

リスニングテスト放送台本

注：[] 内の文字は音声として入っていません。

(チャイム音) [間 2秒]

これから、問1のリスニングテストの放送を始めます。問題冊子の1ページを開けてください。[間 2秒]
問題はア)・イ)・ウ)の三つに大きく分かれています。放送を聞きながらメモをとってもかまいません。

それでは、問題ア)に入ります。問題ア)は、No.1～No.3まであります。CathyとTaroが話をしています。まずCathyが話し、次にTaroが話し、その後も交互に話します。対話の最後でTaroが話す言葉のかわりに(チャイムの音)というチャイムが鳴ります。そのチャイムのところに入るTaroの言葉として最も適するものを、問題ア)の指示にしたがって答えなさい。まず、問題ア)の指示を読みなさい。[間 7秒] それでは、始めます。対話は2回ずつ放送します。[間 2秒]

No. 1 [Cathy:] **Taro, thank you for the cookies! They were delicious! Who made them?**
 [Taro:] My mother did. She loves making cookies, cakes, or fruit pies.
 [Cathy:] **How nice! When does she usually make them?**
 [Taro:] (チャイム) [間 2秒]
 [Cathy:] **Taro, thank you for the cookies! They were delicious! Who made them?**
 [Taro:] My mother did. She loves making cookies, cakes, or fruit pies.
 [Cathy:] **How nice! When does she usually make them?**
 [Taro:] (チャイム) [間 4秒]

No. 2 [Cathy:] **We have enjoyed seeing a lot of beautiful flowers here in Ueno Park, Taro. But we have been walking for an hour now. So, let's take a rest.**
 [Taro:] Yes! I want to buy something cold to drink.
 [Cathy:] **Me, too. Is there a convenience store around here?**
 [Taro:] (チャイム) [間 2秒]
 [Cathy:] **We have enjoyed seeing a lot of beautiful flowers here in Ueno Park, Taro. But we have been walking for an hour now. So, let's take a rest.**
 [Taro:] Yes! I want to buy something cold to drink.
 [Cathy:] **Me, too. Is there a convenience store around here?**
 [Taro:] (チャイム) [間 4秒]

No. 3 [Cathy:] **Hi, Taro. I will go to the library after school to look for books about Japanese art. Can you come and help me?**
 [Taro:] Sure. But I can't stay for a long time because I have a piano lesson.
 [Cathy:] **Oh, what time will you have to leave the library?**
 [Taro:] (チャイム) [間 2秒]
 [Cathy:] **Hi, Taro. I will go to the library after school to look for books about Japanese art. Can you come and help me?**
 [Taro:] Sure. But I can't stay for a long time because I have a piano lesson.
 [Cathy:] **Oh, what time will you have to leave the library?**
 [Taro:] (チャイム) [間 4秒]

次に、問題イ)に入ります。問題イ)は、No.1とNo.2があります。それぞれ同じ高校に通うJimとNamiの対話を放送します。対話の内容を聞いて、問題冊子に印刷されているそれぞれの質問の答えとして最も適するものを、問題イ)の指示にしたがって答えなさい。まず、問題イ)の指示を読みなさい。[間 7秒] それでは、始めます。対話は2回ずつ放送します。[間 2秒]

No. 1 [Jim:] **Nami, I can't wait to go to the amusement park with your family this weekend!**
 [Nami:] I can't wait, either! Don't forget to bring your ticket!
 [Jim:] **OK. I won't. It's going to rain this weekend, so we'll need to bring an umbrella.**
 [Nami:] All right. So, do we need anything else?
 [Jim:] **Well, I'll bring my camera with me. I'd like to take many pictures there.**
 [Nami:] That's good. [間 4秒]

[Jim:] **Nami, I can't wait to go to the amusement park with your family this weekend!**
 [Nami:] I can't wait, either! Don't forget to bring your ticket!
 [Jim:] **OK. I won't. It's going to rain this weekend, so we'll need to bring an umbrella.**
 [Nami:] All right. So, do we need anything else?
 [Jim:] **Well, I'll bring my camera with me. I'd like to take many pictures there.**
 [Nami:] That's good. [間 5秒]

No. 2 [Jim:] **Hi, Nami. I'm going to go to the cherry blossom festival at Kamome Park with our classmates tomorrow. Would you like to join us?**
[Nami:] Well, I'd like to, but I can't decide now because I'm going to have a tennis tournament tomorrow. It will start in the morning, and I'm not sure when it will finish.
[Jim:] **I see. We're planning to be there from 1:00 p.m. to 5:00 p.m.**
[Nami:] OK. If I still have time after the tournament, I will join you.
[Jim:] **Great. Please call me then.**
[Nami:] Sure, I will. [間 4 秒]

[Jim:] **Hi, Nami. I'm going to go to the cherry blossom festival at Kamome Park with our classmates tomorrow. Would you like to join us?**
[Nami:] Well, I'd like to, but I can't decide now because I'm going to have a tennis tournament tomorrow. It will start in the morning, and I'm not sure when it will finish.
[Jim:] **I see. We're planning to be there from 1:00 p.m. to 5:00 p.m.**
[Nami:] OK. If I still have time after the tournament, I will join you.
[Jim:] **Great. Please call me then.**
[Nami:] Sure, I will. [間 5 秒]

最後に、問題(ウ)に入ります。留学生のジャックが英語の授業でスピーチを行います。スピーチを聞いて、問題(ウ)の指示にしたがって答えなさい。このあと、20秒後に放送が始まりますので、それまで問題(ウ)の指示を読みなさい。[間 20秒] それでは、始めます。英文は2回放送します。[間 2 秒]

Hi, everyone. Today, I'd like to tell you about these two photos. The first photo is called "Elephants in the River." It was taken in India in 2010 by a Chinese photographer who traveled to many countries. This photo shows elephants taking a bath in the river. I really like this photo because the elephants look so happy in the river. The other photo is called "Their Beautiful Forest." It was taken in Australia by an American photographer. In this photo, you see a small koala with its mother on a tree in nature. They were saved from a forest fire in 2019. This photo was taken in their new home one year later. I think they feel safe there. When I look at these photos, I feel that rivers are important for elephants and forests are important for koalas, so let's try our best to protect the environment for animals. Thank you.

