

令和 7 年度学力検査問題

英語筆記テスト

注意

- 1 放送の指示にしたがって、開始してください。
- 2 問題は、1 ページから 5 ページまであります。
- 3 解答は、全て解答用紙の所定の欄に記入してください。
- 4 解答用紙の※印の欄には、何も記入しないでください。
- 5 英語筆記テスト中に、英語リスニングテストを見直して、訂正してもかまいません。
- 6 監督者の終了の合図で筆記用具を置き、解答面を下に向け、広げて机の上に置いてください。
- 7 解答用紙だけを提出し、英語リスニングテスト問題用紙と英語筆記テスト問題冊子は持ち帰ってください。

1

次の1～3の各組の対話が成り立つように、 ～ にあてはまる最も適当なものを、それぞれのア～エから一つ選び、記号を書きなさい。

- 1 {
Lucy: Good morning, Hana. How was your weekend?
Hana: It was good! There was a birthday party at my house.
Lucy: Sounds fun.
Hana: It was my brother's.

- A {
 ア Whose party was it?
 イ What time was it?
 ウ Who was at the party?
 エ When was it over?

- 2 {
Kai: Alex, look at the statue!
Alex: Wow! I have seen it in a textbook before.
Kai: I think it's the most famous statue in this museum.
Alex: Well, I can't remember that.
Kai: Actually, the statue was under the sea!

- B {
 ア Can you tell me how tall it was?
 イ Are you interested in the statue?
 ウ Will you see it again tomorrow?
 エ Do you know where it was found?

- 3 {
Yuna: Mark, you write Japanese very well.
Mark: Thank you. Sometimes it's difficult, but it's also fun.
Yuna: Is there a reason?
Mark: Yes. I want to write a letter in Japanese to my grandma in Australia though I haven't tried it yet. I hope the letter can show her what I'm studying in Japan.
Yuna: Nice idea! Can she read Japanese?
Mark: Yes! She often reads Japanese books because
Yuna: Wow! She'll be happy to receive a letter from you.

- C {
 ア I believe writing Japanese is difficult for me.
 イ I know you study Japanese very hard every day.
 ウ I understand why you study Japanese very hard.
 エ I think you must begin to learn how to write Japanese.

- D {
 ア she has been studying Japanese for more than ten years.
 イ she has been in Japan since she was thirty years old.
 ウ she has sent letters in English many times from Australia.
 エ she has received the letter written in Japanese from me.

2

次の英文は、放課後の英語クラブで、悠太（Yuta）と伊藤先生（Ms. Ito）がマレーシア（Malaysia）に住んでいるジン（Jin）と、オンラインを活用して会話をしている場面である。これを読んで、後の各問に答えなさい。

Ms. Ito: Today, we are going to talk about festivals. Can you start, Yuta?

Yuta: Yes. In Japan, we have the *Tanabata* Festival. We make wishes during the festival.

Jin: Yes. We make wishes in our festival in Malaysia, too. I haven't traveled to Japan, so I want to know more about the *Tanabata* Festival.

Yuta: OK. I will tell you how we make wishes in the festival. We write wishes on *tanzaku* and hang the *tanzaku* on bamboo.

Jin: Yuta, what is *tanzaku*?

Yuta: I can show you a photo I took last year.

Jin: It's amazing! ① The photo helps (it / understand / me / can / what) is.

Yuta: I'm glad. Now, can you talk about the festival in Malaysia?

Jin: Sure. We have the Sky Lantern Festival. We write wishes on lanterns. I've been to the festival several times. Please watch the video I took then.

Yuta: Wow! The lanterns are flying! They are beautiful, but I'm sure that it's better to see them in the festival.

② I wish I (had / it / like / join / could) you.

Jin: Yuta, I have a question about the *Tanabata* Festival. Why do you use *tanzaku* of different colors?

Yuta: Oh, I haven't thought about it. How about the lanterns in Malaysia?

Jin: We use only white lanterns in our town. However, other colors are used in other countries.

Yuta: Do you think there are any special meanings in colors? Why don't we look for more information about the colors in the festivals?

Ms. Ito: Great. Both of you are sharing very interesting points.



- (注) *Tanabata* 七夕
 make wishes 願い事をする
tanzaku たんざく
 hang ~ ~をつるす
 bamboo 竹
 Lantern (s) ランタン, ちょうちん
 video 動画
 meanings 意味

問1 英文中の□には、次のア～エのいずれかが入る。会話の内容から考えて、最も適当なものを、一つ選び、記号を書きなさい。

ア Can I see some festivals of Malaysia now?

イ Do you have a similar festival in Malaysia?

ウ Could you tell me why you make wishes?

エ Have you ever been to a festival in Japan?

問2 英文中の下線部①、②が、会話の内容から考えて意味がとおるように、それぞれ（ ）内から4語を選び、それらを正しい語順に並べて書きなさい。

問3 次は、オンラインを活用して会話をした後に、悠太がジンに送ったメールである。下の各問に答えなさい。

Hi Jin,

I enjoyed talking with you today. After that, I found that each color means a different kind of wish in the *Tanabata* Festival. For example, red means “thank you” and yellow means “friendship.” Now I understand []. We learned that our festivals are similar but they are different, right? Different cultures have different festivals. I’ll try to learn more about other festivals around the world. I hope I can find something interesting. I’ll make a presentation about it next month. Please let me know the information you’ve got, too. See you!

