

令和7年度山口県公立高等学校 入学者選抜学力検査問題

英 語

(第3時限 11:20～12:10 50分間)

注 意

- 1 指示があるまで、開いてはいけません。
- 2 答えは、すべて解答用紙に記入しなさい。
- 3 解答用紙は、問題用紙の中に、はさんであります。
- 4 問題用紙は、表紙を除いて11ページで、問題は から までです。
- 5 は、リスニングテストで、1ページから3ページまでです。

1 放送によるリスニングテスト

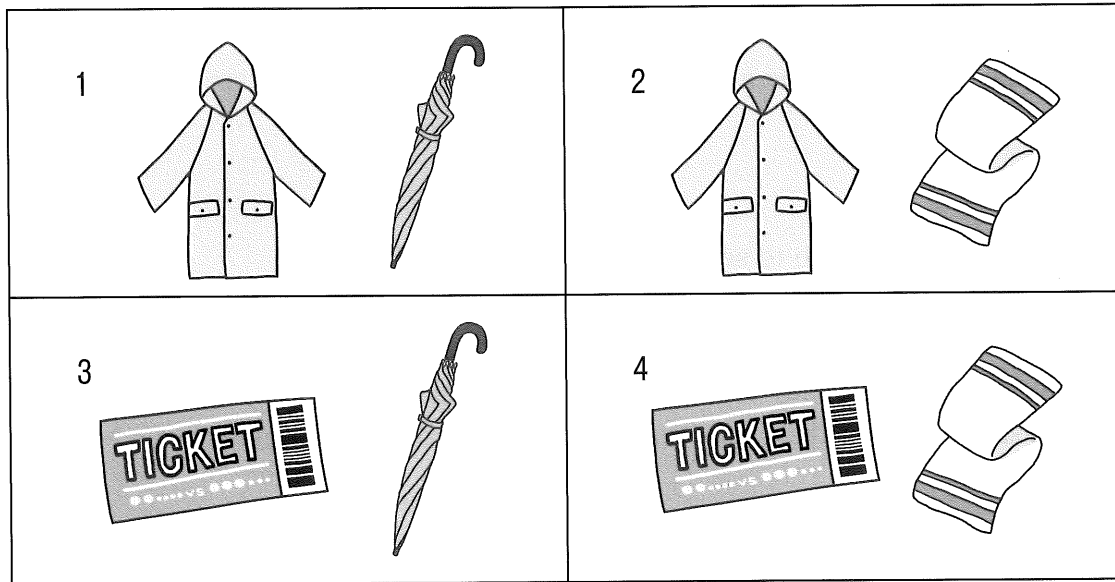
テスト1 4つの対話を聞いて、対話の内容に関するそれぞれの問いの答えとして最も適切なものを、1～4から1つずつ選び、記号で答えなさい。

- No. 1 1 On Friday.
 2 On Saturday.
 3 On Sunday.
 4 On Monday.
- No. 2 1 To clean the kitchen.
 2 To cook dinner.
 3 To do his homework.
 4 To go shopping.
- No. 3 1 At six.
 2 At seven.
 3 At eight.
 4 At nine.
- No. 4 1 Speaking in front of people.
 2 Writing the speech.
 3 Listening to many presentations.
 4 Supporting Jane.

