

基礎学力調査「英語」

(解答番号 ～)

I 次の 1～5 の ～ に入れるのに最も適切なものを、それぞれ ①～④のうちから一つずつ選び、その番号をマークせよ。

- 1 The old house is worth if you can afford it.
① purchase ② to purchase ③ purchasing ④ having purchased
- 2 We'd like to attend the meeting, but we are afraid that day works for us.
① either ② both ③ none ④ neither
- 3 The guests were able to enjoy all the food because the party for several hours.
① continued ② is continuing
③ would continue ④ was going to continue
- 4 in simple Japanese, this book is suitable for Japanese language learners.
① Write ② Writing ③ Written ④ To write
- 5 Many high schools have very rules of behavior about off-campus activities.
① small ② strict ③ swift ④ slow

III

次の 1～4 の対話文の **16** ～ **19** に入れるのに最も適切なものを、それぞれ ①～④ のうちから一つずつ選び、その番号をマークせよ。

1

Server: Good evening. Are you ready to order?

Customer: Yes. I would like a cheeseburger and a cup of coffee, please.

Server: Okay. Would you like anything else?

Customer: No, thanks. **16**

Server: Okay, one cheeseburger and coffee coming up. Thank you.

- ① That's all for now.
- ② How long will we have to wait?
- ③ What do you recommend?
- ④ I'll have ice cream.

2

Erica: Dad, what are you doing? Why do you have pictures of the bedrooms?

Father: Oh, it's not a big deal. I'm just trying to figure out how to fit everyone in during the summer.

Erica: Oh, I forgot about the family reunion! How many people are coming to stay?

Father: Last year was about eight, but I think we'll probably have a total of fourteen this year.

Erica: **17** We don't have that much room.

- ① No problem, I can do it.
- ② Wow, your bedroom is messy!
- ③ That's not going to work.
- ④ The living room needs new lights.

3

Tom: Where are we going? I've never been this way before.

Kenta: It's a shortcut. It'll get us there about 30 minutes quicker.

Tom: The scenery is great, but this road is scary. It looks like there are rocks everywhere.

Kenta: I'm sure it's fine. **18** I can just go around them.

- ① I need to focus on the scenery.
- ② I'm a good driver.
- ③ Could you give me a ride?
- ④ Are we there yet?

4

Angela: Good morning. I have an appointment with Anna Jones. I'm a bit early. I don't mind waiting here.

Receptionist: No problem at all. I'll just check for you. Could I have your name, please?

Angela: Angela White from SBK Associates. I'm here to talk about the marketing campaign. Anna and I spoke about it on the phone the day before yesterday.

Receptionist: Right. Just a moment, please. Yes, your appointment is for 9:00.

19 Go through security and walk across the hall. Her office is the second one on the left. You can't miss it. Her door is always open.

Angela: Thank you very much.

- ① Can you come back at 11:30?
- ② You have to phone her before you visit.
- ③ She's in a lunch meeting now.
- ④ She's expecting you.

IV 次の英文の **20** ～ **24** に入れるのに最も適切なものを、あとの ①～④のうちから一つずつ選び、その番号をマークせよ。

Today the world is generating more plastic trash than ever before. Unfortunately, very little of it gets recycled. Plastics are littering our towns and cities, **20** our rivers, lakes and oceans, causing health problems in humans and threatening animal and marine life. In order to solve this problem, we as users need to change our mindset*¹ and to adopt environmentally sound habits, starting with our plastic **21** .

To efficiently reduce plastic waste, there is a need to reduce our usage of plastic. **22** , we need to change our everyday behaviors and not use plastic when there is a better alternative. Saying no to plastic straws in cafés and restaurants is one example. Another example is to refuse plastic bags at supermarkets and other shops. Currently, some 500 billion plastic bags are produced annually, so bringing cloth shopping bags will greatly reduce this number. Yet another effective solution is to purchase refills for such products as liquid soap, pens and printer ink.

Another way to reduce our usage of plastic is to **23** whenever possible. Steel, bamboo, wood and glass straws are great alternatives to plastic straws and can be reused. Purchasing products that are packed in cardboard containers such as laundry detergent, beverages and eggs will reduce the amount of plastic that needs to be produced. Cardboard is easily recycled and, unlike plastic, it's biodegradable*². Choosing products that are made of wood or metal such as clothes hangers, storage containers and trash cans will also reduce the demand for plastic.

