

受検番号	番
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## 令和5年度学力検査問題

# 英 語

### 注 意

- 1 放送で指示があるまで、この問題冊子を開いてはいけません。
- 2 解答用紙の中にはさんであります。
- 3 放送で指示があったら、まず、受検番号を問題冊子および解答用紙の受検番号欄に記入しなさい。
- 4 問題は **1** ～ **4** で、1 ページから 8 ページまであります。
- 5 答えは、すべて解答用紙に記入しなさい。
- 6 「やめ」の合図で、鉛筆を置きなさい。
- 7 検査終了後は、解答用紙を机の上に置いたまま退出しなさい。

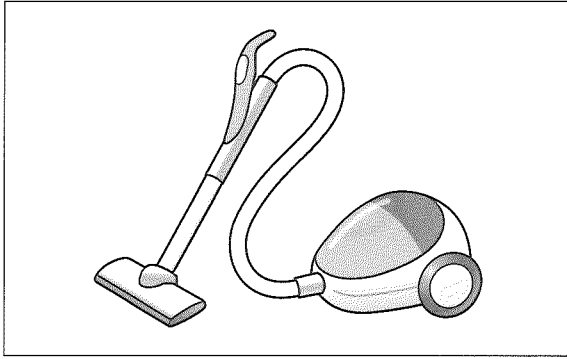


# 問 題

1 放送を聞いて、次の各問いに答えなさい。

問1 次の No. 1、No. 2 の絵や表についてそれぞれ A、B、C の三つの英文が読まれる。絵や表の内容を表している英文として最も適当なものを A～C の中から一つずつ選んで、その記号を書け。英文は 1 回ずつ読まれる。

No. 1



No. 2

早紀 (Saki) の放課後の予定				
月	火	水	木	金
	テ	テ		テ
	ニ	ニ		ニ
	ス	ス		ス

問2 これから読まれる英文は、美佐 (Misa) と店員との会話である。あとに読まれる No. 1～No. 3 の質問の答えとして最も適当なものを A～ウの中から一つずつ選んで、その記号を書け。英文と質問は 2 回ずつ読まれる。

No. 1    A To make T-shirts for her friends.  
          イ To look for popular food in the shop.  
          ウ To buy something for her family.

No. 2    A Orange.  
          イ Green.  
          ウ Yellow.

No. 3    A Two.  
          イ Three.  
          ウ Four.

問3 これから読まれる英文は、太郎 (Taro) がオーストラリアに行き、マイク (Mike) の家族と体験したことを話したものである。英文を聞き、No. 1、No. 2 の問いに答えよ。英文は2回読まれる。

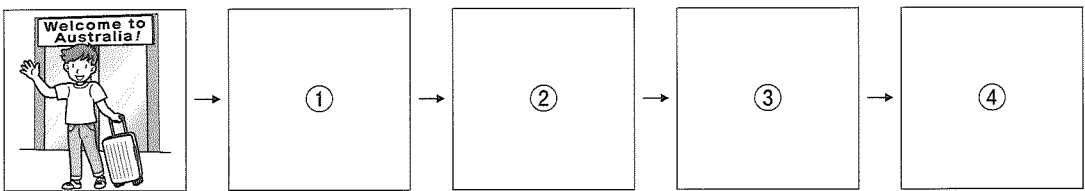
No. 1 次の【質問】に対する【答え】の空所①、②に入る英語として最も適当なものをア～ウの中から一つずつ選んで、その記号を書け。

【質問】 How old was Mike when Taro met him ?  
 【答え】 Mike was ( ① ).  
 ア 14 years old  
 イ 16 years old  
 ウ 18 years old


【質問】 Why was Taro nervous at first ?  
 【答え】 Because ( ② ).  
 ア speaking English was difficult for Taro  
 イ Mike didn't talk to Taro in English  
 ウ Mike's English was always difficult for Taro

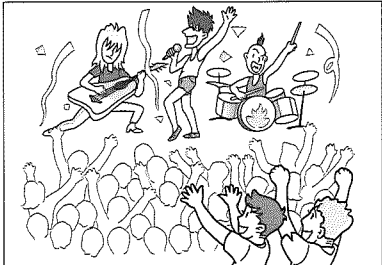
No. 2 次は、【太郎の体験】を体験した順番に表したものである。①～④に入る適当な絵を下の【選択肢】ア～エの中から一つずつ選んで、その記号を書け。

