

令和7年度  
宇都宮短期大学附属高等学校入学試験問題


英 語

— 注 意 —

- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 試験時間は、掲示されている時間割のと通りの50分間です。
- 3 問題数は大きな問題が5問で、表紙を除いて10ページです。
- 4 解答用紙の答え方は、おもて面がマークシート方式でうら面が記述式です。
- 5 監督者の指示にしたがって、試験開始前に解答用紙冊子から解答用紙を切り離し、おもて面とうら面の受験番号を確認後、氏名を決められた欄に書きなさい。
- 6 答えは、それぞれの解答用紙に記載されている注意事項にしたがって、ていねいに記入しなさい。
- 7 試験中に質問があれば、手をあげて監督者に聞きなさい。
- 8 監督者の「やめ」の合図があったら、すぐやめて、鉛筆をおきなさい。

- 1** バンクーバー大学が開催する英語学習プログラムのウェブサイトを読んで、1 ～ 5 の問いに答えなさい。

# THE UNIVERSITY OF VANCOUVER

  
MENU

## English Language Programs

The University of Vancouver ( U of V ) offers four types of programs to fit each learner's needs.

	Period	Hours	Class size
Academic English class	16 weeks	9:00 – 17:00	12 - 20
English for effective communication class	8 weeks	9:00 – 12:00	12 - 20
TOEFL and IELTS preparation class	8 weeks	13:00 – 17:00	24 - 30
Special English class	6 weeks	9:00 – 15:00	28 - 40

### Academic English class

You will improve every skill you need in an academic situation. In addition, once a week, you will have an opportunity to take a class taught by a master course student from U of V. To take this class, you need to get a score of at least 85% on the level test.

### English for effective communication class

This class will help you communicate in various situations. Also, one of the U of V students will be your teacher.

### TOEFL and IELTS preparation class

This class is for improving your TOEFL and IELTS results. You can start with general English. At the middle of the class, U of V students will give you an interview test and helpful feedback.

### Special English class

U of V students offer you a special class. The class will include a lot of themes, from English conversation to TOEFL / IELTS preparation.

**NOTE:**  
As a rule, the participants will stay in the university dormitory during the program. In each room, there is a bed, desk, chair, bookshelf, locker, air-conditioner, bath, restroom, kitchen, and refrigerator.  
\*Laundry machines are available on each floor.

(注) Vancouver = バンクーバー(カナダの都市)    TOEFL = 留学のための英語検定試験  
IELTS = 国際英語力試験    preparation = 対策  
master course student = 大学院生    participant(s) = 参加者    dormitory = 寮

1 すべてのクラスにあてはまるものを選びなさい。

- ア 定員28名以下である。
- イ 最終日にテストが実施される。
- ウ 1か月以上行われる。
- エ 午前から授業が始まる。

2 Academic English class を受講できる条件として、最も適当なものを選びなさい。

- ア テストで85%以上のスコアを取ること。
- イ 大学院生による特別授業を受けること。
- ウ 英会話の授業を受けること。
- エ 英語での面接試験を受けること。

3 Special English class について、最も適当なものを選びなさい。

- ア You will have a chance to talk to a master course student from U of V.
- イ You will have a class taught by U of V students.
- ウ You will have an interview test at the end of the class.
- エ You will take a class for two months.

4 (       ) に入る最も適当なものを選びなさい。

Maki is interested in studying abroad. She loves speaking English, but she is not very good at academic English. She needs to get a TOEFL or IELTS score to study abroad but she has never taken the tests, so she wants to join one of the classes in this English program to prepare for the test. However, she cannot attend any classes after 4 p.m. In this case, she can choose (       ).

- ア Academic English class
- イ English for effective communication
- ウ Special English class
- エ TOEFL and IELTS preparation class

5 ウェブサイトの内容と一致するものを選びなさい。

- ア You can cook in your room in the dormitory.
- イ You can use a laundry machine in your room in the dormitory.
- ウ You can join some club activities in the University of Vancouver.
- エ You can buy some souvenirs in the University of Vancouver.

