

2月10日

英 語

1. 監督者の合図があるまで冊子を開かないこと。
2. 解答は別紙解答用紙に記入すること。
3. 問題の表紙と解答用紙に受験番号・氏名を記入すること。
4. 番号・記号がふられている選択肢についてはその番号・記号で答えること。

受験番号		氏 名	
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1 <リスニング問題>

第1部

この問題は、No.1～No.3の対話文を聞き、その内容について英語の質問に答える問題です。対話文と質問をよく聞いて、最も適当な答えをそれぞれ下のア～エの中から1つずつ選び、記号で答えなさい。なお、対話文と質問は1度しか読まれません。

No.1

- ア Because she's late.
- イ Because it is 11 o'clock.
- ウ Because she's going to be late.
- エ Because her watch has broken.

No.2

- ア He hasn't met him recently.
- イ They went skiing.
- ウ In December.
- エ Yes, he did.

No.3

- ア She will be angry.
- イ She is happy now.
- ウ She is always angry.
- エ She will be happy.

第2部

この問題は、英文を聞き、その内容について英語の質問に答える問題です。英文と質問をよく聞いて、最も適当な答えをそれぞれ下のア～エの中から1つずつ選び、記号で答えなさい。なお、英文と質問は1度しか読まれません。

No.4

- ア Special skiing shops.
- イ Both in Japan and overseas.
- ウ Only in other countries.
- エ It's fun everywhere.

No.5

- ア February
- イ November
- ウ December
- エ April or March

2 次の各問に答えなさい。（*印の語には本文のあとに「注」があります。）

1. マイは交換留学生のトムと、講演会のパンフレットを見ながら週末の予定について話しています。次の英文と下の表を見て 及び の中にそれぞれ入る記号の組み合わせとして正しいものを選び、記号で答えなさい。

Mai: I think 'The Science of Sports' *seminar sounds more interesting than 'No More Plastic Bags.' I'm interested in both science and sports.

Tom: Yes, I agree with you. But look at the *schedule. You said you have club activities that morning, didn't you?

Mai: That's right. So, how about ? I think this topic is popular these days. Many people in Africa and other countries need more food, and we have to stop throwing it away.

Tom: Yes, I don't know a lot about that and I want to learn more. By the way, are you free on Sunday? I'm interested in , too. I hope you can come with me.

Mai: I'm not sure. I have to do my homework and I think it will take the whole morning.

Tom: Are you still doing it? Please finish it as fast as possible. Then we can have a late lunch and go together after.

Schedule \ Place	Room 1	Room 2
Saturday 10:00 ~ 11:00	<i>The Science of Sports</i>	<i>No More Plastic Bags</i>
Saturday 14:00 ~ 15:00	<i>Save the Forest</i>	<i>Stop *Food Waste</i>
Sunday 11:30 ~ 12:30	<i>The Art of Movies</i>	
Sunday 14:30 ~ 15:30		<i>The Art of Manga</i>

注： *seminar 講演会 *schedule スケジュール *Food Waste 食料廃棄

- ア (A) Save the Forest (B) The Art of Movies
 イ (A) Stop Food Waste (B) The Art of Movies
 ウ (A) No More Plastic Bags (B) The Art of Manga
 エ (A) Stop Food Waste (B) The Art of Manga

2. マイとトムは給食の食べ残しに関するプレゼンテーションを聞き、そのことについて話しています。次の英文と Graph I, Graph IIを見て (1) ~ (3) の間に答えなさい。

Mai: Hey Tom. What did you think about the seminar?

Tom: I thought it was really interesting, but also I'm worried about food waste around the world.

Mai: Me too. Last month, 25% of the food made for our school lunches was thrown away, so the school made a *survey to find out why students were wasting food. Let's take a look at it. Look at Graph I.

Tom: Wow! Almost half of these students don't want to eat all of their lunch because they are *picky about food. And 15% of the students feel that they need more time.

Mai: Yes, but I'm also surprised that more than 30% of the students think that the school lunch is a little cold.

Tom: I agree with them, and I think food usually tastes better when it is (A). Also, students can't choose what they eat for lunch. Sometimes I don't like the dish and I don't want to eat it.

Mai: I see. Now look at Graph II. 100 students chose which food they don't like.

Tom: Fewer than 20% of students don't like fish! This is much less than in America. Not many Americans like fish but I love it. It not only tastes great but is good for your health too.

