

受検番号	番
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A 問題

令和 7 年度学力検査問題

英 語

注 意

- 1 放送で指示があるまで、この問題冊子を開いてはいけません。
- 2 解答用紙は中にはさんであります。
- 3 放送で指示があったら、まず、受検番号を問題冊子および解答用紙の受検番号欄に記入しなさい。
- 4 問題は **1** ～ **4** で、1 ページから 8 ページまであります。
- 5 答えは、すべて解答用紙に記入しなさい。
- 6 「やめ」の合図で、鉛筆を置きなさい。

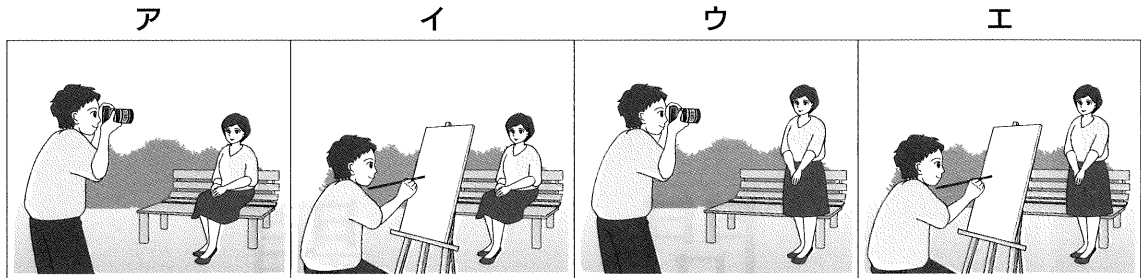
問題

1

放送を聞いて、次の各問いに答えなさい。

問1 No. 1～No. 3 について読まれる英文を聞いて、その内容と一致するものをア～エの中から一つずつ選んで、その記号を書け。英文は1回ずつ読まれる。

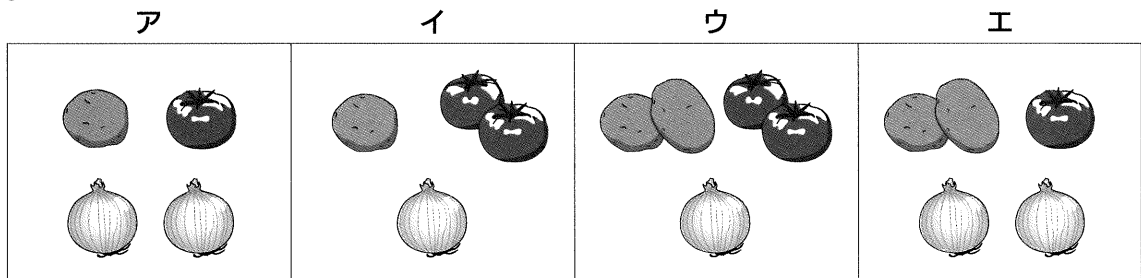
No. 1



No. 2

ア	イ	ウ	エ
<div>今日</div> <div>9°C</div> <div>明日</div> <div>11°C</div>	<div>今日</div> <div>11°C</div> <div>明日</div> <div>9°C</div>	<div>今日</div> <div>11°C</div> <div>明日</div> <div>9°C</div>	<div>今日</div> <div>9°C</div> <div>明日</div> <div>11°C</div>

No. 3



問2 これから読まれる英文は、中学生とその母親の休日の会話である。あとに読まれる No. 1～No. 3 の質問の答えとして最も適当なものをア～ウの中から一つずつ選んで、その記号を書け。英文と質問は2回ずつ読まれる。

No. 1 ア At 8:15.

イ At 8:20.

ウ At 8:35.

No. 2 ア He will walk there.

イ He will go there by car.

ウ He will take the train there.

No. 3 ア To watch a movie alone.

イ To meet his friend.

ウ To go shopping with his mother.

