

1 次の(1)～(5)は内容が連続している文章である。()に示された頭文字で始まる単語を解答欄に書きなさい。

(1) Australia is the (l) country in *Oceania.

(2) It has many unique animals (s) as kangaroos, and rich sea life.

(3) Because of its beautiful nature, many people visit from (a) the world.

(4) Tourists can (t) part in many outdoor activities like hiking or surfing.

(5) These things (m) Australia a very special place.

*Oceania オセアニア州

2 次の(1)～(5)は内容が連続している対話文である。()に入れるのに最も適するものをア～エから 1 つ選び、記号で答えなさい。

(1) **Emma:** Hey Kenji, I saw your photos on social media. Where were you?

Kenji: I visited Nara last weekend. It was amazing! Have you ever () the Great Buddha there?

ア been seen イ seeing ウ seen エ seen to

(2) **Emma:** No, I haven't. Was it crowded?

Kenji: Yeah, especially near Todaiji Temple. There were so many tourists () pictures.

Emma: I can imagine. Everyone wants to take a picture with the deer too, right?

ア have taken イ being taken ウ taken エ taking

(3) **Kenji:** Yes, but one deer took my map. I was () surprised that I just stood there!

Emma: Oh, dear.

ア such イ so ウ too エ very

(4) **Kenji:** I also went to Itsukushima Shrine in Hiroshima. It was beautiful when the torii gate () in the water.

Emma: Oh, I've only seen photos of that!

ア reflected イ reflects ウ reflecting エ having reflected

(5) **Kenji:** You know what? A deer came up to me there too. But this time, it () my sandwich out of my hand!

Emma: Again? You must be popular with deer.

ア tried to eat イ trying eating
ウ was tried to eat エ was trying eating

3 次の(1)～(5)は内容が連続している対話文である。()内の語(句)を意味が通るように並べかえなさい。ただし、文頭は大文字にすること。

- (1) **Helen:** (a place / you / visit / can / to / recommend) in Japan?
- (2) **Sayaka:** Sure! You should check out Odawara Castle. It is (castles / my / of / favorite / one) in Japan. It's very beautiful.
- (3) **Helen:** Oh, that sounds nice. Do you know (takes / it / long / to / how) get there from Tokyo?
Sayaka: If you go from Tokyo to Odawara Castle by Shinkansen, it usually takes about 35 to 40 minutes.
- (4) **Helen:** Great! I (go / you / to / with / want / me) because I feel a little worried about going there alone.
Sayaka: Of course! I'd be happy to go with you.
- (5) **Helen:** Thank you so much. I (forward / visiting / am / to / looking) Odawara Castle with you.

【問題は次のページに続きます。】

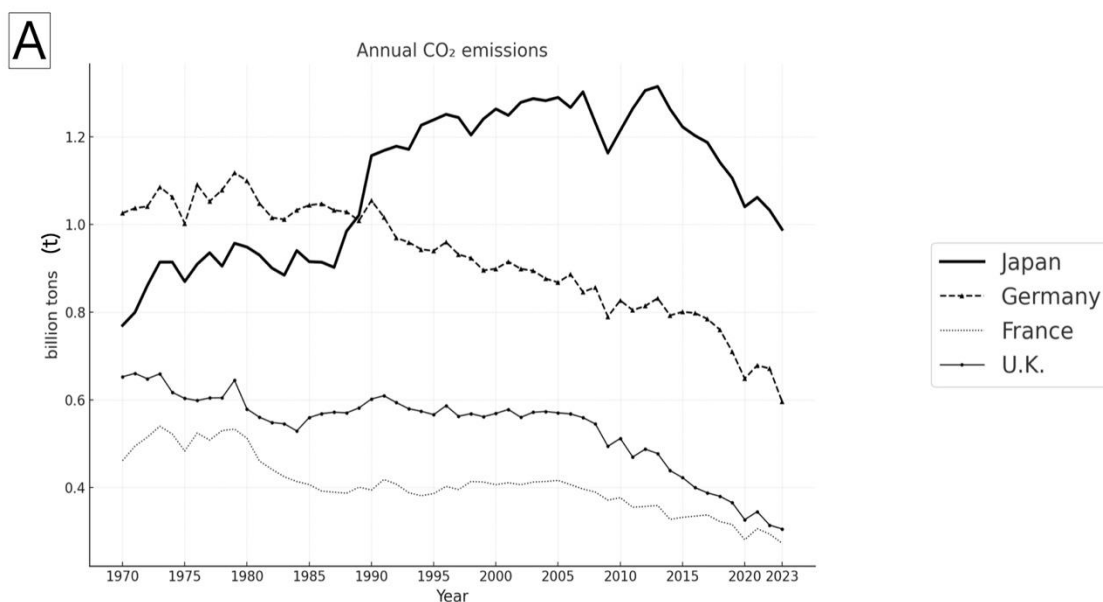
- 4 次の文章を読み、(1)～(5)の答えとして最も適するものをア～エから 1 つ選び、記号で答えなさい。

What is the Carbon Loophole?

