

受験番号

令和7年度（一次入試）

# 英 語

（検査時間 11：50～12：40）

## 注意事項

### 1. 開始の合図で

- ◆ この問題用紙にはさんである解答用紙を取り出さない。
- ◆ 解答用紙，問題用紙，下書き用紙の所定の欄に受験番号を書き入れなさい。
- ◆ 解答はすべて解答用紙の所定の欄に書き入れなさい。
- ◆ 問題文は10ページあり，その順序は 英1 ～ 英10 で示しています。  
ページ漏れや印刷不鮮明などに気づいた場合には，手をあげなさい。

### 2. 終了の合図で

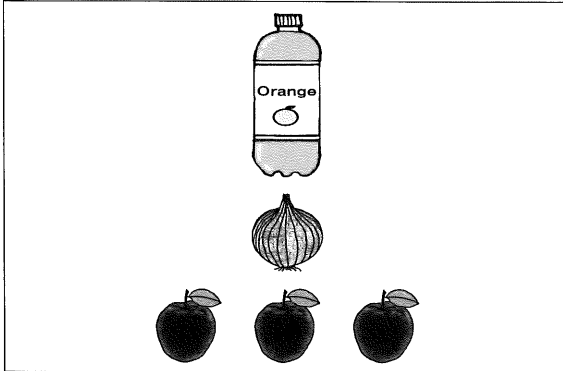
- ◆ 机の上に，下から順に問題用紙，下書き用紙，解答用紙を置きなさい。  
解答用紙だけは裏返して置きなさい。

【1】 放送を聞いて答える問題

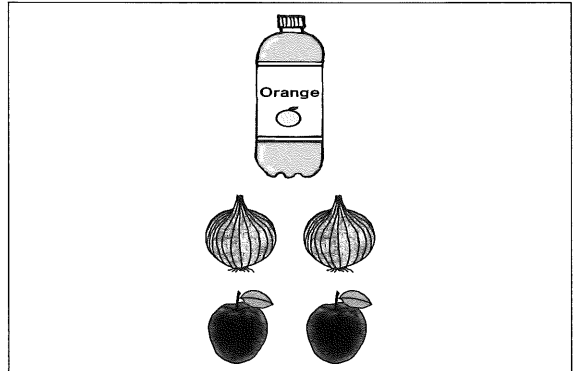
A 1番, 2番の対話を聞いて, それぞれの質問の答えとして最も適当なものを, ア～エから1つずつ選び, 記号を書きなさい。

