

# 2025年度 入学試験 学特入試 I

## 英 語

※問題は[1]ページから[16]ページまであります。

※マークシートに、受験番号・氏名・科目を正しく記入してください。

※解答は、すべてマークシートに記入してください。

※書き誤りをしたときは、きれいに消してから、新しい解答を記入してください。

学 特 入 試 I	受 験 番 号		氏  名	
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高崎健康福祉大学高崎高等学校

1. 次の英文を読んで、あとの問いに答えなさい。

Schools have a very difficult job to do. They try to teach all young people \*common knowledge and skills. On the other hand, they want to help students improve their unique \*talents and abilities. Finding a good balance between these two things is difficult. A story called “The Animal School” explains this problem very well. <sup>(1)</sup>The story became famous after an American \*educator named Leo Buscaglia (2) it to the world.

\*Once upon a time, all the animals in a forest decided to make a school. They had a meeting to talk about what programs and subjects should be taught at the school.

First, the rabbit spoke up. He was very good at running and wanted a running class. Next, the bird wanted to say something. She said that flying should be taught at the school because she loved flying. Then, the fish said he wanted to have a swimming class at the school because he lived in the water. \*The rest of the animals at the meeting spoke and they wanted their special skills to be taught too. Finally, they made their school programs. The programs had everyone’s special skill, and everyone had to learn all of the other animals’ special skills.

The rabbit was (3) at the first running class to show his amazing running skills to everyone. However, the other animals told him that he had to take the flying class first. The rabbit was put up in a very tall tree. Everyone (4). The poor rabbit who didn’t know how to fly fell to the ground. He broke his leg and injured his head. Because of the \*injuries, he couldn’t run well anymore. As a result, he got a C<sup>+</sup> for the running class, not an A<sup>+</sup>. However, he got a better \*score for the flying class because he tried his best \*even though he didn’t know how to fly.

The bird was ready to fly beautifully to get an A<sup>+</sup> in a flying class. However, the rest of the animals told her to \*dig a hole in the ground first. She hurt her wings while she tried to dig a hole, and she couldn’t fly. She got a B<sup>-</sup> for the flying class.

The same thing happened to everyone. Before the last day of school, half of the animals were in the hospital because of injuries, and the rest were too tired to come to school. At first, the \*eel was worried because he wasn’t really good at anything, but he got the highest score of all the animals.

The point of the story is that each one of us has a special talent for something, and we should be proud of it. A school shouldn’t teach students to be just like others. A school should be a place for learners to find and improve their unique

talents.

- (注) common knowledge 一般常識    talent 才能    educator 教育者  
once upon a time むかしむかし    the rest of ~ のこりの～    injury けが  
score 成績    even though ~ ~であるにも関わらず    dig ~を掘る  
eel ウナギ

- (1) 下線部(1)の具体的な内容として最も適当なものを, ①～④のうちから一つ選び, その番号をマーク  
しなさい。 1

- ① 学校が生徒の才能や能力を伸ばす助けをするのは難しいことであると言ったアメリカの教育者が, 世界で有名になるまでの話。  
② アメリカの学校で, 先生たちが生徒たちに一般常識や技術を教えるという話。  
③ 森の動物たちに他の種類の動物の特技を教えて, 一般的な技術を習得させることに成功した話。  
④ 森の動物たちに他の種類の動物の特技を教えようとして, その結果, 個々の特技を伸ばすことに失敗した話。

- (2) (2) と (3) に入るものの組み合わせとして最も適当なものを, ①～④のうちから  
一つ選び, その番号をマークしなさい。 2

- ① (2) invited    (3) exciting    ② (2) introduced    (3) exciting  
③ (2) invited    (3) excited    ④ (2) introduced    (3) excited

- (3) (4) に入る最も適当なものを, ①～④のうちから一つ選び, その番号をマークしなさい。

3

- ① told him to run fast to get a better score  
② told him to run fast to show his skill  
③ told him to jump to learn how to fly  
④ told him to jump to break his leg

- (4) 本文の内容に合うように、次の下線部に入る最も適当なものを①～④のうちから一つ選び、その番号をマークしなさい。

4

The poor rabbit got a better score for the flying class than for the running class because \_\_\_\_\_.

