

令和 7 年度

神奈川県公立高等学校入学者選抜学力検査問題

共通選抜 全日制の課程（追検査）

I 外国語（英 語）

注 意 事 項

- 1 開始の合図があるまで，この問題冊子を開いてはいけません。
- 2 問題は 問 8 まであり，1 ページから 14 ページに印刷されています。
- 3 解答用紙の決められた欄に解答しなさい。
- 4 数字や文字などを記述して解答する場合は，解答欄からはみ出さないように，はっきり書き入れなさい。
- 5 マークシート方式により解答する場合は，選んだ番号の ○ の中を塗りつぶしなさい。
- 6 英語で答える場合は，活字体でも筆記体でもかまいません。
- 7 終了の合図があったら，すぐに解答をやめなさい。

受 検 番 号

番

問１ リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。）

(ア) チャイムのところに入るサトシの言葉として最も適するものを、次の１～４の中からそれぞれ一つずつ選び、その番号を答えなさい。

- No. 1
1. Mr. Tanaka did.
 2. I like reading books.
 3. I'll sell this one.
 4. I like Ms. Green.

- No. 2
1. I checked it on the website.
 2. I couldn't get any information.
 3. I didn't know how to open the window.
 4. I saw the fireworks near the school.

- No. 3
1. Yes, I lost my train ticket in Osaka.
 2. No, we visited her this December.
 3. Yes, I'm going to see her next summer.
 4. No, there isn't.

(イ) 対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの１～４の中から一つずつ選び、その番号を答えなさい。

- No. 1 **Question : What are Sam and Mako going to do next?**
1. They are going to make a plan to play tennis on Tuesday.
 2. They are going to talk to a tennis club member.
 3. They are going to check when the dance club practices.
 4. They are going to join Japanese lessons together.

- No. 2 **Question : What can we say about Mako?**
1. She has taken part in the speech contest with Sam.
 2. She had no time to practice her speech.
 3. She won the first prize in the speech contest.
 4. She hopes she will become a better speaker.

(ウ) ALT のクオモ先生 (Mr. Cuomo) が帰国前の最後の英語の授業でスピーチを行います。スピーチを聞いて、次のNo.1 とNo.2 の問いに答えなさい。

No.1 スピーチを聞いて生徒が作った次の<メモ>を完成させるとき、① ～ ③ の中に入れるものの組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

<メモ>

Mr. Cuomo's Message

☆ His plan : To work as ① teacher in his country

☆ To find what you want to do :

1. ②

2. try different things

3. ③

- | | | |
|-----------------|----------------------------|-----------------------------------|
| 1. ① an English | ② study English hard | ③ communicate with others |
| 2. ① an English | ② know more about yourself | ③ learn from your own experiences |
| 3. ① an English | ② study English hard | ③ learn from your own experiences |
| 4. ① a Japanese | ② know more about yourself | ③ learn from your own experiences |
| 5. ① a Japanese | ② study English hard | ③ communicate with others |
| 6. ① a Japanese | ② know more about yourself | ③ communicate with others |

No.2 次の **Question** の答えとして最も適するものを、あとの1～4の中から一つ選び、その番号を答えなさい。

Question : What is the most important message from Mr. Cuomo?

1. You should study languages with different people.
2. You should take action to create your future.
3. You should change other people's way of thinking.
4. You should ask questions about the fun of learning.

問2 次の(ア)～(ウ)の対話が完成するように、()の中に入れるのに最も適するものを、あとの1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) A : What do you do for the ()?

B : I always use my own shopping bag. I'd like to do good things for nature.

1. audience 2. calligraphy 3. environment 4. moment

(イ) A : I heard you stayed in the U.S. for six months. How was it?

B : Sometimes I () my family in Japan, but I really enjoyed living there.

1. continued 2. missed 3. picked 4. wrapped

(ウ) A : Mom, I'll go to the library by bike.

B : At this time, there are many cars, so be () when you ride your bike on the street.

1. careful 2. necessary 3. quiet 4. weak

問3 次の(ア)～(エ)の対話が完成するように、()の中に入れるのに最も適するものを、あとの1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) A : Can we change our plan and do something else today?

