

英語
(14:20～15:10)

注 意

- 1 検査開始のチャイムが鳴るまで開いてはいけません。
- 2 最初に、放送による聞き取りテストを行います。検査開始のチャイムが鳴ったらすぐに 英—1 ページを開きなさい。
- 3 受検番号は、放送による聞き取りテストの終了後に、問題用紙と解答用紙の両方に記入しなさい。
- 4 問題用紙の1ページから11ページに、問題が1から4まであります。これとは別に解答用紙が1枚あります。
- 5 答えはすべて解答用紙に記入しなさい。

受検番号

第

番

1 放送を聞いて答えなさい。

問題A これから、No.1～No.3まで、対話を3つ放送します。それぞれの対話を聞き、そのあとに続く質問の答えとして最も適切なものを、下のア～エの中から選んで、その記号を書きなさい。

No.1	ア They went hiking. イ They visited a park. ウ They rode a boat. エ They went fishing.
No.2	ア For seven hours. イ For eight hours. ウ For nine hours. エ For ten hours.
No.3	<div>ア</div> <div>イ</div> <div>ウ</div> <div>エ</div>

問題B これから放送する対話は、高校生の太郎と留学生のメグが、ある話題に関して話したときのものです。下の【対話】に示されているように、まず①で太郎が話し、次に②でメグが話し、そのあとも交互に話します。⑤では太郎が話す代わりにチャイムが1回鳴ります。あなたが太郎なら、この話題に関しての対話を続けるために、⑤でメグにどのような質問をしますか。⑤に入る質問を4語以上の英文で書きなさい。

【対話】

Taro :	①
Meg :	②
Taro :	③
Meg :	④
Taro :	⑤ チャイム

問題C これから放送する英文は、留学生のジョンが高校生の健一に対して話したときのものです。ジョンの質問に対して、あなたならどのように答えますか。あなたの考えをその理由とともに英文で書きなさい。なお、2文以上になっても構いません。

② 次の会話は、高校生の広子、健太と、イギリスからの留学生のエミリーが、ある話題について休み時間に話したときのものです。また、グラフ1は、そのとき広子たちが見ていたウェブページの一部です。これらに関して、あとの1～5に答えなさい。

Emily : I heard the word *shokuiku* on the news. What does it mean?

Hiroko : It means food and nutrition education. The importance of a healthy diet A at school and in other places. Last week, in home economics class, I learned that it's important to eat well-balanced meals.

Kenta : When I was an elementary school student, my friends and I visited a local farm. We learned about growing vegetables, and picked several kinds of vegetables. We ate the vegetables and they were so good. I think that was part of *shokuiku*.

Emily : I see. I didn't know the word *shokuiku*, but we have similar programs in my country, too.

Kenta : Oh, really? What kind of programs does your country have?

Emily : Like Hiroko, we learn the importance of a healthy diet in class. Also, there are programs to encourage young people to eat more vegetables. B, in one of the programs, TV broadcasters show advertisements that ask children to “defeat” vegetables by eating them. That program is for small children, but there are other programs to encourage teenagers like us to eat more vegetables. Do teenagers in Japan eat a lot of vegetables?

Hiroko : I'm not sure, but there may be some information on the Internet. Oh, I found a website about *shokuiku*. There's a graph that shows the average daily vegetable intake in Japan by age group. According to the graph, people who are 15 to 19 years old eat about 250 grams.

Kenta : On the website, we can see that the daily vegetable intake target of adults is 350 grams in Japan, but the graph shows that there are C groups that eat more than 350 grams.

Emily : People should eat more vegetables. What can be done?

Hiroko : According to the website, many people don't know how much 350 grams is. They think they eat more than 350 grams, but they actually don't.

Kenta : I see. ①

Hiroko : According to the website, eating five plates of vegetables is recommended. There's a picture of five plates of vegetables on the website. About 70

grams of vegetables are on each plate. If we eat five plates of vegetables a day, we can achieve the target.

Kenta : “Five plates of vegetables a day.” That’s easy to remember.

Emily : I often eat salad, but I think eating five plates of salad is difficult for me.

Hiroko : There are many dishes that use vegetables. We can eat salad and different dishes of cooked vegetables.

Kenta : Does that mean that we can also eat boiled and fried vegetables?

Hiroko : Yes, when vegetables are boiled or fried, they will be smaller and easier to eat.

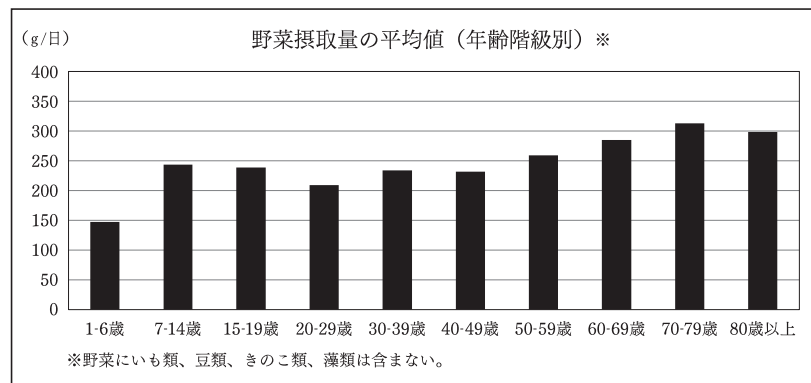
Emily : I want to learn recipes to cook vegetables.

