

# 英 語

## 問題冊子 2

注 意

「問題冊子 2」に印刷されている問題は、**2** から **4** までで、2 ページから 15 ページまであります。

2 次の対話の文章を読んで、あとの各問に答えなさい。

( \* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Daisuke, Mitsuki, Toshi, and Emily are students at Gaien High School. Emily is from Canada. Next week, in their English class, they are going to make a presentation about food. Now they are preparing for their presentation.*

*Daisuke:* What food shall we choose for our presentation? Do you have any ideas, Mitsuki?

*Mitsuki:* Let me tell you about the apples that my grandparents send to my family every March. My grandparents are farmers growing apples in a snowy area. Several days ago, they sent us some apples. <sup>(1)</sup>In fact, the apples 【 ① they ② the apples ③ at ④ are ⑤ sold ⑥ different ⑦ grow ⑧ from 】 many supermarkets.

*Toshi:* That sounds interesting. Could you tell us more about their apples?

*Mitsuki:* Of course, but before I explain the difference, I want you to try their apples. I've brought some of them here for you today. Would you like some?

*Emily:* Yes, please.

*Mitsuki:* Here you are.

*Emily:* Thank you.

*Daisuke, Toshi, and Emily eat the apples from Mitsuki's grandparents.*

*Toshi:* How sweet!

*Emily:* This is so good! This is the sweetest apple I have ever eaten.

*Mitsuki:* I'm happy to hear that.

*Daisuke:* I \*totally agree with Emily. As Mitsuki said, this apple is clearly different. I have never (2).

*Emily:* I wonder how these apples are grown.

*Daisuke:* I was thinking about the same thing. It is March now. I don't think apples can be grown in winter.

*Mitsuki:* Right. Farmers usually pick apples in October and November. Most of them soon send their apples to the market. However, in snowy areas, some farmers don't do that. After it snows, they put some of their apples under the snow. When spring comes, they take the apples out of the snow.

*Toshi:* Have people there been doing that for a long time?

*Mitsuki:* Yes. In the past, people did not have refrigerators at home. According to my grandparents, many people in snowy areas put fruit and vegetables under the snow. By doing so, they were able to eat them even in winter.

*Toshi:* I didn't know that. That was probably wisdom that people living in snowy areas got from experience.

*Mitsuki:* I agree. In fact, some farmers still put fruit and vegetables under snow.

*Emily:* Really? Why do they put fruit and vegetables under snow even today?

*Mitsuki:* Because some fruits and vegetables become better in taste. Thanks to that better taste, those fruits and vegetables are popular among many people.

*Toshi:* I see, but I still wonder why fruit and vegetables do not \*freeze under snow.

*Mitsuki:* In winter, in snowy areas, the temperature under the snow is often higher than the air temperature. The temperature outside is often \*below 0°C, but under the snow, it is usually between 0°C and 1°C. Also, it is very \*humid under the snow. These conditions are good for some fruits and vegetables.

*Toshi:* I understand. You said not only fruit, such as apples, but also some vegetables are still put under snow. What vegetables are they?

*Mitsuki:* Carrots, potatoes...

*Daisuke:* Potatoes? Oh, I watched an interesting TV program a few weeks ago. It was about potatoes that were put under the snow in snowy areas. Those potatoes are popular among many people because they taste better.

*Toshi:* Daisuke, tell us more about the potatoes in the TV program.

*Daisuke:* Sure. <sup>(3)</sup> According to the program, [ ① we ② kept under the snow ③ the potatoes ④ the apples ⑤ have ⑥ are ⑦ like ⑧ sweet ] just eaten.

*Emily:* But why?

*Daisuke:* The program said that the amount of sugar inside the potatoes increases after they are put under the snow in winter. As Mitsuki told us, in snowy areas, the temperature under the snow is often higher than the air temperature. However, for potatoes, it is still a little too cold under the snow.

*Toshi:* So, what happens to the potatoes under the snow?

*Daisuke:* When the temperature goes down, they start to produce sugar in them to protect themselves.

*Emily:* What do you mean?

*Daisuke:* As you know, water freezes at 0°C. But when we put sugar into water, it does not freeze at 0°C. It freezes below 0°C. When the temperature goes down, the amount of sugar in potatoes increases. When potatoes have more sugar in them, they don't freeze so easily.

*Toshi:* This sugar in potatoes protects them from freezing and makes them sweeter at the same time. That's amazing.

*Emily:* The same thing can be said about apples, right?

*Mitsuki:* Exactly. Also, there is another good point. If you keep some fruits and vegetables in this way, you don't need to use any electricity. On this point, we can say that this way of keeping some fruits and vegetables is .

