

令和 7 年 度

群馬県公立高等学校

入学者選抜学力検査問題

英 語

— 注 意 事 項 —

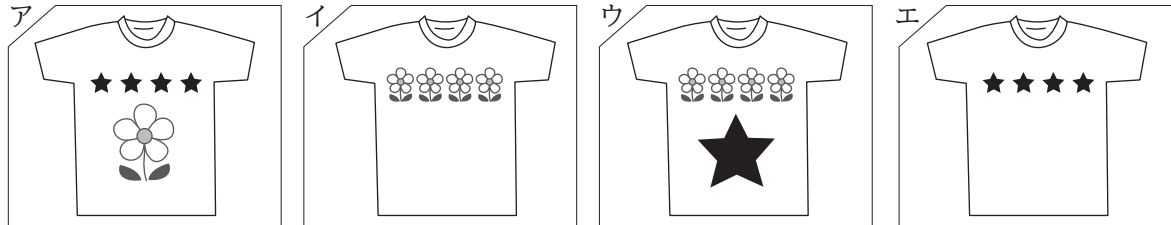
- 1 検査開始の指示があるまで，問題用紙を開かないこと。
- 2 解答は，解答用紙の決められた枠の中に，はっきりと記入すること。
- 3 検査終了の指示があったら，直ちに筆記用具を置き，問題用紙と解答用紙の両方を机の上に置くこと。
- 4 問題は，1 ページから 9 ページまであります。
- 5 \* が付いている語句は，後に（注）があります。
- 6 1，2 の放送を聞いて答える問題は，メモをとってもかまいません。

1 [PartA] と [PartB] について答えなさい。

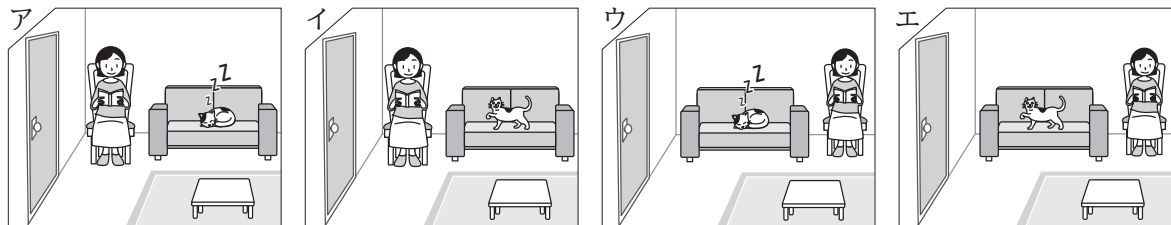
[PartA]

これから、No.1とNo.2について、英語による対話や説明が流れます。その内容を最も適切に表しているものを、それぞれア～エの中から選びなさい。英文は1度だけ放送されます。

No.1

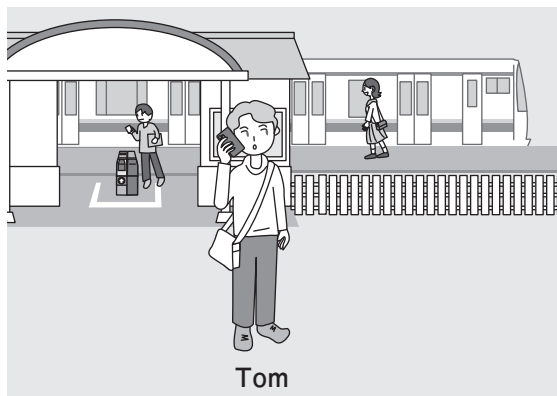


No.2



[PartB]

留学生のTomは、Takuyaとの待ち合わせ場所に向かってるところです。これから、Tomの携帯電話に録音されたTakuyaからのメッセージが流れます。流れてくるメッセージを聞き、TakuyaがTomに伝えた新たな待ち合わせ場所を、ア～エの中から選びなさい。英文は1度だけ放送されます。



ア the department store

イ the library

ウ the station

エ the theater

## 2 [PartA] と [PartB] について答えなさい。

### [PartA]

これから、No.1 と No.2 について、それぞれ John と Kana の 2 人の対話が流れます。Kana が 2 度目に発言する部分で次のチャイムを鳴らします。(チャイム音) チャイムの部分の発言として最も適切なものを、それぞれア～エの中から選びなさい。英文は 2 度放送されます。

No.1

John: . . . . .	ア I want to see him soon.
Kana: . . . . .	イ I talked with him last year.
John: . . . . .	ウ He is my friend in America.
Kana: <input type="text"/>	エ I hope you will like the new ALT.

