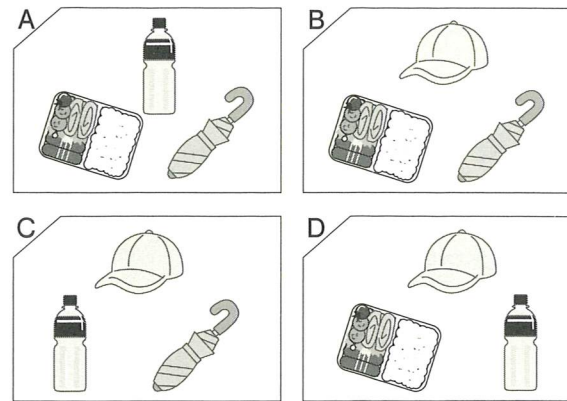
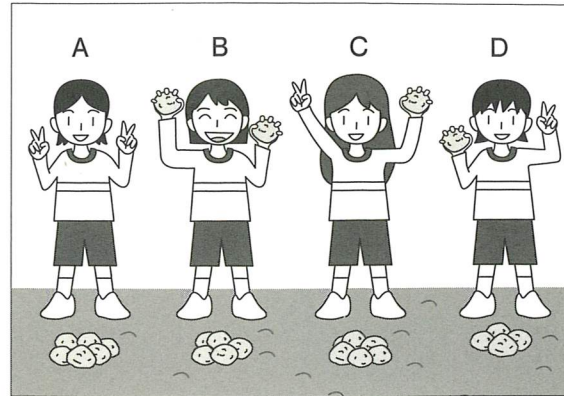


1 これから、No.1とNo.2について、それぞれ2人の対話と、対話に関する質問が流れます。質問に対する答えとして最も適切なものを、それぞれの選択肢A～Dの中から選びなさい。

No.1



No.2



2 これから、No.1～No.3について、それぞれYukaとJohnの2人の対話が流れます。Johnが2度目に発言する部分で次のチャイムを鳴らします。(チャイム音) チャイムの部分の発言として最も適切なものを、それぞれア～エの中から選びなさい。

No.1

Yuka :	ア In the gym.
John :	イ On Saturday.
Yuka :	ウ With my friends.
John : <input type="text"/>	エ For the basketball game.

No.2

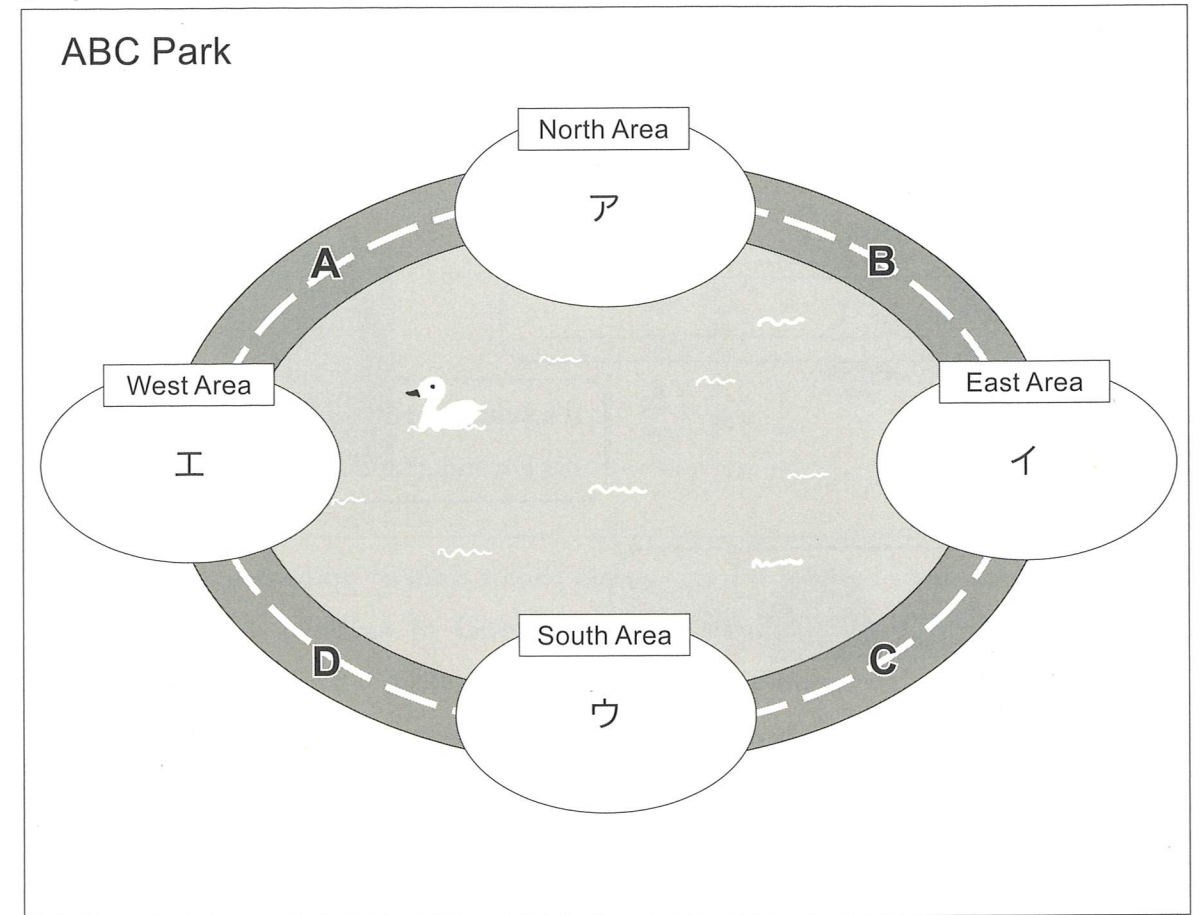
Yuka :	ア I'm not tired.
John :	イ You look sleepy.
Yuka :	ウ I'll go to bed late today.
John : <input type="text"/>	エ I had to get up early this morning.

