

令和5年度 高校一般入学試験

総合コース

英語

(50分/100点満点)

《受験上の注意点》

1. 監督の先生の指示があるまで、試験問題に手を触れないでください。
2. 問題冊子は14ページ、解答用紙は1枚あります。
3. 解答はすべて解答用紙に記入してください。
4. 問題冊子・解答用紙に受験番号と氏名を記入してください。
5. 問題冊子・解答用紙の回収については監督の先生の指示に従ってください。

受験番号	
氏名	

Kyoei

京都共栄学園高等学校

1 各問いに答えなさい。(30点)

[A] 以下の(A)と(B)の関係が(C)と(D)の関係と同じになるように空欄に入る単語を書きなさい。

(A)	(B)	(C)	(D)
busy	busiest	strong	(1)
give	gave	sell	(2)
three	third	nine	(3)
America	American	Australia	(4)
they	their	we	(5)

[B] 日本語に合うように、空欄に入るものとして最も適当なものをア～エから一つずつ選び記号で答えなさい。

(1) 自己紹介をしてください。

Please introduce ().

ア me イ myself ウ you エ yourself

(2) すみません。トムは今外出中です。

Sorry. Tom is () now.

ア out イ from ウ into エ behind

(3) 先月購入した本はとても面白い。

The book I () last month is very interesting.

ア buy イ bought ウ have bought エ could buy

(4) あなたの手紙を読んで驚いた。

I was () to read your letter.

ア surprise イ surprising ウ to surprise エ surprised

(5) 明日までにメアリーは宿題をしなければならない。

Mary must do her homework () tomorrow.

ア until イ by ウ when エ while

[C] 日本語に合うように()内の語句を並べ替え、**2番目**と**4番目**にくるものを記号で答えなさい。ただし文頭にくる語も小文字になっている。

(1) 彼女は美しいだけではなく、かっこいい。

(ア cool / イ only / ウ not / エ she / オ is / カ beautiful / キ but / ク also).

(2) 私はあそこで写真を撮っている男の人を知っている。

(ア know / イ man / ウ the / エ over / オ pictures / カ taking / キ I) there.

(3) あの話は本当だと思うよ。

(ア that / イ true / ウ believe / エ I / オ story / カ is).

(4) 私たちは彼女がいつ来るかわからない。

(ア will / イ when / ウ she / エ don't / オ come / カ we / キ know).

(5) 母は彼にその帽子を作ってあげた。

(ア mother / イ for / ウ him / エ the / オ hat / カ made / キ my).

2 父と娘が博物館でマンモス(mammoth)について話をしています。英文を読み、以下の問いに答えなさい。(30点)

Daughter: I want to go to *the Pleistocene Area.

Father: Let's check the map. When we entered this museum, we found *the Jurassic Area... And now we are in *the Cretaceous Area... So we have to go up one floor.

Daughter: There is a big statue near the Pleistocene Area. Let's go to the statue, and we will find the Pleistocene Area on our left.

A few minutes later

Daughter: This is the Pleistocene Area. Wow! Look at these *models. They are so big. Are they the same size as the real animals?

Father: Yes, they are. Mammoths and giant deer *went extinct, so researchers *analyzed the remaining bones and DNA and expected their size at that time to create them. ア

Wouldn't it be exciting if such big animals existed even today?

Daughter: I know these animals. When I was in elementary school, I saw a TV program about them. It said that it was possible ^(A)to *revive them. It's been a few years since then, but haven't they revived yet?

Father: Some research groups are trying to revive extinct animals. Have you ever heard *cloning technology?

Daughter: Of course. Cloning technology was used to create the cloned sheep, *Dolly. I hear that cloning technology has already been well-developed, so it seems that extinct animals can be cloned soon. And, I've heard that mammoth DNA can be taken from frozen mammoths' bodies. Why haven't they been cloned yet?

Father: Mammoths went extinct several thousand years ago, so it's hard to get their perfect DNA. And even if we had the perfect DNA, it would be impossible to create the perfect copies. It is not easy to revive an extinct animal. There are

various kinds of problems.

Daughter: Isn't it possible to create the same animals by cloning technology?

Father: Possible, but not easy for some reasons. As you know, scientists succeeded in cloning a sheep and named it Dolly. There are a lot of sheep in the world and it is not hard to get the perfect DNA, right? And it was also easy to find a sheep to play the role of Dolly's mother. That's why Dolly was born just like a normal sheep and grew just like any other sheep. Dolly could eat the same food as other sheep eat. However, when we try to clone a mammoth, there would be no mammoths to bring it up. Of course, scientists notice this problem, so they say that they can use an elephant instead of a mammoth as its mother. It will raise a cloned mammoth baby in its *tummy and will (B)() () () it.