問3 これから読まれる英文は、ALT（外国語指導助手）が生徒に向けて行った説明である。英文を聞き、No. 1、No. 2 の問いに答えよ。英文は2回読まれる。

No. 1 ALT が示しているポスターとして最も適当なものをア～エの中から一つ選んで、その記号を書け。

ア

**英語
スピーチコンテスト**

- ・ 期日：9月○日
- ・
- ・

優勝者は全国大会に出場できます。

イ

**英語
スピーチコンテスト**

- ・ 期日：9月○日
- ・
- ・

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ウ

**英語
スピーチコンテスト**

- ・ 期日：12月○日
- ・
- ・

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エ

**英語
スピーチコンテスト**

- ・ 期日：12月○日
- ・
- ・

優勝者はオーストラリア研修に参加できます。

No. 2 ALT の説明を聞いて作成した、下の【メモ】の空所①～④に入る適当な日本語を書け。

【メモ】

〈宿題について〉

自分の（ ① ）について、短いスピーチを書く。

内容：何になりたいかと（ ② ）を述べる。

※自分の（ ③ ）や（ ④ ）について書いてもよい。

2

次の会話を読んで、あとの問いに答えなさい。なお、あとの**注**を参考にしなさい。

中学生の愛子（Aiko）と晴人（Haruto）は総合的な学習の時間に、地元のかもめ町（Kamome town）についてそれぞれ調べ、町の問題点と解決方法を考えることになりました。放課後、図書室で調べ学習をしていたところ ALT（外国語指導助手）のスミス先生（Ms. Smith）が通りがかりました。

Ms. Smith: What are you doing?

Aiko: We are thinking about how to make our town better. My favorite place is *Kamome beach*. It is very popular. However, when I went there with my friends, we found a lot of garbage on the beach.

Ms. Smith: That's sad. Keeping the sea beautiful is important for fish and other sea animals. And what is your idea for that?

Aiko: We are junior high school students, but there are some things we can do. For example, we can .

Ms. Smith: That's a good idea. And, Haruto, what are you looking at?

Haruto: I'm looking at a **Chart** about closed schools. It shows what percentage of closed schools were used in Japan in 2021.

Ms. Smith: I know that many of them are **〈Chart〉**

used for sports and culture, or as places to meet people. I hear *Kamome elementary school* is not used now.

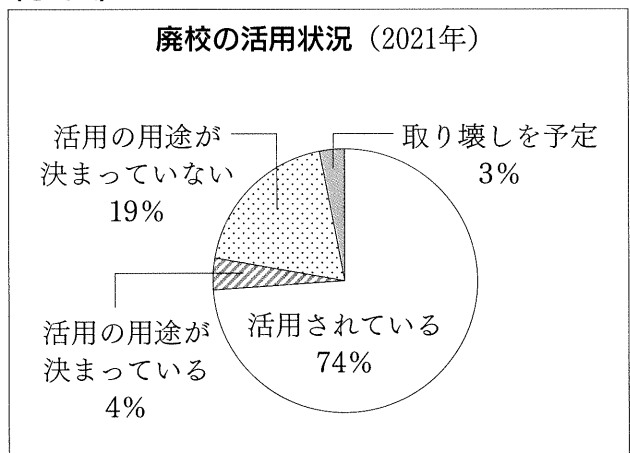
Haruto: I studied at that school but it was closed after I became a junior high school student. I hope that it will be used for our town again.

Ms. Smith: Do you have any good ideas?

Haruto: I am thinking now. To get ideas, I asked other students two

questions: "What are strong points of our town?" and "How do you want to use the closed school?" Here are two lists. I want to think of an event by using the information on both **List 1** and **List 2**.

Ms. Smith: It's interesting to use the strong points to think of new ideas. What kind of event do you want to have?



*「廃校施設等活用状況実態調査」（文部科学省）をもとに作成

〈List1〉

【町の特長】

- ・ 野菜や果物がおいしい。
- ・ 魚がたくさんとれる。
- ・ 健康的なお年寄りが多い。
- ・
- ・

〈List2〉

【生徒が廃校活用に望んでいること】

- ・ 体育館やグラウンドを使ってスポーツをしたい。
- ・ 地元の人から様々なことを学ぶ場所にしたい。
- ・ 町の人たちがみんなで楽しめる活動に使いたい。
- ・
- ・

注 chart グラフ percentage 割合

問1 会話の流れに合うように、に3語以上の英語を書け。ただし、コンマ（,）やピリオド（.）などは語数に含めない。

問2 会話の内容と〈Chart〉から読み取れることを次のア～オの中から二つ選んで、その記号を書け。

ア Haruto is looking at a chart about the beautiful sea.

イ Many of the closed schools in Japan are used only for sports.

ウ Haruto's elementary school was closed and is not used now.

エ More than 70% of the closed schools in Japan were used in 2021.

オ About 20% of the closed schools in Japan were broken in 2021.

問3 会話中の下線部の質問に対して、あなたが晴人ならどのように答えるか。次の①、②に下の条件1～3に従ってあなたの考えを書き、英文を完成させよ。

I want to have ①. ②.