*Emily:* That's wonderful. In our presentation, let's talk about fruit and vegetables under snow.

*Toshi:* I agree, but I have another thing I want to share with you. Can I tell you about it?

*Daisuke:* Yes, of course.

*Toshi:* Last summer, I went on a trip to a town in the west of Japan with my family. The town is famous for \*citrus fruits. Not only oranges and lemons but also other kinds of citrus fruits are grown there.

*Emily:* When I went to a supermarket in Japan for the first time, I was surprised to see many citrus fruits that you usually don't find in my country.

*Mitsuki:* I guess you are talking about *yuzu*, *sudachi*, *kabosu*, and so on. These citrus fruits are very common in Japan. We often use them when we make various Japanese dishes.

*Emily:* Oh, I've just remembered. Last summer, I tried cold *udon* noodles with a citrus fruit called *sudachi*. The *udon* noodles with *sudachi* smelled and tasted good. *Sudachi* gave the *udon* noodles a \*refreshing smell and taste.

*Toshi:* During that trip, my family and I went to a Japanese restaurant. Everything there was delicious, but I liked the *sashimi* the best. It had almost no fishy smell, the smell of fish.

*Emily:* I know that it is common for Japanese people to eat fish. However, I've also heard that some Japanese people don't like fishy smells.

*Toshi:* That's right. I wanted to know more about the fish, so I asked the restaurant staff about it.

*Mitsuki:* What did they say?

*Toshi:* They said the fish used for the *sashimi* was called a fruit fish. Fruit fish are given food which has citrus fruits in it.

*Daisuke:* That's very interesting. Tell us more about fruit fish.

*Toshi:* I've heard the number of people who eat fish in Japan has been decreasing for various reasons. For example, as Emily said, some people don't like fishy smells. People in the fishing business needed to find a way to reduce fishy smells, because they wanted (5). They did lots of research and experiments, and one day they started to put small pieces of citrus fruits into food for their fish. They did that for several months. They believed that citrus fruits would help them reduce the fishy smell.

*Mitsuki:* What was the result?

*Toshi:* Several months later, they ate some of their fish. They found that the fishy smell was reduced. Since then, they have been using citrus fruits to feed fish. The fish are now sold as fruit fish.

*Emily:* I understand people in the fishing business are doing a great job, but I think it is probably expensive to use citrus fruits to feed fish.

*Toshi:* I thought so, too. But in fact they do not use whole fresh citrus fruits. In many cases, they use residues from them.

*Daisuke:* Residues? Could you explain what they are?

*Toshi:* Residues are things that are left after you produce something.

*Emily:* Could you tell us more?

*Toshi:* Yes, of course.

- (6)
- ① There are residues left when such products are made in the factories.
  - ② However, today, some of the residues are used and put into food for fish.
  - ③ Some factories have been using citrus fruits to make various food products.
  - ④ In the past, those factories threw away all the residues.

*Daisuke:* What a good idea!

*Mitsuki:* I've heard that many people now use food residues or food waste when they produce other food.

*Toshi:* That's true. For example, these days, food waste left at supermarkets and convenience stores (7) pigs and cows.

*Daisuke:* Interesting. Not only fruit and vegetables under snow but also fruit fish will be the main topic of our presentation.

*Emily:* I agree. In fact, they have one thing \*in common. Both keeping fruit and vegetables under snow and using residues from citrus fruits to feed fish are (4)-b.

*Daisuke:* We've had a good discussion today. Thank you very much.

〔注〕 totally 全面的に

below 0°C 0度未満で

citrus かんきつ 柑橘類の

in common 共通して

freeze 凍る

humid 湿気のある

refreshing さわやかな

〔問1〕 (1) In fact, the apples 【 ① they ② the apples ③ at ④ are ⑤ sold ⑥ different ⑦ grow ⑧ from 】 many supermarkets. とあるが、本文の流れに合うように、【            】内の単語・語句を正しく並べかえたとき、【            】内で2番目と4番目と6番目にくるものの組み合わせとして最も適切なものは、次のア～カの中ではどれか。

	2番目	4番目	6番目
ア	⑤	②	⑥
イ	⑤	④	②
ウ	⑥	①	⑤
エ	⑥	⑦	①
オ	⑦	⑤	⑧
カ	⑦	⑥	②

〔問2〕 本文の流れに合うように、の中に5語以上の英語を、自分で考えて書きなさい。

〔問3〕 (3) According to the program, 【 ① we ② kept under the snow ③ the potatoes ④ the apples ⑤ have ⑥ are ⑦ like ⑧ sweet 】 just eaten. とあるが、本文の流れに合うように、【            】内の単語・語句を正しく並べかえたとき、【            】内で2番目と4番目と6番目にくるものの組み合わせとして最も適切なものは、次のア～カの中ではどれか。

