

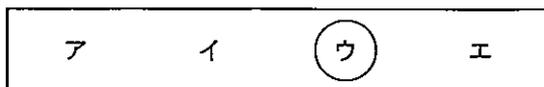
令和 8 年度

大阪府学力検査問題  
(一般入学者選抜)英 語  
〔A 問題〕

注 意

- 1 「開始」の合図があるまで開いてはいけません。
- 2 答えは、すべて解答用紙に書きなさい。
  - ・ 答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて解答用紙の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】



- ・ 答えの語数が指定されている問題は、コンマやピリオドなどの符号は語数に含めないこと。

解答用紙の採点欄には、何も書いてはいけません。

- 3 問題は、中の用紙のA面に1・2、B面に3があります。
- 4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。
- 5 「終了」の合図で、すぐ鉛筆を置きなさい。
- 6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

1 次の(1)~(10)の日本語の文の内容と合うように、英文中の( )内のア~ウからそれぞれ最も適しているものを1つずつ選び、記号を○で囲みなさい。

(1) 昨日、私は公園に行きました。

I went to a ( ア hospital イ museum ウ park ) yesterday.

(2) 私の姉は朝に本を読みます。

My sister reads a book in the ( ア afternoon イ evening ウ morning ) .

(3) あの犬はかわいいです。

That dog is ( ア cute イ famous ウ large ) .

(4) 一緒に歌いましょう。

Let's ( ア cook イ sing ウ swim ) together.

(5) 私はこれをテーブルの下で見つけました。

I found this ( ア between イ on ウ under ) the table.

(6) これらは彼女の本です。

These ( ア am イ are ウ is ) her books.

(7) あなたは彼を知っていますか。

Do you know ( ア he イ him ウ his ) ?

(8) これは部屋を掃除するための新しい機械です。

This is a new machine ( ア clean イ cleaned ウ to clean ) the room.

(9) 旅行の間、私はたくさんのすてきな写真をとることができました。

During my trip, I could ( ア take イ taken ウ took ) a lot of nice photos.

(10) あなたはこれまでに富士山に登ったことがありますか。

Have you ever ( ア climb イ climbed ウ climbing ) Mt. Fuji?

2 アキラ (Akira) は日本の高校生です。次の [I]、[II] に答えなさい。

[I] 次は、アキラが英語の授業で行ったスピーチの原稿です。彼が書いた原稿を読んで、あとの問いに答えなさい。

Hello, everyone. Do you sometimes eat *kamaboko*? *Kamaboko* is a Japanese food made from fish. I'm going to ① you some interesting information about *kamaboko*.

Long ago, people in Japan started making *kamaboko*. When people got many fish, they hoped to eat some of them later. However, in old times, keeping fish fresh for a long time was difficult. So, people thought about some ways to preserve fish for a long time. One of the ② was making *kamaboko*. People made fish into paste and baked it. By doing so, some water in the fish was removed. Preserving food is easier if water in it is removed. Making *kamaboko* was a good way to preserve fish.

To make *kamaboko*, people in various areas used fish which they got nearby. *Kamaboko* in various areas often tasted different. Also, different shapes of *kamaboko* were created. Now, we can find many kinds of *kamaboko* around Japan.

Many foods have their own unique history. If you do research on your favorite food, you may find something interesting!



kamaboko (かまぼこ)

(注) preserve 保存する      paste すりつぶしたもの

(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。1つ選び、記号を○で囲みなさい。

- ア tell                      イ tells                      ウ told                      エ telling

(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。1つ選び、記号を○で囲みなさい。

- ア fish                      イ foods                      ウ times                      エ ways

(3) 本文中の 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4語を、本文中から抜き出して書きなさい。

(4) 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。1つ選び、記号を○で囲みなさい。

- ア アキラは、かまぼこの生産量が年々減っていると話した。
- イ アキラは、かまぼこのおいしい食べ方について説明した。
- ウ アキラは、昔人々がかまぼこを作ろうとした理由を説明した。
- エ アキラは、自分でかまぼこを作ったときの経験について話した。

[II] スピーチの後に、あなた (You) がアキラと次のような会話をするとして、あなたならば、どのような話をしますか。あとの条件1~3にしたがって、( ① ) ~ ( ③ ) に入る内容を、それぞれ5語程度の英語で書きなさい。解答の際には記入例にならって書くこと。

You: Akira, I enjoyed learning about *kamaboko*. ( ① ) It's delicious.

