

1 次の(1)~(10)の日本語の文の内容と合うように、英文中の()内のア~ウからそれぞれ最も適しているもの一つずつを選び、記号を○で囲みなさい。

- (1) これは私の新しいかばんです。
This is my new (ア bag イ clock ウ desk) .
- (2) 私の姉はふだん電車で学校に行きます。
My sister usually goes to school by (ア bike イ bus ウ train) .
- (3) 彼女は先週、有名な寺を訪れました。
She visited a (ア famous イ local ウ small) temple last week.
- (4) 私の兄は昨夜とても疲れていました。
My brother was very (ア excited イ surprised ウ tired) last night.
- (5) あなたの辞書を借りてもよいですか。
Can I (ア borrow イ put ウ send) your dictionary?
- (6) あれらの教科書はあなたのものですか。
(ア Am イ Is ウ Are) those textbooks yours?
- (7) 私は昨日、私の祖母から手紙を受け取りました。
I (ア receive イ received ウ receiving) a letter from my grandmother yesterday.
- (8) 私は私の姉よりも速く走ることができます。
I can run (ア fast イ faster ウ fastest) than my sister.
- (9) 私にとって人々の前で話すことは簡単ではありません。
(ア Speak イ Spoken ウ Speaking) in front of people is not easy for me.
- (10) 私はこのような甘いりんごを食べたことがありません。
I have never (ア eat イ ate ウ eaten) a sweet apple like this.

2 ジュディ(Judy)はニュージーランドからの留学生です。次の[I],[II]に答えなさい。

[I] 次は、ジュディが英語の授業で行ったスピーチの原稿です。彼女が書いたこの原稿を読んで、あとの問いに答えなさい。

Hello, everyone. What is your favorite animal? I like penguins the most. Penguins are birds, but they can't fly. They can swim well in the water. There are many kinds ① penguins in the world. Today, I will talk about my favorite penguin.

Please look at the picture. They are cute, right? Do you know their name? Look at their faces. These penguins have a black line under their chins. The line looks like a strap, so they are called "chinstrap penguin" in English.

Last month, I went to a popular zoo with my host family. In Japan, ① it is one of my favorite places because I can meet my favorite penguin. When I was ② chinstrap penguins, I learned they were called "hige penguin" in Japanese. I asked, "What does hige mean?" Then, my host family answered, "Hige means beard. The black line looks like a beard." I thought the difference of the names was interesting.

Now, look at the black line again. What does it look like to you? I think the black line looks like a mouth. When I first saw these penguins, I thought they were smiling. So, I want to call them "smile penguin." If you can name these penguins, what will you call them? Thank you for listening.

(注) penguin ペンギン chin あご strap ひも
chinstrap あごひも hige ひげ beard ひげ

(1) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア at イ by ウ of エ to

(2) 本文中の ① の表している内容に当たるものとして最も適しているひとつの英語3語を、本文中から抜き出して書きなさい。

(3) 次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

ア watch イ watching ウ watched エ to watch

(4) 次のうち、本文中で述べられている内容と合うものはどれですか。一つ選び、記号を○で囲みなさい。

ア ジュディは、世界にいるたくさんの種類のペンギンのうち、3種類のペンギンを紹介した。
イ ジュディは、好きな種類のペンギンに黒い線がある理由を、ホストファミリーから教わった。
ウ ジュディは、好きな種類のペンギンの名前が英語と日本語とで違って面白かった。
エ ジュディは、好きな種類のペンギンが「笑顔ペンギン」と呼ばれていると知ってうれしかった。

[II] スピーチの後に、あなた(You)がジュディと次のような会話をするとして、あなたならば、どのような話をしますか。あとの条件1~3にしたがって、(①) ~ (③) に入る内容を、それぞれ5語程度の英語で書きなさい。解答の際には記入例にならって書くこと。

You: Hi, Judy. Your speech was good. (①)

Judy: Thank you.

You: (②)

Judy: OK. What is it?

You: (③)

Judy: They like very small fish.

<条件1> ①に、自分はそれをとても楽しんだという内容の文を書くこと。

<条件2> ②に、一つ質問をしてもよいかたずねる文を書くこと。

<条件3> ③に、彼らの好きな食べ物は何かたずねる文を書くこと。

記入例

What time is it ?

Well, it's 11 o'clock.