	2番目	4番目	6番目
ア	②	④	①
イ	②	⑧	④
ウ	⑥	⑦	①
エ	⑥	⑧	⑤
オ	⑦	④	②
カ	⑦	⑥	⑤

〔問4〕 本文の流れに合うように、, の中に共通して入る3語以上5語以下の英語を、自分で考えて書きなさい。

〔問5〕 本文の流れに合うように、の中に5語以上の英語を、自分で考えて書きなさい。

〔問6〕 <sup>(6)</sup>の中の①～④を適切な順番に並べたとき、1番目～4番目にくるものの組み合わせとして最も適切なものは、次のア～カの中ではどれか。

	1番目	2番目	3番目	4番目
ア	①	④	②	③
イ	①	③	④	②
ウ	③	①	④	②
エ	③	④	②	①
オ	④	②	①	③
カ	④	②	③	①

〔問7〕 の中に入れる英語として最も適切なものは、次の中ではどれか。

- ア are often used to feed
- イ is often used to feed
- ウ are often used to eat
- エ is often used to eat

〔問8〕 本文の内容と合っているものを、次のア～カの中から二つ選びなさい。

- ア Every March, Mitsuki's grandparents send her delicious apples that they find at supermarkets.
- イ In snowy areas, the temperature under the snow during winter is usually below 0°C.
- ウ Apples under the snow in snowy areas don't freeze so easily, because sugar is produced in them.
- エ Toshi's family visited a Japanese restaurant during their trip because they wanted to eat fruit fish.
- オ People in the fishing business were able to reduce the smell of their fish by using citrus fruits.
- カ Feeding fruit fish costs a lot of money because whole citrus fruits must be given to the fish.

このページには問題はありません。

次のページに進みなさい。

3

次の文章を読んで、あとの各問に答えなさい。

Hello, my name is Aya. I'm Japanese. I graduated from college last year, and I'm now a teacher of English at a high school in Tokyo. Last week, I made a speech in English in front of all the students. This is the speech that I made.

Hello, students. How are you today? Today, I'm going to tell you a story about a boy called Paul. This is a story that I have read recently. I want you to understand what I want to tell you through the story.

There was a young boy called Paul. He lived in a big city with his parents. When he was a small child, he was always in front of a television at home.

One summer day, he visited his grandparents' house. He was going to stay there for a week. It was in a small town in the middle of beautiful nature. However, he did not go out. He still kept watching television (1)-a day.

That evening, his grandfather said to him, "Let's go hiking along the lake to the top of the mountain tomorrow." His grandfather often went hiking with his friends. The mountain was one of the most beautiful mountains in the country. Nothing was planned for the next day, so it was not impossible for Paul to go hiking with his grandfather.

"Well, I'd like to go, but tomorrow there are some shows I really want to watch on TV, so I'm going to be busy. I'm really sorry," Paul said.

"When I was your age, I didn't watch television," his grandfather said.

"Does that mean you watched (1)-b the TV shows on your smartphone?" Paul asked.

His grandfather smiled and said, "There were no smartphones at that time. I just didn't watch TV. I was really busy because I had many other things that I wanted to do. I enjoyed swimming in the river, hiking in the mountains, and so on."

"Well...," Paul said.

"Come on, let's go hiking. It takes only three hours to get to the top," his grandfather said.

"(2)," Paul said, but there was no smile on his face. In fact, Paul agreed just because he didn't want his grandfather to talk more about it.

The next day was a wonderful day for hiking. It was sunny. There were no clouds in the sky. However, Paul came to the living room with no smile and said, "I'm ready to go." Then Paul asked his grandfather, "Can I borrow some money?"

"Why?" his grandfather asked.

"I want to buy something at a souvenir shop at the top of the mountain," Paul said.

"There are no shops there," his grandfather said.

"Then what's at the top?" Paul asked.

“Rocks and, probably, a very good view of the lake. You can also see this house from there,” his grandfather answered.

Paul was surprised. “Do you mean there is not even an ice cream shop?” Paul asked.

“It’s not a department store. It’s a mountain. You don’t need any money. Anyway, let’s go,” his grandfather said.

It was really hard for Paul to climb the mountain. His grandfather was talking all the time about beautiful trees and flowers around them, but Paul was not interested at all.

