

つい けん さ  
追検査

じゅ けん ばん ごう  
受検番号

だい  
第

ばん  
番

れい わ ねん ど がく りょく けん さ もん だい  
令和 5 年度学力検査問題

えい  
英

ご  
語

(14 時 40 分 ~ 15 時 30 分)  
<50 分間>

ちゅう い  
注 意

1 かいとうようし  
解答用紙について

- (1) かいとうようし まい もんだいようし  
解答用紙は 1 枚で、問題用紙にはさんであります。
- (2) かかり せんせい し じ したが しよてい らん しょ じゅけんばんごう か  
係の先生の指示に従って、所定の欄 2 か所に受検番号を書きなさい。
- (3) こた かいとうようし か  
答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
- (4) かいとうようし き  
解答用紙は切りはなしてはいけません。
- (5) かいとうようし じるし しゅうけい かいとう かんけい  
解答用紙の ※ 印は集計のためのもので、解答には関係ありません。

2 もんだいようし  
問題用紙について

- (1) ひょうし しよてい らん じゅけんばんごう か  
表紙の所定の欄に受検番号を書きなさい。
  - (2) もんだい ぜん ぶ もん ひょうし のぞ  
問題は全部で 5 問あり、表紙を除いて 9 ページです。
- さいしょ ほうそう き こた もんだい おこな  
最初に「放送を聞いて答える問題」を行います。
- いんさつ て かかり せんせい き  
印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

# 1 放送を聞いて答える問題(28点)

問題は、No. 1～No. 7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No. 1～No. 6は、質問に対する答えとして最も適切なものを、A～Dの中から一つずつ選び、その記号を書きなさい。No. 7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。

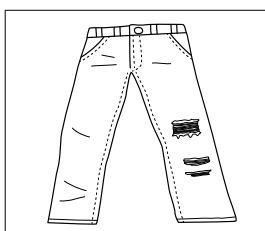
## 【No.1～No.3】(各2点)

Listen to each talk, and choose the best answer for each question.

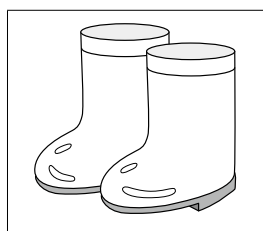
No. 1



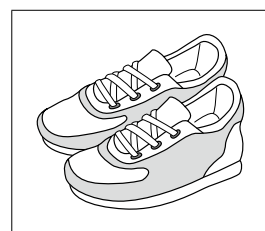
A



B

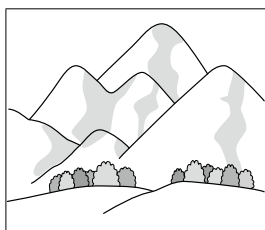


C

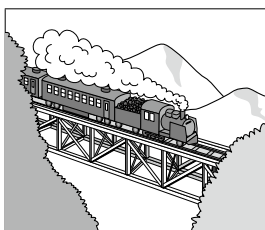


D

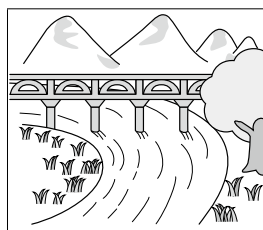
No. 2



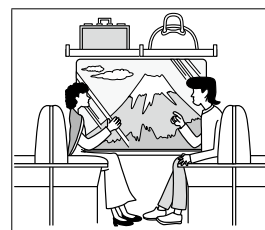
A



B



C



D

No. 3

Place Plan	1	2	3
A	Park →	Museum →	Castle
B	Park →	Castle →	Museum
C	Museum →	Castle →	Park
D	Museum →	Park →	Castle

【No.4 , No.5】 (各2点)

Listen to each situation, and choose the best answer for each question.

No.4

- A OK. I've just got the dog.                      B OK. Show me the game.  
C OK. The dog can eat now.                      D OK. I'll go in a minute.