B : Sure. It () since this morning, so let's stay home and watch a movie.

1. has been raining 2. rain 3. rained 4. will rain

(イ) A : If you had five million yen now, what () you do?

B : Well, let me think. I'd like to travel around the world.

1. did 2. does 3. will 4. would

(ウ) A : There're many old houses around here.

B : Yes. That house over there with small windows () a hundred years ago.

1. build 2. have built 3. was built 4. were building

(エ) A : What's your favorite place in Kamome City?

B : I like the Kamome River. I especially like the cherry blossoms () the river. I love walking there in spring.

1. along 2. among 3. during 4. until

問 4 次の(ア)～(エ)の対話が完成するように、() 内の六つの語の中から五つを選んで正しい順番に並べたとき、その() 内で 3 番目と 5 番目にくる語の番号をそれぞれ答えなさい。(それぞれ一つずつ不要な語があるので、その語は使用しないこと。)

(ア) A : What's your hobby?

B : My hobby is baking bread at home. I'd like (1. at 2. be 3. better 4. making 5. to 6. bake) bread.

(イ) A : What a nice picture!

B : This is a picture (1. mountain 2. climbed 3. I 4. of 5. taking 6. the) this summer.

(ウ) A : When I see you, you are always reading a book.

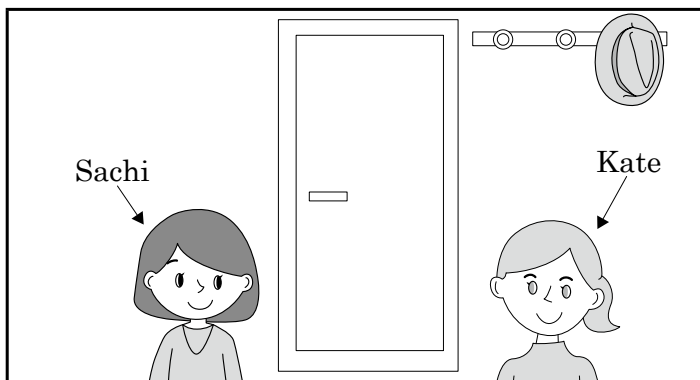
B : Yes. I like reading books. I always (1. read 2. with 3. to 4. something 5. between 6. bring) me.

(エ) A : Do you (1. who 2. is 3. at 4. know 5. speak 6. will) tomorrow's event?

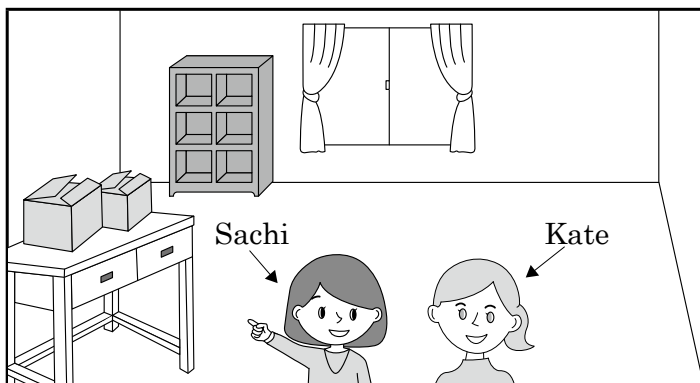
B : Yes. Mr. Brown will be the speaker.

問5 次のA～Cのひとつづきの絵と英文は、サチ（Sachi）とケイト（Kate）の会話を順番に表しています。Aの場面を表す＜最初の英文＞に続けて、Bの場面にふさわしい内容となるように、の中に適する英語を書きなさい。ただし、あとの＜条件＞にしたがうこと。