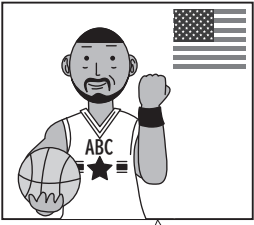
No.2

John: . . . . .	ア The bus came here 10 minutes ago.
Kana: . . . . .	イ The bus will come here at 9 o'clock.
John: . . . . .	ウ We have been on the bus for 20 minutes.
Kana: <input type="text"/>	エ We have been waiting here for 20 minutes.

### [PartB]

これから、中学生の Jun が英語の授業で行った発表が流れます。Jun は地元のプロバスケットボールチームに所属する選手にインタビューをし、その内容をポスターにまとめました。次の【ポスター】は、発表の時に使われたものです。発表を聞いて、【ポスター】の中の  A  ~  C に当てはまるものとして最も適切なものを、それぞれア～エの中から選びなさい。また、発表の内容に合うように、 D の部分に入る英語を書きなさい。英文は 2 度放送されます。

#### 【ポスター】

<b><u>My Favorite Basketball Player</u></b>	
▷ Team: Gunma ABC Stars	
▷ Uniform Number: <input type="text"/> A	
How does he spend his day?	<b>Mike</b>
6 a.m. — Sleeping — Getting up —	
9 a.m. — Eating breakfast	
↑ Practicing with team members ↓	
3 p.m. — Eating lunch	
↑ Practicing alone ↓	
6 p.m. — <input type="text"/> B —	・ <input type="text"/> C is the most important for me. ・ The messages from my fans help me <input type="text"/> D.
8 p.m. — Free time	
10 p.m. — Sleeping	

- A ア 6  
イ 13  
ウ 15  
エ 30
- B ア Eating dinner  
イ Watching movies  
ウ Watching basketball games  
エ Playing basketball with friends
- C ア Eating  
イ Practicing  
ウ Sleeping  
エ Talking

- 3 中学生のMasakiが、ALTのMs. Smithと会話をしています。会話中の(1), (2)には、Ms. Smithからの質問に対するMasakiの答えを、(3)にはMasakiからMs. Smithへの質問を、前後の会話や絵を参考にして、それぞれ書きなさい。ただし、(1)~(3)の下線部にはそれぞれ3語以上の英語を書くこと。



Are you free now?

(1) \_\_\_\_\_

I have time to talk with you. Why?



I have a question.

What do you like to do after school?



(2) \_\_\_\_\_



Me, too.

I found an interesting book yesterday.

Oh, really?

What's the name of the book?



It is called *The Night Mountain*.

Do you know it?

No, I don't.

(3) \_\_\_\_\_



The Japanese writer, Ogiwara Hana did.

I see.

I want to read it next time.



- 4 次の英文は、中学生のSayakaが、英語の授業で休日のできごとについて書いた文章の一部です。これを読んで、英文の意味が通るように、( ア ) ~ ( オ ) に当てはまる単語を後の〔 〕内からそれぞれ選び、必要があれば適切な形に変えて1語で書きなさい。

Last week, I ( ア ) to Kyoto with my family. We visited many famous places, such as temples and shrines. We walked around them for a few hours. The \*scenery was really nice. We enjoyed ( イ ) the beautiful scenery around the old temples and shrines.

After lunch, we visited an old house called \**Kominka*. It was built about 100 years ago. It \*was renovated into a coffee shop two years ago. We ( ウ ) coffee and had cakes there. They were really good.

I was surprised to know that some old Japanese houses were renovated into \*hotels in many parts of Kyoto. I've never ( エ ) at any of these hotels, but I'd like to do so someday.

From our trip to Kyoto, I've learned that something new can be created from something old. And we can ( オ ) using the new thing created from the old one. I'd like to find more examples of new things created from old ones.

