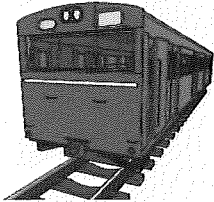
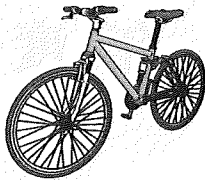
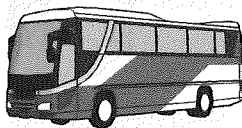



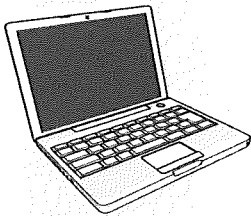
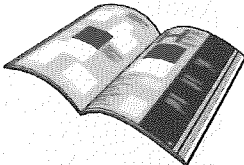
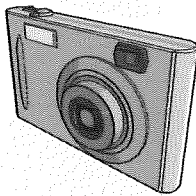
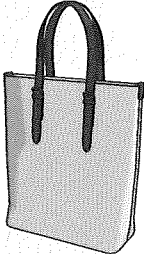
令和7年度 英語


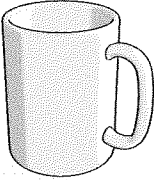

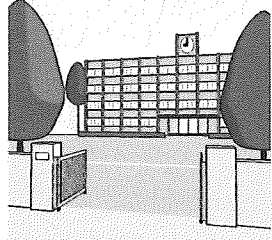
注 意

- 1 問題は1ページから6ページまであり、これとは別に解答用紙が1枚ある。
- 2 解答は、全て別紙解答用紙の該当欄に書き入れること。

(一) 聞き取りの問題

	ア	イ	ウ	エ
1				

	ア	イ	ウ	エ
2				

	ア	イ	ウ	エ
3				

(二) 聞き取りの問題

- | | | |
|---|---------------------------|----------------------------|
| 1 | ア At 9:30. | イ For six days. |
| | ウ With two people. | エ Three months ago. |
| 2 | ア Because it's a new one. | イ Early in the morning. |
| | ウ It was very expensive. | エ At a shop near my house. |

(三) 聞き取りの問題

- 1 ア Eighteen years old. イ Twenty-two years old.
 ウ Twenty-four years old. エ Twenty-six years old.
- 2 ア On Friday. イ On Thursday.
 ウ On Tuesday. エ On Wednesday.
- 3 ア Because they wanted to take him to the zoo.
 イ Because they wanted to eat lunch made by him.
 ウ Because they wanted to draw pictures with him.
 エ Because they wanted to have a birthday party for him.
- 4 ア It's an important part of his life.
 イ It never helps him enjoy his life.
 ウ It can improve only young people's lives.
 エ It doesn't teach him anything in his life.

(四) 次の1, 2の問いに答えなさい。

- 1 次の(1), (2)の各対話文の文意が通るように, () 中のア～エを正しく並べかえて, 左から順にその記号を書け。

(1) A: Did you (ア Japan イ watch ウ between エ the baseball game) and Australia on TV yesterday?

 B: Yes. It was very exciting.

(2) A: Who (ア the guitar イ that boy ウ is エ playing) over there?

 B: He is my friend, Ken. He likes music very much.

- 2 次の(1), (2)について, それぞれの指示に従って英語で書け。

(1) 次の①, ②の質問に答える文を書け。ただし, ①と②は, 二つとも, それぞれ6語以上の1文で書くこと。(「,」「.」などの符号は語として数えない。)

 ① あなたは, 今までの学校生活において, どのような努力をしましたか。

 ② また, その努力によって, どのような成果を得ることができましたか。

(2) アメリカからの留学生が, あなたの家で2週間ホームステイをすることになった。一緒に生活する上で, その留学生に伝えておいたらよいことがあるとすれば, あなたは, どのようなことを伝えるか。その留学生に伝える文を書け。ただし, 8語以上の1文で書くこと。(「,」「.」などの符号は語として数えない。)

(五) 中学生の直樹 (Naoki) と佳奈 (Kana) がブラウン先生 (Mr. Brown) と話をしている。対話文と、職場体験学習 (work experience program) についてのプリント (handout) をもとにして、1～5の問いに答えなさい。

Mr. Brown : Hi, Naoki. Hi, Kana. What are you looking at?

Naoki : Hi, Mr. Brown. We're looking at the handout about the work experience program.

Mr. Brown : Oh, it's good for students. Actually, many students in America join work experience programs. Where will you go?

Kana : We'll go to an elementary school.

Naoki : Mr. Brown, our dream is to become elementary school teachers.

Mr. Brown : Oh, that's great! When will the work experience program start?

