


令和 7 年 度

兵庫県公立高等学校学力検査問題

英 語

注 意

- 1 「開始」の合図があるまで開いてはいけません。
- 2 「開始」の合図で、1 ページから 8 ページまで問題が印刷されていることを確かめなさい。
- 3 解答用紙の左上の欄に受検番号を書きなさい。
- 4 解答用紙の  の得点欄には、何も書いてはいけません。
- 5 答えは、全て解答用紙の指定された解答欄に書きなさい。
- 6 問題は 5 題で、8 ページまであります。
I は、聞き取りテストです。問題は、聞き取りテスト 1, 2, 3 の 3 つがあります。
聞き取りテストの放送は、検査開始直後にあります。
英文は聞き取りテスト 1 では 1 回だけ、聞き取りテスト 2 と 3 では 2 回読みます。
- 7 「終了」の合図で、すぐ鉛筆を置きなさい。
- 8 解答用紙は、机の上に置いて、退室しなさい。

これから聞き取りテストを行います。問題用紙の1ページを見てください。問題は聞き取りテスト1、2、3の3つがあります。答えは、全て解答用紙の指定された解答欄の符号を○で囲みなさい。聞きながらメモを取ってもかまいません。

(聞き取りテスト^{いち}1)

聞き取りテスト^{いち}1は、会話を聞いて、その会話に続く応答として適切なものを選ぶ問題です。

それぞれの会話の場面が問題用紙に書かれています。会話のあとに放送される選択肢 a~c の中から応答として適切なものを、それぞれ1つ選びなさい。会話と選択肢は1回だけ読みます。では、始めます。

No. 1

[A : 女性, B : 男性]

A: Mr. Sato, I don't see Akira. Is he sick today?

B: No, he isn't.

A: Then, where is he now?

- (a) He has recovered very fast.
- (b) He has a bad cold today.
- (c) He is joining a tennis tournament outside.

No. 2

[A : 女性, B : 男性]

A: Hi, Sam. Your cap is very cool.

B: Thank you. I especially love the color.

A: How did you get it?

- (a) I sent it to my cousin in America.
- (b) My favorite cap was blue.
- (c) It was a birthday present from my father.

No. 3

[A : 男性, B : 女性]

A: Mom, can you wake me up at 5 a.m. tomorrow?

B: That's so early! Why?

A: I'll have an English test in the first period.

- (a) Then, you should go to bed early tonight.
- (b) Wow, it's a good idea for me to study English after lunch.
- (c) So, you can leave home at four thirty in the morning.

(聞き取りテスト^に2)

聞き取りテスト^に2は、会話を聞いて、その内容についての質問に答える問題です。

それぞれ会話のあとに質問が続きます。その質問に対する答えとして適切なものを、問題用紙の a~d の中からそれぞれ1つ選びなさい。会話と質問は2回読みます。では、始めます。

No. 1

[A : 男性, B : 女性]

A: Did you go to the new café near the beach?

B: Yes, I loved the taste of the coffee and the nice view.

A: Great. Is it expensive?

B: Yes, but I think it's the best café in this town.

A: I want to go there, too.

B: Let's go together next time. I'd like to try the delicious cakes.

(Question) What did the woman think about the café?

もう一度繰り返します。

No. 2

[A : 男性, B : 女性]

A: Doctor, I have a stomachache.

B: When did it start?

A: This morning, after breakfast.

B: What did you eat? Did you drink something cold?

A: I only had eggs and salad.

B: I see. I'll give you some medicine. If the pain continues, come again.

(Question) When did his pain begin?

もう一度繰り返します。

No. 3

[A : 女性, B : 男性]

A: Where should we put the vase?

B: How about putting it on the table?

A: The space is too small. We can put it on the shelf next to the door.

B: But, if it falls from the tall shelf, it will be broken.

A: Well, let's put it on another shelf by the window.

B: The one behind the sofa? Perfect!

(Question) Where did they decide to put the vase?