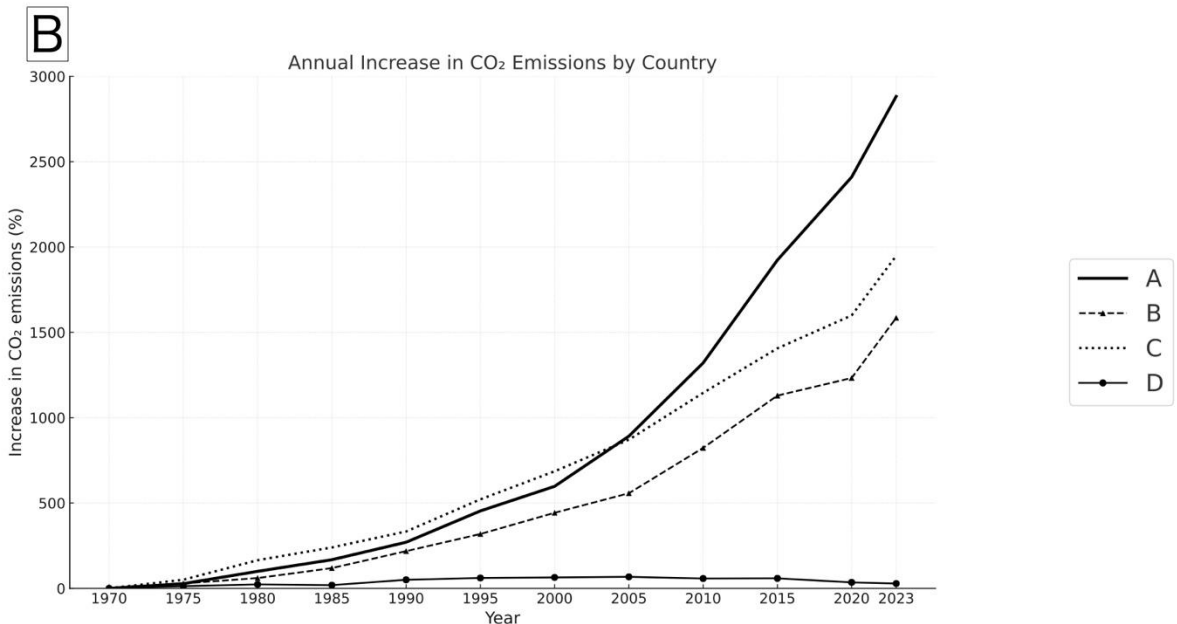
We depend on electricity in our daily lives. We need it to use our smartphones and to keep our refrigerators running. But in many countries today, electricity still comes from burning fossil fuels. When we burn oil or coal, carbon dioxide (CO₂) is released. CO₂ is a greenhouse gas. It makes the Earth hotter and causes climate change.

That is why many countries are trying hard to reduce CO₂. Japan also has a goal. By 2030, Japan wants to cut its CO₂ to half of the amount of 2013.

So, what is really happening? In Graph **A**, we can see the CO₂ *emissions of Japan, the U.K., Germany, and France from 1970 to 2023. The three European countries reduced their emissions little by little. But Japan didn't reduce much.



In Graph **B**, we can see the growth of CO₂ emissions from 1970 to 2023 in Japan, India, Indonesia, and Bangladesh. The three countries, except Japan, increased quickly. Bangladesh was the fastest. By 2023, its growth rate was about double of India's.



Now, let's think. People in developed countries, like Japan or European countries, may say, "We are helping the Earth by reducing CO₂." But is that really true? Where are your clothes, smartphones, and other products made? Many factories have moved to developing countries, and their workers are paid less. These areas are called the Global South.

If rich countries reduce CO₂ at home, but move factories to the Global South, then CO₂ grows a lot in those countries. This problem is called the carbon loophole. Rich countries can say "We reduced our CO₂," but the truth is, the Earth as a whole is not reducing enough of it.

So, we must remember — if we only look at one country's numbers, the problem will not be solved for the whole planet.

*emissions 排出

(1) Why are many countries trying to reduce CO₂?