(注) scenery 景色    *Kominka* 古民家    be renovated into ~ ~に改装される    hotel ホテル

〔 continue      drink      go      hear      hope      see      stay 〕

5 次の英文は、中学生のSakiとその父が、Sakiの家にホームステイしているMaryと回転寿司店（*kaiten-sushi restaurant*）で交わした会話の一部です。また、【Menu】（メニュー）は、その時に3人が見ていたものです。英文を読んで、後の(1)～(3)の問いに答えなさい。

Mary: I have wanted to come here, but I'm sad now.

Saki: Why?

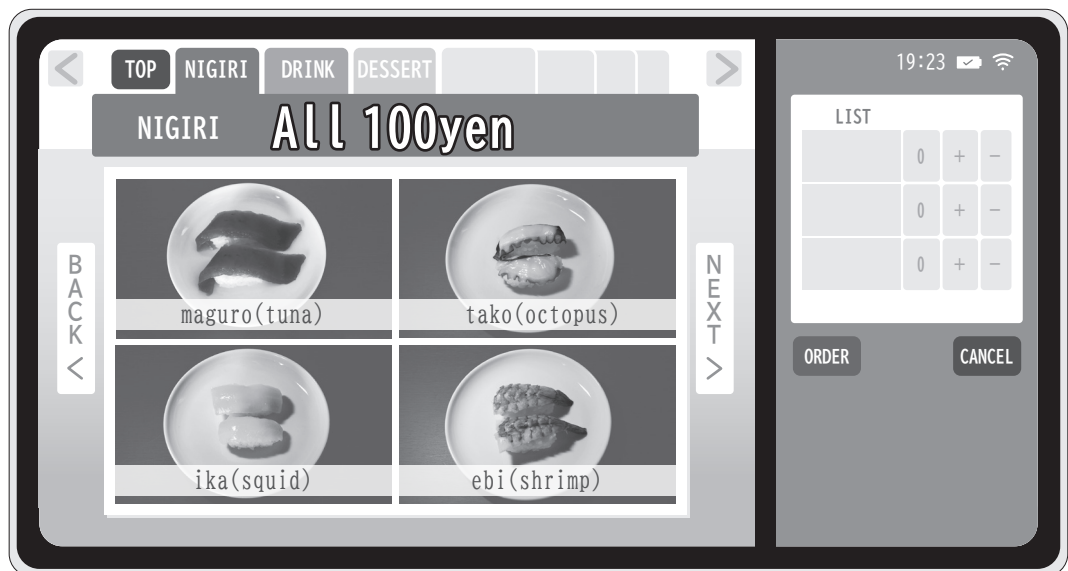
Mary: Because I don't see any *sushi* on the \*lane. Does that mean we can't eat *sushi*?

Saki:  A We can \*order *sushi*. Let's use this \*tablet. The menu is written in English.

Mary: OK! Let's check it.

Mary and Saki are choosing *sushi* on the tablet.

【Menu】



Mary: Oh, there are many kinds of *sushi*. Have you decided what to order?

Saki: Well, I decided to order *maguro* and *ika*. Mary, can you order them?

Mary: How can I do it?

Saki: You just need to touch the picture of the *sushi* that you want to order.

Mary: I see. It's so easy. I could order them easily. It's fun. I ordered *maguro* for myself, too.

Saki: Nice! *Maguro* is loved by many people in Japan. I hope you will like it! How about you, Dad?

Saki's father: I want to eat *ebi*.

Mary: OK. Oh, wait. I can't order it. The message "You can't order now" is on the \*screen. Why? Are the staff members too busy?

Saki's father: No, they aren't. But in this restaurant, we can order only three dishes of *sushi* \*at a time. Do you know the reason, Saki?

*Saki*: Well, we sometimes can't finish eating all the *sushi* when we order too much. If we can't finish eating, that *sushi* will become food \*waste.

*Saki's father*: B So, by using the tablet, we can \*reduce food waste. Also, *sushi* restaurants collect each day's \*data through the tablet. It is useful to know how much *sushi* to make for the next day. By using the data, *sushi* restaurants have reduced food waste, too.

*Mary*: I see. Food waste is one of the biggest problems in the world. But some restaurants are trying to \*solve it.

*Saki*: At a restaurant, we should order only \*as much as we can eat.

*Mary*: I'll try to be careful from now.