もう一度繰り返します。

(聞き取りテスト^{さん}3)

聞き取りテスト^{さん}3は、英語による説明を聞いて、その内容についての2つの質問に答える問題です。

問題用紙に書かれている、場面、^{クワエスチオンワン} Question 1と2を見てください。これから英文と選択肢が放送されます。英文のあとに放送される選択肢 a~d の中から質問に対する答えとして適切なものを、それぞれ1つ選びなさい。英文と選択肢は2回読みます。では、始めます。

[男性]

Good morning, everyone! Do you like science? I love it very much and I studied it in university. Do you know that science is everywhere in your daily life? Thanks to science, you can use your tablet, ride a bike, and cook food. We use it for the weather forecast, too. By studying science, we can understand how these things work. Science is not just something we learn in school. It's connected with our daily lives. I hope you'll like science like me.

[女性]

(Question 1 Answer)

- (a) It's very difficult for students.
- (b) It's helpful to enter a university.
- (c) It's studied only in school.
- (d) It's everywhere in our daily lives.

(Question 2 Answer)

- (a) Using a tablet in science classes.
- (b) Writing a book on science fiction.
- (c) Being interested in science.
- (d) Finding a new recipe through science.

もう一度繰り返します。

これで聞き取りテストを終わります。次の問題に移りなさい。

I 放送を聞いて、聞き取りテスト1, 2, 3の問題に答えなさい。答えは、全て解答用紙の指定された解答欄の符号を○で囲みなさい。

聞き取りテスト1 会話を聞いて、その会話に続く応答として適切なものを選びなさい。会話のあとに放送される選択肢a～cから応答として適切なものを、それぞれ1つ選びなさい。
(会話と選択肢は1回だけ読みます。)

No. 1 (場面) 先生と生徒が教室で会話している

No. 2 (場面) 身につけている服装について会話している

No. 3 (場面) 親子が会話している

聞き取りテスト2 会話を聞いて、その内容についての質問に答えなさい。それぞれ会話のあとに質問が続きます。その質問に対する答えとして適切なものを、次のa～dからそれぞれ1つ選びなさい。(会話と質問は2回読みます。)

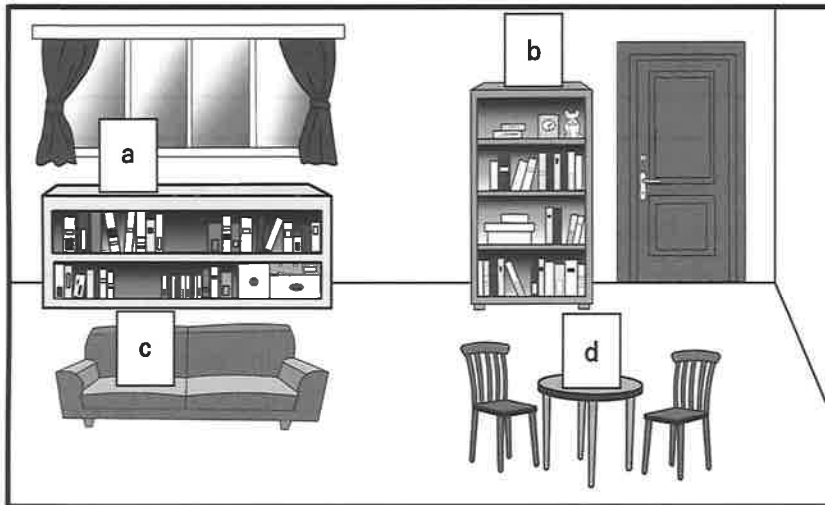
No. 1

- a The facility was old.
- b The food was cheap.
- c The drink was delicious.
- d The view was not good.

No. 2

- a After drinking water.
- b After breakfast.
- c After lunch.
- d After dinner.

No. 3



聞き取りテスト3 英語による説明を聞いて、その内容についての2つの質問 Question 1, Question 2に答えなさい。英文と選択肢が放送されます。英文のあとに放送される選択肢a～dから質問に対する答えとして適切なものを、それぞれ1つ選びなさい。
(英文と選択肢は2回読みます。)

(場面) ALTが授業で理科の魅力について話をしている

Question 1 What does the speaker say about science?

Question 2 What is the speaker's hope for students?