Akira: Oh, I'm happy to hear that.

You: ( ② ) How did you find the information about *kamaboko*?

Akira: I read some books about it.

You: ( ③ )

Akira: Yes, I will bring them tomorrow.

- <条件1> ①に、「私はそれがとても好きです。」と伝える文を書くこと。
- <条件2> ②に、「私はもっと知りたいです。」と伝える文を書くこと。
- <条件3> ③に、前後のやり取りに合う内容を書くこと。

記入例				
What	time	is	it	?
Well,	it's	11	o'clock	.

3 次は、高校生のケイコ (Keiko)、イタリアからの留学生のソフィア (Sofia)、クラスメートのサトシ (Satoshi) の3人が昼休みに学校で交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

Sofia: Keiko, I finished the water in my bottle. I need to drink more water.

Keiko: You can use the drinking fountain, Sofia.

Sofia: Oh, that's nice. ① is it?

Keiko: It's in front of the gym. I will take you there.

Sofia: Thank you, Keiko.

Satoshi: Hi, Keiko and Sofia. What ② is it?

Keiko: Hi, Satoshi. We are talking about the drinking fountain in front of the gym. Now, I will take Sofia there. She will drink some water.

Satoshi: I will ③, too. I will go with you.

Keiko: Sure.

*The three students walked to the gym, and stopped in front of it.*

Keiko: Here's the drinking fountain.

Sofia: Thank you, Keiko.

Keiko: I often use this drinking fountain. Do you often use it, Satoshi?

Satoshi: ④ I use it very often because I drink a lot of water during my club activity.

Keiko: I see. Drinking fountains are convenient. I also often use the one in the library near my house.

Satoshi: We can get water for drinking in many other places in the city.

Keiko: Sofia, are there drinking fountains in many places in your hometown?

Sofia: Yes! In my hometown, Rome, there are many drinking fountains along the streets. People in Rome call them "nasoni."

Satoshi: I heard that word for the first time.

Sofia: It is an Italian word. ⑤

Keiko: Thank you. Oh, are these *nasoni*? They are very different from the drinking fountain in our school.

Satoshi: They look very old.

Sofia: *Nasoni* were first installed in the 1870's. Before that, getting clean water was difficult in Rome. But it became easier after *nasoni* were installed along the streets.

Keiko: So, *nasoni* supported people's lives at that time.

Sofia: That's right! And now, local people still use *nasoni*. I also often used *nasoni* when I was in Rome.

Satoshi: So, *nasoni* have been helpful for local people for about 150 years.

Sofia: That's right. The number of *nasoni* decreased because people started to get clean water at home. But there are still more than 2,500 *nasoni* in Rome now. So, when people feel like drinking water, they can get water from nearby *nasoni*.

Keiko: *Nasoni* are convenient.

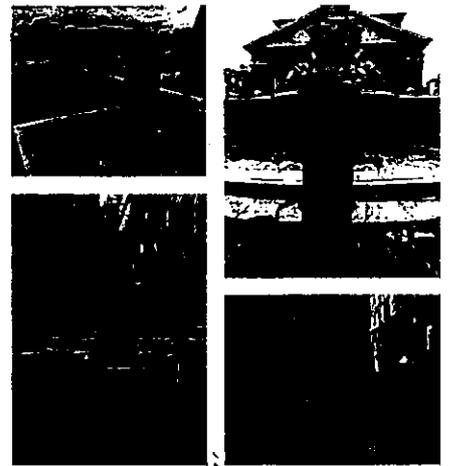
Sofia: I think that *nasoni* are eco-friendly, too. Now, some people in Rome often buy water in a plastic bottle. But, by using *nasoni* more often to get water, people may reduce plastic waste.

Satoshi: I see. That is a nice way to reduce plastic waste!

Keiko: I enjoyed learning about *nasoni*.

Satoshi: Thank you for telling us about *nasoni*, Sofia.

Sofia: You are welcome.



(注) finish 飲み干す                      drinking fountain 給水器                      Rome ローマ  
*nasoni* ナゾーニ (ローマにある公共の給水器につけられた呼び名) (複数形)  
install 設置する

- (1) 本文の内容から考えて、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。1つ選び、記号を○で囲みなさい。

ア How                      イ When                      ウ Where                      エ Why

- (2) 本文中の 'What ②?' が、「あなたたちは何をしていますか。」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。

- (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。1つ選び、記号を○で囲みなさい。

ア drink some water  
イ leave the gym  
ウ look for my bottle  
エ stay in the classroom

- (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。1つ選び、記号を○で囲みなさい。

ア Yes, I am.  
イ Yes, I do.  
ウ No, I'm not.  
エ No, I don't.

