

英 語

放送英文

1 (リスニングテスト) これから英文と質問が2回ずつ読まれます。質問に対する答えの文の () 内に入る適切な語を書きなさい。数字も英語で書くこと。途中でメモをとってもかまいません。

1. During the winter vacation, Betty visited her friend. She took the 10:00 a.m. train. She was on the train for an hour and a half, and then walked to her friend's house. She arrived at 12:00.

Question: How long did Betty walk after getting off the train?

2. I come here twice a week. I can't eat or drink here, but I like this place because it is quiet and relaxing. There are many books. Some people read and others study here.

Question: What is this place?

3. Last Sunday, Alice wanted to go to a concert with her grandfather. But he was sick in bed. Also, her parents were busy with their work on that day, so she invited her cousin and they enjoyed the concert together.

Question: Who went to the concert with Alice?

4. Jason's family goes on several trips a year. Every summer, they visit his uncle's house. Next spring, they will go to Singapore for the first time.

Question: When does Jason visit his uncle's house?

2 (リスニングテスト) これから家庭科の授業に関する英文が2回読まれます。質問に対する最も適切な答えをそれぞれア～エより選びなさい。途中でメモをとってもかまいません。

Everyone, please listen carefully. I am now going to talk about next week's cooking class. Take notes if necessary.

In this cooking class, we will make vegetable soup and fried rice. You must use rice, eggs, onions, green peppers, and tomatoes. I will prepare these items for you. If you would like to add anything else, such as meat or fish, you may bring one or two items after talking in groups. I'll put them in the fridge.

The cooking class is going to be next Wednesday, October 13. It begins at 10:00 a.m. in the home economics room on the 4th floor. Please remember to bring your towel and apron. We will eat the dishes for lunch, so you do not need to bring your own lunch that day. You can also make tea.

There will be another teacher, Tom, to help us in the class. If you have any questions, please ask him or me.

After the cooking class, you have to write a report as homework. Write about the items you used, how you cooked them, and how they tasted. You must turn it in by October 18.

See you next week!

英 語

- ◎ 答えはすべて解答用紙に記入しなさい。
◎ 記号・番号で答えられるものはすべて記号・番号で答えなさい。

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1. She walked for () minutes.
2. It is a ().
3. Her () did.
4. He visits his uncle in ().

2 (リスニングテスト) これから家庭科の授業に関する英文が2回読まれます。質問に対する最も適切な答えをそれぞれア～エより選びなさい。途中でメモをとってもかまいません。

1. Which food doesn't the teacher prepare?
ア Tomatoes. イ Meat. ウ Rice. エ Eggs.
2. What day of the week is the cooking class going to be held?
ア On Monday. イ On Tuesday. ウ On Wednesday. エ On Thursday.
3. What do students need to bring to the cooking class?
ア A towel. イ Tea. ウ Lunch. エ A notebook.
4. What do students need to do after the cooking class?
ア Talk in groups. イ Put food into the fridge.
ウ Make dinner. エ Write a report.

3 次の各文の () 内に入る最も適切なものをそれぞれア～エから選びなさい。

1. Emma and I always enjoy () to music together.
ア listen イ to listen ウ listening エ listened
2. My family has a little brown dog () Cookie.
ア call イ calls ウ called エ calling
3. Tom said, "Don't tell anyone in the office that I'm going to get married." But Lisa could not () the news secret. She told Jenny immediately.
ア open イ keep ウ choose エ send

4. Kate told her husband to drive () because the roads were very wet.
ア strongly イ quickly ウ lightly エ carefully

5. A: () you open the door for me, please?

B: Sure, Mom.

ア Could イ Should ウ May エ Shall

6. Riku is a good class leader. When we are in trouble, he often () good ideas.

ア depends on イ goes well with

ウ takes care of エ comes up with

7. A: Thank you very much, Ann. It was kind of you to help me.

B: (). Ask me anytime.

ア It's not my problem イ It's wrong

ウ Excuse me エ No problem

4 日本語の意味に合うように [] 内の語 (句) を並べかえた時、(①) と (②) 内に入る語 (句) を書きなさい。

1. 私は昨日会議でどこに座ればいいのか分からなかった。
[to / didn't / I / in / where / know / sit] the meeting yesterday.
() () () (①) () (②) () the meeting yesterday.
2. ユイはみんなにお菓子を買うのに十分なお金を持っていませんでした。
[didn't / money / buy / to / enough / Yui / have] sweets for everyone.
() () () (①) () (②) () sweets for everyone.
3. 世界に戦争がなければいいのに。
[wars / I / were / there / in / wish / no] the world.
() (①) () () (②) () () the world.
4. アンディは昨日買った本を今朝からずっと読んでいる。
[he / been / has / Andy / the book / bought / reading] yesterday since this morning.
() () (①) () () (②) () yesterday since this morning.

