

英語①問題

第1問

英文中の（ ）を埋める語句として最も適当なものを選択肢から選び、番号で答えよ。

(1) If you come at seven this evening, we () dinner.

1 will already finish

2 have already finished

3 had finished

4 will already have finished

(2) Would () this one dollar bill into quarters for me?

1 I mind to break

2 you mind breaking

3 I minding break

4 you break minding

(3) This song () many people around the world.

1 is singing by

2 is sang by

3 is sung by

4 have singed by

(4) It was very kind () his seat to an old lady.

1 of him to give up

2 for him to give up

3 by him given up

4 from him giving up

(5) The speech he delivered was worth ().

1 to listen to

2 to be listened to

3 listening to

4 being listened to

(6) () from a distance, it looked like a bear.

1 Seeing

2 Seen

3 To see

4 Having seen

(7) He acted on the stage so well that everyone thought he was not so much a music teacher
() a real actor.

1 as

2 to

3 by

4 for

(8) In 1939, () World War II broke out, my father was born in Paris.

1 when

2 where

3 why

4 how

(9) If the government worked more efficiently, more people ().

1 vote

2 voted

3 would vote

4 would voted

(10) He had not gone far () he found that he had left the important papers on his desk.

1 after

2 before

3 but

4 until

第2問

次の会話文を読んで問に答えよ。

Fukuda: Ms. Russell, this is your first visit to Japan, isn't it? Have you eaten much Japanese food?

Russell: Yes, it's my first time here. However, I often eat sushi or ramen in New York.

Fukuda: (A).

Fukuda①: I recommend the okonomiyaki. Have you eaten this before?

Fukuda②: Well, it's kind of like a savory pancake. Once you choose the filling, the chef will cook for you here on this hotplate. Do you need an English menu?

Russell①: That would be great.

Russell②: Do you have any suggestions?

Russell③: I don't think so. What kind of food is it?

Russell: I think I'll have the seafood.

Fukuda: (B)

問1 次の9語を正しい順序に並べて空欄(A)を埋めよ。

a, food, restaurant, Hiroshima, from, is, serves, that, This

問2 枠線で囲まれた5つの会話文 Fukuda①, Fukuda②, Russell①, Russell②, Russell③を最も適当な順序に並べ替えよ。

問3 空欄(B)にあてはまる会話文として最も適当な選択肢を選び、番号で答えよ。

- 1 That's an important point.
- 2 That's a good choice.
- 3 That's interesting to discuss.
- 4 That's great to be opened.

第3問

次のメール文を読み、問の答えとして最も適当なものを選択肢から選び、番号で答えよ。

From: Rosie Lane <roseilane@webgarden.com>

To: Annette Barkley <abarkley@steppingstone.net>

Date: June 7, 2025

Subject: My birthday present

Dear Annette,

Guess what my parents bought me for my birthday? A puppy! I'm so happy because I've wanted a dog for a long time. I've named him Jack. Yesterday, I bought a bed for him to sleep in, a food bowl, and some toys for him to play with. I have a book about dogs, and it shows how to make special dog food for puppies. I think I'll make some for his meals. Taking care of a dog isn't easy. Luckily, my parents said that they would help, especially when I am at school.

Speaking of spending time with Jack, I'm going to have to cancel our shopping plans next Saturday. Sorry! I know you were looking forward to it, but I need to take Jack to the animal hospital. He isn't sick, but all puppies need to get looked at by a vet. Maybe we can go shopping on Sunday? You should come over sometime soon to meet Jack. I'm sure you'll love him. I'm sending you a couple of pictures of Jack with this e-mail so you can see how cute he is!

Love, Rosie

問1 What is Rosie planning to make?

- 1 A book about Jack.
- 2 A bed for Jack to sleep.
- 3 Toys for Jack to play with.
- 4 Special food for Jack.

問2 What will Rose do next Saturday?

- 1 Take pictures of Jack.
- 2 Take Jack to the animal hospital.
- 3 Go shopping with Annete.
- 4 Go to Annette's house.

問3 Rosie thinks that

1 her parents will be too busy to help her with Jack.

2 Annette will not like Jack when she meets him.

3 taking care of Jack will be hard work.

4 Jack might not feel well on Sunday.

第4問

ある高校で、海外で開催される国際高校スポーツ親善試合に参加するかどうか検討が進められている。以下は、試合参加に対する生徒の意見の抜粋である。これを読んで問に答えよ。

Question: What do you think about the plan to send a sports team overseas to take part in a special international sports event for schools?

Comments:

How exciting!

We'll be able to learn about a different culture and make new friends.

I don't like the idea — the competitions will be even more stressful than usual.

I'd love to go!

Sport is a way to create peace and harmony between people.

I don't mind — as long as it doesn't distract us from our exam preparation.

問1 この高校における生徒の意見の傾向について分析し、120字以内の日本語にまとめよ。

問2 前問と同じ内容を英語でかけ。

第5問

次の英文は新聞の解説記事であり、さとうきびを話題に取りあげている。これを読み、問に英語で簡潔に答えよ。

Sugar cane was once a wild grass that grew in New Guinea and was used by local people for roofing their houses and fencing their gardens. Gradually a different variety evolved which contained sucrose and was chewed on for its sweet taste. Over time, sugar became a highly valuable commercial plant, grown throughout the world. The majority of the world's sugar now comes from this particular commercial species.