- (5) 本文中の ⑤ が、「私はタブレットでナゾーニのいくつかの写真をあなたたちに見せるつもりです。」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。

I [ show    some    you    will ] pictures of *nasoni* on my tablet.

- (6) 本文中の ⑥ it 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 3 語を、本文中から抜き出して書きなさい。

- (7) 次のうち、本文中の ⑦ That が表している内容として最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。

ア learning how much water is wasted  
イ recycling various plastic products  
ウ stopping getting plastic bags at stores  
エ using *nasoni* more often to get water

- (8) 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 Sofia often use *nasoni* when she was in Rome?  
② According to Sofia, why did the number of *nasoni* decrease?

令和 8 年度

大阪府学力検査問題  
( 一般入学者選抜 )英 語  
〔 B 問題 〕

注 意

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- 2 答えは、すべて解答用紙に書きなさい。
  - ・答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて解答用紙の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】

ア	イ	ウ	エ
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- ・答えの語数が指定されている問題は、コンマやピリオドなどの符号は語数に含めないこと。

解答用紙の採点欄には、何も書いてはいけません。

- 3 問題は、中の用紙の A 面に 1、B 面に 2・3 があります。
- 4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。
- 5 「終了」の合図で、すぐ鉛筆を置きなさい。
- 6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

1 次は、高校生のケイコ (Keiko)、イタリアからの留学生のソフィア (Sofia)、クラスメートのサトシ (Satoshi) の3人が昼休みに学校で交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

Sofia: Keiko, I finished the water in my bottle. I don't have water to drink after P.E. class.

Keiko:  ① worry, Sofia. There is a drinking fountain in front of the gym. You can fill your bottle with water there.

Sofia: That's nice.

Keiko: I will take you there.

Sofia: Thank you, Keiko.

Satoshi: Hi, Keiko and Sofia. Where are you going?

Keiko: We are going to the gym to  ② . Sofia wants to fill her bottle with water.

Satoshi: Oh, I will go with you. I want to drink some water, too.

Keiko: Sure.

*The three students walked to the gym, and stopped in front of it.*

Keiko: Here's the drinking fountain.

Sofia: Thank you, Keiko.

Keiko: I often use this drinking fountain.  ③ , Satoshi?

Satoshi: I use it very often, too. I drink a lot of water during my club activity, so I quickly finish the water I bring from home. After finishing  A it, I always use this drinking fountain.

Keiko: I see. Drinking fountains are convenient. I also often use the one in the library near my house.

Satoshi: We can get water for drinking in many other places in the city.

Keiko: Sofia, are there drinking fountains in many places in your hometown?

Sofia: Yes! In my hometown, Rome, there are many drinking fountains along the streets. People in Rome call them "nasoni."

Satoshi: I have never heard that word before.

Sofia: It is an Italian word. I'll show you some pictures of *nasoni* on my tablet.

Keiko: Thank you. Oh, are these *nasoni*? They are very different from the drinking fountain in our school.

Satoshi:  ④

Sofia: *Nasoni* were first installed in the 1870's. They were installed for the health of people living in Rome. Before that, people couldn't get clean water easily, and that caused a serious health problem. After *nasoni* were installed along the streets, getting clean water became easier.

Keiko: You mean that  ⑤ , right?

Sofia: You are right! *Nasoni* supported their lives.

Keiko: Do local people still use *nasoni*?

Sofia: Yes! When they are outside and feel thirsty, they get water from *nasoni*.  ㉞ *Nasoni* are a part of their culture.  ㉟

Satoshi: So, *nasoni* have helped local people for about 150 years.

Sofia: That's right. People started to get clean water at home and the number of *nasoni* decreased.

㊱ So, when people want to drink water, they can get water from nearby *nasoni*.  ㊲

Keiko: *Nasoni* are convenient.

Sofia: Actually, on the Internet, there are helpful maps for finding the nearby *nasoni*.

Keiko: That's interesting.