Plastic has made our life convenient in many ways, and **24** to imagine a world without it. However, plastic has also become a global problem, so we need to think twice before choosing it. (Robert Hickling・Jun Yashima *Jigsaw* Cengage Learning 一部改変)

*¹ mindset 考え方 *² biodegradable 生(物)分解性の

20

- ① except for ② in spite of ③ regardless of ④ as well as

21

- ① consumption ② evolution ③ assumption ④ contribution

22

- ① Instead ② In other words ③ In contrast ④ Conversely

23

- ① give up buying so many items ② choose other materials over plastic
③ build more plastic recycling centers ④ separate and burn plastic products

24

- ① it is necessary ② it is illegal ③ it would be hard ④ it must be easy

V 次の英文を読んで、あとの 1~4 の問いに答えよ。

Tourists from all over the globe have been flocking^{*1} to Japan and it seems most of them are here for the food. “Tucking into^{*2} real Japanese food is a priority for inbound^{*3} travelers,” says Noriko Tominaga, who runs (A) Washocook, a washoku cooking school. “My students tell me washoku meals are among the best and healthiest they’ve ever eaten. And they’re eager to recreate the experience once they go back to their home countries.”

Tominaga launched Washocook in 2014 with two missions in mind: to teach the art of washoku in English to foreigners visiting Japan, and train new cooking teachers to do the same. Business was growing steadily, and then (B) the pandemic happened.

But Tominaga had always believed that business opportunities are the flip side^{*4} of adversities^{*5}, and took Washocook online. “Before the pandemic, I had no idea I could teach people how to cook online. But it worked. People loved it. Online cooking classes opened up a whole new world for me. I can teach washoku to 100 people at once, and they can be in Mexico or Brazil.”

In spite of (C) her success, Tominaga says she had never been a good English speaker. “The truth is, I was really bad at the subject in school. At university, I wanted to major in literature or the humanities but I couldn’t because my English grades were bad.”

After graduation, Tominaga worked in marketing for a major Japanese cosmetics company and then moved to a foreign firm as a manager. “This was when I knew I had to do something about my English abilities. I couldn’t speak at all and it took me three times longer than other people to draft a document.” Tominaga went to a business English school three times a week and forced herself to learn the language. “It felt like being on a precipice^{*6} every day at work. I could fall off and hit the ground anytime.” By the time she started Washocook, she could hold her own in a conversation and knew her way around business English.

(D) Tominaga says, though, that a Washocook teacher needs only a basic knowledge of English (“junior high school level is fine”) and the ability to craft an onigiri. She says this simple food item is always a big hit with her foreign students. “Cupping and clasping^{*7} your hands to make an onigiri may be second nature to us Japanese. To the rest of the world, it’s very difficult to get right. Ideally, a teacher should explain the process in English but even if you can’t, it’s OK. I strongly advise against just reading out the recipe in English. The most important thing is to communicate, improvise^{*8} and engage with the students, online and in the real world.”

(“What it takes to teach the art of Japanese home cooking,” *the japan times alpha*, April 26, 2024
一部改変)

*1 flock 大挙して集まる *2 tuck into もりもり食べる *3 inbound 国内に向かう
*4 flip side 裏側 *5 adversity 逆境 *6 precipice 絶壁 *7 clasp しっかりと握る

*8 improvise 臨機応変に対応する

1 下線部 (A) について、正しくないものを、次の ①～④ のうちから一つ選び、その番号を **25** にマークせよ。

- ① The number of students increased consistently before the pandemic happened.
- ② The school aims at educating teachers who can teach the art of washoku cooking in English.
- ③ At the school, students want to learn how to cook washoku to enjoy it back home as well.
- ④ The school attracts a lot of inbound travelers who believed washoku to be unhealthy.

2 下線部 (B) の結果として最も適切なものを、次の ①～④ のうちから一つ選び、その番号を **26** にマークせよ。

- ① Ms. Tominaga was able to teach a large number of students at the same time.
- ② As Ms. Tominaga anticipated, she had to cancel her face-to-face classes.
- ③ Ms. Tominaga was forced to change her plan to teach in Brazil or Mexico.
- ④ There was no big difference in Ms. Tominaga's business before and after the pandemic.

3 下線部 (C) に至るまでに Ms. Tominaga に起きたことで、正しくないものを、次の ①～④ のうちから一つ選び、その番号を **27** にマークせよ。

- ① She could speak sufficient English when she established Washocook.
- ② She left the foreign company in order to concentrate on her English study.
- ③ She gave up studying what she had wanted to at university.
- ④ She needed more time to write documents than others in the foreign company.

4 下線部 (D) の内容として正しいものを、次の ①～④ のうちから一つ選び、その番号を **28** にマークせよ。

- ① The process of making an onigiri must be explained to the students in fluent English.
- ② Washocook teachers should read the recipe to the students in English and make an onigiri.
- ③ If one can make an onigiri properly and explain the process to the students interactively in English, the person can become a Washocook teacher.
- ④ Explaining how to make an onigiri in English is very appealing to those who want to be Washocook teachers.