

各大問の英文や図表を読み、解答番号 ~ にあてはまるものとして最も適当な選択肢を選びなさい。

第1問 (配点 8)

You are a senior high school student interested in railways and cameras. You find a website for a contest hosted by the transit department of the city where you live. You are thinking about entering the contest.



Calling All Train and/or Bus Lovers!

On July 1 this summer, the Green Line train line will start serving passengers on the east side of Kawai City. As part of the celebration, the transit department is holding an art contest for train and/or bus lovers. It consists of three sections: Photo Section, One-minute Video Section, and Painting Section. Any citizen of Kawai City can enter this contest.

◆ Photo Section

At least a part of a train or bus from our city has to be clearly shown in your photo. Only photos taken within the last 12 months will be accepted.

◆ One-minute Video Section

At least a part of a train or bus from our city has to be included in your video. Only videos recorded within the last 12 months will be accepted.

◆ Painting Section

Your work should concern a train or bus, but any image of them, abstract or concrete, can be used. There is no regulation on when your painting was completed.

▶ Contest Schedule

>The contest will be open until 5 p.m. on May 31. To enter, click HERE and follow the directions for each section.

- >On June 7, five finalists for each section will be selected from the entries, and these works will be put on display in the Central Station waiting room at noon. Visitors can vote for their favorite photo/video/painting until 11:59 p.m. on June 21. After that, three grand prize winners (one from each section) will be decided based on the number of votes received.
- >On June 30, there will be a ceremony on the new Green Line platform in Central Station, honoring the grand prize winners.
- ▶ Prizes
 - >All finalists will receive 7 one-day passes, which will be valid for all bus and train travel within one day.
 - >The grand prize winner for each section will also receive a 6-month transit pass and a souvenir jacket with the new Green Line logo.

問 1 In order for your work to qualify for entry, you must .

- ① include a clear image of a train or a bus in it
- ② make sure it was made after May last year
- ③ reside in the city where the contest is being held
- ④ take it to Central Station yourself

問 2 You can vote for your favorite work between .

- ① May 31 and June 7
- ② May 31 and June 21
- ③ June 7 and June 21
- ④ June 7 and June 30

問 3 If the work you submitted is included among those of the fifteen finalists, you will .

- ① be awarded a bus and train pass valid for 6 months
- ② be invited to a ceremony at Central Station
- ③ receive clothing with a train line logo on it
- ④ receive seven days of free bus or train rides

問 4 The contest will be held to .

- ① celebrate the opening of a new train line
- ② conduct a ceremony on the platform
- ③ let you vote for your favorite work of art
- ④ support young, promising artists

第2問 (配点 10)

You are a member of the school English club. The club is working on a student project that aims to make learning English more enjoyable. To get ideas, you are reading a report about a school challenge. It was written by a British student who studied in another school in Japan.

Extensive Reading Challenge

Many Japanese teenagers enjoy reading if the language is Japanese. But when it comes to reading in English, it is something they do only in class or for homework, and the material is often uninteresting. What if students could choose the English books they read? We started a programme to encourage students to read more in English. Over four hundred English books were added to our library before the start of the school year. We analysed students' borrowing records at the end of the year and learned that 112 of 300 students at the school participated. Nearly two-thirds didn't take part. Why did they not participate? Let us take a look at some of the feedback (given below):

Feedback from students

YO: I enjoyed reading famous and popular stories in the original English rather than reading translations. I read all of the Sherlock Holmes stories, starting with the easiest and working my way up to the most difficult.

AN: I was interested at first because I thought we would be tested on the books in English class. When I realised we wouldn't be tested, I decided not to take part.

NH: I knew about this challenge, but I was so busy with homework and club activities that I didn't have time for it.

MB: I was glad that the school librarians helped me select the level of difficulty appropriate for me. Without their help, I might have spent a lot of time on books that were too hard to read.

EW: I felt there were too many fiction books in the selection and not enough non-fiction. There were hardly any books on science topics, which was disappointing.

問1 The aim of the Extensive Reading Challenge was to help students to .

- ① enjoy reading in Japanese
- ② read books accurately
- ③ read more in a foreign language
- ④ use the library more frequently

問2 One fact about the Extensive Reading Challenge is that .

- ① a thousand books were available in English
- ② about 60% of students didn't take part
- ③ students couldn't choose what to read
- ④ the library of the school is old and small

問3 From the feedback it is clear that participants were during the Extensive Reading Challenge.

