
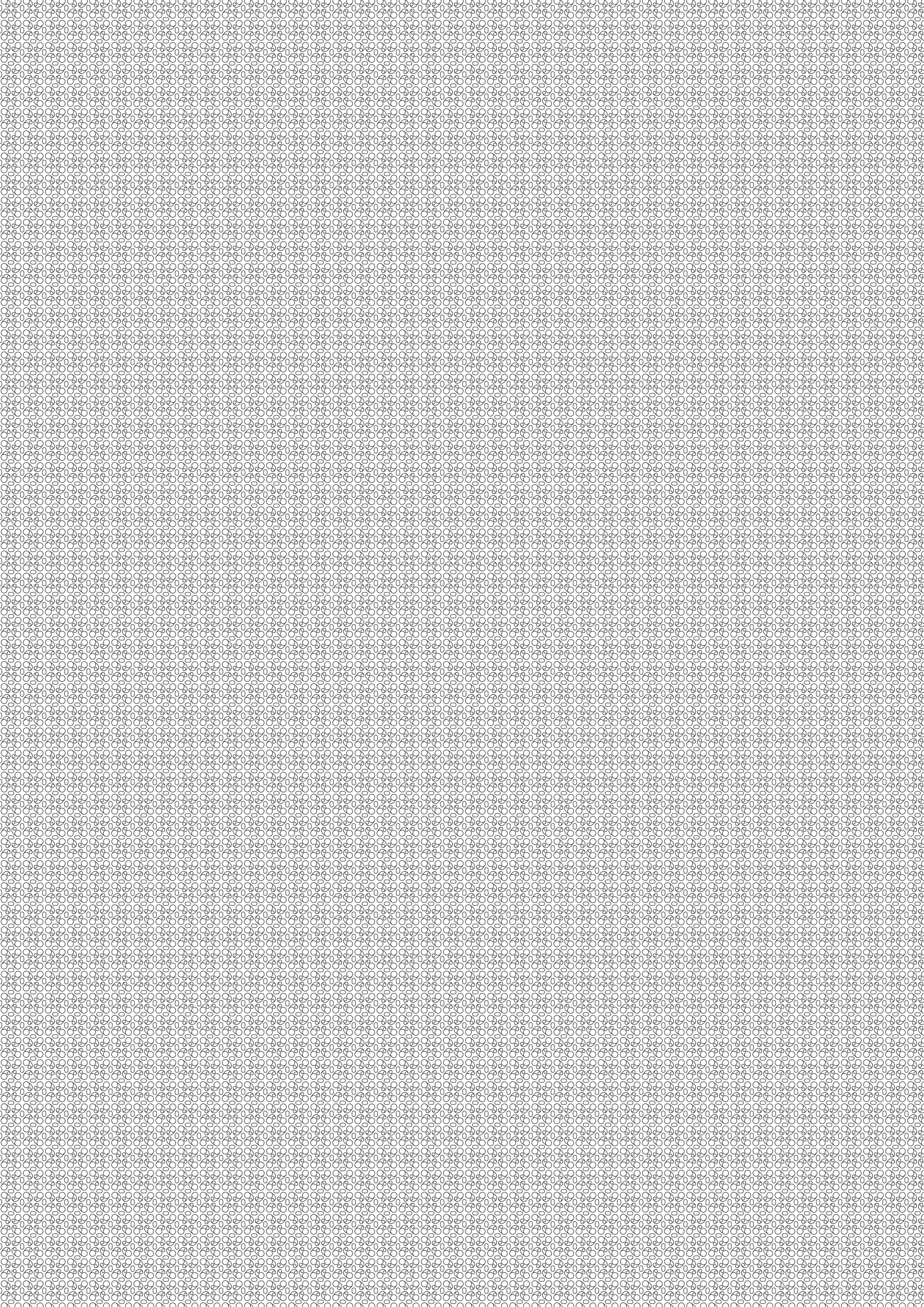


英 語

注 意

- 1 問題は **1** から **6** までで、17 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 10 分です。
- 3 最初に **1** から **3** のリスニングテストを行います。
- 4 声を出して読むではいけません。
- 5 答えは全て解答用紙に HB 又は B の鉛筆（シャープペンシルも可）を使って明確に記入し、解答用紙だけを提出しなさい。
- 6 答えは特別の指示のあるもののほかは、各問のア・イ・ウ・エのうちから、最も適切なものをそれぞれ一つずつ選んで、その記号を書きなさい。
- 7 答えは解答用紙の決められた欄からはみ出さないように書きなさい。
- 8 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 9 受検番号を解答用紙の決められた欄に書き、その数字の  の中を正確に塗りつぶしなさい。
- 10 解答用紙は、汚したり、折り曲げたりしてはいけません。

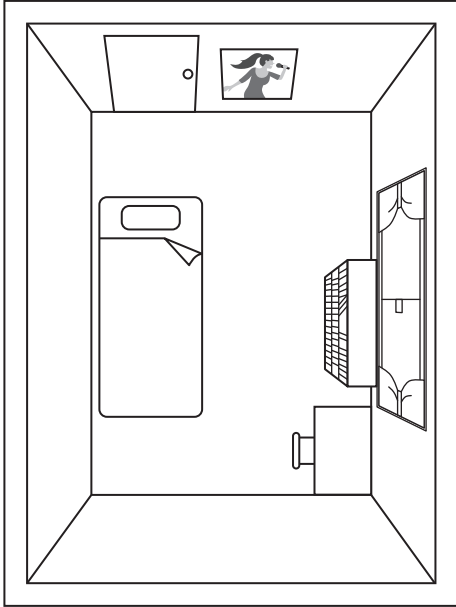


リスニングテスト (放送による指示に従って答えなさい。)

