

令和7年度 九州国際大学付属高等学校

# 英 語 入学試験問題

問題用紙（1～10 ページ） 試験時間（50 分）

## 注 意 事 項

1. 試験問題は、試験開始の合図があるまで開けないこと。
2. 解答用紙は、体の正面に置いて受験すること。
3. 試験開始後、解答用紙の所定の位置にQRコードを貼り付け、受験番号を受験票通りに記入すること。また、問題冊子の印刷の不具合などに気付いた場合は手を挙げて監督者に申し出ること。
4. 解答は、すべて解答用紙の枠内に記入すること。
5. 計算機、定規、分度器、アラーム、携帯電話等の使用および物品の貸し借りは禁止する。
6. 試験終了後、解答用紙を表にして筆記用具を隅に置き、監督者の指示に従うこと。
7. 体調不良等の場合は、監督者に申し出ること。
8. 問題用紙は、各自持ち帰ること。





**1**

次の(1)～(5)の( )に入る最も適切な語(句)を下の語群1～10の中から1つずつ選び、番号で答えなさい。

- (1) If you have a headache, you should ( ) some medicine.
- (2) I need to talk to someone in English. Tom speaks English, ( ) he?
- (3) It was raining, ( ) our picnic was canceled.
- (4) Please ask me some English questions ( ) this class.
- (5) I ( ) in Tokyo when I was young.

〈語群〉

1 so	2 while	3 doesn't	4 take	5 have lived
6 during	7 because	8 drink	9 lived	10 don't

**2**

次のA, Bの問いに答えなさい。

A 次の(1)～(7)の日本語を参考に[ ]内の語(句)を最も適切な順番に並べかえるとき、(a)と(b)の位置に来る語(句)の番号をそれぞれ答えなさい。ただし、[ ]の中では文頭に来る語(句)も小文字にしてあります。

- (1) ユミはジュンより踊りがうまい。

Yumi ( ) ( a ) ( ) ( ) ( b ) ( ).

[ 1 better 2 than 3 is 4 dancer 5 Jun 6 a ]

- (2) 「明日テストがあるね。」「そうなんですよ。最善を尽くします。」

“You have a test tomorrow.” – “Yes. I’m ( ) ( a ) ( ) ( ) ( b ).”

[ 1 best shot 2 to 3 it 4 give 5 my 6 going ]

- (3) 駅の近くにあるあの家は来年完成するだろう。

( ) ( a ) ( ) ( ) ( b ) ( ) next year.

[ 1 will 2 that house 3 finished 4 the station 5 be  
6 near ]

- (4) 何かあなたのためにできることはありますか。

( ) ( a ) ( ) ( b ) ( ) ( ) for you?

[ 1 can 2 I 3 anything 4 do 5 there 6 is ]

(5) 家に着いたらそれを捨てておいてもらえますか。

(     )( a )(     )( b )(     )(     ) you get home?

[ 1 it    2 when    3 you    4 throw    5 could    6 away ]

(6) フットボールとサッカーの違いは何ですか。

(     )( a )(     )(     )( b )(     )?

[ 1 between    2 soccer    3 what's    4 football    5 the difference  
6 and ]

(7) 友人の結婚式を思い出すと私はいつも涙が出る。

( a )(     )(     )(     )( b )(     ).

[ 1 always makes    2 cry    3 wedding ceremony    4 remembering  
5 me    6 my friend's ]

B 次の下線部(1)～(5)について、文法上および文脈上誤りがない場合には○を書き、誤りがある場合には訂正すべき1語をそのまま抜き出さない。

Albert Einstein was born on March 14, 1879 in the city of Ulm, Germany. (1) His parents names were Hermann and Pauline. (2) Einstein's father Hermann was friend, kind, and intelligent. (3) He was also very well at math when he was young.

Einstein's mother Pauline was the boss in the family. She came from a rich family, and she was very intelligent. She loved music and played the piano very well.

When Einstein was born, his family sold beds, but the company closed down. They soon moved to the big city of Munich. In Munich, Hermann opened a new company with his brother Jakob.

(4) Einstein was not like another children. When he was a baby, he did not say his first words until after he was two years old. Hermann and Pauline were very worried about him, and they took him to see many doctors, but (5) no one knew what the problem was. People around him worried that he might never learn to speak well.