- ア Because smart phones changed our daily lives greatly.
- イ Because people cannot make electricity without producing CO₂.
- ウ Because greenhouse gases are not always bad for the earth.
- エ Because CO₂ stays in the air and makes the world's weather warmer and different.

(2) What is Japan's goal for CO₂ by 2030?

- ア To stop using all fossil fuels before 2030.
- イ To keep the same amount of CO₂ as in 2013.
- ウ To reduce CO₂ only in other countries, not in Japan.
- エ To reduce its CO₂ to about fifty percent of the amount in 2013.

(3) Look at graph **B** and match A, B, C, and D with the correct country:

Bangladesh, India, Indonesia, and Japan.

- ア Bangladesh
- イ India
- ウ Indonesia
- エ Japan

(4) Where are many factories for our clothing and smartphones now, and why are they there?

- ア In rich countries, because workers there work for a lower salary.
- イ In the Global South, because workers there work for a lower salary.
- ウ In developed countries, because workers there are better educated.
- エ In developing countries, because workers there work longer hours for a higher salary.

(5) What is the carbon loophole?

- ア It is a convenient way to increase CO₂ emissions in developed countries.
- イ It is an unfair way to reduce CO₂ emissions in developing countries.
- ウ It means rich countries look like they reduce CO₂, but other countries make more CO₂ for them.
- エ It means Global South looks like they increase CO₂, but rich countries help these countries to cut down their emissions.

【問題は次のページに続きます。】

- 5** 次のポスターと、それに関する参加代表生徒からのメールを読み、(1)～(5)の答えとして最も適するものをア～エから1つ選び、記号で答えなさい。

Day Trip to Lake Hoshina

Location: Lake Hoshina, Nagano Prefecture, Japan.
Date: May 23rd, 2025.

About the Trip

The Student Council and Ms. Erin Young at JFK Senior High School are excited to offer a one-day trip for all first-year students to Lake Hoshina. The goal of the trip is to help students make friends, work together, and learn to care for nature. The students will take part in group activities, eat lunch together, and go on a nature walk with a guide.

What To Bring

- Comfortable outdoor clothing and sports or hiking shoes.
- Hat and sunscreen.
- Water bottle (minimum 500ml).
- Bento lunch (if it is not ordered through the school).
- Hand towel and tissues.
- Up to ¥5,000 for snacks, drinks, or gift shopping.

Schedule

8:00 Meet at the school entrance.
8:15 Leave on the school bus.
9:30 Arrive at Lake Hoshina.
10:00 Group activities.
11:30 Free time.
12:30 Lunch (bento).
13:30 (i)
15:00 Free time (gift shopping).
16:00 Leave from the Lake.
17:15 Arrive back at school.

Additional Information

- All students must arrive by 8:00. The bus will leave on time.
- If it rains, the trip may be moved to another day. If this happens, parents will be told by email.
- If your child is feeling unwell, please contact the school and do not send your child on the trip.
- Students must follow all safety rules from teachers and staff during the trip.
- The school cannot take responsibility for lost or broken personal items.

Contact Information

e.young@jfk-shs.ed.jp

To: e.young@jfk-shs.ed.jp

Subject: Lake Hoshina Day Trip Concerns and Questions

Dear Ms. Young,

Thank you for the information on the poster about the day trip to Lake Hoshina. However, I have some questions.

First, the poster does not tell us the (ii) of the day trip or when we should (iii). I'd like to know these pieces of information.

The meeting time of 8:00 may be difficult for some of us. There may also be train delays. This can make some students late. To stop problems, can we start the trip later?

The poster says we should bring a bento lunch if it is not ordered through the school. However, the poster does not explain how to order a bento or how much it costs. It is a good idea to write this on the poster or send an email to us.

Is it alright for us to bring ¥5,000 for snacks or gifts? Some students might lose their money or spend it on things they do not need. I think ¥1,000 is a better amount of money for us to bring.

If it rains, the poster only says that the trip may be put off. Will there be a new date, and will we get our money back if we can't go? Also, when will we know if the trip is changed or canceled?

The poster says the school is not responsible for lost or broken personal items. I know we should take care of our things, but can teachers also help us with important items like wallets or phones?

Finally, the poster only shows one email. In an emergency, can we also have your phone number and the school's?

Thank you again for planning the trip. I hope you can answer my questions.

Best wishes,

Lucas Davies

(1) Which is NOT written in the poster?

- ア What kind of clothing students can wear.
- イ What kind of food students should bring.
- ウ How the school will inform parents in case of bad weather.
- エ The date and location of the trip.

(2) Choose the best one to fill in blank (i).