- ① he knew how to fly
- ② he tried hard to fly
- ③ he flew beautifully
- ④ he had amazing running skills

- (5) 本文の内容に合っているものを、①～④のうちから一つ選び、その番号をマークしなさい。

5

- ① The rabbit broke his leg and injured his head at the swimming class because he wasn't good at swimming.
- ② It is not important for a school to teach all students common knowledge and skills.
- ③ A school should help students discover and develop their unique talents, not make them like others.
- ④ Each one of us has a special talent for something, but we should not be proud of it.

問題は次のページにつづく。

2. 次の英文を読んで  ～  に入る最も適当なものを、①～④のうちから一つずつ選び、その番号をマークしなさい。

*Liam:* We learned about the story of Thomas Bogle and the shoe \*industry the other day. It was very interesting.

*Asami:* I think so too. I didn't know that each of our sneakers is usually made of more than 130 different pieces.

*Liam:* I didn't know either! When I learned the fact, I thought recycling shoes is difficult.

*Asami:* That's so true. I was surprised to learn that our shoes leave plastic and \*rubber pieces on the ground \*every time we walk.

*Liam:* I was shocked to learn the \*soles of our shoes become \*microplastics and \*harm living things and the environment.

*Asami:* I was shocked too. I knew about 500,000 tons of microplastics go into the oceans every year. But I have never thought that !

*Liam:* The story said that the \*soil loses its special ability.

*Asami:* Right. The plastic will reduce the soil's ability to hold water. That's not good for plants and animals.

*Liam:* The story also said that a \*chemical called 6PPD in shoe soles kills some fish. That's very sad.

*Asami:* I really like Bogle's idea of making shoe soles from \*plant-based materials such as vegetable oils and plant products.  The shoe soles made from plant-based materials can put good things back into the soil.

*Liam:* I agree. Some other shoe companies have started thinking about \*sustainability too. I think it's great to use materials that we can use in the future.

*Asami:* Yes, however, \*even if they are made from natural materials, , right?

*Liam:* That's true. But the recycling systems will develop if we keep using plant-based materials for shoes. It just takes time.

*Asami:* After reading the story, I thought we should buy shoes with soles made from plant-based materials.

*Liam:* Me too. I want to reduce harm to our environment. Also, I believe we can make changes by supporting companies like Bogle's.

*Asami:* I agree. Bogle's shoe company supports farmers by working with them. So,  by buying shoes from Bogle's company.

*Liam:* Also, it's so great to know that your shoes help the soil!

*Asami:* I understand it is not easy for some companies to change. But it's time for us to think about our planet.

*Liam:* I look forward to (5).

*Asami:* I think so too.

*Liam:* By the way, do you know where we can buy shoes made by Bogle's company?

*Asami:* No, I don't. Let's look it up on the Internet!

(注) industry 産業                      rubber ゴムの                      every time ~ ~するたびに  
sole 靴底                      microplastic ごく小さなプラスチックの粒子  
harm ~に害を与える, 害                      soil 土壌                      chemical 化学薬品  
plant-based material 植物由来の原料                      sustainability 持続可能性  
even if ~ たとえ~でも

- (1) ① some of them can be recycled 6  
② some of them are good for our health  
③ some of them are good for the environment  
④ some of them come from our shoes

- (2) ① What a good idea to make shoe soles without those materials! 7  
② What a great idea to use those materials to make shoe soles!  
③ What a nice idea to use plastic and rubber to make shoe soles!  
④ What a good idea to use old shoe soles to make those materials!

- (3) ① it is still very easy to recycle shoes 8  
② it is still very important to make shoes  
③ it is still very difficult to recycle shoes  
④ it is still very nice to use plant-based materials

- (4) ① we can also support farmers 9
- ② we can support the people working at the companies
- ③ farmers can change their lives
- ④ farmers can support other farmers

- (5) ① seeing more shoe companies which stop using natural materials 10
- ② seeing more shoe companies which start using natural materials
- ③ seeing more shoe companies which start using plastic and rubber
- ④ seeing more shoe companies which stop using plant-based materials



3. 次の英文中の (1) ~ (5) に入る最も適当なものを、①～④のうちから一つずつ選び、その番号をマークしなさい。

The Ainu are the \*native people in the north part of Japan, (1) Hokkaido. In the late 1800s, many people from the \*main islands were sent to Hokkaido by the Japanese government. Then, the Ainu \*were forced to give up their land and traditional lifestyle. The Ainu didn't have a written language. Children learned their history and \*traditions by listening to stories from the older people. When the government people came to Hokkaido, it became (2) for the Ainu to teach their traditions to the younger people. Children couldn't speak the Ainu language at school anymore. They had to learn Japanese language.