条件1 ①には行事を英語で書くこと。

条件2 ②にはなぜそのように考えるのかを〈List1〉と〈List2〉の両方の内容を踏まえて書くこと。ただし、〈List1〉と〈List2〉の情報のすべてを活用する必要はない。

条件3 ②には10語以上の英語で書くこと。英語は2文以上になってもかまわない。ただし、コンマ（,）やピリオド（.）などは語数に含めない。

3

次の英文を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

高校生の武志（Takeshi）は来週アメリカから来る留学生アンディ（Andy）のために、学校紹介のプレゼンテーション（presentation）を英語で準備しています。武志はALT（外国語指導助手）のホワイト先生（Ms. White）に【原稿】と【スライド】を見てもらい、【コメント】をもらいました。

【原稿】

Welcome to our high school! Now, we are going to tell you about our school.

School begins at 8:30 a.m. and ends at 4:00 p.m. Students are kind to each other and teachers are friendly, so **A**.


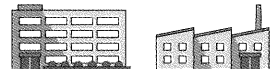



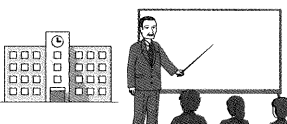
We have many club activities like sports, art, and science. Also, we have a traditional club: a Japanese drum club. In this club, you can learn about the history of Japanese music. When you start to practice the drum, **B**. However, you will enjoy playing it soon.

We have many exciting events like the School Festival and the Sports Festival. In summer we have a unique event. This event is called ^(a)Cross Culture Day. On that day, we talk with ALTs from other countries in English about each culture. Last year, it was difficult for me to communicate with them in English, but I was happy to learn about their cultures. I hope you will be interested in different cultures.

In the third year, we have ^(b)a work experience week. On the first day, we visit some local companies and listen to people who work there. After that, we work in one of the companies for four days. We can learn many things about jobs and our town.

Let's enjoy school life together!

【スライド】

ア	イ	ウ	エ
	 <p>Local companies</p> 	 	 <p>Start 8:30 a.m. End 4:00 p.m.</p>

【コメント】

- ① Make an opening slide. "Welcome to Our High School!" will be OK.
- ② Put titles on the slides. It will be easier to understand your presentation.
- ③ Tell Andy about the school rules too.
- ④ Talk about our school uniform. Andy's high school doesn't have a school uniform.

Please talk with other students about these ideas.

注

Cross Culture Day 異文化交流の日 slide(s) (プレゼンテーションの) スライド
title(s) タイトル、見出し

問1 [原稿]の流れに合うように、[スライド] ア～エを正しい順に並べ、記号で答えよ。

問2 [原稿]の中の 、 に入る英語として最も適当なものをそれぞれ次のア～エの中から一つずつ選んで、その記号を書け。

- ア it will be difficult for you to play it
- イ a few students are in the science club
- ウ our school closes in the evening
- エ we always enjoy talking together

問3 下線部(a)について、[原稿]の内容と一致するものを次のア～エの中から一つ選んで、その記号を書け。

- ア The students talk with other students from different countries.
- イ The ALTs talk about the problems of their countries in Japanese.
- ウ Last year it was easy for Takeshi to communicate in English.
- エ Takeshi felt happy to learn about different cultures last year.

問4 次は、下線部(b)の具体的な内容である。文中の (①)～(③) にそれぞれあてはまる日本語を書け。

生徒たちは、初日に地域のいくつかの企業を訪れ、(①)。その後、そのうちの一つの企業で4日間働く。(②)と(③)について多くのことを学ぶことができる。

問5 ホワイト先生が武志にした【コメント】の内容として、あてはまらないものを次のア～オの中から二つ選んで、その記号を書け。

- ア 各スライドに見出しをつけること
- イ 他の先生の意見を聞くこと
- ウ 校則についての説明を加えること
- エ 制服についての話を加えること
- オ 最後にまとめのスライドを作ること

問6 次は、ある日のアンディと武志の会話の一部である。あなたが武志なら、に何と答えるか、あなた自身の答えを3語以上の英語で書け。ただし、コンマ(,)やピリオド(.)などは語数に含めない。

Andy: I now live with a Japanese family and they always look busy.

I want to do something for them. What can I do to help them?

Takeshi: You can .

Andy: That sounds good. I will do that. Thank you.

4

中学生の結（Yui）に関する次の英文を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

Yui is excited to hear good news. A new student from Australia will come to her junior high school. His name is Ken. He is now fifteen years old and he will be in Yui's class. Yui sometimes heard about Ken from her father because her father and Ken's father have been good friends since they were young. Ken's father was born in Nagasaki. He went to university there. At the university, he met a woman from Australia. They got married and Ken was born in Nagasaki. When he was three, his family moved to Australia because of his father's work. When Ken's family came back to Nagasaki last week, ^(a)Yui's father told her to help Ken at school. In Australia, Ken took classes in English at school and talked with his parents in English at home, so he doesn't speak Japanese very well. Also, he doesn't know about the school life in Japan because he went to Australia when he was very young. Yui and her friends made a list of English questions to ask Ken, because they wanted to be friends with Ken and help him.

