

2

次の対話の文章を読んで、あとの各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Ryu, Saki, and Kenta are members of the newspaper club at A High School. They are going to interview Emily, an *exchange student from the U.S.*

Ryu: Emily, thank you for *accepting our interview today. We talked with you for our school newspaper when you came to our school ten months ago. Today we would like to interview you again before you go back to your country.

Emily: Time flies! I feel the interview was like yesterday. I am so glad to talk with you again for your school newspaper.

Ryu: We want you to tell us about your last ten months in Japan. First, what impressed you the most during your stay in Japan?

Emily: Oh, it is hard for me to choose one thing. But the biggest thing I got was the real experience here. I mean that I saw, felt, and thought about traditional Japanese culture *directly. There were a lot of things that .

Saki: Could you give us some examples?

Emily: OK. For example, I joined two clubs at this school — the tea ceremony club and the Japanese flower arrangement club. At first, I was just happy to take part in those traditional activities. But after I continued to do them for several months, I found that there was always quiet time during the activities. I felt that this time was different from our busy daily lives, and I also felt that . Japanese people have *cherished such special time for several centuries.

Kenta: My aunt has practiced the tea ceremony since she was young. She once said things like that.

Emily: Actually, I am not good at *seiza*, a Japanese way of sitting. But I felt the spirit of those traditional activities through my real experience. I think Japanese people have *passed on the spirit for a long time.

Saki: That's right!

Emily: There is another example which me. During the lessons of the tea ceremony, I had a chance to know about *furoshiki*. The teacher of the tea ceremony club showed me a beautiful *furoshiki* and told me about its history and *function. I was really surprised to realize that it has several functions. For example, (3) you can wrap or cover things of different sizes with *furoshiki*, and also 【 when / carry / it / a bag / use / you / as 】 things. I haven't seen anything like that in my country!

Saki: Wow! You discovered a good point about *furoshiki*. Young Japanese people like us

do not use *furoshiki* in our daily lives anymore, so we Japanese should think of good points about *furoshiki* again. In my opinion, Japanese people were friendly to the environment by using *furoshiki*.

Emily: I agree with you.

Ryu: Is there anything else you realized about Japanese culture?

Emily: Yes. I have found something else with . Can you guess what it is?

Kenta: Let's see.... I can't think of anything.

Emily: OK. The answer is *chopsticks! You can pick up cooked rice or *beans, and cut *grilled fish or *eggs sunny-side-up. You can also hold food of different sizes and *shapes. That means .

Kenta: You are right! Not only *furoshiki* but also chopsticks have more than one function. May I ask you another question? What do you want to do after you go back to your country?

Emily: I used to think about studying education at university, but I have changed my mind. Now I want to study *comparative culture. My experience in Japan gave me the *pleasure of learning about other cultures. Also, I have found that learning about other cultures may give us a chance to think about our own culture from a different *angle and find new sides of it. By doing those things, .

Ryu: We are happy to know that you have learned many things through your stay in Japan. May I *ask you another favor? Please give a message to all our readers at this school.

Emily: All right. *First of all, I am so glad that I have shared a happy and wonderful time here with you. There were many students who helped me a lot in many situations. I'll never forget your kindness. And I want to tell you one more thing that I learned from my experience. If you have something you want to do, just try to do it. You shouldn't only think about it, but you should experience it. You must not be afraid of starting new things. I hear that there is a *saying, "Experience is the best teacher." I am sure that your experience will give you a lot of *precious gifts and *broaden your view, ⁽⁵⁾just as my experience in Japan did.

Saki: Thank you for your wonderful message!

Emily: Good luck on your newspaper! Let's keep in touch.

Ryu: We are looking forward to seeing you again someday!

