

2025年度

## 特待生入学試験問題

英 語

注 意

- 1 監督者の「始め」の合図があるまでは、問題冊子を開いてはいけません。
- 2 試験時間は、板書されている時間割のとおりです。
- 3 問題用紙とは別に、解答用紙が1枚あります。
- 4 監督者の「始め」の合図があったら、すぐに受験番号と氏名を解答用紙の決められた欄に書きなさい。
- 5 答えは、必ず解答用紙の決められた欄に書き入れなさい。
- 6 試験中に質問があれば、手をあげて監督者に聞きなさい。
- 7 監督者の「やめ」の合図があったらすぐやめて、鉛筆を置きなさい。

【1】 次の各文が自然な意味の文となるよう、(     ) 内に補うのに適切な一語を書きなさい。ただし、示されたアルファベットで始まる語とする。

(1) I need to ( s-                      ) my homework before going to bed.

(2) My little sister is learning to ( r-                      ) her bicycle.

(3) The ( b-                      ) was flying high in the sky on a sunny day.

(4) We always ( w-                      ) our hands before eating dinner.

(5) The teacher asked us to ( r-                      ) the sentence after her.

【2】 次の各文の (     ) 内に補うのに最も適切なものを a～d から一つ選び、その記号を書きなさい。

(1) We should (                      ) the meeting for next week since many people are busy.

a.    schedule                      b.    keep                      c.    extend                      d.    forget

(2) He was (                      ) by the result of the exam after studying so hard.

a.    done                      b.    disappointed                      c.    thrilled                      d.    relaxed

(3) The artist will (                      ) her latest painting at the gallery tonight.

a.    exhibit                      b.    describe                      c.    love                      d.    continue

(4) The bus was late, so I had to (                      ) my appointment.

a.    confirm                      b.    postpone                      c.    attend                      d.    organize

(5) The construction workers will (                      ) the building by the end of the month.

a.    abandon                      b.    climb                      c.    complete                      d.    start

【3】 次の各文の下線部とほぼ同じ意味を表す最も適切なものを a～d から一つ選び、その記号を書きなさい。

(1) My sister asked me to take care of her dog while she was on vacation.

- a. look up                  b. look at                  c. look after                  d. look back

(2) She burst into tears when she heard the sad news.

- a. suddenly cried    b. quietly laughed    c. calmly spoke    d. quickly ran

(3) She turned down the job offer because it wasn't what she wanted

- a. accepted                  b. refused                  c. considered                  d. discussed

(4) He handed in his assignment just before the deadline.

- a. lost                  b. delayed                  c. finished                  d. submitted

(5) Jane threw away time during the exam and couldn't finish the last question.

- a. found                  b. saved                  c. used                  d. wasted

【4】 次の各文の (     ) 内の語を適当な形に変えて書きなさい。

(1) Nico finished ( eat ) his homework a few days ago.

(2) The weather today is ( good ) than yesterday.

(3) Emi is ( interest ) in learning French.

(4) The test is ( difficult ) than the last one.

(5) They have been ( work ) on the project for a month.

【5】次の対話文の（ ）内に補うのに最も適切なものを1～4から一つ選び、その番号を書きなさい。

(1) A: Can I help you carry those books?

B: ( )

- |                          |                         |
|--------------------------|-------------------------|
| 1. No, I can manage.     | 2. I already bought it. |
| 3. Yes, it's very heavy. | 4. I'll call you later. |

(2) A: How was your trip to Kyoto?

B: ( )

- |                             |                        |
|-----------------------------|------------------------|
| 1. It's very far from here. | 2. It starts tomorrow. |
| 3. It was fantastic!        | 4. I went last year.   |

(3) A: What did you think of the movie we saw last night?

B: I thought it was great! The acting was excellent, and the story was really interesting.

What about you?

A: I agree! ( )

1. I didn't like it at all.
2. It was one of the best movies I've seen this year.
3. I didn't have time to watch it.
4. I think I'll go to bed early tonight.

(4) A: Why didn't you come to the meeting this morning?

B: I missed the bus and couldn't get there on time.

A: ( )

1. Was the train coming on time?
2. You should have called me.
3. We can't join the meeting tomorrow.
4. You should go to the meeting as soon as possible.

(5) A: It's getting really cold outside.

B: Yeah, I think it's going to snow a little tonight.

A: ( )

1. Do you want to go skiing this weekend?
2. You should wear a T-shirt tonight.
3. Let's go to the beach tomorrow!
4. I hope it doesn't snow too much.

【6】 次の英文を読み、(1)～(4)の問題に答えなさい。[\*]のついた語句には英文の下に(注)がある。

One of the greatest benefits of early \*childhood education is how it supports children's growth and learning during a \*crucial time. When children are very young, their brains are developing rapidly, and what they learn during this period is incredibly important. In early childhood education, children are encouraged to explore new things and develop a love for learning. They also begin to learn how to \*cooperate, share, and communicate with others, which helps them develop strong social skills.