- A : enjoying non-fiction more than fiction
- B : getting assistance with choosing the right books
- C : reading well-known stories
- D : studying for English tests

- ① A and B
- ② A and C
- ③ A and D
- ④ B and C
- ⑤ B and D
- ⑥ C and D

問4 One of the participants' opinions about the Extensive Reading Challenge is that .

- ① homework and club activities are as important as reading
- ② there was a test for each book, which was very difficult
- ③ there were too few books about real people and events
- ④ time was wasted on books that were too hard to read

問5 Clearly, did not participate in the Extensive Reading Challenge.

- ① AN and EW
- ② AN and NH
- ③ EW and MB
- ④ MB and YO
- ⑤ NH and YO

第3問 (配点 9)

You enjoy doing charity work and have found an interesting story in a travel magazine about a situation in Haiti.

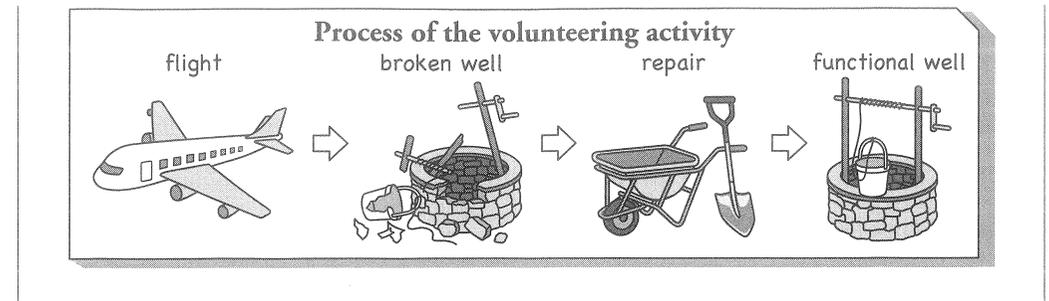
Digging Deep to Help Haiti

During the Spring Break, I traveled to Haiti with some friends from school. It wasn't a vacation, though — we were there to help dig wells for people living in the mountains. I had originally planned to just stay at home and watch TV during my time off, but after reading an article on the internet about how many people in Haiti didn't have access to clean water, I began to think I had to do something to make a difference. After speaking with the leader of my school's community service club, we found an organization that provided me and 10 other members of the club with plane tickets for the 7-hour flight to the island.

When we got there, I was surprised by how beautiful the scenery was and how colorful the cities were. However, as we took a small bus into the mountains, the roads got bumpier and bumpier, and I saw people carrying jugs of water on their shoulders. Our driver informed us that many wells had been damaged in a recent earthquake, which made it almost impossible for the residents to get clean water.

We stayed in three different villages over the next two weeks, working with local builders to help dig new wells and fix old ones. Everyone was extremely kind to us, not only offering us beds to sleep in, but also feeding us home-cooked meals for breakfast, lunch, and dinner, and treating us as members of the community. One week into the trip, I got such a high fever that our team leader was ready to send me home, but some local doctors came from a larger nearby village and gave me medicine. I was soon healthy enough to start digging again, which was a relief because I would have hated to leave the job before it was finished.

In the end, our team was able to assist with the construction or repair of a dozen wells. I made friends with some Haitian girls in one of the villages, and we promised to write letters to each other. Back at school after the break, I gave a presentation to my classmates about the trip, so hopefully next year we will have 20 more volunteers for another trip.



問1 Put the following events (①~④) into the order in which they happened.

10 → 11 → 12 → 13

- ① Doctors treated the writer for her illness.
- ② The bus driver explained a problem in Haiti.
- ③ The team finished digging and repairing all the wells.
- ④ The writer made a presentation about Haiti to her classmates.

問2 The main reason many Haitian villages needed new wells was that 14 .

- ① a natural disaster had damaged their usual sources of water
- ② diseases were spreading quickly through existing water supplies
- ③ residents were spending too much time waiting in line for water
- ④ transporting water from more populated areas was too expensive

問3 From this story, you understand that the writer 15 .

- ① committed herself to helping the villagers
- ② explored the island during her free time
- ③ persuaded more classmates to enjoy a vacation in Haiti
- ④ wished she could have finished the well project

第4問 (配点 12)

In English class, you are writing an essay on a social issue you are interested in. This is your most recent draft. You are now working on revisions based on comments from your teacher.