**2**

次の英文を読んで、1 ～ 5 の問いに答えなさい。

Potatoes are from South America. People there were eating them for many years. It is believed that they were brought to Europe by Spanish people in the sixteenth century. At first, to most people in Europe potatoes looked strange. They did not think potatoes were food. They just enjoyed looking at their flowers.

About two hundred years later, the French government found that people could eat potatoes. The king thought, “If we plant potatoes, we will have [ **A** ] food, and we can save people from hunger.” He said to his nobles, “Plant potatoes.” The nobles planted them, but they did not eat them. The government even tried to give the common people potatoes to plant, but no one wanted ① them. At last the government had a good idea! The government planted a lot of potatoes and said to the people, “( **②** ).” During the day many guards watched over the potatoes, but at night ③ they all went home. Soon people began to say to each other, “Why do a lot of guards protect the potatoes so carefully? They must be [ **B** ] to eat. Since we don't have any food, let's take some of them and try eating them.”

One night, some people went to get those potatoes. They quickly took a few potatoes and ran away. After that night a lot of people went to take the potatoes. In a few days, all the potatoes were gone. The people ate the potatoes and found they were good. In this way, more and more people began to eat them.

(注) hunger = 飢え      noble(s) = 貴族      plant ～ = ～を植える  
guard(s) = 番人



- 1 ヨーロッパの人々が最初はじゃがいもを食べなかった理由として、最も適切なものを選びなさい。

ア ジャがいもは当時とても高価なものだったから。  
イ ジャがいもが食べ物だとは思わなかったから。  
ウ ジャがいもを栽培するのが難しかったから。  
エ ジャがいもの花しか食べられないと思っていたから。

- 2 本文中の [ A ] と [ B ] に入る最も適切な語の組み合わせを選びなさい。

ア A less                      B bad                      イ A more                      B good  
ウ A no                      B good                      エ A delicious                      B bad

- 3 本文中の下線部①と下線部③の指すものの組み合わせとして、最も適切なものを選びなさい。

ア ① 一般の人々      ③ ジャがいも      イ ① ジャがいも      ③ 貴族  
ウ ① ジャがいも      ③ 番人                      エ ① 貴族                      ③ 番人

- 4 本文中の ( ② ) に入る最も適切なものを選びなさい。

ア Don't touch them                      イ Take them for free  
ウ Give them to your family                      エ Don't run away

- 5 本文の内容と一致するものを選びなさい。

ア 人々はじゃがいもを食べることはぜいたくだと思っていた。  
イ 貴族はじゃがいもを誰にも食べさせたくなかった。  
ウ 番人はじゃがいもを昼夜見張っていた。  
エ 王様はじゃがいもで人々を飢えから救いたかった。

**3**

放送に従って、次の **A** ～ **C** の問いに答えなさい。

**A** 英文を聞き、**1** と **2** はその応答として最も適当なものを選びなさい。

**3** ～ **5** は英語の問いに答えなさい。英文は1度だけ流れます。

**1** ア For an hour.

イ To the station.

ウ In 15 minutes.

エ By taxi.

**2** ア Yes, she is.

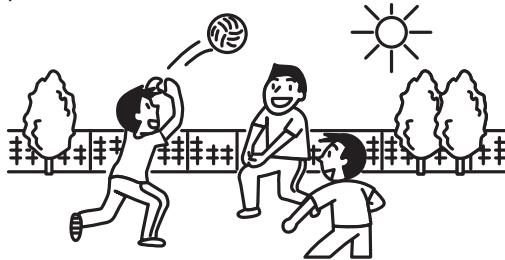
イ Yes, she has.

ウ No, she doesn't.

エ No, she didn't.