3 次は、高校生の礼奈 (Rena)、モンゴル (Mongolia) からの留学生のバトバイル (Batbayar)、織田先生 (Ms. Oda) の3人が交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

Rena: Hi, Batbayar. What are you doing?
 Batbayar: Hi, Rena. I'm thinking about my sister's birthday present.
 Rena: Oh, you are a kind brother. When is her birthday?
 Batbayar: It will be next month. Will you ① me a good idea about a present? She is interested in costumes.
 Rena: OK, I will think about it with you.
 Ms. Oda: Hello, Rena and Batbayar. What are you talking about?
 Rena: Hello, Ms. Oda. We are talking about a birthday present for his sister.
 Ms. Oda: That sounds fun. What does she like?
 Batbayar: She likes traditional costumes, for example *deel*.
 Rena: *Deel*? ②
 Batbayar: *Deel* is the traditional costume of Mongolia. *Kimono* is the traditional costume of Japan, right? I think some *deel* look like *kimono*.
 Rena: Really? That's interesting.
 Ms. Oda: I also think the shapes of *deel* and *kimono* look similar.
 Batbayar: Have you ever seen them?
 Ms. Oda: Yes. I saw many *deel* when I went to Mongolia two years ago. They were all beautiful.
 Batbayar: ③ I also think *deel* is beautiful.
 Rena: When do you wear *deel*, Batbayar?
 Batbayar: I wear *deel* for some special events. For example, in my country, I wear it on the first day of the year, and at some parties.
 Rena: I see. I also wear *kimono* for some special events.
 Batbayar: I think *kimono* is a beautiful traditional costume. I like *kimono* and my sister likes it, too. In Mongolia, some people enjoy *deel* which are made with *kimono* cloth.
 Rena: Really? The idea of using *kimono* cloth to make *deel* is interesting. Why is it used for making *deel*?
 Batbayar: I have heard some reasons. I'll tell you one of ④. *Kimono* cloth is good for making *deel* because the shapes of *deel* and *kimono* are similar. They are made with pieces of long cloth.
 Rena: I understand.
 Batbayar: My sister says she also wants a *deel* with *kimono* cloth in the future.
 Rena: Oh, Batbayar! I've got an idea for your sister's birthday present. How about giving her *kimono* cloth? I think ④ it.
 Batbayar: Wow, that sounds great, but I worry that it may be very expensive.
 Ms. Oda: Then, I know a good shop near here. *Kimono* cloth at the shop comes from used *kimono*, so it is not so expensive.
 Batbayar: That will be nice. Thank you. I will buy and send *kimono* cloth to my sister. Then she can enjoy wearing *deel* with *kimono* cloth.
 Ms. Oda: How can she wear the *deel* only by getting *kimono* cloth?
 Batbayar: In Mongolia, there are some shops for ⑤.
 Rena: That's a good system. Please ask her to take a picture when she wears the *deel*.
 Batbayar: Sure. I will show it to you.
 Rena: Thank you. Now I understand a few things about the traditional costumes of Mongolia and Japan. Knowing about them is fun. I think it is interesting to use traditional cloth of Japan to make a traditional costume of Mongolia.
 Batbayar: Yes, I agree with you. I think ⑥ that is a wonderful way to enjoy two traditional things.



デールの写真

deel (デール)
(複数形も *deel*)



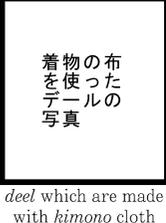
着物の写真

kimono (着物)
(複数形も *kimono*)



着物の布
の写真

kimono cloth
(着物の布, 生地)



着物の布
を使った
デールの
写真

deel which are made
with *kimono* cloth

(注) cloth 布, 生地

(1) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア give イ hold ウ know エ like

(2) 本文の内容から考えて、次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア How much is *deel*? イ What is *deel*?
- ウ When is *deel* used? エ Which *deel* is better?

(3) 本文中の ③ が、「私はそれを聞いてうれしく感じます。」という内容になるように、次の [] 内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成させなさい。

I feel [that happy hear to].

(4) 本文中の ④ them の表している内容に当たるものとして最も適している ひとつの英語 2 語を、本文中から抜き出して書きなさい。

(5) 本文中の 'I think ④ it.' が、「私は、彼女がそれを好むだろうと思います。」という内容になるように、解答欄の _____ に英語 3 語を書き入れ、英文を完成させなさい。

(6) 本文の内容から考えて、次のうち、本文中の ⑤ に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア making cloth from used costumes
- イ making *deel* with cloth we choose
- ウ selling cloth which is used for *deel*
- エ selling many kinds of *kimono*

(7) 次のうち、本文中の ⑥ that が表している内容として最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- ア wearing a traditional costume of a country only in the country
- イ taking a picture of traditional cloth for making a traditional costume
- ウ enjoying special events with traditional costumes of one country
- エ making a traditional costume with traditional cloth of another country

(8) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。ただし、①は 3 語、②は 6 語の英語で書くこと。

- ① Does Batbayar wear *deel* on the first day of the year in his country?
- ② When did Ms. Oda go to Mongolia?

