## 第1問 （配点 6）

You are thinking of learning how to cook Chinese food. You found an advertisement for a cooking class.

### RONNY CHEN'S CHINESE COOKING CLASS

Learn authentic Chinese cooking from a master chef! Ronny Chen has worked in four-star hotels throughout Southeast Asia including the Pyramid in Singapore and the International in Bangkok. He is currently making preparations to open his own restaurant here in Seoul and will be offering these classes for this summer only. Don't miss this once-in-a-lifetime opportunity!

**PROGRAM**

We will be offering four lessons this summer, and you may choose to attend any or all of the lessons. Each lesson will last three hours, and you will get to eat what you and the other students prepare.

**RESERVATIONS**

If you are interested in attending, please fill out the form below and submit it to us by fax or mail on or before May 20. Each class is limited to 16 students, so please apply as soon as possible. Please note that because space is limited, only students who register in advance may attend the lessons.

**CANCELLATIONS**

If you make a reservation and need to cancel for any reason, please let us know as soon as possible. You will not be charged for cancellations made up to three days before the date of the lesson for which you made your reservation. However, if you cancel within two days of the lesson, the following cancellation fees apply.

*2 days before:* *25% of individual lesson price*
*1 day before:* *50% of individual lesson price*
*Day of lesson:* *75% of individual lesson price*

**APPLICATION FORM**

Name _____ Address _____
Telephone number _____ E-mail address (optional) _____

**Classes you'd like to attend:**

All ☐ June 7 ☐ June 14 ☐ June 21 ☐ June 28 ☐

Fees: $20 for each class, or $75 if you attend all classes
(One dollar equals 1,000 won. Fees include ingredients and the use of equipment.)

**Method of payment:** credit card ☐ personal check ☐ cash ☐
(You may pay in advance or present payment at the beginning of the first lesson you attend.)

問1 According to the advertisement, the cooking classes will [ 1 ].

① allow students to apply for a job at Chen's new restaurant
② choose students randomly if there are more than 16 applicants
③ take place every year
④ take place in Seoul

問2 If a student attends two or more classes, he or she [ 2 ].

① can leave cookware in the classroom
② should pay $40 or more by the beginning of the first lesson
③ will receive a $5 discount from the total cost of lessons
④ will receive priority in application

問3 This advertisement suggests that [ 3 ].

① if there are not 16 applicants, students can take part without a reservation
② students who apply for all four classes can get a discount
③ the payment method is determined at the first lesson
④ this cooking class lets students make meals offered in Ronny's restaurant

通過時間 時 分

## 第2問 （配点 12）

Your English teacher from the UK gave you an article to help you prepare for the debate in the next class. A part of this article with one of the comments is shown below.

### Should Schools Strongly Encourage Students to Read More Books ?

*By John Barnard, London*

11 April 1.09 PM

Our school gives students time for reading books. Some secondary school students say they read less than they did before. What do you think about students' reading habits?

One student named Hama says, "I spend very little time reading books. I don't read newspapers or magazines much, either. I spend much more time watching TV and listening to music. To obtain a book, you have to go to a library or a bookshop. I don't think we have enough time or energy to do that."

There were other opinions as well. Sharon says, "My parents love to read. We have lots of books in our house, so I've been reading for fun since I was in primary school. The books were a little difficult, and I had to use a dictionary to look up some of the words. But I learnt a lot from them. I read a really good one about a lawyer working in China, which is why I want to study law in college. When I hear that my fellow students don't read very much, I think it's a shame. They will learn so many things if they read more."

12 Comments

**Newest**

**Susan McCarthy 19 May 6.11 PM**

Whenever I have a little spare time, I always look at my smartphone. When I'm exchanging messages with friends or playing games, time passes so quickly that I no longer have time to read books.