1番

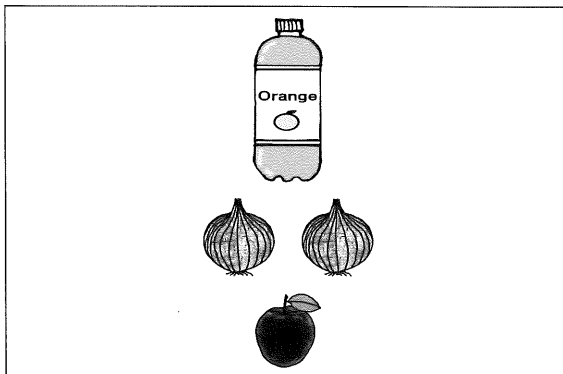
ア



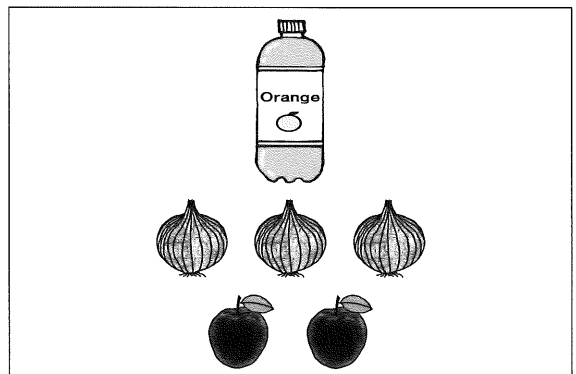
イ



ウ

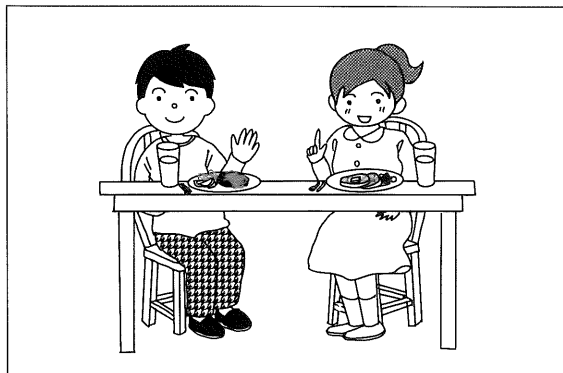


エ

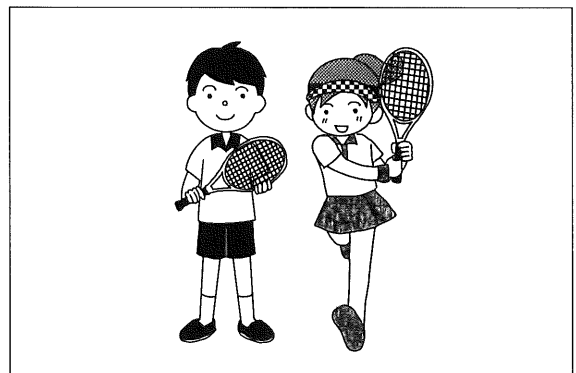


2番

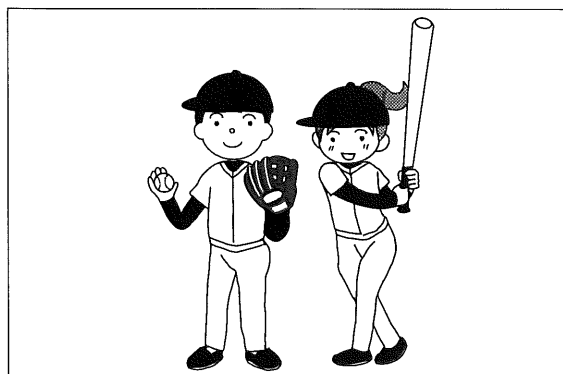
ア



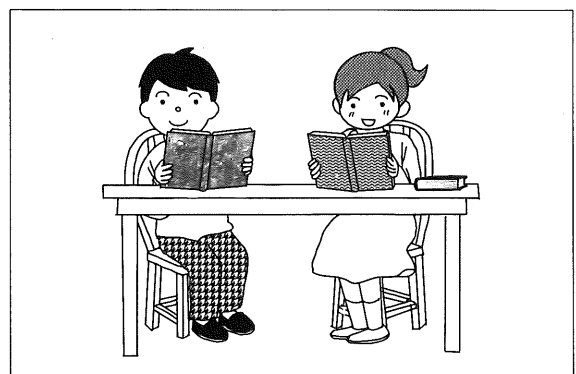
イ



ウ



エ



B あなたは中学校の文化祭に参加しています。ALTとその家族や友人も参加しているため、校内放送が英語でも行われています。放送を聞いて、それに続く1番～3番の質問の答えとして最も適当なものを、ア～エから1つずつ選び、記号を書きなさい。

- 1 番    ア In the art room.  
         イ In the gym.  
         ウ In the garden.  
         エ In the classroom.
- 2 番    ア They will draw pictures of their teachers.  
         イ They will perform a story in English.  
         ウ They will join a singing contest.  
         エ They will make a traditional Japanese story.
- 3 番    ア Drawing pictures.  
         イ Cooking lunch.  
         ウ Dancing with classmates.  
         エ Watching a singing contest.