[間 4 秒]

Hi, everyone. Today, I'd like to tell you about these two photos. The first photo is called "Elephants in the River." It was taken in India in 2010 by a Chinese photographer who traveled to many countries. This photo shows elephants taking a bath in the river. I really like this photo because the elephants look so happy in the river. The other photo is called "Their Beautiful Forest." It was taken in Australia by an American photographer. In this photo, you see a small koala with its mother on a tree in nature. They were saved from a forest fire in 2019. This photo was taken in their new home one year later. I think they feel safe there. When I look at these photos, I feel that rivers are important for elephants and forests are important for koalas, so let's try our best to protect the environment for animals. Thank you.

[間 5 秒]

これで問1のリスニングテストの放送を終わります。解答を続けてください。
(チャイム音) [計 9 分 31 秒]

令和7年度

神奈川県公立高等学校入学者選抜学力検査問題

共通選抜 全日制の課程

I 外國語（英語）

注意事項

- 1 開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 問題は **問 8** まであり、1 ページから 14 ページに印刷されています。
- 3 解答用紙の決められた欄に解答しなさい。
- 4 数字や文字などを記述して解答する場合は、解答欄からはみ出さないように、はっきり書き入れなさい。
- 5 マークシート方式により解答する場合は、選んだ番号の ○ の中を塗りつぶしなさい。
- 6 英語で答える場合は、活字体でも筆記体でもかまいません。
- 7 終了の合図があったら、すぐに解答をやめなさい。

受 檢 番 号								番
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問1 リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとって
もかまいません。）

（ア）チャイムのところに入るタロウの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

No.1 1. Every weekend.

2. Delicious cakes.

3. Local supermarkets.

4. Several months.

No.2 1. No, it's not cold today.

2. No, I don't want any water.

3. Yes, I can see one over there.

4. Yes, let's enjoy walking tomorrow.

No.3 1. For a long time.

2. Two hours ago.

3. From 8:00 a.m.

4. At 4:30 p.m.

（イ）対話の内容を聞いて、それぞれの**Question**の答えとして最も適するものを、あの1～4の中から一つずつ選び、その番号を答えなさい。

No.1 **Question : What can we say about Jim and Nami?**

1. They are now buying their tickets at the amusement park.

2. They've checked the things they will bring to the amusement park.

3. They forgot to bring the things they needed to the amusement park.

4. They will buy an umbrella and a camera in the amusement park.

No.2 **Question : What can we say about Nami?**

1. She told Jim to go to the cherry blossom festival.

2. She practiced tennis with Jim and her classmates.

3. She is not going to join the tennis tournament.

4. She is not sure that she will join Jim and her classmates.

(ウ) 留学生のジャック (Jack) が英語の授業でスピーチを行います。スピーチを聞いて、次の<ワークシート>を完成させると、あのNo.1とNo.2の問い合わせに答えなさい。

<ワークシート>

Jack's Speech

	What's the name?	Where was it taken?	When was it taken?
The first photo	Elephants in the River	①	2010
The second photo	②	Australia	③

Question : What is Jack's message to us?

④

No.1 ① ~ ③ の中に入れるものの組み合わせとして最も適するものを、次の1~6の中から一つ選び、その番号を答えなさい。

1. ① China	② Small Koala and its Mother	③ 2020
2. ① China	② Small Koala and its Mother	③ 2019
3. ① China	② Their Beautiful Forest	③ 2019
4. ① India	② Small Koala and its Mother	③ 2020
5. ① India	② Their Beautiful Forest	③ 2020
6. ① India	② Their Beautiful Forest	③ 2019

No.2 ④ の中に入れるものとして最も適するものを、次の1~4の中から一つ選び、その番号を答えなさい。

1. We should respect famous photographers in the world.
2. We need to travel around the world to see animals.
3. It is difficult to take pictures of animals in nature.
4. It is important for us to keep animals' homes safe.

問2 次の(ア)～(ウ)の対話が完成するように、()の中に入れるのに最も適するものを、あと
の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) A : What happened after the Internet was ()?

B : It became easier for people to get many kinds of information quickly.

1. developed 2. excused 3. gathered 4. reminded

(イ) A : I heard you went to Kamome Museum last weekend.

B : Yes. I saw a popular () made by a famous Japanese artist. I had a great time!

1. autumn 2. pleasure 3. statue 4. temperature

(ウ) A : What are you the most () of this year?

B : I got the first prize in the English speech contest! That was the best experience of this year!

1. bored 2. full 3. proud 4. tired

問3 次の(ア)～(エ)の対話が完成するように、()の中に入れるのに最も適するものを、あと
の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) A : Mr. Yamada, have all the students () part in the basketball game finished their lunch
yet?

B : Yes, they have.

1. take 2. taking 3. took 4. taken

(イ) A : Would you like () cup of tea?

B : No, thank you. Sorry, I have to leave soon.

1. its 2. both 3. another 4. some

(ウ) A : Excuse me. Could you tell me the way to Momiji City Hall?