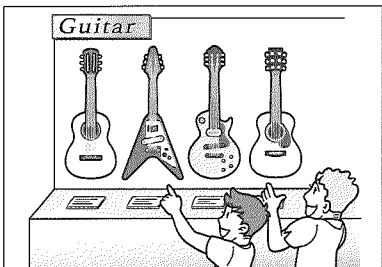
【太郎の体験】

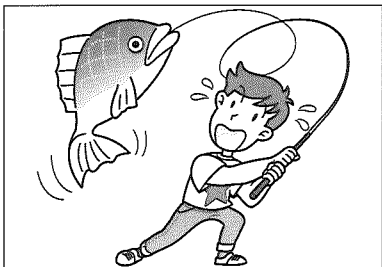


【選択肢】

ア 

イ 

ウ 

エ 

2 次の会話を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

[高校生のヒロ (Hiro) と ALT (外国語指導助手) のスミス先生 (Ms. Smith) が話をしています。]

Hiro: Ms. Smith, what kind of food do you like the best ?

Ms. Smith: It's a difficult question. I like Mexican food very much, but, of course, Japanese food is good, too. Wait, Thai food is also delicious. Well, I can't choose one.

Hiro: You like many different foods. But you're from the USA.

Ms. Smith: Of course I like it. When I was in my country, I often had a very nice sandwich at the restaurant near my house.

Hiro: It sounds good. But you can eat nice sandwiches in Japan, too.

Ms. Smith: Yes, but I think the sandwiches in Japan are  the sandwiches in the USA. If you come to the USA, you can eat more delicious sandwiches.

Hiro: I want to try them. Well, I'm thinking about my next speech in your English class. Can I talk about foods in different countries ?

Ms. Smith: Oh, that's a nice idea. Do you know what the most delicious food in the world is ?

Hiro: I don't know. What is it ?

Ms. Smith: I've watched a video on the Internet. It shows the world's 20 most delicious foods, and they choose *rendang* as the most delicious food. *Rendang* is a beef dish in Indonesia.

Hiro: I've never heard about it. Is *sushi* second ?

Ms. Smith: No. *Sushi* comes third. They say that *nasi goreng*, fried rice in Indonesia, is better than *sushi*. *Tom Yum Kung*, a famous Thai soup, comes after *sushi*. They have another Thai food called *Pad Thai*. *Pad Thai* is fried noodles like *yakisoba*. *Pad Thai* is fifth.

Hiro: All the foods are from Asia ! I'm surprised.

Ms. Smith: I've traveled around Asia and tried those dishes. They're so different from the food we eat in the USA. Many American people like dishes from Asia. It is because they are delicious and we want to try something different. When we try something different, we can find interesting things. So trying new things is .

Hiro: I agree ! Well, I'm looking for the video now. . . . Oh, I found it.

Ms. Smith: Did you find it ? You can find many comments about it, too. Reading them is fun.

Hiro: OK. I will watch the video and read the comments. I'm sure my speech will be great.

<Comments>



**Maria**

I'm so happy that my country's food is number one. It's so cool !



**David**

I tried to make *rendang* before, but it was really difficult ! You should just go to a restaurant.



**Billy**

I will go to Nagasaki in Japan next winter, so I want to try *sushi* there. But my friend told me that *ramen* was the best. Which food should I try ?

注 Mexican メキシコの Thai タイの sandwich(es) サンドイッチ video 動画  
*rendang* ルンダン Indonesia インドネシア *sushi* すし  
*nasi goreng* ナシゴレン fried 炒めた *Tom Yum Kung* トムヤムクン  
*Pad Thai* パッタイ noodle(s) 麺 *yakisoba* 焼きそば Asia アジア  
comment(s) コメント *ramen* ラーメン

問1 会話中の **A** に入る英語として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア How about American food?
- イ What is your favorite food?
- ウ When did you eat American food?
- エ Why did you cook Mexican food?