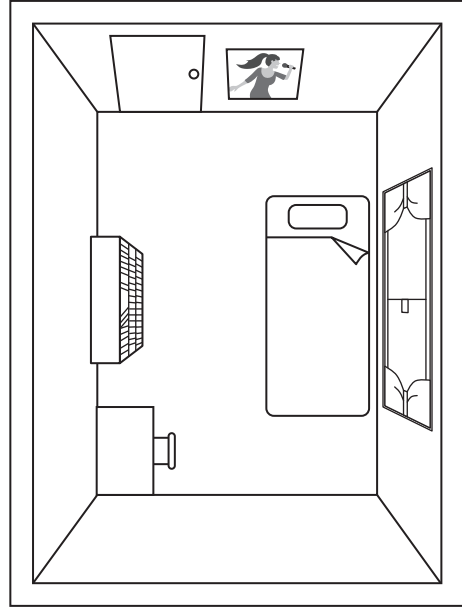
1 次の中から適するものをそれぞれ一つずつ選びなさい。

〔1〕

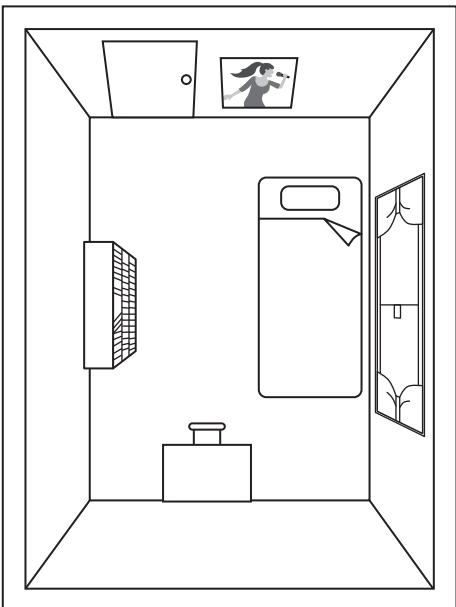
ア



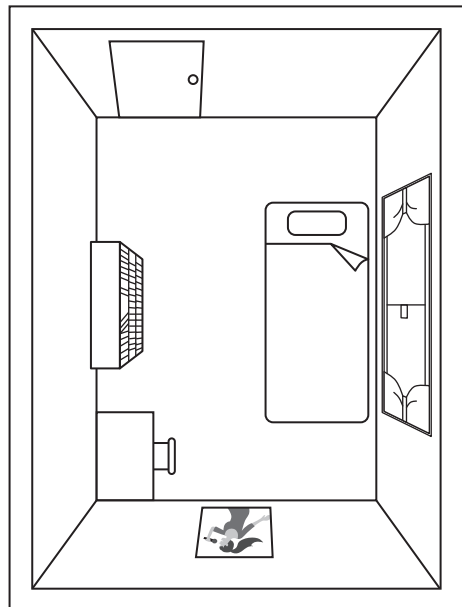
イ



ウ



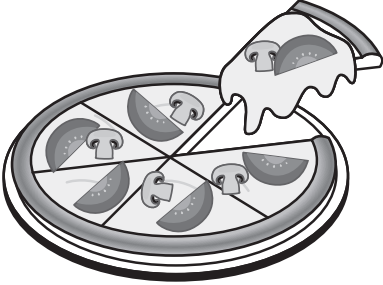
エ



[2]

ア

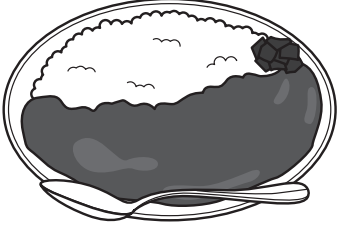
Let's Make Pizza!



From 11:00 to 12:00
Bring mushrooms and tomatoes.

イ

Let's Make Curry and Rice!



From 13:00 to 14:00
Bring an apron and a towel.

ウ

Let's Play Soccer!



From 9:00 to 10:00
Bring a soccer ball.

エ

Let's Play Basketball!



From 14:00 to 15:00
Bring a basketball.

2 次の中から適するものをそれぞれ一つずつ選びなさい。

A

{1}

ア At 8:10.

イ At 8:20.

ウ At 9:10.

エ At 9:20.

{2}

ア He will take a subway line which is not the one he always takes to get to school.

イ He will be able to arrive at school at the end of the second period.

ウ His voice was not clear on the phone because everybody was talking in a loud voice.

エ The train he was taking stopped at Southside Station, so he'll be late for school.

B

{1}

ア On Monday.

イ On Tuesday.

ウ On Friday.

エ On Saturday.

{2}

ア The museum has paintings from the 20th century, and they are on the second floor.

イ They can look at paintings and also eat in the cafeteria on the same floor of the museum.

ウ The museum will hold an event about art history this month in Event Room 1 on the fourth floor.

エ If they forget to buy a souvenir on the fourth floor, they can buy one on a different floor.

3

次のア～キの中から適するものを二つ選びなさい。

- ア If students are late for the school trip, their parents must call the school.
- イ Before the class photo, students will listen to the manager and play the quiz game.
- ウ Both the information center and the ice cream shop are next to the restaurant.
- エ Students will eat chicken and vegetables cooked with salt and pepper.
- オ With their group members, students can go to any place on the farm after lunch.