II 高校生のかずやさん、オーストラリアで同じ高校に通うビクトリアさんとブレイクさん、生徒会担当の石田先生が生徒会での取組や課題について、オンラインで意見交換をしています。次の英文を読んで、あとの問いに答えなさい。



Ms. Ishida

Hello, everyone. Today, we are going to talk about school activities. Please tell us what you have done as school leaders. Let's start with Kazuya.



Kazuya

OK. This year, we focused on the rules in our school. Our student council* collected opinions from all the students and discussed which rules we should change. I think we will be more responsible for our behavior if we improve the rules by ourselves. Now, we are happy with the new rules.



Ms. Ishida

You did a good job. Sometimes, it is important to and use the students' ideas to change them. Tell us about your school, Victoria.



Victoria

Our student council planned the school dance festival. When we showed our plans to the students, they often had different opinions. We listened to their opinions carefully because we wanted them to enjoy our event. We tried to see things from the various points of view of all the students in our school. As a team, we played an important part for the event.



Ms. Ishida

Nice. You are a good leader! I imagine the students could because of your efforts. How about you, Blake?



Blake

As Victoria said, respecting different opinions is important for success. After talking about the details of the event, we needed to do some things right away. For example, we made videos to spread information about the event to other students. We thought it was quite easy to plan an event, but we had a lot of trouble....



Ms. Ishida

Good effort! I would like to . They must be interesting! I believe being a leader at school will be a valuable experience for students like you. Don't worry about your mistakes.

(注) student council 生徒会

1 文中の ①, ②, ③ に入る適切なものを, 次のア～オからそれぞれ1つ選んで, その符号を書きなさい。

- ア make the same mistakes
- イ enjoy the dance event
- ウ have a sense of humor
- エ watch the videos you made
- オ consider the rules

2 発言の内容に合うように, 次の に入る適切なものを, あとのア～カからそれぞれ1つ選んで, その符号を書きなさい。

- (1) talking about the school festival.
- (2) talking about the experience of changing rules.

- ア Only Kazuya is
- イ Only Victoria is
- ウ Only Blake is
- エ Kazuya and Victoria are
- オ Kazuya and Blake are
- カ Victoria and Blake are

3 かずやさんは, 意見交換をした次の日にビクトリアさんとブレイクさんにメールを書きました。本文の内容に合うように, あ, い に入る適切なものを, あとのア～エからそれぞれ1つ選んで, その符号を書きなさい。

To Victoria; Blake

From Kazuya

Subject Thank you.

Dear Victoria and Blake,

Thank you for the meeting yesterday! After the meeting, I have been thinking about the skills school leaders need. I have some questions for you.

Victoria, ? You said that students in your school often had different opinions.

Blake, ? I want to make them for my school, too.

Please give me some advice. Thank you for your help.

Your friend,
Kazuya

send

- ア how long did it take to create videos for the event
- イ when were the old rules changed in your school
- ウ what were the effective ways to choose good ideas
- エ why did the students ask you to become a leader

Ⅲ 次の英文を読んで、あとの問いに答えなさい。

[1] How do you use the library in your town? Many people think it is a place to borrow books or study quietly. However, these days, some libraries have started providing many kinds of events and services to people in the community. Let's see their unique challenges.

[2] One library invites foreign residents in the town to an interesting event. In the event, they read books in their own languages for the children of the town. A university student from China read picture books* in Chinese and Japanese for them. After reading the books, the children enjoyed some quizzes about them. The student also taught the children greetings, songs, and how to count numbers in Chinese. The children could enjoy the stories and learn words and expressions at the same time. This event .

[3] Another library has an event which gives young people a chance to learn many things from elderly people. In one event, a man told children an old folk tale* from the local area. It was about the origin of their town. An old woman also taught young people how to make handmade *miso*. Everyone was moved by the taste of the *miso*. The secret was to use local soybeans and put them in water for a long time. Young people could learn the history and wisdom that remain in the local area. This event connects people between different generations.

[4] Another library offers a service to people who cannot read well. To support them, many volunteers read books aloud. In this volunteer activity, it is necessary to use special skills like pronouncing words clearly, explaining pictures well, etc. So, the library provides workshops* to improve the volunteers' skills. After they learn these skills, they will be able to read books aloud to people who need help. Also, they will be able to record their voices for people who cannot come to the library. Everyone has access to the recorded voices on the Internet. This service makes the library useful to many people.

