

## 2025年度 関西学院高等部 入学試験 英語 問題用紙 その1

\*リスニングテストは試験開始20分後に開始します。

リスニングテストの前に、あらかじめ問題用紙その5、大問VIIの質問と選択肢に目を通しておいてください。

I. 次のスピーチを読み、あとの設問に答えなさい。

Imagine that you are at the station. Your friend is late, and you have waited for her for more than half an hour without any messages or calls. Finally, your friend is coming slowly. What would you do? You might want to (ア) "Why are you late? Why didn't you send me a message? What were you doing?" Many people would feel angry in this situation. At the same time, while you were waiting, maybe you were thinking, "Did something bad happen? An accident? Sickness? Oh no..." So, when you saw your friend, you felt glad that she was safe. But also, you got angry. Why does 1) this happen?

Anger is a fact of life. It is very 1 for you to get angry. Perhaps it is almost impossible to live your life without getting angry. But getting angry too often and hurting other people is not a good thing. It is 2 to stay away from such a situation. To do so, it is important for you to know the reasons why people get angry. One of the reasons is to protect themselves or others. When someone is trying to (イ) your friend or your family, you get angry. Anger can become a kind of energy to protect people who are important to you. Another reason is \*mental and physical development. Young people are easily \*irritated and get angry, especially during \*teenage years. In this time, because their growth is too rapid, their body and mind cannot \*keep up with all the changes.

One other fact is that anger is a secondary emotion. 2) This means that it is caused by another emotion. It is important for you to realize the real reason that you get angry. Going back to the story of your friend at the station, the feeling of (ウ) that you felt when you were waiting changed into anger. The feeling of anger is very strong, so once you start to get angry, it is sometimes difficult to find out your \*primary emotion.

In order to (エ) with your anger, you should try to practice finding your primary emotion. One way is to write down your true feelings in your notebook. How did you really feel when you got angry? What did you really want to do? You should think about it and write down everything you felt at that time. It will help you \*organize your mind. Then later you can express your real feelings better. If you do so, the next time your friend is late, you can tell her, "I worried about you so much. Please send me a message next time for sure!" There is also another way to manage your feelings. When you are starting to get angry, for the first 6 seconds, stop thinking about it and try to focus on something positive. It is said that you must wait for 6 seconds for the \*peak of your anger to (オ). Breathe deeply or maybe drink a glass of water. Leaving the room during this time could be a good choice, too. It is very important to decide 3) how you will spend your first 6 seconds.

Anger is a part of our lives. But if we change our ways of thinking about it, we can learn how to manage our anger and express our true feelings.

\*mental 精神的な

\*irritated いらだっている

\*teenage 10代の

\*keep up with ~についていく

\*primary 一次の

\*organize 整理する

\*peak ピーク、頂点

1. (ア)~(オ)に入る最も適切な語を選び、記号で答えなさい。それぞれ一度しか使えません。

a) worry b) hurt c) pass d) shout e) deal

2. 下線部1)が示す内容を日本語で答えなさい。

3. 1 と 2 に入る語の組み合わせとして、最も適切なものを a)~f)から選びなさい。

a) 1 wrong 2 necessary      b) 1 natural 2 better      c) 1 dangerous 2 various  
d) 1 good 2 negative      e) 1 wrong 2 better      f) 1 natural 2 dangerous

4. 下線部2)と同じ意味になるように下の英語の( )に最も適切な語を1語書きなさい。

Anger is not the only emotion which comes soon (1. ) something happens. There is another emotion which comes (2. ) anger.

5. 下線部3)について本文から具体例を3つ日本語で簡潔に説明しなさい。

6. 本文の内容と合っているものを3つ選び、記号で答えなさい。

a) When you were waiting for your friend at the station, you wanted to go home.

b) You can only get angry when someone is attacking you.

c) In order to protect someone who is important to you, anger can be a reaction that gives you power.

d) Teenagers grow rapidly, but they are able to handle all the changes.

e) After 6 seconds, the level of your anger will go up.

f) You can learn about your true feelings with a pen and a notebook.

g) When you are getting angry, you should shout immediately.

h) You can control your anger instead of getting angry and hurting others.

