

令 和 7 年 度

公立高等学校入学者選抜

学 力 検 査

英 語

(第 4 時 13 : 00 ~ 13 : 50)

注 意

- 1 「始め」の合図があるまで、開いてはいけません。
- 2 解答用紙は、この表紙の裏面になります。
- 3 「始め」の合図があったら、この表紙を取り外し、表裏それぞれの面に受験番号を記入してから、解答用紙が表になるように折り返しなさい。
- 4 問題は、8 ページまであります。
- 5 問題は、第一問から第五問まであります。
- 6 答えは、全て解答用紙に書き入れなさい。
- 7 「やめ」の合図で、すぐ鉛筆をおきなさい。





























令和 7 年 度

公立高等学校入学者選抜学力検査問題

英 語

第 一 問 （放送によるテスト） 次の問題 1 から問題 4 に答えなさい。

問題 1 英語を聞いて、その内容を最も適切に表しているものを、それぞれア、イ、ウ、エの中から 1 つ選んで、その記号を解答用紙に書きなさい。

	ア	イ	ウ	エ																
1 番	<p>今週末の天気予報</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">土</td> <td style="padding: 5px;">日</td> </tr> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> </tr> </table>	土	日			<p>今週末の天気予報</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">土</td> <td style="padding: 5px;">日</td> </tr> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> </tr> </table>	土	日			<p>今週末の天気予報</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">土</td> <td style="padding: 5px;">日</td> </tr> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> </tr> </table>	土	日			<p>今週末の天気予報</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">土</td> <td style="padding: 5px;">日</td> </tr> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> </tr> </table>	土	日		
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第一問（放送によるテスト）は、次のページにつづきます。

問題2 咲 (Saki) とジョン (John) が会話をします。二人の会話は、問題用紙に示されている順に進みます。 に入る発言として最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。会話の のところでは、チャイム音が鳴ります。

1 番 Saki:
John:
Saki:
John: (チャイム音)

- ア By bus.
- イ Some T-shirts.
- ウ At 2 p.m.
- エ Near the station.

2 番 John:
Saki:
John:
Saki: (チャイム音)

- ア Yes, here's your bike.
- イ No, my mother is not here.
- ウ Of course, I'll help you.
- エ Thank you, but I'm OK.

問題3 佐藤先生 (Ms. Sato) と留学生のケビン (Kevin) が会話をします。そのあとで会話について3つの質問をします。それらの質問に対する答えとして最も適切なものを、それぞれア、イ、ウ、エの中から1つ選んで、その記号を解答用紙に書きなさい。

1 番 ア He feels it's exciting.
イ He feels it's helpful.
ウ He feels it's short.
エ He feels it's tough.

2 番 ア They can meet some popular actors.
イ They can play music with some local bands.
ウ They can draw anime characters in a building.
エ They can see many things made of snow.

3 番 ア He should talk about the festival to his family later.
イ He should take some pictures at the festival.
ウ He should go to the festival in warm clothes.
エ He should join the festival next year again.

問題4 来月、アメリカに帰国する予定の留学生のルーシー (Lucy) があなたに話しかけます。ルーシーの質問に対するあなたの答えを、英語で解答用紙に書きなさい。

第一問 (放送によるテスト) は、ここまでです。

第二問 次の1～3の問いに答えなさい。

1 次の(1)～(3)の二人の会話が成立するように、()に入る最も適切なものを、それぞれあとのア～エから1つ選び、記号で答えなさい。

(1) *Customer:* This bag is so cute. How () is it?

Clerk: It's 3,000 yen.

ア many イ much ウ long エ old

(2) *James:* Where is Fumiya? I can't find him.

Masaki: I think he is () soccer outside.

ア play イ plays ウ played エ playing

(3) *Child:* Dad, look. My clock doesn't () .

Father: Oh, maybe you should change the battery.

ア work イ live ウ see エ stay

2 次の(1)、(2)の二人の会話が成立するように、()内の語句を正しい順に並べかえ、(1)はア～エ、(2)はア～オの記号で答えなさい。ただし、文頭にくる語も小文字で示しています。

(1) *Mr. Ono:* (ア must イ run ウ not エ you) in the classroom, Adam. It's dangerous.

Adam: I'm sorry, Mr. Ono. I'll be careful.

(2) *Michiko:* Do you (ア it イ what ウ know エ is オ time) in London now? I want to call my aunt there.

Linda: Well, I think it's about 7 a.m.

- 3 次のチラシは、けやき市 (Keyaki City) が開催するイベントについてのものです。これを読んで、あとの(1)、(2)の () に入る最も適切なものを、それぞれア～エから1つ選び、記号で答えなさい。

〔チラシの一部〕

International Day 2025
Enjoy cultures of various countries!