テスト2 No.1とNo.2の英語を聞いて、それぞれの問いの答えとして最も適切なものを、1～4から1つずつ選び、記号で答えなさい。

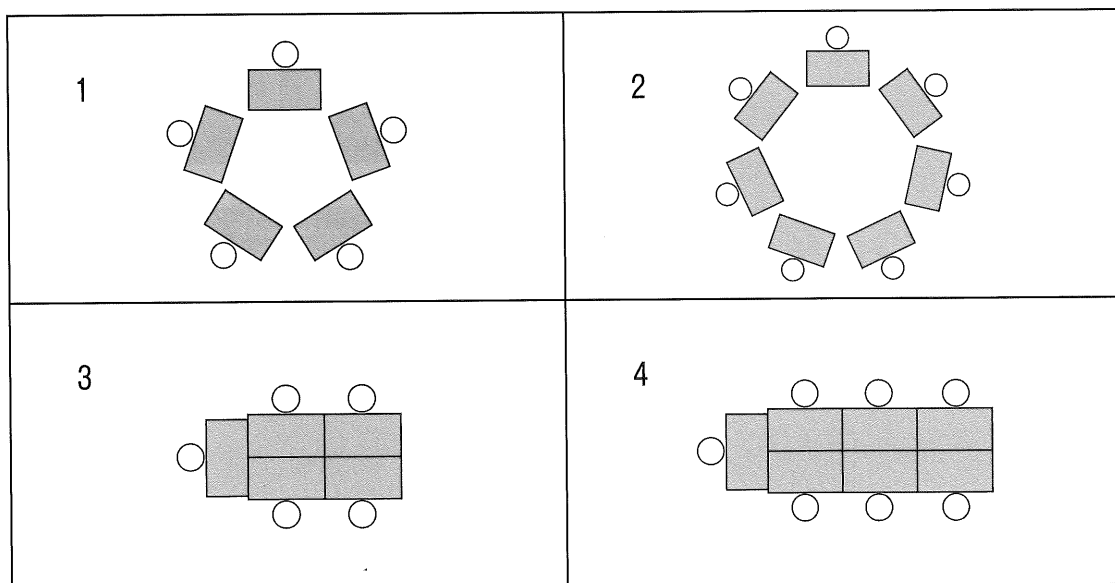
No.1

あなたは、明日、サッカーの試合を観戦する予定です。一緒に観戦する友人から、音声メッセージが届きました。メッセージの中で、友人は、明日、あなたに何を持ってくるように言っていますか。



No.2

あなたは、留学先の学校の授業で、先生の説明を聞くところです。先生は、次の活動において、各グループの机をどのように配置するように言っていますか。



リスニングテストは、次のページに続きます。

テスト 3 あなたの学校に、昨年帰国したアメリカ人の ALT の Mr. Brown から、ビデオメッセージが届きました。Mr. Brown のメッセージを聞いて、No. 1 と No. 2 のそれぞれの問いの答えとして最も適切なものを、1～4 から 1 つずつ選び、記号で答えなさい。

No. 1

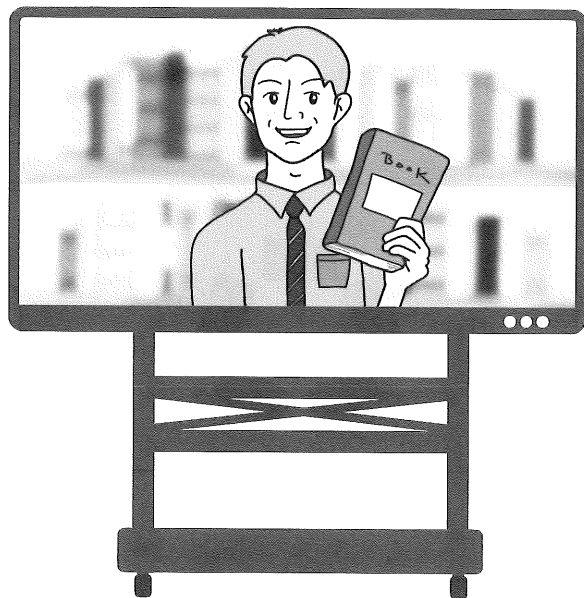
What is Mr. Brown doing these days?

- 1 He is writing a book for his students in Japanese.
- 2 He is teaching Japanese at a school in New York.
- 3 He is reading books written by Japanese writers.
- 4 He is having a good time at a school in Japan.

No. 2

Why did Mr. Brown decide to send the books to your school?

- 1 Because he thought they were good for learning about American culture.
- 2 Because he thought they were useful to understand Japanese culture.
- 3 Because he thought they were the books recommended by famous writers.
- 4 Because he thought they were so easy that everyone could enjoy reading them.



2 次の英文は、Naoki とオランダからの留学生の Amy との対話の一部である。これを読んで、下の(1)～(3)に答えなさい。

Naoki: Hey, Amy. Look at this picture.

Amy: Wow! (A) beautiful! Is this a type of Japanese art?

Naoki: Yes, it is *ukiyo-e*. It is a type of traditional Japanese art which usually uses woodblock printing. This *ukiyo-e* was painted by Utagawa Hiroshige.