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II. 次の英文を読み、あとの設問に答えなさい。

In the beautiful mountains of western Japan there was a small school called Hoshizora Elementary School. It was built in 1946, after the end of World War II, and began with only 26 students. Over the years, the number of students rose and fell, but recently, it dropped to the lowest number of 15. As a result, the decision was made by the city to close the school at the end of the 2024 academic year, and to move the students to a larger school in the next town.

\*\*\*

One of the students, a 5th grade girl called Marie, was climbing up the hill from the bus stop towards Hoshizora Elementary School. She made this hike almost every day, but on this \*frosty March morning 1) her legs felt heavier than usual. As her boots \*crunched through the hard snow, she kept thinking that this might be the final time for her to walk on this road. She wanted to stop time to forget that today was the last day of her school.

As she reached the front gates, she saw Mr. Sasaki, the principal. He was a tall man in his sixties, with white hair and gentle \*wrinkles around his eyes, and Marie always felt relaxed when she saw his kind smile.

“Oh, Marie-san! Good morning. You don’t look well... is everything OK?” he asked.

Marie kept silent.

“It’s all right,” Mr. Sasaki nodded understandingly. “I have planned 2) something special for you.”

Together, they walked to the school grounds. The rest of the teachers and students were waiting there. Mr. Sasaki went in front of the group and said, “Hello everyone. As you know, today we will say goodbye to our school. Now, goodbyes are not always easy.” He paused. “But they don’t have to be sad, either. Let’s fill this day with laughter and happiness, and 3) explore the school one last time with a treasure hunt!”

The students became excited, and started talking to each other.

Mr. Sasaki continued, “There are 10 hints hidden in the school. Each one will point you to the next place. At the end, you will find the greatest treasure of all! Now, for the first hint...”

I can be played, but I am not a sport.

I have black and white keys, but I cannot open any doors.

What am I?

“4) \_\_\_\_\_ !” Marie cried out. She liked playing the instrument, so the answer came to her right away. “We have to go to the music room!” The students hurried to the third floor, and opened the doors to the music room. A small paper card with 5) the second hint was on the table:

I’m full of stories, quiet and calm,

A place to borrow and return what you read.

Where am I?

The students raced around the school and solved each hint one by one. They went to the cafeteria, the gym, the science classroom, and more. As they looked around each place, memories of the times that they spent with each other filled their minds. The sadness that Marie felt in the morning slowly started to 6) fade away as they talked about the experiences that they had together.

At the end of the treasure hunt, they arrived at the \*sandbox near the edge of the school grounds. There was a hole in the middle, and inside was a box which was made of metal. Marie held her breath with excitement as her classmates opened the box. There were photos from their school life over the years, including their entrance ceremonies, sports festivals, and school trips.

Mr. Sasaki smiled at them, and said, “The times that you spent together will always be a treasure in your hearts. Even though you are leaving this place, it will continue to be a part of you, just like you were a part of it. So, move on to the next step of your life with a smile on your face.”

Marie nodded, and she knew that everything would be all right. After all, she already had the most important treasure inside her heart.

\*frosty 肌寒い    \*crunch 踏みしめながらザクザクと音を立てる    \*wrinkles しわ    \*sandbox 砂場

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- Hoshizora Elementary School を説明している文として最も適切なものを1つ選び、記号で答えなさい。
    - 1946 was the year that the school had the most students.
    - 2024 is the year that the school had the least students.
    - When the school was first built, there were less students than now.
    - The number of students never changed.
  - 下線部 1) について、なぜ Marie はそのように感じているのか日本語で答えなさい。
  - 下線部 2) something special for you について、以下の質問に答えなさい。

