[A問題] (一般入学者選抜)

(1) この辞書は便利です。

This (7 bicycle イ dictionary ウ map) is useful.

(2) その歌手は日本でとても人気があります。

The singer is very (\mathcal{T} kind \mathcal{T} popular \mathcal{T} rich) in Japan.

(3) 私は毎月、祖母に電話をかけます。

I (ア call イ help ウ see) my grandmother every month.

(4) あなたは今週の土曜日、どこへ行く予定ですか。

(ア When イ Where ウ Why) are you going to go this Saturday?

(5) 私たちの町について話しましょう。

Let's talk about (ア our イ us ウ we) town.

(6) 彼は私の誕生日に私に本をくれました。

He (ア gave イ give ウ given) me a book on my birthday.

(7) 彼女はフランス語を話しますか。

(ア Do イ Does ウ Is) she speak French?

(8) その新しい駅は1か月前に建てられました。

The new station was (ア build イ building ウ built) one month ago.

(9) 彼らは牛乳を買うためにスーパーマーケットへ行きました。

They went to the supermarket (ア bought イ buy ウ to buy) milk.

(10) もしあなたが私なら、あなたはどちらを選びますか。

If you (ア am イ is ゥ were) me, which would you choose?

2 ヒロキ (Hiroki) は日本の高校生です。次の [Ⅰ]、[Ⅱ] に答えなさい。

[1] 次は、ヒロキ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。

Do you know about "ayatori"? The Japanese word "ayatori" means playing by making various shapes with string. In Japan, some children enjoy shapes of things, for example, a river and a bridge. Last week, I joined a party to welcome some students from Australia. At the party, I introduced ayatori. But they already knew how to make various shapes with string. One of such shapes was a fish shape. I saw the shape for the first time.



a bridge shape made with string

After the party, I read a book and learned that people in some areas in the world enjoy something like ayatori. They make many different shapes with string. Those shapes show things | ② | are often seen in their everyday lives. In one area, people make a cloud shape with string. The weather there often changes, so I imagine they carefully look at clouds. In another area, people make a star shape with string. They know the direction, thanks to one bright star. I think watching stars is important for people there. By learning about various shapes people made with string, I could imagine a part of their lives.

(注) avatori あやとり(糸やひもなどでさまざまな形を作って遊ぶこと) string 糸、ひも

(1) 次のうち、本文中の「① |に入れるのに最も適しているものはどれですか。一つ選び、記号を ○で囲みなさい。

7 made

1 make

ウ making

I to make

(2) 本文中の Athey 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。

(3) 次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を ○で囲みなさい。

7 how

1 when

ウ where

I which

(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。一つ選び、記号を○で囲みなさい。

アヒロキは、先週参加したパーティーで、あやとりを初めて知った。

イ ヒロキは、パーティーに参加した後、本を読んで、あやとりで橋の形を作る方法を学んだ。

ウ ヒロキは、ある地域の人々が糸で星の形を作るのは、そこの天気がよく変わるからだと学んだ。

エ ヒロキは、人々が糸で作ったさまざまな形について学ぶことで、彼らの生活の一部を想像することができた。

「Ⅲ スピーチの後に、あなた(You)がヒロキと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 \sim 3にしたがって、(①) \sim (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: Hi. Hiroki. (

(1)

Hiroki: Yes, I had a good time with the students from Australia. We are going to have a party again next week. Will you join the party?

(2) You: Yes! (

Hiroki: That's good! Let's think about things we can do together with the students from Australia. What do you want to do with them?

You: ((3)

Hiroki: OK.

<条件1> ①に、「あなたはそのパーティーを楽しみましたか。」とたず ねる文を書くこと。

記入例 What time is it Well . 11 o'clock

<条件2> ②に、「私もそれに参加するつもりです。」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。

 $\langle 2 \rangle$

 $\langle 1 \rangle$

_	、高校生のリコ(Riko)、アメリカからの留学生のエマ(Emma)、クラスメートのタケオ(Takeo が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。
Riko:	Hi, Emma. What are you doing with your tablet?
Emma:	Hi, Riko. I'm looking at some photos of snow crystals.
Riko:	Oh, can I ① them?
Emma:	Sure.
Riko:	They look beautiful.
Takeo:	
	Hi, Emma and Riko. What are you doing?
Riko:	Hi, Takeo. Emma is showing me some photos of snow crystals on her tablet. They were taken about 100 years ago snow crystal
Emma:	「雪の結晶」
Takeo:	Oh, that's a long time ago. Let me see them.
Emma:	Of course. An American man, Wilson Bentley, took those photos.
Dile	Have you heard about him?
Riko:	② I don't know about him.
Takeo:	I don't know about him, either.
Emma:	I learned about him two years ago.
Riko:	Tell us about him.
Emma:	Sure. He lived in a small village in America. There, it showed a lot
	in winter. When he was 15 years old, he got an old microscope. With
	that inicroscope, he saw many things in nature. One of Athern was a (ウィルソン・ベントレー)
	snow crystal.
Takeo:	3 Snow disappears quickly in a warm room.
Emma:	You're right. To see the snow crystals, he used his microscope outside his house.
Riko:	Wow. He was really interested in snow crystals.
Takeo:	I think so, too.
Emma:	When he saw them with his microscope, he found each snow crystal had a different shape. He
	thought every shape was beautiful.
Takeo:	So, did he decide to take photos of snow crystals?
Emma:	Yes. He wanted to show other people the various beautiful shapes of snow crystals. But, t
	take photos of them, he had some difficult things to do.
Riko:	
Emma:	First, to take photos of very small things like snow crystals, he had to connect a camera to his
	microscope. Also, in those days, cameras didn't have high technology. So, he had to find
	way to take clear photos with a camera without high technology. He tried many ideas such a
	changing some parts of the camera.
Riko:	Sounds hard.
Emma:	After trying for a few years, he could finally take clear photos of snow crystals
	(5) that he could do that.
Takeo:	I see.
Emma:	Through his life, he took more than 5,000 photos of snow crystals. His photo book about snow
	crystals was first printed in 1931 and was sold in many stores. I guess many people wer
	excited when they saw the photos of snow crystals.
Takeo:	® I agree. I think they were surprised at the beauty of snow crystals.
Riko:	Now, I want to see more photos taken by Wilson Bentley. Thank you for telling me about him
	Emma.
Takeo:	From your story about him, I became more interested in snow crystals. Thank you, Emma
Emma:	You're welcome!