No.3

Yuka :	ア Good job.
John :	イ Have fun.
Yuka :	ウ Yes, I will.
John : <input type="text"/>	エ I have seen it.

3 中学生のShotaは、アメリカのABC Parkに来ています。これから、ABC Parkの案内が流れます。案内を聞いて、No.1と、No.2の問いに対する答えとして適切なものを、それぞれの選択肢の中から選びなさい。また、No.3の質問に1文の英語で答えなさい。

【Map】



No.1 次の①, ②の施設がある場所を、【Map】中のア～エの中からそれぞれ選びなさい。


- ① The art museum
- ② The big garden

No.2 現在通ることができない道を、【Map】中のA～Dの中から選びなさい。

No.3 Why is afternoon the best time to see pandas in this park?

4 中学生のTakuyaは、京都(Kyoto)を旅行中のLeoと電話で会話をしています。Leoは、Takuyaの家にホームステイしている留学生です。会話中の(1)~(3)にはTakuyaからLeoへの質問が入ります。会話の流れに合うような質問を、絵を参考にして書きなさい。ただし、(1)~(3)の質問は、次の□内からそれぞれ1語を使用し、3語以上の英語とすること。

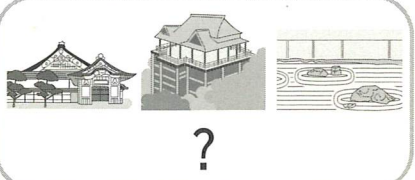
how what where who why



(1) _____

Takuya

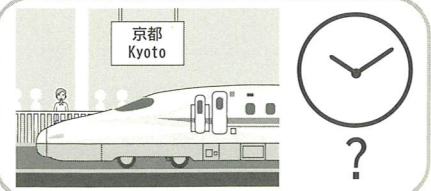
Leo: It's sunny here.
It's a wonderful day for the trip.



(2) _____

Takuya: Oh, you're so lucky.

Leo: I am going to visit a castle and a famous temple today.



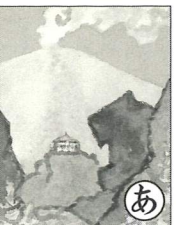

(3) _____

Takuya: That sounds great.
You'll come home tomorrow, right?


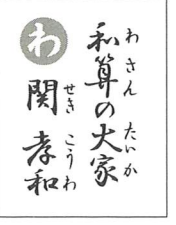
Leo: At two.
It will take about four hours by *Shinkansen*.
So I'll come home at about six o'clock.

5 次の英文は、中学生のSatoshiが、国際交流イベントで「上毛かるた (*Jomo Karuta*)」を紹介する際に用いたスライドとその説明です。これを読んで、英文の意味が通るように、(ア)~(オ)に当てはまる単語を後の〔 〕内からそれぞれ1語選び、必要があれば適切な形に変えて書きなさい。

Picture Cards





Reading Cards

How to Play

Reader (読み手)



Today, we are going to play a card game. So I'll (ア) you about it.
I think many children in Gunma play this game. We (イ) it "Jomo Karuta." There are 44 picture cards and 44 reading cards. When the reader reads a card *aloud, you must find the picture card which shows the meaning of the reading card. You should *touch the picture card very quickly. If you touch it first, you can get the card. When you get more cards than your *opponent, you win the game.
"Jomo Karuta" was (ウ) in 1947 to help children learn about Gunma. Since then, people in Gunma have (エ) playing it. You can learn about famous places and people (オ) on the picture cards. Let's have fun and learn about Gunma together!

