

令和 7 年度

県立高等学校入学者選抜学力検査問題

(令和 7 年 3 月実施)

検査 4 英 語 (筆記テスト)

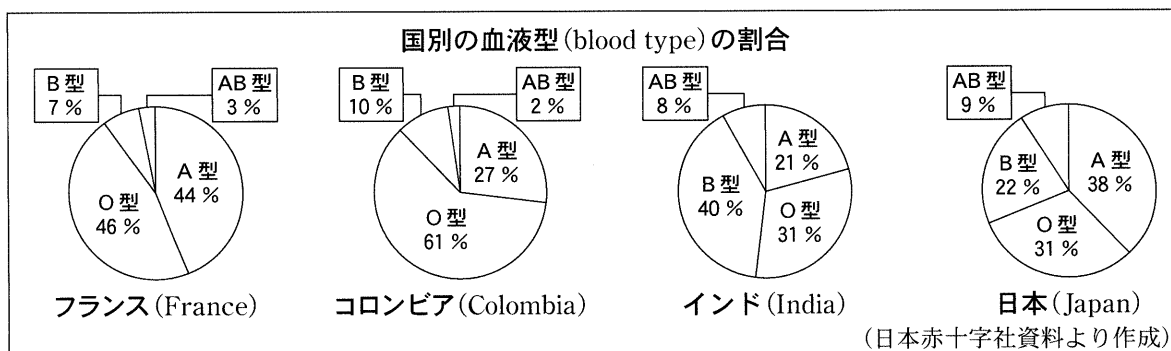
10 : 00 ~ 10 : 40

注 意

- 1 監督の先生の指示があるまで、開いてはいけません。
- 2 問題は、6 ページあります。
- 3 「開始」の合図があったら、はじめなさい。
- 4 答えは、すべて、解答用紙に記入しなさい。
- 5 「終了」の合図で、すぐ筆記用具をおき、解答用紙を裏返しにしなさい。
- 6 その他、監督の先生の指示に従いなさい。

1 次の〔1〕～〔3〕の問いに答えなさい。

〔1〕 次のグラフの内容に合うものを、下のア～オから2つ選んで記号で答えなさい。



ア In France, the number of people who have blood type A is the largest.

イ In Colombia, more than half of the people have blood type O.

ウ In India, more people have blood type O than blood type B.

エ In Japan, the number of people who have blood type A and the number of people who have blood type B are the same.

オ In these four countries, the number of people who have blood type AB is the smallest.

〔2〕 ハワイに留学中の中学生の聡太(Sota)さんと同級生のアリス(Alice)さんが話をしています。次の対話文とポスターの内容について、あとの問いに答えなさい。

Alice: Hi, Sota. Did you hear that we can join a high school class next week?

Sota: Yes, I heard about it! We can choose one class about cooking, sports, or music.

Alice: Which one are you thinking about?

Sota: I'm going to take the sports class. I think it's great to play basketball with the older students. How about you?

Alice: I'm interested in cooking. I love trying new *recipes and it is really fun. I also like music. I want to learn how to play the guitar.

Sota: Nice, but we can only choose one.

Alice: Right. In the cooking class, we can learn how to make something delicious. In the music class, we can learn how to play *instruments. I wish I could take both classes.

Sota: You said something delicious? I want to eat it.

Alice: OK, I'll take the () class. I hope I'll make something we can share.

Sota: That's a good idea! I will be hungry if I play basketball. Thank you.

注) *recipe 調理法 *instrument 楽器

★★★★★★★★★★★★★★★★★★★★
Welcome to ABC High School
★★★★★★★★★★★★★★★★★★★★

Saturday, March 15, 9:00-12:30

9:00-10:00 School *Introduction

10:10-11:20 *School Tour

11:30-12:30 *Trial Classes

Choose one class.

cooking



▷ Bring an apron.

sports



▷ Bring something to drink.

music



▷ Try playing some instruments.

注) *introduction 紹介
*school tour 校内見学
*trial class 体験授業

(1) ()に入る最も適切な1語を、ポスターから抜き出して書きなさい。

(2) 対話文とポスターの内容として適切でないものを、次のア～エから1つ選んで記号で答えなさい。

ア Sota and Alice are going to visit ABC High School and join one class there on March 15.

イ There will be a school tour before the trial classes, and it will take seventy minutes.

ウ Sota needs to bring something to drink and an apron when he goes to ABC High School.

エ Alice wants to join both the cooking class and the music class, but she has to choose one.