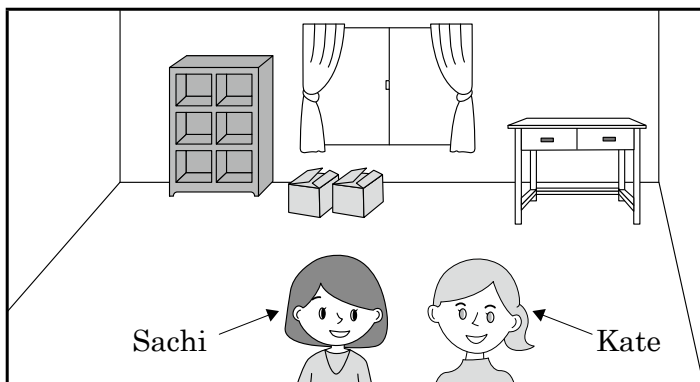
A

	<p>＜最初の英文＞</p> <p>Sachi planned to *rearrange her room. Her friend, Kate, came to help her.</p>
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B

	<p>Sachi said, "I'd like to move my desk next to the window because it's brighter there. Kate, could you move those boxes on the desk?" Kate answered, "Sure," and asked, "<input type="text"/></p>
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C

	<p>Sachi answered, "By the new *bookshelf, please." Kate said, "OK," and moved the boxes there. Then, Sachi moved her desk.</p>
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＜条件＞

- ① me と want を必ず用いること。
 - ② ①に示した語を含んで、内を6語以上で書くこと。
 - ③ put them? につながる1文となるように書くこと。
- ※ 短縮形（I'm や don't など）は1語と数え、符号（, など）は語数に含めません。

問6 次の英文は、高校生のハルカ (Haruka) が英語の授業でクラスの生徒に向けて行ったスピーチの原稿です。英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

One day, when I was walking from the *entrance to the *elevator in my *apartment building, I heard a sound and thought “someone” was behind me. When I looked back, I realized it was a small white *robot! It had cute eyes and looked friendly. The robot and I got on the elevator. We *got off on the same floor. The robot continued to move, so I wanted to know where it was going. While I was watching it, it stopped in front of my neighbor’s door. Then, my neighbor opened the door. She said to the robot, “Hello!” When she touched the *screen on the robot, the *top of it opened. She took a small *package from it. After that, the robot said, “Thank you!” and went back to the elevator. At that time, I realized it was a *delivery robot. But (①). Later, my parents told me the reason.

My city started to use delivery robots to help delivery staff carry packages. Please look at this Picture. There are three delivery robots and they go around *by themselves in my apartment building. At the entrance of the apartment building, a delivery person puts a package into a delivery robot, and it carries the package to the *customer. From this experience, (②). Then, I realized there were many delivery problems in Japan.



Today, many people are buying things on the Internet. However, there are not enough people who *deliver all those things to customers. In fact, these days, the number of delivery staff is getting smaller. Delivery robots were developed to improve delivery staff’s difficult working *conditions. Maybe delivery robots will be used all over Japan to deliver all kinds of packages in the future. But there are still problems with delivery robots. For example, they cannot carry large packages because the robots are not so big. Because of this, delivery staff are still needed. So, (③).

There is another problem that makes delivery staff’s work more difficult. Please look at this *graph. The graph shows the number of delivered packages went up from 2017 to 2023 in Japan. In 2023, about 5 *billion packages were delivered. This graph also shows the *percentage of *redelivery. Redelivery means a delivery person has to visit a customer two or more times to deliver a package because the customer is not at home. This percentage went down from 2017 to 2023. However, it was still about eleven percent in 2023. This means about 500 million packages were delivered two or more times by delivery staff in 2023. This number is still very large.

* entrance : 玄関 elevator : エレベーター apartment building : アパート robot : ロボット
got off : 降りた screen : 画面 top : 一番上の部分 package : 小包 delivery : 配達
by themselves : それら自身で customer : 客 deliver ~ : ~を配達する conditions : 条件
graph : グラフ billion : 10 億の percentage : 割合 redelivery : 再配達

What can we do now to make delivery staff's work easier? Let me suggest two things. First, *set the delivery date and time, and be at home to receive your package. Second, if no one is at home during the *day or in the evening, ask a delivery person to deliver your package to a convenience store near your house. Then, you can receive it there. If you do these things, I think you will improve the working conditions of delivery staff.