⑤ 次の英文を読んで、後の問いに答えなさい。

Hello, I am Yuta Suzuki. Today I will make a presentation about the results of a survey and my dream job. I did a survey on 100 students in my course to see *if they had any dream jobs for the future. About two thirds of the students answered that they did. Then I asked them what they wanted to be. The most popular job was teacher for boys and flight attendant for girls, and the second was the same for both. For boys, being an engineer was more popular than being a translator. Nursing was popular among girls, but not as popular among boys. Since my course is an English Course, many of the students hope to find jobs using English. The job of translator was popular among both boys and girls. I was glad to see this result because my dream is also to be a translator.

I am a member of the broadcasting club, and recently during one of our club activities, I had the chance to interview Natsuko Watanabe, a professional translator, about her job and experiences. She gave me some valuable information and ①I want to () it () you.

Ms. Watanabe works as a technical translator, especially using English and Japanese. She began her job because of a love of books and this led to a passion for translating novels and essays. (②), she found that *globalization and the need for companies to communicate in English resulted in a *steady job as a technical translator. In this job, she translates company papers and machine guides.

One of the main difficulties Ms. Watanabe faces in this job is that she needs to understand many fields, such as medicine, economics, law, and information technology (IT). In addition, Japanese people often remove *subjects and numbers in *sentences and this makes *accurate translation difficult. For this reason, a deep understanding of the *context is necessary for translators.

When I asked her if there is a risk of AI *replacing translation jobs in the future, she said no. (③) her, AI can help with simple translations, but it lacks the *ability to catch the meaning expressed outside of words and adapt to *diverse contexts that human translators are good at.

For someone who wants to become a translator, her advice was valuable. She strongly expressed to me the importance of studying several fields, not only languages, and continuing to learn. Of course, it is important to study things at school, but learning about other fields is also important to become a successful translator.

④() Ms. Watanabe () me was very eye-opening. I believe that the need to communicate with people overseas in English will increase in Japan in the future.

(⑤) your future dream may not be *directly related to English, you might have a chance to use English at work, so you should keep learning English to communicate in ways AI can't! Thank you very much for listening.

(注) if : ~かどうか globalization : グローバル化 steady : 安定した subjects : 主語 sentences : 文 accurate : 正確な context : 文脈 replacing : ~に取って代わる ability : 能力 diverse : 多様な directly : 直接に

問1 英文の内容に合うように、以下のランキング表の【 A 】～【 C 】内に入る適切なものをそれぞれア～オから選びなさい。

ア nurse イ engineer ウ translator エ tour guide オ teacher

| | BOYS | GIRLS |
|---|------------|------------------|
| 1 | teacher | flight attendant |
| 2 | tour guide | 【 A 】 |
| 3 | 【 B 】 | 【 C 】 |
| 4 | translator | nurse |

問2 下線部①、④が次の意味になるように () 内に入る適切な語を書きなさい。

①「あなた達とそれを共有したい」 ④「ワタナベさんが私に言ったこと」

問3 (②), (③), (⑤) 内に入る最も適切なものをそれぞれア～エから選びなさい。ただし同じものは2度使えません。

ア However イ Even though ウ By the way エ According to

問4 次の文の下線部ア～ウの()内に入る適切な語を英文から抜き出さなさい。

Question: Why does Ms. Watanabe think her job is difficult?

Answer: Because she has to know ア() () like economics and IT. Also, because イ() () sometimes don't use subjects and numbers, it makes translating difficult. Therefore, it is ウ() for translators to understand the context.

問5 次の各文が英文の内容と一致していれば○、一致していなければ×を書きなさい。

1. More than half of Yuta's course have something they want to be in the future.
2. Yuta was able to meet and talk with Ms. Watanabe during his club activities.
3. Ms. Watanabe said that AI could understand most things expressed outside of words.
4. Yuta learned that the most important thing to become a successful translator is to learn some languages.

⑥ 児童労働問題に関する発表の原稿を読んで、後の問いに答えなさい。

Do you like chocolate? Probably many of you will answer yes. Chocolate is a very familiar food (①) us. However, do you know who makes the chocolate? 【 A 】

In order (①) make chocolate, you need *cacao beans. Cacao beans are mainly produced in West African countries. To produce cacao beans, many processes are necessary, including *fermentation and *drying after the cacao beans are harvested. However, many children work to produce cacao beans. In fact, some of these children are not able to go to school, study, or play with their friends. This problem is called *child labor. In particular, it is serious in Africa. In African countries to the south of the Sahara Desert, one in every four children is working. Child labor is one of the targets of SDGs and something we must try to solve.

A Japanese company is working to solve this problem. It makes a popular chocolate snack that was released in 1994 and sold 200 million pieces in 2018. The company has been working with some organizations on something called the Smile Cacao Project since 2019. This project hopes to stop child labor through cacao beans. The company wants to bring smiles ②() () to the people who eat its products, but also to the people who produce cacao beans. 【 B 】

Smile Cacao is the name of cacao beans produced to solve the problem of child labor. They are more expensive than *regular cacao beans because a cost called a premium is added to the price. This premium is used to check that there is no child labor and protect the environment. Therefore, Smile Cacao helps solve the child labor problem and is also (③) to the environment. The company protects children from child labor by buying cacao beans at a (④) price than usual. By 2025, the company plans to use Smile Cacao in all of its products, and in 2022, their popular snack achieved 100% Smile Cacao *usage. In 2023, 90% of the company's chocolate products contained Smile Cacao. The company has provided support to the countries that produce cacao beans, including the building of schools in those countries. "We will continue to work to achieve the SDGs by increasing the use of Smile Cacao," said the President of the company.

