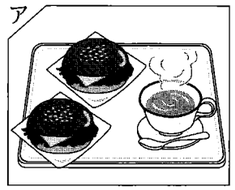
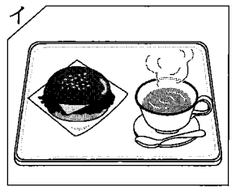
1 [Part A] と [Part B] について答えなさい。

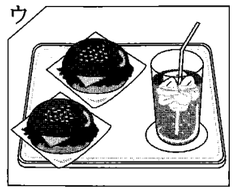
[Part A]

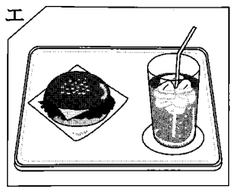
これから，No.1とNo.2について，英語による対話や説明が流れます。その内容を最も適切に表しているものを，それぞれア～エの中から選びなさい。英文は1度だけ放送されます。

No. 1

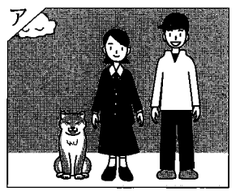
ア 

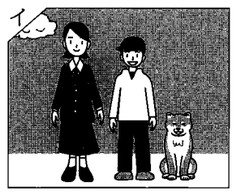
イ 

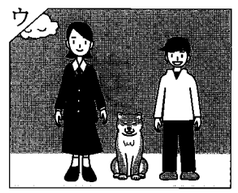
ウ 

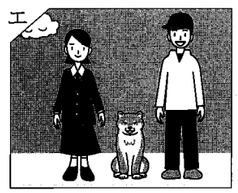
エ 

No. 2

ア 

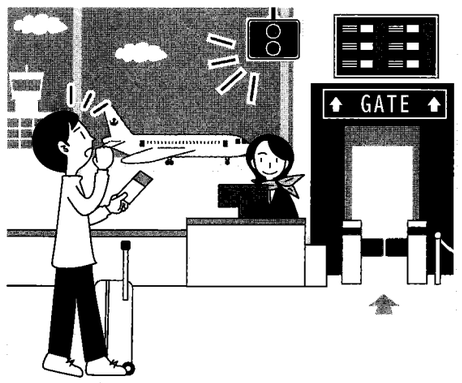
イ 

ウ 

エ 

[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人の対話が流れます。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

Tim: ・・・・・・
Mika: ・・・・・・
Tim: ・・・・・・
Mika: [　　]

ア Thank you. You are so kind.
イ Thank you. You need my help.
ウ Thank you. I want those books.
エ Thank you. I helped you carry them.

No. 2

Tim: ・・・・・・
Mika: ・・・・・・
Tim: ・・・・・・
Mika: [　　]

ア I wish it started to rain.
イ I wish we had umbrellas.
ウ I can give you my umbrella.
エ I have brought an umbrella.

[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が話した英文が流れます。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 [A].
11:50～12:40	Lunch Time ・You will enjoy [B] of having lunch today.
12:50～15:40	Activity 2 ・We will play a sport [C].

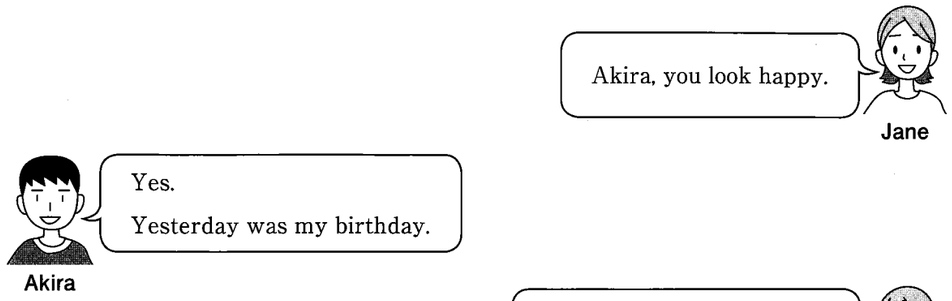
▶ **These events will make** [D].

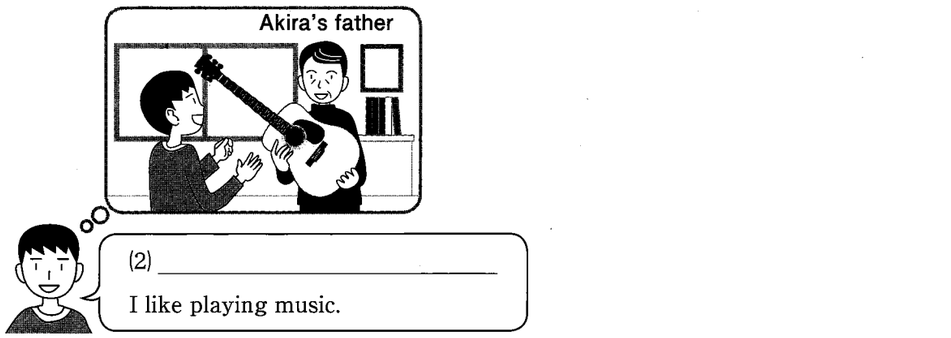
A ア Japanese games
　 イ Japanese history
　 ウ Japanese culture
　 エ Japanese language

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。





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. [A]

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. [B]

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，［ A ］，［ B ］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 ［ A ］ to help people and solve problems. The second thing is that ［ B ］. 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.