On Ken's first day at school, he was introduced to the class. He spoke about himself in easy Japanese. At lunch time, Yui and her friends spoke to Ken in English, "Hello, Ken. I am Yui. Your father is my father's friend." Ken said, "Oh, I've heard about you from my father. Nice to meet you." Yui was very happy to know that Ken understood her English. Then she and her friends asked Ken a lot of questions. "What is your hobby?" "What Japanese food do you like?" "What do you think about the school uniform?" At first, he looked very happy to answer the questions, but soon he looked sad. ^(b)Yui and her friends started to worry about him but they did not know what to say.

That evening, Yui talked about it when she was having dinner with her family. "We wanted to know Ken better and help him. Did we do anything bad? We couldn't ask him why he looked sad." Then her father said, "Did Ken ask you anything? He may have a lot of questions, too." Yui thought about it and said, "Actually, my friends and I did not give Ken any chances to ask questions. We kept asking questions. Ken answered each question, but we just said, ' ' to each answer and asked the next question." Her father said, "Why don't you let him ask questions? If you want to help other people, you need to understand what they want."

On the next day, Yui said to Ken in English, "I'm sorry about yesterday. We kept asking you many questions. We just wanted to know more about you. My father told me that it was important to understand what you wanted to know. Please ask us questions." Ken smiled and said, "Yes, I wanted to ask you questions about the school life. Also, I was very happy to answer your English questions but I just didn't understand why you said the same thing to my answers. I wanted to know your ideas about my answers. I thought you were not interested in me. Last night, I talked about it with my father and ^(c)he told me one thing. Then I learned that you agreed with me to respect my ideas. I want to speak Japanese better and understand you better, so can I ask you questions in Japanese?" Yui said, "Sure. Then, can I sometimes talk to you in English because I want to improve my English?" Ken said, "That is a great idea." They agreed and smiled.

注 be born 生まれる get married 結婚する move 引っ越す
be introduced to ～ ～に紹介される chance(s) 機会
Why don't you ～? ～したらどうか。

問1 次の1、2の質問に対する答えとして最も適当なものをそれぞれ下のア～エの中から一つずつ選んで、その記号を書け。

1 How long did Ken live in Australia ?

ア For three years.

イ For six years.

ウ For twelve years.

エ For fifteen years.

2 Why did Ken's family live in Australia ?

ア Because his father was born there.

イ Because his father went to university there.

ウ Because his father met his mother there.

エ Because his father had a job there.

問2 次は、下線部(a)の理由をまとめたものである。文中の(①)と(②)にはそれぞれ15字以内で、(③)には20字以内で、それぞれあてはまる日本語を書け。なお、句読点も字数に含む。

- ・ケン(Ken)は、オーストラリアでは学校で(①)、家でも(②)の
で日本語をあまりうまく話せないから。
- ・ケンは幼いときにオーストラリアに行ったので(③)から。

問3 下線部(b)を説明したものとして最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

ア 結と友達は、ケンが悲しそうにしていることに気づかず、何も声をかけなかった。

イ 結と友達は、ケンが悲しそうにしていることはわかったが、その理由を尋ねることができなかった。

ウ 結と友達は、ケンが質問に答えることができず、何と声をかけていいかわからなかった。

エ 結と友達は、ケンが尋ねた学校生活についての質問の意味がわからず、答えることができなかった。

問4 本文中の に入る英文として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

ア Oh, that's good.

イ Well, I don't think so.

ウ Do you have a question ?

エ What do you think ?

問5 次は、下線部(c)を受けてケンが学んだことをまとめたものである。文中の()にあてはまる日本語を書け。

ケンの返答に対する結たちの反応は() ためのものだったということ。

問6 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

ア Yui didn't know anything about Ken before he came to her junior high school.

イ Yui was not good at English, so she always spoke to Ken in easy Japanese.

ウ Yui and her friends asked Ken questions in English to know him better.

エ Yui's father told her that she should ask Ken about his life in Australia.

オ Yui learned that knowing what Ken needed was important to help him.

カ Yui asked Ken to speak to her only in English to improve her English.