Strategies for Reducing Food Waste in Businesses	Comments
<p>In order to tackle the growing problem of food waste, businesses need to find new ways to avoid wasting food. This is better for the planet and it can save money. This essay will highlight three ways to reduce the amount of food wasted.</p>	
<p>First, companies need to make a more accurate prediction of the amount of food they can sell. By looking at data and market trends, they can better estimate how much food their customers will buy. ⁽¹⁾ ^ They are less likely to produce too much excess food and throw it away.</p>	<p>(1) Insert a connecting expression here.</p>
<p>Next, it is important to review the best-before date rules for food. Often, the date on the packaging is earlier than it actually is. ⁽²⁾ ^ Conducting more research on best-before dates and establishing more flexible best-before date guidelines could reduce the amount of food wasted.</p>	<p>(2) You are missing something here. Add more information between the two sentences to connect them.</p>
<p>Another good way is to use ⁽³⁾ <u>advertising to sell food at a discount</u>. Food sharing apps allow businesses to give leftovers to people in need or charities. This allows people to buy or receive food that is likely to go unsold but is still edible.</p>	<p>(3) This topic sentence doesn't really match this paragraph. Rewrite it.</p>
<p>In conclusion, by anticipating what food can be sold, ⁽⁴⁾ <u>not displaying the best-before date</u>, and utilizing apps to share surplus food, companies can make an effort to avoid food waste. This is good for the environment, for the business, and for everyone. Starting a new way of doing things requires change.</p>	<p>(4) The underlined phrase doesn't summarize your essay content enough. Change it.</p>

問 1 Based on comment (1), which is the best expression to add? 16

- ① As a result,
- ② For instance,
- ③ In contrast,
- ④ On the other hand,

問 2 Based on comment (2), which is the best sentence to add? 17

- ① This is because it is difficult to distinguish safe from unsafe food.
- ② This is why warnings on dangerous foods are not compulsory.
- ③ This makes it impossible to store food until it is safely consumed.
- ④ This means that food is thrown away when it is still safe to eat.

問 3 Based on comment (3), which is the most appropriate way to rewrite the topic sentence? 18

- ① apps to buy or donate missing food
- ② apps to sell or donate excess food
- ③ social media to check which food is needed
- ④ social media to dispose of surplus food

問 4 Based on comment (4), which is the best replacement? 19

- ① gaining customer satisfaction
- ② legally regulating food waste
- ③ reducing production costs
- ④ setting better best-before dates

第5問 (配点 16)

Your teacher has asked you to read two articles about growth. You will discuss what you learned in your next class.

The Growth Mindset: Love for the Process

Vivian Bellweather

Career Counselor, Mountain View East High School

A big part of my job is meeting with students who are struggling in school. One common thing that I've noticed is that almost all of them have what psychologists call a "fixed mindset." To put it simply, they think of themselves as having identities that are difficult or even impossible to change. This can cause students who perform poorly in school at an early age to have trouble believing they can improve their performances at a later stage. But the problem doesn't just apply to students with low grades; students who performed well in their classes when they were younger often see themselves as naturally talented, and stop putting in the effort required to get good grades later on.

This is why the "growth mindset" is so important. Essentially, the growth mindset encourages people to think much more about the process of improving than about the outcomes. For example, a student who gets a good grade on a math test should be complimented not for being smart, but for the hard work they put into achieving the high score.

The growth mindset ends up being influential for a number of reasons. For one thing, outcomes are hard to control, but the process of learning isn't. Secondly, it teaches young people to view negative results as challenges that can and will be overcome, as opposed to evidence that they aren't good enough to succeed. Finally, by teaching people to take pride in doing things the right way, the growth mindset will help them continue to improve and develop later in life.

And this is the most important part of the growth mindset. Its application extends far beyond school, into our professional and personal lives. So remember, there's nothing you can't do — there are just things you haven't learned to do yet.

The Two Mindsets

Fixed Mindset	Growth Mindset
Intelligence is inborn.	Intelligence can be improved.
Useful negative feedback is ignored.	Feedback is a learning opportunity.

The Value of Pushing for Achievement

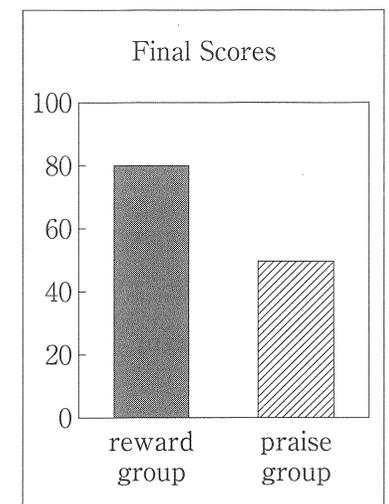
Fabian Morales

Assistant Principal, Mountain View West High School

There has been a lot of talk about the growth mindset over the last decade. Academics all over the world, from educators to researchers, agree that encouraging people to see themselves as capable of improvement is incredibly helpful. We must make sure that this type of encouragement leads to success for students even after they graduate. After all, once young people enter the workforce, they will be expected to get results.