- ア Riding a boat.
- イ Walking in nature with a guide.
- ウ A lecture from Ms. Young.
- エ Team games.

(3) Choose the best words to fill in blanks (ii) and (iii).

- ア (ii) time / (iii) attend
- イ (ii) cost / (iii) leave
- ウ (ii) cost / (iii) arrive
- エ (ii) price / (iii) pay

(4) What is one thing that both the poster and Lucas's email say?

- ア Students might bring too many personal items on the trip.
- イ Students do not understand the importance of following safety rules.
- ウ Students may lose or break their personal items during the trip.
- エ Students get bored during free time on the trip.

(5) What can be understood from Lucas's email?

- ア He thinks there may be a bus delay so they should finish the trip later.
- イ He thinks the teachers should bring a bento lunch.
- ウ He feels the planning needs more information.
- エ He wants to know how the weather will be on the day of the trip.

【問題は次のページに続きます。】

- 6 次の文章を読み、(1)～(5)の答えとして最も適するものをア～エから1つ選び、記号で答えなさい。また、(6)はライティングの問題である。与えられた指示に従って解答しなさい。

Going to Space

Many countries spend a lot of money on going to space. They think it is important for the future of people on Earth. Because of space programs, we now have useful things like international TV, special food packages, and strong glass that does not break easily.

But some people think it is not a good idea. They say there are big problems on Earth like poor people, sickness, and climate change. They believe we should use the money to fix these problems instead of spending it on space.

So, is going to space a good idea or not? Let's look at both sides.

Folasade from Abuja, Nigeria

I think going to space is important. We learn many new things from it. Sometimes, people do not understand why we have to go to space, but later we find good results.

Because of space research, we have things like GPS, strong glass, and clean water tools. These things help us in daily life.

Countries also work together in space because space programs make new jobs and help the countries grow. So, they become friends and stop fighting. Thanks to space programs, we can find danger from space like big rocks that could hit Earth.

I believe going to space is useful for all people and we should support it.

Chase from Colorado, USA

I think the money for going to space should be used to help people now. We can use it to give food to people with no food, help sick people, and build better roads and schools.

Sometimes, rockets break or are only used one time. That is a bad use of money.

Also, rockets leave trash in space. This space trash can hit other things or

fall back to Earth. It can be dangerous.

Countries may also start fighting about space. This can cause more problems between powerful countries.

We only have one Earth. We should take care of it and not spend money to go to other planets that may not help us.

Sven from Oslo, Norway

I think space travel is important because it shows what humans can do when we try our best. Long ago, people wanted to know what was on the other side of the ocean. Now, we want to know what is out there in space.

We don't explore space just for money. We do it because we are brave and we are looking for new things. When we go to space, we learn not just about stars, but about ourselves too.

Also, one day, Earth might not be safe. If we learn how to live in space, we can keep people safe far into the future. It is a way to protect life.

I believe space travel is part of who we are. We should keep going, even when it is hard.

(1) Which is NOT described in Folasade's comment?

- ア Space programs help countries fight better.
- イ There are many things we discover from space.
- ウ We can get useful things for life from space research.
- エ Space programs tell us if something dangerous is coming.

(2) What do Folasade and Chase both worry about in their opinions?

- ア Rockets would break and waste money.
- イ People would not have enough food on Earth.
- ウ Dangerous things from space would hit Earth.
- エ Countries would fight about money and power.

(3) What does Sven say about the future?

- ア Space is only for rich people.
- イ We can always live on Earth.
- ウ Space travel is good for holidays.
- エ One day we may need to live in space.

(4) Who believes space programs are important for the future of humans?

- ア Folasade and Chase
- イ Chase and Sven
- ウ Folasade and Sven
- エ All three people

(5) Which of the following statements is TRUE according to the passage?

- ア Chase believes rockets never break.
- イ Sven says Earth will always be safe, so space is not needed.
- ウ Folasade thinks space research does not give us useful things.
- エ Sven says exploring space is like exploring the ocean long ago.

(6) Imagine you are going to live on Mars. If you could take one thing from Earth with you, what would you take and why would you take it? Please write your answer in 30 to 40 words.

1

(1) l	(2) s	(3) a
(4) t	(5) m	

2

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

(1) () in Japan?
(2) It is () in Japan.
(3) Do you know () get there from Tokyo?
(4) I () because I feel a little worried about going there alone.
(5) I () Odawara Castle with you.

4

(1)	(2)	(3) A	B	C	D
(4)	(5)				

5

(1)	(2)	(3)	(4)	(5)
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6

(1)	(2)	(3)	(4)	(5)
(6)				

受 験 番 号						氏 名	得 点