B : Yes. We are on Kamome Street right now. Go straight, and you will see Momiji Station on
the left. The city hall is just () the street from the station.

1. across 2. against 3. among 4. as

(エ) A : That soccer game you're watching on TV looks (). Did your favorite player get a goal?

B : Yes! He got two goals! Let's watch the game together!

1. crying 2. exciting 3. interested 4. surprised

問4 次の(ア)～(エ)の対話が完成するように、()内の六つの語の中から五つを選んで正しい順番に並べたとき、その()内で3番目と5番目に入る語の番号をそれぞれ答えなさい。
(それぞれ一つずつ不要な語があるので、その語は使用しないこと。)

(ア) A : You are really good at English. Can you tell me (1. to 2. I 3. must 4. need 5. do 6. what) to make a good English presentation?

B : Sorry. I'm good at English, but I'm not very good at making a presentation. Let's ask Mr. Smith about it later.

(イ) A : I'm going to go to Kamome City next week. Are there any good places you recommend?

B : Yes. One of (1. visit 2. tourists 3. time 4. places 5. should 6. the) is Kamome Green Garden.

(ウ) A : Do you (1. languages 2. are 3. is 4. think 5. learning 6. foreign) important in your life?

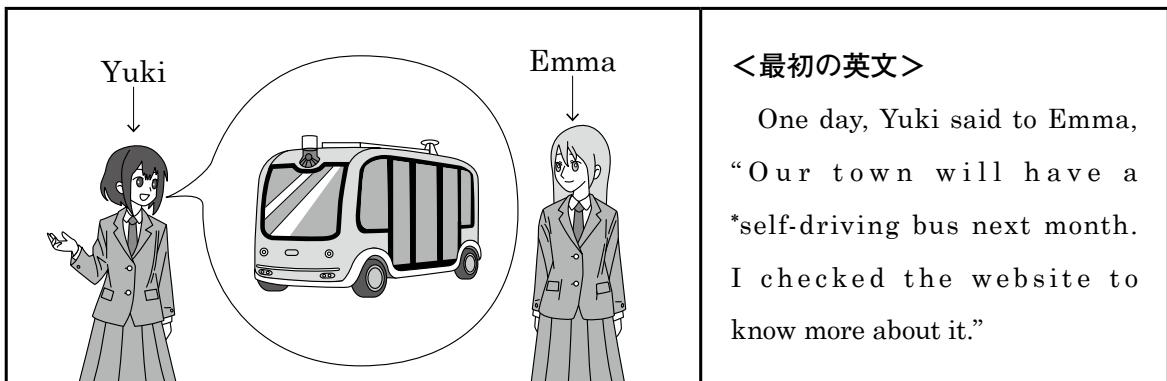
B : Yes. I want to communicate with people from other countries and understand their feelings and opinions.

(エ) A : Is there anything we can (1. make 2. our 3. for 4. city 5. do 6. to) cleaner?

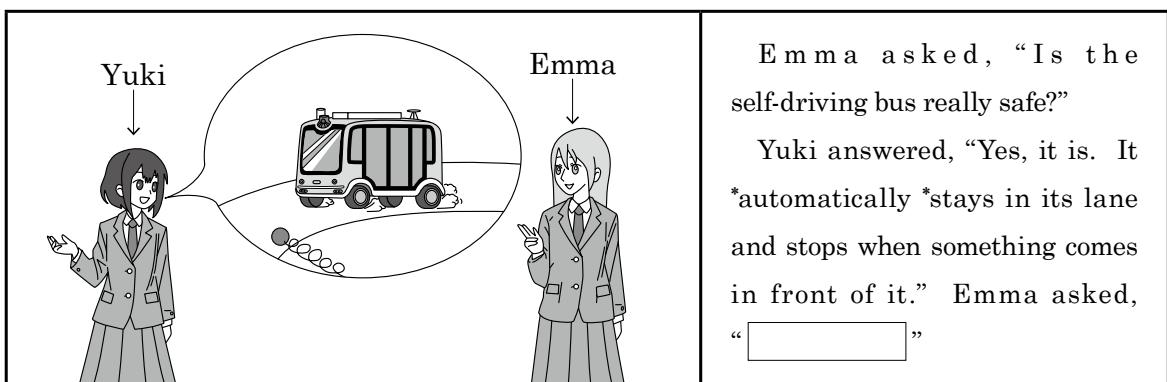
B : Sure. We can pick up garbage on the streets.

問5 次のA～Cのひとつづきの絵と英文は、ユキ（Yuki）とエマ（Emma）の会話を順番に表しています。Aの場面を表す＜最初の英文＞に続けて、Bの場面にふさわしい内容となるように、 の中に適する英語を書きなさい。ただし、あとの＜条件＞にしたがうこと。