Mai: I agree with you. Most of them like to eat meat. But a lot of students don't like vegetables. A lot of vegetable dishes are wasted at this school.

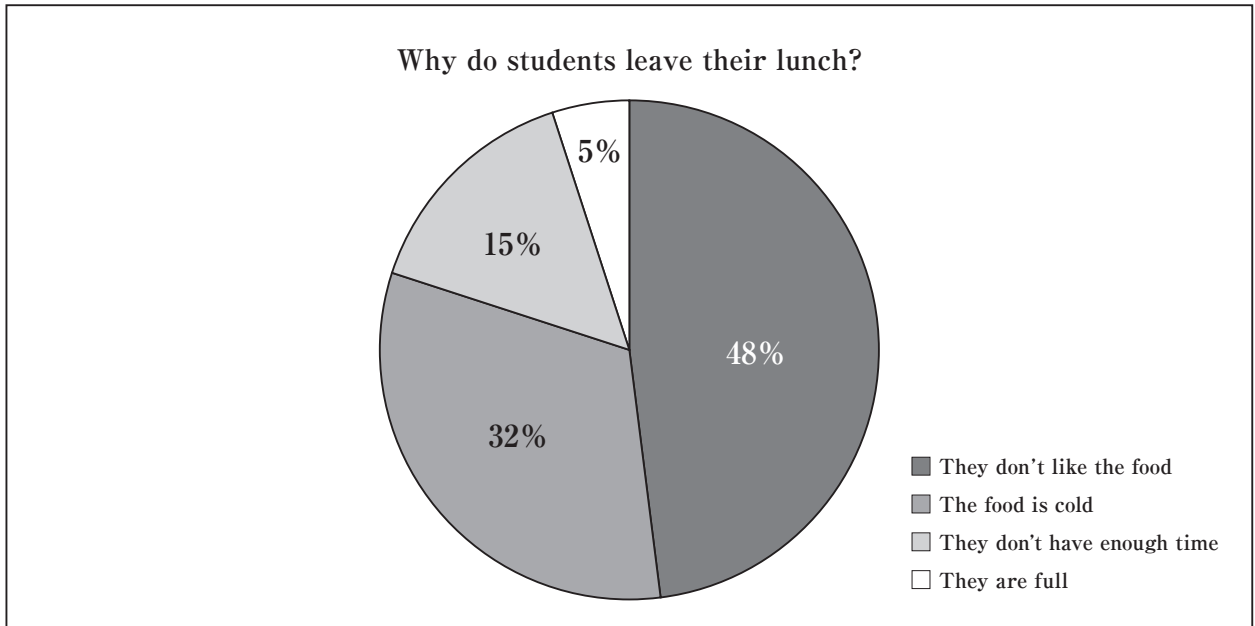
Tom: Maybe we can ask the gardening club if they can use them to make *compost?

Mai: That's a great idea. Why don't we start an after-school club? We can try to *solve the problem of food waste at lunch time. We could make another survey. Then we can understand what students want to eat and the chef can make it. Then, maybe students will waste less.

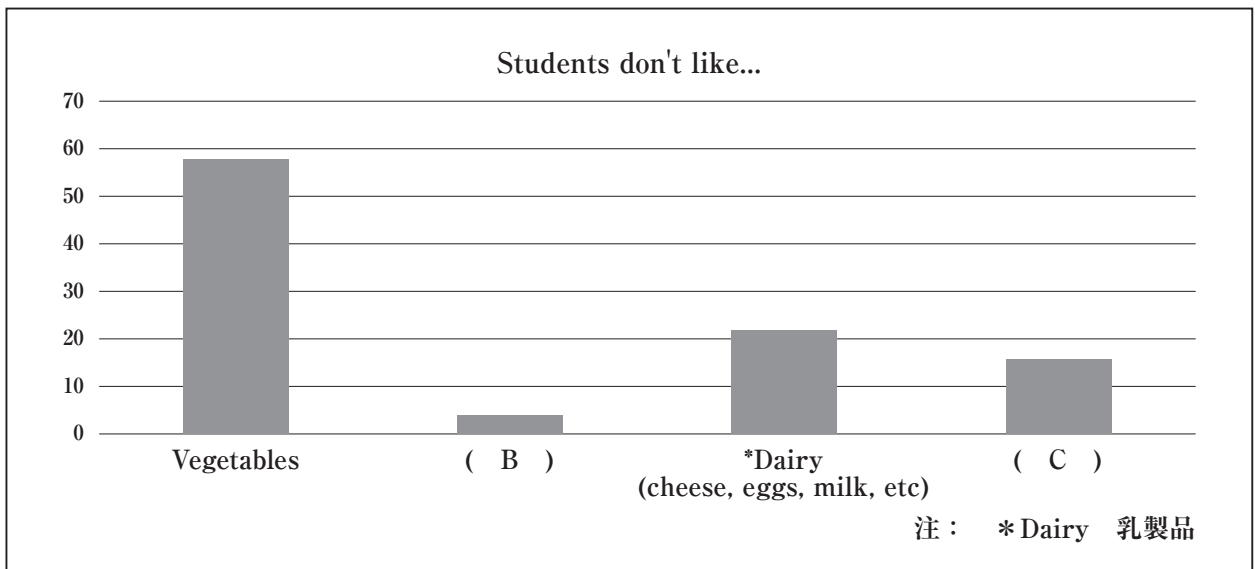
Tom: That's a great idea! Why don't we make a speech about food waste? We can ask other students if they want to join the club too.