Yukie Chiri was an Ainu woman who was born in 1903. She lived with her grandmother when she was little. Her grandmother was an excellent \*storyteller. Yukie listened to her grandmother's stories to learn about their culture.

Yukie met a language \*professor, Kyosuke Kindaichi, when she was 15. He wanted to work with Yukie's grandmother \*so that he could (3) the Ainu culture. Yukie was \*impressed by Kindaichi's love for the Ainu culture, and she wanted to work with him. Yukie wrote the Ainu stories and sent them to Kindaichi. She wrote the sounds of the Ainu language with the Japanese and \*Romaji alphabets. Kindaichi was impressed by Yukie's (4) work. In her notebook, Yukie also wrote about the everyday lives of the Ainu people.

Yukie worked hard with Kindaichi to write a book about the Ainu. Finally, in 1922, she finished checking the last page of the book. On that evening, Yukie died. (5) Yukie's hard work, many people in the world learned about the Ainu people and their culture.

(注) native 原住民の                      main islands 本州                      be forced to do ～させられる  
tradition 伝統                      storyteller 語り手                      professor 教授  
so that ～ ～できるように                      impressed 感銘を受ける                      Romaji alphabet ローマ字

- |                  |           |           |              |    |
|------------------|-----------|-----------|--------------|----|
| (1) ① usually    | ② often   | ③ almost  | ④ especially | 11 |
| (2) ① higher     | ② harder  | ③ easier  | ④ lower      | 12 |
| (3) ① protect    | ② choose  | ③ find    | ④ bring      | 13 |
| (4) ① strong     | ② similar | ③ amazing | ④ expensive  | 14 |
| (5) ① Because of | ② Such as | ③ During  | ④ Instead of | 15 |

4. 次の(1)～(5)について、それぞれあとの質問の答えとして最も適切なものを、①～④のうちから一つずつ選び、その番号をマークしなさい。

(1) Yuka is at Midori Station now. She is going to buy a present for her sister today. She met her friend, Martin, at the station.

*Martin:* Hi, Yuka! What are you doing?

*Yuka:* Oh, hi, Martin! I'm going to buy a birthday present for my sister.

*Martin:* I see. Have you decided what to buy?

*Yuka:* I want to buy her a book about history. There are three bookstores around here, so I'll go to all of them.

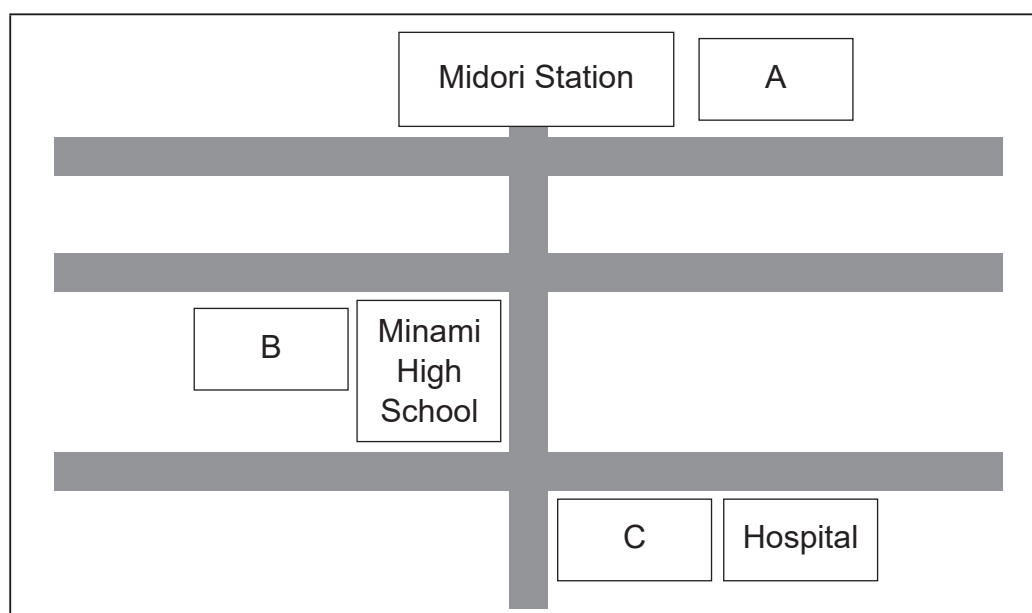
*Martin:* Minato Bookstore is the nearest from here. It's next to this station. Will you go there first?