C Taro と Mary の対話を聞いて、それに続く1番～3番の質問の答えとして最も適当なものを、ア～エから1つずつ選び、記号を書きなさい。

- 1 番    ア Watching the fireworks.  
         イ Making posters for the festival.  
         ウ Playing a Japanese musical instrument.  
         エ Playing Japanese games.
- 2 番    ア 11:00 a.m.  
         イ 12:00 p.m.  
         ウ 1:00 p.m.  
         エ 2:00 p.m.
- 3 番    ア Traditional Japanese clothes.  
         イ A dress she has.  
         ウ A school uniform.  
         エ New clothes she bought.

## 【2】 次の A, B の各問いに答えなさい。

A 中学生の Mika がホームステイ中の中学生の Ron に校内を案内しています。次の会話文を読み、(1)～(4)の問いに答えなさい。

Ron : What are these on the wall?

Mika : They are *haiku* written by students. *Haiku* is a part of traditional Japanese culture and it has a long history.

Ron : Is it like a \*poem?

Mika : Yes, it's a kind of poem, but *haiku* has to follow special rules. You have to use \*17 syllables and include a word about the seasons. It's interesting for me to express my feelings with these special rules.

Ron : Readers need to imagine what writers want to express. That's unique.

Mika : Here, take a look at this. This word means "snow" in English, so it shows ( ① ) among the four seasons.

Ron : Sounds fun. I'd like to learn more about *haiku*.

Mika : Oh, good! In our next class, you can experience Japanese culture. You can choose from a tea ceremony class called *sado*, or a calligraphy class called *shodo*. Which do you like ( ② )?

Ron : I'm interested in the Japanese language, so I'd like to join the *shodo* class.

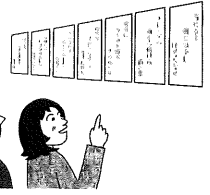
Mika : OK. Let's do it!

Ron : I became interested in Japanese culture because of manga and anime. But there are still a lot of things I don't know.

Mika : Next time will you tell me about your country and culture?

Ron : Sure! It's important for us ③.

(注) \*poem 詩    \*17 syllables 17 音



(1) 次の問いに対する答えを、会話文中の表現を使って、  に英語 3 語を入れて、完成させなさい。

Why does Mika feel writing *haiku* is interesting?

Because she can   with special rules.

(2) 会話文中の ( ① ) に入る最も適当な英語 1 語を書きなさい。

(3) 会話文中の ( ② ) に入る最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

ア greater

イ less

ウ better

エ later

(4) 会話文中の ③ に入る最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

ア to make people more interested in Japan

イ to learn about each other's countries and cultures

ウ to follow a lot of rules we don't know

エ to know about each other's families and friends

B 中学生の Emi と留学生の Jim が、みどり市の史跡（historical spots）の情報を入手できるウェブサイト（Website）を見ながら会話をしています。ウェブサイトの情報と 2 人の会話をもとにして、(1)、(2) の問いに答えなさい。

Website

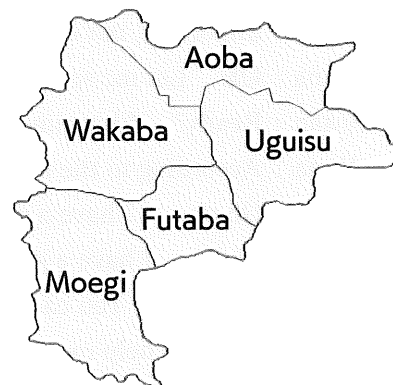
## Midori City Historical Spots

🔍 Search

### ☆Special Events in March

- Castle Town Festival (Wakaba Town)  
You can eat local foods and enjoy traditional music.
- Cherry Blossom Festival (Moegi Town)  
You can enjoy the cherry blossoms and join the *haiku* contest.

※ If you have any questions, please send an email to our office. (midorin ●●● @ △△△)



Emi : Hey, Jim, you are interested in Japanese culture, \*historical buildings, and castles, right? I found a good website. Look at this.

Jim : Wow! What is this, Emi?

Emi : This is a website which introduces historical spots in Midori City. Here is a map. When you \*click one town on this map, you can see the historical spots in the town.