**3** Choose the picture that matches what the speaker says.

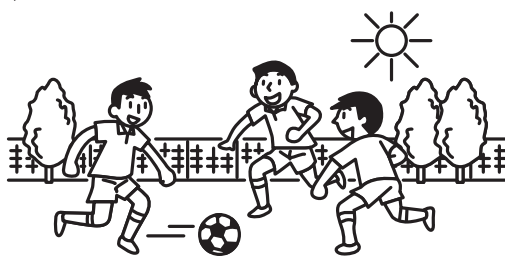
ア



イ



ウ

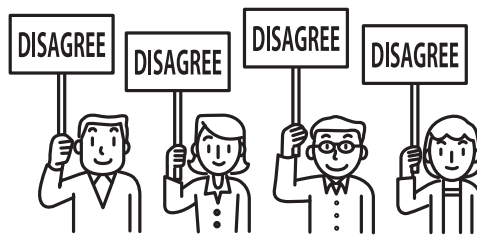


エ

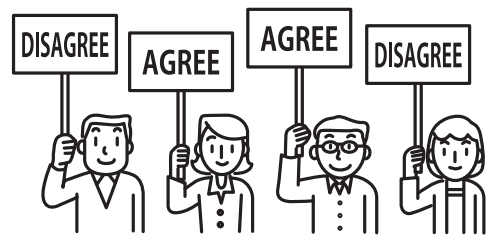


4 Choose the picture that matches what the speaker says.

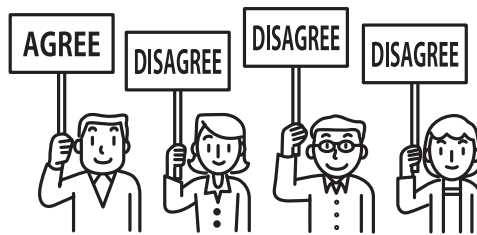
ア



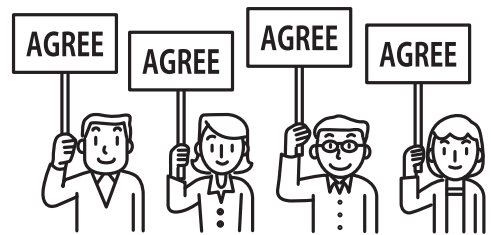
イ



ウ

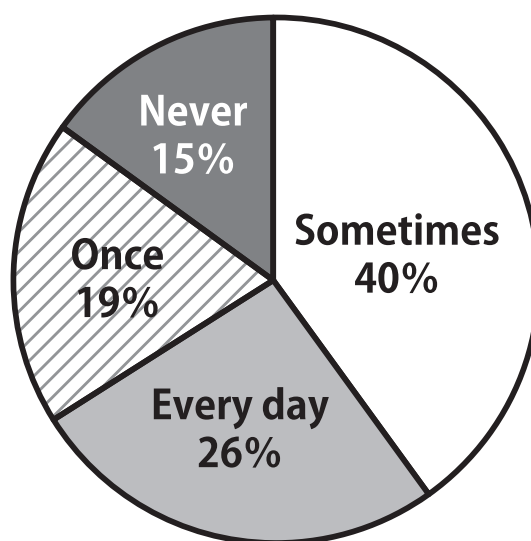


エ



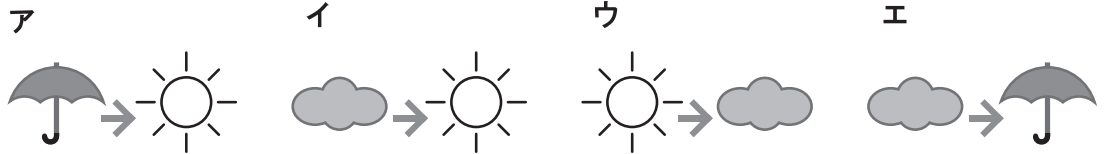
5 Choose the sentence that matches the pie chart.

How Often We Eat Breakfast in a Week



**B** 英文を聞き、最も適当なものを選びなさい。英文と質問は2度流れます。

1



2 ア Because they don't want to eat at Narita Airport.

イ Because they can't find any restaurants.