Kana : ①. We'll have the work experience program for five days. On the last two days, we'll join the activities in foreign language classes. We're talking about them now.

Mr. Brown : What kind of activities will you do?

Kana : We'll play a shopping game in English with the children on the fourth day. We'll use vegetable toys in the game.

Mr. Brown : Sounds nice. That game has (A) some advantages. The children can learn the names of vegetables and useful expressions through the game. Also, they can realize using English is fun.

Naoki : I've learned from a book that playing games and singing songs in English are useful for learning English.

Mr. Brown : That's true, Naoki.

Kana : Mr. Brown, is there anything we can do for the children in the game?

Mr. Brown : Well..., you should say "Great!" or "Wonderful!" to the children when they do well. (ア) これらの言葉は、彼らを幸せにするでしょう。 And they will like English more.

Kana : I understand.

Mr. Brown : Also, you don't have to point out their small mistakes.

Naoki : Why?

Mr. Brown : If they are told about their mistakes, they won't want to speak English. Children learn languages through mistakes.

Naoki : I see. Thank you for your advice.

Mr. Brown : Now, can you tell me about the activity on the last day?

Kana : We'll read a picture book to the children in English.

Mr. Brown : Wow! That sounds good. Children like picture books very much. And that will be a great experience for you.

Kana : I think so, too. But I'm nervous.

Mr. Brown : Nervous? That's a lot of fun. I teach English at elementary schools in this town, too. I sometimes read English picture books to the children there.

Kana : Really? Could you give me some advice?

Mr. Brown : OK. When you read the picture book to the children, you should perform each character of the story. That can let them become interested in the story.

Kana : I see....

Naoki : Kana, I'm in the drama club. I'm good at doing that.

Kana : (B) Can you tell me how to do that?

Naoki : Sure. You should change your voice and use big gestures. Don't worry. I'll be your teacher!

Kana : ②. Thank you. Can we practice together after school every day, Naoki?

Naoki : Of course. Let's do our best. Mr. Brown, do you have any other advice for us?

Mr. Brown : Yes. When you read the picture book, you should ask the children some questions about the story. You can say to them, "How does the character feel?" or "What will happen next?" Through such questions, they can understand the story better.

Naoki : Oh, I see.

Mr. Brown : (イ) 最も重要なことは、彼らと一緒に、その活動を楽しむことです。

Kana : OK, Mr. Brown. I will. You and Naoki gave me good advice, so I'm not nervous now.

(注) activity(activities) 活動 fourth day 4日目 toy(s) おもちゃ advantage(s) 利点
expression(s) 表現 point out ~ ~を指摘する mistake(s) 間違い advice 助言
nervous 不安な drama 演劇 gesture(s) 身ぶり

職場体験学習（小学校）について

- 1 期間
7月1日(月)～7月5日(金)
- 2 集合場所及び実施場所
あおば小学校
- 3 参加者数
2名
- 4 準備物
体操服（体育時のみ）、上履き
- 5 その他
 - (1) 1日目のみ集合時間が異なります。
 - (2) 1日目の「質疑応答」では、あおば小学校の先生に質問することができます。質問の内容を事前に考えておいてください。
 - (3) 期間中は毎日、児童と一緒に給食を食べます。

〈日程〉

7月1日	集合時間	8:00	
	実施時間	8:15～15:30	
	実施内容	[午前] ・自己紹介 ・授業参観	[午後] ・給食、清掃 ・質疑応答
7月4日	集合時間	8:15	
	実施時間	8:30～15:45	
	実施内容	[午前] ・授業参観 ・授業参加(音楽)	[午後] ・給食、清掃 ・授業参加(外国語)
7月5日	集合時間	8:15	
	実施時間	8:30～15:45	
	実施内容	[午前] ・授業参加(体育) ・授業参加(外国語)	[午後] ・給食、清掃 ・お別れ会、振り返り

- 1 対話文中の①, ②に当てはまる最も適当なものを、それぞれ次のア～エの中から一つずつ選び、その記号を書け。

① ア On February 1

ウ On June 1

イ On July 1

エ On November 1

② ア My teacher is Mr. Brown

ウ That's a good idea

イ I don't agree with you

エ I can help you a lot

- 2 次の文は、対話文中の(A)についてまとめたものである。対話文の内容に合うように、文中の(a), (b) にそれぞれ当てはまる適当な日本語を書け。

子どもたちは、英語を用いた買い物ゲームを通して、(a) や役に立つ表現を学ぶことができ、(b) ということに気づくこともできる。

- 3 対話文中の(ア), (イ) の日本語の内容を英語に直せ。
- 4 対話文中の(B) について、do that が指す内容を明らかにして次の文に書きかえるとき、() に入れるのに最も適当な連続した6語を、対話文中からそのまま抜き出して書け。
Can you tell me how to ()?