**問1** Hama says that [ 4 ].

① books based on films are especially popular with students
② students don't read because getting books requires extra effort
③ the content of TV programmes is more interesting to students than books
④ there aren't enough books in libraries or bookshops that appeal to students

**問2** Sharon insists that [ 5 ].

① a book is only educational if you need a dictionary to understand it
② everyone should read books, even ones that are difficult
③ students should visit friends whose families have many books
④ young people need books that are less difficult than their parents' books

**問3** Your team will oppose the debate topic, "Schools should strongly encourage their students to read more books." In the article, one **opinion** (not a fact) helpful for your team is that [ 6 ].

① Hama only spends a little time reading
② it is very difficult to choose which books to read in libraries
③ students do not have enough time to go to libraries or bookshops
④ the city's bookshops do not have enough books

**問4** The other team will support the debate topic. In the article, one **opinion** (not a fact) helpful for that team is that [ 7 ].

① Sharon looked up words while she read books when she was young
② students will learn many things if they read a lot of books
③ there are many excellent books about law
④ you probably need to read lots of books if you study law in college

問5 According to her comment, Susan McCarthy says that [ 8 ].

① reading books has affected your relationships with your friends

② smartphones take away opportunities to read books

③ using a smartphone is convenient, but books have more information

④ you can read books on your smartphone



通過時間 時 分

（下書き用紙）

英語（リーディング）の試験問題は次に続く。

## 第3問 （配点 9）

You found the following story written by a British writer.

# Following My Dreams

Colette Jones

I haven't always been a writer. My parents wanted me to have stability rather than artistic abilities, so they advised me to choose a career that would give me a reliable income. For that reason, I started working as an accountant, the same job my father had, after graduating from business school.

I received a good salary as an accountant and learnt a great deal about the business world. As part of my job I visited many large companies all over the country. I passed the time on planes and trains by writing a travel blog. I wrote about the cities I went to on business and reviewed the restaurants and cafes I visited. Travel writing didn't make me any money, but it satisfied my need to write.

After five years working as an accountant, I took a job at a large bank in New York. The hours were long, but I was paid well. I visited Hong Kong, London, Tokyo and Paris, but unlike in my previous job, I was too tired to write about the places I visited. One evening, as I lay exhausted on my hotel bed in London, I wondered to myself if I was really happy. Was a high salary worth this much stress and fatigue?

On the flight back to New York, I started talking to the woman next to me. She told me she had given up her job as a lawyer to start a dog-walking business from home. She said she was happier than she had ever been. Her words gave me an idea.

The day after arriving home, I quit my job at the bank. I took a part-time job as a waitress and restarted my travel blog. It took a year, but it is now starting to make a profit, and I was able to quit the waitressing job. I also write travel articles for newspapers and magazines. I have finally achieved my dream of becoming a writer. Sometimes in life, we just have to follow our dreams.





問1 In order to earn money, the author worked in several jobs in the following order:

9 → 10 → 11 → 12 .

① accountant
② banker
③ waitress
④ writer

問2 The writer says that 13 .

① her job as a banker was more tiring than her job as an accountant
② she completely agrees with her parents that a good salary is very important
③ working as an accountant is more interesting than being a banker
④ writing about travel, restaurants and cafes is tiring and stressful

問3 While the writer was on the plane from London, she 14 .

① began to think about starting a dog-walking business
② realised she values writing more than money
③ started to regret quitting her previous job
④ started worrying about the future of her career