[5] Thanks to these events and services, the number of people who come to libraries is increasing. One of the roles of libraries is to offer many kinds of books and a lot of information to people. Also, libraries are becoming popular places to make relationships with new people. Which libraries do you want to visit to find new friends in your community?

(注) picture books 絵本 folk tale 民話 workshops 講習会

1 文中の ① に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア observe and trust
- イ gather and connect
- ウ recognize and separate
- エ judge and refuse

2 文中の ② に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア lets librarians check what their users want to read
- イ shows foreign residents how to borrow books from libraries
- ウ gives young parents some advice to read books to their children
- エ helps children understand various languages and cultures

3 次の英文は、本文中で示された図書館の取組に参加した生徒たちが、英語の授業で書いた感想です。段落[3]、段落[4]のイベントやサービスについての感想として適切なものを、次のア～カからそれぞれ2つずつ選んで、その符号を書きなさい。

ア
It was very difficult to understand the books at first because there were some words I did not know. Quizzes helped me understand these words.

イ
The taste reminded me of my grandmother. She used to cook a delicious soup for our family. I think the recipe is a treasure. We should protect it for the future.

ウ
I enjoyed the old stories written in Chinese. The pictures in the stories were colorful and they were very attractive to me.

エ
I have never imagined such wonderful reading skills. I learned there were many skills to tell stories better to other people.

オ
I read some books and recorded my voice on my computer. I could not hear my recorded voice well. So, I think I need more practice.

カ
I am very glad to listen to the stories from people of different ages. I will borrow books about our town's history.

IV 高校生のあかねさんとイギリスのロンドンからの留学生ポールさんが、一緒に下校しています。次の英文を読んで、あとの問いに答えなさい。

Akane : It was rainy and windy yesterday. My umbrella was broken by the strong wind.

Paul : ①. I saw a lot of people who were in trouble like you.

Akane : Oh, really? How was your umbrella?

Paul : In fact, ②.

Akane : What?

Paul : I don't think many people in London use umbrellas. Instead, they wear jackets or coats that dry* quickly.

Akane : If I do that, ③. But I want to carry a tough umbrella that I can use even in strong wind.

Paul : I've never heard of it. Is there an umbrella like that?

Akane : Yes, it has more ribs* than common umbrellas and they are made of a very strong material.

Paul : Sounds interesting.

Akane : There are more interesting umbrellas. For example, there is an umbrella which dries immediately. Rain drops don't stay on it. So, we don't have to bring wet umbrellas into buses, trains, or buildings.

Paul : That's very convenient. By the way, last summer, I noticed many people were using their umbrellas though it wasn't raining. Why was that?

Akane : They use them to protect themselves from sunshine.

Paul : Um.... ④.

Akane : I can understand your feelings, but there is a useful umbrella. It's very light and becomes so small when it is folded. You can use it on both sunny days and rainy days.

Paul : Oh, that's very nice. There are many kinds of umbrellas. How creative!

Akane : Thanks to them, we can feel comfortable any day.

Paul : Yes, I respect the people who invented such umbrellas. I'll go shopping and look for an umbrella this weekend. Oh, it started raining!

Akane : I can't believe it! The weather news this morning said that it wouldn't be rainy today. If I had my umbrella, I would share it with you.

Paul : Thank you. Anyway, let's hurry to the station!

(注) dry 乾く ribs (傘の)骨

1 文中の ① に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア It's my turn
- イ Here you are
- ウ That's too bad
- エ I'm against it

2 文中の ② に入る適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア I carry an umbrella everywhere
- イ I can't carry your broken umbrella
- ウ I don't usually use an umbrella
- エ I have another umbrella you can use

3 文中の ③ , ④ に入る適切なものを、次のア～エからそれぞれ1つ選んで、その符号を書きなさい。

- ア I want you to bring an umbrella that we can use together
- イ I don't want to carry an umbrella just for that purpose
- ウ I will ask my mother to buy a new umbrella tomorrow
- エ I won't have to worry about using an umbrella in the wind

4 下線部について、あかねさんが、この発言をした理由として適切なものを、次のア～エから1つ選んで、その符号を書きなさい。

- ア Because Akane didn't think she needed her umbrella.
- イ Because Akane didn't know about the latest umbrella.
- ウ Because Paul didn't have an umbrella.
- エ Because Paul didn't decide to buy an umbrella.

