

英 語

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第 1 問

A. 次の問い(問 1 ～問 3)において、下線部の発音がほかの三つの場合と異なるものを、それぞれ①～④の中から一つずつ選びなさい。

問 1 ① force ② north ③ port ④ worst 1

問 2 ① foot ② mood ③ pool ④ tool 2

問 3 ① center ② fever ③ messy ④ website 3

B. 次の問い(問 4, 問 5)において、第一アクセント(強勢)の位置がほかの三つの場合と異なるものを、それぞれ①～④の中から一つずつ選びなさい。

問 4 ① a-head ② laugh-ter ③ mar-ket ④ ped-al 4

問 5 ① a-mount ② an-noy ③ sub-way ④ un-fair 5

第2問 次の英文(問1～問15)において、空所に入れるのに最も適切な語(句)を、それぞれ①～④の中から一つずつ選びなさい。

問1 I look forward () you. 6

- ① to see ② seeing ③ to seeing ④ to be seen

問2 The cherry blossoms in the park are at their () now. 7

- ① good ② well ③ better ④ best

問3 Hurry up, () you'll be late. 8

- ① and ② nor ③ or ④ so

問4 I went to Okinawa () the summer vacation. 9

- ① during ② at ③ when ④ while

問5 There are () countries she has never visited. 10

- ① lot ② much ③ little ④ few

問6 He is younger than me () two years. 11

- ① at ② by ③ above ④ over

問7 You are old () to vote. 12

- ① enough ② as ③ too ④ very

問8 The train had already left when I () to the station. 13

- ① get ② got ③ have got ④ would get

問9 Many tourists walk along the beach, () the sea view. 14

- ① enjoy ② enjoying ③ enjoyed ④ with enjoying

問10 We () advantage of a good opportunity. 15

- ① made ② put ③ had ④ took

問11 There are many things () reading in this newspaper. 16

- ① chance ② care ③ worth ④ value

問12 Let me know the time of your (). 17

- ① arrive ② arrival
③ arrived ④ having been arrived

問13 You can have a cat () you take good care of it. 18

- ① unless ② no matter ③ as long as ④ whether

問14 I was () some classmates. 19

- ① laughed ② laughed at ③ laughed by ④ laughed at by

問15 I don't know (). 20

- ① where she lives ② wherever she lives
③ where does she live ④ wherever does she live

第3問 次の問い(問1～問7)において、それぞれ下の①～⑤の語(句)を並べかえて下線部を補い、AとBの会話を完成しなさい。ただし、解答はそれぞれ2番目と4番目の□に入るものの番号のみを記入しなさい。なお、文頭にくる語も小文字で示してあります。

問1 A : The train was late again.

B : How 21 22 wait?

- ① long ② have ③ did ④ to ⑤ you

問2 A : I haven't seen Olivia recently.

B : That's strange. She 23 24 last weekend.

- ① seen you ② she ③ had ④ told ⑤ me

問3 A : Is there a high school in this village?

B : No. 25 26, but it has closed.

- ① be ② there ③ to ④ used ⑤ one

問4 A : Would you like to work in the new office or stay here?

B : It 27 28.

- ① depends ② will ③ who else ④ remain ⑤ on

問5 A : How did the vase get broken?

B : I 29 30.

- ① while ② cleaning ③ it over ④ I was ⑤ knocked

問6 A : Have you finished repairing the fence?

B : Not yet. I 31 32 of this week.

- ① finish ② to ③ the end ④ hope ⑤ by

問7 A : What time are you leaving tomorrow?

B : I'm not sure, but I'd 33 34.

- ① early as ② like to ③ as ④ possible ⑤ leave

第4問 次の会話文を読み、後の問い(問1, 問2)に答えなさい。

Olivia : I really enjoyed today's class on SDGs. I've always been interested in environmental issues.

Sōta : (1) I thought SDGs were difficult, but it's really a matter of tackling issues on the local level to bring about a sustainable society.

Olivia : Yes, it doesn't necessarily require a lot of hard work. Those plants we're growing on the roof of our school, for example. That project is related to SDGs.

Sōta : Right. (2) My junior high school library card was made from waste paper.

Olivia : What a great idea! It reduces the amount of garbage produced.

Sōta : My mom is concerned about food loss. Before she goes shopping, she looks to see what's in the refrigerator. She composts our vegetable scraps, too.