*Yuka:* No. I'll go to Sakura Bookstore first, then I'll go to Wakaba Bookstore. And lastly, I'll go to Minato Bookstore.

*Martin:* Is Sakura Bookstore by the hospital?

*Yuka:* No. That is Wakaba Bookstore. Sakura Bookstore is by Minami High School.

*Martin:* I see.



Question : Which is Yuka's plan today?

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① A → B → C

② B → A → C

③ B → C → A

④ C → B → A

(2) Ayano and George are in the library. They are \*organizing the bookshelf.

*Ayano:* I wonder where I should put this book about fish on the bookshelf.

Which is the right \*section, the “\*Biology” or “\*Marine”?

*George:* That book goes in the “Biology” section because it also has information about fish that live in rivers.

*Ayano:* I see. The “Biology” section is on the top shelf, so I need a \*ladder.

*George:* Please be careful, Ayano. I found a book called “\*Dracula’s \*Terror” in the “Horror” section, but it should be put in the “Mystery” section.

*Ayano:* Oh, I’m sorry. I thought it should go in the “Horror” section when I saw the \*title.

*George:* No problem. I thought that, too. I didn’t know the story of the book. So, don’t worry about that.

*Ayano:* Thanks, George. Where is the “Mystery” section?

*George:* The “Mystery” section is next to the “\*Fantasy” section. Do you know where the “Fantasy” section is?

*Ayano:* I found it. It’s above the “Horror” section.

(注) organize ～を整理する section 欄 Biology 生物 Marine 海洋  
ladder はしご dracula ドラキュラ terror 恐怖 title 題名  
fantasy ファンタジー

Question : Which bookshelf are they talking about?

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①

Marine	Horror
Mystery	Fantasy
History	Biology

②

History	Biology
Mystery	Fantasy
Marine	Horror

③

Mystery	Biology
History	Fantasy
Marine	Horror

④

History	Biology
Marine	Horror
Mystery	Fantasy

- (3) You came to the school festival at Yamato High School. You are looking at a \*flyer about the events.


## Yamato High School Festival

Sunday, April 20th, 2025

We have a lot of events! Come and join us!


### <The House of Horror>

Place : Classroom E on the second floor  
Time : 10:00 a.m. ~ 5:00 p.m.  
Can you \*escape from the house of horror?  
Complete the \*missions and get a special present!  
One group can have \*up to four people.



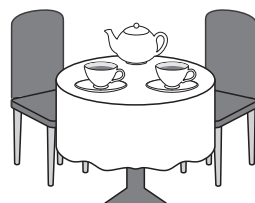
### <Let's Dance!>

Place : Gym  
Schedule : 1st stage 1:00 p.m. ~ (K-POP)  
2nd stage 2:00 p.m. ~ (Anime songs)  
3rd stage 3:00 p.m. ~ (Disco music in the 80s)  
Let's enjoy dancing to the music! Who will be the best dancer?  
Only 30 people can dance at each stage.



### <Relaxing Tea House>

Place : Classroom A on the third floor  
Time : 2:00 p.m. ~ 4:00 p.m.  
Let's relax with nice tea and delicious sweets.  
◇Tea...200 yen      Coffee...150 yen      Sweets...100 yen  
◇You will get sweets for free if you bring your own cup for the drink.



◆Please bring your \*indoor shoes.  
◆You can buy the tickets on the day of the festival. The tickets are sold at the school festival office at the \*entrance.

(注) flyer    ちらし                      escape from ~    ~から脱出する                      mission    任務  
up to ~    ~まで                      indoor shoe    上履き                      entrance    玄関

Question : Which is true about Yamato High School Festival?

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- ① To join "The House of Horror", you must come with three people.
- ② You can enjoy dancing to K-POP music with more than 30 people.
- ③ At Relaxing Tea House, you can get free drink and sweets.
- ④ You can buy the tickets at Yamato High School on the day of the festival.