- カ Students will meet their teacher on the bus at 6 p.m. to go back to East Station.
- キ All the prize winners of the photo contest will get a T-shirt and a secret gift.

筆記テスト

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。)

“What are you good at?” Wakako didn’t like this question. When she was practicing for the interview test of high school entrance exams, she couldn’t think of anything to answer this. She always felt that she was just OK, not great, at everything. She wasn’t especially good at sports. She knew many students did better than her on tests. She thought she didn’t have any special talents, either. When Wakako couldn’t answer this question, her junior high school teacher gave her some advice. He said, “Step out of your comfort zone, and you will find your answer to the question.” Wakako asked, “My comfort zone?” The teacher said, “You usually choose to stay in your own small group of *close friends, and you don’t try to do anything new, right? That’s your comfort zone.” Wakako had to agree with this. She always stayed with her close friends, and she was so shy that she often *hesitated to try new things. She didn’t know how to change her behavior.

A week passed after Wakako entered high school. She heard that her school was going to hold the sports festival in a month. At her school, students are put into three teams and take part in various sports games, such as a relay. In addition, each team *organizes a dance performance group and shows their performance at the sports festival. Wakako’s junior high school had a similar tradition, and she was a member of the dance performance group. It was fun, but she remembered her junior high school teacher’s advice and thought, “This time I should try something I’ve never done before.”