Jim : That's great.

Emi : If you want to search historical spots in another way, look at the left side on this website. Here is a search box. You can search by the name of the person who built them or its \*period.

Jim : It's so useful and easy to use.

Emi : When you search, you can see some short videos of historical spots. If you visit a place after you check this website, I'm sure you will enjoy it more.

Jim : I am interested in some historical spots in Midori City. So, now, I'll use this website.

(注) \*historical 歴史的な \*click クリックする \*period 時代

(1) Jim がこのウェブサイトで、史跡について調べたい時に用いる情報として適当でないものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア When they were made.
- イ Where they were made.
- ウ How they were made.
- エ Who made them.

(2) ウェブサイトの情報と 2 人の会話から読み取れる内容として最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア Jim can take part in the *haiku* contest at one of the special events.
- イ Jim usually checked this website before visiting historical spots.
- ウ Jim can enjoy traditional music on the website.
- エ Jim should call the office when he has questions.

【3】 中学生の Hana と留学生の Susan が、駅でホワイトボード（Whiteboard）を見ながら会話をしています。  
次の会話文を読み、（１）～（３）の問いに答えなさい。

Hana : Hi, Susan. What are you doing here? Do you need help?

Susan : Oh, Hana! I'm going to Midori City by train, but there are so many people today. They are looking at those *kanji* on the whiteboard. I think it may be information about something important, but I cannot read that Japanese. ① ?

Hana : OK. Let me see.... Oh, the train has stopped because of \*engine trouble.

Susan : Really? What time will the train run again?

Hana : According to the information on the whiteboard, the train will run again this evening.

Susan : Oh no.... I have a plan to meet my cousin at Midori Station at three in the afternoon.

Hana : Well.... I have a good idea. There are two other ways to go to Midori Station instead of using the train. You can take a bus or taxi.

Susan : Can you help me choose which one I should take?

Hana : Now, it is two in the afternoon. So, how about taking a bus because ② ?

Susan : That's a great idea. I'll take that one. Thanks for your help.

(注) \*engine エンジン

#### Whiteboard

##### お知らせ

エンジントラブルのため大幅な列車遅延・運休が発生しております。

運行再開は夕方の予定です。

お急ぎの方は臨時バスまたは乗合タクシーをご利用ください。

駅長

##### 臨時バス

行 先：みどり駅  
時 刻：14:10 14:30 14:50  
所要時間：約 25 分  
料 金：300 円

##### 乗合タクシー

行 先：みどり駅  
時 刻：14:20 14:40 15:00  
所要時間：約 15 分  
料 金：約 1000 円

(1) 会話文中の ① に入る最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア How did you come here
- イ How often do you use trains
- ウ What do you mean
- エ What does it mean

(2) あなたは Hana になったつもりで、次の条件に従って、会話文中の ② に入る英語を書きなさい。

条件

- ① 主語と動詞を含む 5 語以上の英語 1 文で書くこと。
- ② ホワイトボードに掲載されている情報を踏まえて書くこと。
- ③ 短縮形 (I'm など) は 1 語として数えることとし、符号 (ピリオド、コンマなど) や記号 (¥ など) は語数に含めないこと。

(3) 日常生活の中であなたが人から助けてもらった経験を、次の条件に従って、英語で書きなさい。

条件

- ① 主語と動詞を含む 15 語以上の英語で書くこと。英文の数はいくつでもよい。
- ② 短縮形 (I'm など) は 1 語として数えることとし、符号 (ピリオド、コンマなど) は語数に含めないこと。

- 【4】 Jeff 先生の英語の授業で、グループ A の Aya, Yuto, Emi が、自分たちが調べたことを表 (Table) とスライド (Slide) を使って発表しています。次の英文を読み、(1)～(5) の問いに答えなさい。

Jeff : Today, group A is going to give a presentation on education. Group A, please, begin.