- (4) Kento went on a picnic with his parents. He is talking about it.

I went on a picnic in the mountains with my parents last week. I am going to talk about that.

Before we left our house, my mother said to me, "We need hats. It is sunny and it is going to be very hot."

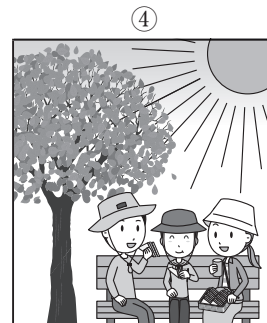
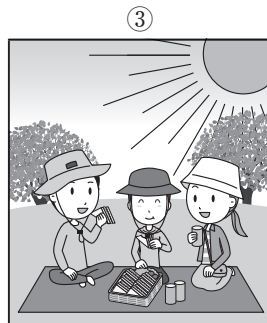
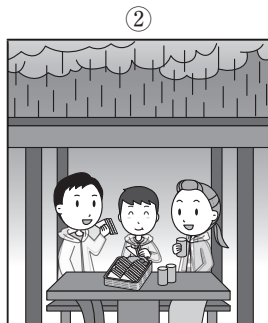
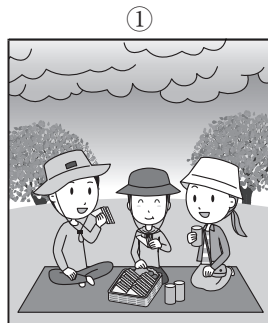
However, when we arrived at the starting point, it started raining! My father said, "I think it is possible to walk in this rain because it is not a heavy rain." My mother and I agreed with him and we started to walk in raincoats.

When we arrived at the top of the mountain, the sun began to shine again, so we took off the raincoats and put on the hats. The ground at the picnic area was too wet to sit down for eating lunch. Then, my father said, "There is a bench under a tree. It is a little wet but we can clean it." We enjoyed eating sandwiches which my father and I made that morning.

I had a lot of fun that day!

**Question : Which is true about Kento's picnic?**

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- (5) Eiko is a student in Higashiyama High School. She asked the students in the school, “Which country do you want to go to study English?” She shows the result in the English class.

Hi, everyone. I asked one hundred students in this school which country they would like to go to study English. I made the \*graph to show you the result.

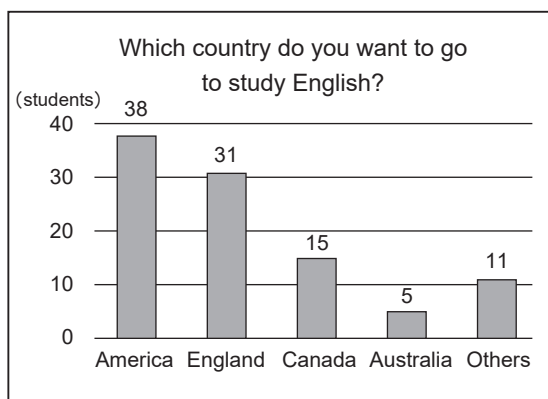
The most popular country is America. Almost forty students said they would like to go there. I’ve been to New York before. I had a lot of fun while I was there. The second most popular place is England. More than thirty students would like to study English there. Some of them told me that they would like to see soccer games too. The number of students who would like to go to Canada is about half of the number of the students who want to study in England. One of the five students who want to go to Australia is me.

(注) graph グラフ

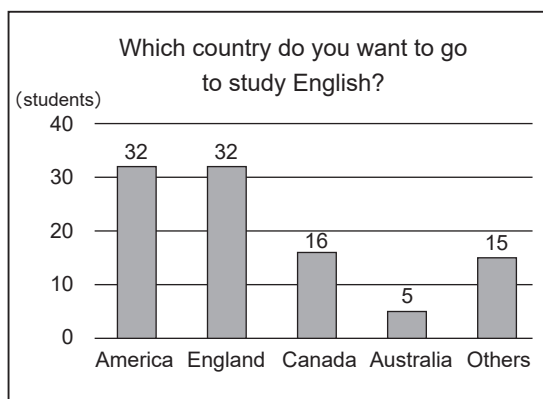
Questions : Which graph did Eiko make?

