

2025 年度 三田学園高等学校入学試験問題

英 語

<注意> 解答はすべて解答用紙に書き入れなさい。

受験番号	
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1. 放送される英文と、それに続く質問を聞き、答えとして最も適切なものを選び、記号で答えなさい。

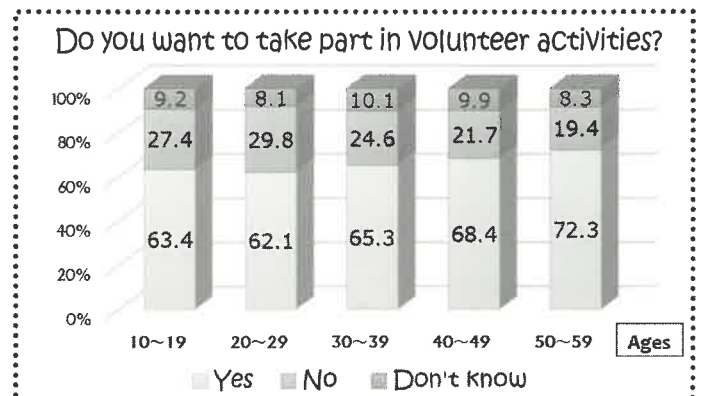
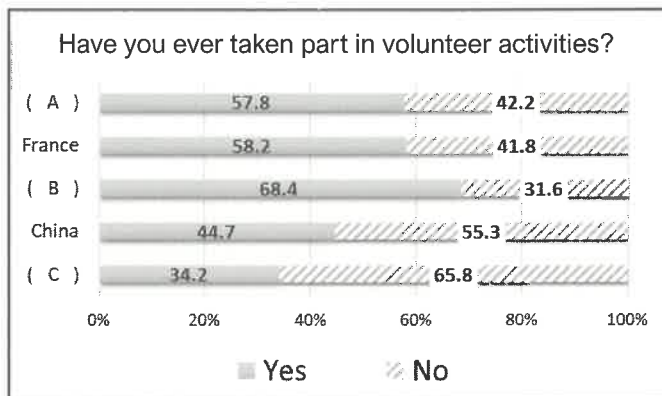
No. 1 Q.1 あ Five.  
い Six.  
う Seven.

Q.2 あ Skills.  
い Manners.  
う Skills and manners.

No. 2 Q.1 あ Lift.  
い Elevator.  
う Tube.

Q.2 あ She studies English in England.  
い She studies at high school.  
う She studies at university.

2. ボランティアに関する以下の対話を読み、設問に答えなさい。



Ken: Yesterday was International Volunteer Day. ① I was reading an article about volunteer activities and there was something that caught my attention. Here are the graphs I found. Look at the one on the left. In each country, 1,000 people were asked about their volunteer experiences.

Meg: We can see that people in Japan have the fewest volunteer experiences among the five countries. I can't believe it.

Ken: I couldn't believe it at first. I often hear news about Japanese people taking part in various volunteer activities. I thought more people experienced volunteering in Japan.

Meg: Why is that?

Ken: I also wondered about that, so I used the Internet to search for more details. Look at the next graph on the right. It shows the results of a survey among Japanese people. Across all age groups, over 60% of people want to take part in volunteer activities.

Meg: That's true. People aged between 50~59 showed the most ( ② ) answers of all age groups.

Ken: You're right. Many people want to help others, but not so many take part in volunteer activities. Do you know why?

Meg: Hmm.... Is it because Japanese people are too busy studying or working?

Ken: That may be one of the reasons. In fact, many people want to do volunteer activities, but they don't know how to get started.

Meg: Oh, I think so, too. I have no idea how to join volunteer activities.

Ken : In the USA, there are many \*volunteer coordinators, but they are less popular in Japan.

Meg : Volunteer coordinators? ③ [ who / they / the people / volunteer activities / plan./ are ]?

Ken : Sometimes they do it, but their main job is to ( ④ ) volunteers with people in need.

Meg : That's wonderful. I didn't know about them.