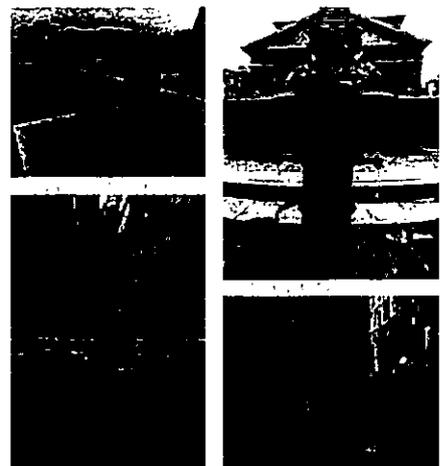
Sofia: Some of the maps were made to let people use *nasoni* more often to get water, instead of buying water in a plastic bottle. Now, some people in Rome often buy water in a plastic bottle. But if they get water from *nasoni* more often, that may be helpful for reducing plastic waste.

Satoshi: *Nasoni* are not only convenient but also eco-friendly. I enjoyed learning about them.

Sofia:  ⑥

Keiko: Thank you for telling us about *nasoni*, Sofia.

Sofia: You are welcome.



(注) finish 飲み干す                      drinking fountain 給水器                      Rome ローマ  
*nasoni* ナゾーニ (ローマにある公共の給水器につけられた呼び名) (複数形)  
 install 設置する

- (1) 次のうち、本文中の  に入れるのに最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。
- ア Don't                      イ Doesn't                      ウ Isn't                      エ Wasn't
- (2) 本文の内容から考えて、次のうち、本文中の  に入れるのに最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。
- ア join a club activity  
 イ look for Sofia's bottle  
 ウ see a P.E. teacher and ask her some questions  
 エ use the drinking fountain in front of it
- (3) 本文の内容から考えて、次のうち、本文中の  に入れるのに最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。
- ア Where do you use it  
 イ Where are they  
 ウ How about you  
 エ How far is it
- (4) 本文中の ④ it 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 6 語を、本文中から抜き出して書きなさい。
- (5) 本文中の  が、「それらはとても古く見えます。」という内容になるように、4語の英語で書きなさい。
- (6) 本文の内容から考えて、次のうち、本文中の  に入れるのに最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。
- ア *nasoni* were installed in homes in Rome  
 イ *nasoni* helped people in Rome stay healthy  
 ウ *nasoni* helped people clean the streets in Rome  
 エ *nasoni* were spread to many other countries in the world
- (7) 本文中には次の英文が入ります。本文中の  ~  から、入る場所として最も適しているものを1つ選び、ア~エの記号を○で囲みなさい。
- But there are still more than 2,500 *nasoni* in Rome now.
- (8) 本文中の  が、「私はナゾーニについて話せてうれしいです。」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。
- I [ to talk glad am ] about *nasoni*.
- (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。2つ選び、記号を○で囲みなさい。
- ア Sofia couldn't drink water after P.E. class because she didn't have her bottle.  
 イ According to Sofia, drinking fountains along the streets in Rome are called *nasoni*.  
 ウ Keiko said that *nasoni* in pictures Sofia showed were very similar to the drinking fountain at school.  
 エ According to Sofia, people in Rome don't get water for drinking from *nasoni* anymore.  
 オ According to Sofia, using *nasoni* more often to get water may help people reduce plastic waste.

B 面

2 次は、高校生のハルト（Haruto）が英語の授業で行った、裂き織り（*sakiori*）に関するスピーチの原稿です。彼が書いた原稿を読んで、あとの問いに答えなさい。

Last month, I visited Aomori Prefecture to see my grandparents. There, we joined an event ① was held in a local hall. In the event, I had a chance to weave cloth by using a traditional method called “*sakiori*.” I also learned the history of *sakiori* from people who held the event. Both weaving cloth with *sakiori* and the things ② they explained were interesting. After that, I learned more about *sakiori*. Today, I want to share ③.

People started to use the method of *sakiori* in some areas of Japan in the middle of the *Edo* period. It was used especially in the northern area for making people’s clothes. At that time, it was hard to get cotton in the northern area. The area was too cold for growing cotton plants. ④ Instead of cotton, they often used hemp. Clothes made of hemp were strong, but they were not very warm. On the other hand, clothes made of cotton were soft and warm in winter, so they were usually more comfortable.