〔注〕 exchange student 交換留学生

directly 直接

pass on 受け渡す

chopsticks 箸

grill (肉・魚などを) 焼く

accept 受け入れる

cherish 大切にする

function 機能

bean 豆

eggs sunny-side-up 目玉焼き

shape かたち

comparative culture 比較文化論

pleasure 喜び

angle 角度

ask ~ a favor ~に願ひする

first of all まずはじめに

saying ことわざ

precious 貴重な

broaden 広げる

[問 1] ~ の中には、次の (A) ~ (D) のうちのいずれかが入る。それぞれに入るものを並べた組み合わせとして正しいものは、下の **ア** ~ **エ** のうちではどれか。

- | |
|---|
| (A) chopsticks have the functions of both forks and knives in our culture |
| (B) time went by very slowly while I was doing them |
| (C) we will be able to respect other countries more, too |
| (D) I couldn't get only through TV, books, magazines, and so on |

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| ア | 1-a : (D) | 1-b : (B) | 1-c : (A) | 1-d : (C) |
| イ | 1-a : (C) | 1-b : (D) | 1-c : (A) | 1-d : (B) |
| ウ | 1-a : (D) | 1-b : (B) | 1-c : (C) | 1-d : (A) |
| エ | 1-a : (C) | 1-b : (A) | 1-c : (B) | 1-d : (D) |

[問 2] 本文の流れに合うように、 の中に入る最も適切な **1 語** を、本文中の より前の部分から抜き出せ。

[問 3] (3) you can wrap or cover things of different sizes with furoshiki, and also things について、本文の流れに合うように、 内の単語・語句を正しく並べかえるとき、 内で **2 番目** と **5 番目** にくる単語・語句の組み合わせとして正しいものを、次の **ア** ~ **カ** の中から **一つ** 選べ。

- | | | |
|----------|------------|------------|
| ア | 2 番目 a bag | 5 番目 use |
| イ | 2 番目 as | 5 番目 you |
| ウ | 2 番目 a bag | 5 番目 you |
| エ | 2 番目 carry | 5 番目 a bag |
| オ | 2 番目 it | 5 番目 when |
| カ | 2 番目 carry | 5 番目 when |

[問 4] に入る、最も適切な **連続する 2 語** を本文中の Emily の発言から抜き出せ。

[問 5] (5) just as my experience in Japan did とあるが、その内容に**含まれないものは**、次のうちではどれか。

- ア just as I learned in Japan that it is very important to experience things directly
- イ just as studying education at university taught me the importance of life
- ウ just as Japan and Japanese people gave me a chance to think about my own culture
- エ just as a lot of things I learned through real experience in Japan broadened my view

[問 6] 本文の内容と合っているものを、次の**ア～ク**の中から**一つ**選べ。

- ア Ryu, Saki, and Kenta had an interview with Emily for their school newspaper for the first time.
- イ Emily tried to do some traditional Japanese activities, but she couldn't do them because she had a busy life.
- ウ Emily says the spirit of traditional Japanese activities should also be passed on in the U.S.
- エ Emily read about *furoshiki* in the U.S., so she knew that it was used for wrapping and covering things.
- オ Kenta says that Japanese people were thinking about the environment by using *furoshiki* a long time ago.
- カ Kenta explained the functions of chopsticks to Emily in the interview.
- キ Emily was happy to learn about Japanese culture, so she has become interested in studying other cultures.
- ク In the interview, Emily encouraged the readers at A High School to study comparative culture at university.

3

次の対話の文章を読んで、あとの各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Masao, Kozue, and Naoko are members of the English club at A High School. After school, they are talking with Ms. Mori, the English club teacher, about food education.

Masao: Today, health foods are very popular around the world, aren't they? I am interested in food, too.