Ken : I didn't either, so I did some research. They start by taking requests from \*citizens or organizations. Then they find places for volunteers to work in and \*recruit them. They also use the media to share information with people who want to be a volunteer in the future. In Japan, after the Hanshin-Awaji Earthquake, many volunteers gathered in Hyogo. However, there were some problems. They didn't know where to go or work even though there were many people in need. As a result, people began to realize the importance of "( ⑤ )." The number is still small in Japan, but there are many in the USA and Europe.

Meg : So, Americans have more experiences with volunteering than people in any other country.

Ken : Exactly. The number of people who have taken part in volunteer activities is similar between France and the UK. This means many coordinators are active in some parts of Europe.

Meg : That's great. We should also have more coordinators in Japan.

Ken : I hope so, too. Japan has experienced many disasters. It is often said that we'll have similar disasters in the future. In such cases, the role of volunteers is very important. It will be great to have more coordinators.

Meg : I agree. Now I've got interested in volunteer coordinators. I'll do some research and make a speech in class. It's necessary for many students to know about them.

Ken : That's a good idea. Let's research together at the library!

[注] volunteer coordinator ボランティア・コーディネーター    citizen 市民    recruit ~を募集する

問 1. 対話の内容から判断し、グラフ内の(A)~(C)にあたる国を次から 1 つずつ選び、番号で答えなさい。

1. Japan                      2. the USA                      3. the UK                      4. Australia

問 2. 下線部①を日本語に訳しなさい。

問 3. 空所②に入れるのに最も適切な語を次から 1 つ選び、番号で答えなさい。

1. positive                      2. creative                      3. negative                      4. native

問 4. 下線部③が意味の通る英文になるように [                      ] 内の語句を並べかえなさい。なお、文頭にくるべき語も小文字で表記している。

問 5. 空所④、⑤に入れるのに最も適切な語を 1 つずつ選び、番号で答えなさい。

- ④    1. give                      2. ask                      3. change                      4. connect  
⑤    1. volunteers                      2. coordinators                      3. information                      4. organizations

問 6. 本文の内容と一致するものには○、一致しないものには×で答えなさい。

1. Both Ken and Meg thought that many Japanese people had experience of taking part in volunteer activities before they knew the results of the survey.
2. Meg already knew about volunteer coordinators before the conversation began.
3. Both Ken and Meg hope there will be more volunteer coordinators in Japan.
4. Meg is going to write an essay about volunteer coordinators, so she will go to the library to do some research about them.

3. 以下の英文を読み、設問に答えなさい。

A long time ago, a poor man and his wife lived in the middle of a forest. Every morning, the wife prepared her husband's lunch and filled his water bottle. Then, he went into the forest to get some wood.

One day, he went out as usual and found one huge tree. "Ah, I can get some fine wood out of this tree," he said to himself, and he took out his \*axe to cut it down. But just as he was moving the axe over his head, he heard a sad small voice saying, "Oh, please don't cut down my tree. Please leave it alone!"

He turned around and saw a small fairy standing at the bottom of the tree. The man was so surprised that he couldn't say a word.

The fairy spoke again. "Please don't cut down this tree. The forest is very large. Please choose another tree!" And the fairy started to cry. The man didn't know what to do or say, but at last he agreed. "Well, all right, I won't cut down this tree."

The fairy wiped away her tears and smiled. "Oh, thank you, thank you! You are so kind to me! To show you how thankful I am, I'll give you and your wife three things you want!"

And the fairy disappeared. The man looked all around, but he could only see the forest, just like before. He felt strange, so he decided to go home.

But the way seemed longer than usual, and when he got home, he was very tired. His wife was surprised to see him back so early, but she could see how tired he was, and ① she told him to sit down by the fire to feel better. He sat down for a while and thought about the fairy. But as he sat there, he felt hungrier and hungrier, even though it was still too early to have dinner, so he asked his wife, "Isn't dinner ready?"

"[ ア ]" said his wife. "It won't be ready for a few more hours."

"Ah!" the man felt sad and said to himself, "I wish I had a nice big ring of sausage in front of me right now!"

Right after he said this, suddenly, the biggest ring of sausage came down. The man looked at the sausage in surprise, and his wife looked at it with even more surprise. "What does this mean?" she asked.