〔3〕 多恵(Tae)さんは、カナダ(Canada)からの留学生のライラ(Lyla)さんと話をしています。場面1と場面2の対話文を読んで、それぞれあとの問いに答えなさい。

場面1

Tae: Hello, Lyla. Your presentation about Canada was very interesting. Especially, the pictures of the *Northern Lights were amazing.
 Lyla: Thank you, Tae. I'm glad that you enjoyed my presentation. The Northern Lights are one of the most popular *tourist attractions in Canada.
 Tae: ①
 Lyla: Wow, you are interested in my country. If you can, I'll show you around. Oh, did you know that the Northern Lights were seen in Japan last May?
 Tae: Of course! I watched a *live stream from Hokkaido. I found ② an interesting thing. The Northern Lights I saw on the live stream were red, but the Northern Lights in your presentation were green. Do you know why?
 Lyla: ③ I'll *look into it.
 Tae: Thank you! Were the Northern Lights seen in Japan before? I want to know that too.
 Lyla: Sounds interesting. If we find any information, let's share it.
 注) *Northern Lights オーロラ *tourist attraction 観光資源
 *live stream 生の動画配信 *look into 調べる

- (1) ① , ③ に入る最も適切なものを、次のア～エからそれぞれ1つ選んで、記号で答えなさい。

ア I already know the answer. イ I've never thought about it.
 ウ I want to go to Canada someday. エ I'll show you popular tourist attractions in Japan.

- (2) 下線部②について、その内容を日本語で書きなさい。

場面2

Lyla: Hi, Tae. Did you find anything about the Northern Lights?
 Tae: Yes. I found that there are some *records of the Northern Lights in old Japanese history books. This is a part of the list of the records.
 Lyla: Oh! There are two records of the Northern Lights in 1150.
 Tae: There are also two records in 1370. In that year, the Northern Lights were seen in (④) and November.
 Lyla: All the records before 1600 were in Kyoto, but there are ⑤ some records in other places after 1600.
 Tae: That's interesting. According to the history books, the Northern Lights in this list were red.
 Lyla: Yes! You asked why the red Northern Lights were seen in Japan, right? Look at ⑥ this picture.
 Tae: OK.
 Lyla: The *lower part of the Northern Lights is green and the higher part of the Northern Lights is red. In Japan, people can only see the higher part because the *horizon *hides the lower part.
 Tae: I see, but why is the higher part red?
 Lyla: That's a good question!
 注) *record 記録 *low 低い *horizon 地平線 *hide 隠す

西暦	時刻	観測地
1150年 8月	夜	京都
1150年 10月	4時	京都
1202年 12月	20時	京都
1204年 2月	20時	京都
1247年 8月	22時	京都
1363年 7月	夜	京都
1370年 10月	20時	京都
1370年 11月	0～4時	京都
1371年 10月	夜	京都
1653年 3月	不明	江戸近国
1672年 9月	不明	京都
1730年 2月	夜	加賀国

(日本天文学会資料より作成)

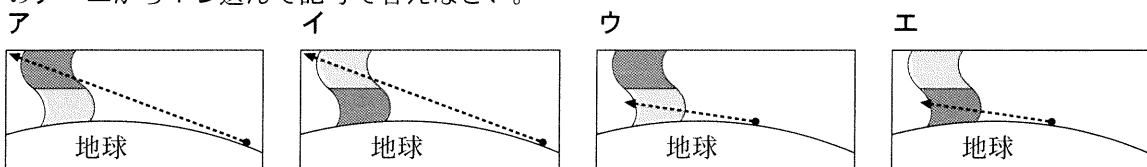
- (3) (④)に入る最も適切なものを、次のア～エから1つ選んで記号で答えなさい。

ア July イ August ウ September エ October

- (4) 下線部⑤について、ライラさんはいつの記録のことを言っているか、次の()に入る数字をそれぞれ書きなさい。

()年に観測されたものと()年に観測されたもの

- (5) 下線部⑥でライラさんが多恵さんに説明するために見せている図として最も適切なものを、次のア～エから1つ選んで記号で答えなさい。



赤色の光

緑色の光

←----- 地平線を見たときの視線

2 次の〔1〕,〔2〕の問いに答えなさい。

〔1〕 桃(Momo)さんは、英語の授業で最近関心をもったことについてスピーチをしました。その原稿を読んで、あとの問いに答えなさい。

Today, we are living in a *digital society. Computers and the internet are a part of our lives. It is said that they make our lives more convenient. However, is this really true?

