

英 語

注 意

- 1 監督者の「始め」の合図があるまで開いてはいけません。
- 2 問題の①は放送を聞いて答える問題です。
- 3 問題用紙は表紙を入れて11ページあり、解答用紙が1枚、中にはさんであります。
- 4 受検番号は、解答用紙及び問題用紙の決められた欄に記入しなさい。
- 5 答えは、問題の指示に従って、すべて解答用紙に記入しなさい。
- 6 問題の②の4、②の5については、次の指示に従いなさい。

※ 一つの下線に1語書くこと。

※ 短縮形 (I'm や don't など) は1語として数え、符号 (, や ? など) は語数に含めない。

(例1) No, I'm not. 【3語】

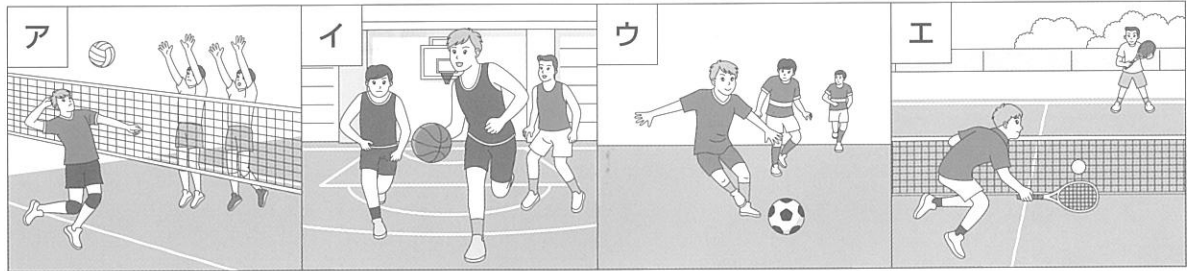
(例2) It's June 30 today. 【4語】

- 7 監督者の「やめ」の合図ですぐにやめなさい。

受検 番号	
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1 聞き取りテスト 放送の指示に従って、次の1～8の問いに答えなさい。英語は1から5は1回だけ放送します。6以降は2回ずつ放送します。メモをとってもかまいません。

1 これから、MikaとAndyとの対話を放送します。Andyが昨日の放課後にしていたこととして、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。



2 これから、PaulとSaoriとの対話を放送します。この後二人がすることとして、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

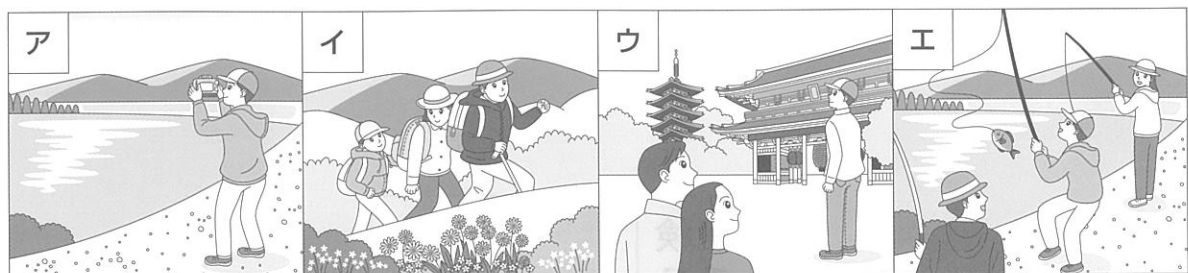
- | | |
|--------------------|--------------------|
| ア 図書館で数学の宿題をする | イ 図書館で理科の宿題をする |
| ウ Saoriの家で数学の宿題をする | エ Saoriの家で理科の宿題をする |

3 これから、YukaとJamesとの対話を放送します。二人が鑑賞する予定のコンサートが始まる時刻として、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

- | | | | |
|------|---------|---------|---------|
| ア 1時 | イ 1時15分 | ウ 1時30分 | エ 1時45分 |
|------|---------|---------|---------|

4 これから、NickとMamiとの対話と、その内容に関する英語の質問を放送します。その質問の答えになるように、()に入る適切な英語1語を補って英文を完成させなさい。
He has his school trip in ().