Suddenly the man ② recalled the fairy's words she said to him. So, he realized that it wasn't a dream! He told his wife everything that happened to him in the forest this morning. But his wife became ③ angrier and angrier. When he finished his story, she shouted, "What a fool you are! Just think about the wonderful things we could get, but you asked for sausage! Why did you do that? I wish you had the ring of sausage through your nose!"

Then, very quickly, the sausage flew up and \*was stuck through the man's nose, just like a ring through a pig's nose!

He was very shocked, so he pulled the sausage hard, but it didn't come off. His wife gave it a try too, but it still didn't. Then they pulled together, and they almost pulled off the man's nose, but still the sausage stayed right there.

"Well, what are we going to do now?" said the man.

His wife looked at him carefully, and said, "Well, it's not so bad, after all. Perhaps you can leave ④ it there!"

The man thought he must make a wish quickly before his wife wished for something she wanted!

"I wish the sausage would come off my nose right now!" he said loudly.

Soon, the sausage was gone from his nose and was lying on the plate in front of him.

So, all they got from the fairy's gift was just the ring of sausage for dinner; but it was the best sausage they had in their life. "And after all," said the man, ⑤ "there's nothing much better in the world to wish for than a full stomach."

(Stuart A. Atkin, *Once Upon a Time in England* "The Three Wishes" 改変)

[注] axe おの be stuck 刺さっている

問1. 下線部①を日本語に訳しなさい。

問2. 空所[ ア ]に入る最も適切な文を次から1つ選び、番号で答えなさい。

1. Yes, dinner is ready!
2. Sure, wait for a minute!
3. Of course not!
4. No, come and have dinner now!

問3. 下線部②の本文中での意味に最も近いものを次から1つ選び、番号で答えなさい。

1. missed
2. told
3. talked
4. remembered

問4. 男の妻が下線部③のような気持ちになった理由を45字以内の日本語で答えなさい。なお、句読点も一字と数える。

問5. 下線部④が指し示すものとして最も適切なものを1つ選び、番号で答えなさい。

1. the sausage
2. the wish
3. the fairy
4. the plate

問6. 下線部⑤が表す意味として最も適切なものを1つ選び、番号で答えなさい。

1. お腹が空いていることよりも良いことは、この世にはない。
2. 満腹になることほど、この世で願うに値することはない。
3. 世界が良くなるように願うことは、満腹になることよりも大切だ。
4. 世界には満腹になることよりも、願うべきことがたくさんある。

問7. 本文の内容と一致するものには○、一致しないものには×で答えなさい。

1. 男が大きな木を切ったとき、木の中から妖精が現れた。
2. ソーセージが目の前に出てきたとき、男より妻の方が驚いた。
3. 男の鼻は妻の願いで一時的にブタの鼻に変わった。
4. 男はソーセージを妻の鼻に飛ばしてほしいと願った。



(以下空白)

2025年度、三田学園高等学校入学試験 英語 リスニング問題を始めます。

今から放送される英文と、それに続く質問を聞き、答えとして最も適切なものを記号で答えなさい。各英文 No1, No2 には質問が 2 つずつ設けられています。英文、またその質問は一度だけ読まれます。

では、始めます。

### No. 1

Hi, I am Taku. Let me talk about my school life in Japan. We usually have six periods a day. Then many of us enjoy the club activities after school. We have various club activities. I'm a member of the kendo club. We do kendo five times a week, and we learn not only skills but also manners. Now, we are practicing hard for the next match. I am very busy every day, but I really enjoy my school life.

Question 1 : How many periods does Taku have in a day?

Question 2 : What does Taku learn through the club activity?

### No. 2

Aki went to England when she was a high school student. During her stay in England, she went to a language school and learned that American and British English are different. For example, British English uses the word "lift" although American English uses "elevator." She also learned British people use "tube" instead of "subway." Aki found such differences were interesting, so she now studies foreign languages at a university in Japan.

Question 1 : How do you say "subway" in British English?

Question 2 : What does Aki do now?