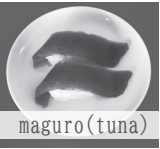








*Saki*: Oh, our *sushi* has finally come to our table. Dad, you can eat my *ika*.

(注) lane (寿司を運ぶための) レーン      order～ ～を注文する      tablet タブレット  
screen 画面      at a time 一度に      waste 廃棄物      reduce～ ～を減らす  
data データ      solve～ ～を解決する      as much as we can～ 私たちが～できるのと同じくらい

(1) A, B に当てはまるものとして最も適切なものを、それぞれ次のア～エから選びなさい。

- |   |                  |   |                      |
|---|------------------|---|----------------------|
| ア | Don't worry.     | イ | I'm going there now. |
| ウ | You make me sad. | エ | It's a big problem.  |
| Ｂ | I don't agree.   | イ | That's right.        |
| ウ | You're welcome.  | エ | You're wrong.        |

(2) 本文の中で、Sakiたちがタブレットを使って注文することができた3皿の*sushi*の組み合わせとして適切なものを、次のア～エから選びなさい。

ア	 maguro(tuna)	 ika(squid)	 ebi(shrimp)	イ	 maguro(tuna)	 maguro(tuna)	 ika(squid)
ウ	 maguro(tuna)	 ebi(shrimp)	 ebi(shrimp)	エ	 maguro(tuna)	 maguro(tuna)	 ebi(shrimp)

(3) 本文の内容と合っているものを、次のア～オから2つ選びなさい。

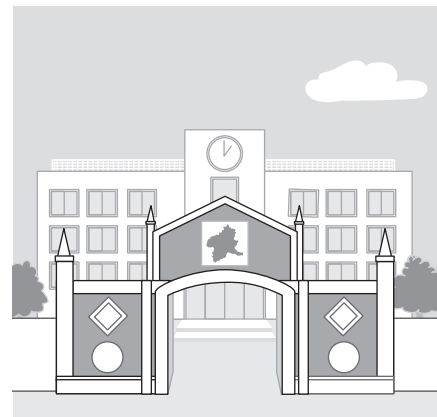
- ア Mary was sad because she didn't like Japanese food.
- イ Saki told Mary that *maguro* was very popular in Japan.
- ウ Saki couldn't order some *sushi* because she didn't know how to order *sushi*.
- エ Food waste became a big problem because tablets were used at *sushi* restaurants.
- オ Saki and Mary have learned that it is important to finish eating all the food they order.

- 6 次の英文は、高校1年生のYokoが、「文化祭実行委員としての活動を通して学んだこと」について英語の授業で発表したスピーチです。これを読んで、後の(1)～(3)の問いに答えなさい。

Can you make your school better? Do you think you can change your \*society? When I was in junior high school, I could not answer “Yes” to these questions. I was always afraid of \*making mistakes and trying new things. But now I can say that I can do something in the future.

When I became a high school student, I found that the students in our school worked so hard to \*hold our school festival. Some of them were members of the school festival \*committee. Ken, the student \*leader of the committee, gave a strong message to us. He said, “In high school, we can make \*our own school festival. The members of the school festival committee have learned a lot of things through our school festival. Last year we had some trouble when we were working. Especially, we didn’t know how to communicate with people who had different ways of thinking. We talked with each other for a long time, and we could find the best way. We think joining the committee made us more \*confident. Let’s work together.”

After thinking for a few days, I decided to become a member of the school festival committee. I wanted to make an \*arch. In a school festival, an arch is usually put in front of the school gate. I think that the arch is important because it shows visitors the message of the event. I became the leader of the arch team. Some students made good \*designs for the arch, so I thought we could make it easily. However, we had some questions, “How big will it be? How can we make it?” We needed to think about these questions.



An example of an arch

Also, we had a big problem when we were making the arch. Some members did not come to make it after school. Some of them said, “We are going to have a soccer game this Saturday, so we have to practice.” Other members wanted to study for the math \*test. I thought it was more important for us to make the arch because we were going to have the festival the next month. So, during \*lunchtime, we talked about what to do for a long time. Finally, we decided to come to school early in the morning to make the arch. After that, all the members worked hard in the morning and we could make a wonderful arch.