Everybody in her class was talking about the event, and some of her classmates already decided to join the dance performance group. Her classmates who were excited about the dance performance asked Wakako to join the group. While she was wondering how to answer them, Momi, one of her close friends from junior high school, came to her and asked, “If you are not joining the dance performance group, why don’t you take part in the *banner group? I’ve already decided to join it.” Momi continued, “Each team makes a huge banner which *represents their team, and the banners will be on a wall of the school building. That’s cool, right?” Wakako wasn’t sure that she would enjoy doing it, but ⁽¹⁾she agreed to try it. She was *relieved. She thought, “Momi saved me! It will be easier to try a new thing if I’m with her.”

*Banner-making was not an easy job. About twenty students worked on one big banner. They had *less than a month to finish it. In this short time, they had to draw pictures on a big *cloth and paint them with various colors. They worked after school and even on weekends. On the last Saturday in April, Wakako went to school to make the banner and found out that Momi wasn’t there because she wasn’t feeling well. Wakako suddenly started feeling nervous. She wanted to go home, but other members were already there and getting ready to start their work. “I wish I had some close

friends here,” Wakako said to herself.

Shota, a third year student who was the leader of banner-making, asked Wakako to paint a part of the banner blue. Wakako felt relieved because that job was so simple that she didn't need to worry about making any mistakes. After about an hour, ⁽²⁾Wakako noticed that Shota was in trouble. He was looking at one corner of the banner that he was painting. After a while, he said to himself in a disappointed voice, “It doesn't look like a strong tiger.” Wakako looked at the corner and found a very *flat tiger on it. She remembered a *technique to add *shadows to paintings. She learned the technique in an art class when she was in junior high school. She thought, “Maybe that technique will solve the problem!” She was excited to find a solution and tried to talk to Shota, but she stopped herself and stayed silent. She thought, “I know the technique, but that doesn't mean I'm good at it. Also, I always feel very nervous when I'm talking to somebody I don't know well. If I were braver, I would help him.”

Though Wakako decided to say nothing to Shota, he asked Wakako, “What do you think about this tiger?” Wakako was so surprised that she said, “Shadow!” without thinking carefully. Shota seemed a little *confused at first, but he soon smiled and said, “You're right! Do you know how to add shadows?” Wakako was still nervous but started explaining the technique to him. Wakako tried hard to help Shota understand how to do it, and she *ended up adding shadows to the tiger in front of Shota and other members. They seemed *amazed at her technique, and she felt the same. She said to herself, “What a strong tiger!”

After this happened, other members asked for Wakako's advice when they were working on some difficult parts of the banner, and she tried to do her best to support them. When they admired her skills, she felt embarrassed, but at the same time, she felt satisfied. She really enjoyed working on the banner and communicating with other members. She especially enjoyed talking about techniques of painting with them. Wakako thought, “Maybe my junior high school teacher was right.” She finally found her answer to ⁽³⁾the question she didn't like before.

This year's sports festival gave Wakako the chance to step out of her comfort zone. Through this banner-making experience, she learned that being good at something doesn't mean being the best or the most *talented. It means being excited about doing something and feeling happy to work hard on that thing. When she saw the banner on the wall on the day of the sports festival, she was proud of herself. She will never forget that feeling. After the sports festival, Momi said that Wakako should join the art club. Wakako immediately agreed to do that.

⁽⁴⁾Now the sports festival is finished. She is looking forward to the sports festival next year. She will certainly join the banner group.

【注】 close 親しい	hesitate ためらう	organize 組織する
banner 垂れ幕	represent 表す	relieved 安心した
banner-making 垂れ幕制作	less than ~ ~より少ない	cloth 布
flat 平らな	technique 技術	shadow 影
confused 混乱した	end up ~ ing 結局~することになる	
amazed びっくりした	talented 才能のある	

〔問1〕 下線部 ⁽¹⁾she agreed to try it. について、その時の Wakako の気持ちとして最も適切なものを、次の中から選びなさい。

- ア She felt excited to join the banner group because she loved painting.
- イ She felt disappointed because she wanted to join the dance performance group.
- ウ She felt relieved because she could try a new thing with her close friend.
- エ She felt happy to know that she could save her friend by joining the banner group.

