

令和 6 年度

群馬県公立高等学校

入学者選抜学力検査問題

英 語

注 意 事 項

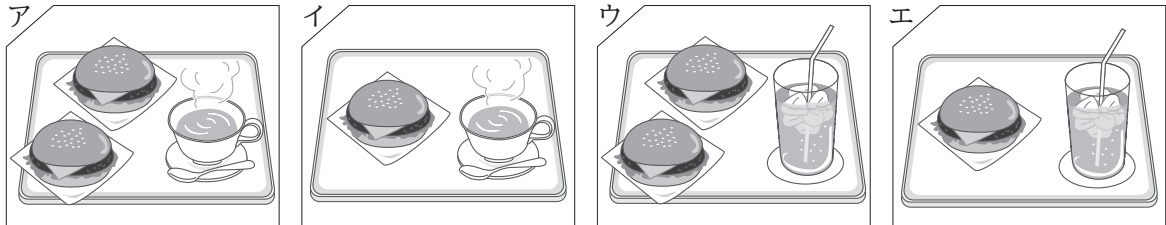
- 1 検査開始の指示があるまで、問題用紙を開かないこと。
- 2 解答は、解答用紙に記入すること。
- 3 検査終了の指示があったら、直ちに筆記用具を置き、問題用紙と解答用紙の両方を机の上に置くこと。
- 4 問題は、1 ページから 9 ページまであります。
- 5 \* が付いている語句は、後に（注）があります。
- 6 1, 2 の放送を聞いて答える問題は、メモをとってもかまいません。

1 [Part A] と [Part B] について答えなさい。

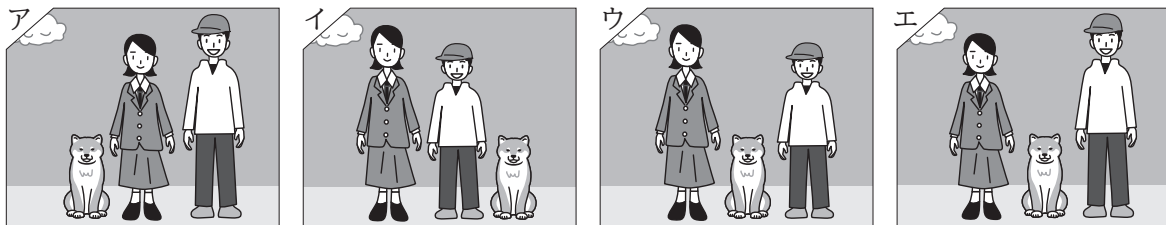
[Part A]

これから、No.1とNo.2について、英語による対話や説明が流れます。その内容を最も適切に表しているものを、それぞれア～エの中から選びなさい。英文は1度だけ放送されます。

No.1



No.2



[Part B]

これから、ABC空港でのフライト情報に関するアナウンスが流れます。あなたは成田空港に帰るところです。流れてくるアナウンスを聞き、あなたの行くべき搭乗ゲートを、ア～エの中から選びなさい。英文は1度だけ放送されます。



ア Gate A

イ Gate B

ウ Gate C

エ Gate D

2 [Part A] と [Part B] について答えなさい。

[Part A]

これから、No.1 と No.2 について、それぞれ Tim と Mika の 2 人の対話が続きます。Mika が 2 度目に発言する部分で次のチャイムを鳴らします。(チャイム音) チャイムの部分の発言として最も適切なものを、それぞれア～エの中から選びなさい。英文は 2 度放送されます。

No.1

<p><i>Tim:</i> . . . . .</p> <p><i>Mika:</i> . . . . .</p> <p><i>Tim:</i> . . . . .</p> <p><i>Mika:</i> <input style="width: 150px; height: 15px;" type="text"/></p>	<p>ア Thank you. You are so kind.</p> <p>イ Thank you. You need my help.</p> <p>ウ Thank you. I want those books.</p> <p>エ Thank you. I helped you carry them.</p>
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No.2

<p><i>Tim:</i> . . . . .</p> <p><i>Mika:</i> . . . . .</p> <p><i>Tim:</i> . . . . .</p> <p><i>Mika:</i> <input style="width: 150px; height: 15px;" type="text"/></p>	<p>ア I wish it started to rain.</p> <p>イ I wish we had umbrellas.</p> <p>ウ I can give you my umbrella.</p> <p>エ I have brought an umbrella.</p>
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[Part B]