注: *survey アンケート *picky 好き嫌いをする *compost 肥料 *solve 解決する

【 Graph I 】



【 Graph II 】



- (1) 会話の文脈に沿うように、(A)に入る適切な1語を答えなさい。
- (2) Graph IIの(B)と(C)にそれぞれ入る1語を本文の中から抜き出して答えなさい。
- (3) 本文と Graph I , Graph IIの内容と一致するものを選び、その記号を答えなさい。
 - ア Tom likes his food better when it is cold.
 - イ Graph II shows that more than 30% of the students don't like dairy.
 - ウ Tom found that he was not interested in reducing food waste.
 - エ Mai and Tom want to start an after-school club.

3. 次の文章は、Tom の英語の授業でのスピーチです。

Hello everyone,

Many people around the world throw away food when it is still safe to eat. This is called 'food waste'. This food not only could help millions of people, but food waste is also bad for the environment. This is a big problem and we need to solve it.

*According to *the United Nations, 33% of food is wasted. Most of this is thrown away and when it *rots, it creates greenhouse gases. Also, plastic is used a lot in food *packaging, so that is wasted too.

We receive a school lunch every day in the cafeteria, and even in our school, a lot of it is thrown away, so this is *definitely a problem in Japan, too. I want to start an after-school club to help to reduce food waste in our school and community. It will be called 'Waste Not Want Not'. This is the same as 'Mottainai' in Japanese. If you are interested in joining, please speak to me after this speech.

I have thought of three ideas to help to reduce food waste: The first is to find out what students want to eat by sending them a survey. We can give the results to the school cafeteria staff and they can cook delicious meals for students. Then, they will eat everything. Secondly, we could create a new school lunch system. Students can check the menu and order food *in advance. Third, if any food isn't eaten, it is collected and used to grow vegetables in the school garden. These vegetables can be used by the school or sent to people in need in the local area.

I think it is very important for our future. How do you think we can solve this problem?

注： *According to～ ～によると *the United Nations 国連 *rots 腐る
*packaging 包装 *definitely 間違いなく *in advance 事前に

(1) このスピーチの内容と合っているものを選び、記号で答えなさい。

- ア People throw away food because it creates greenhouse gases.
- イ Plastic is also wasted when food is thrown away.
- ウ Tom thinks food waste can't be solved.
- エ Tom has only one idea to reduce food waste.

(2) Tom のスピーチを聞いた友人の Carl は Tom にメールを送ることにしました。あなたが Carl だとしたら、Tom にどのような内容のメールを送りますか。次の〈条件〉に合うように、下の の中に、3 文以上の英文を書きなさい。

- 〈条件〉 ①前後の文につながるよう書き、全体としてまとまりのあるメール文とすること。
② 1 文は 5 語以上の英文であること。

Hi, Tom,

I really enjoyed your speech! After listening to it, I started thinking a lot about food waste too. Your ideas sound very interesting. I want to help you with them!

{ Please write on your answer paper. }

Well, anyway, thank you for your speech. I hope we'll see each other soon.

Best wishes,

Carl

問題は次のページに続きます。

3

次の対話文を読んで、各問に答えなさい。（*印の語には本文のあとに「注」があります。）

Britney is an American girl on a homestay in Japan. She is talking with her friend Takumi at school after winter vacation.

