

1 次の(1)・(2)に答えなさい。

(1) (a)・(b)の場面における対話を聞いて、それぞれの質問に対する答えとして最も適するものを、ア～エから1つずつ選びなさい。

(a) 〈友人同士が話をしている場面〉

- ア 財布 イ 水筒 ウ エコバッグ エ スマートフォン

(b) 〈夏休みに訪れる場所について話をしている場面〉

- ア 図書館 イ 美術館 ウ 水族館 エ 動物園

(2) あなたは英語部の活動に参加しており、ALTのロペス先生(Mr. Lopez)の話を聞いて、メモをとっています。メモの (a) ・ (b) にそれぞれ最も適するものを、ア～エから1つずつ選びなさい。

〈メモ〉

About the English club activity on May (a)

- ・ Make origami birds and have Japanese snacks with the students from Australia

To do today

- ・ Make welcome cards

- ・ (b)

(a) ア 5 イ 12 ウ 13 エ 20

(b) ア Make a list of Japanese snacks イ Write an e-mail about the activity
ウ Buy paper to make origami birds エ Go shopping with Mr. Lopez

2 次の(1)・(2)に答えなさい。

(1) あなたは友達のトムさんが残した留守番電話の伝言を聞いています。トムさんが希望する待ち合わせ時刻と場所の組み合わせとして最も適するものを、ア～エから選びなさい。

- ア (時刻) 9:30 (場所) バス停 イ (時刻) 9:30 (場所) 図書館
ウ (時刻) 11:30 (場所) 図書館 エ (時刻) 11:30 (場所) バス停

(2) あなたは英語の授業を受けており、これからALTのベイカー先生(Ms. Baker)の話を聞くところです。その話を聞いて、先生の話の内容に合うものはどれか、最も適するものを、ア～エから選びなさい。

- ア Ms. Baker listened to music to have a good time at home.
イ Ms. Baker made good memories through trying a new thing.
ウ Ms. Baker learned how to play the guitar quickly thanks to her mother.
エ Ms. Baker practiced the guitar every day and made songs with her mother.

3 英語の授業中にオンラインで交流しているシンガポールの中学生からの質問を聞いて、あなたの答えを英文1文で書きなさい。

4 次の(1)・(2)に答えなさい。

(1) 次の英文(a)・(b)の意味が通るように、()に最も適するものを、それぞれア～エから1つずつ選びなさい。

(a) The () that I visited last summer is a good place for skiing in winter.

- ア beach イ lake mountain エ river

(b) My best friend is going to move to the U.S. I will () her very much.

- ア see miss ウ leave エ hear

(2) 次の対話文(a)～(d)が成り立つように、()に最も適するものを、それぞれア～エから1つずつ選びなさい。

(a) A : Have you ever been to Tottori?

B : () I hear the food is delicious, so I'd like to go there someday.

- ア Yes, I do. イ No, I don't.
ウ Yes, I have. No, I haven't.

(b) A : Excuse me. Could you tell me how to get to Aozora Station?

B : Sure. It's five minutes from here. ()

A : Really? You're very kind.

B : Don't worry. I need to go to the bookstore next to the station.

- ア I just came from the station. I can go with you.
ウ I'll draw a picture of trains. エ I often walk to the station.

(c) A : You look tired. Are you OK?

B : I'm fine. I went to bed late last night.

A : ()

B : I couldn't stop reading comic books.

- What were you doing? イ Why were you so tired?
ウ How long did you sleep? エ What time did you get up?

(d) A : Mom, today's homework is too difficult.

B : ()

A : Yes, please.

- Do you want me to help you? イ Did you ask your teacher?
ウ Have you checked your notebook? エ Can you read me the question?

5 中学生のそうま(Soma)さんのクラスでは、英語の授業で、ALTのホワイト先生(Mr. White)に日本の祭りについて知ってもらうために、班ごとに発表することになった。次の英文は、そうまさん、ゆうこ(Yuko)さん、留学生のケイト(Kate)さんが、班の発表内容を決めるために交わした会話の一部である。これを読んで、(1)~(3)に答えなさい。

Soma : I want to introduce the Awa Odori Festival.

Yuko : Do you remember the pictures Mr. White showed us in class? He has already danced Awa Odori with his friends.