On the day of our school festival, we had so many visitors. Many of them were taking pictures of the arch when they got to our school. An \*elderly woman said to me, “I can’t believe this arch was made by high school students. I want more people to see this.” I was really happy to hear that. Her words made me more confident. Through my experience as



the leader of the arch team, I have realized that it is important for us to communicate with other people who have different ways of thinking. By doing so, we can have better ideas.

I want to be a person who can help to make our society better. Thank you.

(注) society 社会	make a mistake 間違える	hold ~ ~を開催する
committee 実行委員会	leader リーダー	our own 私たち自身の
confident 自信のある	arch アーチ	design デザイン
test テスト	lunchtime 昼食時間	elderly 高齢の

(1) 次の①, ②の問いに対して, 本文の内容に合うように, それぞれ5語以上の英語で答えなさい。

① Why is the arch important for the school festival?

② On the day of the school festival, what did many visitors do when they got to the school?

(2) 本文の内容と合っているものを, 次のア～エから1つ選びなさい。

ア It was easy for Yoko to make her junior high school better.

イ Yoko became a member of the school festival committee before listening to Ken's message.

ウ Some members did not come to make the arch at first because they had other things to do after school.

エ In the morning, Yoko talked with the members of the school festival committee and decided when to make the arch.

(3) Yokoのスピーチの後, スピーチを聞いて理解したことを, ペアで伝え合う活動を行うことになりました。次のMikuとRyoの対話がYokoのスピーチの内容を踏まえたやり取りとなるように,  A には連続する4語を,  B には連続する5語を本文から抜き出して答えなさい。

Yoko wants to make our society better in the future.



Miku

Yes. She looks confident now.



Ryo

She had a big problem when she was making the arch.  
There were some members who had different ideas.  
She has found that to  A  is important for us.



Why is it important?



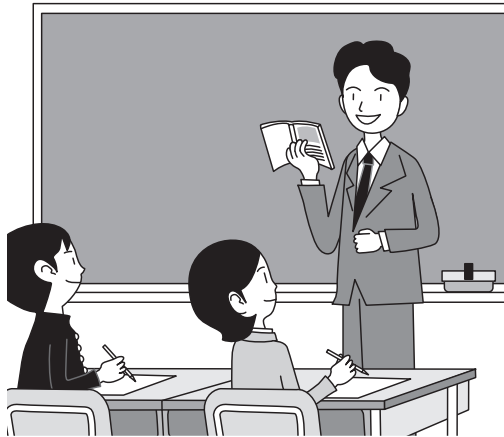
Because she thinks  B  by doing so.



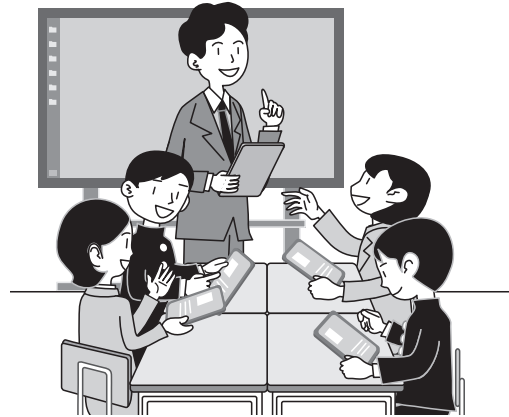
- 7 「授業でtablet（タブレット）を用いること」について自分の考えをまとめ、英語の授業で発表することになりました。あなたなら  ,  でどのようなことを伝えますか。【スライド】を参考に、後の《条件》に従って、英語で書きなさい。

【スライド】

[Picture 1]



[Picture 2]



I think there are some \*differences between these two pictures.

For example, in [Picture 1], a teacher is talking to the students and the students are listening to him.

In [Picture 2],

A

I think

B



(注) difference 違い

《条件》

- ・  には、[Picture 2] における生徒の様子が分かるように、書き出しに続けて5語～15語で書くこと。
- ・  には、「授業でtablet（タブレット）を用いること」に対するあなたの考えについて、そのように考えた理由を含め、書き出しに続けて20語～30語で書くこと。ただし、英文の数はいくつでもよい。
- ・ 符号（ , . ! ? “ ” など）は語数に含めないこと。
- ・ 解答の仕方は、〔記入例〕に従うこと。

〔記入例〕 Is it raining now? No, it isn't.



