

ズバリ! 的中!!

イングの授業で扱った内容が

2024 年の大阪府公立高校入試問題で、「そのまま」出ています!!

1 Choose the phrase that best completes each sentence below.

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

1. (1) feel + 形容詞 → 夏期攻略ゼミにて

far from~	~から遠い	The station is far from here. (駅はここから遠い。)
feel sick	体調が悪い	I feel sick today. (今日は体調が悪い。)
find out	見つけ出す	Let's find out our mistakes. (ミスを一緒に探そう。)

1. (2) be full of~ → 夏期攻略ゼミにて

be famous for~	~で有名	Brazil is famous for coffee. (ブラジルはコーヒーで有名です。)
be full of~	~でいっぱい	The cup is full of coffee. (コップはコーヒーでいっぱい。)
be good at~	~が得意だ	She is good at playing tennis. (彼女はテニスが得意だ。)

1. (4) 仮定法過去 → 平常授業にて

- (3) I could play basketball () to practice.
 ア as well as my brother if I had more time
 イ. well if I had more time as my brother as
 ウ. if time more I had as well as my brother
 エ. if I had time my brother as more well as

1. (6) remind + 人 + of~ → 夏期攻略ゼミにて

- (3) remind A of B 「AにBのことを思い出させる」

→ The picture reminds me of my son.

その写真(絵)は私に 息子を思い出させます。

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.

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3. (3) sustainable → 公立直前授業 (入試直前回) にて

「理由」に使える 5 大表現

時間がかかる	It takes (me) a lot of time to do the thing.
金がかかる	It costs me much money to do the thing.
健康に良い (悪い)	It is good(⇔bad) for our health to do the thing.
環境に良い (悪い) おススメ	It is good(⇔bad) for the environment to do the thing. It is kind(⇔harmful) to the earth to do the thing.
地球にやさしい	earth(eco)-friendly, ecological, sustainable(持続可能な)
役立つ	It will be useful in the future to do the thing.

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1. (2) 「<時間>かかる」構文 → 夏期攻略ゼミにて

(2) 「かかる」の it

① It takes about three hours to go from Osaka to Tokyo by train.

東京から大阪まで電車で行くのに約3時間かかる。

② It cost me three hundred dollars to buy the ticket.

私がそのチケットを買うのに 300ドルかかった。

(4) その壊れたコップ (the broken cup) を修理するのにどれくらいかかりましたか。

(ヒント: how 「どのくらい」, repair 「～を修理する」) ('23 ⑧)

How long did it take to repair the broken cup?

1. (4) is larger than → 夏期攻略ゼミ・バーチャル入試にて

(4) [Osaka isn't as large as Hokkaido.
Hokkaido is (larger) (than) Osaka.→ ① is ver than ②
①は②より～です

1. (6) 仮定法過去 → 平常授業にて

(4) もし私があなたならば、そんなことはしないでしょうに。

If I were you, I (wouldn't) (don't) (can't) do such a thing.

(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?

how long does it take to ← 「時間がかかる」の文

(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 [ア] ~ [エ] 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.

仮定法 (6) 本文中の 'If I used the same system to come to this school, coming to school ⑤ .' 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に。」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。would be easier

(7) 本文中の ⑥ they 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。

many roads only for bicycles

(8) 本文の内容から考えて、次のうち、本文中の ⑦ 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. ③ 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. ④ 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 ⑤ 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. ⑥ 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。

want ④ to ~

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。

projects for designing parks

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2. (1) want + 人 + to ~ → 夏期攻略ゼミにて

(3) 「~を望む(欲する)」

① I want him to go to America with my son.

私は彼に息子と一緒にアメリカへ行ってもらいたい。

② I hope that he will go to America with my son.

私は彼が息子と一緒にアメリカへ行くのを望む。

- (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)

- 便役 let (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? Yes, she did.

② According to Rika, what do great systems for the society mean?

They mean systems which stay effective for many years.

- [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ます。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) It was a good chance to learn about the person. (man)

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.

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2. (6) 使役動詞 let + 人 + 原形 ~ → 夏期攻略ゼミにて

- (4) Let me introduce myself.

私に 自己紹介を させて下さい。

☆使役動詞の使い分け

強制 (~させる)	依頼・完了・被害 (~してもらう・してしまう・される)	許可 (~させてやる)
make	have	let