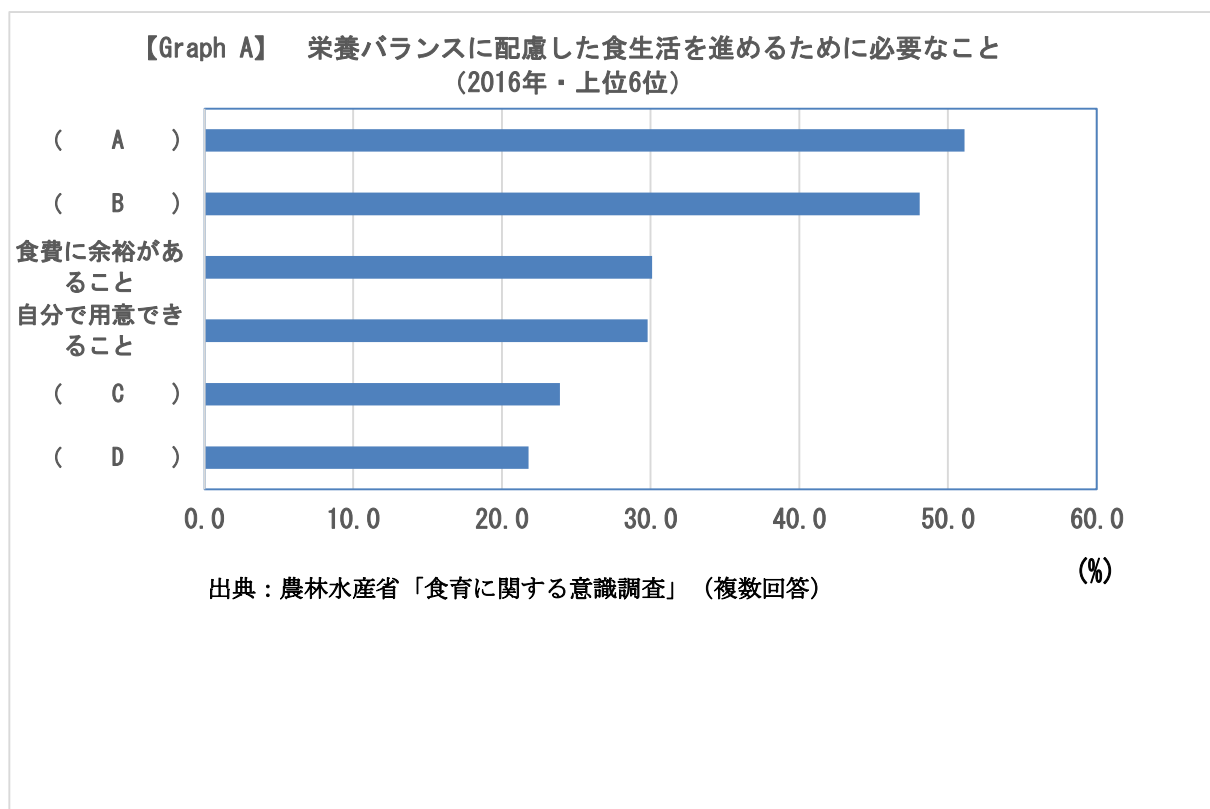
Ms. Mori: We hear lots of information about food, but we should check it carefully.
(1) We have [① is / ② food / ③ to learn / ④ to decide / ⑤ what information / ⑥ a lot about] right. Now let's talk about *Shokuiku*, food education.

Kozue: Ms. Mori, what is the purpose of *Shokuiku*?

Ms. Mori: **The Basic Law on Shokuiku* was *enforced in July 2005. Its purpose is for people to have a healthy and *cultural life, and to have a rich and active *society. When we try to realize its purpose, I think there are (2) three important points. One of them is to improve our eating *habits. We need to be able to take the right actions with food by using the right information. Is there anyone who knows about the other important points?

Naoko: I have an idea. Today Japanese food is attracting attention all over the world. So, one of the important points must be to *inherit Japanese food culture.

Ms. Mori: That's right. And the last one is to understand the food *cycle and the environment clearly. In other words, it is necessary to understand that our food is produced by the *abundance of nature, and supported by the activities of *food related people. And we should show thanks to nature and those people. First, let's think a little about our eating habits. Look at **【Graph A】**. It shows what is needed to have *nutritiously-balanced meals.



Kozue: More than 50% of the *respondents chose “**Enough *preparation time**”. You know, these days many Japanese people are busy, so I am not surprised at that.