A: 具体的に表す語句を本文から英語で抜き出しなさい。

B: その内容を説明している文として最も適切なものを1つ選び、記号で答えなさい。
- The students must find 10 treasures inside the school.
- The students must read and understand 10 hints to find the treasure.
- The students must look for the treasure by using a map.
- The students must find the treasure that is hidden inside their hearts.
- 下線部 3)、6) の単語の意味を表すものをそれぞれ1つ選び、記号で答えなさい。
  - 3) explore
    - achieve
    - influence
    - recognize
    - search
  - 6) fade away
    - appreciate
    - combine
    - disappear
    - happen
- 下線部 4) の空欄に入る、the first hint の答えとして最も適切なものを1つ選び、記号で答えなさい。
  - A chessboard
  - A panda
  - A piano
  - A soccer ball
- 下線部 5) the second hint の答えを英語で書きなさい。
- 下の英文は Mr. Sasaki のメッセージの要約です。( ) に入る適切な英単語を書きなさい。ただし、指示されたアルファベットで書き始めること。

Mr. Sasaki says that the (1. m ) that the students made together is a valuable (2. t ). He believes that the experiences (3. s ) by the students will always be a part of them. He wants the students to (4. s ) when they leave the school.
- 次の出来事を時系列に並べなさい。
  - The students went to the cafeteria.
  - Mr. Sasaki talked with Marie at the school entrance.
  - The students went to the music room.
  - The students opened a metal box which contained photos from their past school events.
  - Mr. Sasaki explained the rules of the treasure hunt to the students.
  - The city decided to close Hoshizora Elementary School.

### III. 次の英文の ( ) に入る適切な語 (句) を選び、記号で答えなさい。

- I ( ) English in my room when my mom knocked the door.
  - study
  - am studying
  - studied
  - was studying
- I don't remember ( ) for the first time.
  - we met when
  - when did we meet
  - when we met
  - when we meeting
- I love eating the vegetables ( ) by local farmers.
  - growing
  - are growing
  - are grown
  - grown
- The meal ( ) was delicious.
  - which Sarah cooking
  - Sarah cooked
  - which cooked by Sarah
  - cooked Sarah
- My sister always keeps ( ).
  - the room clean
  - clean the room
  - to clean the room
  - the room cleaning

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IV. 次の各文がほぼ同じ意味になるように、( ) に適切な1語を書きなさい。

1. My sister got sick three days ago and she is still sick.  
= My sister ( ) ( ) sick ( ) three days.
2. If you take this train, you can get to the airport in 20 minutes.  
= This train will ( ) ( ) ( ) the airport in 20 minutes.
3. I have never seen such a beautiful garden before.  
= This garden is the ( ) ( ) garden that I ( ) ever seen.
4. It is not necessary for them to visit the office.  
= They ( ) ( ) ( ) visit the office.
5. New Zealand has a strong rugby team. They call it the "All Blacks."  
= New Zealand has a strong rugby team ( ) ( ) ( ) the "All Blacks."

V. 次の英文は、ある高校生が夏休みの宿題として自分が取り組んだ「新しい趣味」について書いた英作文です。意味が通るように、[ ] 内の語を並び替えなさい。

### Reading Books is My New Hobby

During the summer break, 1) [ a / find / us / new hobby / to / told / our teacher ] as a summer homework. I decided to start reading books because I have always wanted to explore different worlds through books. I set a goal to read as many books as I could.

At first, 2) I [ it / books / difficult / every day / read / found / to ] because reading books was not one of my habits. But as I kept reading, I discovered that each book was like a new adventure. Reading books became very exciting. 3) [ I / read / could / I / faster / wished ] because there were so many stories I wanted to know and read.

Reading books became my new hobby, but I only read Japanese books. So, in the second term, I am planning to read not 4) [ also / English / but / written / books / only / in / Japanese books ].

VI. 次の問題について、35語以上の英語で答えなさい。ただし、記号など(“”, “?”, “!”, “.”)は1語として数えないものとし、また使用した英単語の語数を( )内に書きなさい。

あなたは高校の英語の授業で、「自分が大切にしている物」をテーマに、何か1つの物をクラスメートに見せながら英語で紹介をすることになりました。それは何か、そしてなぜ大切なのかを説明する英文を書きなさい。