受検番号	番
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B 問題

令和 7 年度学力検査問題

英 語

注 意

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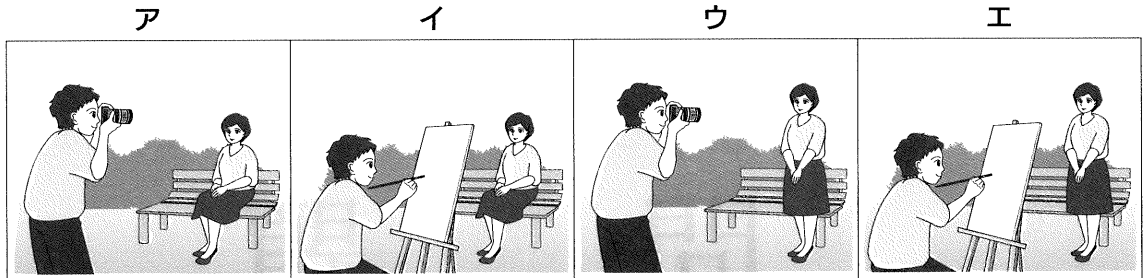
問題

1


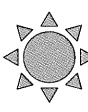

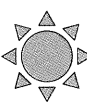
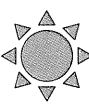

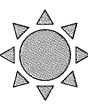

放送を聞いて、次の各問いに答えなさい。

問1 No. 1～No. 3 について読まれる英文を聞いて、その内容と一致するものをア～エの中から一つずつ選んで、その記号を書け。英文は1回ずつ読まれる。

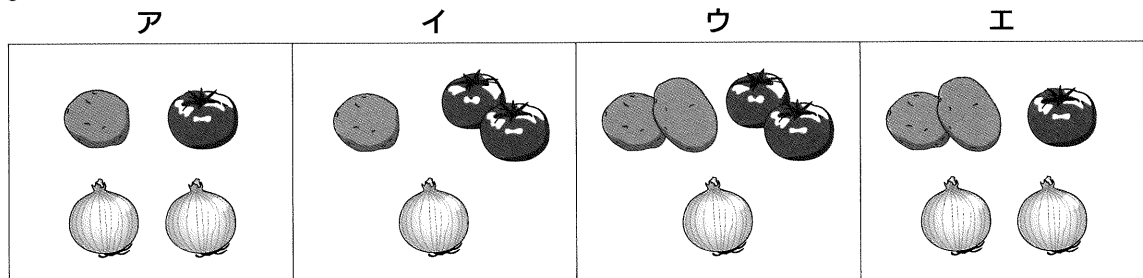
No. 1



No. 2

ア	イ	ウ	エ
<div>今日</div>  <div>9°C</div> <div>明日</div>  <div>11°C</div>	<div>今日</div>  <div>11°C</div> <div>明日</div>  <div>9°C</div>	<div>今日</div>  <div>11°C</div> <div>明日</div>  <div>9°C</div>	<div>今日</div>  <div>9°C</div> <div>明日</div>  <div>11°C</div>

No. 3



問2 これから読まれる英文は、中学生とその母親の休日の会話である。あとに読まれる No. 1～No. 3 の質問の答えとして最も適当なものをア～ウの中から一つずつ選んで、その記号を書け。英文と質問は2回ずつ読まれる。

No. 1 ア At 8:15.
 イ At 8:20.
 ウ At 8:35.

No. 2 ア He will walk there.
 イ He will go there by car.
 ウ He will take the train there.

No. 3 ア To watch a movie alone.
 イ To meet his friend.
 ウ To go shopping with his mother.

問3 これから読まれる英文は、ALT（外国語指導助手）が生徒に向けて行った説明である。英文を聞き、No. 1、No. 2 の問いに答えよ。英文は2回読まれる。

No. 1 ALT が示しているポスターとして最も適当なものをア～エの中から一つ選んで、その記号を書け。

ア

**英語
スピーチコンテスト**

- ・ 期日：9月○日
- ・ ……
- ・ ……

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イ

**英語
スピーチコンテスト**

- ・ 期日：9月○日
- ・ ……
- ・ ……

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ウ

**英語
スピーチコンテスト**

- ・ 期日：12月○日
- ・ ……
- ・ ……

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エ

**英語
スピーチコンテスト**

- ・ 期日：12月○日
- ・ ……
- ・ ……

優勝者はオーストラリア研修に参加できます。

No. 2 ALT の説明を聞いて作成した、下の【メモ】の空所①～④に入る適当な日本語を書け。

【メモ】

〈宿題について〉

自分の（ ① ）について、短いスピーチを書く。

内容：何になりたいかと（ ② ）を述べる。

※自分の（ ③ ）や（ ④ ）について書いてもよい。

2

次の会話を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

中学生の愛子（Aiko）と晴人（Haruto）は総合的な学習の時間に、地元のかもめ町（Kamome town）についてそれぞれ調べ、町の問題点と解決方法を考えることになりました。放課後、図書室で調べ学習をしていたところ ALT（外国語指導助手）のスミス先生（Ms. Smith）が通りがかりました。

Ms. Smith: What are you doing ?