Hiroko : I saw a poster about cooking lessons at a farm in our town. I think we can learn good ways to cook vegetables.

Emily : Sounds interesting! Let’s join one of the lessons together!

(注) nutrition 栄養 importance 重要性 healthy 健康的な diet 食生活
well-balanced バランスのとれた farm 農園 grow 育てる
pick 収穫する program プログラム
encourage ～ to ... ～に…するよう促す broadcaster 放送局
advertisement 広告 defeat やっつける teenager ティーンエイジャー
average 平均の intake 摂取量 by age group 年齢階級別に
according to ～ ～によると gram グラム target 目標 adult 成人
plate 皿 achieve 達成する recipe レシピ

グラフ 1



(厚生労働省「令和4年 国民健康・栄養調査結果の概要」により作成。)

1 本文中の **A** に当てはまる最も適切な英語を、次のア～エの中から選び、その記号を書きなさい。

ア teaches イ taught ウ is taught エ is teaching

2 本文中の **B** に当てはまる最も適切な英語を、次のア～エの中から選び、その記号を書きなさい。

ア By the way イ For example ウ Instead エ Of course

3 本文中の **C** に当てはまる最も適切な英語を、次のア～エの中から選び、その記号を書きなさい。

ア a few イ many ウ no エ other

4 本文中の **①** に当てはまる最も適切な英文を、次のア～エの中から選び、その記号を書きなさい。

ア Is it necessary for us to eat vegetables?

イ How can we eat 350 grams of vegetables?

ウ When should we eat vegetables?

エ Do many people in Japan eat 350 grams of vegetables every day?

5 次の【メール】は、エミリーが、イギリスにいる母親に、広子と健太と話した内容について伝えるために送ったものです。本文の内容を踏まえて、【メール】中の（ a ）～（ d ）に当てはまる最も適切な英語を、下のア～オの中からそれぞれ選び、その記号を書きなさい。

【メール】

Mom,

Today, I learned about the word *shokuiku* and the idea of “five plates of vegetables a day.” *Shokuiku* means food and nutrition education. My Japanese friends explained what they did and learned. I remembered that in the U.K., we （ a ）.

The idea of “five plates of vegetables a day” is used to （ b ）. The target is 350 grams, so this means adults should eat five plates of 70 grams of vegetables every day. I often eat salad, but eating five plates of salad is difficult for me! However, we found a good way to eat more than 350 grams of vegetables. It is to （ c ）. To （ d ）, we are going to join a cooking lesson at a farm in our town. I will cook some vegetable dishes for you when I’m back!

Love,

Emily

(注) explain 説明する love じゃあまたね

- ア have salad and some dishes of cooked vegetables
イ find a website to learn about food and nutrition
ウ learn how to cook vegetables
エ have similar programs
オ show the daily vegetable intake target of adults in Japan

3 次の英文は、高校生の信一が、学校の英語部が作成する英字新聞のために書いた、インドネシアへ短期留学した際の体験についての記事です。これに関して、あとの1～6に答えなさい。

My Experience in Indonesia

In February, I visited Indonesia to study at a school there. I was interested in the country because of its diverse ethnic groups and languages.

When I arrived at the airport in Jakarta on the first day of my stay, my host family was waiting for me there. One of the family members said, “Hi, Shinichi. I’m Lukas. Nice to meet you!” Lukas was interested in Japan, and he was learning Japanese in high school. ① He (why told was me he) interested in Japan. He said, “My grandfather is a photographer and lived in Japan when he was young. He showed me pictures taken in Japan. When I saw the beautiful places in his pictures, I became a big fan of Japan. My dream is to live in Japan someday, so now I am studying Japanese hard, but remembering *kanji* is very difficult for me.” [あ]

The host family was very kind to me, and I soon relaxed. They also told me about the people and customs of Indonesia. On the third day of my stay, they took me to the house of Lukas’s aunt in a small town. Her house was damaged because of strong winds. His aunt’s family and a lot of her neighbors came to her house and helped her repair it. [い] I was surprised and said to Lukas, “In Japan, we usually ask a company to repair houses. Do people usually repair houses like this here?” Lukas said, “Yes. Indonesian people are ready to help a person who needs help. We act on *gotong royong*. That’s a cultural value in Indonesia. The value means helping each other when we need help.” [う]