I realized that people are sometimes *confused in the digital society. I went to a hamburger shop with my friend last week and I found an old woman standing in front of a *self-checkout *machine alone. She looked confused and said, “I could tell the staff the food I wanted here before, but I have to use this machine now. I don’t know where to touch. What should I do?” When we tried to help her, one of the staff members came and taught her how to use it. She could *order food with it. Then my friend said to me, “I’m happy that she could buy the food she wanted. It is sometimes difficult to use these kinds of machines. At a different shop, I was confused by the machine, but the staff was too busy to help me. So I couldn’t buy anything and left the shop.”

Now, I have a question: Some people don’t have many *chances to use computers or the internet. For them, the digital society is not helpful and they don’t think it is convenient. *Elderly people especially have *fewer chances to use *digital devices than young people. We need to support elderly people living in this digital society. The government supports the services for such people. For example, classes about smartphones are held at phone shops around Japan. I have seen one of them before. Then I found two great ideas for supporting elderly people. There is a unique *tour for them. They can learn about the various ways to use smartphones during the tour. Also, there are unique computer classes taught by high school students and elderly people can learn how to use computers there. I didn’t know about these two ideas. They are interesting.

What can we do? I think we can help people like the old woman at the hamburger shop. If I find someone who has trouble with digital devices, I want to teach the person how to use them. This is not a big action, but I think each action is important. It will make more people happy and I hope the digital society will become convenient for more people.

Thank you for listening.

注) *digital society デジタル社会 *confused 困惑した *self-checkout 無人レジ
*machine 機械 *order 注文する *chance 機会 *elderly 年配の
*few 少ない *digital device デジタル機器 *tour 旅行

(1) このスピーチによると、商品を買えなかった登場人物は誰ですか。最も適切なものを、次のア～エから1つ選んで記号で答えなさい。

ア an old woman イ Momo ウ Momo’s friend エ Momo and her friend

(2) に入る最も適切なものを、次のア～エから1つ選んで記号で答えなさい。

ア Are there different self-checkout machines in the world?

イ Did smartphones influence young people?

ウ Can we stop using computers or the internet?

エ Is the digital society really convenient for people?

(3) 下線部について、桃さんは例を2つ紹介しています。その内容をそれぞれ具体的に日本語で書きなさい。

(4) 次の質問の答えとなるように、()に入る適切な英語を、本文中からひとつづきの7語で抜き出して書きなさい。

What will Momo do if she finds a person who can’t use digital devices next time?

She will ().

- 〔2〕 貴史(Takashi)さん、美香(Mika)さん、雄樹(Yuki)さんの3人が、英語の授業で調べたことをスライドを用いてグループで発表しました。その原稿を読んで、あとの問いに答えなさい。

Takashi:	Have you ever seen this *sign? It is from an American. His company's *policy was “*Production First.” But many workers were *injured in *accidents during work. So he started to use the words of this sign in English as his company's policy. Then his company became one of the biggest companies in America. Also, other companies in the world started to use them.
Mika:	On the other hand, are there any words that people in foreign countries take from Japan? <i>Mottainai</i> and <i>kaizen</i> are already known around the world. We have more words we want to introduce. Some foreign people may already know this, but we want to teach the word <i>itadakimasu</i> . We will choose this word because of Yuki's experience in America.
Yuki:	Last summer I visited my friend in America. On the first day, his family cooked a big dinner. ① They asked me, “What did you say? Why did you put your hands together?” They don't have such a *custom in their country. So I said, “When we start a *meal, we put our hands together and say the word to give our *thanks to the food that we are going to eat. It also gives our thanks to the people who make the food.” Then my friend said, “That's interesting! Some people in our country give their thanks to their *God before a meal, but you give your thanks to the food and people!” His family put their hands together and said, “ <i>Itadakimasu</i> .” At the end of the meal, my friend asked me what to do. ② I told his family about <i>gochisosama</i> . After that, they put their hands together and said <i>itadakimasu</i> and <i>gochisosama</i> when they had a meal. ③
Takashi:	When did Japanese people start to use <i>itadakimasu</i> ? According to research, many people didn't use this word until about 100 years ago. Before then, people said nothing or there were not any *fixed words like <i>itadakimasu</i> . We found <i>itadakimasu</i> before a meal in books that were written after 1930. ④
Mika:	Here is a list of words that foreign people say before a meal. These words mean “have a nice meal” to the people who are starting to have a meal. <i>Itadakimasu</i> is different from them.
Yuki:	We think that we should teach more people in the world about Japanese words and customs. ⑤ What do you want to introduce to the world?

注) *sign 標識 *policy 方針 *production 生産 *injured けがをした
 *accident 事故 *custom 習慣 *meal 食事 *thank 感謝
 *God 神 *fixed 決まった

- (1) ①, ③, ④ に入る最も適切なものを、次のア～ウからそれぞれ1つ選んで、記号で答えなさい。

ア I was so happy to know they understood our way of thinking.
 イ I put my hands together and said, “*Itadakimasu*.”
 ウ Now saying *itadakimasu* is popular in Japan.