Aiko: We are thinking about how to make our town better. My favorite place is Kamome beach. It is very popular. However, when I went there with my friends, we found a lot of garbage on the beach.

Ms. Smith: That's sad. Keeping the sea beautiful is important for fish and other sea animals. And what is your idea for that ?

Aiko: We are junior high school students, but there are some things we can do. For example, .

Ms. Smith: That's a good idea. And, Haruto, what are you looking at ?

Haruto: I'm looking at a **Chart** about closed schools. It shows what percentage of closed schools were used in Japan in 2021.

Ms. Smith: I know that many of them are **<Chart>** used for sports and culture, or as places to meet people. I hear Kamome elementary school is not used now.

Haruto: I studied at that school but it was closed after I became a junior high school student. I hope that it will be used for our town again.

Ms. Smith: Do you have any good ideas ?

Haruto: I am thinking now. To get ideas, I asked other students two questions: "What are strong points of our town?" and "How do you want to use the closed school?" Here are two lists. I want to think of an event by using the information on both **List 1** and **List 2**.

Ms. Smith: It's interesting to use the strong points to think of new ideas. What kind of event do you want to have ?

<List1>

【町の特長】

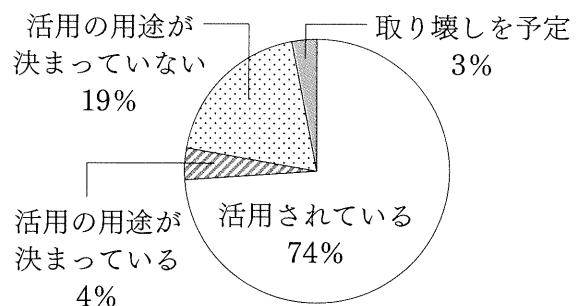
- ・野菜や果物などの特産品が有名である。
- ・漁業が盛んである。
- ・高齢化は進んでいるが健康的なお年寄が多い。
- ・
- ・

<List2>

【生徒が廃校活用に望んでいること】

- ・体育館やグラウンドを使って体を動かしたい。
- ・学びや体験の場所にしたい。
- ・地域の人と世代を超えて交流したい。
- ・
- ・

廃校の活用状況（2021年）



*「廃校施設等活用状況実態調査」（文部科学省）をもとに作成

注 chart グラフ percentage 割合

問1 会話の流れに合うように、に5語以上の英語を書け。ただし、コンマ（,）やピリオド（.）などは語数に含めない。

問2 会話の内容と〈Chart〉から読み取れることを次のア～オの中から二つ選んで、その記号を書け。

ア Haruto is looking at a chart about the beautiful sea.

イ Many of the closed schools in Japan are used only for sports.

ウ Haruto's elementary school was closed and is not used now.

エ More than 70% of the closed schools in Japan were used in 2021.

オ About 20% of the closed schools in Japan were broken in 2021.

問3 会話中の下線部の質問に対して、あなたが晴人ならどのように答えるか。次の条件1、2に従ってあなたの考えを書け。

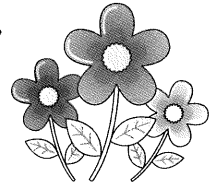
条件1 〈List1〉と〈List2〉の両方の内容を踏まえて、行事及び、なぜそのように考えるのかを書くこと。ただし、〈List1〉と〈List2〉の情報のすべてを活用する必要はない。

条件2 20語以上の英語で書くこと。英語は2文以上になってもかまわない。ただし、コンマ（,）やピリオド（.）などは語数に含めない。

3

海外に暮らす中学生のアンディ（Andy）は、次の【リーフレット】を学校でもらいました。
 【リーフレット】を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。
 【リーフレット】

Flower Park Information in February



●Opening Hours: 8:00 a.m. – 8:00 p.m.

●Admission Fee:

Adults	Children	Small Children
19 years old and older	6–18 years old	0–5 years old
\$8	\$4	\$0

※If you have a student card, your admission fee is \$2.