In my opinion, the growth mindset is most effective when it is paired with clearly identified and expressed goals. Without these goals, the process of improving can become vague and meaningless. Even the smallest bit of progress is still progress, but what if a student is learning too slowly? Or if the progress they are making is from an F (the failing grade) to a D (the lowest passing grade)? At some point, it is not enough to simply say "I'm better than I was yesterday." Everyone needs a boost sometimes, and that can come in the form of setting a goal, reaching it, and celebrating that success.

There is research supporting the idea that people respond better to concrete goals than to abstract processes. One major study, performed last year, compared the behavior of students who were motivated by a reward (\$10) with the behavior of those who received praise for their efforts. The students were asked to perform a variety of tasks, from puzzle solving to physical fitness exercises. When their final scores were added up, the scores in the reward group were higher, and this finding held true across dozens of randomized studies. The lesson is clear: if there is a motivating reward, most people will work hard to attain it.



問 1 According to Bellweather, a fixed mindset presents problems for .

- ① only exceptionally clever students
- ② only less intelligent students
- ③ only students of average grades
- ④ students of various abilities

問 2 Morales believes that .

- ① achievement leads to rewards
- ② hard-earned victories are meaningless
- ③ minor improvements can be of little use
- ④ verbal support works better

問 3 Morales emphasizes the importance of setting goals in order to reinforce an approach supported by Bellweather, who aims to give students a approach to learning. (Choose the best one for each from options ①~⑥.)

- ① clear
- ② complex
- ③ consistent
- ④ sudden
- ⑤ temporary
- ⑥ traditional

問 4 Both writers agree that is an important part of people's growth.

- ① organized testing
- ② parental support
- ③ personal satisfaction
- ④ success beyond school

問 5 Which additional information would be the best to further support Morales' argument for focusing on achievement?

- ① His personal theories about the future of education
- ② How different types of rewards affect student behavior
- ③ What physical fitness tasks the students in the study performed
- ④ What puzzle the students in the study enjoyed solving most

第6問 (配点 18)

You are working on an essay on the topic of whether face-to-face or online classes are more desirable. You will follow the steps below.

Step 1: Read and understand different opinions about face-to-face versus online classes.

Step 2: Decide whether face-to-face or online classes are more desirable.

Step 3: Develop an essay outline using additional sources.

[Step 1] Read various sources

Author A (High school student)

Because students are in the same place, it is easy to communicate with their teachers and friends, which is one of the advantages of face-to-face classes. Students can ask the teacher direct questions about what they don't understand, and they work together on group projects that strengthen their bonds. Face-to-face classes provide more opportunities for students to interact and collaborate with their classmates, as well as to participate in group discussions. This helps improve their social and cooperative skills.

Author B (Lawyer)

Choice of education form is a fundamental human right. Individual students have the right to choose the educational environment that best suits their circumstances and preferences. Whichever is more appropriate depends on the student's learning style, family situation, and health. People learn in different ways and may be educated in different environments. Some students prefer to interact and collaborate in face-to-face classes, and the classroom atmosphere can have a positive impact on their learning. On the other hand, online classes offer flexibility, and the advantage of learning without the limitations of time and

place.

Author C (Business person)

In face-to-face classes, all students spend the same amount of time on the same topics, which can cause some students to fall behind if they do not understand the more difficult content. However, online classes give students the flexibility to take extra time to catch up on these challenging topics. You can go deeper into each topic at your own pace and level of understanding. If you encounter a difficult concept, you can review that part of the recorded lesson over and over again if a recording of the class is available. This allows students to work on a topic until they fully understand it and feel confident to move on.

Author D (Teacher)

Face-to-face classes allow students to physically meet their teachers and friends, making them feel less alone. Students are more motivated to learn when they see their friends around them taking their studies seriously. When students see their classmates actively participating in class, asking questions, and engaging in discussions, they are encouraged to do the same. A passion for learning is shared and an atmosphere of collaboration and growth is fostered throughout the class. This is expected to improve the quality and outcome of learning.