Though it was hard to get cotton, sometimes people in the area could get some pieces of old cotton cloth. The pieces were often damaged or they were often very small. But people wanted to use them to make their clothes. So, they created a method to make ⑤ that possible. They tore the old cotton cloth into strips and used those strips to weave new cloth. To weave new cloth, they used not only those strips of cotton cloth but also strong threads, such as threads made of hemp. With a machine for weaving, they combined those strips and strong threads. This way, people could make their clothes from old cotton cloth. This method of weaving cloth is called *sakiori*. The cloth which people wove with *sakiori* was strong and helped people stay warm in cold winters.



As the society changed, the number of people who wove cloth with *sakiori* got smaller in the 20th century. However, now, in the 21st century, some people pay attention to *sakiori* for some reasons. Some people think *sakiori* is a good method to recycle old things. By using it, they don’t have to throw away their old clothes. Also, some people think it is a good method to keep a part of their favorite clothes which became too old. They want to keep such clothes because the clothes remind them of a lot of memories. By using such favorite clothes, they make something else, such as a small bag. This way, they can ⑥.

In the event I joined, to weave cloth with the method of *sakiori*, I used some old clothes my grandparents bought for me. The cloth I wove was very different from my old clothes. It was unique in the world. Through learning about *sakiori*, I could know about people’s wisdom to handle difficult situations they had. ⑦ I think each of them has their own unique history. There are many things we can learn from them.

- (注) Aomori Prefecture 青森県      weave 織る（過去形は wove）      cotton 木綿  
 cotton plant 綿花      hemp 麻  
 tore tear（裂く、引き裂く）の過去形      strip（布の）細長い一片  
 thread 糸      combine 組み合わせる

(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。1つ選び、記号を○で囲みなさい。

- ア what                                  イ when                                  ウ which                                  エ where

(2) 本文中の ② 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。

(3) 本文中の ‘Today, I want to share ③.’ が、「今日は、私が何を学んだかを共有したいと思います。」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。

(4) 本文中の ③ 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。1つ選び、記号を○で囲みなさい。

- (i) But the cotton brought from those far areas was very expensive.
- (ii) Many people in the area couldn't easily get it and they used something else to make their clothes.
- (iii) So, cotton was brought to the area from warm areas which were far away.

- ア (i) → (ii) → (iii)
- イ (i) → (iii) → (ii)
- ウ (iii) → (i) → (ii)
- エ (iii) → (ii) → (i)

(5) 次のうち、本文中の ⑥ that の表している内容として最も適しているものはどれですか。1つ選び、記号を○で囲みなさい。

- ア getting new cotton cloth
- イ finding cloth they threw away
- ウ weaving cloth without using cotton cloth
- エ using old cotton cloth to make their clothes

(6) 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。1つ選び、記号を○で囲みなさい。

- ア carry many things they need for weaving cloth with *sakiori*
- イ keep a part of their favorite clothes with memories in a different product
- ウ recycle a lot of small bags in an effective way
- エ remember what products they can make with *sakiori*

(7) 本文中の ⑤ が、「それについて学ぶことは、私に他の伝統的な方式にも興味をもたせました。」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。

Learning about it [ in    interested    made    me ] other traditional methods, too.

(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。1つ選び、記号を○で囲みなさい。

- ア In the middle of the *Edo* period, people in the northern area of Japan created a method to grow cotton plants in the area.
- イ Clothes made of hemp were softer and warmer than clothes made of cotton.
- ウ In the 20th century, the number of people who wove cloth with *sakiori* increased.
- エ Some people think, with *sakiori*, they can recycle old clothes.

(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10語の英語で書くこと。

- ① Was weaving cloth with the method of *sakiori* interesting for Haruto?
- ② What clothes did Haruto use when he wove cloth with the method of *sakiori*?

3 あなた (You) はアメリカで2週間のホームステイをし、まもなく大阪に戻る予定です。あなたと、ホストファミリーのヒルさん (Ms. Hill) 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: Thank you for everything. I really enjoyed staying with you. (       ①       )  
 Ms. Hill: We feel the same. We want to see you again. We want to visit Osaka someday. In your opinion, what is the best season to visit Osaka? And why do you think so?  
 You: (       ②       )  
 Ms. Hill: I see. We will visit Osaka in that season.