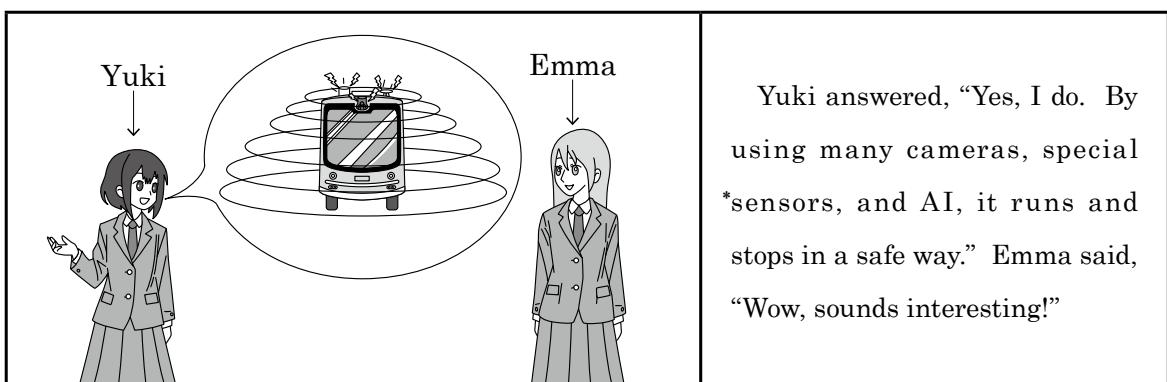
A



B



C



＜条件＞

- ① know と works を必ず用いること。
- ② ①に示した語を含んで、全体を6語以上の1文で書くこと。
- ③ 文末は「?」で終わること。

※ 短縮形（I'm や don't など）は1語と数え、符号（、や？など）は語数に含めません。

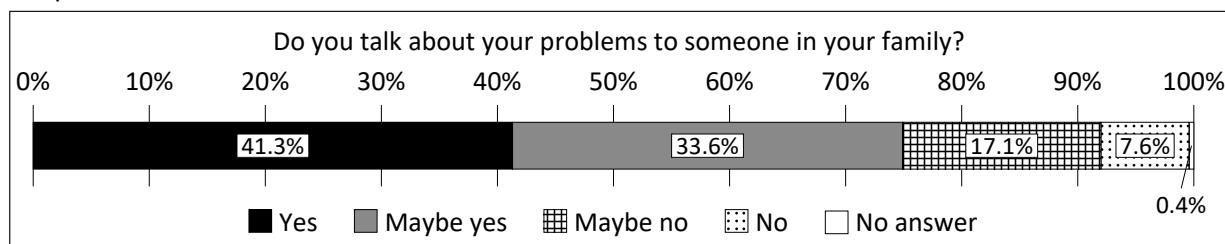
* self-driving：自動運転 automatically：自動的に stays in its lane：車線を維持する sensors：センサー

問6 次の英文は、高校生のハルト（Haruto）が英語の授業でクラスの生徒に向けて行ったスピーチの原稿です。英文を読んで、あの(ア)～(ウ)の問い合わせに答えなさい。

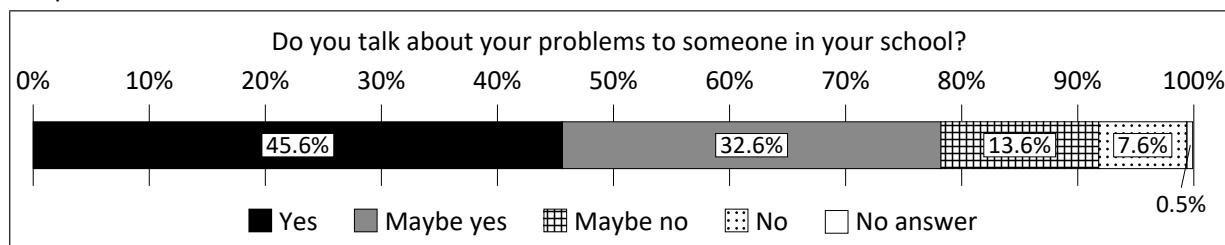
Hello, everyone. I'm Haruto. When I was a junior high school student, I didn't find what I wanted to do in the future. My parents sometimes asked me, "What do you want to do in the future?" I always answered, "I don't know." Also, I didn't have much *self-confidence *in myself. I felt worried about my future, but I was afraid to tell anyone about my problems.

Let me ask you this. Do you talk about your problems to anyone in your family, your school, or your *local community? Please look at these *graphs. Researchers asked young people these questions. Graph 1 and Graph 2 show many young people talk about their problems to someone in their family or school. However, until last year, I didn't try to talk about my problems to my classmates, my teachers, or my family because I didn't want them to worry. Look at Graph 3. It shows that only about 15% of young people talk about their problems to someone in their local community. Many young people may not choose to do this, but for me, talking with [] gave me a new way to think about my problems.

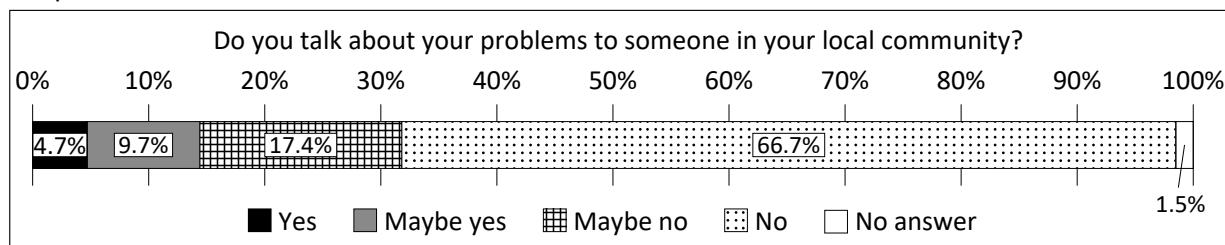
Graph 1



Graph 2



Graph 3



※小数第2位を四捨五入しているため、割合の合計が100%にならないことがある。

(内閣府ウェブサイト掲載資料をもとに作成)

* self-confidence : 自信 in myself : 自分自身に local community : 地域社会 graphs : グラフ

I think all of you have heard of Kamome *Cafe. It *is run by an *NPO. The cafe is in our school and opens every Thursday after school. Though the cafe is supported by Kamome High School, the staff members are local people living near our school. In Kamome Cafe, we can read books, listen to music, talk with others, play *board games, or relax. When we go there, we can get drinks or some snacks *for free.