問2 会話中の **B** に入る英語として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア better than
- イ as good as
- ウ as bad as
- エ not as good as

問3 会話中に出てくる料理のランキングとして、最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

ア	イ	ウ	エ
1位 ルンダン	1位 ルンダン	1位 ルンダン	1位 ルンダン
2位 すし	2位 ナシゴレン	2位 すし	2位 ナシゴレン
3位 ナシゴレン	3位 すし	3位 ナシゴレン	3位 すし
4位 トムヤムクン	4位 トムヤムクン	4位 パッタイ	4位 パッタイ
5位 パッタイ	5位 パッタイ	5位 トムヤムクン	5位 トムヤムクン

問4 会話中の **C** に入る英語として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア surprised
- イ difficult
- ウ exciting
- エ dangerous

問5 会話および〈Comments〉の内容と一致するものを次のア～オの中から二つ選んで、その記号を書け。

- ア Ms. Smith likes many kinds of food, and she likes Thai food better than Japanese food.
- イ In Ms. Smith's class, Hiro is going to make a speech about foods in different countries.
- ウ Hiro traveled around Asia and got interested in many different foods in the world.
- エ In the comments, Maria is glad her country's food was chosen as the most delicious food.
- オ In the comments, David thinks that it is easy for him to make delicious *rendang*.

問6 〈Comments〉の中の下線部の質問に対して、あなたなら何とコメントするか。解答欄の sushi または ramen のいずれかを○で囲み、その理由を( )に10語以上の英語で書け。なお、英語は2文以上になってもかまわない。ただし、コンマ(,)やピリオド(.)などは語数に含めない。

3 次の会話を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

[中学生の優希 (Yuki) と日本に来たばかりの留学生のキム (Kim) が話をしています。]

Yuki: The next class is music, so I'll take you to the music room.  
Come this way.

Kim: Thank you. Oh, I like the picture on this *Poster*. I can't  
read the *kanji*. What does it mean?

Yuki: The volleyball team .

Kim: I see. I want to play some sports in Japan.

Yuki: You can try.

〈Poster〉



(After the music class)

Yuki: Now it's lunch break.

Kim: Where do we eat lunch? How do you spend your lunch break?

Yuki: We eat lunch in our classroom. After lunch we can do the  
things we like. For example, we .

Kim: I see. That sounds nice.

Yuki: I hope you will enjoy your school life here.

Kim: Thank you. I have always wanted to study in Japan.

Do you want to study in a foreign country in the future?

注 poster ポスター kanji 漢字 lunch break 昼休み

問1 会話の流れに合うように、には3語以上、には5語以上の英語を書け。

問2 会話中の下線部の質問に対して、あなたならどのように答えるか。解答欄の Yes, I do. または No, I don't. のいずれかを○で囲み、その理由を10語以上の英語で書け。なお、英語は2文以上になってもかまわない。ただし、コンマ (,) やピリオド (.) などは語数に含めない。



問題は次のページに続きます。

- 4 中学生の絵美 (Emi) と彼女の住む町で作られている「あおい焼 (*Aoi-yaki*)」という陶器に関する次の英文を読んで、あとの問いに答えなさい。なお、あとの注を参考にしなさい。

One day, when Emi was washing the dishes at home, she dropped a cup and it was broken. Her mother said to her, “Actually, that was your father’s favorite cup. He bought it and kept using it for more than ten years. It was *Aoi-yaki*.” Emi didn’t know <sup>(a)</sup>that. Emi said to her father, “Sorry. I broke your cup. I will buy a new cup for you.” “That’s OK. <sup>(b)</sup>You don’t have to do that,” he said to Emi. He wasn’t angry but looked sad. *Aoi-yaki* is the pottery made in her town. Her town is famous for it. There are many people who like it. But Emi thought it was just old pottery and didn’t know why it was so famous.

Two weeks later, the students in her class had a field trip. They were going to visit some places in their town and make a report about the trip. Emi chose an *Aoi-yaki* pottery. It was because she remembered her father’s cup and wanted to understand A.

At the pottery, a young woman, Nao, told the students about *Aoi-yaki*. Nao said, “My dream is to make *Aoi-yaki* more popular among young people. So I have worked with young potters in the town. We are trying to do something new. Look at these. They are new *Aoi-yaki*. Some of the cups and dishes are now used in many restaurants in big cities like Tokyo. Those cups and dishes are loved by people there.” Emi was surprised. The designs of the pottery were cool. Emi thought that *Aoi-yaki* was not just an old culture and she wanted to know more about it.