5 これから、Danielが家族旅行についての発表を行います。その内容について、下のア～エを行った順に並べかえ、その記号を書きなさい。



6 留学中のあなたは、市立図書館で行われるボランティア活動に参加するため、David 先生からその説明を聞きます。あなたがホストファミリーに伝えなければならない情報は、集合時間、活動内容、昼食、交通手段についてです。説明を聞いた後、不足している情報を David 先生にたずねるための質問として、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

- ア Should we bring our lunch to the city library?
- イ What time should we arrive at the city library?
- ウ What will we do for the activity?
- エ How can we go to the city library?

7 これから、英語の授業で行った Eri の発表と、その内容に関する英語の質問を放送します。その質問の答えとなるように、() 内に入る適切な英語を書きなさい。

She ().

8 鹿児島に住んでいる Kana とアメリカに住んでいる Tom がオンラインで対話をしています。その中で、Tom が Kana に質問しています。Kana に代わって、その答えを英文で書きなさい。2文以上になってもかまいません。書く時間は 1 分間です。

2 次の1～5の問いに答えなさい。

1 次は、中学生の Yumi と留学生の Sam との対話です。下の①、②の表現が入る最も適当な場所を対話文中の〈ア〉～〈エ〉の中からそれぞれ一つ選び、その記号を書きなさい。

① Why don't we go there after school today? ② My favorite one is near Sakura Station.

Yumi : Sam, you said that you wanted to buy new shoes, right?

Sam : Yes, but I don't know any good shops, Yumi. 〈ア〉 Do you have any ideas?

Yumi : Yes. 〈イ〉 I always buy my shoes there.

Sam : Oh, thank you. I really want new shoes for summer. 〈ウ〉

Yumi : Sorry, I have a lot of homework to do today. How about going there tomorrow?

Sam : OK. Let's go there tomorrow.

Yumi : That's fine. 〈エ〉 I want new ones for running, too.

2 次は、中学生の Ryota と留学生の Amy との対話です。対話文中の(①)～(③)に、下の□内の【説明】が示す英語1語をそれぞれ書きなさい。

Ryota : Amy, I will go to a new music shop on August 1. Do you want to go there with me?

Amy : Is that (①)? I'm sorry, but I can't. I have a piano class on that day every week. How about the next day?

Ryota : On Friday? Oh, sorry I'm going to join an English event because I want to talk with many (②) people, and learn many things from them.

Amy : Sounds interesting. I'm not (③) on that day. Can I join you?

Ryota : Sure. I will call you later.

【説明】

① the day that comes before Friday

② from a country that is not yours

③ having many things to do

- 3 (1)~(3)について、下の【例】を参考にしながら、()内の語を含めて3語以上使用して、英文を完成させなさい。ただし、()内の語は必要に応じて形を変えてもかまいません。

【例】

< 教室で >

A : What were you doing when I called you yesterday?

B : (study) in my room.

(答) I was studying

(1) < 教室で >

A : How long (sleep) last night?

B : About 7 hours. I slept well.

A : That's nice.

(2) < 友人と >

A : I visited the zoo yesterday. It was amazing.

B : Nice. I really want to go and see many animals but (be) there yet.

A : There are many kinds of animals, so I think you should go.