〔問2〕 下線部 ⁽²⁾ Wakako noticed that Shota was in trouble. について、本文の内容と合うように、次の質問①と②の答えとして最も適切なものを、それぞれ下のア～エの中から選びなさい。

① How did Wakako feel when she noticed Shota's trouble with painting?

- ア She was not sure about the problem Shota was trying to solve.
- イ She wanted to help Shota but did not have enough courage to give him advice.
- ウ She felt upset because she could not find out how to help Shota.
- エ She knew she was a good painter, but she was so nervous that she couldn't talk to Shota.

② What did Wakako do to improve the painting of the banner?

- ア She gave Shota instructions about adding shadows to the tiger, and she asked him to finish doing it without her help.
- イ She helped other members with some difficult parts of the painting, and she did not offer any help to Shota.
- ウ She started adding shadows to the painting of the tiger without explaining how to do it to Shota.
- エ She used the technique of adding shadows on the tiger that Shota painted, and she surprisingly made the painting better.

〔問3〕 ⁽³⁾ the question she didn't like before について、Wakako の考えの変化を本文の内容と合うように次のように書き表すとき、①と②に入る語句の組み合わせとして最も適切なものを、下のア～エの中から選びなさい。

At first, Wakako couldn't find any answers to the question. She thought that to be good at something. But later, she found her answer. She learned that she can be good at something if she .

- | | | |
|---|------------------------------------|--|
| ア | ① she had to be the most talented | ② tries to be the most talented at doing it |
| イ | ① she had to be as good as others | ② feels excited and happy about doing it |
| ウ | ① she had to be better than others | ② is excited about it and enjoys making an effort to do it |
| エ | ① she didn't have to be the best | ② wants to continue working hard to do it |

〔問4〕 下線部 ⁽⁴⁾ Now the sports festival is finished. とあるが、Wakako の sports festival に関する経験について、本文の内容と一致しないものを、次の中から選びなさい。

- ア Until the day of the sports festival, Wakako couldn't enjoy talking with other members.
- イ On the day of the sports festival, Wakako felt very proud of the result of her hard work.
- ウ During the banner-making experience, Wakako realized she had good skills in painting.
- エ After the sports festival, Wakako agreed to join the art club without hesitating.

〔問5〕本文の内容と合うものを，次のア～カの中から二つ選びなさい。

- ア In junior high school, Wakako listened to the advice her teacher gave about her behavior, but she didn't know how to change her behavior then.
- イ When Wakako's classmates invited her to join the dance performance group for the sports festival, she answered them right away.
- ウ At Wakako's school, students spend more than a few months to make very big banners for the sports festival.
- エ Though Momi was not at school for the banner-making, Wakako felt relieved because she found another close friend there.
- オ When Wakako decided to give Shota advice, he talked to her and asked for her opinion about the painting of the tiger.
- カ Through the banner-making experience, Wakako realized that her teacher's advice about stepping out of her comfort zone was effective.

5

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。)

Every year, we use about 1 billion tons of *pesticides to fight against *pests because they eat $\frac{1}{5}$ of the *crops we grow. Though we can protect some crops thanks to pesticides, using pesticides leads to bad results, too. They make farmers sick, they make some *insects like bees and butterflies die out, and they *pollute the environment. Pesticides can easily pollute the air, ground, and water when they run off the fields. On the other hand, plants have fought against pests longer than humans, and they haven't damaged the environment. ⁽¹⁾How is this possible?

When a pest starts eating a leaf, the plant starts producing *chemicals inside its body to keep the pest away. These chemicals are effective only on the plant's *enemies like pests that eat the plant. The plant also *releases chemicals into the air, and they work as a *warning sign to other plants near it. When other plants get this message, they produce their own chemicals inside their bodies and stop pests from eating their leaves. That kind of "communication" is going on around us all the time, but, until recently, we didn't know that was happening because humans couldn't see or smell those kinds of chemicals.