Author E (Sociologist)

Online classes have several advantages. First, students can access them from home or elsewhere, saving time and transportation costs associated with commuting to school. By eliminating commuting time, students have more free time to enjoy hobbies and other activities. This reduces stress for students and promotes a more balanced lifestyle. In addition, online classes are very flexible for situations where students are unable to commute to school for any reason. In the event of illness, bad weather, or traffic problems, students can take online classes wherever they are. This flexibility helps students learn at their own pace and provides continuity of learning.

問 1 Both Authors C and E mention .

- ① the advantages of being able to save commuting time
- ② the advantages of online classes in terms of price and accessibility
- ③ the benefits of being able to ask teachers questions
- ④ the benefits of online classes in terms of self-paced learning

問 2 Author B implies that .

- ① having a choice between face-to-face and online classes has a significant impact on students' learning styles
- ② people have diverse learning styles, but there are no individual differences in the most effective education
- ③ students are free to choose the educational environment in which they receive their minimum compulsory education
- ④ students should be able to choose the educational environment that is most appropriate for them, whether it is face-to-face or online

[Step 2] Take a position

問 3 Now that you have understood the different points of view, you have decided on whether face-to-face or online classes are more desirable and have written it down as follows. Choose the best options to complete , , and .

Your position: Face-to-face classes are more desirable.

- Authors and support your position.
- The main argument of the two authors: .

Options for and . (The order does not matter.)

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

Options for .

- ① Face-to-face classes have the advantage of being able to observe student discussions with academic objectivity
- ② Face-to-face classes have the advantage of better communication, stronger relationships and increased motivation through direct interaction
- ③ The advantage of face-to-face classes includes higher test scores, easier self-learning and closer collaboration between parents and teachers
- ④ The advantage of face-to-face classes includes social skills, which are enhanced by the physical separation from the classroom

[Step 3] Create an outline using Sources A and B

Outline of your essay:

Face-to-face classes are more desirable.

Introduction

Both face-to-face and online classes have their advantages. However, it is important to focus on the disadvantages of online classes.

Body

Reason 1: [From Step 2]

Reason 2: [Based on Source A] 31

Reason 3: [Based on Source B] 32

Conclusion

With these disadvantages of online classes, the advantages of face-to-face classes are more significant.

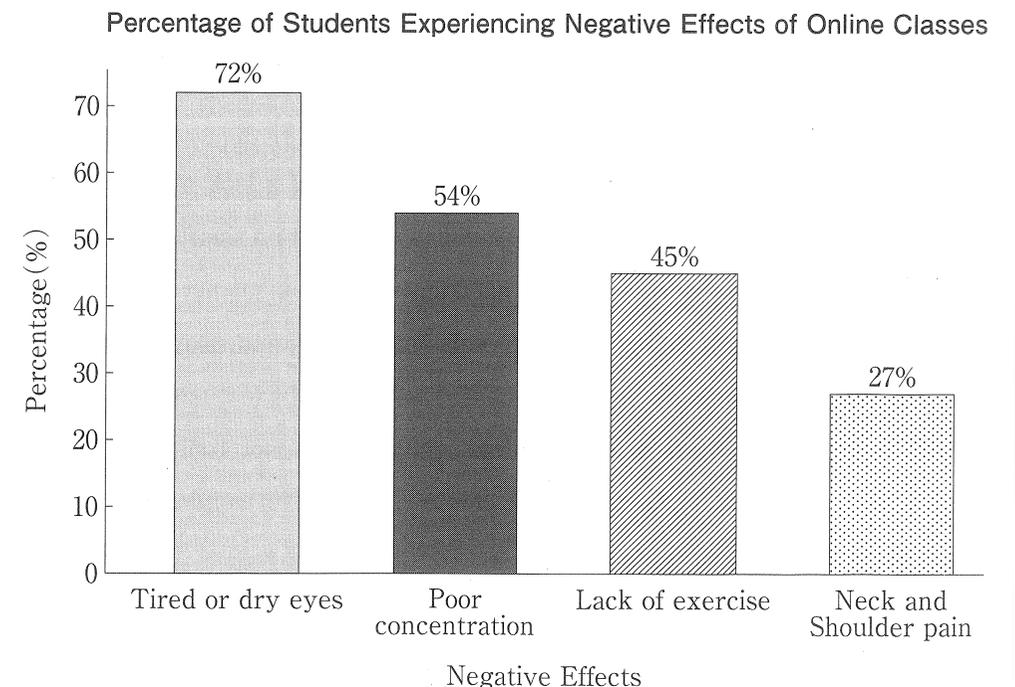
Source A

To take online classes, you will need the appropriate equipment and a high-speed internet connection. However, meeting these requirements involves certain costs. Some families may not have sufficient funds available for computers or broadband internet access, which may limit their children's access to education. Access to online classes can also be greatly affected by geographic location. Compared to urban areas, rural areas sometimes have limited access to high-speed internet. In addition, some home environments may lack quiet, dedicated spaces to study. Households with many children may