<条件1> ①に、「私はあなたたちと過ごした時間を決して忘れないでしょう。」と伝える文を、10語程度の英語で書くこと。 <条件2> ②に、前後のやり取りに合う内容を、20語程度の英語で書くこと。	記入例 What    time    is    it    ? Well,    it's    11    o'clock.
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令和 8 年度

大阪府学力検査問題  
( 一般入学者選抜 )英 語  
〔 C 問題 〕

注 意

1 「開始」の合図があるまで開いてはいけません。

2 答えは、すべて解答用紙に書きなさい。

答えとして記号を選ぶ問題は、下の【解答例】にならい、すべて解答用紙の記号を○で囲みなさい。また、答えを訂正するときは、もとの○をきれいに消しなさい。

【解答例】

ア	イ	ウ	エ
---	---	---	---

解答用紙の採点欄には、何も書いてはいけません。

3 問題は、中の用紙のA面に1・2、B面に3・4、C面に5・6があります。

4 「開始」の合図で、まず、解答用紙に受験番号を書きなさい。

5 「終了」の合図で、すぐ鉛筆を置きなさい。

6 放送による英語リスニングテストをこの検査終了後に行いますので、指示に従いなさい。

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

(1) I'm sorry ( ) here soon.

- ア leave that you will  
ウ you will that leave

- イ that you will leave  
エ will leave you that

(2) She wants ( ) these days.

- ア people know how to relax  
ウ to how relax people know

- イ people to know how relax  
エ to know how people relax

(3) They ( ).

- ア have bottles filled with water  
ウ filled with bottles have water

- イ have with water bottles filled  
エ filled water bottles have with

(4) It ( ) his idea.

- ア was to let him express difficult  
ウ let him to express was difficult

- イ was difficult to let him express  
エ let him difficult to express was

(5) The information ( ) interesting.

- ア something showed with us shared you  
ウ showed you something with us shared

- イ shared with us showed something you  
エ you shared with us showed something

(6) Could you ( )?

- ア make me tell so matters what worried you  
ウ tell me what matters make you so worried

- イ make me tell what you worried so matters  
エ tell me what you make matters so worried

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

In a survey in 2024, some questions were asked to high school students in Japan to see what fields in science are interesting for them. About different fields of science, students were asked to choose one response from 4 choices: "very much interested," "somewhat interested," "not so interested" and "not interested at all." The same questions were asked to high school students in Japan in 2013. The following graphs show the percentages of the students who chose a positive response ("very much interested" or "somewhat interested") for two of the questions in 2013 and in 2024.

Graph 1 shows the results of the question: "Are you interested in animals and plants?" 23.3 percent of the students chose "very much interested" in 2013 and  ① chose it in 2024. The percentage of the students who chose "somewhat interested" in 2024  ②.

Graph 2 shows the results of the question: "Are you interested in the human body?" If we compare the percentage of the students choosing a positive response in 2024 and its percentage in 2013, the percentage in 2024 was higher. The percentage of the students choosing "very much interested" in 2024 was higher than its percentage in 2013. More than 20 percent of the students chose it in 2024.



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

There are plans to send astronauts to the moon or Mars on space missions. In the near future, maybe astronauts will stay on those places for a long time, for example, a few years. For the long stay in space, one big challenge is finding good ways to [①], and one of these ways is producing food in space. To make staying for a longer time in space possible, growing plants in space is getting more important.

The challenge of growing plants in space started in the 1970's. After a lot of research and challenges, in 2015, astronauts on the ISS could finally grow a kind of lettuce they could eat. After the success, growing some other kinds of plants such as tomatoes was also successful. Plants need things such as nutrients, water, air and light to grow. Providing these things which are [②] for plants is not easy in space. For example, one challenge is to find an effective way to water plants under the condition of low gravity. Researchers have been doing a lot of research on growing plants in space and have invented ways to make it possible.

[A] Growing plants in space may provide not only fresh food but also some other positive influences. [B] "In this report, many astronauts actually said that taking care of plants is fun and helps them relax during their mission in space. [C] Also, some researchers think growing plants may be helpful for producing oxygen and reducing carbon dioxide. [D]

With the efforts of many people working on growing plants in space, in the near future, maybe astronauts will enjoy eating fresh salads with various vegetables they have grown in space. Also, the things learned through growing plants in space may be helpful for growing plants in hard conditions on the earth.

(注) moon 月

nutrient 栄養

carbon dioxide 二酸化炭素

Mars 火星

gravity 重力

ISS 国際宇宙ステーション

oxygen 酸素

(1) The phrase which should be put in [①] is

ア provide enough food for astronauts.

イ reduce the number of astronauts.

ウ return from those far places.

エ stay on the earth instead of living in space.

(2) The phrase the success refers to

ア a success of sending researchers of plants to the ISS.