1 次は、高校生の礼奈 (Rena)、モンゴル (Mongolia) からの留学生のバトバイル (Batbayar)、織田先生 (Ms. Oda) の3人が交わした会話の一部です。会話文を読んで、あとの問いに答えなさい。

- Rena: Hi, Batbayar. What are you doing?
 Batbayar: Hi, Rena. I'm thinking about my sister's birthday present. Her birthday party ① next month. Will you give me a good idea for her present?
 Rena: ② I think you are a kind brother. What does she like?
 Batbayar: My sister is interested in wearing costumes.
 Ms. Oda: Hello, Rena and Batbayar. What are you talking about?
 Rena: Hello, Ms. Oda. We are talking about a birthday present for his sister. Batbayar says she likes costumes.
 Ms. Oda: Oh, that sounds fun.
 Batbayar: My sister likes traditional costumes, for example *deel*.
 Rena: *Deel*? What is it?
 Batbayar: *Deel* is the traditional costume of Mongolia. *Kimono* is the traditional costume of Japan, right? I think some *deel* look like *kimono*. ③
 Rena: I see. Do people in Mongolia wear *deel* every day?
 Batbayar: ④ But, some people wear *deel* to celebrate something special. For example, I wear it when I celebrate the new year. ⑤ I also wear it when I go to parties.
 Ms. Oda: Well, I went to Mongolia two years ago.
 Rena: That's nice! Did you have chances to see people who wore *deel*?
 Ms. Oda: I had only one chance to see some people who wore *deel* to a big party there.
 Rena: I understand. I think we have almost the same situation for wearing *kimono* in Japan.
 Batbayar: What do you mean?
 Rena: I mean ⑥.
 Batbayar: I agree. I don't see many people who wear *kimono* in Japan. I want more people to wear *kimono* because it is a beautiful traditional costume. My sister and I like it. ⑦ Do you know that some people in Mongolia enjoy *deel* which are made with *kimono* cloth?
 Rena: Really? The idea of using *kimono* cloth to make *deel* is interesting.
 Batbayar: When my sister and I saw those *deel* for the first time, we didn't know what cloth was used. But, those *deel* with *kimono* cloth were beautiful costumes, so we became interested in the costumes and cloth. My sister started learning about the costumes and cloth. She said learning about ⑧ *them* was fun.
 Ms. Oda: I can understand. When I heard traditional cloth of Japan was used to make a traditional costume of Mongolia, I became interested and excited.
 Batbayar: I think wearing *deel* with *kimono* cloth is ④ ways to enjoy two cultures. My sister says she wants to wear one in the future. I think she will be able to enjoy wearing it if she gets *kimono* cloth.
 Rena: How can she wear the *deel* only by getting *kimono* cloth?
 Batbayar: In Mongolia, there are some shops for ⑤.
 Rena: That's a nice system. Then, how about giving her *kimono* cloth as her birthday present?
 Batbayar: That's a good idea, but can I buy it? I guess it may be very expensive.
 Ms. Oda: Batbayar, I think Rena's idea is good. I know a good shop near here. *Kimono* cloth at the shop comes from used *kimono*, so it's not so expensive.
 Batbayar: Oh, that will be nice. Thank you. I will buy and send it to my sister.
 Ms. Oda: When *kimono* get old, a few parts of them may not be in a good condition. ⑥
 Rena: That's a good point about *kimono*.
 Batbayar: Now I understand how people keep using the traditional costume and cloth. I think it is a nice part of culture in Japan.
 Rena: I think so, too. Today, I learned that Japanese traditional cloth was used to make the traditional costumes of Mongolia. Knowing about *deel* with *kimono* cloth gave me a chance to know about our own culture.
 Batbayar: That's true. We have different cultures. Learning about other cultures is sometimes an entrance to learning about our own culture. Let's keep learning together, Rena.
 Rena: Sure.