Child labor is used to make other products, too. Children are also working to produce materials for clothes and smartphones. So what can we do? Actually, we can do many things. 【 C 】

Smile Cacao chocolate has the power to change the future of children in Africa. In the same way, our choices ⑤can () the world a () place. Let's do what we can!

(注) cacao beans : カカオ豆 fermentation : 発酵 drying : 乾燥 child labor : 児童労働
regular : 通常の usage : 使用

問1 (①) 内に共通して入る 1 語を書きなさい。

問2 発表に使う次のスライドの [ア] ~ [ウ] 内に入る適切な日本語、数字を書きなさい。アとウは漢字 2 字、イは数字で書くこと。

児童労働問題・アフリカで特に [ア] な問題

- ・サハラ砂漠より南の地域 : [イ] 人に 1 人の子どもが働いている
- ・私たちが [ウ] しなければならない

問3 下線部②、⑤が次の意味になるように () 内に入る適切な語を書きなさい。

- ② 「その商品を食べる人だけでなく」
- ⑤ 「世界をより良い場所にすることができる」

問4 (③), (④) 内に入る語の組み合わせとして適切なものをア～エから選びなさい。

- | | | | | | |
|---|------------|----------|---|------------|---------|
| ア | ③ friendly | ④ higher | イ | ③ friendly | ④ lower |
| ウ | ③ possible | ④ higher | エ | ③ possible | ④ lower |

問5 次の文が入る場所として最も適切な箇所を【 A 】 ~ 【 C 】 から選びなさい。

For example, learning and spreading information about child labor and selling goods at school festivals can help.

問6 次の各文が英文の内容と一致していれば○、一致していなければ×を書きなさい。

1. The Smile Cacao Project uses South African cacao to make delicious chocolate.
2. The company has achieved its goal of using 100% Smile Cacao in all its products by 2023.
3. The company has built schools overseas and provided support to countries which produce cacao beans.
4. A lot of things that Japanese people use in their daily lives can be products made by child labor.

英語 解答 用 紙

| | | | | | | | | |
|----|----|---|-------------------------------|----|---|---|---|--|
| 1 | 1 | | 2 | | 3 | | 4 | |
| 2 | 1 | | 2 | | 3 | | 4 | |
| 3 | 1 | | 2 | | 3 | | 4 | |
| | 5 | | 6 | | 7 | | | |
| 4 | 1 | ① | ② | | 2 | ① | ② | |
| | 3 | ① | ② | | 4 | ① | ② | |
| 5 | 問1 | A | | B | | C | | |
| | 問2 | ① | I want to () it () you | | | | | |
| | | ④ | () Ms. Watanabe () me | | | | | |
| | 問3 | ② | | ③ | | ⑤ | | |
| | 問4 | ア | | | | | | |
| イ | | | | | ウ | | | |
| 問5 | 1 | | 2 | | 3 | | 4 | |
| 6 | 問1 | | | | | | | |
| | 問2 | ア | | イ | | ウ | | |
| | 問3 | ② | () () to the people ~ | | | | | |
| | | ⑤ | can () the world a () place | | | | | |
| | 問4 | | | 問5 | | | | |
| 問6 | 1 | | 2 | | 3 | | 4 | |

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英語 解答例

| | | | | | | | | |
|----|----|---|--------|---------|-------------------------|--------|---|--------|
| 1 | 1 | thirty | 2 | library | 3 | cousin | 4 | summer |
| 2 | 1 | イ | 2 | ウ | 3 | ア | 4 | エ |
| 3 | 1 | ウ | 2 | ウ | 3 | イ | 4 | エ |
| | 5 | ア | 6 | エ | 7 | エ | | |
| 4 | 1 | ① where | ② sit | 2 | ① enough | ② to | | |
| | 3 | ① wish | ② no | 4 | ① been | ② he | | |
| 問1 | A | エ | B | イ | C | ウ | | |
| 問2 | ① | I want to (share) it (with) you | | | | | | |
| | ④ | (What) Ms. Watanabe (told) me | | | | | | |
| 問3 | ② | ア | ③ | エ | ⑤ | イ | | |
| 問4 | ア | many | fields | | | | | |
| | イ | Japanese | people | ウ | necessary (important) | | | |
| 問5 | 1 | ○ | 2 | ○ | 3 | × | 4 | × |
| 問1 | to | | | | | | | |
| 問2 | ア | 深 | 刻 | イ | 4 | ウ | 解 | 決 |
| 問3 | ② | (not) (only) to the people ~ | | | | | | |
| | ⑤ | can (make) the world a (better) place | | | | | | |
| 問4 | ア | | 問5 | C | | | | |
| 問6 | 1 | × | 2 | × | 3 | ○ | 4 | ○ |

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1 5 問2 6 問3 各3点
2 3 4
5 問1, 3~5 各2点
6 問1~2, 4~6