	遊				*	
	欠のうち、本文中の で囲みなさい。	① に入れる	のに最も適	i している	ものはどれですか。	一つ選び、記号を
ア	saw	1 see	ウ	seen	I to s	ee
	本文の内容から考えて ですか。一つ選び、記			2] に入れるのに最も適	しているものはど
ア	Yes, I was.		1	Yes, yo	u did.	
ウ	No, I haven't.		エ	No, you	ı are not.	
	k文中の _④ them の表 pから抜き出して書き		こるものと	して最も	適しているひとつづき	の英語4語を、本
容は	は文中の ③ こなるように、次の〔 せなさい。				は難しかったと私は思 に英語を書き	
Ι	think that it (ha	ard see to w	as) sno	ow crysta	lls with a microscope	
	本文の内容から考えて ですか。一つ選び、記		L	4]に入れるのに最も適	しているものはど
ア	What did he have	to do to take phot	os of snow	crystals	3?	
1	Where did he see t	he snow crystals v	with his m	icroscope	?	
ウ	Who took photos	of snow crystals fo	or him?			
工	Why did he try to	take photos of sne	ow crysta.	ls?		
	は文中の' ⑤ ⑤ たなるように、解答権				はそれができてうれし 英文を完成させなさい	
	でのうち、本文中の _® 号を○で囲みなさい。	I agree. が表してい	る内容とし	して最も通	追しているものはどれ [、]	ですか。一つ選び、
ア	Takeo thinks more	e people should kn	ow about	snow cry	stals.	
1	Takeo thinks man	y people should ta	ke photos	of snow	crystals.	
ウ	Takeo thinks man	y other people also	took pho	tos of sn	ow crystals.	
工	Takeo thinks man	y people felt excite	ed by seeir	ng photos	s of snow crystals.	
	文の内容と合うようは 7語 の英語で書くこ		する答えを	それぞれ	英語で書きなさい。	ただし、①は3語、
1	Did Wilson Bentley	y use his microsco	pe outside	his hous	se?	
2	When did Emma le					No.





〈リスニングを除く〉

令和7年度大阪府学力検査問題

英語 採点 資料[A問題]

					配点	<u> 注 </u>
1	(1)	ア	1	ウ	2	
	(2)	ア	1	ウ	2	
	(3)	7	1	Ċ	2	
	(4)	7	1	ウ	2	
	(5)	7	1	Ċ ,	2	
	(6)	7	1	゚゚	2	
	(7)	ア・	1	ウ	2	
	(8)	7	1	(ウ)	2	
TO A COLUMN TO A TO	(9)	7	1	Ċ	2	
	(10)	7	1	Ċ	2	
					20	

						配点	注意事項
2	(1)	7	1	Ċ	エ	2	
[I]	(2)	som	e students :	from Austr	alia	2	
	(3)	ア	1	ウ	工	3	
	(4)	ア	1	ウ	工	3	
lesson and the second						10	

					配 点	汪 恵 事 垻
2	①(例) Did	you	enjoy	the		・内容が設問の趣旨に 合っていること。 ・5 語程度であること。
	party	?5			3	単語のつづり、語法 などが適切であるこ
	②(例) I	will	join	it ,		・部分点を与える。
ADVIDE DEPOS A ANY DOOR OF THE ASSESSMENT WAS ARRESTED.	too	• 5			3	
AND DESCRIPTION OF A DE	③(例) I	want	to	sing		
	songs	• 5				
					/10	

							配点	注 意 事 項
3	(1)		ア	1	ウ	I	3	
3	(2)		ア	1 ⋅ 5	ウ	工	3	
	(3)	many things in nature					3	
NATIONAL PROPERTY OF THE PROPE	(4)	1	think that it	was hard t	o see			
		sr	now crystals	with a microse	cope.		3	
	(5)		7	1	ウ	エ	3	
	(6)	He was glad that he could do that.				could do that.	3	・別の表現であっても、設問の趣旨に合っていればよい。・部分点を与える。
	(7)		ア	1	ウ	工	3	
	(8)	① Yes, he did.					3	・別の表現であっても、 設問の趣旨に合って
		② She learned about him two years ago.						いればよい。 ・部分点を与える。
	AND THE PROPERTY OF THE PROPER						4	