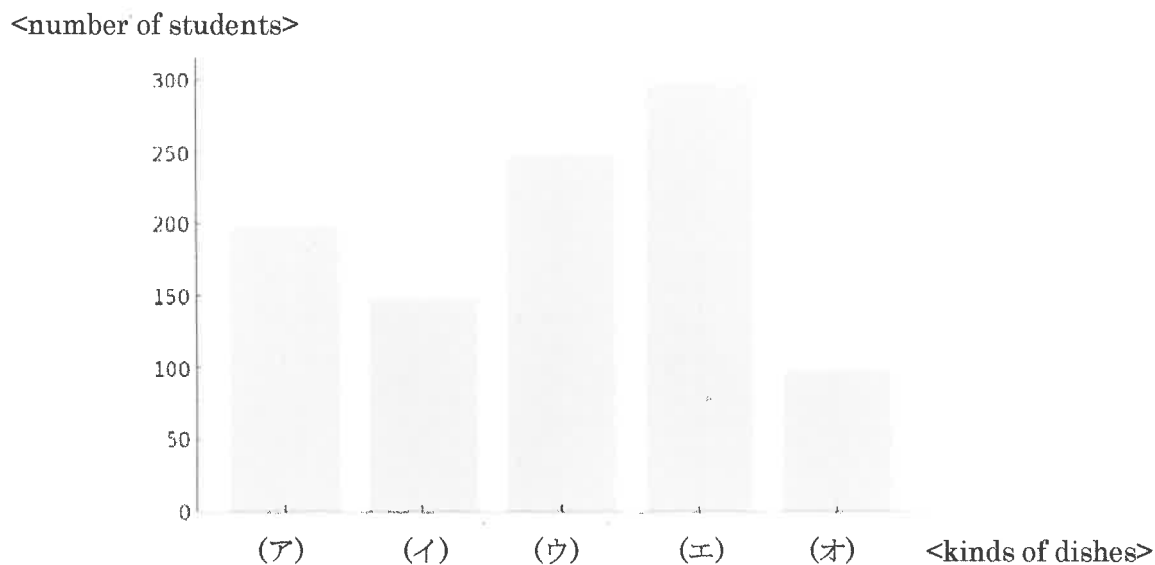
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### VII. リスニングテスト

《リスニングテスト1》放送の指示に従って下さい。

《リスニングテスト2》

#### 「食堂で増やしてほしいメニュー」のアンケート結果



1. Why did the president do the survey with students?
  - a) Because the students think the cafeteria is not good.
  - b) Because the school is very interested in providing a healthy lunch.
  - c) Because he wants the students to enjoy school more.
2. Which dishes are (ア) ~ (オ)? Write the letters.
  - a) International meals
  - b) Desserts
  - c) Vegetarian (ベジタリアン) meals
  - d) Seafood meals
  - e) Soups
3. What does the president say about the vegetarian meals?
  - a) Students request healthy food.
  - b) Vegetarian menus are served with soups.
  - c) People have many kinds of ideas on food.
4. What does the survey suggest?
  - a) Not many students are interested in increasing the kinds of dishes.
  - b) Various types of meals are popular among students.
  - c) The results of the student survey are very different from the opinions of the teachers.

受験番号

2025年度 関西学院高等部 入学試験 英語 解答用紙

I. 1. (ア) \_\_\_\_\_ (イ) \_\_\_\_\_ (ウ) \_\_\_\_\_ (エ) \_\_\_\_\_ (オ) \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_ 4. (1. \_\_\_\_\_ ) (2. \_\_\_\_\_ )

5. • \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

6. \_\_\_\_\_ • \_\_\_\_\_ • \_\_\_\_\_

II. 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. A: \_\_\_\_\_ B: \_\_\_\_\_

4. 3) \_\_\_\_\_ 6) \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

7. (1) m \_\_\_\_\_ (2) t \_\_\_\_\_ (3) s \_\_\_\_\_ (4) s \_\_\_\_\_

8. \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

III. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

IV. 1. ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) / ( \_\_\_\_\_ )

2. ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ )

3. ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) / ( \_\_\_\_\_ )

4. ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ )

5. ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ )

V. 1. ... \_\_\_\_\_ as a summer homework.

2. At first, I \_\_\_\_\_ because...

3. \_\_\_\_\_ because...

4. ... I am planning to read not \_\_\_\_\_.

VI. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 語数 ( \_\_\_\_\_ 語)

VII. 記入例) cが正しい時 ~~A~~ ~~B~~  C

《リスニングテスト1》

No.1 a. b. c. No.2 a. b. c. No.3 a. b. c. No.4 a. b. c. No.5 a. b. c.