《出典》 Jake Ronaldson : *The Albert Einstein Story* (問題作成にあたり一部改変しています)

**3** 次の A, B の問いに答えなさい。

A 次の英文は本校の生徒が英語研修プログラムに参加したときの議論の一部です。(ア)～(オ)の( )に入る最も適切なものを1～3の中から1つずつ選び、番号で答えなさい。

Teacher : Today we are going to talk about problems in various countries. Who wants to start this discussion? OK! Chan, please go ahead.

Chan : My country, Cambodia, has a serious problem with roads. The traffic is bad and people drive so slowly. It's terrible.

Student 1 : So, ( ア )

Chan : It makes global warming worse because a lot of CO<sub>2</sub> is produced.

Student 1 : Oh, that's one of the biggest problems we need to solve. ( イ )

Chan : Yes. My country's goal is to make our cities eco-friendly. For this goal, we have a plan to make cars fly in the future, and we are making a prototype of cars called Aircar Wings.

Student 1 : Wow, I've never heard of that.

Chan : It's still in the prototype stage, but if it works, flying cars may not be so far away.

Teacher : That sounds very interesting, Chan. I hope your idea will work out for you. Who's next? OK! Sari, please go ahead.

Sari : I want to tell you about education in Indonesia. There are many students in Indonesia who cannot finish their education. Many students have to drop out of school because ( ウ )

Student 2 : Even junior high school or high school students, the same age as us?

Sari : Yes, that's right.

Student 2 : Umm... it is hard for me to imagine such a situation. I want to work after I graduate from university.

Sari : I think most Japanese students think like that. That's natural.

Teacher : Thanks, Chan and Sari. Yes, Ali?

Ali : May I tell you something else connected to this topic? I'm from Trinidad and Tobago, and our main problem is that ( エ ) even after graduating from college, and this causes poverty.

Student 3 : Oh, really? I had no idea how difficult it was to get a job.

Ali : Because of this, economic growth is not good. To solve this problem, my country has created an app which connects companies with people who want jobs. Using AI, this helps them find jobs easily.

Teacher : That's a nice way to help them solve this problem. Education is still a big problem.  
Thanks, Ali. All right. The last one, Paul, please go ahead.

Paul : Thank you! I'm from the Philippines. It is very famous for selling mangos and bananas to Japan. But in my country, we have severe water pollution. That means the water is very dirty. Of course we have to use it every day, so we need to have clean water.

Student 4 : How do you do that?

Paul : We have created a machine which can make water safe to drink. This technology helps prevent people from getting sick.

Teacher : Wow, that is a fantastic invention for your country, Paul. OK, class. Let me review today's discussion topic. Sari and Ali were talking about economic problems, and Chan and Paul were mainly discussing problems about ( オ ). From this discussion, we learned about some important issues that we cannot avoid in the future. I would like you to share opinions with each other to improve our society. Thanks to everyone for your comments today.

(注) Cambodia : カンボジア                      prototype : 試作品                      drop out of ~ : ~を辞める  
Trinidad and Tobago : トリニダード・トバゴ                      economic : 経済の  
app : アプリ                      prevent ~ : ~を妨げる

- ( ア )    1    how much CO<sub>2</sub> comes from cars?  
          2    what does this cause?  
          3    why do they drive slowly?
- ( イ )    1    Is Cambodia planning to produce CO<sub>2</sub>?  
          2    Is it because the problem is eco-friendly?  
          3    Is there a solution?
- ( ウ )    1    their dream is to go to university.  
          2    they can't make friends.  
          3    they need to work to support their family.
- ( エ )    1    people can't find work easily  
          2    people can't help poor people  
          3    people can't study more
- ( オ )    1    education  
          2    poverty  
          3    the environment

B 次の〈状況〉を読み、後の〈問題〉に答えなさい。

〈状況〉本校の文化祭（<sup>さきつさい</sup>咲橘祭）で、1年7組は模擬店をすることになり、Ken, Nao, Riku, Shun, Yumi の5人は当日の店番を決める話し合いをしています。

Ken : So, we have to take turns running our class shop.