Aya : Good morning, everyone. Do you think school is for everyone? Please look at this table. According to researchers, in 2021, there were many children who couldn't go to elementary school around the world. Many of them live in countries which need support from other countries. For example, in  ① , in a group of ten children, two children can't go to elementary school to get an education.

Yuto : Why is it difficult for them to go to school? Please look at slide 1. I'll explain three reasons. First, they don't have enough money to buy stationery such as textbooks and notebooks. Second, they don't have time for school because they need to grow their food and work on a farm with their parents. Third, they often become sick because the water they use isn't clean.

Emi : What will happen if they can't get an education? Please look at slide 2. I'll explain three points. First, they will not understand how to live healthy and safe lives. For example, they cannot get good information about medicine or about dangerous weather. Next, they will not have enough time to play with other children. Finally, they will not have the chance to find work that gives you a good life.

Aya : If we don't take any action, more children will lose their chance to get an education. Thank you.

Jeff : Group A, thank you for your presentation. What can we do to improve their situations? Please talk in your group.

Table

The Percentage of Children Who Can't Go to Elementary School	
サハラ以南のアフリカ	20 %
北アフリカ・西アジア	9 %
中央アジア・南アジア	7 %
オセアニア	7 %
東アジア・東南アジア	4 %
ラテンアメリカ・カリブ海諸国	4 %
ヨーロッパ・北米	2 %

「学校に通えない子どもたちの割合 (2021 年)」  
(日本ユニセフ協会 SDGs CLUB を参考に作成)

Slide 1

**What is the reason for this situation?**

- Not enough money to buy things for school
- Need to help their family
- ②

Slide 2

**What will happen?**

- Cannot understand healthy living
- ③
- Difficult to find a job that helps you live well

- (1) 英文中の  ①  に入る内容として最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア サハラ以南のアフリカ
- イ 北アフリカ・西アジア
- ウ 東アジア・東南アジア
- エ ヨーロッパ・北米

- (2) スライド中の  ② ,  ③  に入る最も適当なものを、次のア～カから 1 つずつ選び、記号を書きなさい。

- ア Too many children
- イ Health problems
- ウ Caught in a war
- エ No school near home
- オ Not enough teachers
- カ A few chances to make friends



グループ A の発表後の Jeff 先生の指示を受けて、グループ B のあなたは Aoi, Mai と話し合いを行っています。次は 3 人の会話です。

Aoi : I was sad to learn that there are many children who can't buy stationery. In my house, there are many pencils I haven't used. How about you?

You : I also have some pencils I haven't used. So, why don't we  ④ those children?

Mai : They will be happy to have them!

You : There are still two other situations we should talk about. Do you have any ideas?

Mai : I think we can support their \*agriculture by using our \*technology.

You : Great! Aoi, how about you?

Aoi : If we build a good \*well, the water in their town will be cleaner and better for their health.

You : I agree. These ideas will change their situations and can help the children  ⑤ .

(注) \*agriculture 農業 \*technology 科学技術 \*well 井戸

(3) 会話文中の  ④ に入る最も適当な英語 3 語を、英文の内容を踏まえて書きなさい。

(4) 会話文中の  ⑤ に入る最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

ア explain the reasons

イ go to school

ウ sell their notebooks

エ stop their education

(5) 次は、Jeff 先生の授業を受けたあなたの感想です。後の条件に従って、 に入るあなたの考えを前後の文脈を踏まえて英語で書きなさい。

Today I learned about the problems of education. But education is not the only problem in the world. The world has different problems, too. For example,  . I also want to try to solve this problem.

#### 条件

① 主語と動詞を含む 8 語以上の英語 1 文で書くこと。

② 短縮形 (I'm など) は 1 語として数えることとし、符号 (ピリオド、コンマなど) は語数に含めないこと。

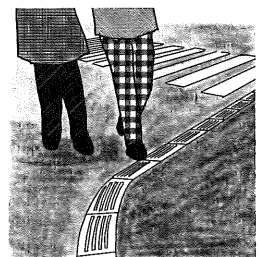
【5】 中学生の Akira が英語の授業でスピーチをしています。次の英文を読み、(1)～(6)の問いに答えなさい。

If you were an old person, how would the world look?