Yuta

(1) 英文中の [] には、次のア～エのいずれかが入る。会話とメールの内容から考えて、最も適当なものを、一つ選び、記号を書きなさい。

ア people around the world use *tanzaku* of different colors for different wishes in the festivals

イ I need to know more about Japanese festivals to share them with people around the world

ウ lanterns in the festivals in other countries are not as colorful as lanterns in your town

エ colors of *tanzaku* don’t have special meanings in Japan though colors of lanterns have different meanings in Malaysia

(2) 次の質問の答えとして、会話とメールの内容から考えて、最も適当なものを、後のア～エから一つ選び、記号を書きなさい。

Which is the best topic for the presentation that Yuta will make next month?

ア Effective Ways to Talk with People on the Internet

イ How to Make Friends by Learning Different Cultures

ウ Making Different Wishes in the Festivals in Malaysia

エ Understanding Festivals in Different Cultures in the World

3

次の英文を読んで、後の各問に答えなさい。

Kana studies agriculture in high school. At school, students grow tomatoes.

One day, Mr. Sato, her teacher, said to the students, “You’re going to join an agriculture event.” Then, they talked about what to do for the event. They wanted to make something with their tomatoes, so Kana said, “Let’s make tomato juice,” and everyone agreed.

The next day, they made the first tomato juice, but they didn’t think that it was good. They thought they needed to grow better tomatoes for tomato juice to solve ① the problem. Mr. Sato once said they could adjust the sweetness and sourness by changing the amount of water and sunlight. Kana remembered that and said to him, “Can we grow tomatoes in several ways and check which tomatoes will be the best for tomato juice?” He said, “Sure! You have time before the event.” Then, they started to grow tomatoes in four different ways.

Tomatoes A: tomatoes grown with a lot of water and a lot of sunlight

Tomatoes B: tomatoes grown with a lot of water and a little sunlight

Tomatoes C: tomatoes grown with a little water and a lot of sunlight

Tomatoes D: tomatoes grown with a little water and a little sunlight

It took three months before they got four kinds of tomatoes. Then, they checked the sweetness and sourness with measuring devices and made tomato juice with each kind of tomato. The juice made with the sweetest tomatoes was good, but they wanted to make it more delicious by adding sourness. So, they decided to make tomato juice with the sweetest tomatoes and another kind of tomato. First, they used the sourest tomatoes. However, the juice became too sour, so they didn’t use it. Next, they used another kind of tomato that was sourer than the sweetest tomatoes. They were glad because the juice made with ② these two kinds of tomatoes had a great balance of sweetness and sourness. Finally, they made delicious tomato juice.

On the day of the event, many people said the tomato juice was delicious. Kana said to Mr. Sato, “This event was a good experience for me. I learned that it was important to keep taking action in different ways to find the answer.” He said, “Your classmates had a great experience, too!” Kana looked at them. They smiled. Kana felt happy and proud of herself.

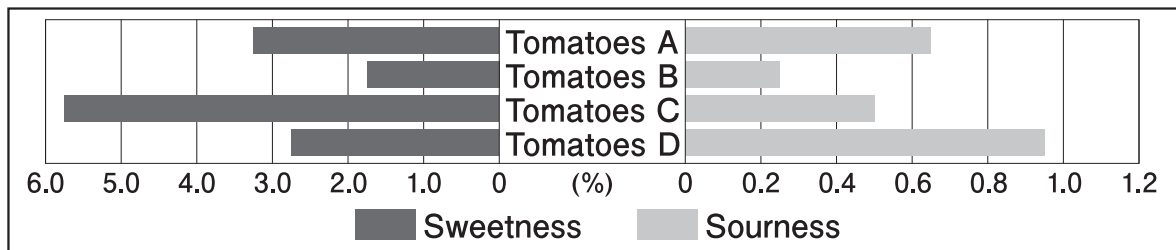
(注) agriculture	農業	grow ~	～を育てる
adjust ~	～を調整する	sweetness	甘味
sourness	酸味	the amount of ~ ...	～の量
sunlight	日光	grown	育てられた
measuring devices	測定機器	balance	バランス

問1 次の質問の答えを、3語以上の英語で書きなさい。

Who told the students about the agriculture event?

問2 下線部①の具体的な内容を、英文中から探し、日本語で書きなさい。

問3 次のグラフは、異なる方法で育てたトマトの甘味（糖度）と酸味（酸度）を測定した結果である。英文の内容とグラフから考えて、下線部②に該当するトマトとして最も適当なものを、グラフの中から二つ選び、**A～D**の記号を書きなさい。なお、糖度は数値が高いほど甘く、酸度は数値が高いほど酸味が強い。



問4 英文の内容に合っているものを、次の**ア～カ**から二つ選び、記号を書きなさい。

- ア** Kana said to her classmates that they had to use their tomatoes for the event.
- イ** Kana wanted to find how to make sweet tomato juice with her school tomatoes.
- ウ** Kana and her classmates needed a quarter of the year to get four kinds of tomatoes.
- エ** Kana and her classmates knew that good tomato juice didn't have any sourness.
- オ** Kana realized that continuing to try different ways for the goal was important.
- カ** Kana felt happy because she could find the best way to make tomato juice by herself.

問5 次の質問にあなたならどう答えるか。下線部③に入る 5語以上の英語を書きなさい。

When do you feel proud of yourself?

— I feel proud of myself when ③ _____

4

あなたは、旅行を題材にした授業を計画しているリー先生（Mr. Lee）から、アンケートで意見を求められた。 内の英文は、そのアンケートの一部である。あなたの考えを、【条件】にしたがって書きなさい。

If you go to a city you have never visited, will you go with your family, with your friends, or alone?

【条件】

- ・最初の文は、I will go there . を用いること。
その際、解答欄の の中には、with my family, with my friends, alone のいずれかを書くこと。
- ・あなたの考えを、理由とともに書くこと。
- ・最初の文は語数に含めずに、30語以上の英語で書くこと。