## 第4問 （配点 12）

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

| What Count Dracula Shows Us | Comment |
|---|---|
| (1) Bram Stoker's novel *Dracula* has been made into movies several times. The novel was first published in 1897. It became a bestseller by the year's end, in large part because it successfully explored the anxieties and unspoken desires of the Victorian British. (2) ∧ It is an almost perfect example of how a horror novel can provide a window into the fears of an entire culture.<br>Count Dracula himself represents a great many things that the Victorians feared or found shocking. For a start, he did not behave as a gentleman was supposed to, even though Dracula was a nobleman. He behaved in a cruel and violent manner, with no regard for the harm he did to others. Also, he was a foreigner from Transylvania (3) ∧. He is also unbearably attractive to several of the female characters in the novel. At a time when women were seen as perfectly pure and were expected to act as protectors of morality, Dracula's ability to attract women was highly threatening to the British.<br>Most interesting, however, is the fact that Count Dracula wants to learn about, and enter into, the modern world. He is fascinated (4) by various things, for example. But the British had mixed, and often negative, feelings about these developments. With so many anxieties over new technologies and rapid social changes, Dracula may represent not only an ancient threat, but a strangely modern one as well. | ***(1) This topic sentence doesn't really fit your whole essay. Rewrite it to make it better.***<br>***(2) Add a word that makes a better connection between the clauses.***<br>***(3) You are missing something here. Add more information that follows this sentence.***<br>***(4) The underlined phrase doesn't match this paragraph. Change it.*** |
| **Overall Comment :**<br>It's a difficult topic, but very well researched. Your writing is getting better and better. Keep up the good work! | |

問1 Based on comment (1), which is the most appropriate to rewrite the topic sentence? 15

① Bram Stoker's novel *Dracula* can teach us a great deal about the time in which it was written.
② Bram Stoker's novel *Dracula* is written about Dracula and how he attracts women.
③ Bram Stoker's novel *Dracula* shows the glamorous life of people in Victorian Britain.
④ Bram Stoker's novel *Dracula* was written after the author spent years managing a theater.

問2 Based on comment (2), which is the best expression to add? 16

① By comparison,
② Finally,
③ However,
④ Indeed,

問3 Based on comment (3), which is the best to follow the previous sentence? 17

① and he decided never to go back there
② and people had to teach him about the ways of England
③ and the British feared unfamiliar people and places
④ which is similar to England in many ways

問4 Based on comment (4), which is the best replacement? 18

① by telegraph machines and steamships
② by the fear he inspires in the British
③ by the history of continental Europe
④ by the traditional British way of life

通過時間 時 分

## 第5問 （配点 16）

You are learning about the history of airplanes. You found two articles.

**Major Airplanes in History** **by David Nielsen**

April 2010

Ever since the Wright brothers succeeded in their first flight in the Wright Flyer in 1903, airplane technology has developed tremendously. It has come a long way since the days of primitive airplanes such as biplanes, which had two long parallel wings and one or more propellers. One interesting fact is that the technology advanced in large part due to the needs of the countries fighting in World War II and other major conflicts.

**Airplanes that Played Important Roles in History**

| Name | Period of Flight | Fastest Speed | Passenger Capacity | Driving Power | Country |
|---|---|---|---|---|---|
| Douglas DC-3 | 1935-1970s | 345 km/h | 21 | Propellers | USA |
| de Havilland DH.106 Comet | 1952-1982 | 720 km/h | 36 | 4 jets | Britain |
| Boeing 707 | 1958-now in service | 973 km/h | 200 | 4 jets | USA |
| Concorde | 1969-2003 | 20 | 100 | 4 jets | Britain and France |
| Boeing 747 | 1969-now in service | 910 km/h | 594 | 4 jets | USA |
| Boeing 777 | 1994-now in service | 1,029 km/h | 550 | 2 jets | USA |

The Douglas DC-3, developed by the Douglas Aircraft Company, is recognized as one of the most important airplanes in history. Because of its flying ability, capacity, and economic efficiency, the DC-3 became the most popular plane of its time. More than 10,000 DC-3s were produced by August 1945, the end of WWII. Later, even countries like Japan and the Soviet Union bought the license to make them. In 1997, however, the Douglas Company was bought out by the Boeing Company, and it no longer exists today.

Another important airplane was the Concorde, co-developed by Britain and France. While other airplane developers put equal emphasis on increasing speed and number of passengers, the makers of the Concorde pursued speed to a much greater degree. It could fly from Paris to New York in less than four hours, a flight that takes ordinary airplanes about eight hours.