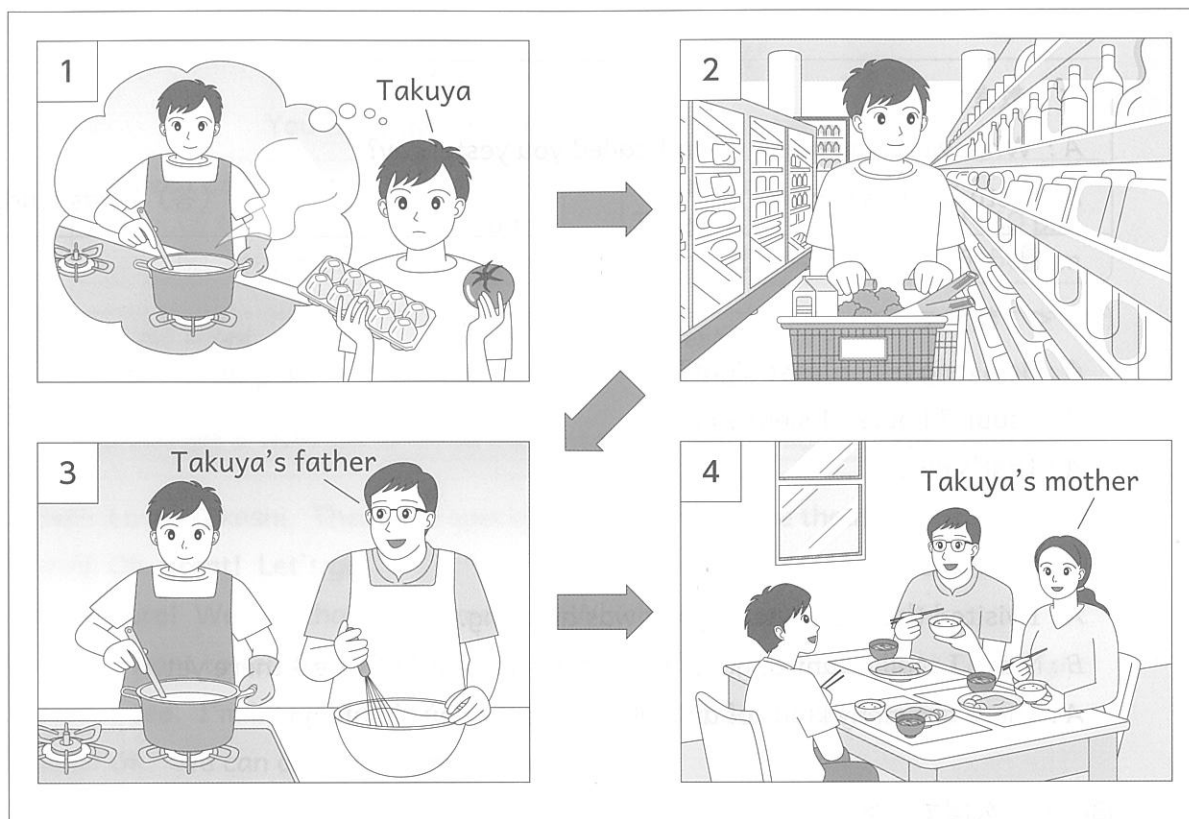
(3) < 公園で >

A : Can you see the man over there?

B : Yes. Do you know (who)?

A : He is my English teacher.

4 次は、中学生の Takuya の昨日の出来事を描いたイラストです。Takuya になったつもりで、イラストに合うように、一連の出来事を解答欄の書き出しに続けて 30 ~ 40 語の英語で書きなさい。英文の数は問いません。

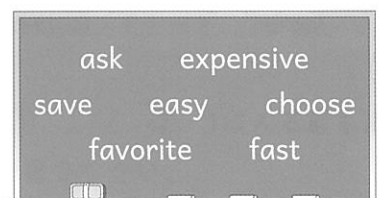


5 英語の授業で、ALT の Smith 先生から次のような<質問>をされました。<質問>に対するあなたの考えを、理由も含めて、20 語程度の英語で書きなさい。2 文以上になってもかまいません。なお、下の【図】は Smith 先生がみんなの意見を聞いて黒板に書いたものです。【図】に示した語を使ってよいこととします。

<質問>

When you want to buy clothes, which do you like better, buying them in a store or on the internet?

【図】



3 次のⅠ～Ⅲの問いに答えなさい。

Ⅰ 次の英文を読み、あとの問いに答えなさい。

Jane is a member of the soccer club at her school. She likes soccer very much, but last month in a game, she couldn't play well, and her team lost*. After that, she started to think that she was not a good player.

One day, her friend, Emma, talked to her. Emma said, "Don't (①) so much, Jane. We just need to practice more. I know we can do it." Jane felt a little better and said, "Thank you, Emma. I'll try again."