After seeing that delivery robot in my apartment building, I started to learn about delivery problems in Japan and thought about the things we can do to solve them. Some problems will be solved by using technology, but there are still easy and effective things that we can do now. Though the things we can do may be small, it is important to think about the problems happening around us and try to find what we can do to solve them.

(ア) 本文中の (①) ～ (③) の中に、次の A ～ C を意味が通るように入れるとき、その組み合わせとして最も適するものを、あとの 1 ～ 6 の中から一つ選び、その番号を答えなさい。

A. I became interested in delivery robots and started to learn more about them

B. delivery robots are not the prefect answer now to solve delivery problems in Japan

C. I didn't know why the delivery robot was used in my apartment building

1. ①-A ②-B ③-C

2. ①-A ②-C ③-B

3. ①-B ②-A ③-C

4. ①-B ②-C ③-A

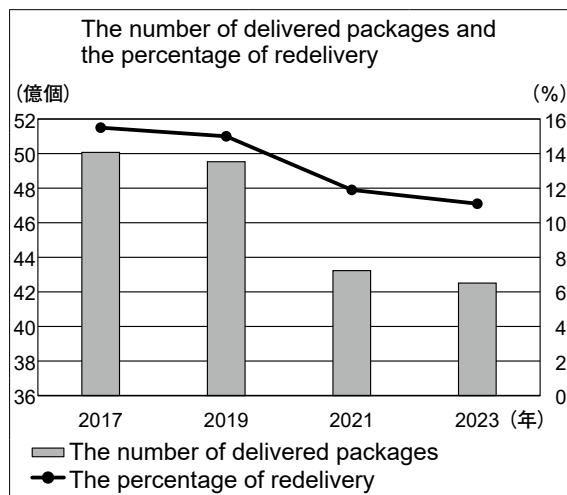
5. ①-C ②-A ③-B

6. ①-C ②-B ③-A

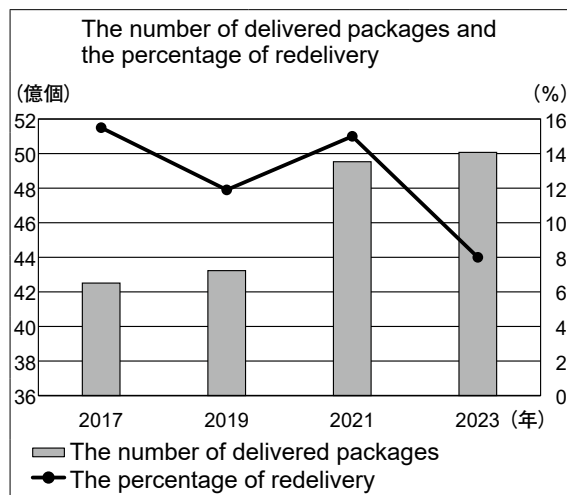
* set ～ : ～を指定する day : 昼間

(イ) 本文中の —— 線部が表す内容として最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

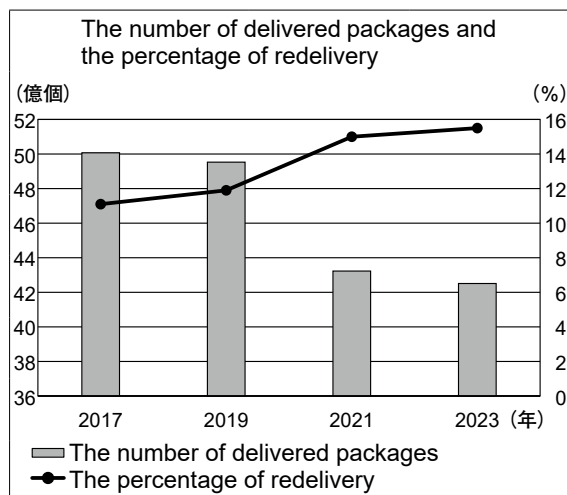
1.