The first *evidence of ⁽²⁾communication by plants came in 1983. By studying some trees, scientists found that plants use special chemicals. These chemicals are released into the air and received by other plants. Scientists have discovered a large number of *compounds of those chemicals since the first evidence was found. Plants produce different compounds *according to the type of danger they face. For example, plants can understand the type of pest that is eating their leaves, and they change the compounds of chemicals according to each type. Also, when there is a forest fire around them, they produce another kind of compound of chemicals for other plants that are far away from them. They release it to protect other plants. When these plants receive the message, they start to *bud right away.

Plants can also communicate with other living things such as insects. Plants release chemicals to get help when there is danger, and these chemicals easily travel on the wind, so insects receive them. For example, when plants are eaten by pests, they release chemicals, and insects receive the chemicals and try to help the plants by eating the pests. In this way, plants use chemicals when they need *bodyguards. You may think insects can find pests by themselves without the plants' chemicals. However, insects that have very bad eyes can also search for the pests even when the insects are far from them. It's like finding a diamond in a huge field.

⁽³⁾Scientists did experiments to do research on this. In one type of experiment, they watched two plants. One was healthy and not attacked by pests, and the other was

attacked by pests. Surprisingly, insects with very bad eyes flew only to the plant attacked by pests even when they were 50 to 60 meters away from the plant. Scientists did the experiment again and again, and they always had the same result. In other types of experiments, they found more than 130 cases to show that different plants call for various bodyguards, such as bees and birds, by producing chemicals. Plants cannot run or shout even when they are in danger. However, they are very active and try to communicate with other living things to protect themselves. This communication system also *benefits their bodyguards because they can eat the pests.

We have seen examples of communication of plants above the ground. However, plants can also communicate with each other under the ground. The plant *roots send their messages to plants far away from them by using a *network of fungi under the ground. Fungi are living things that grow around or inside the roots of plants. Fungi help plant roots to get water and *nutrients. Plants also give fungi other kinds of nutrients they produce through *photosynthesis because fungi can't produce or get such nutrients by themselves. The network of fungi spreads through the woods, connects plants, and allows them to send their messages to each other. In fact, 80% to 90% of plants use this communication network.

Until recently, scientists believed that plants *competed with each other for nutrients, and they thought weak plants couldn't survive if there were stronger plants around them. However, if this is true, why can small trees grow in the woods even when there are bigger trees around them? If such small trees cannot get the light of the sun, they cannot get energy through photosynthesis, either. If that happens, they will get sick or they may even die. The truth is that plants do not try to keep all the nutrients to themselves. ⁽⁴⁾Instead, they . In this way, plants help other plants, so plants in the *shade have a chance to survive thanks to the network under the ground.

However, this communication system is in danger today. We have cut down a large number of trees in the woods. Also, we have changed the condition of the *soil by using pesticides. The network of fungi is easily affected by changes in the environment, and it is difficult to repair the network when it is broken. So, if we continue to destroy the environment, more fungi will disappear and plants will not be able to connect with each other. Also, pesticides pollute not only the land but also the air and water. According to scientists, polluted air and water may destroy the messages plants send in the air. If these things happen, plants cannot receive the messages both in the air and under the ground, and they have to live all alone without connecting with others.

Plants first appeared on Earth about 500,000,000 years ago. They have survived many difficulties and learned the *ability to communicate with others. Both above and

under the ground, they are able to communicate with other plants by giving and receiving chemical signs or nutrients. The ability of plants to send and receive information and nutrients is a key to the health of not only plants, but also other living things including humans. Plants have the wisdom to connect with others and survive in various places for a long time. Now is the time for us to learn from them and work to benefit both humans and other precious species living on Earth.