In my first year, my *homeroom teacher, Mr. Yamada, told us about this cafe, but I never had time to go there because I was so busy with my club and school activities. One day during summer vacation, I felt tired after finishing my club activity, so (①). Then, I saw the sign for Kamome Cafe and went in the cafe. A young staff member smiled and said “Hi,” and gave me some apple juice. Though the cafe was in our school, it *seemed to be a different place.

While I was drinking the apple juice, Makoto-san, a staff member at the cafe, came and talked to me. We talked about our favorite music, manga, and shops. We liked similar things and I really enjoyed talking with him. After that day, I visited Kamome Cafe every Thursday after school and then, (②). Makoto-san told me that he was a student at a cooking school and worked at a restaurant. He introduced me to other staff members there. All of them had interesting stories. For example, Shun-san studied fashion and made clothes from old kimonos. Yuka-san was a researcher who studied medicine. They were friendly and asked me many questions. I felt safe and *comfortable, so I could tell them that I worried about my future and had no self-confidence in myself. They told me that when they were high school students, they felt the same way. But by trying different things and getting help from others, they found what they wanted to do.

Makoto-san said that a lot of his friends and he did not have self-confidence when they were in high school. He also said, “People get more self-confidence when they become older and more *capable.” By talking to the staff members at Kamome Cafe, I learned it was important to share my problems with others. After this, (③).

So this is my message. Don’t keep your problems inside. Instead, talk and share them with others. Doing this can help you think about your problems in a new and clearer way. Remember you are not alone. Thank you for listening.

(ア) 本文中の [] の中に入れるのに最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1. my classmates
2. my mother
3. teachers at my high school
4. someone in my local community

* Cafe : カフェ is run : 経営される NPO : 民間非営利組織 board games : ボードゲーム
for free : 無料で homeroom teacher : 担任の先生 seemed to be ~ : ~のように思われた
comfortable : 心地よい capable : 能力がある

(イ) 本文中の（①）～（③）の中に、次のA～Cを意味が通るように入れるとき、その組み合
わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

A. I talked with the staff members and started to learn more about them
B. I started to talk more about my problems with my friends and family
C. I wanted to take a rest and started to look for a good place to relax

1. ①-A ②-B ③-C 2. ①-A ②-C ③-B 3. ①-B ②-A ③-C
4. ①-B ②-C ③-A 5. ①-C ②-A ③-B 6. ①-C ②-B ③-A

(ウ) 次のa～fの中から、ハルトのスピーチの内容に合うものを二つ選んだときの組み合
わせとして最も適するものを、あとの1～8の中から一つ選び、その番号を答えなさい。

a. Before going to Kamome Cafe, Haruto was afraid to share his problems with others.
b. More than 55% of young people don't talk about their problems to anyone in their school.
c. Kamome Cafe is run by Kamome High School, so the staff members are teachers.
d. Makoto-san and other staff members had self-confidence when they were high school students.
e. Talking with others helped Haruto get a new way of thinking about his problems.
f. Through this speech, Haruto wants to say that having a dream is the most important thing.

1. aとc 2. aとe 3. bとd 4. bとf
5. cとd 6. cとf 7. dとe 8. eとf

問7 次の(ア)の英文と体育館の予約表, (イ)のチラシ (Leaflet) と問合せフォーム (Contact Form)について, それぞれあとの **Question** の答えとして最も適するものを, 1~5の中からそれぞれ一つずつ選び, その番号を答えなさい。

(ア)

Yuka and Bob are classmates at Kamome High School. They are talking about their sports day next month.

Yuka : Hi, Bob! Let's practice badminton for the sports day.

Bob : Sure! Do you have time this weekend?

Yuka : Yes, I will be free on Saturday and Sunday. How about you?

Bob : I will have a club activity on those two days, but it won't take all day. So, I can practice with you on Saturday afternoon and Sunday morning.

Yuka : OK! Let's check the website of Kamome Sports Center to *reserve a gym.

Bob : It has a large gym and a small one. Which one should we reserve?

Yuka : We can't play badminton in the small one.

Bob : Really? OK, let's reserve the other one then.

Yuka : Also, I think it will be really dark after 7:00 p.m., so I'd like to practice in the morning.

Bob : I agree with you. Let's reserve the gym now!

Kamome Sports Center

Date	Gym	9:00 a.m. - 11:30 a.m.	11:30 a.m. - 2:00 p.m.	2:00 p.m. - 4:30 p.m.	4:30 p.m. - 7:00 p.m.
November 16 (Saturday)	The small gym	○	○	○	○
	The large gym	○	×	×	○
November 17 (Sunday)	The small gym	○	×	○	×
	The large gym	○	×	×	○

※ The small gym cannot be used for basketball, volleyball, or badminton.

※ ○ : You can reserve the gym. × : You cannot reserve the gym.

Question : When and where will Yuka and Bob practice badminton?

1. November 16 from 9:00 a.m. to 11:30 a.m. at the small gym.
2. November 16 from 9:00 a.m. to 11:30 a.m. at the large gym.
3. November 16 from 4:30 p.m. to 7:00 p.m. at the large gym.
4. November 17 from 9:00 a.m. to 11:30 a.m. at the small gym.
5. November 17 from 9:00 a.m. to 11:30 a.m. at the large gym.

* reserve ~ : ~を予約する

(1)

Amy is a second-year student at Kamome High School. She got a leaflet from Kamome Science Museum. She is asking questions about the event by using their contact form.

Leaflet

Kamome Science Day 2024

~ Enjoy learning science at Kamome Science Museum. ~

【Date】 Saturday, August 10

【Time】 9 a.m. to 11 a.m. or 2 p.m. to 4 p.m.

