

1 明 (Akira) は、日本の高校生です。次の [I]、[II] に答えなさい。

[I] 明は、英語の授業でごみをリサイクルする方法に関するスピーチを行いました。次は、彼が行ったスピーチの原稿とスピーチの際に用いたスライドです。原稿の内容に合うように、スライド中の①～⑤に入れるのに最も適している語を、それぞれあとの( )内のア～ウから一つずつ選び、記号を○で囲みなさい。

I will introduce my experience. In my elementary school, the students made compost from food scraps. The students in my class brought food scraps from home and mixed them with a special kind of soil for making compost. For three months, we watched the food scraps and learned how they turned into compost with the help of microbes in the soil. With the compost we made, we also grew vegetables in the school garden and picked them. We ate the vegetables for our school lunch.

Making compost takes a lot of time but it is easy, so anyone can do it at home. Also, it doesn't damage the environment. I do it at home, too. I want to do things I can do to reduce the amount of trash I throw away.

【スライド】

**Experience of Making Compost  
in My Elementary School**

The things we did

- Bringing food scraps from ①
- Mixing food scraps with soil
- Learning how microbes ② food scraps turn into compost
- Picking ③ we grew with compost and eating them

**Making compost is ④ and ⑤ !**

生ごみのイラスト

(注) compost 堆肥 (落ち葉などを腐らせて作る肥料)  
 food scrap 生ごみ  
 mix ~ with ... ~を...と混ぜる  
 microbe 微生物

- |                 |               |                  |
|-----------------|---------------|------------------|
| ① ( ア home      | イ class       | ウ school )       |
| ② ( ア ate       | イ helped      | ウ watched )      |
| ③ ( ア lunch     | イ trash       | ウ vegetables )   |
| ④ ( ア easy      | イ quick       | ウ difficult )    |
| ⑤ ( ア dangerous | イ traditional | ウ eco-friendly ) |

[II] 次は、明、アメリカからの留学生のエミリー (Emily)、クラスメートの太郎 (Taro) の3人が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。

Emily: Hi, Akira. Your speech was interesting.

Akira: Thank you. Have you ever made compost from food scraps at home?

Emily: No, I haven't. But actually, making compost is common in some areas in the U.S..

Taro: Hi, Akira and Emily. What are you talking about?

Akira: Hi, Taro. We are talking about making compost.

Taro: Oh, your speech was good, Akira. Until I heard your speech, I didn't know anything about making compost.

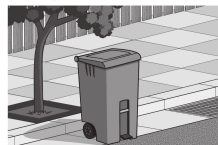
Akira: Emily says it is common in some areas in her country.

Taro: Oh, really? Do people living there make compost at home and grow vegetables in their garden?

Emily: I think some people do so. But in my hometown in the U.S., people just put their food scraps into a container on the side of the street near their houses. ア

Akira: Do the food scraps turn into compost in the container?

Emily: No. イ The food scraps are collected and brought to composting facilities. ウ After that, the compost is used to grow trees and plants in the town or some compost is brought to farmers. エ The things people have to do are just separating food scraps from other trash, and putting the food scraps into the container.



a picture of a container on the side of the street

Akira: ① a good system! People don't have to prepare special soil and mix food scraps with the soil.

Taro: Separating food scraps from other trash doesn't sound easy to me. Trash from kitchens is not only food scraps. It includes various things.

Emily: Don't worry. People can put other things which can turn into compost, such as tea bags and pizza boxes. They can put such dirty paper into the container with food scraps.

Taro: Wow, even dirty paper can be recycled! It's good to know that we can recycle various things. But if I lived in your town, it would be difficult to remember what to put into the container. I'm afraid that people living there may stop separating trash in the correct way and just put any kinds of trash into the container.

Emily: According to my neighbors, when the system first started, learning what to put into the container was a little difficult, but after they learned it, separating trash in the correct way became easy. ② I think some of them just follow the system and separate trash, but many of them know separating trash results in reducing a bad influence on the environment, so they try to do it in the correct way.