これで、リスニング問題を終わります。



2025 年度 三田学園高等学校入学試験問題  
英語 解答用紙

受験番号	
総点	

1. 

No.1	Q1		Q2	
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No.2	Q1		Q2	
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2. 

問 1	(A)		(B)		(C)	
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問 2						
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問 3						
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問 4						
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問 5	④		⑤		問 6	1		2		3		4	
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3. 

問 1												
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問 2	問 3										
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問 4	1	2	3	4	5	6	7	8	9	10	11	12	15	
														30
														45

問 5		問 6		問 7	1		2		3		4	
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4. 

(1)	(2)	(3)	(4)	(5)
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5. 

(1)	(2)	(3)
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6. 

①													.
②													?

2025年度 三田学園高等学校入学試験問題  
数 学 (1)

受験番号	
総 点	
評 点	

1. 次の問いに答えなさい。(解答欄に、答えのみを書きなさい)

(1)  $\frac{x-2y}{3} - x + 2y - \frac{2x-y}{6}$  を計算しなさい。

(2)  $(-3xy^2)^3 \div \left(-\frac{1}{2}x^2y\right)^2 \times \frac{1}{18}x^2y$  を計算しなさい。

(3)  $(x-y)(x-y-2) - 63$  を因数分解しなさい。

(4)  $\frac{15}{\sqrt{5}} - \sqrt{20} + (\sqrt{5}-2)(\sqrt{5}+3)$  を計算しなさい。

(5)  $x^2+x-6=0$  の2つの解のうち大きい方が、 $x$  の2次方程式  $x^2-3ax+a^2=0$  の解となるとき、定数  $a$  の値を求めなさい。

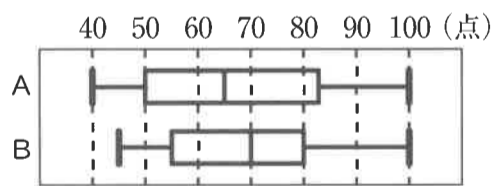
(6)  $x$  の値が  $-4$  から  $2$  まで変化するとき、2つの関数  $y=ax^2$ ,  $y=-3x+1$  の変化の割合が等しくなった。このとき、定数  $a$  の値を求めなさい。

(7) 関数  $y=-x^2$  において、 $x$  の変域が  $-3 \leq x \leq a$  のとき、 $y$  の変域が  $-16 \leq y \leq b$  となるような定数  $a, b$  の値を求めなさい。

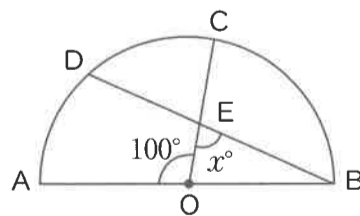
(8) 1, 2, 3, 4, 5 の数字が1つずつ書かれた5枚のカードから1枚引き、そのカードを戻さずにもう1枚引く。引いた2枚のカードの数字の和が6以下となる確率を求めなさい。

(9) 右の図は、2つのチーム A, B がバスケットボールで30試合対戦したとき、各チームの1試合ごとの得点を箱ひげ図に表したものである。次の①~⑤のうち、正しいものをすべて選びなさい。

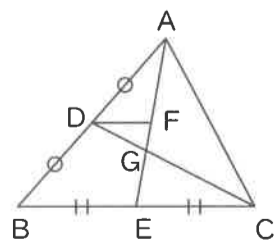
- ① B が70点以上得点した試合は、少なくとも15試合ある。
- ② A の得点の平均値は、B の得点の平均値より小さい。
- ③ A の得点が60点以上70点未満の試合がある。
- ④ B の得点が80点の試合がある。
- ⑤ 引き分けの試合がある。



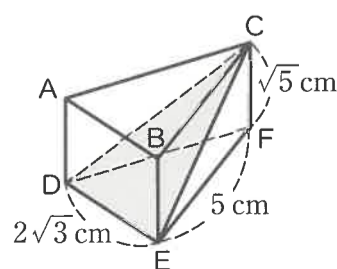
(10) 右の図において、 $x$  の値を求めなさい。  
ただし、点  $O$  は半円の中心とし、 $\widehat{AD} = \widehat{CD}$  とする。



