding pattern 折り方      diagonal 対角線上の      solar panel 太陽光パネル  
satellite 人工衛星      achieve 達成する

- (1) A piece of paper folded by the special folding pattern can be quickly  
ア folded again by getting hints from *origami*.      イ folded again by pushing its center.  
ウ spread by using another folding pattern.      エ spread by pulling its two diagonal corners.
- (2) The word which should be put in [ ① ] is  
ア introduced.      イ invented.      ウ removed.      エ searched.
- (3) The sentence "However, after it reaches space, they should be spread without problems." should be put in  
ア [ A ].      イ [ B ].      ウ [ C ].      エ [ D ].
- (4) The word A both refers to  
ア folding solar panels in space and spreading them after they come back to the earth.  
イ producing large solar panels for a satellite and sending them to space without problems.  
ウ receiving light from the sun and producing energy from it to help a satellite work in space.  
エ folding solar panels to fit a small place in a satellite and spreading them in space without problems.
- (5) According to the passage,  
ア the researcher created the special folding pattern when he was inventing a new paper product.  
イ a folding pattern used for a satellite sent to space in the late 1990's gave the researcher a hint to create the special folding pattern.  
ウ the special folding pattern which was used for solar panels is also used for other products now.  
エ new technologies in various fields have provided new folding patterns for *origami*.

5 Read the passage and choose the answer which best completes each sentence (1), (2), (5) and (6), and choose the answer to the question (3) and (4).

Many of us can imagine how dinosaurs looked. We can never actually see real living dinosaurs, but we can learn what features dinosaurs had from pictures in books and TV programs, and statues in museums. Such pictures and statues are called dinosaur reconstructions, and they are made with the help of research done by many scientists.

In the 1850's, one artist made statues of dinosaurs in a park in London. The statues he made were the first full-scale reconstructions of dinosaurs in the world. To make them, the artist got advice from some scientists who had the latest information about dinosaurs at that time. However, it was very difficult to make dinosaur reconstructions because there were only a few dinosaur fossils found at that time, and even the scientists knew only a few things about dinosaurs. The scientists were sure that dinosaurs were reptiles. Also, they knew that dinosaurs were huge because the fossils showed that their body parts were huge. Many people didn't even know that the huge reptiles existed in prehistoric times. Under such a situation, the statues made in London were a great surprise to people. Now in London, we can still see the statues made in the 1850's and can find that they are different from modern reconstructions. If we ① those statues and modern reconstructions, it is possible to learn that ideas about dinosaurs have changed in many ways.

One of the statues the artist made in the 1850's in London is a statue of Megalosaurus. We can find ②. For example, the statue made in the 1850's has a small head like a crocodile and looks like a huge lizard walking with four big legs. However, a modern reconstruction of Megalosaurus shows the dinosaur had a bigger head and walked with two legs. These differences appeared for the following reason.



a modern reconstruction of Megalosaurus

In the 1850's, a lot of information about the bodies of dinosaurs was missing. Also, there was almost no information about the environment around dinosaurs. To help the artist complete the statues, the scientists needed to use the little information they had and imagine how the body parts of dinosaurs looked. ③ This was actually the best way to make reconstructions at that time. Even now, scientists also use information of animals which live on the earth now to make reconstructions of dinosaurs. This helps scientists imagine some specific body parts of dinosaurs when they can't find information about those parts from fossils found so far. So, the ways the scientists used to complete the statues in the 1850's and the ways modern scientists use to make reconstructions are ④ on that point. On the other hand, the situations of the scientists in the 1850's and modern scientists are ⑤. Though the scientists in the 1850's had few fossils to study and little information, modern scientists can get more information from many fossils, and new technology helps their research.

Thanks to a lot of new information about dinosaurs, we now know that some ideas about dinosaurs in the 1850's are wrong. However, the statues helped many people who knew nothing about dinosaurs get some information about dinosaurs at that time. The statues also help us learn what ideas about dinosaurs the scientists at that time had. Since the 1990's, scientists have found some fossils which show that some kinds of dinosaurs had feathers. New information has been changing our ideas about dinosaurs. People in the future may believe something very different from the things we believe now.

- (注) dinosaur 恐竜                      reconstruction 復元像                      full-scale 実物大の
- fossil 化石                                  reptile ハ虫類                                  exist 存在する
- prehistoric times 太古の昔              Megalosaurus メガロサウルス              crocodile ワニ
- lizard トカゲ                                missing 欠けている                        feather 羽毛

- (1) The word which should be put in ① is  
ア cause.                      イ compare.                      ウ develop.                      エ waste.
- (2) The phrase which should be put in ② is  
ア materials the artist in the 1850's used to make the statue.  
イ fossils the scientists in the 1850's studied to help the artist make the statue.  
ウ some differences between the statue and a modern reconstruction of Megalosaurus.  
エ some information about animals which lived with dinosaurs in prehistoric times.
- (3) The following passages ( i ) ~ ( iii ) should be put in ③ in the order that makes the most sense.  
( i ) He completed the statues with the body parts he created in that way.  
( ii ) The thing they did was to use some features of reptiles which lived on the earth in the 1850's, such as crocodiles and lizards, because they knew dinosaurs were reptiles.  
( iii ) With their advice, the artist changed the size of the body parts of such reptiles to fit the size of dinosaurs, and created body parts for the statues.  
Which is the best order?  
ア ( ii ) → ( i ) → ( iii )                      イ ( ii ) → ( iii ) → ( i )  
ウ ( iii ) → ( i ) → ( ii )                      エ ( iii ) → ( ii ) → ( i )
- (4) Which is the best pair of words which should be put in ④ and ⑤ in the passage?  
ア ④ - different                                  ⑤ - the same  
イ ④ - different                                  ⑤ - different  
ウ ④ - the same                                  ⑤ - different  
エ ④ - the same                                  ⑤ - the same
- (5) According to the passage, the scientists in the 1850's  
ア thought that dinosaurs weren't reptiles because they were huge.  
イ knew how huge dinosaurs were because they saw the full-scale reconstructions of dinosaurs.  
ウ taught people that the statues an artist made showed wrong ideas about dinosaurs.  
エ gave advice about dinosaurs to help an artist make the dinosaur reconstructions.
- (6) According to the passage,  
ア it was difficult to make dinosaur reconstructions in the 1850's because artists at that time didn't have the skill to make statues which were as big as real dinosaurs.  
イ the dinosaur statues made in the 1850's helped many people at that time learn the differences between the statues and real dinosaurs.  
ウ from the dinosaur statues made in the 1850's, we can find that the scientists at that time didn't have any information about dinosaurs.  
エ scientists have been getting new information which influences our ideas about dinosaurs, so ideas which people in the future will have may be different from ours.

6 Read the following sentences and write your answer in English.

Think about your experience of making an effort to achieve your goal. What is an important thing to achieve a goal? Write your idea and, from your experience, explain why you think so.

(注) achieve 達成する

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〔C問題〕

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	(2)	ア	イ	ウ	エ	2		
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	(5)	ア	イ	ウ	エ	2		
	(6)	ア	イ	ウ	エ	2		
2	(1)	ア	イ	ウ	エ	2		
	(2)	ア	イ	ウ	エ	2		
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3	(1)	ア	イ	ウ	エ	2		
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