Kate : Right. Then, ① about introducing the Autumn Festival in this town? Mr. White came to Japan last December, so I don't think he knows about it. I went to it last year, and I'm so excited to go again next month.

Soma : I think that's a good idea! I look forward to the festival every November. What did you enjoy the most, Kate?

Kate : I liked the atmosphere. The people carrying the *mikoshi* were energetic, and the lanterns at night were beautiful. I just watched, but it was fun!

Yuko : I took many pictures there last year, so let's use them in our presentation. We can show the good atmosphere of the festival to Mr. White.

Soma : Great, but talking only about the good points is not enough to introduce the festival.

Kate : A problem? What is it?

Soma : My father worries about the future of the festival. It's hard for him to find people who can carry the *mikoshi* with him. ② traditional events is not easy, especially in small towns.

Yuko : I see. If we talk about both the good points and the problem, our presentation will be more interesting.

Kate : I agree. Soma, can we ask your father about the festival?

Soma : Of course! Come to my house next Sunday morning.

Kate : OK, I will.

(注) autumn 秋 atmosphere 雰囲気 energetic 活発な lantern(s) ちょうちん

(1) 会話が成り立つように、① about ・② continue にそれぞれ1語の英語を補って、英文を完成させなさい。ただし、文頭の文字は大文字で書くこと。①[how about] introducing the Autumn Festival in this town ?

(2) 会話の内容と合うものを、ア~エから1つ選びなさい。②[To continue] traditional events is not easy, ...

ア Mr. White has been staying in Japan for more than twelve months.

イ Kate enjoyed carrying the *mikoshi* at the Autumn Festival last year.

ウ Soma's group will explain the festival with the pictures taken by Yuko.

エ Soma's father will visit the school to answer Kate's questions next week.

(3) 会話が自然なやり取りになるように、に入る英文1文を書きなさい。

There is a problem.

(There is also a problem.やThere is a problem too.でも)

6 次の英文は、英語の授業で、イギリス出身のALTのパーカー先生がキャッシュレス社会(cashless society)について作成した文章を学習者用端末に送信したものである。これを読んで、(1)~(3)に答えなさい。

In my country, cashless payments are more common than in Japan. I only used cash a few times a month. Sometimes I didn't even carry cash when I went shopping. So when I first came to Japan last year, I was surprised to find that some shops I visited in Tokyo didn't use cashless payments.

In Japan, there are many ways to pay now, such as credit card payments and 2D-code payments. I hear people use cashless payments more than before, but according to a website, only *42.8% of payments in Japan were cashless in 2024. I always carry cash here because some shops and restaurants around my house don't use cashless payments.

Some people use cashless payments very often, but other people may want to use cash because they feel it's safer. Like this, people have various about how they pay. Cashless payments are becoming more common. So, I want you to imagine a cashless society in the future. If all payments were cashless, would our lives be easier or harder? Please tell me what you think.

※経済産業省資料より

(注) payment(s) 支払い common 一般的な cash 現金 pay ~を支払う
credit card(s) クレジットカード 2D-code 二次元コード

(1) 次は、パーカー先生が、キャッシュレス社会について作成した文章の構成を表したものである。(a) ・ (b) にそれぞれ最も適するものを、ア~エから1つずつ選びなさい。

(a) → (b) → A Question to the Students

ア The History of Cashless Payments in the U.K. and Japan

イ How Credit Cards Changed Shopping in Japan

ウ My Shopping Experiences in Two Countries

エ How People Pay Money in Japan Now

(2) 文章が自然な流れになるように、に最も適するものを、ア~エから選びなさい。

ア ideas イ places ウ questions エ troubles

(3) パーカー先生の質問に対するあなたの答えと理由を、15語以上30語以内の英語で書きなさい。ただし、数を書く場合は数字ではなく英語で書き、文の数はいくつでもよいこととする。符号は語数に含めない。

〈解答欄の書き方について〉

次の(例)に従って に1語ずつ記入すること。

(例) No , I'm from Australia .

7 次の英文は、高校生のかな(Kana)さんが、留学生のレオ(Leo)さんと共に行動し、考えたことについて、英語の授業中に発表したものである。これを読んで、(1)~(6)に答えなさい。

When you find a problem, will you do something to solve it?