No.5

- A Watch your step when you leave the bus.    B What a good baseball game!  
C You can buy the train ticket there.          D You should take the bus from bus stop No.3.

【No.6】 (各3点)

This is a phone message left by Emily, a student from the U.S. Her classmate Rina couldn't answer the phone. Listen to Emily's message and choose the best answer for questions 1, 2 and 3.

(1) Question 1

- A At City Library.  
B At Sainokuni Elementary School.  
C At City Hall.  
D At Rina and Emily's school.

(2) Question 2

- A She's going to make lunch with Rina.  
B She's going to practice reading stories.  
C She's going to play outside.  
D She's going to read some books she got from her school.

(3) Question 3

- A The program will start next Monday.  
B The program will start at eight thirty in the morning.  
C Emily and Rina joined the English speech contest together.  
D Emily and Rina have a few days before the program.

【No.7】 (各3点)

Listen to the talk between Taku and Anna, a student from the U.S., and read the questions. Then write the answer in English for questions 1, 2 and 3.

(1) Question 1 : What will Anna have before going to the picnic?

Answer : She will have a (                      ).

(2) Question 2 : How will Anna go to the park?

Answer : She will go there by (                      ).

(3) Question 3 : What did Taku ask Anna to do by this Friday?

Answer : He asked Anna to let him know (                      ) can come to the picnic.

- 2 オーストラリアからやってくる留学生の Lucas のために、歓迎会のお知らせを英語で作成します。〔日本語のメモ〕と〔英語のお知らせ〕を読んで、問 1～問 3 に答えなさい。(17 点)

〔日本語のメモ〕

## ようこそ彩の国中学校へ！

2 年生全員があなたを歓迎します。私たちは学校で歓迎会を行う予定です。いっしょに楽しいことをしましょう。心配する必要はありません。わくわくしますよ！

日にち：4 月 11 日(火)

時間：午前 9 時～9 時 40 分

場所：体育館

いっしょに学校生活を楽しもう！

〔英語のお知らせ〕

## Welcome to Sainokuni Junior High School!

All the second year students welcome you. We are going to have a welcome event at school. Let's do something fun together. You don't  ① . You'll be  A !

Date: Tuesday,  B 11

Time: 9:00 a.m. - 9:40 a.m.

Place: School Gym

Let's enjoy school  C together!

- 問 1 〔日本語のメモ〕をもとに、空欄  ① に適切な 3 語以上の英語を書きなさい。(4 点)

- 問 2 〔日本語のメモ〕をもとに、空欄  A ～  C にあてはまる適切な 1 語を、それぞれ英語で書きなさい。なお、省略した形や数字は使わないものとします。(各 3 点)

- 問 3 次は、歓迎会を企画する生徒と ALT の Ms. Parker が 2 年生に実施するアンケートです。あなたなら、歓迎会で何をしたいですか。空欄  ② に 2 文以上の英文を書きなさい。1 文目は、あなたのしたいことを I want に続けて書きなさい。2 文目以降はその理由が伝わるように書きなさい。(4 点)

A new student is coming from Australia, and his name is Lucas. To become good friends with him, we want to do something fun together. We are going to have a welcome event at school. What can we do with him during the event? Tell us your ideas.

②

- 3 次は、留学生としてアメリカに行った中学生の Taichi が書いた英文です。これを読んで、問 1～問 5 に答えなさい。＊印のついている語には、本文のあとに〔注〕があります。(18 点)

I went to the U.S. last year. I stayed with my host family for six months. One day, my host father, Mr. Johnson, asked me about *kendo*, but I couldn't tell him about it. I was \*disappointed with myself.

The next day, on the way to school, I saw Sara, a student from Hawaii. I told her the story about my host father. Then she said, "Actually, I've been doing *kendo* since I was nine.

**A** We can practice together if you want." I could [ was / not / lucky / believe / how / I ].

I started practicing *kendo* with Sara after school. She ( ) to teach me how to do it from the beginning because I had no *kendo* experience. We practiced hard every day. The other day, she said to me, "Your \*skills are getting better. We can show your host family our *kendo* matches."