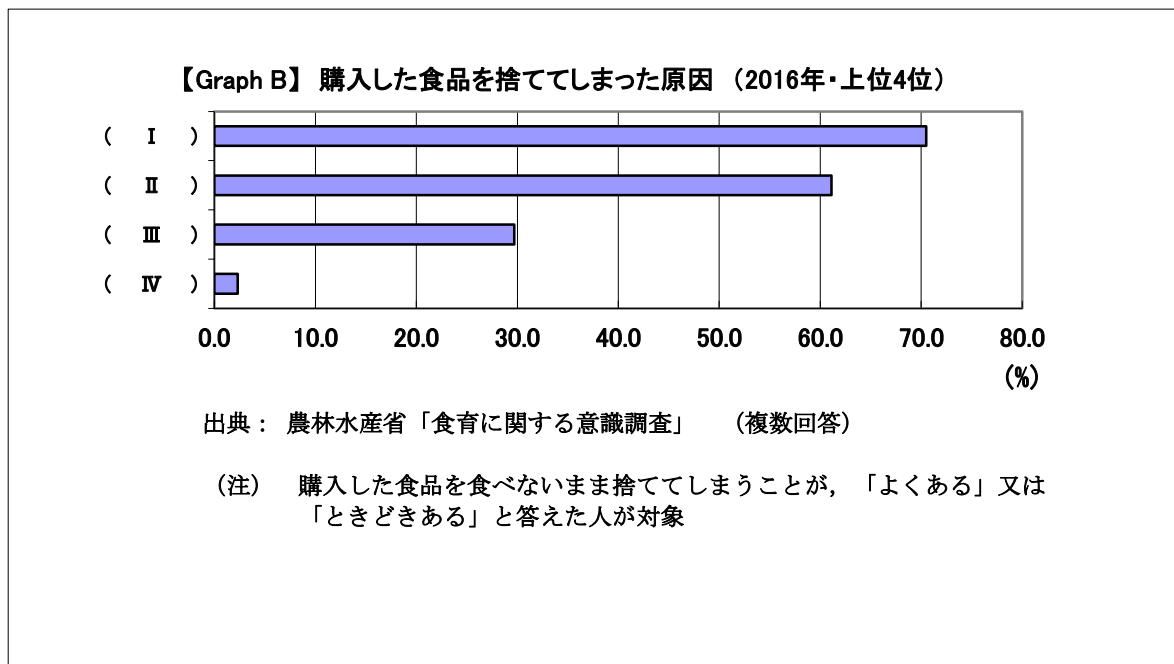
Naoko: “**Easy preparation**” was next below “**Enough preparation time**”. I guess that came from the same reason.

Masao: I thought “**Enough *appetite**” would take the first place, but it was the lowest on **【Graph A】**.

Ms. Mori: I am sorry to learn that “**Understanding the strong points of a *complete meal**” was fifth on **【Graph A】**. If we have the right information about food, we will understand that having nutritiously-balanced meals is very important. I hope all of you will be careful about nutritiously-balanced meals and improve your eating habits. Next, let’s talk about the food cycle and the environment. What problem is attracting public attention today? Does anyone have an answer?

Kozue: Ms. Mori, a lot of people are very worried about the problem of food waste, aren’t they?

Ms. Mori: Yes, they are. OK, let’s find out why food waste is increasing. Look at **【Graph B】**. The respondents were asked the question, “Do you ever throw away food *products before eating them?” And about 33% of them answered “Often” or “Sometimes”. **【Graph B】** shows why about 33% of them threw away food products before eating them.



Kozue: I am not good at cooking. So, if I am asked, I will choose “① **I did not understand how to cook or eat them.**” But it was much lower than the other three.

Naoko: The number of respondents who chose “② **I put them in the *fridge or in another place and forgot about them.**” is about twice as large as the number of respondents who chose “③ **I bought too much.**” But more respondents chose “④ **I couldn’t eat them before they *expired.**”

Masao: I guess food waste will be reduced if we are more careful about it.

Ms. Mori: You are right. We should not only reduce it but also recycle it. Both are important to protect the environment. Now, let’s check what groups can take part in *Shokuiku*. Of course, school teachers can help you in *Shokuiku* through several subjects. What other groups can take part in *Shokuiku*?

Kozue: I think families influence children’s healthy eating habits a lot. Parents, especially, have to think about nutritiously-balanced meals for their children.

Masao: I agree. And how about local communities?

Ms. Mori: That’s also a good point. ア Now let’s see about local governments. All prefectures and almost 80% of cities, towns and villages each made a **Shokuiku Promotion Program* by the end of March 2017. I’ll give you some examples of the goals set in them. The most popular goal is “**Reduce the number of people who don’t have breakfast**”. The second place is “**Increase the number of people who eat nutritiously-balanced meals**”. Local governments have taken positive actions to realize their goals.

Naoko: Are there any points which are attracting attention?