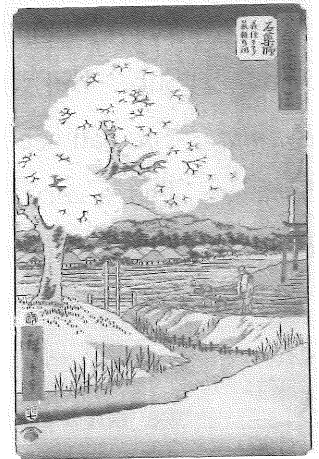
Amy: Hiroshige? I have heard (B) that name in my country.

Naoki: In fact, it is said that *ukiyo-e* influenced many famous foreign artists, (C)(s) as Vincent van Gogh and Claude Monet.

Amy: Really? I want to know more about *ukiyo-e*.

Naoki: Oh! Next Sunday, I'm going to (D) the art museum to see *ukiyo-e* with my family. Why don't you come with us?

Amy: Yes! Thank you.



(画像は「山口県版美術資料」から引用)

(注) woodblock printing 木版画 was painted 描かれた
Utagawa Hiroshige 歌川広重 Vincent van Gogh フィンセント・ファン・ゴッホ
Claude Monet クロード・モネ

(1) 下線部(A), (B)に入る最も適切なものを、それぞれ1～4から1つずつ選び、記号で答えなさい。

(A) 1 What 2 Which 3 How 4 Who

(B) 1 from 2 of 3 to 4 for

(2) 対話の内容に合うように、下線部(C)に入る適切な英語1語を書きなさい。ただし、() 内に与えられた文字で書き始めなさい。

(3) 対話の内容に合うように、下線部(D)に入る適切な英語1語を書きなさい。

- 3 留学中の Saki は、留学先の友人の Emma と、【チラシ】を見ながら、グリーン農園 (Green Farm) で行われる「ブルーベリー収穫祭」(Blueberry Harvest Festival) について話している。次の英文は、そのときの対話の一部である。対話文と【チラシ】を読んで、下の(1)～(3)に答えなさい。

Saki: This festival looks fun.

Emma: It's very popular in my town. Every year, a lot of people come to this festival. I can't go on Sunday, so how about going there together on Saturday?

Saki: Sure. But where is Green Farm?

Emma: You can see how to _____ (A) _____ Green Farm by scanning the code here.

Saki: That's very convenient.

Emma: I've harvested blueberries before, and it was a lot of fun. Let's enjoy harvesting blueberries together! It's 15 dollars.

Saki: Sounds good. I also want to make sweets with blueberries. It's 15 dollars, too. Can we join a cooking class?

Emma: Of course. Why don't we see the performances by local groups, too?

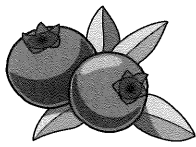
Saki: Yes, but do we have enough time?

Emma: Well, if we harvest blueberries from _____ (B) _____ and make blueberry sweets from _____ (C) _____, we can see all the performances by the three groups on that day.

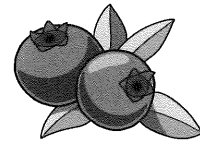
Saki: That's a good plan!

(注) blueberry (blueberries) ブルーベリー
scanning the code (二次元)コードを読み取ること
harvest^(ed)_(ing) ～ ～を収穫する sweets お菓子

- (1) 【チラシ】の内容を踏まえて、対話文中の下線部(A)に入る適切な英語 2 語を書きなさい。
- (2) 対話の内容に合うように、(B)、(C) にあてはまる時刻の組み合わせとして、最も適切なものを、次の 1～4 から選び、記号で答えなさい。
- | | | | | |
|---|-----|------------|-----|------------|
| 1 | (B) | 10:30 a.m. | (C) | 10:00 a.m. |
| 2 | (B) | 10:30 a.m. | (C) | 3:00 p.m. |
| 3 | (B) | 1:30 p.m. | (C) | 10:00 a.m. |
| 4 | (B) | 1:30 p.m. | (C) | 3:00 p.m. |
- (3) 【チラシ】から読み取れる内容と一致するものを、次の 1～6 から 2 つ選び、記号で答えなさい。
- 1 The festival is held at Green Farm for two days in July.
 - 2 You can't eat the blueberries you harvest during the tour.
 - 3 If you buy the blueberry jam in the afternoon, you can get it at half price.
 - 4 Each local group sings and dances for 90 minutes in the afternoon.
 - 5 You can make different kinds of blueberry sweets on the same day.
 - 6 Ms. Smith is the teacher for the cooking classes on Saturday and Sunday.