(11) 右の図において、 $\triangle ABC$  の辺  $AB, BC$  の中点をそれぞれ  $D, E$  とする。  
 $AF:FG$  を求めなさい。ただし、 $DF \parallel BC$  とする。



(12) 右の図は、底面が  $FD = FE = 5\text{ cm}$ ,  $DE = 2\sqrt{3}\text{ cm}$  の二等辺三角形で、高さが  $\sqrt{5}\text{ cm}$  の三角柱  $ABC-DEF$  である。 $\triangle CDE$  の面積を求めなさい。



解 答 欄

(1)

(2)

(3)

(4)

(5)  $a =$

(6)  $a =$

(7)  $a =$  ,  $b =$

(8)

(9)

(10)  $x =$

(11)  $AF : FG =$  :

(12)  $\triangle CDE =$   $\text{cm}^2$

2025年度 三田学園高等学校入学試験問題  
数 学 (2)

受験番号	
評 点	

2. 放物線  $y = x^2$  と直線  $y = x + 6$  が2点 A, B で交わっている。放物線上に  $x$  座標が1である点 C をとり、四角形 ABCD が平行四辺形になるように点 D をとる。

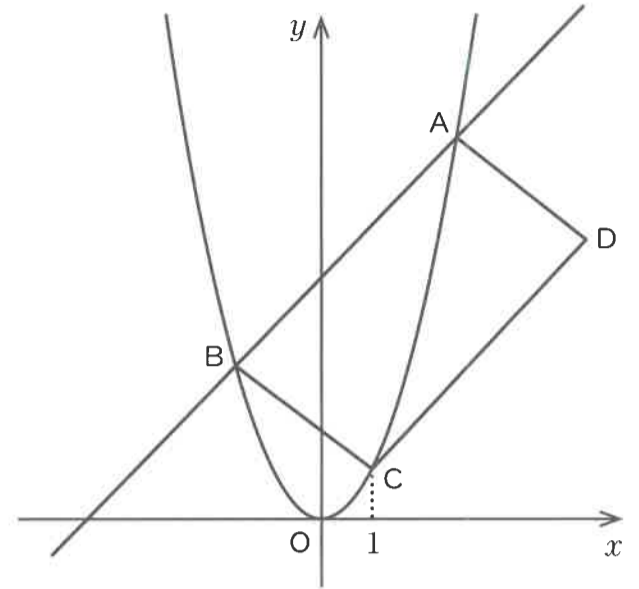
(1) 点 A, B, D の座標を求めなさい。

A (      ,      )	B (      ,      )	D (      ,      )
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(2) 直線 BC の式を求めなさい。

(式)

(答) \_\_\_\_\_



(3) 直線 BC と  $y$  軸との交点を E とする。点 E を通り、平行四辺形 ABCD の面積を2等分する直線の式を求めなさい。

(式)

(答) \_\_\_\_\_

(4) 平行四辺形 ABCD と  $\triangle ABP$  の面積の比が  $2:1$  となるような点 P を放物線上にとる。点 P の座標をすべて求めなさい。

ただし、点 P は点 C と異なる点とする。

(式)

(答) \_\_\_\_\_

小計	
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3. お祭りで2種類のジュースを2日間販売しました。ジュース A を260本、ジュース B を450本仕入れました。1日目は A を50円、B を100円で販売し、A が  $x$  本、B が  $y$  本売れました。しかし、A が想像以上に売れ残ったので、2日目は A と B を1本ずつセットにして120円で販売し、セット販売以外は行いませんでした。A は8本余りましたが、B は売り切れました。2日間の売り上げは51000円でした。

(1) 2日目のセット販売で売れたセット数を、 $y$  を用いた式で表しなさい。

	セット
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(2)  $x$  と  $y$  の連立方程式をつくりなさい。

(式)①	(式)②
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(3)  $x$  と  $y$  の値を求めなさい。

(式)

(答)  $x =$  \_\_\_\_\_ ,  $y =$  \_\_\_\_\_

小計	
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