Ms. Mori: Yes. It is difficult for local governments to realize their goals by themselves. So, many local governments are now making efforts to build a new system in *cooperation with other local governments. イ And there is cooperation with other groups, too. For example, there is cooperation with local schools. Can you give us an example of that kind of cooperation?

Masao: Yes. I heard about that kind of event. An elementary school supported by the local government gave the students a chance to work together with local farmers. The students learned how to grow vegetables. And they also learned how the vegetables were sold to customers. That means they learned about the food cycle, right?

Kozue: I remember that my cousin told me about that kind of event. Some students at his elementary school learned how to make traditional dishes from local chefs. ウ I believe that the students became interested in local food culture through that event. And I also believe that such events will lead to one of the important points of *Shokuiku*, to inherit Japanese food culture.

Ms. Mori: Thank you for giving us good examples. Through these kinds of events, students will give thanks to the abundance of nature and food-related people.

Kozue: I think we should continue these kinds of events in high school. What do you think about that?

Naoko: I agree. エ For example, we can teach them useful skills we have learned in high school. Elementary school students will feel *comfortable because we are closer to them in age.

Masao: That's a good idea. How about planting vegetables or making traditional Japanese dishes together during the summer vacation?

Ms. Mori: I hope that more and more high school students will join *Shokuiku* volunteers and take an active part in such *Shokuiku* events. I also hope that the Japanese word *Shokuiku* will spread to other countries and be used overseas in the future.

〔注〕 *The Basic Law on Shokuiku* 食育基本法

enforce 施行する	cultural 文化的な
society 社会	habit 習慣
inherit 受け継ぐ	cycle 循環
abundance 豊かさ	food-related 食に関わりのある
nutritiously-balanced 栄養バランスのとれた	
respondent 回答者	preparation 準備
appetite 食欲	complete 主食・主菜・副菜をそろえた
product 製品	fridge 冷蔵庫
expire 消費・賞味期限が切れる	

Shokuiku Promotion Program 食育推進計画

cooperation 協力

comfortable 心地よい

[問 1] (1) We have 【 ① is / ② food / ③ to learn / ④ to decide / ⑤ what information / ⑥ a lot about 】 right. について、本文の流れに合うように、【 】内の単語・語句を正しく並べかえるとき、【 】内で **1 番目**と **5 番目**にくる単語・語句の組み合わせとして正しいものを、次の **ア～カ**の中から **一つ**選べ。

- | | | | | |
|----------|------|-------------|------|--------------------|
| ア | 1 番目 | ② food | 5 番目 | ④ to decide |
| イ | 1 番目 | ② food | 5 番目 | ⑥ a lot about |
| ウ | 1 番目 | ③ to learn | 5 番目 | ④ to decide |
| エ | 1 番目 | ③ to learn | 5 番目 | ⑤ what information |
| オ | 1 番目 | ④ to decide | 5 番目 | ⑤ what information |
| カ | 1 番目 | ④ to decide | 5 番目 | ⑥ a lot about |

[問 2] (2) three important points に **含まれない内容**の組み合わせとして最も適切なものを、下の **ア～ク**の中から **一つ**選べ。

- | |
|--|
| (A) to have a healthy and cultural life |
| (B) to improve eating habits |
| (C) to use the right information |
| (D) to inherit Japanese food culture |
| (E) to understand the food cycle and the environment |

- | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| ア | (A), (B) | イ | (A), (C) | ウ | (A), (D) | エ | (B), (C) |
| オ | (B), (D) | カ | (B), (E) | キ | (C), (E) | ク | (D), (E) |

[問 3] 【Graph A】において、本文の内容から、(a)「手間がかからないこと」及び (b)「食欲があること」が入るのは、それぞれ (**A**) ～ (**D**) のどれか。正しい組み合わせを、次の **ア～ク**の中から **一つ**選べ。

- | | | | |
|----------|--|----------|--|
| ア | (a) — (A), (b) — (C) | イ | (a) — (A), (b) — (D) |
| ウ | (a) — (B), (b) — (A) | エ | (a) — (B), (b) — (D) |
| オ | (a) — (C), (b) — (A) | カ | (a) — (C), (b) — (B) |
| キ | (a) — (D), (b) — (B) | ク | (a) — (D), (b) — (C) |