A month later, we showed our *kendo* matches to my host family in the garden. I was very nervous, but I tried very hard. After that, Mr. Johnson said to me, "You did a great job! It was wonderful to watch a *kendo* match. I want to try *kendo*." **B**

Before going to the U.S., I didn't think \*deeply about the traditional culture of my country because it was too \*common to me. **C** *Kendo* is just one example. This experience has helped me learn more about my own country.

〔注〕 disappointed がっかりした  
deeply 深く

skill 技能  
common 見慣れている

- 問 1 本文中の **A** ～ **C** のいずれかに、That made me really happy. という 1 文を補います。どこに補うのが最も適切ですか。 **A** ～ **C** の中から一つ選び、その記号を書きなさい。(3 点)

- 問 2 [ ] 内のすべての語を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(4 点)

- 問 3 下線部について、( ) にあてはまる最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。(3 点)

ア left early      イ made time      ウ ran fast      エ became sad

- 問 4 本文の内容に関する次の質問の答えとなるように、( ) に適切な英語を書きなさい。(4 点)

Question: Why was Taichi disappointed with himself when Mr. Johnson asked him about *kendo*?

Answer: Because he ( ).

- 問 5 本文の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。(4 点)

ア Taichi had *kendo* experience before going to the U.S., and knows a lot about it now.  
イ Taichi learned a lot about *kendo* and wanted to show it to people all over the world.  
ウ Taichi practiced *kendo* hard with Sara to show it to his host family.  
エ Taichi felt his *kendo* experience would not help him learn more about Japanese culture.

- 4 次の [1] ～ [4] は、Mr. Aoki と Emi, Sota, Lucie の授業における会話と発表です。これらを読んで、問 1 ～ 問 7 に答えなさい。\* 印のついている語句には、本文のあとに〔注〕があります。  
(25 点)

[1] 〈Mr. Aoki and the students start talking about \*food waste in class.〉

Emi : At a convenience store, I saw a poster saying “Temaedori.” It asks people to take food from the front.

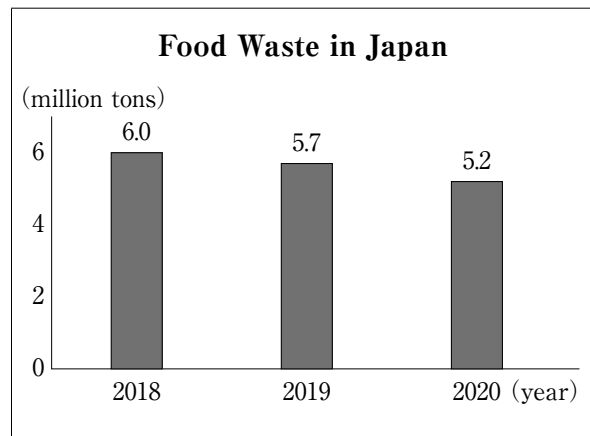
Sota : Stores often make food cheaper when the \*expiration date is coming up.

Lucie : I often see such posters at supermarkets. Why are stores doing this?

Mr. Aoki : They are trying to \*reduce the \*amount of food waste.

Sota : My brother is a college student. On the Internet, he often looks for stores which sell cheaper food just before the expiration date.

Mr. Aoki : **A** Japan has been working hard to reduce food waste since it became a serious problem around the world. Look at **Picture 1**. The amount of food waste in 2018 was 6 million \*tons. In 2019, new rules started to help stores reduce food waste. The amount was reduced in 2020.



Picture 1

〔注〕 food waste 食品廃棄  
reduce ～ ～を減らす  
ton トン(単位)

expiration date 賞味期限  
amount 量

問 1 空欄 **A** にあてはまる最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。(3 点)

ア It is impossible.

イ You are kidding me.