- (2) 下線部②について、雄樹さんは友人の家族に対してどのように説明したと考えられますか。次の(A)には「何をする」か、(B)には「いつ」かが分かるように、それぞれ4語以内の英語を書きなさい。

We (A) again and say *gochisosama* to show our thanks (B).

- (3) 次のア～エのスライドを発表順に並べ、記号で答えなさい。

ア	イ	ウ	エ

- (4) 下線部⑤について、あなたならどう答えますか。本文中で紹介されているものを除いて、理由を含めて10語以上の英語で書きなさい。なお、英文の数は問わない。

3 次の〔1〕～〔3〕の問いに答えなさい。

〔1〕 次の(1)～(3)の対話が成り立つように、それぞれ()の中の単語や語句を並べ替えて英文を完成させなさい。また、文のはじめは大文字で書きなさい。

(1) A : Excuse me. (a library / here / is / near / there)?

B : Yes. Turn right at the second traffic light. It's on your left.

A : Thank you.

(2) A : You've been playing video games for a long time. Have you finished your homework yet?

B : Not yet. I'll do it later.

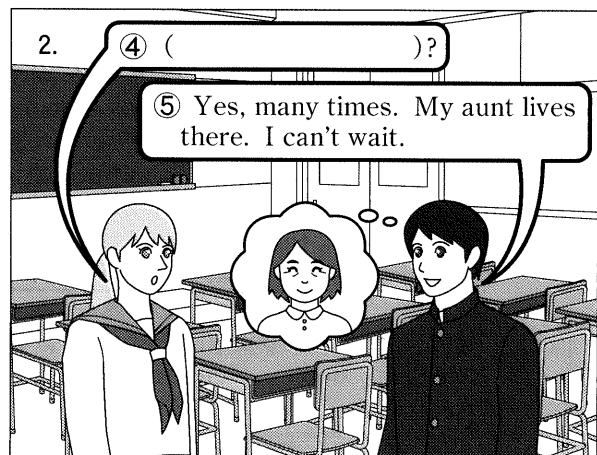
A : You (before / finish / games / not / play / should / you) your homework.

(3) A : Are you carrying those bags alone? I can't do that. If I were you, I (ask / carry / my friends / them / to / would).

B : They are heavy, but that's OK.

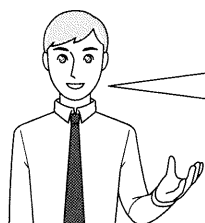
A : You are very strong!

〔2〕 祐二(Yuji)さんは、留学生のケイト(Kate)さんと話をしています。それぞれの場面に合う対話になるように()内に3語以上の英語を書きなさい。なお、対話は①から⑪の順に行われています。



*firework 花火

〔3〕 ALT のスティーブ(Steve)先生が、英語の授業で日本とアメリカの学校生活について次のような話をしました。下の の条件を踏まえて英文を書きなさい。



There are some *differences between Japanese schools and American schools. I think *timetables are one of them. 【A】 is a timetable of a Japanese school. 【B】 is a timetable of an American school. Which do you like better? Please tell me what you think and why you think so.

スティーブ先生

注) *difference 違い *timetable 時間割

【A】

1 限	8 : 45 ~ 9 : 35
2 限	9 : 45 ~ 10 : 35
3 限	10 : 45 ~ 11 : 35
4 限	11 : 45 ~ 12 : 35
給食	12 : 40 ~ 13 : 10
5 限	13 : 35 ~ 14 : 25
6 限	14 : 35 ~ 15 : 25
清掃	15 : 30 ~ 15 : 45

【B】

1 限	8 : 00 ~ 8 : 45
2 限	8 : 50 ~ 9 : 35
3 限	9 : 40 ~ 10 : 25
4 限	10 : 30 ~ 11 : 15
昼食	11 : 20 ~ 11 : 50
5 限	11 : 55 ~ 12 : 40
6 限	12 : 45 ~ 13 : 30
7 限	13 : 35 ~ 14 : 20

条件

- ・ には、あなたが選んだ時間割の記号 A, B いずれかを書く。
- ・ あなたの考えを理由とともに **25 語以上** の英語で書く。ただし, I like better. の 1 文は語数には含めない。
- ・ 英文の数は問わないが、前後つながりのある内容の文章にする。
- ・ 短縮形 (I'm / don't など) は 1 語として数える。
- ・ 符号 (, / . / ? / ! など) は下線部と下線部の間に書き、語数には含めない。

I like better.

25 語