イ a success of inventing food which stays in good condition on Mars.

ウ a success of increasing the kinds of plants carried from the earth to the ISS.

エ a success of growing a kind of lettuce astronauts can eat on the ISS.

(3) The word which should be put in [②] is

ア living.

イ narrow.

ウ necessary.

エ official.

(4) The sentence "For example, one report says growing plants seems to have a good influence on the minds of astronauts." should be put in

ア [A].

イ [B].

ウ [C].

エ [D].

(5) According to the passage,

ア to let astronauts stay in space longer, the need for growing plants in space is increasing.

イ astronauts said growing plants in space is a difficult mission which makes them nervous.

ウ researchers invented a machine for producing oxygen thanks to the research on growing plants in space.

エ fresh salads with vegetables grown in space will be sold on the earth in the near future.

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

*Sakiori* is a traditional method to weave cloth and people started to use the method in the middle of the *Edo* period. It was used especially in the northern area of Japan for making people's clothes. At that time, it was hard to get cotton in the northern area. A The area was too cold for growing cotton plants. B So, cotton was brought to the area by ship from warm areas which were far away. C Instead of cotton, they often used hemp to make their clothes, but clothes made of hemp were not very warm. D On the other hand, clothes made of cotton were warm in winter and they were also soft.

Though it was hard to get cotton, sometimes people in the area could get some pieces of old cotton cloth. The pieces were often damaged or they were often very small. But people wanted to use them to make their clothes and created a method to make <sup>Ⓐ</sup>that possible. They tore the old cotton cloth into strips and used those strips to weave new cloth. To weave new cloth, they used not only those strips of cotton cloth but also strong threads, such as threads made of hemp. With a machine for weaving, they combined those strips and strong threads. This method of weaving cloth is called *sakiori*. The cloth people wove with *sakiori* helped them stay warm in cold winters.

As the society changed, less cloth was made with *sakiori* in the 20th century. However, *sakiori* is getting attention for some reasons today, in the 21st century. Some people think it is a good method to recycle old things. By using it, they don't have to throw away their old clothes. Also, some people think it is a good method to keep a part of their favorite clothes which became too old. They want to keep such clothes because the clothes remind them of a lot of memories. By using such favorite clothes, they make something else, such as a small bag. This way, they can ①.

Learning about traditional methods like *sakiori* may help us learn people's wisdom to handle difficult situations they had. Also, that may give us some hints for making our lives more sustainable.

(注) *sakiori* 裂き織り                      weave 織る (過去形は wove)              cotton 木綿  
cotton plant 綿花                      hemp 麻  
tore tear (裂く、引き裂く) の過去形                      strip (布の) 細長い一片  
thread 糸                      combine 組み合わせる

(1) The sentence "Cotton brought in such a way was very expensive and many people in the northern area couldn't easily get it." should be put in

ア A.              イ B.              ウ C.              エ D.

(2) The word <sup>Ⓐ</sup>that refers to

ア finding cloth they threw away.                      イ getting new cotton cloth.  
ウ using old cotton cloth to make their clothes.                      エ weaving cloth without using cotton cloth.

(3) To weave cloth with *sakiori*, people

ア used strips of cotton cloth and strong threads.                      イ stopped using strong threads.  
ウ stayed in warmer areas to grow cotton plants.                      エ improved their machines for weaving.

(4) The phrase which should be put in ① is

ア carry many things they need for weaving cloth with *sakiori*.  
イ keep a part of their favorite clothes with memories in a different product.  
ウ recycle a lot of small bags in an effective way.  
エ remember what products they can make with *sakiori*.

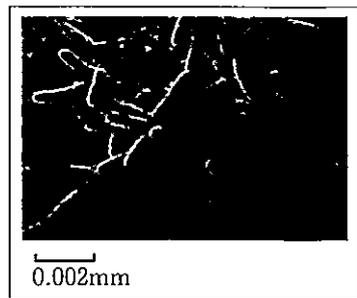
(5) According to the passage,

ア in the middle of the *Edo* period, people in the northern area of Japan created a method to grow cotton plants in the area.  
イ clothes made of cotton were not as warm as clothes made of hemp.  
ウ in the 20th century, the change in the society made people weave more cloth with *sakiori*.  
エ some people think, with *sakiori*, they can recycle old clothes.

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).