Daughter: Elephants look like mammoths, so there seem to be no problems with doing so.

Father: (C)Do you think a human child a monkey brought up would grow like you?

Daughter: I don't think so.

Father: And the environment has been changing greatly since they went extinct. We don't have food or temperature which mammoths had in the past. Cloned mammoths would be very different from the originals. (D), we humans would create something new. Do you still think we could revive extinct animals?

Daughter: It's a difficult problem. If we did that, humans would become someone like God. If the modern environment isn't good for extinct animals, I think it is better not to revive them. Why do scientists who understand the problem try to revive them? To make something like *Jurassic Park* and make money?

Father: I don't know for sure. It may be true that some scientists are trying to revive them *out of curiosity. If they could make clones of extinct animals and make a zoo with them, people would come to see them from all parts of the world. But there is another view of reviving mammoths: they could slow global warming.

Daughter: Could they do that? Why?

Father: Because they can live in cold climates unlike elephants. If a lot of mammoths started to live in *the Arctic, they would step on the ground and remove the snow with their large and heavy feet. (E)By doing so, they would let cold air reach the ground and make the temperature of the Earth's surface lower.

Daughter: I see! Mammoths could cool the Earth's surface.

Father: That's right. But even if there are some good points, we have to think about reviving them carefully.

エ

 By reviving extinct animals, some animals living in the world now might go extinct. A new disease might spread and maybe mankind couldn't live on earth. There are a lot of problems with reviving them.

Daughter: I understand that we shouldn't revive extinct animals easily just because there is a technology that *enables us to do it. Ah, I feel a little sad because I was looking forward to seeing mammoths someday.

Father: Perhaps that day will come in the future. Let's not forget the problems we talked about today.

Daughter: Yes. I'll do more research when I get home.

[注]

the Pleistocene Area 更新世エリア

the Cretaceous Area 白亜紀エリア

go extinct 絶滅する

revive 復活する

Dolly クローン技術によって作られた羊の名

out of curiosity 興味本位で

enable 人 to do 人が～するのを可能にする

the Jurassic Area ジュラ紀エリア

model 模型

analyze 分析する

clone クローン(複製)をつくる

tummy おなか

the Arctic 北極圏

(1) 下線部(A)の to 不定詞と同じ用法のものを(ア)~(エ)から 1 つ選び記号で答えなさい。

- (ア) I have a lot of homework to do today.
- (イ) I'm very happy to see you again.
- (ウ) He wants to be a doctor in the future.
- (エ) John visited London to see his uncle.

(2) 下線部(B)が「世話をする」という意味になるよう空所に適切な語を入れなさい。

(3) 父が下線部(C)の質問をした意図として最も適切なものを(ア)~(エ)から 1 つ選び記号で答えなさい。

- (ア) どうすればサルが人間の子どもを育てられるか知りたかったから。
- (イ) ゾウがマンモスを育てることについてわかりやすく伝えたかったから。
- (ウ) サルが人間を育てた場合、どのような問題が起こるか全くわからなかったから。
- (エ) ゾウでもマンモスを育てることができると説明したかったから。

(4) 本文中(D)に当てはまるものとして最も適切なものを(ア)~(エ)から 1 つ選び記号で答えなさい。

- (ア) In other words (イ) By the way (ウ) For example (エ) At first

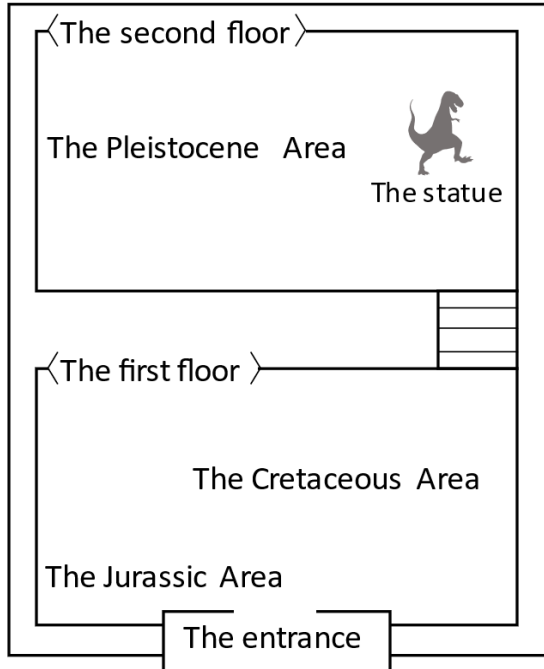
(5) 下線部(E)を By doing so の内容を明らかにして、日本語に直しなさい。