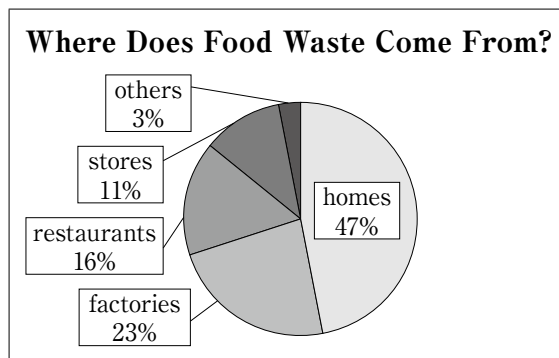
ウ That is great.

エ It is not true.

2 〈Mr. Aoki and the students continue talking.〉

Emi : Because of the new rules, stores in Japan are trying to reduce food waste.

Mr. Aoki : Food waste doesn't only come from stores. Look at **Picture 2**. It shows that about half of food waste is from **B** .



Picture 2

Emi : That's true! Why is such a large amount of food \*thrown away?

Sota : I think people buy much more food than they can eat.

Lucie : I think so, too. To solve this problem, we should make our shopping lists before going to the store.

Sota : Sounds nice.

Emi : I like that idea.

Mr. Aoki : Good, everyone. By the way, there is another reason. Parts of \*ingredients are thrown away during cooking. It happens both at home and food \*factories.

Lucie : It's a difficult problem. How can we solve it?

Mr. Aoki : These days, groups of people have started talking about \*upcycling in many places around the world. Upcycling is a way of reducing food waste by creating new \*products out of food that will be thrown away. For the next class, I want you to look for some upcycled food on the Internet.

〔注〕 throw away ～ ～を捨てる

factory 工場

product 製品

ingredient 食材

upcycle ～ 付加価値を高めて～をリサイクルする

問 2 本文 2 について、Picture 2 が表す情報と本文の流れが合うように、空欄 B にあてはまる適切な 1 語を英語で書きなさい。(3 点)

問 3 本文 2 で、Lucie は、人々が食品を買いすぎてしまうという問題を解決するために、何をすべきだと述べていますか。日本語で書きなさい。(4 点)

3 〈Sota gives a speech in class.〉

In the last class, we learned about upcycling around the world. However, you may be surprised to hear that [ been / new / making / people / have / things / Japanese ] out of food waste for a long time. Today, I'm going to talk about upcycled foods in Japan. One example is *okara*.

*Okara* is the \*byproduct of \*soybeans after tofu is made. Tofu became popular among \*common people in the Edo period, and *okara* was also used in cooking as a cheap and useful ingredient. There are traditional Japanese dishes cooked with *okara* and vegetables. Now, *okara* is used in many dishes as a \*healthy ingredient because it is low in fat. For example, it is used to make cakes and cookies. I like *okara* cakes very much.

In other countries, *okara* was used as animal food in the past. However, some people realized Japanese dishes were good for their health, and they developed a machine which made *okara* into \*powder. *Okara* powder was easy to use in their own dishes. Today, it is well known as a healthy and \*eco-friendly ingredient.

〔注〕 byproduct 副産物  
common 一般の  
powder 粉

soybean 大豆  
healthy 健康的な  
eco-friendly 環境にやさしい

問 4 [ ]内のすべての語を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(4点)

問 5 本文 3 の内容と合うように、次の英語に続く最も適切なものを、ア～エの中から一つ選び、その記号を書きなさい。(3点)

Sota says that *okara*

ア is often used to make healthy tofu in other countries.

イ was expensive for common people in the Edo period.

ウ was an ingredient people in other countries liked in old times.

エ is an ingredient that keeps our bodies in good health.



4 〈After the speech, Mr. Aoki and the students start talking again.〉

Mr. Aoki : Thank you, Sota. Great job. Does anyone have any opinions?

Emi : It is amazing that Japan has a culture of upcycling food. We have many other upcycled foods in Japan.