(注) aloud 声を出して touch ~ ~に触る opponent 相手

〔 become call draw enjoy make talk tell 〕

6 次の英文は、中学生のAyaとその父が、Ayaの家にホームステイしているアメリカ出身のNoraとレストランで交わした会話の一部です。また、【Menu】(メニュー)は、その時3人が見ていたものです。英文と【Menu】を読んで、後の(1)~(3)の問いに答えなさい。

Aya's father : Nora, here is an English menu.

Nora : Oh, thank you.

Aya's father :

Nora : Yes. I can't eat beef. Also, I have an egg *allergy.

Aya's father : You can check what is used in the curries and the information about allergies by reading this *2D code with your phone.

Nora : Let me see. Great! Now, I know what I can eat.

Aya : Do you like *hot curry?

Nora : Yes. I'll have the hottest one. Then, which set is the best for me? Well, I want to have ice cream. But I don't need a drink. OK, I've decided.

Aya : I'll have this set because I want to have ice cream and apple juice. I'll eat vegetable curry. How about you, Dad?

Aya's father : I like beef, and I want to have a cup of coffee. So I'll have B Set.

【Menu】

Menu	
Use this 2D code for more information about allergies!	
Choose your curry from Vegetable, Beef, or Chicken	
Vegetable ... Not Hot	Beef ... Hot
Chicken ... Very Hot	
A Set : 800 yen Choose one kind of curry Rice and Salad	B Set : 950 yen Choose one kind of curry Rice, Salad, and Drink
C Set : 1,100 yen Choose one kind of curry Rice, Salad, and Ice cream	D Set : 1,200 yen Choose one kind of curry Rice, Salad, Drink, and Ice cream
Drink : Apple juice, Orange juice, or Coffee	

They are talking about the 2D code on the menu when they are waiting for their food.

Nora : I'm glad that this menu has a 2D code. 2D codes are very useful. We can get the information we want very quickly and easily.

Aya : Yes. Now, we can find 2D codes like this in many places.

Aya's father : I heard that a Japanese *engineer created this kind of 2D code. He really wanted to make something that was better than *barcodes.

Nora : What's the problem with barcodes?

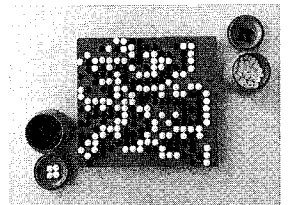


Aya's father : They can't *include much information. This is because they are just lines. One day, he got an idea for 2D codes when he was playing a traditional board game with black and white stones. Can you guess what it was?

Aya : Well, I think it was Go.

Aya's father : 2D codes look like the board game.

In a 2D code, there are many small black and white shapes. By changing them, we can make many different 2D codes. Even a small 2D code can include more information than a barcode.



Go(碁)



2D Code

Aya : Interesting! I see them on TV, on posters, and in textbooks. Also, I've heard they are used in hospitals and *companies, too.

Aya's father : He thought 2D codes were very useful for everyone. So he wanted people around the world to use 2D codes *for free. Now we can use them and make them easily.

Nora : One good idea has improved our lives.

Aya : I really think so, too. Oh, our curries are coming. They smell so good!

(注) allergy アレルギー 2D code 二次元コード hot 辛い
engineer 技術者 barcode バーコード include ~ ~を含む
company 会社 for free 無料で

(1) , に当てはまるものとして最も適切なものを、それぞれ次のア~エから選びなさい。

- | | |
|---------------------------------------|---|
| A ア Can you eat all these curries? | イ What do you think about curries? |
| ウ Do you have anything you can't eat? | エ Did you come to this restaurant before? |
| B ア I don't think so. | イ That's right. |
| ウ You're welcome. | エ You should go there. |

(2) 次の問いに対する答えとなるように、①、②の [] の内から適切なものをそれぞれ選び、文を完成させなさい。

問い Which set and curry did Nora decide to eat?

答え She decided to eat ①[A・B・C・D] Set with ②[vegetable・beef・chicken] curry.

(3) 本文の内容と合っているものを、次のア~オから2つ選びなさい。

- ア By using the 2D code on the menu, Nora got the information she needed.
- イ Aya wanted to drink apple juice, so she chose B Set.
- ウ A Japanese engineer got an idea for 2D codes when he was watching TV.
- エ People can put more information in a barcode than in a 2D code.
- オ Nora and Aya think that the engineer's idea has changed people's lives in good ways.

- 7 次の英文は、英字新聞に掲載された、佐藤さん (Ms. Sato) から若い読者へのメッセージです。これを読んで、後の(1)~(4)の問いに答えなさい。

For Young People Who are Thinking about Their Future Lives

By SATO Haruna

February 22, 2022

What should we do when we decide important things in our lives? I have always thought hard and chosen things I really want to do. I have been working for a *bank for about thirty years. I love my job and my life. I hope you can learn something from my experiences.