(6) 次の 1 文が入る箇所として適切なものを文中の ~ から 1 つ選び記号で答えなさい。

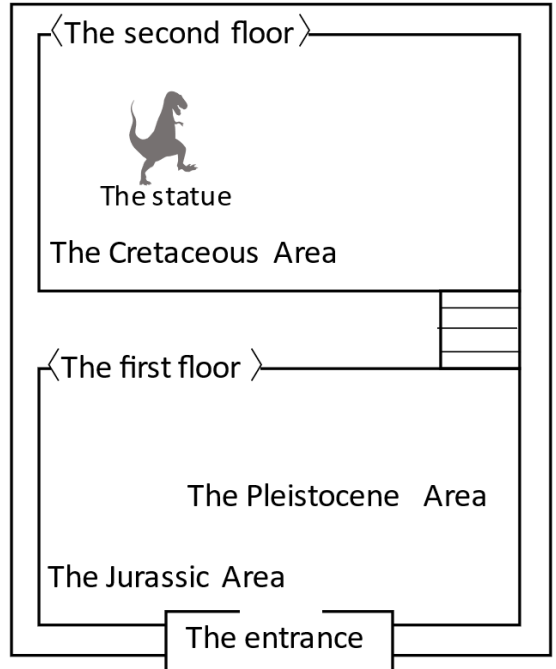
There can be good influences and bad influences.

(7) 以下の(ア)~(エ)は、この博物館の案内図である。本文から読み取り、案内図として最も適当なものを1つ選び記号で答えなさい。

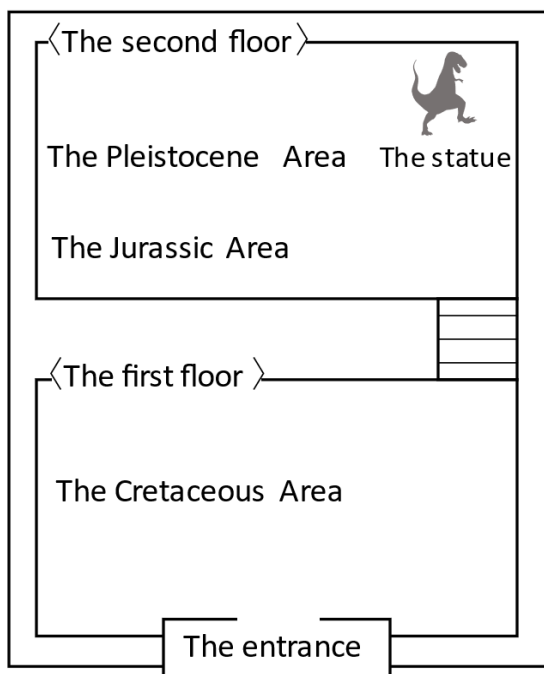
(ア)



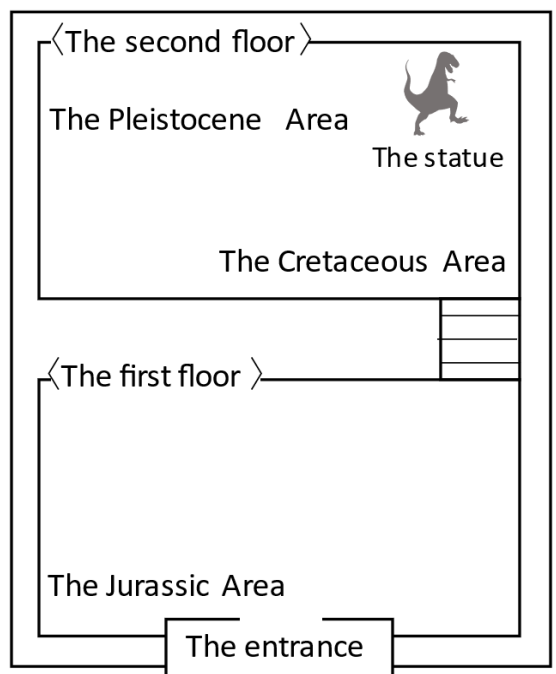
(イ)



(ウ)



(エ)



3 次の広告(Advertisement)を読み、以下の問いに答えなさい。(15 点)

Kyoei Foreign Language School

Thanks for reading this advertisement. Do you like learning foreign languages? If you are interested in this school, let's study with us.

Course	Day	Time	*Fee
Chinese	Monday	12:00-13:30 A	\$108
		19:30-21:00 B	
French	Thursday	10:00-11:00	\$106
Italian	Wednesday	16:00-17:00	\$106
Korean	Sunday	19:00-20:00	\$104
German	Friday	9:00-10:00	\$104

★For the Chinese course, you choose A or B. You can take only one course.