- 5 次の(1)～(3)の英文の内容が、対話文、Handout の内容に合うように、[] のア～エの中から、最も適当なものをそれぞれ一つずつ選び、その記号を書け。
- (1) Mr. Brown says that [ア there is no work experience program for students in America
イ it's necessary to point out the children's small mistakes in the shopping game
ウ Naoki and Kana can help the children understand the story of the picture book better by asking some questions
エ he has never read picture books to the elementary school children in Japan].
- (2) Kana [ア was making the handout with Naoki when Mr. Brown talked to them
イ has learned from a book that playing games in English is one of the good ways to learn English
ウ can change her voice and use big gestures because she is a member of the drama club
エ doesn't feel nervous after getting good advice from Mr. Brown and Naoki].
- (3) The handout shows that the two students [ア have to go to the elementary school earlier on the first day than on the last day
イ will have time to ask Mr. Brown some questions on the morning of the first day
ウ will join science and foreign language classes on the last day
エ have to bring their lunch every day during the work experience program].

(六) 次の英文は、彩花 (Ayaka) が英語の授業でスピーチをしたときのものである。これを読んで、1～6の問いに答えなさい。(1)～(5)は、それぞれ段落を示す番号である。)

- [1] Do you like flowers? My life is full of flowers. I have been learning flower arrangement since I was six. Now I know how wonderful flowers are. They are very beautiful and give me a lot of energy. [ア] But now I am worrying about the flower industry. Have you ever heard about flower loss? My flower arrangement teacher, Ms. Yano, told me about it. It is a big problem in Japan. I got interested in it, and I learned about it from books and on the Internet.
- [2] Let me tell you what flower loss is. Many flowers are thrown away without reaching consumers. About 30% of the flowers sold in Japan are wasted. The number of the wasted flowers is about one billion in a year. That is a loss of about 150 billion yen. I am (A) because so many flowers are thrown away without doing their job. Ms. Yano says that water and electricity are necessary for good flowers. Farmers use them to grow flowers, and flower shops also (B)do so to keep flowers in good condition. Wasting flowers means wasting water and electricity. I think that people should understand these problems.
- [3] Why does flower loss happen? There are several reasons. First, too many flowers are brought to markets by farmers. If the flowers are not bought by any flower shops, they are usually thrown away. For farmers, it is (C) to know how many flowers are needed. Second, farmers cannot sell non-standard flowers in markets. If flowers are too big or too small, they are called non-standard flowers. Last month, I talked with a farmer, Mr. Tanaka, in my town. He grows 300,000 flowers in a year. However, about 20% of them are non-standard. He cannot sell these non-standard flowers, and most of them are thrown away. [イ] Third, some flowers go bad easily. When they are sent to markets or flower shops by car, they sometimes go bad. Fourth, the number of people who buy flowers is going down. The percentage of people who bought flowers in a year was about 75% in 2009 and about 46% in 2021. [ウ]
- [4] Now there are some movements to solve the problem of flower loss. Some companies have a flower subscription service. They buy the flowers of each season from the farmers and send them to the consumers every week. They can tell the farmers how many flowers are needed. That can reduce the number of wasted flowers. And some companies buy wasted flowers, and then they make dried flowers and accessories by using them. Also, some flower shops buy non-standard flowers from the farmers and sell them to the consumers at low prices. [エ]
- [5] What can we do to solve the problem? Ms. Yano has been using a flower subscription service for many years. And she often buys non-standard flowers and uses them for practicing flower arrangement. I have a future plan to solve the problem. I will have flower events in many places and tell a lot of people about flower loss. What can you do for flowers? I want you to think about that and enjoy flowers.

(注) flower arrangement 華道 energy 活力 industry 産業 loss 損失
be thrown away 捨てられる consumer(s) 消費者 waste～ ～を無駄にする
billion 10億 yen 円 electricity 電気 farmer(s) 農家
keep～in good condition ～を良い状態に保つ market(s) 市場 non-standard 規格外の
most of～ ～の大部分 go bad 劣化する fourth 4番目に percentage 割合
movement(s) 動き solve～ ～を解決する subscription service 定期購入サービス
reduce～ ～を減らす dried flower(s) ドライフラワー accessory(accessories) アクセサリー
low 低い price(s) 価格

- 1 本文中の (A), (C) に入る最も適当なものの組み合わせを、次のア～エの中から一つ選び、その記号を書け。

ア (A) sad (C) easy イ (A) sad (C) difficult
ウ (A) glad (C) easy エ (A) glad (C) difficult

- 2 本文中の (B) の指す内容を、日本語で具体的に説明せよ。

- 3 次の1文が入る最も適当な場所を、本文中のア～エの中から一つ選び、その記号を書け。

In these ways, the flowers are saved.