Yumi : OK. The morning hours are convenient for me because I have to serve tea in the afternoon.

Riku : Right, you are in the tea ceremony club. I don't belong to any club, but I want to see the live performance.

Shun : Oh, I'm in one of the school rock bands. Please come and enjoy the show.

Nao : I'm in the brass band, so I cannot come to our class shop until 11:00. I need to prepare and clear the stage.

Ken : Well, I'm in the computer club, so morning hours are good for me.

Nao : Ah, I almost forgot. My sister will take part in the dance performance in the afternoon. I should be there!

㊤ 咲橘祭ステージプログラム

Time	Event	Club / Group
10 : 00 ~ 10 : 30	Opening Concert	Brass Band
10 : 30 ~ 11 : 30	Live Performance	School Rock Bands
11 : 30 ~ 12 : 00	Dance Performance	Dance Teams
12 : 00 ~ 13 : 00	Lunch Break	
13 : 00 ~ 13 : 20	Animated Movie and Dance	Computer Club and Fuzokun
13 : 20 ~ 14 : 00	Dance Performance	Dance Teams
14 : 00 ~ 14 : 30	Closing Performance	Dance Teams and Fuzokun

㊤ 1年7組 店番表

Time	Students
9 : 00 ~ 10 : 00	<b>Shun, Yumi</b>
10 : 00 ~ 11 : 00	
11 : 00 ~ 12 : 00	<b>Ken, Nao</b>
12 : 00 ~ 13 : 00	<b>Nao, Riku</b>
13 : 00 ~ 14 : 00	

(注) take turns ~ing : 交替で~する

live performance : ライブ演奏

Animated Movie : アニメーション動画



〈問題〉左記の会話および㉔と㉕の表を見て、次の（１）・（２）の問いに対する答えとして適切なものを１～５の中から選び、番号で答えなさい。ただし、答えが１つとは限りません。

(1) Who can run the shop from 10:00 to 11:00?

1 Ken    2 Nao    3 Riku    4 Shun    5 Yumi

(2) Who can run the shop from 13:00 to 14:00?

1 Ken    2 Nao    3 Riku    4 Shun    5 Yumi

### Ayaka's New School Adventure

Ayaka is 15 years old. She is from Japan. She is now in California, USA. It is her first day at a new school. Ayaka feels nervous. The school is big. There are many students. ①They all speak English. Ayaka knows some English, but she is shy.

5 In her first class, the teacher says, "Hello, Ayaka! Welcome to our school." Ayaka wants to say "thank you," ( ア ) she can't. She just smiles and nods. At lunch, Ayaka sits alone. She looks at her food. In Japan, she eats rice and fish. Here, she has a sandwich and an apple. She misses her home food. A girl with blonde hair comes to Ayaka's table. "Hi! I'm Emma. Can I sit with you?" Ayaka nods. She wants to talk to Emma, but she doesn't know what to say. Emma asks, "Do you like the school?" Ayaka  
10 says, "Yes." She wants to say more, but she feels scared.

After lunch, Ayaka has art class. The teacher asks everyone to draw their favorite place. Ayaka draws her home in Japan. She adds cherry blossom trees and Mount Fuji. Emma sees Ayaka's drawing. "Wow! That's beautiful!" she says. Ayaka smiles. She feels happy that Emma likes her art.

15 The next day, Ayaka brings her favorite manga to school. At lunch, Emma sits with her again. Ayaka shows Emma the manga. "This is... my favorite," Ayaka says slowly. Emma looks excited. "Cool! I love manga too!" she says. Ayaka is surprised. She didn't know American students like manga. They look at the manga together. Ayaka tells Emma about the story. She uses simple English words. When she doesn't know a word,  
20 she uses her hands to explain. Emma listens and asks questions. Ayaka feels more comfortable. She starts to talk more.

In the next art class, the teacher asks students to work in pairs. Emma asks Ayaka, "Want to work together?" Ayaka nods happily. They decide to draw a picture of California and Japan together. Ayaka draws Mount Fuji and cherry blossoms. Emma  
25 draws the Golden Gate Bridge and palm trees. While they are drawing, they talk about their countries. Ayaka learns new English words. Emma learns about Japanese culture.