Information

- Each course has 10 lessons. In each course, we teach how to communicate, read and write essays.
- A course fee doesn't *include the textbook you use in your lesson. You have to buy it for \$4. So, you need to pay for a course and the textbook.
- Please check out our website. You can see our instructors' introduction or other (A) about the lessons.

★*Discount Service★ **The *total fees mean a course fee and the textbook fee.**

- A child aged from 8 to 12 gets 50% off from the total fees.
- If you show this advertisement, we will give you a \$50 discount from the total fees.

You cannot use the two discounts together.

[注] fee 料金 include ～を含む discount 割引 total 全体の

- [A] 広告の(A)に当てはまる英語1語を、以下の英文を参考にして書きなさい。
なお、解答する語の文頭は小文字で良い。

(A) is facts or *details that tell you something about a situation, person, event etc.

*details: 詳細

ロングマン現代英英辞典より

- [B] 次の発言をしている人が選ぶものとして最も適当なものを、(ア)～(オ)からそれぞれ1つ選び、記号で答えなさい。

(1) I work in an office on weekdays, so I want to take a course on weekends. I want to be able to talk with two friends of mine. One is from China and the other from Korea. They have studied in Italy in order to learn Italian, so they can speak the language well.

(ア) Chinese

(イ) French

(ウ) Italian

(エ) Korean

(オ) German

(2) I hope to develop my skills of foreign languages in communication and essay writing. I am very busy in the morning, and on weekends. I want to make the cost low because I don't have so much money.

(ア) Chinese

(イ) French

(ウ) Italian

(エ) Korean

(オ) German

[C] 次の発言をしている人が支払う総額はいくらであるか。数字で答えなさい。

(1) I have an eleven-year-old son. He knows a lot about the history and culture of Germany, so he reads a lot of books written in German. To develop his ability to read the books, I want him to take the course. Of the discount services, I will use the cheaper one.

(2) I am a cooking school teacher. I like making French sweets, so I hope to visit France someday. For the future, I want to study the language. Unfortunately, I have lost the advertisement.

4 次の英文を読み、以下の問いに答えなさい。 (25点)

Do you like coffee? What do you know about coffee? Coffee trees grow in *the tropical regions. They are mainly planted in the areas called “the coffee belt”. Coffee beans are inside the fruit called “a coffee cherry”. Coffee cherries change their colors as they grow. At first, the fruits look green. When they *ripen, they look bright red. How about the beans? You may imagine that “coffee” is brown. However, the *raw beans are green or white, not brown. When the beans are roasted, they gradually turn brown. If the beans are roasted lightly, they turn light brown. If they are roasted deeply, they turn dark brown and they taste more bitter. The length of time and temperature make differences.

In a year, about 8,600,000 tons of coffee is drunk in the world. That means 2 billion cups of coffee is drunk a day. People in Japan drank about 430,000 tons of coffee in 2020 according to *All Japan Coffee Association. In Japan, some people produce coffee beans in Okinawa or Ogasawara Islands, but they are only about 200 kg a year. A lot of coffee beans are *imported from other countries, for example, Brazil, Vietnam and Columbia.

Brazil produces about 30% of coffee beans in the world a year. Brazil is also located in the coffee belt. There are about 1.5 million people called Japanese-Brazilians. They have Japanese ancestors. Their history goes back about 120 years.

On April 28th in 1908, the ship named “Kasato-maru” left Kobe Port. Seven hundred eighty-one Japanese people were on the ship. The ship was the first one to take Japanese people to Brazil. Fifty-two days later, the ship arrived at Santos, a big port in Brazil. The local people were surprised and welcomed them because Japanese people were more polite than they expected. Brazilian farmers told the Japanese people how to grow coffee trees. The Japanese people worked hard to grow them and sell coffee beans because they wanted to make money. Some people couldn’t stand the bad work environment and went back to Japan, but others kept working hard and living there.

Japanese people grew other plants, too. One of them was *hemp. Hemp is used to make big bags for carrying coffee beans. The coffee beans in hemp bags travels from farms to roasters, sometimes to roasters in other countries. Until the Japanese people began to grow hemp, big hemp bags were imported from other countries. Thanks to the Japanese, farmers in Brazil didn't have to buy the hemp bags.