これから、オーストラリアの姉妹校から来た生徒の歓迎会で、Kenji が話した英文が続きます。次の【プログラム】は、その時に配られたものです。英文を聞いて、【プログラム】の中の  A  ~  C に当てはまるものとして最も適切なものを、それぞれア～エの中から選びなさい。また、英文の内容に合うように、 D の部分に入る英語を書きなさい。英文は 2 度放送されます。

【プログラム】

Today's Plan	
Time	Events
9:20~ 9:40	Welcome Ceremony
9:50~11:40	Activity 1 ・ You will enjoy <input style="width: 30px;" type="text"/> A <input style="width: 30px;" type="text"/> .
11:50~12:40	Lunch Time ・ You will enjoy <input style="width: 30px;" type="text"/> B <input style="width: 30px;" type="text"/> of having lunch today.
12:50~15:40	Activity 2 ・ We will play a sport <input style="width: 30px;" type="text"/> C <input style="width: 30px;" type="text"/> .
<p>▶ These events will make <input style="width: 100px;" type="text"/> D <input style="width: 30px;" type="text"/>.</p>	

- A ア Japanese games
- イ Japanese history
- ウ Japanese culture
- エ Japanese language
  
- B ア an old way
- イ a Japanese way
- ウ a delicious way
- エ an Australian way
  
- C ア to win the match
- イ to improve our health
- ウ to know each other well
- エ to learn about your country

3 中学生のAkiraが、友人のJaneと会話をしています。会話中の(1), (2)には、Janeからの質問に対するAkiraの答えを、(3)にはAkiraからJaneへの質問を、前後の会話や絵を参考にして、それぞれ書きなさい。ただし、(1)~(3)の下線部にはそれぞれ3語以上の英語を書くこと。

Akira, you look happy.



Yes.  
Yesterday was my birthday.



Oh, really?  
Did you get any presents?



(1) \_\_\_\_\_  
I got a present from my father.



What did he give you?



(2) \_\_\_\_\_  
I like playing music.



That's nice! I like playing music, too.  
Actually, I play the piano.



Wow! That's good.  
(3) \_\_\_\_\_



I have played the piano for two years.



- 4 次の英文は、中学生のTakashiが、シンガポール（Singapore）に住む友人のTomに送ったメールです。これを読んで、英文の意味が通るように、（ア）～（オ）に当てはまる単語を後の〔 〕内からそれぞれ選び、必要があれば適切な形に変えて1語で書きなさい。

Hi Tom,

Thank you for your e-mail and pictures. Wow, did you go to a zoo at night? (ア) around a zoo looks interesting. I want to (イ) a zoo at night someday.

By the way, I went camping with my family last week. My father knows a lot about camping, so I was (ウ) many things by my father. For example, I learned how to cook outside. The curry and rice we cooked together was really delicious. We had a great time there.

I was really surprised to see a lot of people at the camping area. They enjoyed camping in different kinds of \*tents there. Some people (エ) their time together in a large tent and others enjoyed camping alone. Is camping also popular in Singapore? Have you ever (オ) camping?

Takashi

(注) tent テント

〔 build spend teach try visit walk wear 〕

5 次の英文は、中学生のEmiとその父が、Emiの家にホームステイしているイギリス出身のLucyと交わした会話の一部です。英文を読んで、後の(1)~(3)の問いに答えなさい。

*Lucy:* Emi, do you know that three of Japan's \*banknotes are going to change in 2024? That's this year! One of them has a woman's \*portrait. Who is she?

*Emi:* She is Tsuda Umeko. She is one of the first Japanese women that studied abroad. She worked hard for women's education in Japan.

*Lucy:* That's great.

*Emi:* I learned about her at school. Our teacher said she would be on the new banknote.

*Lucy:* I see. She is an important Japanese woman. I could learn about a new thing. Thank you, Emi.

*Emi:* Oh, I'm glad to hear that.

*Emi's father:* That's great. By the way, I've brought some banknotes from different countries. Look at these.

*Emi:* Wow! They all look interesting. You travel a lot. You went to \*Thailand last month, right?