Blueberry Harvest Festival *at Green Farm*



Saturday, July 27
Sunday, July 28

You can check the map to Green Farm with this code. You can also make a reservation for a cooking class.



code

Harvest blueberries!

\$ 15

The morning tour starts at 10:30 a.m.
The afternoon tour starts at 1:30 p.m.

Each tour needs an hour.
During the tour, you can also enjoy eating the fresh blueberries you harvest.



Buy blueberry jam!

\$ 5

9:00 a.m. – 5:00 p.m.

Special Time

9:00 a.m. – 10:00 a.m. only!

You can get it at half price only during this special time!



Enjoy special performances! **Free!**

1:00 p.m. – 1:30 p.m. Dance team
1:30 p.m. – 2:00 p.m. Drama club
2:00 p.m. – 2:30 p.m. Brass band

Three local groups will give you wonderful performances!
Let's sing and dance with them!



Make blueberry sweets!

\$ 15

Saturday

The class starts at 3:00 p.m.

You can make blueberry cakes.



Sunday

The class starts at 10:00 a.m.

You can make blueberry donuts.



Each class needs 90 minutes. Ms. Smith will teach you how to make blueberry sweets on both Saturday and Sunday! (You need to make a reservation.)

(注) code (二次元)コード
at half price 半額で

make a reservation 予約する
Free 無料の

tour ツアー
donuts ドーナツ

4 次の【原稿】と【グラフ】(graph)は、Chihiro が英語の授業で、訪日外国人観光客について発表する際に用いたものである。これらを読んで、あとの(1)～(3)に答えなさい。

【原稿】

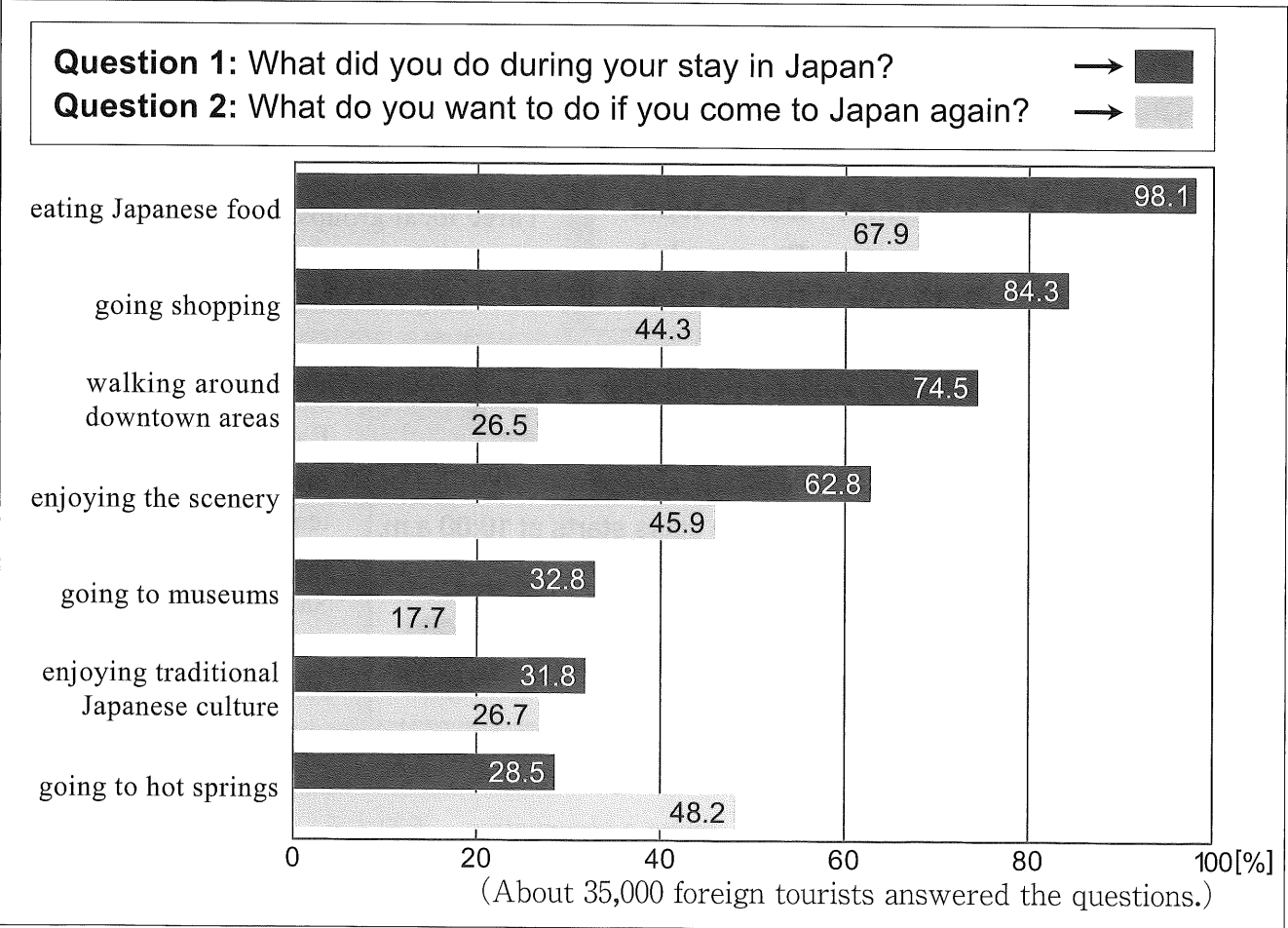
Many foreign tourists come to Japan every year, and it is said that their number will continue to increase in the future. Then, what did they do during their stay in Japan and what do they want to do if they come to Japan again? About 35,000 foreign tourists who came to Japan answered these two questions.