- ★ To *sign up, please send us an e-mail before July 20.
- ★ For elementary school students: Please come with a family member who is older than 15 years old.
- ★ If you have any questions, please use our Contact Form.

Programs

① Making *Origami* Paper *Planes 500 yen for each person

You can learn how to fold *origami* paper planes that fly really far.

② -196°C Experience ※ 1,000 yen for each person

You can learn about a really cold "world."

※ This program is a little dangerous for elementary school students alone.

③ Let's *Program *Robots! 800 yen for each person

You can learn how to program robots from engineers.

Contact Form

From : Amy June 28, 2024, 4:55 p.m.

Hello, I'd like to take my two younger sisters to this event and let them join a different program. Of course, I will *pay for them. Cathy is 11 years old and Emily is 9 years old. Cathy wants to make a paper plane and Emily wants to try the "-196°C Experience." I'd like to try "Let's Program Robots!" Is it OK for the three of us to join Kamome Science Day?

From : Staff July 1, 2024, 9:30 a.m.

Hi, Amy. Yes, you can. Cathy can join the program alone. But the "-196°C Experience" may be dangerous for Emily. We have a *suggestion. Can you join it with Emily? If you can do that, you won't have to pay for yourself for this program. How does that sound?

From : Amy July 1, 2024, 4:10 p.m.

Thank you! That's great! I can do that. I will join "Let's Program Robots!" in the morning, go back home, and then take my sisters to the museum. Thank you so much.

Question : How much will Amy pay for her and her sisters?

1. 1,500 yen.
2. 1,800 yen.
3. 2,300 yen.
4. 2,800 yen.
5. 3,300 yen.

* sign up : 参加する Planes : 飛行機 Program ~ : ~のプログラムを組む Robots : ロボット

pay : 支払う suggestion : 提案

問8 次の英文を読んで、あの(ア)～(ウ)の問い合わせに答えなさい。

*Amira and Yamato are Kamome High School students. Amira came to Japan from *Bangladesh two years ago. Ms. Smith is their English teacher. They are talking in the classroom after school.*

Ms. Smith: Hi, Amira and Yamato. What are you doing?

Amira: We are talking about our presentation in your class. We are going to make a presentation about *solutions to the problem of *unstable *access to *nutrition. But Yamato doesn't think this is a big problem in Japan.

Yamato: Here in Japan, I can buy food anywhere, so I don't understand why this is a big problem.

Ms. Smith: What do you think about his opinion, Amira?

Amira: That may be true now, but in the future, there may be a different situation in Japan. For example, Japan *imports animal *feed for chickens, cows, and pigs from other countries. These days, because of several world events, the price of animal feed has become higher than before. Look at these *graphs. In ① Graph 1, the price of animal feed was 63,000 yen *per ton in 2016. It stayed between 63,000 yen and 67,000 yen until 2020. But after that, the price continued to rise and reached the highest price in eight years in 2023.

Ms. Smith: So, because of this, the price of *meat is also getting higher.

Yamato: Now, I understand why my favorite hamburger got very expensive these days.

Amira: Right! And in the future, more Japanese people may not get enough *protein from meat. Here is one more example. To *produce 1 kg of beef, 11 kg of corn is needed. Japan imports almost all of its corn used for animal feed from other countries. Look at ② Graph 2. It shows that Japan imports this feed the most from the U.S. More than 40% is imported from Brazil. 6% is from *Argentina and 6% is from other countries.

Yamato: I see. So, if Japan doesn't get animal feed from foreign countries, it will be really difficult to *raise chickens, cows, and pigs, right?

Amira: Yes, that's right.

Ms. Smith: You know a lot about these *agricultural topics, Amira.

Amira: Thank you. I have been learning about these topics since I was in junior high school because my dream is to be an agricultural scientist in the future.

Yamato: Oh, I didn't know that. I think I am beginning to understand the problem. Let's try to find a good solution!

* Bangladesh : バングラデシュ solutions : 解決策 unstable : 不安定な access to ~ : ~の利用機会
nutrition : 栄養物 imports ~ : ~を輸入する feed : 飼料 graphs : グラフ per ton : 1 トンあたり
meat : 肉 protein : タンパク質 produce ~ : ~を生産する Argentina : アルゼンチン
raise ~ : ~を育てる agricultural : 農業の

One week later, Ms. Smith talks to Amira and Yamato. They are talking in the classroom after school.

Ms. Smith: Hi, Amira and Yamato. Have you found any good ideas for your presentation?

Amira: We have found an interesting solution to the problem of unstable access to nutrition, but it's not a perfect solution.

Ms. Smith: Can you talk more about it?

Yamato: Yes. We think we can get protein from *soy meat. Soy meat is made from soybeans.

Ms. Smith: That's interesting. What are the good points of soy meat?

Yamato: To produce soy meat, we don't need much water. For example, when we produce 100 g of beef, we need about 2,060L of water. However, we just need about 105L of water to produce 100 g of soy meat. Also, Japanese people eat many things made from soybeans like *tofu*, *miso*, and *natto*. So I think many Japanese people will like the idea of eating soy meat.

Ms. Smith: I see. Are there any problems with soy meat?

Yamato: Yes. Japan imports almost 90% of soybeans from other countries. Also, soy meat is not very popular in Japan.

Ms. Smith: I see. Can this idea also be an effective solution in your country, Amira?

Amira: Yes, I think so. In Bangladesh, some people do not get enough protein from meat or fish in their daily life. There are many reasons for this, but I think eating soy meat can help these people get more protein.