have to share a study area, or students may be required to study in an environment where noise or other family circumstances make it difficult to concentrate. For these reasons, as online classes become more widespread, students who are in unfavorable learning conditions are more likely to fall behind academically. This may contribute to educational disparity and increase social inequality.

Source B

A survey in France found that many teenagers are experiencing negative effects from online learning. The survey was conducted among approximately 1,000 students aged 13 to 18. The graph below shows specific examples of negative effects of online classes and the percentage of students who experienced them.



問 4 Based on Source A, which of the following is the most appropriate for Reason 2? 31

- ① Access to high-speed internet is more limited in urban areas compared to rural areas.
- ② Some students cannot fully benefit from online classes due to financial reasons.
- ③ Some students lack the knowledge to prepare the necessary equipment and environment for online classes.
- ④ The more siblings a student has, the less likely he or she is to receive public financial support.

問 5 For Reason 3, you have decided to write, "Online classes are physically hard on students." Based on Source B, which option best supports this statement? 32

- ① Just over half of the teens surveyed complain of a lack of exercise. Not getting enough exercise can have a negative impact on their daily lives.
- ② Less than a quarter of the respondents complain of neck and shoulder pain after taking online classes. This may be due to poor posture when sitting in class.
- ③ More than 50% of the respondents complain of poor concentration when asked about their experiences of online classes. No wonder they feel less tense in their own room at home.
- ④ More than three quarters of the teens surveyed complain of tired or dry eyes. Staring at computer screens for too long is probably to blame.

第7問 (配点 15)

Your English teacher has told everyone in your class to find an interesting story and present it to a discussion group, using notes. You have found a story written by an artist.

Lessons from the Art Studio

Timothy (Tim) Milton

I cannot remember when I started painting, but it must have been in my very early childhood. I thought that talent was the only important thing, that you are either born with it or not. It wasn't until I started going to an art studio when I was in high school that I realized how much more there was to art than just talent. What I learned in the art studio was far more than just painting and drawing — I learned many valuable life skills.

I had always been fascinated by the different ways artists expressed themselves through their work: how they captured emotions and stories, and how they expressed their individuality. I was determined to learn how to express myself through art and how to paint and draw beautifully, just like they did. At that time, it was all about me and the beauty I wanted to create.

In the beginning, it was a never-ending struggle. I wasn't able to draw a simple vase that looked even a bit realistic, let alone beautiful. My teacher, Mrs. Jenkins, saw that I was struggling and encouraged me in every possible way. She always emphasized that art is about the process, not just the end result. At first, I was not sure what she meant.

With her guidance, I gradually started to learn what "the process of creating art" actually was. Mrs. Jenkins taught me that I had to observe my objects very closely and try to catch every small detail. I wasn't supposed to try drawing a vase beautifully; the important thing was to see the natural beauty of the vase and convey it accurately on the canvas.

Thanks to Mrs. Jenkins, I grew more confident and skilled, and decided to apply to the National Art Academy. Surprisingly, they accepted me. It was at the Art Academy that I realized that Mrs. Jenkins had taught me many valuable lessons.

In my second year at the Academy, Mr. Hammond, the sculpture professor, was really pleased with my work and recommended it for an international competition. I was curious about what had made him recommend my work, so I asked him. He explained, "You are the only one in your class who understands that the artist is not important and that the focus should be on the creation." His praise immediately brought back memories of Mrs. Jenkins.

Another lesson I learned from Mrs. Jenkins was the importance of community and collaboration. At the time, she made all the children in the studio do projects together, saying that if an artist wanted to grow and improve, he or she should actively look for opportunities to collaborate with other artists. I realized how important that lesson had been right after I graduated from the Academy. My friend Jack Tilton, whom I had collaborated with on a number of projects in my third and fourth year at the Academy, went to work for a big advertising agency. He invited me to participate in several projects related to his work because, in his words, he knew me and he trusted me. It was the collaborative work we'd done together that created this friendship and trust.