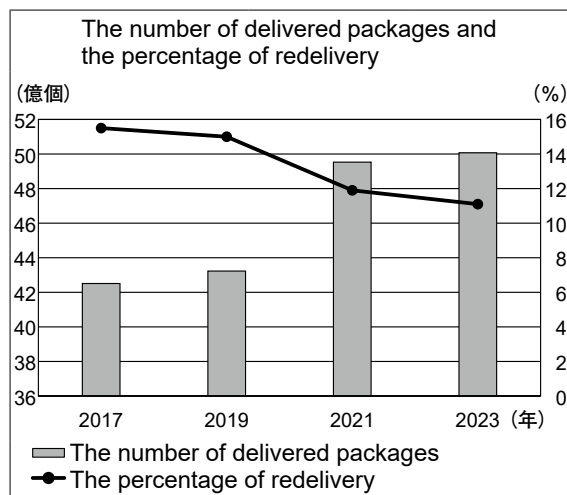
2.



3.



4.



(ウ) 次の a～f の中から、ハルカのスピーチの内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの 1～8 の中から一つ選び、その番号を答えなさい。

- Haruka taught her parents why delivery robots were used in her apartment building.
- Haruka found using delivery robots made the working conditions of delivery staff harder.
- Haruka knows that the number of delivery staff is going up these days.
- Haruka said the number of packages that were delivered two or more times was small.
- Haruka recommended useful things people can do to help delivery staff.
- Haruka believes taking small steps is effective to solve some problems.

- | | | | |
|----------|----------|----------|----------|
| 1. a と c | 2. a と e | 3. a と f | 4. b と c |
| 5. b と d | 6. c と f | 7. d と e | 8. e と f |

問7 次の(ア)の英文と本のリスト (Book List), (イ)の英文とチラシ (Flyer) について, それぞれあとの **Question** の答えとして最も適するものを, 1～5の中からそれぞれ一つずつ選び, その番号を答えなさい。

(ア)

Maki and Sara are Kaede High School students. They are talking about the books which Maki recommends to Sara after school.

Maki: Hi, Sara. I checked some websites to make this book list for you. I have already read all the books on this list, so you can ask me anything about them.
 Sara: Thank you, Maki! I want to read more books to improve my Japanese.
 Maki: Yes, reading is a good way to learn Japanese. Which book would you like to read first?
 Sara: Well, all these books on the list look interesting to me. Oh, I know “Astronauts Z.” I’ve read it before.
 Maki: I see. How about “Japanese Tea?” You like tea, right? You can learn Japanese history and culture from this book.
 Sara: That sounds interesting. But it looks difficult. Maybe, after learning more Japanese, I’ll try to read it.
 Maki: OK. How about this one? I know you’re interested in fashion. This book is about a famous fashion designer’s life. It has three stars though it has more *pages than the other books. I think it is good for you.
 Sara: Sounds good. Oh, there’s another three-star book. It’s also *nonfiction. How was it?
 Maki: It’s not as long as the one about the designer. It’s full of many short stories about funny things that happened to a man.
 Sara: That’s interesting! I like short stories because I can finish reading each story quickly. I’ll start reading this one.
 Maki: After reading that one, I recommend this book. This four-star book was written by a famous writer. It’s a *fantasy story. It is your favorite *genre, right?
 Sara: Yes! Thank you.

Book List

*Title	Genre	Pages	Easy	Difficult
			★ ~ ★★★★★★	★★★★★★
Astronauts Z	Comic	200	★★	
2007	Nonfiction	200	★★★	
Japanese Tea	History	300	★★★★★	
The Garden	Fantasy	350	★★★★★	
Dream	Nonfiction	400	★★★	

Question : Which book will Sara read first?

1. Astronauts Z. 2. 2007. 3. Japanese Tea. 4. The Garden. 5. Dream.

* pages : ページ nonfiction : ノンフィクション fantasy : ファンタジー genre : ジャンル

Title : タイトル

(1)

Taku and Tom are classmates in Kamome Junior High School. They are sending messages to each other on their *smartphones after school.

Taku: Hi, Tom. Would you like to visit Kamome High School with me?

Tom: Sure!