デールの写真

deel (デール)
 (複数形も *deel*)

着物の写真

kimono (着物)
 (複数形も *kimono*)

着物の布
の写真

kimono cloth
 (着物の布, 生地)

着物の布
を使った
デールの
写真

deel which are
 made with
kimono cloth

- (1) 次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
 ア holds イ will hold ウ will be held エ was held
- (2) 本文の内容から考えて、次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
 ア OK, I will think about it. イ This will not be my present.
 ウ Yes, she will give it. エ No, she will not.
- (3) 本文中には次の英文が入ります。本文中の ⑦ ~ ⑩ から、入る場所として最も適しているものを一つ選び、ア~エの記号を○で囲みなさい。
 People don't wear *deel* so often.
- (4) 本文の内容から考えて、次のうち、本文中の ③ に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
 ア celebrating special events is getting important in Mongolia
 イ chances to see people who wear *kimono* are not so many in Japan
 ウ the number of people who wear *deel* is getting bigger in Mongolia
 エ special events to celebrate the new year are not popular in Japan
- (5) 本文中の ⑧ *them* の表している内容に当たるものとして最も適しているひとつづきの英語4語を、本文中から抜き出して書きなさい。
- (6) 本文中の 'I think wearing *deel* with *kimono* cloth is ④ ways to enjoy two cultures.' が、「私は、着物の布を使ったデールを着ることは、二つの文化を楽しむための最も簡単な方法の一つだと思います。」という内容になるように、解答欄の に英語4語を書き入れ、英文を完成させなさい。
- (7) 本文の内容から考えて、次のうち、本文中の ⑤ に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。
 ア making *deel* with cloth we choose
 イ making cloth from used costumes
 ウ selling many kinds of *kimono*
 エ selling cloth which is used for *deel*
- (8) 本文中の ⑥ が、「しかしながら、そのような古い着物のほとんどの部分は、何か他の物を作るために使うことができます。」という内容になるように、次の [] 内の語を並べかえて解答欄の に英語を書き入れ、英文を完成させなさい。
 However, most parts of such old *kimono* can be [make else used something to].
- (9) 次のうち、本文で述べられている内容と合うものはどれですか。二つ選び、記号を○で囲みなさい。
 ア Ms. Oda had a chance to wear *deel* at a big party when she went to Mongolia two years ago.
 イ Batbayar got an idea of making *deel* with *kimono* cloth when he saw *kimono* for the first time.
 ウ Batbayar will buy traditional cloth of Japan at a shop which Ms. Oda introduced to him.
 エ Batbayar will send a traditional costume which he will make with *kimono* cloth from Japan.
 オ Rena had a chance to know about her own culture through knowing about *deel* with *kimono* cloth.

(注) celebrate 祝う cloth 布, 生地

2 次は、高校生の美咲(Misaki)が英語の授業で行ったスピーチの原稿です。彼女が書いたこの原稿を読んで、あとの問いに答えなさい。

Do you know about Japanese candles? Japanese candles are different from Western candles which are usually used today, although they look very ①. Japanese candles are usually made with wax which is taken from plants. One of the kinds of plants is a tree which is called *haze* in Japanese. People take wax from the berries of *haze*. Last summer, when I went to Kimino Town in Wakayama Prefecture for my vacation, I ② an interesting story from the local people. It was about a special tree of *haze*.



a Japanese candle (和ろうそく)

One day, in the *Edo* period, a little strange tree was found on a mountain in Kimino Town. There were very big berries on the tree. People thought it was a new kind of *haze*. From its big berries, people could take a lot of excellent wax. So, people tried to make many trees of the same kind. People cut some parts of the strange tree and grafted ③ them on the other trees of *haze*. In this way, many trees which had big berries were made. These trees with big berries were ④ *budou haze* because the berries looked like grapes. The first strange tree was called "the original tree" for many *budou haze*. Some people said *budou haze* produced the best wax for making Japanese candles among some different kinds of *haze*. People in the town sold the wax, and the people's lives became better. People thanked *budou haze* and the original tree.



Kimino Town (紀美野町)
Wakayama Prefecture (和歌山県)

And many years passed. ⑤ Most people forgot about the original tree.

In 2016, two high school students in Kimino Town learned about the history of their town and *budou haze* in their class. They became very interested in the original tree, and they began doing research on it. They interviewed a lot of people. Many people said that the tree died many years ago. However, the students ⑥ that the original tree was still in the mountains. ⑦ She thought the tree was very special because it brought a lot of happiness to the town. After talking with the woman, the two students decided to try to find the original tree.



berries of *budou haze*

The students collected a lot of information in the library. And in a book, they found a picture of the original tree. It was a picture which was taken about 80 years ago.

⑧ Although some people said finding it was impossible, the two students didn't stop trying. ⑨ With the picture in their hand, they walked in the mountains and looked for it. ⑩ After making a lot of efforts, finally they could find a tree. ⑪ The tree survived. It was living on a mountain.

In January, 2020, the tree became a natural treasure of Wakayama Prefecture. From this news about the original tree, people in the town got a lot of energy. Some people remembered that *budou haze* was the special kind of *haze* which was found and made in their town. Now, some people have a plan to grow *budou haze* once again. I was very encouraged by the high school students. They had a good influence on their town. I learned that students could make a change outside their classroom. Thank you for listening.