In my 20s and 30s, I worked as an independent artist. I ended up participating in many projects that involved creating innovative art. My biggest achievement as a freelance artist was creating the logo of the International Music Festival in my early 30s. During all those years, the memory of Mrs. Jenkins never faded away — the lessons she taught me about art and life have been a major part of my journey as an artist. That is why, now that I'm 41, I've decided to become an art teacher and try to teach some of those lessons to the next generation of artists.

Your notes:

Lessons from the Art Studio

About the author (Timothy Milton)

- Started painting as a child.
- The lessons he learned in the art studio .

Other important people

- Mrs. Jenkins: Tim's art teacher, who taught him many valuable lessons.
- Mr. Hammond: Tim's sculpture professor, who helped Tim .
- Jack Tilton: Tim's classmate at the National Art Academy.

Influential events in Tim's journey towards becoming a better artist

Began painting → → → →

Why has Tim decided to become an art teacher?

He wants to .

What we can learn from this story

-
-

問 1 Choose the best option for .

- ① allowed him to create his own style
- ② helped him with marketing, and he became wealthy
- ③ included knowledge about art history
- ④ were helpful both in his art and in his general life

問 2 Choose the best option for .

- ① earn a scholarship to an art school abroad
- ② find a partner to collaborate with
- ③ greatly improve his sculpting technique
- ④ participate in an international competition

問 3 Choose **four** out of the five options (① ~ ⑤) and rearrange them in the order they happened. → → →

- ① Collaborated with his friend on advertising projects
- ② Designed the logo of a major music event
- ③ Got admitted to the National Art Academy
- ④ Got employed by an advertising agency
- ⑤ Was first taught about the importance of the process of creating art

問 4 Choose the best option for .

- ① convey to students what he has learned from Mrs. Jenkins
- ② get a financially stable job related to art
- ③ help art students learn his sculpting techniques
- ④ work with children and create a new style of art

問 5 Choose the best two options for and . (The order does not matter.)

- ① Actively collaborating with others can help you grow and improve.
- ② Becoming an art teacher is more difficult than creating art.
- ③ Being able to convey natural beauty through art is more important than just having talent.
- ④ It is never too late to start improving your technique and creating art.
- ⑤ Professors at university are not going to teach you a lot.

第8問 (配点 12)

You are in a student group preparing for a presentation in your science class. You are using the following passage to create your part of the presentation on diversity in animals.

Carp are a silvery-gray fish that live in fresh water. Carp came from Asia, where they are often eaten. In China about 2,000 years ago, some carp were born with a bright red color. They looked different from other carp because they had what is called a mutation. A mutation is a change in the normal DNA of an animal. People liked the red carp and raised them in ponds because they were so pretty to look at. Mutations brought about several new colors. People kept the fish with mutations they liked and started to call them goldfish rather than carp. In fact, the Chinese Empress liked goldfish so much that in 1162, she declared that only members of the royal family could raise yellow ones. Now there are goldfish which are not just different colors but also different shapes and sizes.

Today's goldfish come from the ones that people raised long ago in China. They have a shape that is very similar to that of carp. Their bodies are long and thin, and they are very strong. They are good swimmers and can live in water that is not very clean. They come in many pretty colors including black, brown, red, yellow, orange, and white. These athletic fish can live over 15 years and can grow up to about 30 centimeters long, so they are often kept in ponds. One of the popular types of goldfish is a comet. Comet goldfish were first raised in the United States. These active, playful fish are rather small, but have very long tails.

Over time, people started to raise goldfish inside their homes. Because the fish were protected from bad weather and other animals, new types could survive. These new types are called "fancy" goldfish because they have two tail

fins called a double tail. Wakin goldfish, which come from Japan, were the first fancy goldfish. They are large and shaped like comet goldfish except for a short tail that looks like an X from behind. Fantail goldfish are a mutation of wakin goldfish and are much smaller. Fantails have egg-shaped bodies and long fins that flow in the water. Some have extremely long tails that make them swim very slowly. Their tails can be damaged in water that is moving too quickly, so those fantails must be raised inside.

Oranda goldfish, another fancy goldfish, have a mutation that makes them look like they are wearing a hat. The puffy head is often red, but the body is white or orange. Oranda goldfish often get diseases in the part on their heads if they live outside. Pompom goldfish are much rarer than oranda goldfish, but they have a similar puffy mutation. However, the puffy part grows out of the nose rather than the top of the head. The fish looks like it has a pompom on each side of its face. Unfortunately, diseases easily affect the pompoms, so these fish must be kept inside. Pompom goldfish are very small, only about 15 centimeters at the most.