Olivia : That helps the environment, too. Reducing food loss means less fuel is needed to transport and burn trash.

Sōta : My grandparents live in the countryside. A man comes to their neighborhood twice a week and sells meat, fish, vegetables and other items from his truck. That way people don't have to drive to the grocery store in the neighboring town. My grandparents love that system.

Olivia : (3)

Sōta : I know you often pick up trash at the beach. What sorts of things do people do in the U.S.?

Olivia : At grocery stores, fruits and vegetables are not wrapped in plastic. They're sold by weight, so you can buy the amount you want. For example, you can buy just one banana.

Sōta : (4) But things like pasta and flour are sold in bags, right?

Olivia : Actually, at some stores you can bring your own container and buy the amount you want.

Sōta : Wow! The U.S. is ahead of Japan.

Olivia : And some coffee chains let you bring your own cup. Some of them have stopped using straws and plastic, too. Everything is made of paper.

Sōta : I've heard that in Japan people are turning old kimonos into umbrellas and bags.

Olivia : In France they have recycling boxes on the street. You can put clothing, shoes and bags into them.

Sōta : When you think about it, people around the world are doing all kinds of things.

問1 空所(1)～(4)に入れるのに最も適切なものを、それぞれ①～⑨の中から一つずつ選びなさい。ただし、同じものを二度以上用いてはならない。

(1) 35 (2) 36 (3) 37 (4) 38

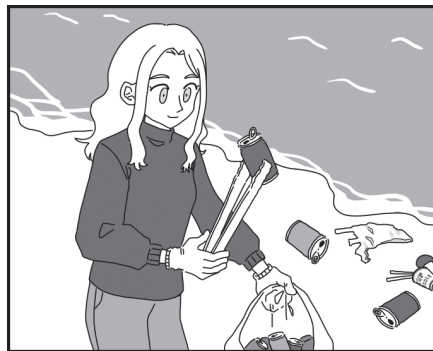
- ① I can't decide.
- ② That's hard to do here.
- ③ It doesn't make sense.
- ④ So have I.
- ⑤ Here's another example.
- ⑥ It won't take long.
- ⑦ It must make life easier.
- ⑧ Tell me what you think.
- ⑨ I don't know much about trash.

問2 Olivia が取り組んでいるSDGsは何か、①～④のイラストから最も適切なものを一つ選びなさい。 39

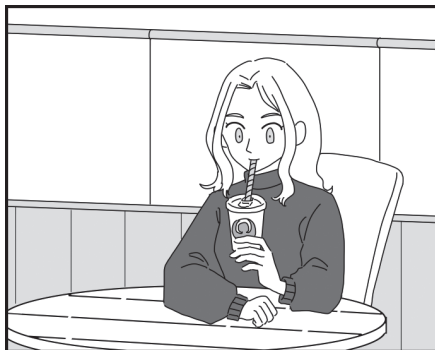
①



②



③



④



第5問 次の英文を読み、後の問い(問1～問7)に答えなさい。

A decade ago, if you had told Erin McCarthy she would become a teacher, she would have laughed. When she graduated from college, ⁽¹⁾the last thing she wanted to do was teach. She was fascinated by history but (A) by her social studies classes. Searching for a way to ⁽²⁾breathe life into forgotten objects and events, Erin started her career working in museums. Before long, she found herself writing a resource manual for teachers, leading school tours, and engaging students in interactive programs. She realized that the enthusiasm she saw on field trips was missing in too many classrooms, and she decided to do something about it.

For the past eight years, Erin has taught social studies in the Milwaukee area. Her ^(a)mission is to grow curiosity about the past, but also to motivate students to update their knowledge in the present. In 2020, she was named Wisconsin’s Teacher of the Year.

One day, an eighth grader (B) that the reading assignment from a history textbook was inaccurate. If you’re a teacher, that kind of criticism could be a nightmare. Using an old textbook would be a sign that you don’t know your material, and it would be embarrassing if your students noticed the error before you did.

But Erin had assigned that particular reading ^(b)intentionally. She collects old history books because she enjoys seeing how the stories we tell change over time, and she decided to give her students part of a textbook from 1940. Some of them just believed the information as it appeared. Through years of education, they had come to take it for granted that textbooks told the (C). Others were shocked by errors and skips. They had believed that their readings were filled with clear facts. The lesson led them to start thinking like scientists and questioning what they were learning: whose story was included, whose was excluded, and what were they missing if only one or two perspectives were shared?