According to the table above, newer airplanes have gradually increased [21], with the exceptions of the Concorde and the Boeing 777. While new airplanes improved in speed and capacity, the Boeing 777 was developed with different ideas. It has fewer but stronger engines, which has enabled it to fly more silently and with greater fuel efficiency. This greatly reduced the emissions from the plane, as well as the annoyance of noise for people living near airports. The development of more fuel-efficient airplanes can be explained as a result of the changes in demands for airplanes.

**An opinion on "Major Airplanes in History"** **by T. Y.**

April 2020

I am a journalist who covers the airline industry. As David explains in his article, airplane development is determined by people's demands for the times. But an even more important point is cost. The Concorde was the airliner of people's dreams and broke records with its speed. But the costs for building and managing it were too high to keep it in business. Of course, the higher the costs are, the higher the fares will be for passengers. Not many people were willing to pay more than twice as much money for a four-hour cut in the trip from New York to Paris.

The main focus in future aircraft development will be making planes more energy-efficient. This is a huge issue, as airplanes emit more than 20% of the world's $CO_2$ emissions. However, cost is also a major factor here. Many people won't spend more for air tickets just because the aircraft is environmentally friendly. Developing an airplane that costs less and emits less $CO_2$ will not be an easy task.

問1 What can be said about the history of airplanes? [19]

① Airplane makers have come to think that safety is more important than transport efficiency.

② If it had not been for WWII, airplanes would not have improved as much as they have.

③ The Boeing Company bought a foreign airplane company to develop jet engines.

④ The Concorde was the first airplane to have four engines.

**問2** From the information in the passage and table, which of the following is the most appropriate for the blanks? [20] [21]

① 973 km/h
② 2160 km/h
③ in lifespan
④ in number of passenger seats
⑤ in number produced

**問3** Which of the following is true about the Boeing 777? [22]

① It can be made at a lower cost than any other airplane available.
② It has a smaller number of seats so that passengers can sit more comfortably.
③ It is made of parts recycled from retired Boeing 747s.
④ It was developed with consideration for the environment.

**問4** The journalist in the article [23].

① explains the importance of the business aspects of airplanes
② insists on the need for airplane development by countries other than the United States
③ predicts the race to develop larger airplanes in the future
④ shows the special features of the Concorde and the Boeing 777

**問5** Based on the information from both articles, you are going to write a report for homework. The best title for your report would be "[24]."

① Mass Transport Required for Airplanes
② Technical Advancements that have Increased Airplane Speed
③ The Decisions behind Airplane Development
④ The Reasons the Concorde was Successful



（下書き用紙）

英語（リーディング）の試験問題は次に続く。

## 第6問 （配点 12）

Your English teacher told everyone in your class to choose a short story in English to read. You will introduce the following story to your classmates, using a worksheet.

### The Three Books

Nary's host mother was in the audience and ready with a video camera to record the event. Her name would be called in about five minutes. She'd walk across the stage, receive her diploma and shake the principal's hand. She imagined the looks on the faces of her family in her hometown. When the graduation ceremony began, she was a little nervous, but now she was feeling almost unusually calm. "The fact that I'm sitting here now — I owe it all to them," she thought.

Of the two hundred and thirty-five students graduating from Pamola High School today, Nary had the most extraordinary story. She grew up in a hut in the Angkor Krau Village. Her three older brothers worked from young ages to support their mother, who had to raise them alone after their father passed away.

It was early in her last year of middle school that Nary got the chance to study in California. An official from an NGO visited the tiny school in her village and gave her an application for a scholarship to study abroad. Nary and each of her three brothers wanted to apply for the scholarship. But all three of them had been given good-paying jobs. Their mother needed the boys to stay home and support her, and even their aunts, uncles, and cousins had come to depend on their income from the factories and airport in nearby Siem Reap. Though the boys were also very intelligent and hard-working, and would have loved to spend their high school years in California, they knew it would be better if they stayed home.