DATE: Sunday, May 11
TIME: 10 a.m. ~ 4 p.m.
PLACE: Keyaki City International Center

Area A : FOOD

- Curry (India)
- Hamburgers (America)
- Fish and chips (the U.K.)

Area B : PERFORMANCE

- Dance (Brazil) 10 a.m. ~ 11 a.m.
- Drums (Japan) 1 p.m. ~ 2 p.m.
- Chorus (Kenya) 3 p.m. ~ 4 p.m.

Area C : ACTIVITY

- Wearing traditional clothes of New Zealand
- Making *origami*

Area D : MARKET

- Colorful bags produced in South Africa
- Kitchen goods around the world

- (1) If you want to get something to eat, you should go to () .
ア Area A イ Area B ウ Area C エ Area D
- (2) At the event, you can () .
ア watch dance performance in the afternoon
イ try Brazil's national food
ウ buy bags made in South Africa
エ borrow Japanese traditional clothes

第 三 問 次の英文は、高校生の拓真 (Takuma) が、英語の授業でスピーチをしたときのものです。この英文を読んで、あとの1～5の問いに答えなさい。

Today, I'll talk about how I changed my daily life. Before, I often got up late in the morning. I went to school after having a small breakfast, and I was sometimes sleepy at school.

One day in July, I found that my friend, Satoshi, was always *energetic at school. I asked him, “Satoshi, you look great every day. Do you do anything special?” He said, “I get up at five and study before breakfast. After spending the morning time for studying, I feel great all day.” I was surprised. Every day, he used ① it effectively and had a good start for the day!

I wanted to do something to have a better daily life, too, and I got an idea. Every October, our school has a *marathon race. Last year, I sometimes walked during the race. This time, I wanted to run through it. I said to my parents, “I’ll get up early and go jogging every morning.” They were surprised to hear ② my decision, but after I talked about the reason, my father smiled. He said, “Takuma, your *challenge may be tough, but you’ll get a good *habit if you continue doing it.”

I started jogging the next morning. At first, I was often sleepy, and didn’t want to get out of bed. “I can’t keep doing this,” I thought many times. But my parents supported my challenge by encouraging me before my jogging every day. “I won’t *give up,” I said to myself and continued jogging. A month later, I started to feel that getting up early was not so difficult. I ate more for breakfast every day. At school, I felt more energetic than before.

Two months went by and the day of the marathon race came. It was hard, but I finished it without walking! Now, I still run every morning. I’m *proud that I’ve been doing it for a long time. I realized that if we continue to do something, we can create a habit that gives us brighter days. Now, how about taking action for your better daily life?

<注> *energetic 活気に満ちた *marathon race マラソン大会 *challenge 挑戦
*habit 習慣 *give up あきらめる *proud that～ ～ということを誇りに思っ

1 下線部①が示す内容として最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

- | | |
|--------------------|----------------|
| ア school | イ breakfast |
| ウ the morning time | エ a good start |

2 下線部②が示す具体的な内容を、本文中から探して日本語で書きなさい。

3 次の質問に対する答えを、本文の内容に合うように英語で書きなさい。

What did Takuma’s parents do to support his challenge?

4 次のア～オを拓真のスピーチの流れに合うように並べかえ、記号で答えなさい。

- ア Takuma’s way of spending time started to change.
イ Takuma kept running through the marathon race.
ウ Takuma was satisfied with his long efforts to make a new habit.
エ Takuma learned how his friend spent the morning time.
オ Takuma didn’t eat much for breakfast in the morning.

5 次の英文は、拓真のスピーチを聞いた生徒が書いたコメントです。本文の内容をふまえて、
[] に入る最も適切なひとつづきの英語4語を、本文中から抜き出して書きなさい。

From your speech, I learned how to improve our daily lives. You said that it is important for us to [] because we can make a good habit as a result of doing that. I also want to make my daily life better, so I will read books every day to create my own habit.

第 四 問 次の英文は、高校生のトム (Tom)、幸太 (Kota)、サリー (Sally)、洋子 (Yoko) が、タブレット端末などの情報機器 (information devices) を学習で使うことについて、英語の授業で自分の意見を述べたときのものです。これらの英文を読んで、あとの 1～5 の問いに答えなさい。



Tom

Information devices are very useful for *learning. We can watch a lot of learning videos with our *tablet computers. I often watch short videos to study Japanese. Japanese is difficult, and before I started watching them, it wasn't easy to keep studying. But those videos have some *quizzes for beginners, so now I feel that ① studying Japanese is not so hard. I even enjoy studying it. As a result, I study it much longer than before. I hope my Japanese skills will be better.