After opening her students’ eyes to the fact that knowledge can ^(c)evolve, Erin’s next step was to show them that it’s always evolving. To set up a unit on expansion in the West, she created her own textbook section describing what it’s like to be a middle-school student today. All the main characters were women and girls, and all the *generic pronouns were female. In the first year she introduced the material, a student raised his hand to point out that ⁽³⁾the boys were missing. “But there’s one boy,” Erin replied. “Boys were around. They just weren’t doing anything important.” It was an *aha moment for the student: he suddenly (D) what it was like for an entire group

to be kept in an unimportant position for hundreds of years.

My favorite assignment of Erin's is her final one. As a passionate champion of *inquiry-based learning, she sends her eighth-graders off to do self-directed research in which they inspect, investigate, examine, and ^(d)interpret. Their active learning reaches the highest point in a group project: they pick a chapter from their textbook, choosing a time period that interests them and a theme in history that they see as poorly represented. Then they go off to rewrite ⁽⁴⁾it.

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注) *generic pronouns 「男性的なものと女性的なものの両方を指すことができる代名詞」

*aha moment 「(問題の答えが突然ひらめいた時などの)なるほど!と思う瞬間」

*inquiry-based learning 「探求学習(物事の意義, 本質などを探って見極めようとする事)」

問1 下線部(a)~(d)の語の意味に最も近いものを, それぞれ①~④の中から一つずつ選びなさい。

- | | | | | |
|-------------------|--------------|-------------|----------------|----|
| (a) ① concern | ② desire | ③ duty | ④ hobby | 40 |
| (b) ① by accident | ② on purpose | ③ with ease | ④ without fail | 41 |
| (c) ① hide | ② fail | ③ develop | ④ move | 42 |
| (d) ① predict | ② estimate | ③ prove | ④ explain | 43 |

問2 空所(A) ~ (D)に入れるのに最も適切なものを, それぞれ①~④の中から一つずつ選びなさい。

- | | | | | |
|---------------|--------------|-------------|---------------|----|
| (A) ① bored | ② excited | ③ attracted | ④ achieved | 44 |
| (B) ① admired | ② complained | ③ praised | ④ recommended | 45 |
| (C) ① secret | ② success | ③ truth | ④ victory | 46 |
| (D) ① advised | ② expected | ③ forgot | ④ realized | 47 |

問3 下線部(1)の内容として最も適切なものを, ①~④の中から一つ選びなさい。 48

- ① she wanted to become a teacher, if possible
- ② she really wanted to become a teacher
- ③ she became a teacher at last
- ④ she never wanted to become a teacher

問4 下線部(2)の内容として最も適切なものを、①～④の中から一つ選びなさい。 49

- ① change people's understanding of
- ② leave an impression of
- ③ give new ideas and energy to
- ④ provide a detailed description of

問5 下線部(3)の内容として最も適切なものを、①～④の中から一つ選びなさい。 50

- ① the boys did not appear in the material
- ② the boys could not be found because they were not where they should be
- ③ nobody knew where the boys were
- ④ a student felt sad that the boys were not present

問6 下線部(4)の内容として最も適切なものを、①～④の中から一つ選びなさい。 51

- ① inquiry-based learning
- ② their active learning
- ③ a chapter from their textbook
- ④ a theme in history that they see as poorly represented

問7 本文の内容と一致しているものを、①～⑥の中から二つ選びなさい。ただし、解答の順序は問わない。

- ① If you had told Erin McCarthy when she was a college student that she would become a teacher, she would have believed what you said.
- ② When Erin found that the enthusiasm seen on field trips was missing in many classrooms, she decided to become a teacher.
- ③ If a student finds that a part of the textbook is inaccurate before a teacher does, the teacher will be proud of the student.
- ④ After Erin gave her students part of a textbook from 1940, they began to take it for granted that their readings were filled with clear facts.
- ⑤ When Erin introduced the material in which all the main characters were female, none of the students pointed that out.
- ⑥ In inquiry-based learning, a teacher stimulates students' curiosity and encourages them to research what they want to know.

(英語の問題は終わり)