Another positive aspect of early childhood education is the opportunity to guide young children as they grow. Teachers and \*caregivers watch children learn and develop new skills every day. It's fulfilling to know that you're helping them become more confident and prepared for the future. Every day brings new challenges and joys, making early childhood education a \*rewarding and meaningful field to be a part of.

(注) childhood education 幼児教育    crucial 重要な    cooperate 協力する  
caregivers 保育者    rewarding やりがいのある

(1) **What is one important reason why early childhood education is valuable?**

- a) It helps children develop slowly.
- b) It prepares children for their future.
- c) It teaches children to become teachers.
- d) It helps children play with toys.

**(2) Which of the following is something children learn in early childhood education?**

- a) How to work together with others.
- b) How to read and write perfectly.
- c) How to take care of pets.
- d) How to play video games.

**(3) Why is early childhood education rewarding for teachers and caregivers?**

- a) They get to travel with children.
- b) They work fewer hours.
- c) They earn a lot of money.
- d) They can help children grow and become confident.

**(4) What does the text say about every day in early childhood education?**

- a) Every day is the same.
- b) Every day is filled with new experiences and challenges.
- c) Every day is a vacation for teachers.
- d) Every day is difficult and tiring.

【7】 次のチャットのやり取りを読み、問題に答えなさい。

**Tom:** Hey, Sarah! Want to hang out on Saturday?

**Sarah:** Sure! What do you want to do?

**Tom:** I was thinking about going to the mall. Lunch and maybe a movie?

**Sarah:** Sounds good! What time?

**Tom:** How about 11:30 at the food court?

**Sarah:** Perfect! Should I bring anything?

**Tom:** Just yourself! I'll check movie times.

**Sarah:** Cool. What stores do you want to check out?

**Tom:** Maybe the new clothing shop. You?

**Sarah:** I want to stop by the bookstore. Do you like reading?

**Tom:** Yeah, I like mysteries. What about you?

**Sarah:** I'm more into fantasy. We could browse for a bit.

**Tom:** Sounds fun! Maybe we'll find something good.

**Sarah:** For sure! Looking forward to it!

**Tom:** Same here! See you Saturday!

**Sarah:** See you then!

(1) **Why does Tom suggest checking the movie times later?**

- a) Because they plan to visit the bookstore first.
- b) Because the movie theater is closed.
- c) Because Sarah doesn't like watching movies.
- d) Because they have not decided which movie to watch.

(2) **What do Tom and Sarah plan to do after lunch?**

- a) They will meet at a different location.
- b) They will go to a clothing store and the bookstore.
- c) They will choose a movie before lunch.
- d) They might not have time to see a movie.

【8】次の英文のA～Cの空所に入れるのに最も適切な文を下の選択肢1～4から一つ選び、その番号を書きなさい。[\*]のついた語句には英文の下に(注)がある。

Washoku, or Japanese food, is famous around the world. Many people enjoy eating sushi, tempura, and ramen. Japanese food is not only delicious but also healthy. A lot of dishes use fresh vegetables, fish, and rice. [ A ] In Japan, people often eat miso soup with their meals. Miso soup is made from \*fermented \*soybeans and has a unique taste.

One important part of Japanese food is how it looks. The food is often served in small dishes and arranged beautifully. [ B ] This makes eating more enjoyable and special. Another key aspect of washoku is the balance of flavors. Japanese dishes often combine salty, sweet, and sour tastes. This creates a harmony of flavors that is very important in Japanese cooking. [ C ] Green tea is also commonly served with meals to help with digestion and complement the taste of the food.

(注) fermented 発酵した      soybeans 大豆

[A]

1. Japanese desserts are often very sweet and colorful.
2. Rice is the main food in many Japanese dishes.
3. People in Japan love drinking coffee with their meals.
4. Most Japanese people eat bread for breakfast.

[B]

1. Japanese food is always served in large bowls.
2. Eating fast is more important than enjoying the food.
3. The appearance of the food is very important in Japanese meals.
4. People usually eat with a spoon and fork.

[C]

1. Many Japanese people enjoy green tea with their meals.
2. Sweets are usually eaten with sushi.
3. Green tea is served cold in most Japanese restaurants.
4. Most Japanese meals do not include drinks.

【9】文章を読んで、以下の条件に合わせて、あなたの考えを英語で書きなさい。

There are both good and bad sides to giving homework. One benefit of homework is that it helps students practice what they learn in class. This extra practice can help them remember important ideas and improve their skills. Homework also teaches students how to manage their time and take responsibility for finishing tasks on their own.