Sugar became a vital ingredient in all kinds of things, from confectionery to medicine, and, as the demand for sugar grew, the industry became larger and more profitable. Unfortunately, however, the plant started to become weaker and more prone to disease. Many crops withered and died, despite growers' attempts to save them, and there were fears that the health of the plant would continue to deteriorate.

In the 1960s, scientists working in Barbados looked for ways to make the commercial species stronger and more able to resist disease. They experimented with breeding programs, mixing genes from the wild species of sugar cane, which tends to be tougher, with genes from the more delicate, commercial type. Eventually, a commercial plant was developed which was 5 per cent sweeter than before, but also much stronger and less likely to die from disease. This sugar cane is not yet ready to be sold commercially, but when this happens, it is expected to be incredibly profitable for the industry.

Since the 1960s, scientists have been analyzing the mysteries of the sugar cane's genetic code. Brazil, which produces one quarter of the world's sugar, has coordinated an international project under Professor Paulo Arrudo of the Universidade Estadual de Campinas in San Paulo. Teams of experts have worked with him to discover more about which parts of the genetic structure of the plant are important for the production of sugar and its overall health.

Despite all the research, however, we still do not fully understand how the genes function in sugar cane. One major gene has been identified by Dr Angelique D'Hont and her team in Montpellier, France. This gene is particularly exciting because it makes the plant resistant to rust, a disease which probably originated in India, but is now capable of infecting sugar cane across the world. Scientists believe they will eventually be able to grow a plant which cannot be destroyed by rust.

Thanks to the pioneering work carried out by scientists in the last 50 years, sugar cane is now much more vigorous and the supply of sugar is therefore more guaranteed.

問 1 What were the original uses of wild sugar cane?

問 2 Why did the demand for sugar increase?

問 3 Why did the supply of sugar once seem to be in difficulty?

問 4 What kind of research have scientists carried out to ensure a steady supply of sugar cane?

第6問

次の英文は、ある大学で実際に行われた授業について、教員が著書で記述した一節である。この授業と関連づけながら、あなたが大学でどのような授業を受けたいかを 100 語程度の英文にまとめよ。

“What is the child mortality rate in Saudi Arabia? Don’t raise your hands. Just shout it out.” I had handed our copies of table 1 and 5 from UNICEF’s yearbook. The handouts looked dull, but I was excited.

A choir of students shouted in unison: “THIRTY-FIVE.”

“Yes. Thirty-five. Correct. This means that 35 children die before their fifth birthday out of every thousand live births. Give me the number now for Malaysia?”

“FOURTEEN,” came the chorus.

As the numbers were thrown back at me, I scribbled them with a green pen onto a plastic film on the overhead projector.

“Fourteen,” I repeated. “Fewer than Saudi Arabia!”

My dyslexia played a little trick on me and I wrote “Malaisya.” The students laughed.

“Brazil?”

“FIFTY-FIVE.”

“Tanzania?”

“ONE HUNDRED AND SEVENTY-ONE.”

I put the pen down and said, “Do you know why I’m obsessed with the numbers for the child mortality rate? It’s not only that I care about children. This measure takes the temperature of a whole society. Like a huge thermometer. Because children are very fragile. There are so many things that can kill them. When only 14 children die out of 1,000 in Malaysia, this means that the other 986 survive. Their parents and their society manage to protect them from all the dangers that could have killed them: germs, starvation, violence, and so on. So this number 14 tells us most families in Malaysia have enough food, their sewage systems don’t leak into their drinking water, they have good access to primary health care, and mothers can read and write. It doesn’t just tell us about the health of children. It measures the quality of the whole society.

“It’s not the numbers that are interesting. It’s what they tell us about the lives behind the numbers,” I continued. “Look how different these numbers are: 14, 35, 55, and 171. Life in these countries must be extremely different.”

I picked up the pen. “Tell me now how life was in Saudi Arabia 35 years ago? How many children died in 1960? Look in the second column.”

“TWO HUNDRED … and forty-two.”

The volume dropped as my students articulated the big number:242.

“Yes. That’s correct. Saudi Arabian society has made amazing progress, hasn’t it? Child deaths per thousand dropped from 242 to 35 in just 33 years. That’s way faster than Sweden. We took 77 years to achieve the same improvement.

“What about Malaysia?” Fourteen today. What was it in 1960?”

“Ninety-three,” came the mumbled response. The students had all started searching through their tables, puzzled and confused. A year earlier, I had given my students the same examples, but with no data tables back them up, and they had simply refused to believe what I told them about the improvements across the world. Now, with all the evidence right in front of them, this year’s students were instead rolling their eyes up and down the columns, to see if I had picked exceptional countries and tried to cheat them. They couldn’t believe the picture they saw in data. It didn’t look anything like the picture of the world they had in their heads.

“Just so you know,” I said, “you won’t find any countries where child mortality has increased. Because the world in general is getting better. Let’s have a short coffee break.”