Akira: I see. Thanks to the system, many things are recycled, and a bad influence on the environment can be greatly reduced. The system sounds great!

Taro: I think not only the system but also people who try to make the system work for the environment are great.

Akira: You are right. It is important for people to do the things they can do for the environment.

Taro: I want to do things I can do, too. Today, your speech taught the students in our class a good way of recycling trash, Akira. I want to make compost.

Emily: Me, too.

(注) container コンテナ、容器      composting facility 堆肥を作る施設      separate 分別する

(1) 本文中には次の英文が入ります。本文中の ア ~ エ から、入る場所として最も適しているものを一つ選び、ア~エの記号を○で囲みなさい。

Then, the food scraps are changed into compost there.

(2) 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。

- ア What      イ Which      ウ Why      エ How

(3) 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。一つ選び、記号を○で囲みなさい。

- ア So, now they stopped separating trash.  
 イ So, now they separate trash in the wrong way.  
 ウ So, now it is difficult for them to separate trash.  
 エ So, now they can separate trash in the correct way.

(4) 次のうち、本文中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 Thanks to the system, people in Emily's hometown just have to prepare special soil to make compost.  
 イ Only food scraps should be put into the containers on the side of the street in Emily's hometown.  
 ウ It was difficult for Taro to remember what to put into the container when Taro visited Emily's hometown.  
 エ Taro thinks both the system and people who try to make it work for the environment are great.

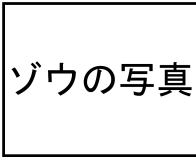
(5) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。ただし、①は3語、②は9語の英語で書くこと。

- ① Has Emily ever made compost at home?  
 ② According to Taro, what did Akira's speech teach the students in their class?

2 高校生の香菜 (Kana) が英語の授業でスピーチを行いました。次の【I】、【II】に答えなさい。

【I】次は、香菜が行ったスピーチの原稿です。彼女が書いた原稿を読んで、あとの問いに答えなさい。

Last month, I went to a zoo and saw elephants. They were eating apples. To eat them, elephants were using their trunk very well. The movement of their trunk ① me, and I started to wonder what kinds of things elephants could do with their trunk. I didn't know any features of the trunk of elephants, so I did research on it. Today I want to share the things I learned about it with you.



Elephants use their trunk in a variety of ways. ② Their trunk is used to breathe and to smell. Also, elephants use their trunk to produce a sound for communication with other elephants. Those are perhaps the things you have already heard. There are, however, other things that you may not know. Let me explain two unique features their trunk has.

Elephants can move their trunk flexibly. This is its first unique feature. For example, two elephants sometimes touch each other with their trunks as a sign of love or friendship. The movement is similar to a hug for people. Also, with the end of their trunk, they can grab a small and soft thing without breaking it, such as a flower. Even if you know elephants can do these movements with their trunk, do you know that there are no bones in their trunk? Elephants can move their trunk flexibly because it is controlled by a lot of muscles. Some elephants have a trunk which is longer than two meters and heavier than 130 kilograms. Moving such a huge thing flexibly is quite amazing.

Another unique feature of their trunk is its skill for sucking things. They can grab things with their trunk, but they can also suck things with their trunk. Let me tell you about a research project done in America. An elephant in a zoo was given one kind of vegetable. It was cut and given as small pieces. ③ I thought that the elephant used the skill for sucking things when it was a better way than grabbing things. I actually watched a video which showed the elephant was sucking different kinds of things. For example, the video showed ④. The elephant sucked it very quickly.

Through learning about the trunk of elephants, I was surprised at its unique features and thought each animal on the earth may have unique features. Some engineers learn from the movements of animals when they invent a new product or robot. Studying about the various movements of the trunk of elephants will be helpful to create a robot which can do various kinds of things. We can learn from animals to ⑤. Now, I want to know about other animals, too. If you know other interesting animals or their unique features, please let me know. Thank you for listening.