[問 4] 【Graph B】の内容について書かれた下のア～カの中から、正しいものを一つ選べ。
ただし、①～④は本文中の下線部を指し、それぞれ、【Graph B】の（ I ）～
（ IV ）のいずれかに当てはまる。

- ① I did not understand how to cook or eat them
- ② I put them in the fridge or in another place and forgot about them
- ③ I bought too much
- ④ I couldn't eat them before they expired

- ア The number of respondents who chose ① was larger than the number of respondents who chose ④.
- イ The number of respondents who chose ③ was smaller than the number of respondents who chose ①.
- ウ The number of respondents who chose ③ was more than twice as large as the number of respondents who chose ④.
- エ More than half of all the respondents who were asked the question, “Do you ever throw away food products before eating them?” answered “Often” or “Sometimes”.
- オ More than half of all the respondents who were asked the question, “Do you ever throw away food products before eating them?” chose ②.
- カ Fewer than 20% of all the respondents who were asked the question, “Do you ever throw away food products before eating them?” chose ③.

[問 5] 次の英文が入る最も適切な箇所を、本文の

ア

 ～

エ

 の中から一つ選べ。

I think it is also good for high school students to try to help elementary school students through *Shokuiku*.

[問 6] 本文の内容と合っているものを、次のア～クの中から一つ選べ。

- ア *The Basic Law on Shokuiku* was enforced in every prefecture and almost 80% of cities, towns, and villages in 2017.
- イ In Ms. Mori's opinion, “**Understanding the strong points of a complete meal**” will be higher than it was on **【Graph A】**, if people understand that inheriting Japanese food culture is very important.
- ウ Kozue thinks that families can take an active part in *Shokuiku*, but Masao doesn't agree with her and thinks that local communities can take a more active part than families.

- エ In *Shokuiku Promotion Programs*, “**Increase the number of people who eat nutritiously-balanced meals**” is a more popular goal than “**Reduce the number of people who don’t have breakfast**”.
- オ In Masao’s opinion, in the event he gave as an example of the cooperation of families and local schools, the local elementary school students learned about the food cycle.
- カ Naoko says the cooperation of local schools is more important than the cooperation of local governments.
- キ Ms. Mori hopes that more and more high school students will take part in *Shokuiku* events without joining *Shokuiku* volunteers.
- ク Ms. Mori wants people in other countries to use the Japanese word *Shokuiku* in the future.

4

次の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Mike is an American high school student. He *updates his *web diary on Saturdays. He shares it with his friends.*

July 21

Hi! Welcome to my diary. I'm staying with Jin, a Japanese friend in Tokyo, Japan. He and I are planning to take a bicycle trip. Jin's house is near a river called the Tama River. He says people enjoy seeing the cherry blossoms on the *riverbank in March. There are also large sports fields and parks near the river.

Jin and I went to the river today. Some people were riding bicycles on the riverbank *cycling road. I said, "I want to go cycling, Jin. Do you think we can go to the sea by bicycle along the river?" He answered, "Well, if we start early in the morning, we can get to the *mouth of the river before noon." I said, "Really? Great! Let's try it while I'm in Japan!" He agreed and we decided to start planning.

We came back home and opened a Tokyo map. The mouth of the river ⁽¹⁾ 【 town / thirty / Jin's / long / kilometers / is / from / away / about 】. We can go and come back in a day. We can also enjoy the views, taking photos, and having lunch. ⁽²⁾ A plan for next Saturday was quickly made.

We talked about our Saturday plan again that evening. Jin's parents listened to us. His mother said, "You're going to go along the river down to the sea. Why don't you try going up along the river to the lake in the mountains on Sunday? You'll enjoy different views of Tokyo." Jin said we couldn't go 3-a the long *slope and come back in one day, but Jin's father had an idea. He said we could take off the *wheels of our bikes, put everything in bags, take the train to the station in the mountains, get off the train, put the wheels back on the bikes, and start cycling. ⁽⁴⁾ We liked his idea, talked about our plan one more time, and changed the whole thing. Our Saturday cycling course along the river will be from the lake in the mountains to Jin's house, and the Sunday course will be from here down to the sea. The weather is going to be the best for cycling next weekend. Bye.