Kota

I often use information devices for learning, but I'm careful about when I use them. Actually, I decided to stop using devices at 9 p.m. after I read some articles last year. They say that we sometimes can't sleep well if we keep watching *screens of devices at night, especially in the case of young people. They also say that some device users have headaches. Many people enjoy learning with devices, but it's important to think about when we should not use them.



Sally

At home, I use my information devices when I want to get useful information for my reports. I can do it easily on the internet. However, one day, I realized that I didn't have my own ideas in my report. I thought, "Can I call this my original report? Maybe I depend on the information from devices too much." Now, when I write a report, I use information from devices, but create my own original ideas, too. In our life, we sometimes face problems without easy answers. To solve them, we have to think a lot. We should remember this when we use devices.



Yoko

Information devices can give us new experiences in our learning. In the past, we didn't have many *chances to learn with people living abroad, but now, we can do it easily with such devices. I'm in the science club at school, and our club has started some research with high school students in Thailand *online. With our tablet computers, we *exchange ideas in English. Yesterday, I wanted to get some opinions for a slide I made. I asked, " ② this slide?" and a student in Thailand replied, "Good, but it's better to use more graphs." It's like real *face-to-face communication! If we didn't have these devices, we couldn't have such a great experience.

<注> *learning 学習 *tablet computer(s) タブレット端末 *quizzes ← quiz
 *screen(s) 画面 *chance(s) 機会 *online オンラインで
 *exchange～ ～を交換する *face-to-face communication 対面のコミュニケーション

1 情報機器を使用する上で注意すべき点について述べている人物の組み合わせとして、最も適切なものを、次のア～エから1つ選び、記号で答えなさい。

ア Tom — Kota

イ Tom — Yoko

ウ Kota — Sally

エ Sally — Yoko

2 下線部①のようにトムが感じている理由を、本文の内容から具体的に日本語で書きなさい。

3 次の(1)、(2)の質問に対する答えを、本文の内容に合うように英語で書きなさい。

(1) What did Kota do after he read some articles last year?

(2) When does Sally use her information devices at home?

4 本文中の ② に入る適切な内容を考えて、英語で書きなさい。

5 次の英文は、4人の意見を聞いた果穂(Kaho)とマイク(Mike)の会話です。本文の内容をふまえて、あとの(1)~(4)の問いに答えなさい。

Kaho:	From their opinions, we can think about information devices a lot.
Mike:	I'm interested in Tom's opinion. He said that he (①) his studying time with the devices. I want to know more about his experience.
Kaho:	Well, I think we should also listen to Kota's opinion as device users. He talked about the relationships between the device use and the users' ② .
Mike:	That's true. Also, I think we should not miss Sally's message, " ③ ." It's important for all of us.
Kaho:	Right. And I'm interested in Yoko's opinion. She said that ④ . I want to enjoy learning with foreign people, too.
Mike:	Well, from the students' opinions, we should look for better ways to use devices.

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

ア checked イ increased ウ planned エ showed

(2) ② に入る最も適切なものを、次のア~エから1つ選び、記号で答えなさい。

ア learning behaviors イ language skills
ウ ideas about young people エ health conditions

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

ア It's important to use devices when we try to find answers for problems easily
イ We have to keep using devices to create our own original ideas for reports
ウ We should use our brains without depending on information from devices too much
エ It's better for us to stop using devices and learn a lot from people around us

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

ア information devices are very effective when we want to improve our English
イ something difficult before has become easier thanks to information devices
ウ it's necessary for high school students to do research with information devices
エ a lot of students should talk with foreign people without information devices

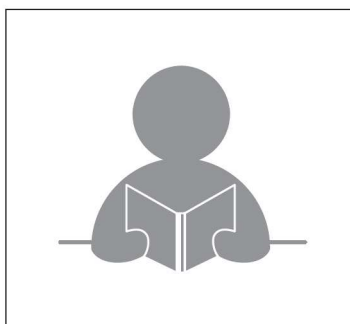
第 五 問 ある学校の英語部では、誰にとってもわかりやすい校舎案内図（school map）を作っており、その中に記載するシンボルマーク（symbol）の1つについて、次のような掲示物で意見を募集しています。この英文を読んで、質問に対するあなたの意見を、**3文以上の英語**で書きなさい。

〔掲示物の一部〕

School Library Symbol

Look at the symbol below. For a new school map, we have made this as a school library symbol. We hope many people will understand that this symbol means the library.

< symbol >



Now, please tell us your opinions to the questions below.

Do you think people can understand this symbol easily? Why do you think so?