Last summer, I joined a program to experience how it would feel if I were an old person. In the program, I walked on the street while I was wearing heavy clothes. I lost my balance many times. I thought, “I wish I could get help from other people”. I also wrote words while I was wearing special \*glasses. Through them, I could not see well and it took a long time to write. I said to myself, “① Is my grandmother experiencing these difficult things every day?” I have lived with her for a long time, so I always told myself, “I understand everything about her.” But it was not true. This program was more difficult than I imagined. Now, I want to try to do two things for my grandmother. First, when she crosses the street, I will hold her hand because she needs ②. Second, when she writes a letter, I will wait for her because she needs ③. I really recommend that you join this kind of program and think more about how to help old people. Doing this will make our town better for old people.

But, ④. I'll give you one example. Have you ever seen “⑤ Curb Cut”? Look at this picture. With “Curb Cut”, we can move easily on the street because there are no \*steps. At first, it was made only for people who use wheelchairs. But now, it is also used by many people who use \*baby strollers, who push heavy \*suitcases, and who run and walk along the streets. So, if people who need support are happy, ( ⑥ ) people will be happy.

Picture



Curb Cut (カーブカット)

What can we do to make our town better? Let's think about it together.

(注) \*glasses 眼鏡      \*steps 段差      \*baby strollers ベビーカー  
\*suitcases スーツケース

(1) 英文中の下線部①のように Akira が考えた理由として最も適当なものを、次のア～エから1つ選び、記号を書きなさい。

- ア The program was not as easy as he thought.
- イ The program was as easy as he thought.
- ウ The program was not as difficult as he thought.
- エ The program was the most difficult in his life.

(2) 英文中の ②, ③ に入る語句の組み合わせとして最も適当なものを、次のア～エから1つ選び、記号を書きなさい。

	②	③
ア	enough money to buy it	someone to believe her
イ	someone to support her	more time to finish it
ウ	someone to believe her	enough money to buy it
エ	more time to finish it	someone to support her

(3) 英文中の  ④  に入る最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア this means that only old people will be happy
- イ this means that only young people will be happy
- ウ this doesn't mean that only old people will be happy
- エ this doesn't mean that only young people will be happy

(4) 英文中の下線部⑤の役割として本文で述べられていないものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア To help people who carry their suitcases.
- イ To help people who clean the street.
- ウ To help people who run and walk.
- エ To help people who use wheelchairs.

(5) 英文中の ( ⑥ ) に入る最も適当な英語 1 語を、同じ段落の中から抜き出して書きなさい。

(6) Akira のスピーチを聞いた Yuko と Riku が会話をしています。次の会話文中の ( ⑦ ) に入る最も適当な英語 1 語を、会話文の内容を踏まえて書きなさい。また、 ⑧  に入る最も適当なものを、後のア～エから 1 つ選び、記号を書きなさい。

Yuko : Have you ever played \*blind football? I played it last month. It was fun, but it was difficult to play because we couldn't see anything.

Riku : I had a ( ⑦ ) experience. When I was in elementary school, I played wheelchair basketball. I really enjoyed it, but I couldn't play well because I found it hard to move by myself.

Yuko : I have seen people who use wheelchairs in our town. I think it is important to understand how those people actually feel, and we should think about what we can do for them.

Riku : There may be other people who are in trouble and need help.

Yuko : I agree. Everyone, including us, may have some \*difficulties.

Riku : If we find such difficulties and try to solve them, we can make our town better.

Yuko : That's true. To make our town more comfortable,  ⑧ .

(注) \*blind football ブラインド・サッカー (パラリンピックの競技種目)

\*difficulties 困難さ

- ア we should ask someone to help us
- イ we should ask someone to solve problems
- ウ we should be kind only to old people
- エ we should be kind to each other