Please look at the graph. This shows their answers. Eating Japanese food is the most popular. Almost all the tourists ate Japanese food and about (A) thirds of all the tourists who answered the questions want to eat it if they come to Japan again. Going shopping, walking around downtown areas, and enjoying the scenery are also popular.

There is one interesting point on this graph. Only about 30 percent of those tourists went to hot springs on their trip. However, (B) . I think we should use this fact to attract more foreign tourists to our own town. People in our town have been enjoying our local hot springs for many years. So, I want to let foreign people know about them through the internet!

(注) downtown areas 繁華街 scenery 景色
hot springs 温泉 attract ～ ～を引きつける

【グラフ】



(1) 【原稿】の文脈に合うように、下線部(A)に入る適切な英語 1 語を書きなさい。

(2) 【原稿】の文脈に合うように、下線部(B)に入る最も適切なものを、次の 1 ～ 4 から選び、記号で答えなさい。

- 1 more tourists want to go to museums than hot springs next time
- 2 more tourists want to go to hot springs next time
- 3 about half of the tourists enjoyed the scenery
- 4 about half of the tourists went to hot springs

(3) Chihiro が発表の中で最も伝えたいこととして適切なものを、次の 1 ～ 4 から 1 つ選び、記号で答えなさい。

- 1 How can we let Japanese people know about interesting places in other countries?
- 2 How can we show foreign tourists the good points of Japanese dishes?
- 3 How can we increase the number of foreign tourists to our town?
- 4 How can we use the internet to learn about foreign tourists?

- 5 次の英文は、Maho が、オーストラリアでの2週間の「海外研修プログラム」(study abroad program)を終え、日本に帰ってきた際に英語で書いた作文である。この作文を読んで、あとの(1), (2)に答えなさい。

I joined a study abroad program in Australia. I stayed there for only two weeks, but this experience has changed my life.

I met two girls named Luisa and Ploy on the first day. Luisa was from Germany and Ploy was from Thailand. They were 15 years old, just like me. We had different languages, but we always communicated in English with gestures. We quickly became friends and spent a lot of time together.

On the first Sunday morning of the program, we joined a beach cleaning activity with local people and other members. There were a lot of plastic bags and other trash on the beach, so we picked them up. While we were cleaning, Luisa said, "Taking action is important. I want to join more cleaning activities like this when I go back to my country." Ploy agreed with her and said, "That's right. I am going to share this experience at my school and we can think about it together." I was a little surprised to know that they had their own ideas and expressed them in their own words. After we talked, I thought I should do more to protect the environment just like them.