●Events:

★Playing with Animals	Saturdays and Sundays	10:00 a.m. – 4:00 p.m.
You can touch some animals like rabbits, pigs and sheep. You can give them food, but you must buy it in the park.		
★Riding a Horse	Every day	11:00 a.m. and 2:00 p.m.
You can ride a horse and go around the park for 30 minutes. If you want to try, you must be over 7 years old. Each person needs \$5 to ride.		
★Fireworks	Every day	7:30 p.m. – 7:45 p.m.
You can enjoy watching fireworks in the night sky.		

●Restaurant: 11:00 a.m. – 2:00 p.m.

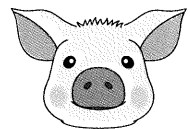
We use vegetables that we grow in the park. Please enjoy delicious food here !

●Special Program “Try Our Job!”: 9:00 a.m. – 3:00 p.m.

We have this program for students on weekends. You can take care of flowers and animals in the park with us. You must watch a short movie about our work on our website. Please do this before you join. You don’t have to bring lunch because we’ll enjoy eating food in the restaurant together.

●New Event:

We have a new baby pig, and we want to give her a nice name. If you have a good idea, please tell it to our staff at the pig area. Also, it is OK to send your idea by e-mail. So, you can join this event even at home.



✉: flowerpark@xxx.yy.zz

●Bus Schedule ※You need to pay \$2.

North Station → Flower Park		Flower Park → North Station		
a.m.	p.m.	a.m.	p.m.	
7:30 → 7:50	1:30 → 1:50	9:30 → 9:50	2:50 → 3:10	5:50 → 6:10
8:30 → 8:50	2:30 → 2:50	10:30 → 10:50	3:35 → 3:55	6:35 → 6:55
10:30 → 10:50	4:30 → 4:50	11:30 → 11:50	4:20 → 4:40	7:20 → 7:40
	5:30 → 5:50		5:05 → 5:25	8:10 → 8:30

注

admission fee 入園料 grow ～を育てる program プログラム
 take care of ～ ～の世話をする schedule 時刻表

問1 [リーフレット] の内容をもとに、次の1～3の英文の()に入る最も適当なものをそれぞれ下のア～エの中から一つずつ選んで、その記号を書け。

1 Andy is going to visit Flower Park with his father, his mother, and his brother. His brother is four years old and only Andy has a student card. His family will pay () to enter the park.

ア \$18 イ \$20 ウ \$22 エ \$24

2 If Andy stays in the park from 3:00 p.m. until 8:00 p.m. on Thursday, he can enjoy ().

ア playing with animals イ riding a horse
ウ having food at the restaurant エ watching fireworks

3 Andy has decided to join the Special Program. Before he joins, he has to ().

ア eat lunch イ visit the website
ウ grow plants エ make a short movie

問2 次の[質問] に対する[答え] となるように文中の に4語以上の英語を書け。

[質問] If Andy wants to join the New Event at home, what should he do ?

[答え] He should .

問3 アンディが Flower Park を訪れた時に、ある来場者から話しかけられ、次のような会話をした。[リーフレット] の内容をもとに、次の会話文中の() にあてはまる時刻を[例] にならって書け。 [例] 午後3時20分→(3:20) p.m.

ある来場者



Excuse me. I would like to go to North Station. How can I get there ?

You should take a bus. Here is the Bus Schedule. The bus stop is near the park, and it is only 3 minutes from here.

Thank you. It's 5:25 p.m. now. So, if I leave here now, I will arrive at the station at () p.m. Thank you very much.

アンディ



問4 [リーフレット] の内容と一致するものを次のア～オの中から二つ選んで、その記号を書け。

- ア You need to buy food sold in the park if you want to give food to the animals.
- イ By paying \$5, everyone can enjoy riding a horse for 30 minutes.
- ウ In the restaurant you can't enjoy vegetables grown in the park.
- エ You don't have to pay money to take a bus when you visit the park.
- オ There are more buses to North Station than buses to Flower Park.

問5 次の[質問] に対してあなたならどのように答えるか。解答欄の Yes, I do. または No, I don't. のいずれかを○で囲み、その理由を10語以上の英語で書け。なお、英語は2文以上になってもかまわない。ただし、コンマ(,) やピリオド(.) などは語数に含めない。

[質問] Many junior high schools in Japan have a work experience program. Do you think a work experience program as a school event is a good idea for junior high school students ?