July 28

Hello. Jin and I have finished the first day of our cycling. We really enjoyed it! This morning we left home early and took the train. We got off at the station in the mountains, put the wheels back on the bikes, and started to go up the *winding road along the river to the lake. We were a little tired, but the view from the *lakeside was really beautiful! We saw mountains, forests, the lake, and white clouds in the blue sky! I couldn't believe I was in Tokyo.

We stopped and had a break for a while. Some people were also having a break around us.

Some of them came by car and others by bike. One of them came up to us and said, “Hi! Nice view, isn’t it? I’m Ken. I’m going to Yamanashi Prefecture by bike. Are you going up from here or going down?” We said, “We’re going 3- b .” Then we talked with Ken for a while. He was our age and going to his grandfather’s house. He didn’t take the train and came up from the foot of the mountains by bike. He climbed several hundred meters *in height! We were *embarrassed because we took the train, and said, “You must be too tired, and you are still going up from here!” He smiled and said, “Well, I’m a little tired. At first, I didn’t think I could climb the long slope, but I tried hard and was able to do it. Now I’m very happy.” Jin and I said, “We’re surprised. You are a great athlete! Have a nice day.” We said goodbye to him and started again. ⁽⁵⁾We decided we wouldn’t take the train on Sunday.

From the lake we enjoyed riding 3- c the road. The river became wider and finally the slope ended. On the riverbank, we saw a boy under a tree. He was jumping 3- d at the tree with *tongs in his hand. We stopped and said, “Hi! Can we help you?” The boy was trying to get a piece of paper from the tree. There were other boys around us. They were cleaning with tongs, too. I borrowed the tongs from the boy near the tree and was able to get the paper. He said, “Thanks. I’m Yuta. We’re cleaning the riverbank. We are members of a junior high school soccer team and always clean this place after practicing in the park.” Jin and I looked at each other and said, “Can we join you?” Yuta said thanks and gave us new tongs. We started cleaning. While we were cleaning, we talked with Yuta. He and his friends practiced soccer in the morning, and then they began cleaning the riverbank. We worked for about an hour and collected cans and bottles. After we finished, Jin and I said goodbye to the soccer boys, and started our cycling again. We felt happy though we were tired.

We got back home around five o’clock. We talked about the day with Jin’s parents at dinner. Jin’s mother said, “You helped the soccer boys. I am proud of you two.” I said, “Thanks. The soccer boys showed us a good example.” Jin’s mother said, “You’re right. ⁽⁶⁾Doing good things can influence others.” Jin’s father added, “Yes, and it is difficult to throw things on the ground if you know some people clean the place in their free time.”

Tomorrow we’ll get up earlier than today. I’ll be able to see *central Tokyo and the sea. I just can’t wait!

<p>〔注〕 update 更新する riverbank 川の土手 mouth of a river 河口 wheel 車輪 lakeside 湖畔 tongs トング (ものをつかむためのU字形の道具)</p>	p web diary インターネット上の日記 cycling サイクリング slope 坂道 winding 曲がりくねった in height 標高で embarrassed 恥ずかしい
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central Tokyo 都心部

〔問1〕 (1) 【 town / thirty / Jin's / long / kilometers / is / from / away / about 】 について、本文の流れに合うように、【 】内の単語を正しく並べかえるとき、【 】内で**2番目**と**5番目**にくる単語の組み合わせとして正しいものを、次の**ア～ク**の中から**一つ**選べ。ただし、【 】内には**不要な単語**が**1語**含まれている。

ア	2番目	Jin's	5番目	kilometers	イ	2番目	kilometers	5番目	away
ウ	2番目	kilometers	5番目	long	エ	2番目	about	5番目	thirty
オ	2番目	about	5番目	away	カ	2番目	Jin's	5番目	long
キ	2番目	thirty	5番目	town	ク	2番目	thirty	5番目	long

〔問2〕 (2) A plan for next Saturday was quickly made. とあるが、この内容を次のように書き表すために、(①) に (A) ～ (D)、(②) に (E) ～ (H) のいずれかをそれぞれ入れるとき、最も適切な組み合わせを、下の**ア～ク**の中から**一つ**選べ。

Jin and I quickly made a plan to go cycling along the river (①) (②) .