Nary was bright and curious, and was doing remarkably well in school despite the poor conditions. Her love for reading and learning had been born several years before. Shortly before he passed away, when she was just starting middle school, Nary's father had given her a set of books. In the set were three hardcover books, a sort of mini-encyclopedia with general information about countries of the world, animals, historical events and other subjects. While her older brothers were either at the factories or in the fields playing ball, Nary sat in her hut and read those books. It took her a while to learn all of the words, but she resolved not to give up until she understood every word on every page.

The story she had first heard was that the books were a gift from an international church group. Sometimes charity groups and NGOs traveling through the village would leave donations of books, school supplies, clothes, and other necessities. It didn't strike her as anything unusual. It wasn't until the day before she boarded the plane for California that Nary's mother told her the truth. "Remember those months your father worked late almost every night? He had taken a second job just to buy you those books."

The concept of a parent's sacrifice is a difficult idea for any child to grasp. Nary spent hours every week reading the books from cover to cover not because she felt guilty for what her father did to get them for her, but because she genuinely, innocently loved them. Of course she was thankful to her father, but she was fascinated with a new world outside of her own with every turn of the pages. Even when her mother revealed the truth to her, she was far too excited about boarding the plane to California to give it much thought.

Several months into her stay, her host mother saw her reading the worn and well-used books and asked where she had gotten them. She calmly spoke about the story of their origin, as if it were a fact as commonplace as the origin of the Statue of Liberty. Her host mother instantly cried and hugged her. There were books everywhere in her host family's home, her school, and her public library, some with more up-to-date information than hers, and all in much better condition. But her three books, she realized at that moment, were more valuable than any other books in the world.

Your worksheet:

**1. Story Title**

"The Three Books"

**2. About the main character (Nary)**

・She is just about to graduate high school.

・She felt more relaxed later in the ceremony, and [ 25 ].

**3. Other important people**

Nary's father: He was a very hard worker.

Nary's mother: She supported her children.

Nary's brothers: They are working, and [ 26 ].

**4. About Nary's past**

She entered secondary school→ [ 27 ] → [ 28 ] → [ 29 ] → [ 30 ]

**5. About "the three books"**

・[ 31 ]

・[ 32 ]

**6. My favorite part of the story**

Nary [ 33 ] at the end of the story. This helped me understand her thoughts at the beginning of the story.



問1 Choose the best option for [ 25 ].

① felt very thankful for her family's support

② saw people from her hometown in the audience

③ thought about her new life with her family

④ understood that the event was extraordinary

問2 Choose the best option for [ 26 ].

① they thought Nary was the right person to go to America

② they wanted to run away from their work and their big family

③ they were grateful for the financial support from their aunts and uncles

④ they were satisfied with their past experiences at a California high school

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

[ 27 ] → [ 28 ] → [ 29 ] → [ 30 ]

① She began studying in California

② She got an opportunity provided by an NGO

③ She got the hardcover books

④ She lost her father

⑤ She started working in the factory

問4 Choose the best two options for [ 31 ] and [ 32 ]. (The order does not matter.)

① They helped Nary learn and gain knowledge.

② They let Nary have a dream about working for an NGO in the future.

③ They show Nary's father's wish for Nary to learn.

④ They were one of the learning aids sent by the charity.

⑤ They were sent by the NGO to Nary's three brothers.

問5 Choose the best option for 33 .