In a class to learn about different cultures, we showed each other the traditional dances and clothes of our own countries. I wore a *yukata* and performed *bon* dance. Luisa and Ploy said to me, "That's very cool! We want to know more about Japanese culture!" When I heard this, I was surprised again and glad at the same time. Wearing a *yukata* and performing *bon* dance were not so special to me, but they were special to them. I was proud of Japan.

The last day of this program is the day I will never forget. Luisa, Ploy, and I went to the beach again. While we were playing volleyball on the beach, the sun started to go down, and the sunset over the sea was so beautiful. We could not say anything. But I thought that the three of us were touched by the scene. We came from different countries with different languages, but I thought we shared the same feelings.

Through this program, I learned that there are various people and various ideas in the world. However, there are also things that are the same, like the feelings we had when we watched the sunset on the beach. Now, I want to learn more about other countries. I also want to learn more about Japan. And someday, I want to talk more about our ideas with Luisa and Ploy in English.

(注)	gestures	ジェスチャー	cleaning activity	清掃活動
	expressed ~	~を表現した	bon dance	盆踊り
	at the same time	同時に	was proud of ~	~を誇りに思った
	sunset	夕焼け		

(1) 次の(a)～(d)の質問に対する答えとして、作文の内容に合う最も適切なものを、それぞれ1～4から1つずつ選び、記号で答えなさい。

(a) What did Maho, Luisa, and Ploy do while they were cleaning the beach?

- 1 They watched the sunset together.
- 2 They learned about the local people.
- 3 They made a lot of plastic bags.
- 4 They talked about the environment.

(b) What did Maho feel when she joined a class for learning about different cultures?

- 1 She was happy because she heard good comments from her friends.
- 2 She was sad because she could not dance in front of her friends.
- 3 She was touched because her friends performed *bon* dance.
- 4 She was excited because wearing a *yukata* was a special experience for her.

(c) Why will Maho never forget the last day of the program?

- 1 Because she enjoyed playing volleyball without seeing the sunset.
- 2 Because she never stopped talking to her friends.
- 3 Because she thought she had the feelings that her friends had.
- 4 Because she decided to tell her friends all her feelings in Japanese.

(d) What does Maho want to do in the future?

- 1 She wants to return to Australia and clean the beach again.
- 2 She wants to go to the beach in Japan and watch the sunset with her friends.
- 3 She wants to learn not only about foreign countries, but also about Japan.
- 4 She wants to meet various people without Luisa and Ploy.

(2) Maho は、「海外研修プログラム」中に撮った写真に、キャプション（短い説明文）を付けることにした。作文の内容に合うように、下線部①、②に入る適切な英語を1語ずつ書きなさい。ただし、() 内に与えられた文字で書き始めなさい。



When we were cleaning the beach,
I ①(r _____) that I should take action
to keep the environment clean!



When we were learning about different
cultures, Luisa and Ploy ②(i _____)
their traditional clothes to us!

- 6 Makoto のクラスでは、英語の授業で姉妹校の中学生とオンラインでディベートをしている。次の英文は、そのディベートの一部である。あなたが Makoto ならば、何を発言するか。ディベートの流れに合うように、 に発言の内容を書きなさい。ただし、下の【注意】に従って書くこと。

Chairperson: Are you ready, everyone? Today's topic is "Which is better for sharing important information, an e-mail, or a phone call?" First, we want to listen to people who think an e-mail is better.

Makoto: We think an e-mail is better. We have two reasons.

So, an e-mail is better for sharing important information.

Chairperson: Thank you. Next, we want to listen to people who think a phone call is better.

Tom: All right. We think a phone call is better. We have two reasons.

(中略)

So, a phone call is better for sharing important information.

Chairperson: Thank you. Now, it's time to ask each other questions.

(注) Chairperson 司会

【注意】

- ① ディベートの流れに合うように、20語以上30語以内の英語で書くこと。文の数はいくつでもよい。符号（.,?!など）は、語数に含めないものとする。
- ② 解答は、解答用紙の【記入例】に従って書くこと。