Ms. Smith: Does Bangladesh *grow a lot of soybeans?

Amira: No, it doesn't. Actually, Bangladesh imports over 90% of soybeans from other countries. So, []. Though the *government helps farmers grow soybeans, it will take time to grow enough soybeans in my country.

Yamato: Soy meat is not the only answer. We should still try to look for other solutions to this problem.

Ms. Smith: That's a great point. I agree. You did well, Amira and Yamato! You *identified a problem, tried to find a solution, and then thought a lot about the strong and weak points of that solution. Those steps will help you learn better. I can't wait to listen to your presentation.

* soy : 大豆 grow ~ : ~を育てる government : 政府 identified ~ : ~を明らかにした

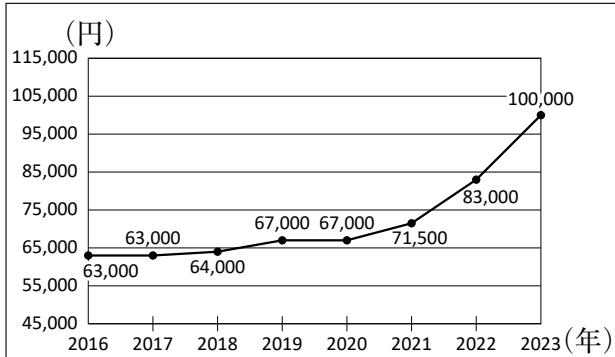
(ア) 本文中の——線①と——線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1~9の中から一つ選び、その番号を答えなさい。

ア群

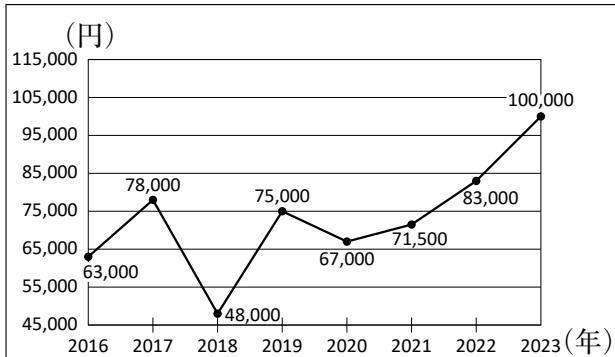
Graph 1

The price of animal feed per ton

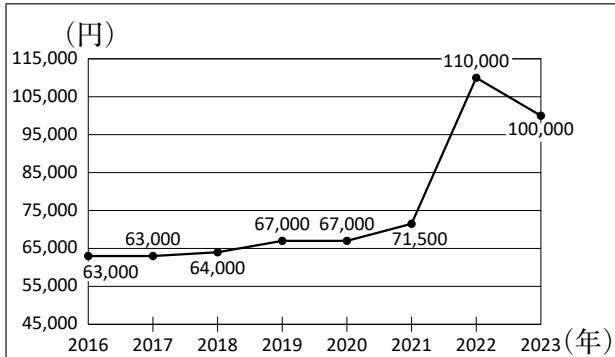
A.



B.



C.

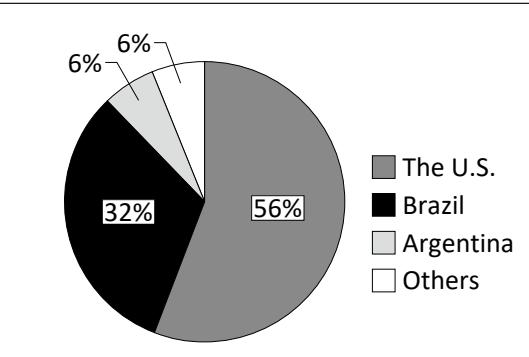


イ群

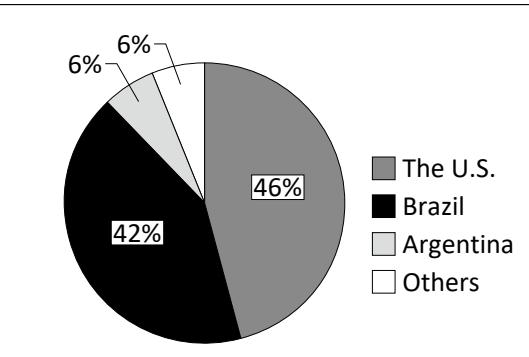
Graph 2

How much corn for animal feed does Japan import from other countries?

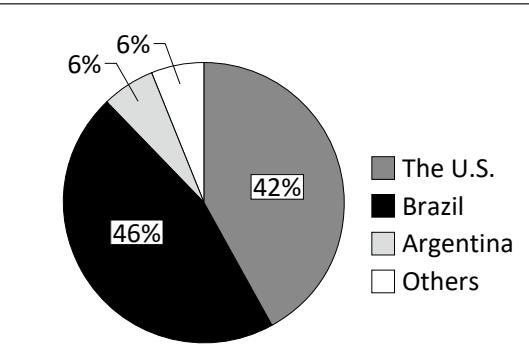
X.



Y.



Z.



1. ① : A ② : X
4. ① : B ② : X
7. ① : C ② : X

2. ① : A ② : Y
5. ① : B ② : Y
8. ① : C ② : Y

3. ① : A ② : Z
6. ① : B ② : Z
9. ① : C ② : Z

(イ) 本文中の の中に入れるのに最も適するものを、次の 1 ~ 4 の中から一つ選び、その番号を答えなさい。

1. the situations in Bangladesh and Japan are similar
2. farmers grow almost all of the soybeans in Bangladesh
3. soy meat is more popular in Bangladesh than in Japan
4. people in Bangladesh get enough protein from meat

(ウ) 次の a ~ f の中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの 1 ~ 8 の中から一つ選び、その番号を答えなさい。

- a. Yamato taught Amira that unstable access to nutrition was a big problem in Japan.
- b. Amira is worried it will become more difficult for Japanese people to get protein from meat.
- c. Yamato knows a lot about animal feed because he wants to be an agricultural scientist.
- d. Yamato thinks soy meat is good because we don't need to use any water to produce it.
- e. Yamato and Amira believe that soy meat is the perfect answer for unstable access to nutrition.
- f. Ms. Smith thinks that it's good to think about different ways to solve a problem.