Emi and other students visited a different pottery, too. John worked there. He came from New Zealand. He said, “When I studied art at a university in Tokyo, one of my Japanese friends gave me this *Aoi-yaki* cup on my birthday.” He showed the cup to Emi. It didn’t look special to her. John said, “I was surprised at such a beautiful cup. Do you know that the color of traditional *Aoi-yaki* is very special? You can see different colors from different angles. After I went back to my country, I often used this and became more interested in *Aoi-yaki*. So I decided to learn how to make *Aoi-yaki* and came to this town. Now, I’m trying to keep this beautiful color for the future. I really enjoy learning about it.” Emi thought that <sup>(c)</sup>*Aoi-yaki* has the power to change someone’s life.

Emi found that *Aoi-yaki* is old and new. There are people like John who enjoy making the traditional *Aoi-yaki*. She has also learned that there are new kinds of *Aoi-yaki*. Some young potters like Nao are trying to make *Aoi-yaki* more popular with their new ideas.

After the field trip, Emi talked with her father about it. She said, “I have met some people who love *Aoi-yaki*. Now I understand its good points. It is a great culture of our town.” He said, “I’m glad that you have tried to learn about *Aoi-yaki*. When you use it for a long time, you will like it better.” Emi said, “I want to choose a new *Aoi-yaki* cup for you and one for me, too.” He looked happy. On the weekend, they are going to visit Nao and John at each pottery again to buy new cups together.

注	drop	～を落とす	cup(s)	カップ、ゆのみ	pottery	陶器、陶器製造所
	field trip	校外学習	remember	～を覚えている	potter(s)	陶芸家
	design(s)	デザイン	New Zealand	ニュージーランド	traditional	伝統的な
	angle(s)	角度				

問1 次は、下線部(a)の内容を説明したものである。文中の( )に入るものとして最も適当なものを下のア～エの中から一つ選んで、その記号を書け。

そのカップは、あおい焼で( )こと。

- ア 母親が10年以上前に父親にあげたものだった
- イ 父親が気に入って10年以上使っていたものだった
- ウ 父親が長い時間をかけて自分で作ったものだった
- エ 父親にとってお気に入りのものだと母親が知らなかった

問2 次は、下線部(b)の具体的な内容を説明したものである。空欄に、15字以上20字以内の日本語を書け。

絵美が( )ということ。

問3 本文中の **A** に入る英語として最も適当なものを次のア～エの中から一つ選んで、その記号を書け。

- ア why her father didn't like *Aoi-yaki*
- イ what made her father angry
- ウ why her town didn't have a pottery
- エ what was so good about *Aoi-yaki*

問4 次は、絵美が下線部(c)のように考えた理由を説明したものである。文中の( ① )、( ② )に10字以上15字以内で、それぞれあてはまる日本語を書け。なお、句読点も字数に含む。

ニュージーランド出身であるジョン (John) が、誕生日に日本人の友人から ( ① ) ことをきっかけに、その美しさに魅了され、( ② ) ことを決心して、この町に来たことを知ったから。

問5 次のア～エの英語を、出来事が起きた順に並べ、記号で答えよ。

- ア Emi talked with the two potters about their pottery.
- イ Emi and her father planned to go to buy their cups.
- ウ Emi decided to go to a pottery on her field trip.
- エ Emi broke her father's cup while she was washing the dishes.

問6 本文の内容と一致するものを次のア～オの中から二つ選んで、その記号を書け。

- ア When Emi broke her father's *Aoi-yaki* cup, she couldn't say sorry to him.
- イ Emi learned from Nao that some people in big cities liked to use *Aoi-yaki*.
- ウ When John showed Emi the cup he made, she thought that it was very special.
- エ Emi's father taught her about *Aoi-yaki*, but she didn't understand its good points.
- オ Emi is going to choose new cups at the places she visited on her field trip.

問7 次は、絵美が校外学習の後に書いたレポートの一部である。文中の( ① )～( ③ )に入る最も適当な英語を下のア～カの中から一つずつ選んでその記号を書け。ただし、いずれも一度しか用いることができない。

I visited two people on our field trip. I met Nao. She is trying to make ( ① ) kinds of pottery. She wants to make *Aoi-yaki* more popular. I met John, too. He came from New Zealand. He told me that the ( ② ) of *Aoi-yaki* looks different when we see it from different angles. I'm happy that our town has such a great ( ③ ).

- ア color
- イ event
- ウ culture
- エ new
- オ traditional
- カ young