However, there are some disadvantages too. Too much homework can make students feel stressed and tired, especially when they have a lot of assignments from different classes. This stress can make them less interested in learning. Homework can also take away time from other activities, like playing sports, relaxing, or spending time with family and friends. For younger students, homework might not be helpful if they do not yet know how to study alone.

In the end, homework can be useful, but teachers need to be careful not to give too much, so students can stay healthy and enjoy learning.

条件

- (1)先生が宿題を与えることについて、あなたは賛成か反対かを示す。
- (2)文中にある例に触れながら、自分の考えを述べる。
- (3)50 語から 100 語で書く。

2025年度 特待生入試 英語（表面） 模範解答

|          |  |    |  |    |  |
|----------|--|----|--|----|--|
| 受験<br>番号 |  | 氏名 |  | 得点 |  |
|----------|--|----|--|----|--|

| 問題  | 解答欄                                                | 得点 |
|-----|----------------------------------------------------|----|
| 【1】 | (1)( start / study / submit ) (2)( ride / repair ) |    |
|     | (3)( bird / balloon / bee ) (4)( wash / wipe )     |    |
|     | (5)( read / repeat / rewrite )                     |    |

|     |                                              |  |
|-----|----------------------------------------------|--|
| 【2】 | (1)( a ) (2)( b ) (3)( a ) (4)( b ) (5)( c ) |  |
|-----|----------------------------------------------|--|

|     |                                              |  |
|-----|----------------------------------------------|--|
| 【3】 | (1)( c ) (2)( a ) (3)( b ) (4)( d ) (5)( d ) |  |
|-----|----------------------------------------------|--|

|     |                                         |  |
|-----|-----------------------------------------|--|
| 【4】 | (1)( eating ) (2)( better )             |  |
|     | (3)( interested ) (4)( more difficult ) |  |
|     | (5)( working )                          |  |

|     |                                              |  |
|-----|----------------------------------------------|--|
| 【5】 | (1)( 1 ) (2)( 3 ) (3)( 2 ) (4)( 2 ) (5)( 4 ) |  |
|-----|----------------------------------------------|--|

|     |                                     |  |
|-----|-------------------------------------|--|
| 【6】 | (1)( b ) (2)( a ) (3)( d ) (4)( b ) |  |
|-----|-------------------------------------|--|

|     |                   |  |
|-----|-------------------|--|
| 【7】 | (1)( d ) (2)( b ) |  |
|-----|-------------------|--|

|     |                            |  |
|-----|----------------------------|--|
| 【8】 | (A)( 2 ) (B)( 3 ) (C)( 1 ) |  |
|-----|----------------------------|--|

2025年度 特待生入試 英語解答用紙（裏面） 模範解答

|          |  |    |  |
|----------|--|----|--|
| 受験<br>番号 |  | 氏名 |  |
|----------|--|----|--|

|       |                                                         |  |
|-------|---------------------------------------------------------|--|
| (解答例) | I agree with giving homework to students. As the text   |  |
|       | mentions, homework helps students practice what they    |  |
|       | learned in class, which is important for remembering    |  |
|       | key ideas. It also teaches students responsibility and  |  |
|       | time management. However, I think teachers should       |  |
|       | not give too much homework because, as the text         |  |
|       | says, too much can cause stress and take away time      |  |
|       | from other activities. In my opinion, a small amount of |  |
|       | homework that focuses on important skills is the        |  |
|       | best way to help students learn while keeping them      |  |
|       | balanced and healthy.                                   |  |
|       |                                                         |  |

## 2025 年度特待生入試「英語」の出題意図

本入学試験「英語」は、高等学校学習指導要領に示される「英語コミュニケーション」及び「論理・表現」の各科目で育成される資質・能力に基づき、受験生の総合的かつ実践的な英語コミュニケーション能力を測定することを目的とします。各設問の評価項目は以下の通りです。

### 【1】～【4】 語彙・文法に関する知識及び技能

コミュニケーションの基盤となる言語材料、語彙及び文法に関する知識の定着度と、それらを文脈に応じて適切に運用する技能を評価します。

### 【5】 対話におけるコミュニケーション能力

対話の文脈を的確に把握し、最も適切な応答を選択する能力を測ります。

### 【6】【7】 多様なテキストに対する読解能力

論説文および口語的なチャット形式という性質の異なるテキストを題材に、主旨、要点、詳細といった情報を正確に処理し、内容を理解する能力を評価します。こ

### 【8】 文章の論理構成把握能力

文章全体の論理的な流れを読み解き、文と文の結束性や段落全体の一貫性を理解する能力を測ります。書き手の意図を構造的に把握する、高度な思考力・判断力を評価します。

### 【9】 読解と思考に基づく意見論述能力

課題文から得た情報を理解・整理した上で、自身の見解を論理的に構築し、英語で的確に表現する統合的な言語能力を評価します。