Takumi: Hello, Britney. (1) Long time no see! Did you have a good vacation?

Britney: Hi, I'm happy to see you, Takumi. No, I didn't. My winter vacation was very boring. I couldn't play with my friends because of the *pandemic.

Takumi: The pandemic? Oh, you mean *Coronavirus. Yes, (2) I know how you feel. The "New Normal" is changing the lives of everyone in the world.

Britney: What's the "New Normal"?

Takumi: Well, because of Coronavirus, there have been many big and small changes to our daily lives. For example, almost everyone is wearing masks! It's not a rule, but (3) everyone is doing it.

Britney: I see. So the new and different things done every day are called the "New Normal"?

Takumi: Yes, they are. In Japan, we are *social distancing when we go outside. When I go to the supermarket, I stand two meters away from other people. Are you doing that too?

Britney: Yes, I am! Last Friday, I went to a restaurant with my host family. There were too many people inside of the restaurant, but there were big and empty tables outside. (4) We sat at those tables.

Takumi: I'm glad that your host family is thinking about the pandemic *seriously. They seem very *responsible. My family's "New Normal" life is also changing a lot. My mom and dad both started working from our home.

Britney: That is called *remote working, right? My host family is doing that too.

Takumi: Yes, it is. (5) I like it because my parents are at home with me all day. But, I think it is a little *stressful for them. My sister and I are loud when we play video games. It is difficult for our parents to work when we are noisy.

Britney: Yes, that's true. What did you think of the online classes?

Takumi: I didn't like them very much. I thought it was very difficult to *concentrate. It was very lonely because I couldn't meet with my friends.

Britney: It was hard for me too. Because my smartphone is very old, it's also small and slow. Studying online is difficult. (6) It makes me more tired than studying in school.

Takumi: Yes, but everyone has to *get used to a "New Normal". Our lives are changing too. Many people are *making efforts to be safe.

注： *pandemic パンデミック（感染爆発） *Coronavirus コロナウイルス感染症
*social distancing ソーシャルディスタンス *seriously まじめに
*responsible 責任感がある *remote working リモートワーク（テレワーク）
*stressful ストレスを感じる *concentrate 集中する *get used to～ ～に慣れる
*making efforts 努力する

問1 下線部 (1) の意味を表すものを選び、記号で答えなさい。

- ア I hope you had a nice vacation.
- イ We haven't met for a long time.
- ウ Sorry, I'm late.
- エ Hello.

問2 下線部 (2) の内容を表すものを選び、記号で答えなさい。

- ア Takumi thought school was boring.
- イ Takumi understands why Britney's winter vacation was boring.
- ウ Takumi knows that Britney feels sick.
- エ Takumi is happy to see Britney, too.

問3 下線部 (3) の内容を表すものを選び、記号で答えなさい。

- ア having great vacations
- イ making new rules
- ウ playing with their friends
- エ wearing masks

問4 Britney とホストファミリーはなぜ下線部 (4) のようにしたのか。理由を選び、記号で答えなさい。

- ア They don't like other people.
- イ It was too hot inside of the restaurant.
- ウ They were careful because of Coronavirus.
- エ They liked the big and empty tables.

問5 下線部 (5) について、タクミが好ましく思っていることが何かを選び、記号で答えなさい。

- ア his parents working at home
- イ going to restaurants
- ウ online classes
- エ everything about his “New Normal” life

問6 下線部 (6) が表すものを選び、記号で答えなさい。

- ア smartphone
- イ school
- ウ studying online
- エ friends

問7 次の文章は、タクミと会ったあと、Britney が書いた日記の一部です。 及び

の中にそれぞれ入る単語の組み合わせとして正しいものを選び、記号で答えなさい。

Today was my first day back at school after winter vacation. Because of the pandemic, many things are changing and life is but I'm excited to meet my friends. In the morning, I talked with Takumi, and his family seems very responsible. Because of their “New Normal” life, they are social distancing, working from home, and wearing masks. My host family has also changed their lives. It's very difficult, but it's for everyone to think about what to do to stay safe.