(注) different from ~ ~とは異なる candle ろうそく wax 蠟 (複数形も wax)
haze ハゼ (植物, 複数形も haze) berry (木の) 実 the Edo period 江戸時代
graft ~ ~を接ぎ木する (元になる植物の一部を切り取って, 他の近い種の植物につなげる)
budou haze ブドウハゼ (植物, 複数形も budou haze) grape ブドウ
original 元の, 最初の happiness 幸せ
natural treasure 天然記念物

(1) 本文の内容から考えて、次のうち、本文中の ① に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- A different B difficult C easy D similar

(2) 次のうち、本文中の ② に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- A hear B heard C was heard D have heard

(3) 本文中の ③ them の表している内容に当たるものとして最も適しているひとつづきの英語 6 語を、本文中から抜き出して書きなさい。

(4) 本文の内容から考えて、次のうち、本文中の ③ に入れるのに最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- A kept B left C named D painted

(5) 本文中の ④ に、次の (i) ~ (iii) の英文を適切な順序に並べかえ、前後と意味がつながる内容となるようにして入れたい。あとの A ~ E のうち、英文の順序として最も適しているものはどれですか。一つ選び、記号を○で囲みなさい。

- (i) So, people in the town stopped growing budou haze and many of the trees died.
(ii) And then, most people in the town thought the original tree also died like those other trees.
(iii) Cheaper Western candles became popular and people in Kimino Town could not sell a lot of wax.
A (i) -> (ii) -> (iii) B (i) -> (iii) -> (ii)
C (iii) -> (i) -> (ii) D (iii) -> (ii) -> (i)

(6) 本文中の 'However, the students ⑤ that the original tree was still in the mountains.' が、「しかしながらその生徒たちは、元の木がまだ山にあるということに信じていた一人の女性に会いました。」という内容になるように、解答欄の _____ に英語 5 語を書き入れ、英文を完成させなさい。

(7) 本文中の ⑥ が、「彼女はどこでそれを見たかを覚えていなかったけれども、20年か30年前にそれを見たと言いました。」という内容になるように、次の [] 内の語を並べかえて解答欄の _____ に英語を書き入れ、英文を完成させなさい。

She said that she saw it 20 or 30 years ago, although she didn't [she where it remember saw].

(8) 本文中には次の英文が入ります。本文中の ⑦ ~ ⑩ から、入る場所として最も適しているものを一つ選び、A ~ E の記号を○で囲みなさい。

It looked just like the tree they saw in the picture.

(9) 本文の内容と合うように、次の問いに対する答えをそれぞれ英語で書きなさい。ただし、①は 3 語、②は 6 語の英語で書くこと。

- ① Were there very big berries on the original tree when it was found in the Edo period?
② According to the speech, what did people in the town get from the news about the original tree?

3 あなた (You) とジム (Jim) が、次のような会話をするとします。あとの条件 1・2 にしたがって、(①), (②) に入る内容を、それぞれ 15 語程度の英語で書きなさい。解答の際には記入例にならって書くこと。

You: Jim, it's Monday today, and our tennis match will be on Saturday. (①)

Jim: Of course! Let's do it, but I don't think one day is enough. If it is possible, we should do it on other days, too. What do you think?

You: (②)
Jim: OK.

<条件 1> ①に、テニスの試合まで 5 日だということ、今日の放課後テニスができるかということを書くこと。
<条件 2> ②に、ジムの発言に対する応答を書き、その理由となる【あなたの放課後の予定】についても書くこと。

【あなたの放課後の予定】

Days of the Week	Plans
Monday	
Tuesday	Shopping
Wednesday	Dance Lesson
Thursday	Piano Lesson
Friday	

記入例
When is your birthday?
Well, it's April 11.

1 Choose the phrase that best completes each sentence below.

- (1) The boy () is my brother.
 ア who the contest won twice イ won who the contest twice
 ウ who won the contest twice エ won the contest twice who
- (2) The students were () the school gate.
 ア excited to find a sleeping cat beside イ sleeping to excited find a cat beside
 ウ excited beside to a sleeping cat find エ sleeping excited to beside a cat find
- (3) I want to know () every day.
 ア that singer practices how many hours イ how many hours practices that singer
 ウ that singer how many hours practices エ how many hours that singer practices
- (4) The present () to get for a long time.
 ア she gave me I was wanted the one イ was the one I wanted she gave me
 ウ she gave me was the one I wanted エ was she gave me the one I wanted
- (5) The book gave () prepare for the trip abroad.
 ア enough information to learn to me what イ me enough to learn information to what
 ウ enough to me what information to learn エ me enough information to learn what to
- (6) I will () me until the exam is over.
 ア keep to watch the DVDs from I want away イ watch the DVDs I keep away from want to
 ウ keep the DVDs I want to watch away from エ watch the DVDs to keep I want from away

2 Read the passage and choose the answer which best completes each blank ①~③.

“What are the important factors when you choose food?” This was one of the questions in research which was done on health and food in 2018. The research was done on people over 19 years old. The people who joined the research answered this question by choosing one or more factors from several choices. The following table shows eight factors and the percentages of people who chose them. From all the people who answered the question, the table shows three generations: people who were 20-29, 40-49, and 60-69 years old.