Taku: Here is the flyer. Which day is good for you?

Tom: I have art club meetings in July, so August is better for me.

Taku: August is good for me, too! I want to see the volleyball club. How about going there together?

Tom: OK! I hear this school has a great library, so I want to take the school *tour.

Taku: There are three. Which one do you want to join?

Tom: The earliest one. If we finish everything in the morning, we can have lunch together after that.

Taku: Sounds nice! Which *mock class are you interested in joining?

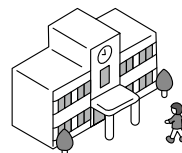
Tom: I want to see how the art classes are taught.

Taku: OK, let's do that!

Flyer

Kamome High School *Open House

Date: July 27, August 2, or August 10



Club Activities 9:00 a.m. - 9:30 a.m.	
July 27	Soccer, Baseball, or Dance
August 2	Swimming, Basketball, or Music
August 10	Tennis, Volleyball, or Soccer

Time	Mock Classes	School Tours
10:00 a.m. - 10:30 a.m.	History or Chinese	Tour A
11:00 a.m. - 11:30 a.m.	Art or English	Tour B
1:30 p.m. - 2:00 p.m.	Math or Music	Tour C
☆ You can choose a mock class or a school tour for each *time period.		

Question : Which day, school tour, and mock class are Taku and Tom going to choose?

1. July 27, Tour B, and Math.
2. August 2, Tour A, and Art.
3. August 2, Tour C, and Art.
4. August 10, Tour A, and Art.
5. August 10, Tour A, and English.

* smartphones : スマートフォン

tour : 見学

mock class : 体験授業

Open House : 学校説明会

time period : 時間帯

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Yamato and Mana are Kamome High School students. They are talking in the classroom after school. Then, Ms. Smith, their English teacher, talks to them.

Ms. Smith: Hi, Yamato and Mana. What are you doing?

Yamato: Hi, Ms. Smith. We are talking about our presentation next week. We're going to go to a meeting with *shop owners on Kamome *Shopping Street and give a presentation.

Ms. Smith: What's your presentation about?

Mana: It's about the way to make Kamome Shopping Street *lively again.

Ms. Smith: That's interesting!

Mana: Have you ever been to Kamome Shopping Street, Ms. Smith?

Ms. Smith: Oh, yes. I sometimes go there to buy some vegetables and fish. But I remember there are some shops that *closed down.

Mana: You're right. Like Kamome Shopping Street, the number of shops that closed down in Kamome Town is going up. One of the reasons is the number of visitors. Look at the *graph. ① Graph 1 shows the problems which the shopping streets in Kamome Town have. 43.6% of the shop owners on the shopping streets think the number of visitors is small. This is a big problem for them. Also, 41.1% of the shop owners think the *aging of shop owners is another problem. They cannot find anyone who will help them keep their shop open.

Yamato: There are many shops which have a long history on Kamome Shopping Street. Also, the shop owners are always kind and friendly. Mana and I feel sad because so many shops have closed down on this street, and we are afraid of losing them. So, we want to find some ways to improve this situation.

Ms. Smith: I see.

Mana: Two weeks ago, Yamato and I went to Kamome Shopping Street and met a fish shop owner, Mr. Tanaka. He is the team *leader of "Gambaro Kamome Shopping Street (GKSS)." He asked us to join their team meeting and share our ideas with them.

Ms. Smith: Sounds good! I hope you will make a good presentation there. Good luck!

A few weeks later, Yamato and Mana are talking with Ms. Smith after school.

Ms. Smith: Hi, Yamato and Mana. How was your presentation?

Yamato: Hi, Ms. Smith! I think it was successful.

Ms. Smith: That sounds nice!

Mana: Yes. In our presentation, we talked about services for tourists from foreign countries.

* shop owners : 店主 Shopping Street : 商店街 lively : 活気のある closed down : 閉店した
graph : グラフ aging of ~ : ~の高齢化 leader : リーダー

Ms. Smith: Could you tell me more?