《リスニングテスト2》

No.1 a. b. c. No.2 (ア) \_\_\_\_\_ (イ) \_\_\_\_\_ (ウ) \_\_\_\_\_ (エ) \_\_\_\_\_ (オ) \_\_\_\_\_ No.3 a. b. c. No.4 a. b. c.

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(注意) 採点の対象となるので途中経過も必ず書くこと

1. 次の式を計算せよ。

(1)  $(-3x^2y)^3 \div \left(-\frac{6x^4}{y}\right)^2 \times \frac{8x}{y^6}$

(2)  $\frac{6-\sqrt{3}}{\sqrt{54}} - \frac{\sqrt{27}-9}{\sqrt{18}}$

(3)  $\left(\frac{2a-b}{2}\right)^2 - \frac{(a+2b)(a-2b)}{6} - \frac{(a+2b)(a-5b)}{3}$

2. 次の式を因数分解せよ。

(1)  $x^3y - 14x^2y^2 + 13xy^3$

(2)  $a^2 - 4 + b^2 - 2ab$

3. 方程式  $(x-1)(3x+2) - 2(x-1)(x+3) + 4(x-1) = 2x(x-1)$  を解け。

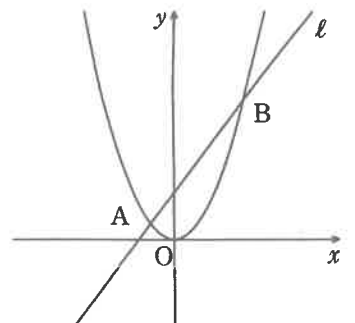
4. 連立方程式  $\begin{cases} \frac{3}{4}x + \frac{1}{8}y = \frac{1}{20} \\ 11x + 6y = -0.1 \end{cases}$  を解け。

5. 右の図のように、放物線  $y=ax^2$  と直線  $l$  が2点 A, B で交わっている。点 A の  $x$  座標を  $-1$ 、点 B の座標を  $(3, 6)$  とするとき、次の問いに答えよ。

(1)  $a$  の値を求めよ。

(2) 直線  $l$  の式を求めよ。

(3) 原点  $O$  から直線  $l$  におろした垂線の長さを求めよ。



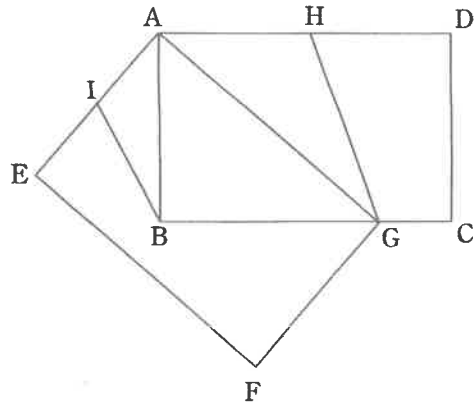
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(注意) 採点の対象となるので途中経過も必ず書くこと

6. 容器 A に 7% の食塩水が 200g, 容器 B に 6% の食塩水が 300g ある。容器 A の食塩水を 50g 蒸発させ, 容器 B の食塩水に  $x$  g の食塩を入れた後, 容器 A と容器 B の食塩水を混ぜ合わせると 12% の食塩水ができた。このとき,  $x$  の値を求めよ。

8. 大中小の 3 つのサイコロを同時に投げ, それぞれの出た目の数を  $x, y, z$  とするとき,  $\frac{x}{2} + \frac{y}{3} + \frac{z}{4}$  が整数になる目の出方は何通りあるか求めよ。

7. 長方形 ABCD と長方形 AEFG は合同であり, 頂点 G は辺 BC 上にある。辺 AD の中点を H, 辺 AE の中点を I とすると,  $\angle AHG = \angle AIB$  となることを証明せよ。



9. 右の図のように, 1 つの線分 AB を点 C によって 2 つの線分 AC と CB に分け,  $AC : CB = CB : AB$  が成立するとき, この比率を黄金比という。このとき,  $AC = 1$  として, CB の長さを求めよ。