- 4 中学生の結 (Yui) に関する次の英文を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

Yui is excited to hear good news. A new student from Australia will come to her junior high school. His name is Ken. He is now fifteen years old and he will be in Yui's class. Yui sometimes heard about Ken from her father because her father and Ken's father have been good friends since they were young. Ken's father was born in Nagasaki. He went to university there. At the university, he met a woman from Australia. They got married and Ken was born in Nagasaki. When he was three, his family moved to Australia because of his father's work. When Ken's family came back to Nagasaki last week, ^(a)Yui's father told her to help Ken at school. In Australia, Ken took classes in English at school and talked with his parents in English at home, so he doesn't speak Japanese very well. Also, he doesn't know about the school life in Japan because he went to Australia when he was very young. Yui and her friends made a list of English questions to ask Ken, because they wanted to be friends with Ken and help him.

On Ken's first day at school, he was introduced to the class. He spoke about himself in easy Japanese. At lunch time, Yui and her friends spoke to Ken in English, "Hello, Ken. I am Yui. Your father is my father's friend." Ken said, "Oh, I've heard about you from my father. Nice to meet you." Yui was very happy to know that Ken understood her English. Then she and her friends asked Ken a lot of questions. "What is your hobby?" "What Japanese food do you like?" "What do you think about the school uniform?" At first, he looked very happy to answer the questions, but soon he looked sad. ^(b)Yui and her friends started to worry about him but they did not know what to say.

That evening, Yui talked about it when she was having dinner with her family. "We wanted to know Ken better and help him. Did we do anything bad? We couldn't ask him why he looked sad." Then her father said, "Did Ken ask you anything? He may have a lot of questions, too." Yui thought about it and said, "Actually, my friends and I did not give Ken any chances to ask questions. We kept asking questions. Ken answered each question, but we just said, ' ' to each answer and asked the next question." Her father said, "Why don't you let him ask questions? If you want to help other people, you need to understand what they want."

On the next day, Yui said to Ken in English, "I'm sorry about yesterday. We kept asking you many questions. We just wanted to know more about you. My father told me that it was important to understand what you wanted to know. Please ask us questions." Ken smiled and said, "Yes, I wanted to ask you questions about the school life. Also, I was very happy to answer your English questions but I just didn't understand why you said the same thing to my answers. I wanted to know your ideas about my answers. I thought you were not interested in me. Last night, I talked about it with my father and ^(c)he told me one thing. Then I learned that you agreed with me to respect my ideas. I want to speak Japanese better and understand you better, so can I ask you questions in Japanese?" Yui said, "Sure. Then, can I sometimes talk to you in English because I want to improve my English?" Ken said, "That is a great idea." They agreed and smiled.

注 be born 生まれる get married 結婚する move 引っ越す
be introduced to ~ ~に紹介される chance(s) 機会
Why don't you ~? ~したらどうか。

問1 次の1、2の質問に対する答えとして最も適当なものをそれぞれ下のア～エの中から一つずつ選んで、その記号を書け。

1 How long did Ken live in Australia ?

ア For three years.

イ For six years.

ウ For twelve years.

エ For fifteen years.

2 Why did Ken's family live in Australia ?

ア Because his father was born there.

イ Because his father went to university there.

ウ Because his father met his mother there.

エ Because his father had a job there.

問2 次は、下線部(a)の理由をまとめたものである。文中の (①) には20字以上30字以内で、(②) には20字以内で、それぞれあてはまる日本語を書け。なお、句読点も字数に含む。

- ・ケン (Ken) は、オーストラリアでは (①) ので日本語をあまりうまく話せないから。
- ・ケンは幼いときにオーストラリアに行ったので (②) から。

問3 下線部(b)を説明したものとして最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

ア They didn't think that Ken was sad and they said nothing to him.

イ They felt that Ken was sad but couldn't ask him the reason for it.

ウ They couldn't find words to say when Ken couldn't answer their questions.

エ They couldn't answer the questions which Ken asked about their school life.

問4 本文中の に入る英文として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

ア Oh, that's good.

イ Well, I don't think so.

ウ Do you have a question ?

エ What do you think ?

問5 次は、下線部(c)を受けてケンが学んだことをまとめたものである。文中の () にあてはまる日本語を書け。

ケンの返答に対する結たちの反応は () ためのものだったということ。

問6 本文の内容と一致するものを次のア～カの中から二つ選んで、その記号を書け。

ア Yui didn't know anything about Ken before he came to her junior high school.

イ Yui was not good at English, so she always spoke to Ken in easy Japanese.

ウ Yui and her friends asked Ken questions in English to know him better.

エ Yui's father told her that she should ask Ken about his life in Australia.

オ Yui learned that knowing what Ken needed was important to help him.

カ Yui asked Ken to speak to her only in English to improve her English.