“You know, I think we are almost at the top,” his grandfather said.

“You have already said that three times, and we haven’t arrived there yet,” Paul said.

Half an hour later, they finally got to the top.

Paul stopped and looked around. He shouted, “How beautiful!”

His grandfather smiled.

“Thank you very much. I really enjoyed hiking,” Paul said.

“You always watch television at home, but today you were able to step out of your comfort zone,” his grandfather said.

Paul and his grandfather enjoyed the view. They stayed there for hours.

Have you understood what I want to say through this story? I want you to step out of your comfort zone, just like Paul. Thank you for listening.

As I said, I teach English at a high school in Tokyo. The job is hard, but I like it. Why did I decide to do this job? Now, I’ll tell you why.

I learned a great lesson when I was in my third year of junior high school in Tokyo. Ms. Natalie Smith, an English teacher, was one of the best teachers I have met in my life. She was born in London, and her English was beautiful. She always helped us and gave us good advice. Natalie was very popular among many students, but she had to go back to London.

One day in July, she said to us, “As you know, I have to go back to London next week. Tomorrow’s class will be my last one here.” Tears were falling down her face. Everyone felt sad to see that. Some students also had tears in their eyes.

But then she looked up and smiled. “Tomorrow, I’m going to give you a special class, and through my last class, I really want you to be able to step out of your comfort zone,” she said.

“What do you mean?” one boy asked.

“ (3) ,” Natalie answered.

The next day, she came into the classroom with a smile. Her smile made all the students happy, and everyone in the classroom was smiling. She said, “Good morning, everyone. This is my last class here. Today’s class will be very different from the classes I have given to you. Now, I’ll explain what we are going to do. I want some of you to go to the classroom on the other side of the hallway, some of you to stay

here in this classroom, and the others to go to the classroom next to this room. There will be three different groups.”

She continued, “In fact, each of the three classrooms is very different. All the students are going to pick out a piece of paper from this box. If the letter A is written on your paper, go to Room A, the classroom on the other side of the hallway. If you see the letter B on your paper, stay here. This classroom will be called Room B. If the letter C is written, go to Room C, the classroom next to this room. In each classroom, you can decide for yourself what to do. Keep the doors open. Now, let’s start my last class!”

The students who went into Room A were really surprised. They saw not only desks and chairs but also a beautiful table and some good sofas. On the table, there were many toys and games. The bookcases were full of books and magazines for teenagers. There were even some comic books, too. In the corner of the classroom, there were several computers. The students were able to use the internet and play computer games. There were also some guitars and a piano. All the students in Room A were smiling. They knew the doors of all the three classrooms were open, but they . They were having a wonderful time in their own world.

Some students stayed in the same classroom, Room B. The students were not smiling. There were no computers in it. There were no toys. But there were desks and chairs. Room B was the classroom that the students used every day, so they were able to relax in their own classroom.

The students who entered Room C were shocked. I was one of them. There was almost nothing in Room C. There were no desks. There were no chairs. The bookcases were empty. There was nothing on the floor. We had almost nothing, and  we had was a blackboard. There were no smiles on our faces. Most of us in Room C did not know what to do.

But Kana, usually a very quiet girl, was different. She looked at the blackboard. There was a message from Natalie, “Step out of your comfort zone.” She stood up and said to all the students in Room C, “Now, I think I have understood what Natalie wants to tell us. I’m sure there is something we can do here.” Everyone was really surprised. Nobody imagined that such a quiet girl would say something in a loud voice in front of others. Then one student raised her hand and said, “I’ve thought of a good game. How about trying it?” Another student raised his hand and said, “How about drawing pictures on this blackboard?”

Students in Room A were surprised when they heard happy voices coming from Room C. “What’s happening there?” they thought. Smiles disappeared from their faces. Several students in Room A asked Natalie with serious faces, “Can we go to Room C?” “Yes, of course,” Natalie said. They said to all the other students in Room A and B, “Let’s go together and see what’s happening in Room C.” When they entered Room C, Kana said to them, “Welcome to our room. Some of us are drawing pictures on the blackboard. Others are playing a game one of us has invented. Join us. Let’s have a good time together here!” <sup>(5)</sup>Smiles were finding their way back to all the students. When everyone was looking at the message from Natalie on the blackboard, she came into the room with a big smile. “Do you remember what I told you yesterday? I hope all of you now understand what I have wanted to tell you. Don’t be afraid of stepping out of your comfort zone,” she said. She went back to London the next week.