Jane and Emma practiced hard for their next game with their team members. One week later, Jane was a little afraid before the game, but Emma said, "We practiced hard every day, Jane. Let's enjoy the game. We can do it." The game started. (②) Everyone played hard and her team won the game. Jane thought, "What a good friend she is!"

However, a few days later, Emma hurt* her leg. She was sent to the hospital and the team lost the next game. After the game, Jane visited Emma in the hospital. Jane said, "I practiced hard every day, but I couldn't win. If you aren't in our team, I can't play well." Emma said, "Don't give up*. If you continue to practice soccer hard, you can win without me." Jane thought, "I was too afraid, but Emma believes in* me." Jane practiced soccer hard for the next game. She wanted to play well for Emma.

The next week, Jane's team had a game. The game was exciting. In the last three minutes, Jane and her team members played very well and got one point. Finally her team won. After the game, Jane visited Emma and said, "We won." Emma smiled and said, "You did it. Do you know why? Because (③)." Jane was happy to hear that.

注 lost 負けた hurt ~ ~にけがをした give up あきらめる
believe(s) in ~ ~を信用する

1 (①)に入る最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。


ア develop イ play ウ follow エ worry

2 (②)に入る最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

ア Emma was right.
イ Jane was right.
ウ Emma was angry.
エ Jane was angry.

3 (③)に入る適切な英語を6語で書きなさい。

II 次は、ショッピングモール(shopping mall)内にある映画館の上映スケジュールの案内と、それを見ている Beth と留学中の Takashi の対話です。二人の対話を読み、あとの問いに答えなさい。



Movie Day

You can watch two movies with one ticket* today!

<p>☆ <i>Green City</i> Time : ① 11:00 a.m. – 1:15 p.m. ② 3:00 p.m. – 5:15 p.m.</p>	<p>☆ <i>Our Goal</i> Time : ① 11:00 a.m. – 1:50 p.m. ② 4:00 p.m. – 6:50 p.m.</p>
<p>☆ <i>Cold Night</i> Time : 1:30 p.m. – 3:15 p.m.</p>	<p>☆ <i>Best Memory</i> Time : 4:30 p.m. – 6:20 p.m.</p>

You can get a 10% off lunch at the restaurant with a movie ticket.

Beth: Look, Takashi. There is a special event in this movie theater.

Takashi: Oh, great! Let's go.

Beth: Sure! We can choose two movies. Which do you want to see?

Takashi: I want to see *Green City* or *Best Memory*. I'm also interested in *Cold Night*.

Beth: I see. I'm interested in *Cold Night*, too. Let's see that one.

Takashi: OK. We can choose one more movie.

Beth: *Our Goal* looks interesting, but it is too long for me.

Takashi: I think so, too. Then, let's choose a different one.

Beth: It's 10:45 a.m., so (①) will start soon. We need to buy tickets quickly.

Takashi: Yeah, but after watching it, *Cold Night* will start soon. We don't have time for lunch.

Beth: That's not great. Then, we should choose (②), right?

Takashi: Yes. Let's get our tickets now. We have some time after that, so let's have lunch at our favorite restaurant here before our first movie.

Beth: Yes, I'm happy because the lunch will be (③) than usual* with our tickets!

Our usual 1000 yen lunch will be 900 yen!

注 ticket(s) チケット usual いつもの

1 (①)・(②)に入る最も適当なものを下のア～エの中からそれぞれ一つ選び、その記号を書きなさい。

ア *Green City* イ *Our Goal* ウ *Cold Night* エ *Best Memory*

2 (③)に入る最も適切な英語1語を書きなさい。

4 高校生の Rika はフードロス(food loss)についてスーパーマーケット(supermarket)での職業体験とその後に行った調査(survey)をもとに英語の授業で発表しました。英文を読み、あとの問いに答えなさい。

Hello, everyone. Today ①I'd like to talk about food loss for my presentation*. In July, I worked at a supermarket, for two days as my work experience. I learned and thought about food loss there. I'll tell you about my experience at the supermarket, show you some facts about food loss and talk about what we have to do for food loss.