Mana: Yes. A lot of tourists from other countries come to Japan these days. Actually, this number is going up. We talked about their reasons for visiting Japan. One graph that I found on the Internet shows that the most popular reason is *experiencing Japanese culture. So, we think more tourists will visit the shopping street if we give them unique *cultural experiences.

Ms. Smith: That's interesting, but how are you going to do that?

Mana: We talked about two points. My idea is this. Every weekend, GKSS will have special events. Shop owners will teach cultural classes with the students of our school at their shops. For example, the Japanese *sweets shop owner will teach visitors how to make Japanese sweets. Then, the members of the *tea ceremony club from our school will make *matcha* for visitors from foreign countries and teach them how to drink it. Tourists will learn about Japanese culture, and students will also communicate with people from all over the world.

Ms. Smith: How nice! Interesting events will bring more people to Kamome Shopping Street. What did you talk about, Yamato?

Yamato: I talked about sharing information about Kamome Shopping Street with foreign tourists by using SNS, blogs, and *video-sharing sites. Look at ② Graph 2. It shows many tourists use video-sharing sites to get information for their trip. Also, 32.5% of tourists said they got their travel information from SNS. The *percentage of people who get their information from *guidebooks is the smallest. From this graph, I think using SNS is very effective.

Ms. Smith: Sounds interesting! What will you *post on SNS?

Yamato: We think it will be great for tourists to learn about the history of each shop and its owner. Through this, . I believe this will make the shopping street lively again.

Mana: I think it is good for the students of our school to know about the shops and people working there, too.

Yamato: Yes. By doing these things, we hope the number of people visiting Kamome Shopping Street will go up.

Ms. Smith: Your ideas are good, Yamato and Mana! I'm very proud of you. Great job!

* experiencing ~ : ~を経験すること cultural : 文化的な sweets : 甘い菓子 tea ceremony club : 茶道部
video-sharing sites : 動画サイト percentage : 割合 guidebooks : ガイドブック post ~ : ~を投稿する

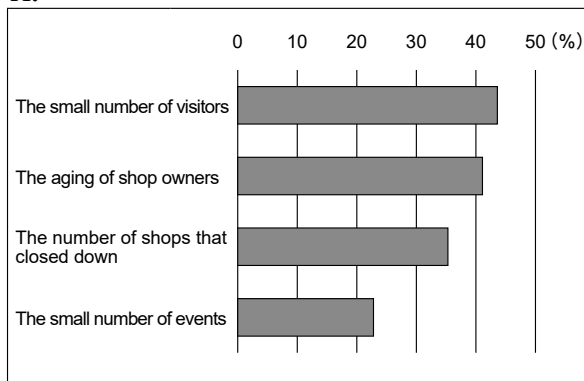
(ア) 本文中の——線①と——線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～9の中から一つ選び、その番号を答えなさい。

ア群

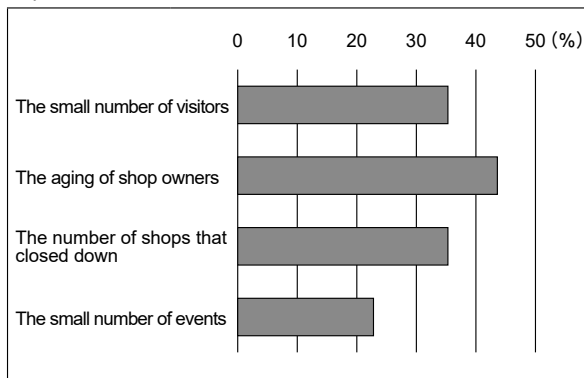
Graph 1

What problems do shopping streets in Kamome Town have?

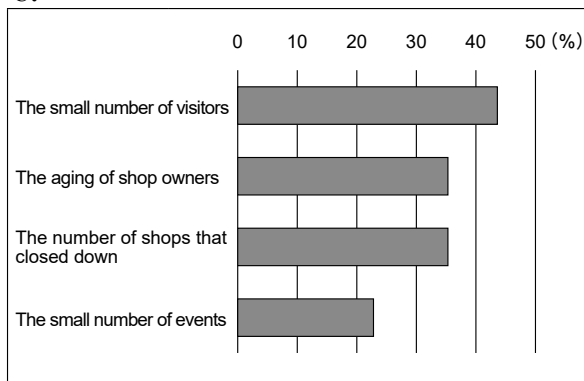
A.