*Emi's father:* Yes. This is a banknote from Thailand. The king is on it. A king or queen is sometimes on banknotes in some foreign countries.

*Lucy:* That's true. Look at this banknote. Queen \*Elizabeth II is on it. It's from the U.K. Have you been there?

*Emi's father:* Yes, I have. I went there ten years ago after staying in France for a week.

*Emi:* Really? So do you have any banknotes from France?

*Emi's father:* I used \*Euro banknotes there. Look at this. This is a Euro banknote.

*Emi:* Oh, it has windows on it.

*Emi's father:* That's true. Euro banknotes don't use a portrait of someone from one country because they are used in many of the \*EU member countries. The windows mean those countries are open to each other. This is the idea those countries have.

*Emi:* That's interesting! How about this banknote? Are they children who are using computers?

*Emi's father:* Yes, they are. This is a banknote from \*Rwanda. I went there five years ago. The children on the banknote are learning how to use computers. The country hopes that they will help to develop the country in the future.

*Lucy:* So this banknote tells us what is important for the country's future.

Emi: How interesting! Banknotes are used around us every day. But through them, we can learn about many things. Dad, please tell us about other banknotes!

(注) banknote 紙幣                                      portrait 肖像画                                      Thailand タイ  
 Elizabeth II エリザベス2世                                      Euro ユーロ  
 EU member countries EU (ヨーロッパ連合) 加盟国                                      Rwanda ルワンダ

(1) Emiの父が訪れた国について、訪れた順に並べたものとして最も適切なものを、次のア～カから選びなさい。

- ア the U.K. → France → Rwanda → Thailand  
 イ the U.K. → Rwanda → France → Thailand  
 ウ Thailand → France → the U.K. → Rwanda  
 エ Thailand → the U.K. → France → Rwanda  
 オ France → Rwanda → the U.K. → Thailand  
 カ France → the U.K. → Rwanda → Thailand

(2)  A ,  B に当てはまるものとして最も適切なものを、それぞれ次のア～エから選びなさい。

- A ア When did she study abroad?                                      イ What did you learn from her?  
 ウ Why was she on the new banknote?                                      エ How did you learn about her?  
 B ア It doesn't have a person's face on it.                                      イ I know why this person is drawn on it.  
 ウ I think you took a nice picture of them.                                      エ They weren't used as money before.

(3) Emiは、この日のできごとについて、英語の授業の【1分間スピーチ】で友人に話しました。次の【1分間スピーチ】の C ,  D に当てはまるものとして最も適切なものを、それぞれ後のア～ウから選びなさい。

【1分間スピーチ】



Emi

Yesterday, I talked about banknotes from some countries with my father and Lucy. I was happy because  C on the new Japanese banknote. We also saw banknotes from the EU and Rwanda. They were really interesting because  D . I want to see more banknotes from many countries.

- C ア my favorite Japanese woman will be  
 イ I helped Lucy learn about a Japanese woman  
 ウ my father told Lucy and me about a Japanese woman  
 D ア they tell us about famous places or great children who use computers well  
 イ they show the countries using the banknotes or the future of the banknotes  
 ウ they teach us important ideas for the countries or for the country's future

6 次の英文は、中学生のManaが「自分が影響を受けた人」について英語の授業で書いたものです。英文を読んで、後の(1)~(3)の問いに答えなさい。

One day, I was watching a TV program. A woman was talking about her experience. Her name is Ann Makosinski. She is from \*Canada. She likes science. She also likes to invent new things. She has made many useful things until now. When I heard about her story, I was really surprised.

When she was a student, she visited \*the Philippines. During her stay, she met a girl and the girl became her best friend. Ann went back to Canada, and they \*kept in touch with each other. Then Ann heard something sad from her best friend. Her friend said, “I couldn’t do well on the \*tests at school. My family is poor, so we don’t have any \*electricity at night. I cannot study enough.” When Ann heard about this, she became very sad. They were both students and almost the same \*age, but her friend’s life was very different. Ann wanted to do something about this problem to help her friend. Then an idea to make \*energy came to her. She knew that we could use \*heat to make energy because she was interested in science and studied a lot. She thought that she could use that \*knowledge to help her friend. Then by using that knowledge, she invented a \*flashlight. It uses the heat of a person’s hand. When you have this flashlight in your hand, the heat of the hand becomes energy and you can use the flashlight. She made it for her best friend.