Last year, Leo, a student from Italy, joined my class, and we studied together for six months. One day he talked about his elementary school in Italy. It closed three years ago, and its school building became a library. He asked, "Do you know anything about closed schools in Japan?" I answered, "My father's elementary school closed ten years ago. It's used as a community center now." Leo found its website and said, "There's an event there that looks fun next Sunday. Let's go!"

On Sunday, Leo and I went to the community center. Many people were enjoying talking, eating and playing games. When we were walking around, a woman spoke to us. Her name was Ms. Hara. She worked to plan and hold events and activities at the community center. She said, "When the school closed, I felt sad. I studied here and made a lot of good memories. The school was also an important place for the local people because they gathered and connected with each other through the activities held here. So I decided to do something." Leo asked, "What was the most important thing to make your work successful?" Ms. Hara answered, "Learning about what the local people need through asking their opinions was the most important. Now, people come here to learn something, hold meetings, or play sports. Some activities are popular among both adults and children because they can enjoy them together."

The next day, when Leo and I were at school, he asked, "There's a room which hasn't been used for a long time in our school. Do you think the *shogi* club can use it? The number of *shogi* club members has increased, and they're looking for a bigger room." I said, "That room is covered in dust, but if we clean it, they can use it." After school, Leo and I shared our idea with the *shogi* club members, and they liked it. Then, we explained it to the teachers. We added, "We want to make a poster to let other clubs know about that []. Other clubs may also want to use it." A few days later, the teachers said, "OK," and Leo and I made a poster. The *shogi* club and the English club wanted to use the room, so we cleaned the room together. Now, the *shogi* club uses the room on Mondays and Thursdays, and the English club uses it on Fridays. Tomo, a member of the *shogi* club, said, "The members of the *shogi* club and the English club are good friends now. When our ALT, Mr. Green, wanted to learn *shogi*, the English club members helped us explain the rules in English." Leo and I were happy to hear this. Our idea and actions solved the two clubs' problems, and connected the two clubs.

There are many problems around us. I want to be a person who tries to solve them. Let's see the problems around us as our own and take action.

(注) building(s) 建物 community center コミュニティセンター hold ~を行う
successful 成功している increase 増える dust ほこり poster ポスター rule(s) ルール

(1) 次の(a)・(b)の問いに対する答えを、それぞれ3語以上の英文1文で書きなさい。ただし、符号は語数に含めない。

- (a) Were Kana and Leo classmates for six months? **Yes, they were.**
(b) What did Leo's elementary school building become? **It became a library.**

(2) 本文の内容に合うように、次の英文の [] に最も適するものを、ア~エから選びなさい。

Ms. Hara was a person who [].

- ア made plans to visit closed schools in Japan
イ had good memories at Kana's high school
ウ helped the elementary school students learn about old buildings
エ **planned and held events and activities at the community center**

(3) 本文の内容に合うように、次の英文の () に最も適する5語の英語を本文中から抜き出して、英文を完成させなさい。

According to Ms. Hara, understanding (**what the local people need**) was the most important to make her work successful.

(4) 本文の内容に合うように、本文の [] に最も適するものを、ア~エから選びなさい。

- ア school **イ room** ウ meeting エ class

(5) 次の英文は、かなさんの発表を聞いたALTのグリーン先生(Mr. Green)が、かなさんにあてて書いたものである。[a] には最も適するものをア~エから選び、[b] には最も適する1語の英語を本文中から抜き出して書きなさい。

Kana, your speech was great! I also think it's important to [a].
I saw a lot of trash and no flowers in a park near my house. So I joined an activity to clean the park and grow flowers there. Now more people in my town are joining the activity, and we often talk about the park and our town. I think we've [b] with each other through this activity.

- ア **look at problems as our own** イ share problems on the internet
ウ ask others to do something エ stop thinking about difficult things

(6) 本文の内容と合うものを、ア~カから2つ選びなさい。

- ア Kana found the website of the community center when she was at school.
イ Ms. Hara explained how to solve the school's problems to Kana and Leo.
ウ **The community center had popular activities for both adults and children.**
エ The *shogi* club members asked Mr. Green to look for a bigger room for them.
オ Kana taught *shogi* rules to Mr. Green in English when he played *shogi*.
カ **Kana and Leo were happy because the two clubs became good friends.**