- 4 本文中に書かれている内容と一致するものを、次のア～キの中から二つ選び、その記号を書け。

ア Ms. Yano told Ayaka to learn about flower loss from books and on the Internet.
イ In Japan, about 150 billion flowers are wasted without reaching consumers every year.
ウ Mr. Tanaka cannot sell about 60,000 flowers in a year because they are non-standard.
エ The percentage of people who bought flowers in a year was higher in 2021 than in 2009.
オ Some companies sell dried flowers and accessories made by farmers at low prices.
カ Ms. Yano has never used a flower subscription service to get the flowers of each season.
キ Ayaka wants to let many people know about flower loss in her flower events.

- 5 このスピーチの題名として最も適当なものを、次のア～エの中から一つ選び、その記号を書け。

ア Protect Flower Shops イ Stop Wasting Flowers
ウ Reduce Flower Events エ Practice Flower Arrangement

- 6 次の英文は、彩花のスピーチを聞いた生徒が書いたコメントである。本文中に書かれている内容をふまえて、(①), (②) に入る最も適当な英語を、(①) については[3]段落から1語で、(②) については[5]段落から連続する2語で、それぞれそのまま抜き出して書け。

Thank you for your wonderful speech. I learned a lot about flower loss from you. Now I know why it happens because you gave us four (①). Also, I have realized that many people are trying to solve the problem. I think that your (②) is very good for solving it. I want to do something for flowers, too.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILL. 60607-7070

TO: DR. J. K. STILLE
FROM: DR. J. K. STILLE
SUBJECT: [illegible]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

聞き取りの問題

- (一) 次の1～3の英語による対話とそれについての質問が2回ずつ読まれる。その英文を聞いて、質問に対する答えとして最も適当なものを、問題用紙のA～Eの中からそれぞれ一つ選び、その記号を解答欄に記入する。

- 1 A : I went to Osaka last week.
B : How did you go there, Takuya?
A : By train.

Question: How did Takuya go to Osaka last week?

- 2 A : Sayuri, how was your weekend?
B : I had a good time. I went shopping with my father and mother. I got this bag from them. And they bought a book about computers for my brother.
A : That's nice.

Question: What did Sayuri's parents give her?

- 3 A : Mom, look at the sky. It's cloudy.
B : Yes. The weather will be bad in the afternoon.
A : Really? I'm sad because I can't play soccer outside in P.E. class today. Oh, it's already 7 : 30. I have to go to school now.
B : Wait, Tomoki. Don't forget to take this. You will need it when it rains.
A : Oh, thank you.

Question: What will Tomoki take to school?

- (二) 次の1, 2の英語による対話が2回ずつ読まれる。その英文を聞いて、チャイムの部分に入る受け答えとして最も適当なものを、問題用紙のA～Eの中からそれぞれ一つ選び、その記号を解答欄に記入する。

- 1 A : I'll visit Italy with my friends this summer.
B : How long are you going to stay there?
A : (チャイム)

- 2 A : Hi, Miku. This is my new watch. I like it very much.
B : It's nice, Peter. Where did you buy it?
A : (チャイム)

- (三) 次の英文(亜希が英語で行ったスピーチの内容)が通して2回読まれる。その英文を聞いて、内容についての1～4の英語の質問に対する答えとして最も適当なものを、問題用紙のA～Eの中からそれぞれ一つ選び、その記号を解答欄に記入する。

This summer, I went to America to see my friend, Susan. She is eighteen years old. She has a brother, Mike. He is twenty-six years old. He started working in a zoo two years ago.

On the second day in America, Susan and I went to the zoo. That day was Thursday. Every Tuesday and Thursday, people visiting the zoo can touch the animals. I touched a baby lion. I was so excited. Also, Mike taught me a lot of things about the animals in the zoo.

The next day was a special day. It was Susan's grandfather's birthday. Susan and I went to his house to have a party for him. We gave him a present and made lunch for him. He looked so happy. After the birthday party, he took us to his art school. He goes there to learn how to draw pictures on Wednesday and Friday. In the class, young students often give him good ideas to make his pictures better. He loves the time with them. He says, "I have been improving my life through art. Now I can't enjoy my life without it."

I met wonderful people this summer. I learned a lot from them. I'll never forget my experience in America.

[質問]

- 1 How old was Mike when he began to work in the zoo?
- 2 When did Susan and Aki visit the zoo?
- 3 Why did Susan and Aki go to see Susan's grandfather?
- 4 What does Susan's grandfather think about art?