On the first day, I went to the supermarket with 5 other students. A staff member, Mr. Nakamura told us about ②that day's work, and showed us around the supermarket. He was very kind. We also talked about our school life. In the afternoon, we had to clean the store together. At the end of the first day, he said, "I'll give you another thing to do tomorrow."

The next day, he asked us to put discount stickers* on some food. I thought that it was for selling more food. When I was putting the discount stickers on the food, Mr. Nakamura talked to me. He said, "You are doing a good thing for the environment." I didn't know why it was good for the environment. So, I used the internet to find information after the work experience. This gave me a chance to think about food loss.

Here are the things I found on the internet. I found there was about 4.6 million tons* of food loss in Japan in 2023 and about 10% of it came from stores such as supermarkets and convenience stores. Next, supermarkets are doing many things to reduce food loss. The discount stickers are an example of them. Supermarkets also ask people to take food from the front. I was very surprised to find so many things are done to reduce food loss in stores. I became more interested in food loss and wanted to do something for this problem. So, I decided to do a survey about food loss. I made three questions for my friends. First, "Are you interested in food loss?" Second, "Are you doing something about food loss?" Third, "If you say yes, what are you doing to reduce it?" I also asked my friends to ask people they know to answer the questions. Please look at ③this graph*. These are the results of my survey. About 80% of people know about the food loss problem. For the second question, 75% of them answered yes. More than half of them eat everything on their plate*. About 70% of them think of how much food they need before shopping. Only some people try to be careful about expiration dates*. I was happy to know that so many people are doing things about this problem.

Finally I want to tell you two things. First, a lot of people have started to do something about food loss. I want you to take small actions for this problem, too. Second, even ideas that don't sound special can be useful. We should think about new ideas that we can try. Thank you for listening.

注 presentation プレゼンテーション discount sticker(s) 割引シール ton(s) トン(重量の単位)
graph グラフ plate 皿 expiration date(s) 消費期限

- 1 次は、下線部①で Rika が見せたスライドです。Rika が話した内容の順になるように、スライドの ~ に入る最も適当なものを下のア~ウの中からそれぞれ一つ選び、その記号を書きなさい。

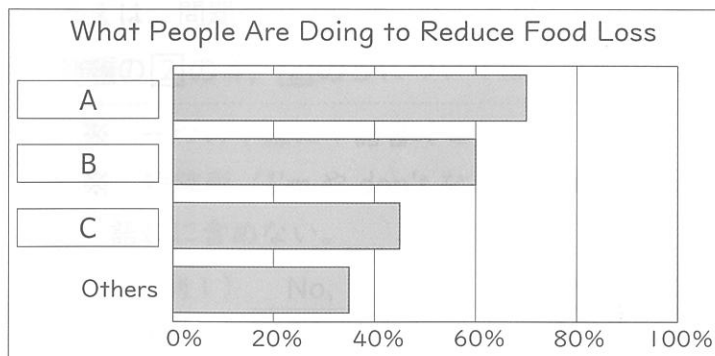
Today's Presentation	
1.	<input type="text" value="I"/>
2.	<input type="text" value="II"/>
3.	<input type="text" value="III"/>

- ア The Facts about Food Loss
 イ Something We Have to Do for Food Loss
 ウ My Experience at a Supermarket

- 2 下線部②を具体的に表す語句になるように、()に入る最も適切な英語1語を書きなさい。
 to () the supermarket

- 3 スーパーマーケットがフードロスに対して行っている具体的な取り組みを本文から二つ読み取り、日本語で答えなさい。

- 4 次は、下線部③で見せた【グラフ】です。【グラフ】の ~ に入るもの組み合わせとして、最も適当なものを下のア~エの中から一つ選び、その記号を書きなさい。
 【グラフ】



	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
ア	Finish all the food on their plate	Don't buy too much food	Check the expiration dates
イ	Don't buy too much food	Finish all the food on their plate	Check the expiration dates
ウ	Finish all the food on their plate	Check the expiration dates	Don't buy too much food
エ	Don't buy too much food	Check the expiration dates	Finish all the food on their plate

- 5 Rika が聞き手に取り組んでほしいことを 50 字程度の日本語で書きなさい。