- ① (A) from the station in the mountains
(B) from the lake in the mountains
(C) from the mouth of the river
(D) from Jin's house

- ② (E) to the park near the riverbank
(F) to Yamanashi Prefecture
(G) to Jin's high school
(H) to the sea

ア	① (A)	② (F)	イ	① (B)	② (E)
ウ	① (B)	② (H)	エ	① (A)	② (G)
オ	① (C)	② (F)	カ	① (D)	② (E)
キ	① (D)	② (H)	ク	① (C)	② (G)

〔問 3〕 3-a ～ 3-d のそれぞれに up, down のいずれかを入れるとき、最も適切な組み合わせを、次のア～カの中から一つ選べ。

- | | | | | |
|---|-----------|-----------|-----------|-----------|
| ア | 3-a: up | 3-b: up | 3-c: down | 3-d: down |
| イ | 3-a: up | 3-b: down | 3-c: up | 3-d: down |
| ウ | 3-a: up | 3-b: down | 3-c: down | 3-d: up |
| エ | 3-a: down | 3-b: down | 3-c: up | 3-d: up |
| オ | 3-a: down | 3-b: up | 3-c: down | 3-d: up |
| カ | 3-a: down | 3-b: up | 3-c: up | 3-d: down |

〔問 4〕 (4) We liked his idea, talked about our plan one more time, and changed the whole thing. とあるが、この内容を次のように書き表すために、(①) に (A) ～ (D), (②) に (E) ～ (H) のいずれかをそれぞれ入れるとき、最も適切な組み合わせを、下のア～クの中から一つ選べ。

We agreed with Jin's father's idea, changed our plan, and decided to go cycling along the river (①) (②) .

- ① (A) from the station in the mountains to Yamanashi Prefecture
 (B) from Jin's house to the lake in the mountains
 (C) from the sea to the station in the mountains
 (D) from the lake in the mountains to the sea
- ② (E) in three days
 (F) in two days
 (G) in one day
 (H) in half a day

- | | |
|---------------|---------------|
| ア ① (A) ② (H) | イ ① (A) ② (G) |
| ウ ① (B) ② (F) | エ ① (B) ② (E) |
| オ ① (C) ② (H) | カ ① (C) ② (G) |
| キ ① (D) ② (F) | ク ① (D) ② (E) |

〔問5〕 (5) We decided we wouldn't take the train on Sunday. とあるが、この理由を最も適切に説明しているものは、次のうちではどれか。

- ア Jin and Mike wanted to enjoy seeing the cherry blossoms along the riverbank cycling road.
- イ Jin and Mike were moved because Ken climbed the long slope to the lake by bike without using the train.
- ウ Jin and Mike thought they would go along the river by bike and planned to clean the lake.
- エ Jin and Mike asked Jin's father to bring them home by car on Sunday, so they didn't think they would need the train.

〔問6〕 次の(A)～(F)の英文を、出来事が起きた順に並べかえたものとして最も適切なものを、下のア～カの中から一つ選べ。

- (A) Jin's parents gave Jin and Mike helpful advice and the boys changed their plan.
- (B) Jin's parents learned that Jin and Mike were planning to go cycling.
- (C) Jin's mother said that she was proud of Jin and Mike.
- (D) Jin and Mike decided to make a cycling plan for Saturday.
- (E) Jin and Mike met Ken and talked with him, and Ken's plan surprised them.
- (F) Yuta and his friends were cleaning the riverbank, and Jin and Mike helped them.

- ア (A) → (B) → (D) → (F) → (C) → (E)
- イ (A) → (C) → (D) → (E) → (B) → (F)
- ウ (B) → (C) → (F) → (A) → (E) → (D)
- エ (B) → (A) → (F) → (E) → (D) → (C)
- オ (D) → (A) → (E) → (C) → (F) → (B)
- カ (D) → (B) → (A) → (E) → (F) → (C)

〔問7〕 (6) Doing good things can influence others. とあるが、この文の内容に対応する本文中で述べられている出来事をまとめて英語で書け。二つ以上の英文になってもかまわない。ただし、語数は合計で **20語以上 40語以内** とする。なお、下の〔例〕のように、「 , 」 「 . 」などは語数に含めない。短縮形は1語と数える。

〔例〕 I'm a student . My mother said to

me, "Are you busy?" I said, "Yes!"