Look at the table. For each generation, the two factors which show the highest and the lowest percentages are same. They are ①. However, the table also shows that people in each generation had different views on choosing food. If you rank the factors of each generation in order from the highest percentages to the lowest ones, there are some differences in the factors which were ranked second and third among the three generations. ② was ranked second by people who were 20-29 and 40-49 years old though it was ranked third by people who were 60-69 years old. For each factor, there are some differences in percentage points between the generations. Of all the factors, the biggest difference in percentage points is 38.7, and it is found on ③.

- (注) factor 要素 over 19 years old 19歳より年上の, 20歳以上の
 choice 選択肢 table 表 percentage 割合
 generation 世代 rank 並べる
 difference in percentage points 割合の差

【Table】

Question: “What are the important factors when you choose food?” Eight factors and the percentages of people who chose them				
factors	ages	20-29	40-49	60-69
taste (おいしさ)		79.5 %	78.1 %	75.8 %
price (価格)		60.2 %	68.5 %	68.1 %
freshness (鮮度)		32.8 %	57.3 %	71.5 %
safety (安全性)		31.0 %	52.1 %	62.7 %
amount and size (量・大きさ)		45.8 %	41.4 %	34.6 %
nutrition (栄養価)		29.1 %	41.9 %	46.3 %
season (季節感・旬)		20.9 %	38.6 %	48.6 %
how easy and convenient (簡便性)		16.1 %	16.1 %	16.1 %

(厚生労働省「国民健康・栄養調査」(令和2年)により作成)

- (1) ① ア “taste” and “price.”
 イ “taste” and “how easy and convenient.”
 ウ “price” and “freshness.”
 エ “amount and size” and “nutrition.”
- (2) ② ア “Taste”
 イ “Price”
 ウ “Freshness”
 エ “Amount and size”
- (3) ③ ア “freshness.”
 イ “safety.”
 ウ “nutrition.”
 エ “season.”

3 Read the passage and choose the answer which best completes each sentence (1)~(4).

According to an old book, on June 10th in 671, a clock was used for the first time in Japan. It was a clock which used water. The date is very important for the history of clocks in Japan.

In the 17th century, in Japan, people began to make some mechanical clocks, but they did not become very popular because people could know the rough time by watching the sun or hearing the sounds of bells from temples. However, in the Meiji period, some people began to use mechanical clocks, because they needed them to use modern technologies which were introduced to Japan from Western countries. For example, in 1872, the first train in Japan began to run. If people tried to take a train, they needed to know the exact time. The change in society ① some changes in people's awareness about time, but very slowly. Many people did not feel the importance of knowing the exact time so much.

In 1920, some people at that time thought it was necessary to change people's awareness about time to make Japan a modern country. With such a purpose, in that year, an exhibition about time was held in Tokyo. Through many interesting things which were shown, people could learn how time had influences on their lives. The exhibition became very popular, and about 220,000 people came. During the exhibition, June 10th became the "Day for celebrating time" because on that day over 1,200 years ② that year, the first clock was used in Japan. At noon, on that day in 1920, all over Tokyo, people could hear a sound which told it was 12 o'clock. The exhibition gave many people a chance to have a sense of minutes and seconds. And, people began to improve clocks to make them more accurate.

Just in one century after the first Day for celebrating time, clocks have become very accurate and people have become very punctual. We don't know how our awareness of time will be changed in the future by more accurate clocks or changes in society.

- (注) the 17th century 17世紀 mechanical 機械式の rough おおよその bell 鐘 the Meiji period 明治時代 modern 近代的な technology 技術 society 社会 awareness 意識, 感覚 exhibition 展覧会 Day for celebrating time 時の記念日 graft ~ ~を接ぎ木する (元になる植物の一部を切り取って, 他の近い種の植物につなげる) second 秒 accurate 正確な punctual 時間に正確な

- (1) The word which should be put in ① is ア brought. イ ended. ウ solved. エ took.
(2) The word which should be put in ② is ア after. イ ago. ウ before. エ since.
(3) The exhibition about time was an event which tried to ア have some influences on people's awareness about time. イ tell how difficult it was to make Japan a modern country. ウ show how people's lives had influences on improving clocks. エ change Japan by making Japanese mechanical clocks more accurate.
(4) According to the passage, ア before the Meiji period, there was no technology for making mechanical clocks in Japan, so people at that time could not know the exact time. イ in the Meiji period, a train was not introduced to Japan from Western countries because people were not ready to use clocks. ウ on June 10th in 1920, people in Tokyo had a chance to hear a sound which told it was noon. エ although one hundred years have passed since the first Day for celebrating time, people have not become punctual.