1. a と b	2. a と d	3. b と c	4. b と f
5. c と e	6. c と f	7. d と e	8. d と f

(問題は、これで終わりです。)

I 外国語(英語) 解答用紙 (令和7年度)

C 英

氏名					
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受検番号						
①	①	①	①	①	①	①
②	②	②	②	②	②	②
③	③	③	③	③	③	③
④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨

注意事項

- HBまたはBの鉛筆(シャープペンシルも可)を使用して、○の中を塗りつぶすこと。
- 答えを直すときは、きれいに消して、消しきずを残さないこと。
- 数字や文字などを記述して解答する場合は、解答欄からはみ出さないように、はっきり書き入れること。
- 解答用紙を汚したり、折り曲げたりしないこと。

良い例	悪い例
●	 線  小さい  はみ出し  丸囲み  レ点  うすい

問1

(ア)	No. 1	① ② ③ ④
	No. 2	① ② ③ ④
	No. 3	① ② ③ ④
(イ)	No. 1	① ② ③ ④
	No. 2	① ② ③ ④
(ウ)	No. 1	① ② ③ ④ ⑤ ⑥
	No. 2	① ② ③ ④

各3点

問2

(ア)	① ② ③ ④
(イ)	① ② ③ ④
(ウ)	① ② ③ ④

各2点

問3

(ア)	① ② ③ ④
(イ)	① ② ③ ④
(ウ)	① ② ③ ④
(エ)	① ② ③ ④

各3点

問4

(ア)	3番目	① ② ③ ④ ⑤ ⑥
	5番目	① ② ③ ④ ⑤ ⑥
(イ)	3番目	① ② ③ ④ ⑤ ⑥
	5番目	① ② ③ ④ ⑤ ⑥
(ウ)	3番目	① ② ③ ④ ⑤ ⑥
	5番目	① ② ③ ④ ⑤ ⑥
(エ)	3番目	① ② ③ ④ ⑤ ⑥
	5番目	① ② ③ ④ ⑤ ⑥

各4点 両方できて正解

問5

*解答欄は裏面にあります。

5点

問6

(ア)	① ② ③ ④
(イ)	① ② ③ ④ ⑤ ⑥
(ウ)	① ② ③ ④ ⑤ ⑥ ⑦ ⑧

各5点

問7

(ア)	① ② ③ ④ ⑤
(イ)	① ② ③ ④ ⑤

各5点

問8

(ア)	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
(イ)	① ② ③ ④
(ウ)	① ② ③ ④ ⑤ ⑥ ⑦ ⑧

各5点

氏名	
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受検番号						
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問5

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I 外国語(英語) 正答表並びに採点上の注意 (令和7年度)

問1	(ア)	No. 1	1	3点
		No. 2	3	3点
		No. 3	4	3点
	(イ)	No. 1	2	3点
		No. 2	4	3点
	(ウ)	No. 1	5	3点
		No. 2	4	3点

問6	(ア)	4	5点
	(イ)	5	5点
	(ウ)	2	5点

問7	(ア)	5	5点
	(イ)	3	5点

問8	(ア)	2	5点
	(イ)	1	5点
	(ウ)	4	5点

問2	(ア)	1	2点
	(イ)	3	2点
	(ウ)	3	2点

問3	(ア)	2	3点
	(イ)	3	3点
	(ウ)	1	3点
	(エ)	2	3点

問4	(ア)	3番目	4	両方 できて 4点
		5番目	5	
	(イ)	3番目	2	両方 できて 4点
		5番目	1	
	(ウ)	3番目	6	両方 できて 4点
		5番目	3	
	(エ)	3番目	1	両方 できて 4点
		5番目	4	

問5	Do you know how it works?	5点
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問5は正答例。

採点上の注意

【問題全般について】

- 中間点は、問5以外には設けないこと。
- 疑問点は複数の採点者及び点検者によって判断し、校内で統一すること。

【中間点のある記述問題について】

- 問5について

- 正答例以外であっても、与えられた条件をすべて満たし、**得点項目A**の条件を満たすならば、正答として5点を与える。
- 内容については、中間点を設けないこと。

指定語は **know** と **works** である。

得点項目A **Emma** が **Yuki** に、その自動運転バスがどのように作動しているのかを知っているかと尋ねていることが読みとれること。

[誤答とする場合]

- 文法・語法上の誤りがあるために、英文として成り立っておらず、文全体の内容理解に明らかに支障がある場合。（必要な主語や動詞がない等の文構造上の誤り、語順の誤り等）
- 英文として成り立っているが、文脈に適さない場合。
- 指定語を使用していない場合。
- 語数の条件を満たしていない場合。
- 2文以上で書かれている場合。

[減点とする場合]

- 文全体の内容理解に支障がないと判断できるが、文法・語法上の誤り（冠詞に係る誤り等）、指定語を含めた綴り字の誤りや大文字・小文字の誤り、符号（、/./?/!等）に係る誤り（符号の不適切な使用や脱落）がある場合については、その数にかかわらず2点減点とする。したがって、中間点は3点となる。