Telescope goldfish were first raised in the 1700s in China. They are very unusual because their eyes stick out of their heads. It is interesting to note that a young telescope goldfish has regular eyes. It takes about six months for the eyes to grow out to the sides. They do not see well due to the shape of their eyes and may even have a hard time finding food. They can also accidentally injure their eyes on sharp rocks or plant leaves, so they need to be kept in a fish tank without any decorations. Telescope goldfish have round bodies and long tails, which also slow down their swimming.

Now there are over 200 types of goldfish. It is amazing to realize that such visually different fish are all related. The long, thin comet goldfish looks nothing like the telescope goldfish with its round body and alien-like eyes. In reality, they are all goldfish, but small mutations make each one look very different.

Your presentation slides:

**Goldfish:
Colorful, Pretty Fish**

1. Basic Information

- mutated from the same fish species
- originally come from China
- favored by a Chinese Empress

42

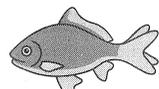
2.

(A)



- come from the U.S.
- rather small
- active and playful
- have long tails

Wakin Goldfish



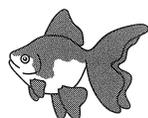
- come from Japan

43

44

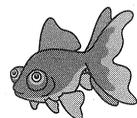
3.

(B)



- a mutation of the wakin goldfish
- have egg-shaped bodies
- have long fins and tails
- must be kept inside

Telescope Goldfish



- have popped-out eyes

46

⋮

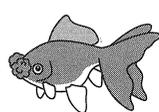
4.

(C)



- look like they are wearing hats
- get diseases easily
- must be kept inside

(D)



- have puffy parts on their noses
- get diseases easily
- must be kept inside
- very small

5. Final Statement

47

問 1 Choose the best option for 42.

- ① easily raised
- ② eaten all over the world
- ③ have different colors and shapes
- ④ kept only by the royal family

問 2 For the slide 2, select two features of the wakin goldfish mentioned in the text. (The order does not matter.) 43 · 44

- ① a mutation of the fantail goldfish
- ② have short, double tails
- ③ live over 30 years
- ④ look like comet goldfish except for tails

問 3 Complete the missing labels on the illustrations of goldfish for the slides 2, 3, and 4. 45

- | | |
|------------------------|----------------------|
| ① (A) Comet Goldfish | (B) Fantail Goldfish |
| (C) Oranda Goldfish | (D) Pompom Goldfish |
| ② (A) Comet Goldfish | (B) Fantail Goldfish |
| (C) Pompom Goldfish | (D) Oranda Goldfish |
| ③ (A) Fantail Goldfish | (B) Comet Goldfish |
| (C) Oranda Goldfish | (D) Pompom Goldfish |
| ④ (A) Pompom Goldfish | (B) Oranda Goldfish |
| (C) Comet Goldfish | (D) Fantail Goldfish |
| ⑤ (A) Pompom Goldfish | (B) Oranda Goldfish |
| (C) Fantail Goldfish | (D) Comet Goldfish |

問 4 Which of the following should you not include for 46 ?

- ① have alien-like eyes from birth
- ② have difficulty finding food
- ③ have long tails
- ④ have poor eyesight
- ⑤ have round bodies

問 5 Which is the best statement for the final slide? 47

- ① All goldfish look very different. However, they all swim very fast.
- ② All goldfish look very different. However, they were all born and raised in the same country.
- ③ There are more than 200 types of goldfish now. However, they all have the same life span.
- ④ There are more than 200 types of goldfish now. However, they all originally evolved from carp.

第 2 回

(80 分/100 点)

※この問題は'23 年度全統プレ共通テストを改作しており、第 1 問～第 8 問まであります。

◆ 問題を解いたら必ず自己採点により学力チェックを行い、解答・解説、学習対策を参考にしてください。

配点と標準解答時間

設 問	配点	標準解答時間
第 1 問 読解問題 (ウェブサイト)	8 点	5 分
第 2 問 読解問題 (報告書)	10 点	7 分
第 3 問 読解問題 (雑誌記事)	9 点	7 分
第 4 問 読解問題 (レポート推敲)	12 点	7 分
第 5 問 読解問題 (記事)	16 点	12 分
第 6 問 読解問題 (レポート作成)	18 点	16 分
第 7 問 読解問題 (エッセー)	15 点	14 分
第 8 問 読解問題 (論説文)	12 点	12 分