① felt differently toward her three books than she had felt before

② fully understood the importance of learning about the world

③ was surprised by the origin of the Statue of Liberty

④ was told about the origin of the books from her host mother





通過時間 時 分

（下書き用紙）

英語（リーディング）の試験問題は次に続く。

## 第7問 （配点 16）

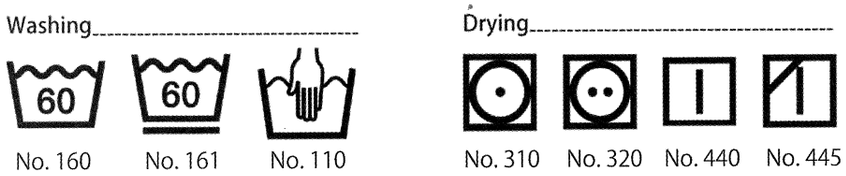
You are preparing a poster for a presentation with the theme "Standardization of Pictograms." You have been using the following passage to create the poster.

### Washing Instruction Symbols

### —What They Mean and How They are Classified —

Most of the clothes we buy have labels with instructions on how to wash them. For almost 50 years, Japan used its own symbols on laundry labels. Then in 2016, the symbols were changed as shown in Figure 1 below. The goal was to make them consistent with international standards. Ninety percent of the clothing sold in Japan is imported from other countries, and having many different symbols on labels is very confusing for consumers. Symbols provide some information, but not details such as the type of washing machine to be used or whether the items should be washed inside out. This information should be added to the label by the clothing manufacturer.

**Figure 1:**




In Figure 1, we can see two categories of symbols: Those to check when washing clothes, and those to check when drying clothes. These are just a few of the 41 different symbols used in Japan, including ones related to ironing and ones for commercial cleaning.

Let us look at the washing category first. No. 160 shows a tub filled with wavy water with a number in it. This shows that the item can be machine washed, and the number indicates the maximum washing temperature. There are six different numbers for this symbol, ranging from 30℃ to 95℃. The bar under the tub in No. 161 indicates washing strength, and up to two bars are used. Icons without a bar can be washed at the normal strength appropriate for washing cotton items, and the more bars there are, the gentler the wash required. No. 161, which has one bar and 60℃, is used for nylon and other synthetic fibers. An item that has the icon in No. 110, with a hand inside the tub, means that only very gentle hand washing is permitted. Wool and silk items that can be washed at home would have this icon or a tub with two bars. The maximum temperature for items with two bars or the hand wash symbol is 40℃.

Now let us look at the pictograms for drying. No. 310, which has a circle inside of a square, shows that a dryer can be used. Some fabrics, including ones made of linen or synthetic fibers, shrink when dried at high temperatures, so a dot is shown in the circle to show the drying temperature. If there are two dots, the dryer's normal setting of up to 80℃ can be used, and if there is one dot, the item should be dried at a temperature 20℃ lower than normal. Vertical bars in the square indicate that the item can be hung to dry. A similar indication is the horizontal bar, which shows that an item should be dried flat. The diagonal line in the upper left corner of No. 445 means the item should be kept out of sunlight. This is to avoid damage or change in color.

There have been efforts to standardize laundry labels worldwide, but some symbols are still different. For washing in the U.S., temperature is not indicated by a number, but labels often use a dot like the one used for the dryer. In this case, one dot indicates a washing temperature of 30℃ or lower, and each additional dot increases the temperature by 10℃. The same is true of the ironing symbol, where the greater the number of dots, the higher the temperature. For ironing, up to three dots are used, specifying 110℃ (for synthetic fibers), 150℃ (for cotton), and 200℃ (for linen). It may be difficult to understand that temperature is expressed by dots instead of a number, but because Celsius (℃) is used in Europe and Japan while Fahrenheit (℉) is used in the United States, these dots help to give the information in both regions.

Your presentation poster draft:

**Do you understand the meaning of the new laundry symbols?**

**Why laundry symbols in Japan changed**

The change was made [ 34 ].