Also, Japanese people in Brazil began to grow pepper trees in 1933. Black pepper was called “a Black Diamond” because it was very *rare and expensive at that time. People sometimes gave some pepper as a *salary instead of money. Now, Brazil produces much pepper now. Some people say that pepper is the most famous and popular *spice in the world. In addition, Japanese people began to eat fresh, raw vegetables like tomatoes for the first time. Then, Brazilian people followed them. In this way, Japanese people began to live, work and get along with local people in Brazil. Today, some of Japanese Brazilians in Brazil own big farms and produce coffee beans, hemp, pepper and other plants there.

To show respect to Japanese-Brazilians' ancestors, there is a holiday called **Dia da Migração ao Exterio* in *Portuguese on June 18th. That's because the first Japanese arrived at Santos on that day in 1908.

[注]

the tropical regions	熱帯地方	spice	香辛料
ripen	熟する	<i>Dia da Migração ao Exterio</i>	
raw	生の	海外移住の日	
All Japan Coffee Association		Portuguese	ポルトガル語
	全日本コーヒー協会		
import	輸入する		
hemp	麻(植物)		
rare	珍しい		
salary	給料		

[A] 本文の内容と合うように、次の英文に続く表現として最も適切なものを次の(ア)～(エ)の中から1つ選び、記号で答えなさい。

(1) Coffee beans

- (ア) which are used in Japan aren't imported from other countries at all.
- (イ) are in the red fruit called cherries of cherry blossom.
- (ウ) become more and more bitter as they are roasted.
- (エ) turn green or white after they are roasted.

(2) Japanese people on Kasato-maru arrived at Santos

- (ア) on June 18th in Brazilian time.
- (イ) and they have been living there.
- (ウ) and brought back roasted delicious coffee to Japan.
- (エ) because it was the last chance to go there.

(3) The ancestors of Japanese-Brazilians

- (ア) began to grow coffee trees in Brazil and told the local people how to do that.
- (イ) all came back to Japan with hemp bags.
- (ウ) were liked by the people in Brazil because they had good manners.
- (エ) traveled for more than one year by ship.

(4) Brazilian people

- (ア) didn't make hemp bags by themselves before Japanese people began to grow hemp.
- (イ) didn't eat vegetables without cooking after Japanese people brought the custom to Brazil.
- (ウ) thought that pepper was so cheap.
- (エ) sold diamonds to other countries.

(5) Coffee

(ア) is mainly produced in Brazil now, and most of it is consumed in Brazil.

(イ) is loved all over the world, of course in Japan, too.

(ウ) mustn't be roasted to be drunk.

(エ) is produced only by Japanese people in Brazil now.

[B] 本文のタイトルとして最も適当なものを次の(ア)～(エ)の中から1つ選び、記号で答えなさい。

(ア)ブラジルのコーヒー産業と日系ブラジル人

(イ)コーヒー豆の栽培に適した地域

(ウ)コーヒー豆が栽培される地域と味の違い

(エ)コーヒー豆が「黒いダイヤ」と呼ばれる理由

令和5年度 入学試験 解答用紙「英語」 京都共栄学園高等学校・総合コース

受験番号		氏名		採点	
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	A	(1)		(2)		(3)		(4)		(5)	
	B	(1)		(2)		(3)		(4)		(5)	
1	C	(1)	2番目：		4番目：						
		(2)	2番目：		4番目：						
		(3)	2番目：		4番目：						
		(4)	2番目：		4番目：						
		(5)	2番目：		4番目：						
2	(1)		(2)	() () ()							
	(3)		(4)								
	(5)										
	(6)		(7)								
3	A										
	B	(1)		(2)							
	C	(1)	\$	(2)	\$						
4	A	(1)		(2)		(3)		(4)		(5)	
	B										

令和5年度 入試問題 解答用紙「英語」 京都共栄学園高等学校・総合コース

受験番号		氏名		採点	
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1	A	(1)	strongest	(2)	sold	(3)	ninth	(4)	Australian	(5)	our
	B	(1)	エ	(2)	ア	(3)	イ	(4)	エ	(5)	イ
	C	(1)	2番目： オ		4番目： イ						
		(2)	2番目： ア		4番目： イ						
		(3)	2番目： ウ		4番目： オ						
		(4)	2番目： エ		4番目： イ						
(5)		2番目： ア		4番目： エ							
2	(1)	ウ	(2)	(take)(care)(of)							
	(3)	イ	(4)	ア							
	(5)	マンモスはその大きく重い足で地面を踏みつけ、雪をどかすことで、冷気が地表に届くようにし、地球の表面温度を下げるのである。									
	(6)	エ	(7)	ア							
	3	A	information								
B		(1)	エ	(2)	ウ						
C		(1)	\$54	(2)	\$110						
4	A	(1)	ウ	(2)	ア	(3)	ウ	(4)	ア	(5)	イ
	B	ア									