4 Read the passage and choose the answer which best completes each sentence (1)~(3) and choose the answer to the question (4).

In Kimino Town, Wakayama Prefecture, there are trees which are called budou haze in Japanese. People take wax from the berries of budou haze, and the wax is used for making Japanese candles. Some people say that among several kinds of haze, budou haze is the best for wax to make Japanese candles.

Trees of budou haze were made from one original tree. The original tree was found in Kimino Town in the Edo period. People found that the tree had bigger berries than the ① of the other trees of haze. From its big berries, a lot of excellent wax could be taken. So, to make many trees of the same kind, people cut some parts of the original tree and grafted them on the other trees of haze. In this way, many trees with big berries were made, and they were named budou haze because the berries looked like grapes. A People in the town sold the wax from the berries of the trees of budou haze, and the people's lives became better. B However, after many years, cheaper Western candles became popular, so people in the town could not sell a lot of wax. C Most people thought the original tree also died like those other trees. D

In 2016, two high school students in Kimino Town learned about the history of their town and budou haze in their class. ② With the picture in their hand, they walked in the mountains and looked for it. After making a lot of efforts, they found a tree which looked just like the tree they saw in the picture. It was the original tree of budou haze. In January 2020, the tree became a natural treasure of Wakayama Prefecture.



berries of budou haze

- (注) budou haze ブドウハゼ (植物, 複数形も budou haze) wax 蠟 (複数形も wax) berry (木の)実 Japanese candle 和ろうそく haze ハゼ (植物, 複数形も haze) original 元の, 最初の the Edo period 江戸時代 graft ~ ~を接ぎ木する (元になる植物の一部を切り取って, 他の近い種の植物につなげる) grape ブドウ candle ろうそく natural treasure 天然記念物

- (1) The word which should be put in ① is ア ones. イ trees. ウ wax. エ which.
(2) The original tree of budou haze was ア used for making many trees of budou haze. イ made by people in Kimino Town for excellent wax. ウ the tree which produced many different kinds of haze. エ made from some parts of the other trees of budou haze.
(3) The sentence "They stopped growing budou haze and many of the trees died." should be put in ア A. イ B. ウ C. エ D.
(4) The following passages (i) ~ (iv) should be put in ② in the order that makes the most sense.
(i) They tried another way of research. In libraries, they read many books about the town. And in a book, they found an old picture of the original tree.
(ii) After hearing that, they decided to try to find the tree, although most people said that it died many years ago. They wanted to believe her words.
(iii) They became especially interested in the original tree, because many budou haze were made from the tree. They began doing research on it.
(iv) First, they interviewed many people, and met a woman who believed that the original tree was still in the mountains. She said she saw it 20 or 30 years ago, although she didn't remember the place.

Which is the best order?

- ア (iii) -> (ii) -> (i) -> (iv) イ (iii) -> (iv) -> (ii) -> (i)
ウ (iv) -> (ii) -> (iii) -> (i) エ (iv) -> (iii) -> (i) -> (ii)

5 Read the passage and choose the answer which best completes each sentence (1), (2), (4) and (5), and choose the answer to the question (3).

A student in Saitama Prefecture first became interested in the time of blooming for morning glories when she was 12 years old. The student had a question. Why do morning glories bloom in the morning? Later, she learned that the hours of darkness had an influence on the time of blooming. A morning glory blooms about 10 hours after it becomes ①. When she learned the fact, she thought maybe there were some factors which decided the time of blooming. So, she began doing research.