**Types of laundry symbols and the information**

| No | symbol | Description |
|---|---|---|
| 161 | | This symbol means [ 35 ]. |
| 310 | | This symbol means [ 36 ]. |

**Notes about laundry symbols**

[ 37 ]

[ 38 ]

**問1** At the top of the poster, your group wants to explain the reason for the changes in washing instructions in Japan. Which of the following is the most appropriate? [ 34 ]

① to avoid differences from the labels on imported products

② to respond to the evolution of washing machines and cleaning fluids

③ to save clothing makers the trouble of adding more text to the label

④ to show special washing methods for clothes made of foreign fabrics



**問2** You have been asked to write descriptions of No. 161 and No. 310. Choose the best options for [ 35 ] and [ 36 ].

No. 161

① water temperature over 60℃, wash only once

② water temperature over 60℃, wash twice

③ water temperature up to 60℃, gentle wash

④ water temperature up to 60℃, normal wash

No. 310

① dryer at normal drying time can be used

② dryer at normal setting can be used

③ dryer with lower volume than usual can be used

④ dryer with temperature up to 60℃ can be used

**問3** You are making statements about the meaning of laundry symbols. According to the article, which two of the following are appropriate? (The order does not matter.) [ 37 ] · [ 38 ]

① Fahrenheit (°F) is used in the U.S., so the dots indicate time, not temperature.

② In the United States, No. 160 is listed with two numbers for Fahrenheit and Celsius.

③ No. 440 means that the item should be placed flat for drying.

④ No. 445 means that the item should be hung to dry indoors or in the shade.

⑤ One dot is shown for clothing that can be ironed at high temperatures.

⑥ The temperature for washing wool sweaters that can be washed at home should be up to 40℃.

## 第8問 （配点 17）

You are working on an essay about whether your school should install a solar power system. You will follow the steps below.

Step 1: Read and understand various viewpoints about solar power.
Step 2: Take a position on whether or not your school should use solar power.
Step 3: Create an outline for an essay using additional sources.

### [Step 1] Read various sources

**Author A (Student)**

In high school, we are learning about how fossil fuels cause global warming and the need for renewable energy. Of course, we have general knowledge about these things, but the reality is that we do not yet have actual experience. If solar panels were installed at our high school, we would become more familiar with them. I understand that solar power has the disadvantage of not being able to generate power all the time. However, it can supply power during disasters when there are outages, and it is well-suited to schools, since most people leave after 6 p.m.

**Author B (Teacher)**

Some of my co-workers have doubts about solar power generation, especially the cost. However, I think we should actively utilize it. Since electricity usage at schools is mostly concentrated during the day, I think there is great value in installing solar panels at schools. In fact, some other schools have installed them to provide some of the electricity used by the school. It is true that installation costs may be an issue, but I think we should consider it an investment to counter global warming.

**Author C (Energy expert)**

There has been a huge demand for schools to install solar power equipment. It's environmentally friendly and would help schools save on electricity bills. However, I wonder if it's a good idea to do it for those reasons alone. Normally, we consider the direction to install the solar panels in their location and simulate the amount of power generated based on past weather conditions. After that, we consider the cost and decide whether or not to install them. Naturally, there are schools, like this one, for which solar power generation would not be suitable due to the local climate and school environment.



**Author D (Parent)**

In the future, the world should make greater use of renewable energy. As global warming progresses, the natural environment must be protected so that it is not destroyed. In that sense, I think installing solar panels in schools is a great idea. Recently, there have been reports in the media about broken solar panels being illegally disposed of and frequent fires involving panels. However, I think that such problems could be avoided if our school carefully selected the panels it uses.

**Author E (School principal)**

With financial support from the government, our school was considering installing solar panels. We received proposals from a provider regarding the specific costs, time, and benefits of installation. Due to the location of our school, the costs for preparing the site to install solar panels were unexpectedly high. As a result, we were forced to give up on the idea for budget reasons. We have other aging equipment that needs immediate repairs. However, we would like to think of other ways we can take action against global warming.

問1 Both Authors A and B mention that 39 .