ウ Because they don't have much money.

エ Because they don't have much time.

3 ア Take the DVDs to the shop.

イ Return the dishes.

ウ Wash the dishes.

エ Watch the DVDs.

4 ア Play in a tennis tournament.

イ Help the boy with his homework.

ウ Play tennis with the boy.

エ Ask for a test.

5 ア At 10:00.

イ At 12:00.

ウ At 2:00.

エ At 5:00.

**ここから記述問題になります。**  
**解答は記述用解答用紙に記入してください。**

- C** 英文を聞き、( ① ) ～ ( ③ ) に入る最も適当な日本語を書きなさい。  
英文は2度流れます。

〈まとめ〉

- ・ホームステイ先はケインさん、ジョーンズさん、スミスさん、テイラーさんの家である。
- ・( ① ) さんの家はコンビニの近くにある。
- ・ジョーンズさんの家の近くには( ② ) がある。
- ・ユウジロウは( ③ ) で学校へ通うことができる。

**4**

次の **A** ～ **C** のそれぞれの問いに答えなさい。

**A** 次の説明に合う英単語を書きなさい。

- 1 a thing that shows what time it is, on a wall or outside on a building
- 2 a very large gray animal with four legs and a long nose that it can use to pick things up

**B** 次の(a)(b)の英文がほぼ同じ意味になるように ( ) 内に適当な英語を1語入れなさい。

- 3 (a) Shall I carry your bag?  
(b) Do you want ( ) to carry your bag?
- 4 (a) It is a lot of fun to watch baseball games.  
(b) ( ) baseball games is a lot of fun.

**C** 次の ( ) 内の語を意味がとおるように並べかえなさい。ただし、文頭にくる語も小文字で示しています。

- 5 ( lunch / about / that / eating / tree / how / under ) ?
- 6 ( came / us / the / to / man / who / meet ) was very kind.

5

次の対話文を読んで、あとの要約文の ① ～ ③ に入る英単語を答えなさい。

*Tony*: What are you going to make a presentation about?

*Riku*: I'm going to introduce my idea for a new park. Here is a graph showing "Roles which people want for parks." I think parks serve many important roles. I want to make a wonderful new park in my town in the future.

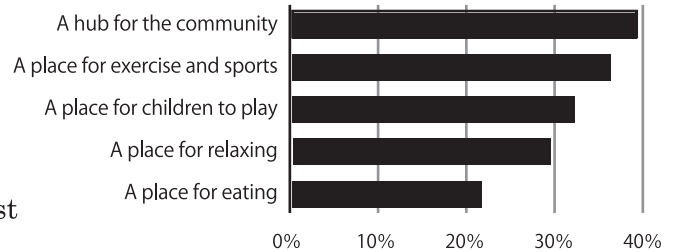
*Tony*: Great!

*Riku*: What is the most important role for parks for you?

*Tony*: Well, I think "A place for eating" is the most important.

*Riku*: I think that is important too. But its percentage is the lowest in this graph.

**Roles which people want for parks**



*Tony*: Interesting. In my country, I often enjoy eating lunch in a park.

*Riku*: I think "A place for children to play" is the most important. Many other people also want that role.

*Tony*: Yes. Its percentage is a little lower than that of "A place for exercise and sports" and "A hub for the community." But it's higher than the percentage for the other roles.

*Riku*: Parks can play a lot of roles in a town. I'll try to make a park that serves important roles. There are many possible roles for a park in a town. I hope people find good roles for my park.

*Tony*: Great! I think your presentation will be really interesting. I want to know more about parks and towns.

(注) hub = 中心

<要約文>

Riku is going to introduce his idea. He and Tony look at a graph that shows some ( ① ) which people want for parks. As for the ( ② ) important role for parks, Riku thinks it is "A place for children to play," but Tony thinks it is "A place for eating." According to the graph, the percentage of Riku's opinion is ( ③ ) than Tony's. Riku hopes to make a park that plays important roles.