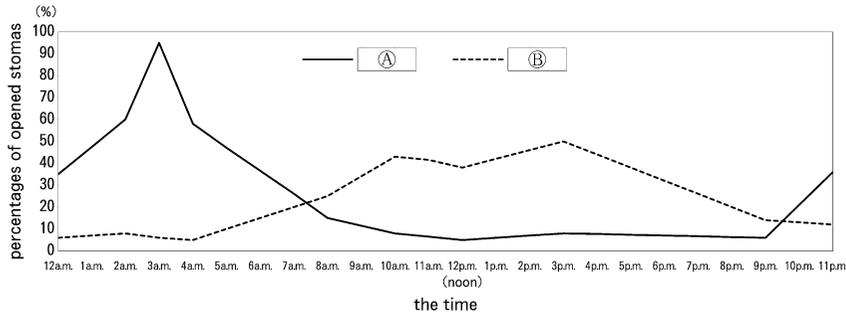
a morning glory (アサガオ)

She kept doing research for five years and found many interesting facts. For example, she found on the white parts of the petal there were very small holes which were called stoma. Many people know that most plants have stomas on their leaves, but she found that morning glories had ② them also on their petals. She did research and made a graph which showed the percentages of opened stomas on petals and leaves. Then, ③ the result showed that the stomas on the petals of morning glories opened when it was dark, although the stomas on the leaves opened mainly for photosynthesis when it was light. And, she found that when it got dark and the stomas on the petals opened, water was carried up to the petals from the stems, and the flower bloomed when the petals got enough ④. From this research, she thought that water in petals was a very important factor which decided the time of blooming for morning glories. For her research, she won an international prize in science for high school students in 2018.

The student said that sometimes she could not get the results she wanted, but such results she didn't want encouraged her to think new ideas and try many ways of doing research. Most people know that a morning glory blooms in the morning, but they don't ask why it does. Her research shows how important it is to have questions about the things around us.

- (注) Saitama Prefecture 埼玉県 bloom 開花する darkness 暗さ factor 要因 petal 花びら hole 穴 stoma 気孔 leaves 葉 (leaf の複数形) graph グラフ percentage 割合 result 結果 mainly 主に photosynthesis 光合成 stem 茎 prize 賞

- (1) The word which should be put in ① is ア dark. イ late. ウ light. エ quick. (2) The word ② them refers to ア leaves. イ petals. ウ plants. エ stomas. (3) The graph below shows ③ the result of the research which the student in the passage did. Which is the pair of phrases which should be put in ④ A and ④ B on the graph?



- ア ④ - stomas on leaves ④ - stomas on petals イ ④ - stomas on petals ④ - stomas on leaves ウ ④ - stomas for photosynthesis ④ - stomas on leaves エ ④ - stomas for photosynthesis ④ - stomas on petals

- (4) The word which should be put in ④ is ア light. イ photosynthesis. ウ stomas. エ water. (5) According to the passage, the student in Saitama Prefecture ア began doing research on morning glories because she got interested in the factors which caused the differences in the colors of petals. イ found that on the petals, morning glories had very small holes which were one of the keys to answering her question. ウ kept doing research for five years and won a prize in science although the results she didn't want didn't encourage her. エ showed the importance of keeping trying to find a correct answer to a question without thinking new ideas through her research.

6 Read the passage and choose the answer which best completes each blank ①~③.

How did life on the earth begin about 3.8 billion years ago? In the future, you may get the answer through research which will be done on Titan. Titan is the largest moon of Saturn. ① the earth has only one moon, Saturn has over 80 moons. On Titan, there are some rivers, lakes, and even seas. In addition, some special materials which were necessary to start life on the earth were found on Titan. If we can find new facts which show there was life on Titan, it may be possible to know how life was ② on the earth.



Titan (タイタン)

To do research, a drone which is called Dragonfly will be sent from the earth in 2027 and arrive on Titan several years later. After arriving, Dragonfly will fly to many places on Titan and send information to the earth. The technology of drones is getting better. For example, Dragonfly can decide where to fly without orders from the earth. It will be the first time to use drones for research on a moon. Research with Dragonfly will teach us more things in a shorter time than research in the past. ③ to show how life on the earth began.



Dragonfly (ドラゴンフライ)

- (注) billion 10億 moon 月, 衛星 Saturn 土星 material 物質, 材料 drone ドローン technology 技術

- (1) ① ア Because イ If ウ Though エ Until (2) ② ア arrived イ born ウ survived エ taken (3) ③ ア Research on materials on Saturn may be the largest problem イ Exact orders from the earth must lead Dragonfly's flight ウ Quicker information with Dragonfly will stop research エ Improved technology like Dragonfly may bring us new information

7 Read the following sentences and write your answer in English.

Imagine that you are a member of a group of about 10 students. Each member of your group has a different character and opinion. When you choose a leader from the members, what kind of quality do you want the leader to have the most? Choose one of the following qualities, and write a reason for it. After that, write about your experience or an example to support your reason.

- passion kindness creativity diligence a sense of humor

- (注) imagine 想像する quality 資質, 性格 passion 情熱 kindness 優しさ creativity 創造力 diligence 勤勉さ humor ユーモア, 笑い