- ア (A) difficult (B) necessary
- イ (A) safe (B) necessary
- ウ (A) necessary (B) difficult
- エ (A) easy (B) dangerous

問題は次のページに続きます。

4 次の英文を読んで、各問に答えなさい。（*印の語には本文のあとに「注」があります。）

When you go to the zoo, you can see many different kinds of animals. For example, our zoo has monkeys, giraffes, zebras, tigers, and lions. Our zoo also has snakes, different kinds of birds, koalas, and even a big but cute *polar bear. But did you know that you also see another kind of animal when you go to the zoo? However, this animal is not in a cage but walks around freely. I am talking about *humans! Humans are animals, just like horses or birds, but we often *separate ourselves from them.

Humans think of themselves as special. One reason for this is because we have many different languages. No other animal uses language quite like us. They may have *various ways of communicating with each other, but they do not have the same kind of language as humans. (1) This means that other animals do not talk about the future. They can't tell lies, and they cannot *describe a dream. Also, other animals cannot *typically explain a new experience. Human language does all of (2) these things very well. So, this makes humans *stand out from other animals.

Of course, language is only one of the *tools helping humans do many things. Humans use many other tools too, and they make humans special *compared to other animals. While (3) use tools, they do not use them *nearly as much as humans do. (4) (may / some / to / food / use / animals / get / tools), build a home, or protect themselves from other dangerous animals. Humans, on the other hand, use tools in many other ways. For example, we have all kinds of tools for making life easier and more *convenient. Cars, telephones, computers, and books are all examples of tools made by humans to help us in our daily lives. Typically, we do not see other animals making these kinds of tools.

*Emotions are another way humans view themselves as different from other animals. We feel many emotions such as anger, sadness, joy, worry, and *excitement. We can also feel our emotions on various different levels. For example, we can feel either a little or very happy. While some scientists say that animals have emotions, they do not seem to have as many emotions as humans do. Also, an animal's emotions are not as *complicated as ours. For example, we can feel many *degrees of emotions all in one day, from being unhappy to very angry. Humans can also feel two or more emotions all at once. When we say we are *disappointed, we *probably feel some anger and some sadness at the same time. For this reason, humans often think in very complicated ways.

Humans like to think they are special. *Clearly we are very special and *unique in many different ways. However, we should not forget that we are also animals. We may be very different from animals at the zoo, but we must not forget that the animals at the zoo can also

be unique in their own ways. So the next time you go to the zoo, take a closer look at the beautiful animals in their *habitats. Maybe you will see how similar we are, or maybe you will see how different we are from one another.

注： *polar bear ホッキョクグマ *humans 人間 *separate (区別して) 分ける
*various さまざまな *describe 述べる *typically 一般的に・主として
*stand out 優れている *tools 道具 *compared to ～と比較して *nearly ほぼ
*convenient 便利な *emotions 感情 *excitement 興奮 *complicated 複雑な
*degrees 程度 *disappointed がっかりした *probably おそらく
*clearly 明らかに *unique 独特な *habitats 生息地

問1 下線部(1)が指し示しているものを45字以内の日本語で答えなさい。

問2 下線部(2)が表す内容として、正しくないものを選び、記号で答えなさい。

- ア うそをつくこと
- イ 将来の夢を語ること
- ウ 新しい経験について話すこと
- エ 意見を主張すること

問3 文中の に入るもっとも適する英語2語を本文より抜き出ささい。

問4 下線部(4)を文脈に合うように正しく並べ替えなさい。ただし、文頭に来る語も小文字で示してあります。

問5 次の(1)～(6)の文を、本文の内容と合うように完成するには、の中に、それぞれ下のどれを入れるのがよいか。記号で答えなさい。

(1) This passage is about .

- ア different types of zoos
- イ where humans live
- ウ things making humans different
- エ how to live happily

(2) Other animals cannot communicate about .

- ア danger
- イ food
- ウ something if it isn't true
- エ using tools

(3) Humans are different because .

- ア they use language in a special way
- イ they build homes
- ウ they don't have dreams
- エ they can't walk around freely

(4) Other animals don't use tools .

- ア to get food
- イ to make cars
- ウ to protect themselves
- エ to build a home

(5) Other animals have .

- ア no emotions
- イ simple emotions
- ウ more emotions than humans
- エ more complicated emotions

(6) The writer says that .

- ア humans are special and are not animals
- イ humans are animals but are special
- ウ humans do not feel more than one emotion at one time
- エ humans' emotions are not complicated

問6 次のア～エの文について本文の内容と合うなら○，異なるなら×と答えなさい。

- ア Other animals are making better tools.
- イ Other animals cannot explain new experiences.
- ウ Humans do not talk about the future.
- エ Tools are not used to make life more convenient.