B.



C.

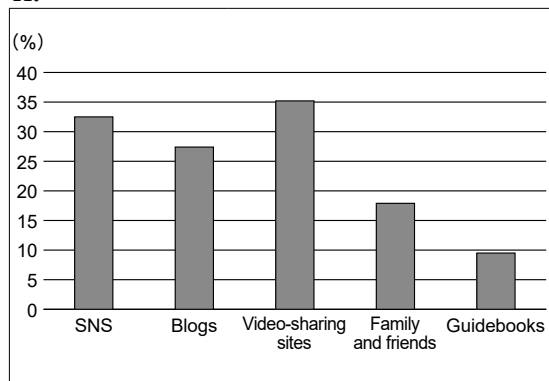


イ群

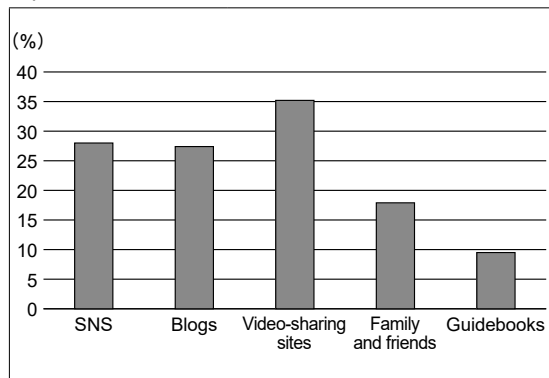
Graph 2

Where did you get information about your trip to Japan?

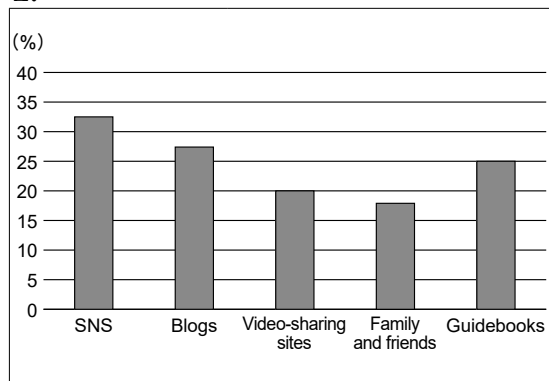
X.



Y.



Z.



- | | | | | | |
|----------|-------|----------|-------|----------|-------|
| 1. ① : A | ② : X | 2. ① : A | ② : Y | 3. ① : A | ② : Z |
| 4. ① : B | ② : X | 5. ① : B | ② : Y | 6. ① : B | ② : Z |
| 7. ① : C | ② : X | 8. ① : C | ② : Y | 9. ① : C | ② : Z |

(イ) 本文中の の中に入れるのに最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

1. tourists will know how to join the unique cultural events at Kamome Shopping Street
2. tourists will become more interested in Kamome Shopping Street
3. tourists will get information about the post office on Kamome Shopping Street
4. tourists will learn how to post their own pictures on SNS

(ウ) 次の a～f の中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの 1～8 の中から一つ選び、その番号を答えなさい。

- a. Yamato and Mana were talking about the way to Kamome Shopping Street.
- b. Yamato and Mana are worried about losing the shops on Kamome Shopping Street.
- c. Yamato and Mana helped GKSS members make a presentation about Kamome Shopping Street.
- d. Yamato and Mana realized the number of tourists from other countries to Japan was going down.
- e. Mana talked about special cultural events at Kamome Shopping Street to bring more tourists.
- f. Ms. Smith taught Yamato and Mana how to make Kamome Shopping Street lively again.

- | | | | |
|----------|----------|----------|----------|
| 1. a と b | 2. a と c | 3. a と f | 4. b と d |
| 5. b と e | 6. c と f | 7. d と e | 8. e と f |

(問題は、これで終わりです。)