When I became a junior high school student, I had to choose which club to join. There were many clubs, and I had two *options. The first option was the music club. When I sang, I always felt good. I wanted to sing songs in front of many people. The second option was the volleyball club. My friend Miki asked me to join the volleyball club with her. I wanted to spend time with her, but I didn't like playing sports so much. After thinking so hard, I joined the club I really liked. I had good times and some bad times in the club, but I think I chose the right option.

In my high school life, I studied hard. I liked learning something new, and I wanted to go to *university. My parents said to me, "What do you want to study at university?" I said, "I want to study math." Then they said, "Why do you want to do that at university?" I couldn't answer the question because I didn't know much about studying math at university. One day, I said to my parents, "I want to make people's lives better by studying math at university." They were glad that I found the answer.

At university, I was happy that I could *focus on studying math. The study of math there was very different from the one at high school. It sometimes took a few days to understand difficult *theories. But I didn't give up because I had a reason to study math. Knowing what we really want to do is important. I also believe knowing why we want to do it is very important.

I started to work for a bank after studying at university. I chose this job because I really liked *analyzing data. Now I can give good *advice to the customers. I often sing songs in my free time. Miki and I are still good friends. I am happy because I am doing things I really want to do in my life.

My advice for you is to think hard and choose things you really want to do. You should ask yourself what you want to do in your life. You should also ask yourself . If you find the answers to these questions, you will never give up and enjoy your life.

(注) bank 銀行 option 選択肢 university 大学 focus on ~ ~に集中する
theory 理論 analyze data データを分析する advice 助言

- (1) 次の①, ②の問いに対して、本文の内容に合うように、それぞれ4語以上の英語で答えなさい。
- ① What club did Ms. Sato join when she was a junior high school student?
② Why did Ms. Sato want to study math at university?

- (2) 本文中の には、次のア~エが入ります。英文の流れを考えて、最も適切な順序になるように、ア~エを並べなさい。

ア For example, it was used to develop telephones and computers.

イ Also, I found that we could learn how to think by studying math.

ウ Through them, I learned that math was used to develop many useful things around the world.

エ I wanted to think more about my parents' question, so I started reading books about math.

- (3) 本文中の の部分に当てはまる内容を考えて、Ms. Satoのメッセージの流れに合うように、4語以上の英語で書きなさい。

- (4) 本文の内容と合っているものを、次のア~オから2つ選びなさい。

ア Ms. Sato started to work for a bank about thirty years ago, and she is still working there.

イ At junior high school, Miki wanted to join the music club to spend a lot of time with Ms. Sato.

ウ Ms. Sato's parents told her to study math at university because it was her favorite subject.

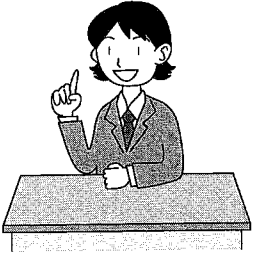
エ At university, sometimes Ms. Sato couldn't understand math theories easily, but she kept trying.

オ Ms. Sato decided to work for a bank because she wanted to sing songs with the people working there.

8 英語の授業で、英語学習の方法について、グループで話し合いました。次のA～Cは、話し合いの一部を示したものです。あなたなら、Cの下線部の質問に対して何と答えますか。後の《条件》に従って、英語で書きなさい。

A

Let's talk about ways of learning English.
What can we do to improve our English?
Do you know any good ways?



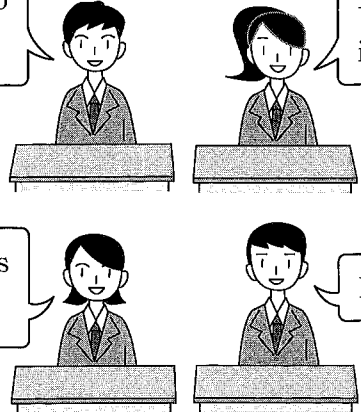
B

I sometimes listen to English songs.

How about writing e-mails in English? I think it's good.

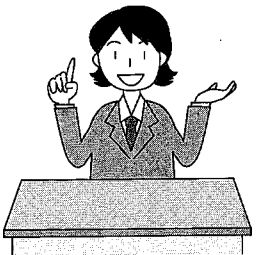
Reading English books is really good.

I often talk with our ALT.



C

Thank you for sharing ideas. We have four ideas now, and I think they are all good! Which one would you like to try most to improve your English? And why?



《条件》

- ・ 下線部の2つの質問に対するあなたの答えを30語～40語の英語で書きなさい。
- ・ 英文の数はいくつでもよく、符号（ , . ! ? " ” など）は語数に含めません。
- ・ 解答の仕方は、〔記入例〕に従うこと。

〔記入例〕 Is it raining now? No, it isn't.