(注) trunk (ゾウの) 鼻 breathe 呼吸する flexibly 柔軟に  
grab つかむ bone 骨 muscle 筋肉  
suck 吸う

(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。一つ選び、記号を○で囲みなさい。

- A attracted I explained U imagined E learned

(2) 本文中の ② が、「第一に、ゾウの鼻は私たちの鼻がする役割をしています。」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。

First, the trunk of elephants plays [ nose our plays roles ].

(3) 本文中の ④ 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。

(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。一つ選び、記号を○で囲みなさい。

- (i) However, when many pieces were given, the elephant got the pieces in a different way.
(ii) Instead of grabbing, the elephant sucked all those many pieces with its trunk, stored them inside for a few seconds, and then put them in its mouth.
(iii) When only a few pieces were given, the elephant grabbed them with its trunk.

- A (i) -> (iii) -> (ii) I (ii) -> (i) -> (iii)
U (iii) -> (ii) -> (i) E (iii) -> (i) -> (ii)

(5) 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。一つ選び、記号を○で囲みなさい。

- A the elephant couldn't suck anything at all
I the elephant sucked a large amount of water
U the elephant wouldn't suck pieces of any kind of vegetable
E the elephant grabbed many kinds of things instead of sucking them

(6) 本文中の 'We can learn from animals to ⑤.' が、「私たちの生活をより良くするために、私たちは動物から学ぶことができます。」という内容になるように、解答欄の \_\_\_\_\_ に英語 4 語を書き入れ、英文を完成させなさい。

(7) 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。

- A Kana visited a zoo to study what kinds of things elephants could do with their trunk.
I Elephants can move their trunk flexibly because there are many bones in it.
U The trunk of elephants has some unique features including its skill for sucking things.
E Kana said learning about movements of various robots would help us understand unique features of animals.

【II】スピーチの後に、あなた (You) と香菜が、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: Kana, your speech was great. You did good research on elephants. Also, your English was very good. ( ① )

Kana: I read an English book every day. It's an effective way for me. Do you think reading books in English is an effective way for you?

You: ( ② )

Kana: I see.

<条件1> ①に、「あなたが英語を上達させるために何をしているか私に教えてください。」と伝える文を、10 語程度の英語で書くこと。
<条件2> ②に、解答欄の [ ] 内の、Yes, I do. または No, I don't. のどちらかを○で囲み、そのあとに、その理由を 20 語程度の英語で書くこと。

記入例
When is your birthday?
Well, it's April 11.

受験 番号	番
----------	---

得点	
----	--

<リスニングを除く>

令和6年度大阪府学力検査問題  
英語解答用紙〔B問題〕

1 [I]	①	ア	イ	ウ	採点者記入欄 /1	
	②	ア	イ	ウ	/1	
	③	ア	イ	ウ	/1	
	④	ア	イ	ウ	/1	
	⑤	ア	イ	ウ	/1	
					/5	

1 [II]	(1)	ア	イ	ウ	エ	採点者記入欄 /1	
	(2)	ア	イ	ウ	エ	/1	
	(3)	ア	イ	ウ	エ	/1	
	(4)	ア	イ	ウ	エ	/2	
	(5)	①				/2	
		②	-----			/2	
					/9		

2 [I]	(1)	ア	イ	ウ	エ	採点者記入欄 /1	
	(2)	First, the trunk of elephants plays ----- -----				/2	
	(3)					/2	
	(4)	ア	イ	ウ	エ	/2	
	(5)	ア	イ	ウ	エ	/2	
	(6)	We can learn from animals to ----- -----				/2	
	(7)	ア	イ	ウ	エ	/2	
					/13		

2 [II]	①	----- ----- ----- ----- ----- ----- ----- ----- ----- -----			採点者記入欄 /3	
	②	[ Yes, I do. • No, I don't. ]				/4
					/7	