Now, I am fifteen years old. When Ann invented the flashlight, she was only fifteen years old, too. She used her knowledge and invented the flashlight to help her friend. With her idea, she can help even more children who have the same problem. When I heard about Ann’s experience, I thought about myself and realized two things. We can help people by using things we have learned at school like Ann. If we use our knowledge, we can find ways to \*solve problems. Also, it is important for us to be interested in many things. If we have \*interest and knowledge, it will be easy to do something about problems. I didn’t \*deeply think about the question, “Why do I study?”, before. But now I understand why I study.

There are many problems in our lives and people who need help. I want to look around and think about how I can use my knowledge. Also, I want to keep studying. Then I may bring a little change to the world someday like Ann. I want to be someone who can help to make the world better.

(注) Canada カナダ                      the Philippines フィリピン                      keep in touch 連絡を取り合う  
test 試験                      electricity 電気                      age 年齢                      energy エネルギー  
heat 熱                      knowledge 知識                      flashlight 懐中電灯                      solve～ ～を解決する  
interest 興味                      deeply 深く



(1) 次の①, ②の問いに対して, 本文の内容に合うように, それぞれ4語以上の英語で答えなさい。

① What was Ann Makosinski doing in the TV program?

② Why did the family of Ann's best friend in the Philippines have no electricity at night?

(2) 本文の内容と合っているものを, 次のア~エから1つ選びなさい。

ア When Ann was in the Philippines, she knew that her best friend could not study at night.

イ Ann invented the flashlight which used energy made by the heat of a person's hand.

ウ Mana thought that she could help more children with the flashlight which Ann invented.

エ Mana knew the answer to the question, "Why do I study?", before she knew Ann's story.

(3) ALTのSmith先生がManaの英文を読み, ManaにAnnへ向けて手紙を書くことを勧めました。

次の【手紙】は, ManaがAnnに書いたものです。本文の内容を踏まえ, , にそれぞれ5語~10語の英語を書き, 【手紙】を完成させなさい。

**【手紙】**

Dear Ms. Ann Makosinski,

Hello, I'm Mana from Japan. I'm a junior high school student. Your flashlight story was great, so I am writing a letter to you. You wanted to do something for your best friend and used your knowledge. I think that was amazing.

From your story, I learned two important things. The first thing is that  to help people and solve problems. The second thing is that . I want to start with small things. If I keep trying, I may bring a little change to the world someday. I want to be someone like you in the future.

Sincerely,

Mana

7 英語の授業で、「睡眠」についてのアンケートを用いて自分の考えをまとめることになりました。あなたなら【Worksheet】（ワークシート）の  A  B にどのようなことを書きますか。後の《条件》に従って、 A にはグラフから分かることを、 B にはあなたの考えを、書き出しに続けて英語で書きなさい。

How much do you sleep every day? Do you sleep enough? Look at the \*graph on the worksheet. The students in this class answered this question, “Do you have enough sleep?”

In today’s class, I want you to think about the way to get enough sleep and write your own idea on the worksheet.



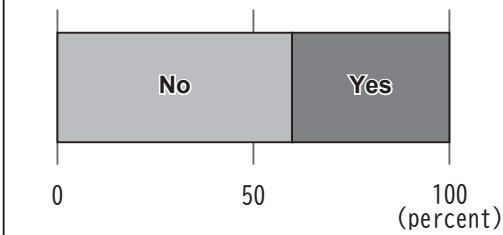
【Ms. Brown】

【Worksheet】

### How to get enough sleep

**Graph**

Question : “Do you have enough sleep?”



The graph shows that   
A

**Your idea**

To get enough sleep,   
B

In these ways, we can get enough sleep.

(注) graph グラフ

《条件》

- ・  A については、10語～15語で書き、 B については、20語～30語で書くこと。ただし、英文の数はいくつでもよい。
- ・ 符号（ , . ! ? “ ” など）は語数に含めないこと。
- ・ 解答の仕方は、〔記入例〕に従うこと。

〔記入例〕 Is it raining now? No, it isn't.