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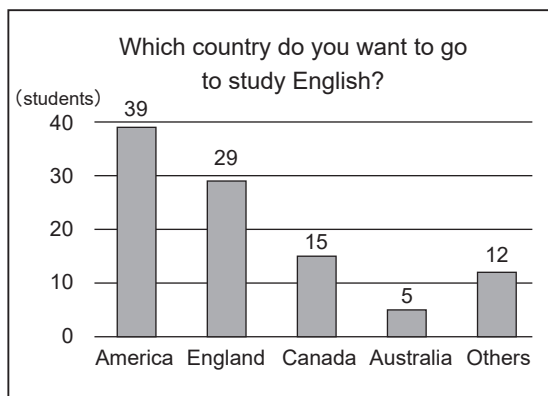
①



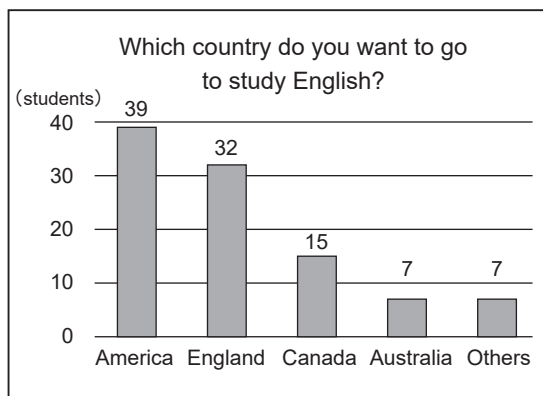
②



③



④



問題は次のページにつづく。

5. 次の(1)～(10)の  ～  について最も適当な語句を、①～④のうちから一つずつ選び、その番号をマークしなさい。

(1) Your brother has lived in Australia since last year,  ?

- ① hasn't he                      ② has he                      ③ doesn't he                      ④ does he

(2) Mr. Kato is  kind that he always helps people around him.

- ① very                      ② much                      ③ too                      ④ so

(3) My father  home very early for Tokyo this morning.

- ① arrives                      ② arrived at                      ③ left                      ④ leaves at

(4) I like animals, but I'm  of a big dog my friend has.

- ① proud                      ② made                      ③ afraid                      ④ full

(5) What are you going to do this weekend? – I have nothing .

- ① do                      ② did                      ③ doing                      ④ to do

(6) Look at  boys over there. – Oh, they are famous actors!

- ① these                      ② those                      ③ that                      ④ that's

(7) I have an older brother and he is  than I.

- ① very tall                      ② more taller                      ③ much taller                      ④ the taller

(8) The books  are on my desk  Tom's.

- ① A : who    B : is                      ② A : which    B : is  
③ A : who    B : are                      ④ A : which    B : are

(9) Mike didn't have much money, so he bought a  car.

- ① use                      ② using                      ③ used                      ④ was used

(10) My friend gave a beautiful picture  me  a birthday present.

- ① A : to    B : as                      ② A : for    B : as  
③ A : to    B : than                      ④ A : for    B : than



6. 次の(1)~(5)の日本語の意味を表す英文になるように、(            )内の英語を並びかえ、それぞれの  に当てはまる番号をマークしなさい。ただし、文頭にくるものも小文字で始めてある。

(1) この英語の授業の間は日本語を話してはいけません。

( ① English / ② during / ③ don't / ④ Japanese / ⑤ speak / ⑥ this ) class.

31  32  33  34  35  36 class.

(2) 何か私にしてほしいことはありますか。

Is ( ① to / ② you / ③ want / ④ there / ⑤ me / ⑥ anything ) do?

Is  37  38  39  40  41  42 do?

(3) 私はエイミーがどの国出身かわかりません。

I don't ( ① from / ② country / ③ know / ④ Amy / ⑤ which / ⑥ is ) .

I don't  43  44  45  46  47  48 .

(4) 私たちは10年来の知り合いです。

We've ( ① known / ② ten / ③ each / ④ for / ⑤ years / ⑥ other ) .

We've  49  50  51  52  53  54 .

(5) 母は私にまず宿題を終えるように言いました。

My mother ( ① homework / ② told / ③ finish / ④ to / ⑤ me / ⑥ my ) first.

My mother  55  56  57  58  59  60 first.