Lucie : I have another example. Have you ever had a \*bread crust snack? It is made of sandwich \*leftovers. I like this snack very much.

Sota : I love it, too.

Emi : I found snacks made of vegetable \*peels from food factories.

Lucie : Amazing! There are a lot of upcycled foods around us.

Emi : Even I can create a new upcycled food. Don't you think so?

Lucie : Yes, I do. Look for a food that can be upcycled at home, and upcycle it in class. That will be our new project.

Mr. Aoki : That sounds interesting. OK, our new project is creating upcycled food. For the next class, please remember to find some food you want to use in upcycling. We'll decide what ingredient is the best for the new project.

〔注〕 bread crust snack パンの<sup>みみ</sup>耳を<sup>あ</sup>揚げた<sup>かし</sup>菓子 leftover <sup>りょうり</sup>料理の<sup>のこ</sup>残り物  
peel <sup>やさい</sup>(野菜などの)<sup>かわ</sup>皮

もん 問 6 本文 1 ~ 4 の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。  
(4 点)

ア A bread crust snack is an example of upcycled food.

イ Lucie likes a sandwich made from vegetable leftovers.

ウ Factories are asking stores to sell cheaper food.

エ Because of new rules, more stores throw away food.

もん 問 7 次は、後日の Lucie と Emi の<sup>かい</sup>会話です。自然な<sup>しぜん</sup>会話になるように、( )に適切な 3 語  
以上<sup>いじょう</sup>の<sup>えいご</sup>英語を書きなさい。(4 点)

Lucie : Hello, Emi. Did you find any upcycled food?

Emi : Yes. I made jam with peels of oranges my parents grew in the garden.

Lucie : How nice! I want to know ( ) the orange jam.

Emi : OK. I'll show you later.

- 5 次は、あなたの友人である James から届いたメールです。これを読んで、問1～問3に答えなさい。  
\* 印のついている語句には、本文のあとに〔注〕があります。(12点)

Hi, how are you doing?

Last week, I took a seven-day trip to Okinawa with my family. I traveled by plane for the first time. I really enjoyed the \*flight to Okinawa. The \*scenery in Okinawa was beautiful and I like the food there, so I have a lot of happy memories of that place. I will remember the experience I had in Okinawa forever. The \*coral reef is a place for tourists to enjoy water activities. I was interested in \*scuba diving, so I tried it with my brother there. The sea was so beautiful, and there were a lot of fish. We saw a \*sea turtle and swam with it. You said it is hot and \*humid in summer, but I liked the \*breeze in Okinawa.

I want to visit Japan again in another season. How about winter? Is it very cold? Which place in Japan do you like to visit in winter? I hope to see you in Japan soon.

〔注〕 flight 空の旅  
coral reef サンゴ礁  
sea turtle ウミガメ  
breeze そよ風

scenery 景色  
scuba diving スキューバダイビング  
humid 湿度の高い

- 問1 本文の内容に合うように、次の英文の( )にあてはまる最も適切な1語を、本文中から抜き出して書きなさい。(3点)

James can't forget the sea in Okinawa because it was so ( ).

- 問2 本文の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。(3点)

- ア James は、一人で沖縄に行ったことがある。  
イ James は、沖縄の景色だけでなく、食べ物も気に入った。  
ウ James は、沖縄でスキューバダイビングができなかった。  
エ James は、沖縄でサンゴ礁の保護活動に参加した。

- 問3 下線部について、あなたが日本で冬に訪ねるのが好きな場所について、James に英語でメールを書きます。〔条件〕に従い、James に伝わるように、A に3文以上の英文を書いて、メールを完成させなさい。(6点)

メール

Hi, James. How are you doing? Thank you for your interesting e-mail.

A

See you!

- 〔条件〕 ① 1文目は、日本で冬に訪ねるのが好きな場所を、I like に続けて、解答欄の①に書きなさい。  
② 2文目以降は、その理由が伝わるように、2文以上で解答欄の②に書きなさい。

(以上で問題は終わりです。)