After a few more days, I went to school with Lukas for two weeks. It was fun to meet so many students. Some lessons were difficult for me, but Lukas often helped me understand the lessons at night. He was always kind and helped me a lot. I thought, “I want to do something for him. What can I do?” [え]

One day, after we went back to Lukas’s home, I said to him, “I want to show you something. Let me write your name ‘Lukas’ in *kanji*.” He said, “Great!” I continued, “I chose three *kanji* characters.” I wrote his name on a piece of paper. It was “留火主”. I said to him, “The first *kanji* means ‘to keep’. The second one means ‘fire’. The third one means ‘a person who has something’. I chose these characters because your passion for Japan is like ‘fire’, and I hope you will ‘keep’ the passion you

‘have’ now.” Lukas was excited and said, “Wow, that’s so cool! I will never these characters. Thank you!”

On the last day of my stay, the host family took me to the airport by car. Lukas said to me, “Now I know what my name is in *kanji* and what it means. I want to keep my passion for Japan and work for both Indonesia and Japan in the future.” I was very happy to hear that.

Thanks to Lukas and his family, I have learned about the people and customs of Indonesia, and realized the importance of the value *gotong royong*. Before I went to Indonesia, I hesitated to help people. However, I will act on *gotong royong* to help someone who needs help from now on. I also hope that people will help each other more often in the future.

(注) Indonesia インドネシア diverse 多様な ethnic group 民族
Jakarta ジャカルタ stay 滞在 host family ホームステイ先の家族
custom 習慣 damaged 傷んだ repair 修理する
Indonesian インドネシアの be ready to ～ 喜んで～する
act on ～ ～に従って行動する *gotong royong* ゴトン・ロヨン
cultural 文化の value 価値観 character 文字 passion 情熱
thanks to ～ ～のおかげで importance 重要性 hesitate ためらう
from now on これからは

1 次の (1)・(2) に対する答えを、それぞれ英文で書きなさい。

- (1) Was Lukas learning Japanese at school?
- (2) Who took Shinichi to the house of Lukas’s aunt?

2 下線部①が意味の通る英文になるように、() 内の語を並べかえなさい。

3 次の英文は、本文中から抜き出したものです。この英文を入れる最も適切ところを本文中の [あ] ～ [え] の中から選び、その記号を書きなさい。

Then, I got an idea.

4 本文中の に適切な語を1語補って、英文を完成しなさい。

5 次のア～エの中で、本文の内容に合っているものを全て選び、その記号を書きなさい。

- ア Shinichi’s host family was at the airport in Jakarta when Shinichi arrived there.
- イ Lukas wanted to be a photographer in the future.
- ウ Shinichi helped Lukas when Lukas couldn’t understand lessons in Japanese.
- エ Lukas’s aunt repaired her house with her family and a lot of her neighbors.

6 次の【感想文】は、信一の書いた記事を読んだある生徒が英語で書いたものです。これを読んで、下の (1)・(2) に答えなさい。

【感想文】

I enjoyed reading the article about Shinichi’s experience in Indonesia very much. I have learned that people in Indonesia a . I don’t often see this in my city. Actually, the other day some foreign tourists were looking for someone to ask for directions, but I didn’t do anything. Next time, when I see foreign tourists who need help, I would like to talk to them and help them.

I think that Shinichi learned new things about people and culture by going abroad. I wish I b abroad, but now I can’t do that because I want to practice hard at my club activities. In the future, I would like to visit foreign countries and learn new things like Shinichi.

(注) article 記事 the other day 先日 ask for directions 道順を聞く

- (1) 本文を踏まえて、 a に入る最も適切な英語を本文中から9語で抜き出して書きなさい。
- (2) 【感想文】の文脈に合うように、 b に入る適切な英語を2語で書きなさい。

問題は、次のページに続きます。

- ④ あなたは、英語の授業で、次のテーマについてクラスで意見交換をすることになりました。このテーマについて、賛成または反対のいずれかの立場で、あなたの意見を 30 語以上 55 語以内のまとまりのある英文で書きなさい。なお、2 文以上になっても構いません。ただし、下の【条件】と【注意事項】に従って書くこと。

外国語映画を見るには、吹き替えの映画より字幕付きの映画の方がよい。

Movies with subtitles are better than dubbed movies when we watch foreign-language movies.

(注) subtitle 字幕 dubbed 吹き替えされた foreign-language 外国語の

※ ここでは、「吹き替えの映画」は、あなたが普段使用している言語でせりふなどが吹き込まれた映画とし、「字幕付きの映画」は、あなたが普段使用している言語でせりふなどが文字で映し出される映画とします。

【条件】

- (1) 賛成か反対かの立場を明確にすること。
- (2) 賛成か反対を選んだ理由を 2 つ挙げること。

【注意事項】

英文は次の記入例のように各下線上に 1 語ずつ書くこと。短縮形 (I'll や don't など) は 1 語と数え、符号 (. や ? など) は語数に含めません。

(記入例) That's very good. (3 語)



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