5 ポールさんは、あかねさんとの会話を思い出しながら日記を書きました。本文の内容に合うように、次の **あ** , **い** に、あとのそれぞれの 内の語から4語を選んで並べかえ、英文を完成させなさい。

Today, I talked with Akane about many kinds of umbrellas. They **あ** me. I was very impressed. When people create a new product, they consider **い** our daily lives better with it. Someday, I'd like to invent many products people want to use.

あ were familiar did not to

い make they what how can

V 次の各問いに答えなさい。

1 次の英文は、留学生のアルシアさんが、部活動で経験したことを英語でレポートに書いた内容です。①～③に入る英語を、あとの語群からそれぞれ選び、必要に応じて適切な形に変えたり、不足している語を補ったりして、英文を完成させなさい。ただし、2語以内で答えること。

I belong to the Japanese calligraphy club. I thought Japanese calligraphy was very difficult because I was not good at writing *kanji*. My teacher told me ① practicing, so I wrote *kanji* for two hours every day. At first, my work did not ② nice, but I never gave up. Last week, the cultural festival ③ and I joined it with my club members. I was nervous, but our performance was successful. Japanese calligraphy taught me the importance of making an effort. Now, I am confident and I want to try more new things.

hold	write	keep	see	look
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2 高校生のももかさんと留学生のルーカスさんが、下の記事A、記事Bを見ながら会話をしています。次の会話について、英文や記事の内容に合うように、(①)～(⑤)にそれぞれ適切な英語1語を入れて、会話文を完成させなさい。

Momoka : I'm interested in these articles about sleeping. Look!

Lucus : What do they say?

Momoka : Article A says that sleeping time in winter is the (①) of all the seasons. Sleeping time depends on the time between sunrise and (②).

Lucus : I see. It also says that we can't sleep well in summer because it is too hot and (③).

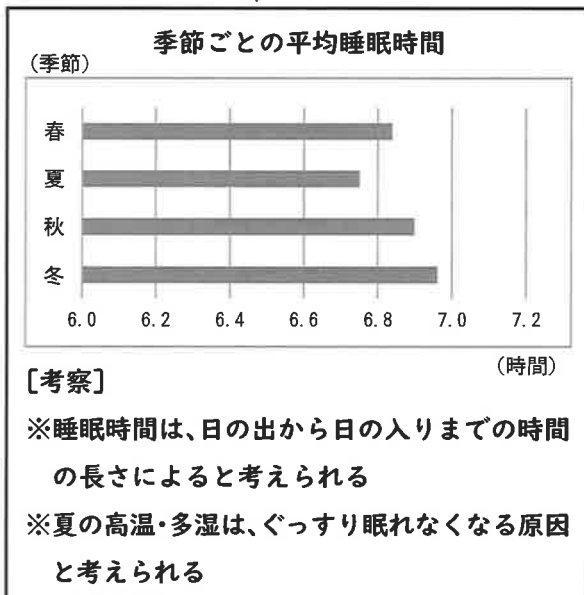
Momoka : Yes. Look at Article B. According to the second point, it is better to make our room (④) when we sleep. Also, we need to pay (⑤) to the temperature and environment of the room.

Lucus : That's right. Anyway, are you OK, Momoka? You have been yawning a lot.

Momoka : Sorry, I'm very sleepy. I read a novel till midnight.

Lucus : Well, we were just talking about sleeping. Take care of yourself and sleep well.

Article A



Article B

良い睡眠のための環境づくり

以下の点に注意する

- 1 日中はできるだけ日光を浴びる
- 2 寝室はできるだけ暗くして寝る
- 3 寝室は暑すぎず寒すぎない温度にする
- 4 できるだけ静かな環境で、リラックスして眠る