People need electricity for their daily lives and social activities. Both producing electric power without bad influences on the environment and providing stable electric power are important. To provide stable electric power, various methods of producing electric power are used today. To [1] bad influences on the environment, people have developed various eco-friendly methods. Methods using natural power sources people can continue to use are examples of such eco-friendly methods. As more people started to think about the environment, the use of [A] them has increased. Under this situation, some scientists have even been doing studies on new methods. One method is to produce electric power with the help of special types of microbes.

In soil of various places such as rice paddies and farms, there are microbes which release electrons out of their bodies while they are decomposing organic matter they ate. In the soil of their natural environment, they give those electrons to natural things in the soil, such as iron oxide. By letting the microbes give their electrons to an electrode instead of natural things, using their electrons as electricity becomes possible. Even about a hundred years ago, scientists knew that there were such microbes in soil. The electric power produced with the help of those microbes was very low.



microbes which release electrons

[2] For example, they brought some soil including the microbes to their laboratories and, by changing some conditions around the microbes, they tried to find what conditions help the microbes give more electrons to an electrode.

One day, one scientist got an idea of putting electrodes into a rice paddy and using the rice paddy as a large battery. He got the idea in his laboratory. In his laboratory, his team sometimes had to give the microbes some organic matter as their food. Then, the scientist realized that people [A] give food to microbes living in the rice paddy. Those microbes [B] get food in the rice paddy because the soil of the rice paddy includes a lot of organic matter. Rice plants produce organic matter when they receive sunshine and a part of the organic matter is released into the soil. With such organic matter, the microbes release electrons. [3] because, by doing so, people can continue to produce electric power without damaging the environment in the rice paddy and without expensive devices. When the scientist and his team actually set electrodes in a rice paddy and made a system to produce electric power with the help of the microbes, the system worked well. The electric power was low, but it was still enough to make some things, such as a watch, work. During the day on sunny days, especially in hot summer, the electric power produced from the system became higher. The scientist believed that the system could be improved to become more helpful.

Now more people are interested in the electric power produced with the help of microbes and are hoping to use the electric power for various things because it is eco-friendly and doesn't cost a lot. One example is to use this electric power for machines which check conditions in rice paddies or farms, to help farmers. Electric power produced with the help of microbes may greatly support our lives someday.

(注) stable 安定した  
rice paddy 水田  
decompose 分解する  
electrode 電極

power source エネルギー源  
release 放出する  
organic matter 有機物  
laboratory 実験室

microbe 微生物  
electron 電子  
iron oxide 酸化鉄

- (1) The word which should be put in  is  
ア bring.                      イ have.                      ウ increase.                      エ reduce.
- (2) The word them refers to  
ア eco-friendly methods of producing electric power.  
イ studies on producing higher electric power.  
ウ needs for electric power in everyday life.  
エ activities to protect the environment.
- (3) The following sentences ( i ) ~ ( iii ) should be put in  in the order that makes the most sense.
- ( i ) However, recently, some scientists started to think using this electric power for people's needs would be possible and they did research.  
( ii ) So, many scientists didn't try to use this electric power for people's needs.  
( iii ) The first step in their research was to find how to produce higher electric power with the help of the microbes.

Which is the best order?

- ア ( i ) → ( ii ) → ( iii )                      イ ( i ) → ( iii ) → ( ii )  
ウ ( ii ) → ( i ) → ( iii )                      エ ( ii ) → ( iii ) → ( i )
- (4) Which is the best pair of words which should be put in  and  in the passage?  
ア A - don't have to    B - can                      イ A - have to    B - can  
ウ A - don't have to    B - can't                      エ A - have to    B - can't
- (5) The phrase which should be put in  is  
ア Giving more electrons to natural things in the rice paddy is possible.  
イ Doing research in a condition which is similar to the laboratory is effective.  
ウ Finding why rice plants release organic matter in the rice paddy is important.  
エ Using these conditions in the rice paddy to produce electric power is sustainable.
- (6) According to the passage,  
ア by letting microbes release more organic matter in soil, producing electric power from the soil becomes possible.  
イ one scientist got an idea of growing rice plants in his laboratory to create better conditions for microbes.  
ウ one scientist judged that a method of producing electric power from a rice paddy failed and couldn't be improved.  
エ electric power produced with the help of microbes is attracting attention and more people are hoping to use the electric power for a variety of things.

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

In some cases, people need to cooperate to achieve their goal. What is one important thing when people cooperate? Write your idea and, with your experience or example, explain why you think so.

(注) cooperate 協力する                      achieve 達成する