① by installing solar panels, the students will see them as something more familiar
② solar power generation can cover most of the hours of the school's power demand
③ some people are concerned about the installation and operating costs of solar power
④ we should recognize the need to invest in measures to prevent global warming

問2 Author C implies that 40 .

① a plan that is not carefully researched may not produce the desired results
② more schools are choosing solar power generation because it can save money
③ neither location nor angle currently affect the amount of solar power generated
④ solar power generation tends to produce better results than simulations suggest

## [Step 2] Take a position

問3 Now that you understand the various viewpoints, you have taken a position on whether your school should install solar panels, and have written it out as below. Choose the best options to complete [ 41 ], [ 42 ], and [ 43 ].

**Your position:** Our school should not install solar panels.

- Authors [ 41 ] and [ 42 ] support your position.
- The main argument of the two authors: [ 43 ].

Options for [ 41 ] and [ 42 ] (The order does not matter.)

① A
② B
③ C
④ D
⑤ E

Option for [ 43 ]

① Depending on the school's situation, solar power may not be the best choice
② It is dangerous to install solar power equipment near aging facilities
③ The operating costs for solar power tend to increase year by year
④ There are other technologies that are easier to simulate than solar power



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

Outline of your essay:

**Our school should not install solar panels**

**Introduction**

The use of renewable energy should be expanded, but our school should not install solar panels.

**Body**

Reason 1: [From Step 2]
Reason 2: [Based on Source A] ····· [ 44 ]
Reason 3: [Based on Source B] ····· [ 45 ]

**Conclusion**

Our school should not adopt solar power because it does not fit our current situation.

**Source A**

Solar power equipment is being increasingly introduced in public facilities such as schools and factories in addition to private homes. According to the Ministry of Education, Culture, Sports, Science and Technology, as of 2021, approximately 90% of schools using renewable energy have adopted solar power equipment. However, like any other method of generating electricity, solar power may not be the best option for every site due to its location. It is necessary to secure a location where the panels can face south and to consider the local weather. On the other hand, in places where there is constant wind, wind power generation, which is more efficient at generating power than solar, is also a strong possibility. In the past, wind power tended to be generated by large-scale facilities, but small wind power devices have now become more common, and the costs of installation have dropped dramatically. What is more, it is now possible to generate electricity even at wind speeds of 2 to 3 meters per second, which increases the benefits of adopting it.

**Source B**

A survey was conducted on 942 students and parents about how the school budget should be used. Respondents chose one option each that they "strongly want" and "somewhat want" from among the possible uses for the budget. The table below shows the percentage of respondents' responses for how they want the budget to be spent.

| | Strongly want | Somewhat want |
|---|---|---|
| Measures against heatstroke (air conditioning in gyms, etc.) | 59% | 29% |
| Expanded storage space (classroom lockers, etc.) | 19% | 30% |
| Repairs for aging equipment (swimming pools, etc.) | 19% | 27% |
| Introduction of renewable energy equipment | 3% | 14% |

問4 Based on Source A, which of the following is the most appropriate for Reason 2? 44

① Government agencies are now strongly supporting the introduction of wind power devices.

② Small power generation devices are easy to install, but they have poor power generation efficiency.

③ Solar power is the most common method, but other power generation methods should also be considered.

④ The spread of small wind power devices has caused the share of solar power to fall.



問5 For Reason 3, you have decided to write, "There are higher priorities for our school than adopting solar power." Based on Source B, which option best supports this statement? 45

① Although there are fewer than 20 people who strongly or somewhat want the introduction of renewable energy, there are more than 200 people who strongly want each of the other three options.

② The percentage of people who strongly want storage spaces such as lockers is more than eight times the percentage of people who strongly want to install renewable energy systems.

③ The total number of people who strongly or somewhat want to adopt renewable energy is smaller than the number of people who strongly want each of the other three options.

④ While about 60% of people strongly desire measures to fight the heat, only a little more than one-quarter of people strongly want to adopt renewable energy.