【注】 pesticide 農薬	pest 害虫	crop 作物
insect 虫	pollute 汚染する	chemical 化学物質
enemy 敵	release 放出する	warning sign 警報
evidence 証拠	compound 化合物	according to ~ ~に応じて
bud 発芽する	bodyguard ボディーガード	benefit 利益を与える
root 根	network ネットワーク	nutrient 栄養
photosynthesis 光合成	compete 競争する	shade 日陰
soil 土	ability 能力	

〔問1〕 下線部 ⁽¹⁾How is this possible? に対する答えとして、本文の内容と一致するものを次の中から選びなさい。

- ア When plants want to send a warning sign to other plants, they produce chemicals that are as safe for the environment as pesticides.
- イ Humans cannot see or smell the chemicals of plants, so for a long time they didn't know that the chemicals are safe for the environment.
- ウ Thanks to plants' chemicals, now, plants aren't fighting with pests often, so the chemicals don't affect the environment in a negative way.
- エ Though plants produce chemicals that their enemies don't like, the chemicals don't include things that damage the environment.

〔問2〕下線部⁽²⁾ communication by plants の例として適切ではないものを、次の中から選びなさい。

- ア Plants use a communication system that is different from human language, and humans didn't know about the system for a long time.
- イ When plants are eaten by pests, they tell other plants about the pests by releasing chemicals, and other plants prepare for the danger.
- ウ If plants feel a forest fire near them, they produce special chemicals and begin to bud to tell other plants to protect themselves.
- エ Plants can send signs for help, and the signs allow insects to find where the plants are even when the insects are far away from the plants.

〔問3〕下線部⁽³⁾ Scientists did experiments について、本文の内容と一致するものを、次の中から選びなさい。

- ア At first, scientists couldn't get the results they wanted, but they did the experiments again and again and got the results they wanted.
- イ Insects went to healthy plants in one type of experiment because the plants produced chemicals in an active way and the insects received them.
- ウ In one type of experiment, insects received the chemicals that plants produced, and they were able to go to the plants without depending on their eyes.
- エ Scientists discovered that more than 130 types of bodyguards, such as bees and birds, went to one kind of plant to save it.

〔問4〕 次の文を、本文の内容と合うように完成させるとき、
の中に入る最も適切なものを、下のア～エの中から選びなさい。

Plants and other living things are connected with each other not only above the ground, but also under the ground. Under the ground, .

- ア when fungi want to communicate with other fungi, fungi send their messages to each other like plants which communicate with other plants above the ground
- イ fungi live close to the roots of plants or they grow inside the roots, and they can help plants to get nutrients, and they also get other nutrients from the plants
- ウ each plant on Earth sends 80% to 90% of its information to other plants even when they are very far away because the network of fungi spreads through the woods
- エ plants receive nutrients that fungi produce through photosynthesis, and such nutrients are precious to them because they can't get or produce such nutrients by themselves

〔問5〕 本文の流れに合うように、下線部⁽⁴⁾ Instead, they の文を、nutrients という語を使って完成させなさい。その際、 の中には、nutrients を含めて **10 語以上** の英語を書きなさい。ただし、「,」や「.」や「?」などは語数に含めないものとする。

〔問6〕本文の内容と合うものを，次のア～カの中から二つ選びなさい。

- ア Humans are increasing the amount of pesticides to protect crops because they don't affect humans in a negative way, and this leads to the pollution of the environment.
- イ Plants can find out which kind of pest is eating their leaves, and they produce one type of chemical compound to keep various types of pests away.
- ウ Insects can stop pests from eating plants and plants' chemicals allow insects to find food, so we can say insects and plants help each other to survive in nature.
- エ Even when the fungi network is destroyed, it will not take long to repair it if humans stop destroying the environment and fungi get energy from plant roots.
- オ Some chemicals humans use pollute the air, soil, and water, and this may destroy the messages that plants send both above and under the ground.
- カ When plants first appeared on Earth, they already had the special ability to communicate with others, so the species have lived for about 500,000,000 years.

6

次の2枚の絵には、あるスーパーマーケットの変化の様子が描かれている。どのように変化したのかを説明し、それについて、あなたの考えを述べなさい。50語以上の英語で書くこと。ただし、「,」や「.」や「?」などは語数に含めないものとする。