On Friday, Ayaka feels different. She is not so nervous anymore. She has a new friend, Emma. She can speak more English now. The teacher asks Ayaka to share something about Japan with the class. Before, Ayaka was scared of this. But now, she  
30 feels OK. Ayaka stands up. She shows the class her manga. She talks about Japanese food and festivals. Her English is not perfect, but she tries her best. The class listens and asks questions. They think Japan is interesting. Ayaka feels proud of her country and herself. After the class, Emma says, "Ayaka, you did great! Want to come to my house tomorrow? We can read manga and eat sushi!" Ayaka gives her a big smile. "Yes, I want  
35 to!" she says. She is happy she came to this new school. Now she knows that it's OK to be different. She can share her culture and learn about others too.

Ayaka writes in her diary that night: "I was scared, but now I'm happy. I have a new friend. I can speak more English. America is not so scary now. I like my new school!"

(注)

nod : うなづく

blonde : 金髪の

what to ~ : 何を~すべきか

add ~ : ~を加える

simple : 簡単な

happily : 喜んで

the Golden Gate Bridge : ゴールデンゲートブリッジ (サンフランシスコの象徴的な吊橋)

palm trees : ヤシの木

問1 下線部①が指すものとして最も適切なものを1～4の中から1つ選び、番号で答えなさい。

- 1 Ayaka's family
- 2 Emma and her friends
- 3 The students at the new school
- 4 The teachers

問2 英文中の ( ア ) に入る最も適切なものを1～4の中から1つ選び、番号で答えなさい。

- 1 because      2 but      3 or      4 so

問3 次の(1)～(5)の問いに対する答えとして最も適切なものを、(1)～(3)と(5)は1～4の中から、(4)は1～3の中から1つ選び、番号で答えなさい。

(1) What items does Ayaka draw to show her home in Japan?

- 1 Cherry blossom trees and Mount Fuji.
- 2 Japanese food and festivals.
- 3 Manga characters and anime scenes.
- 4 The Golden Gate Bridge and palm trees.

(2) What helps Ayaka feel more comfortable in her new school?

- 1 She draws a picture of her home in Japan.
- 2 She eats lunch alone on the first day.
- 3 She listens to the teacher's welcome.
- 4 She shares her manga with Emma.

(3) What is the main problem Ayaka has in her new school?

- 1 Expressing herself in English.
- 2 Learning to draw.
- 3 Making friends with Emma.
- 4 Understanding American food.

(4) What happens first, second, and last in the story?

	First	Second	Last
1	Ayaka draws her home.	Ayaka shares manga with Emma.	Ayaka gives a presentation to the class.
2	Ayaka gives a presentation to the class.	Ayaka draws her home.	Ayaka shares manga with Emma.
3	Ayaka shares manga with Emma.	Ayaka draws her home.	Ayaka gives a presentation to the class.

(5) How does Ayaka's feeling change from the beginning to the end of the story?

- 1 From angry to calm.
- 2 From excited to disappointed.
- 3 From happy to lonely.
- 4 From nervous to confident.

- 5 あなたは中学生の Hajime です。海外に住んでいる友人の Emma に、あなたはメールを書きます。次の (1) ～ (3) の問いに答え、メールを完成させなさい。

(1)  (1) に入る最も適切なものを 1 ～ 3 の中から 1 つ選び、番号で答えなさい。

- 1 Dear Emma
- 2 From Hajime
- 3 Love

(2) 次の日本語の意味になるように  (2) に英語を書きなさい。

日本語：伝統的な文化を体験したかった

(3) 次の情報 1 ・情報 2 の内容を自分で考え、 (3) に英語で書きなさい。

情報 1：次に Emma と会ったときに、あなたが小倉織体験以外でしたいこと

情報 2：情報 1 の理由

(1) ,

How are you doing? I heard you're coming to Japan next spring. I recently enjoyed a holiday in Kokura, Kitakyushu City. I visited a Kokura ori shop to make a Kokura ori key strap.

(2) .

I want to do it again with you when you come!

This website tells you more about Kokura ori! → [Click here](#)

Also,  (3) .

I'm looking forward to seeing you again.

Your friend,

Hajime

(注) Kokura ori：小倉織（小倉地域の伝統的な織物）