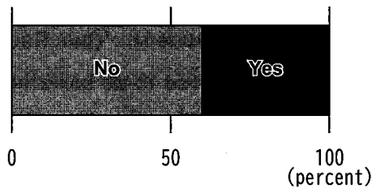
【Ms. Brown】

【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.

令和６年度「英語の放送を聞いて答える問題」台本

ただいまから，放送を聞いて答える問題を始めます。問題は，１番と２番の２題です。１番の問題の英文は１度だけ放送されます。２番の問題の英文は２度放送されます。

１番は，[Part A]と[Part B]の２問です。では，[Part A]の問題を始めます。[Part A]は絵を見て答える問題です。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。では，始めます。

No. 1

A: What would you like to have?
B: Can I have two hamburgers, please?
A: OK. What would you like to drink?
B: Hot tea.
A: Sure.

No. 2

Look at this picture I took. This is my brother and sister. My sister wears a school uniform and my brother wears a cap. My brother is taller than my sister. Also, we have a dog, Pochi. He is between them.

[Part B]の問題に移ります。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。では，始めます。

Hello, this is ABC airport. Because the weather is bad, we will change some of our flights. Flight 123 to London was going to leave from Gate A, but it has changed to Gate D. The flight time hasn't changed. Flight 130 to Narita was going to leave from Gate B, but now it has changed to Gate C. Finally, Flight 152 to Sydney is going to leave from Gate A and the time has changed, too. Flight 152 is going to leave two hours from now. Please check your gate and please enjoy your flight, thank you.

２番の問題に移ります。２番は[Part A]と[Part B]の２問です。では，[Part A]の問題を始めます。これから，No. 1 と No. 2 について，それぞれ Tim と Mika の２人の対話が流れます。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。では，始めます。

No. 1

Tim: You have many books. Where are you going?
Mika: I'm going to the school library.
Tim: Those books look so heavy. I will help you carry them.
Mika: （チャイム音）
繰り返します。

No. 2

Tim: Oh, it has started to rain.
Mika: I forgot to bring my umbrella.
Tim: I forgot to bring mine, too. We must run.
Mika: （チャイム音）
繰り返します。

[Part B]の問題に移ります。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 が話した英文が流れます。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。では，始めます。

Nice to meet you. I'm Kenji. Welcome to Minami Junior High School. Look at today's plan. After the welcome ceremony, I want you to learn about traditional Japanese things. For example, you can enjoy origami, wearing kimono, and drinking Japanese green tea called matcha in each classroom. After the activity in the morning, we will have lunch. In Australia, I know that you usually bring your lunch from home. However, today, you will eat our school lunch in the classroom. The school lunch is cooked for students every day. I hope you will like it. After lunch, let's play soccer. We chose soccer because it is a team sport. Also, soccer is known in your country, too. By playing it together, we can have fun, talk together and understand each other. This is today's plan. Through these events, I believe that you will become excited and happy. Thank you.
繰り返します。

以上で放送を終わります。適宜，次の問題に移ってください。

英　語　〔令和６〕

大問 (配点)	正　　答
1 (9)	[Part A] No. 1　ア　　No. 2　エ [Part B] ウ
2 (19)	[Part A] No. 1　ア　　No. 2　イ [Part B] A　ウ　　B　イ　　C　ウ D　［例］(These events will make) you excited and happy(.)
3 (9)	(1)　［例］Yes, I did. (2)　［例］He gave me a guitar. (3)　［例］How long have you played the piano?
4 (15)	ア　Walking　　イ　visit　　ウ　taught　　エ　spent　　オ　tried
5 (15)	(1)　カ (2)　A　エ　　B　ア (3)　C　イ　　D　ウ
6 (17)	(1)　①　［例］She was talking about her experience. ②　［例］Because they were poor. (2)　イ (3)　A　［例］we can use things we have learned at school　(9 語) B　［例］we should be interested in many things　(7 語)
7 (16)	A　［例］(The graph shows that) more than fifty percent of the students in this class don't have enough sleep.　(14 語) B　［例］(To get enough sleep,) we should not watch TV or play video games late at night.　Also, we should start to do our homework soon after we go home. (25 語)