I still clearly remember that day. On that day, one small thing Kana  made such a great difference. Of course, I know that things are not as simple as this, but I want to say thank you to Natalie because she gave us an important lesson: Step out of your comfort zone. Now, I think it's my turn to tell my students to do the same.

〔問1〕 本文の流れに合うように、 ,  ,  の中に入る**共通の英語1語**を自分で考えて書きなさい。

〔問2〕  の中に入る英語として最も適切なものは、次の中ではどれか。

- ア OK. I'll go
- イ I don't like hiking
- ウ Really? I don't think so
- エ I wish I could go

〔問3〕  の中に入る英語として最も適切なものは、次の中ではどれか。

- ア Tomorrow, a new teacher will come to this class
- イ I'll stay here because life in Tokyo is wonderful
- ウ Tomorrow, you'll understand what I want to tell you
- エ I'm going to tell you a story about a boy called Paul

〔問4〕 本文の流れに合うように、 の中に入る**5語以上の英語**を自分で考えて書きなさい。

〔問5〕 <sup>(5)</sup>Smiles were finding their way back to all the students. とあるが、ここではどのような意味であると考えられるか。次の文の意味がほぼ同じになるように、 の中に入る**3語以上8語以下の英語**を自分で考えて書きなさい。

All the students .

〔問6〕 本文の流れに合うように、 の中に入る**英語1語**を自分で考えて書きなさい。

〔問7〕 本文で述べられている2つのエピソードのそれぞれの中で step out of your comfort zone という表現が使われている。2つのエピソードに共通して、この表現はどのような意味で使われていると考えられるか。次の  の中に入る5語以上の英語を自分で考えて書きなさい。

When someone wants you to step out of your comfort zone, you should do .

〔問8〕 本文の内容と合っているものは、次の中ではどれか。

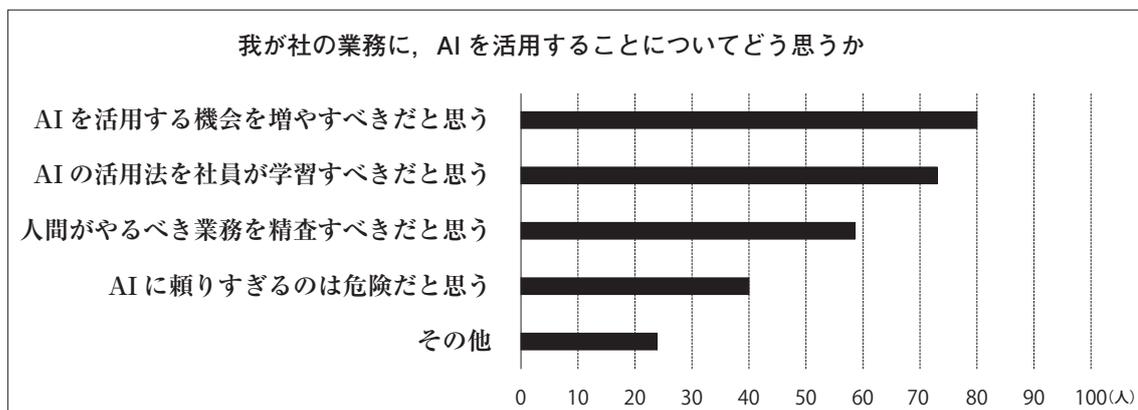
- ア Paul visited his grandparents because he really wanted to go hiking with his grandfather.
- イ Paul did not have a TV, so he usually used his smartphone when he watched TV programs.
- ウ Paul borrowed money from his grandfather and bought souvenirs at the top of the mountain.
- エ Paul was surprised that the view he saw from the top of the mountain was very beautiful.

〔問9〕 本文の内容と合っているものは、次の中ではどれか。

- ア A lot of students liked Ms. Natalie Smith, but she had to go back to her home country.
- イ Aya and Natalie have been working together as teachers of English at the same school.
- ウ Several students in Room C felt so sad that they asked students in Room A to help them.
- エ Kana was one of the students in Room A who heard happy voices coming from Room C.

4 次の文章を読んで、あとの各問に答えなさい。

[問1] 次のグラフは、ある企業が自社の社員を対象に行った「我が社の業務に、AIを活用することについてどう思うか」というアンケート調査の結果をまとめたものである。次のグラフから読み取れる内容について、下の (1) の中に、4語の英語を入れて、文を完成させなさい。



In this company, the number of workers who think that they should have more opportunities to use AI is the largest. This number is (1) the number of workers who think that it is dangerous to depend too much on AI.

[問2] ある中学校の英語の授業で「自宅学習にAIを活用することをどう考えるか」というテーマで意見交換が行われており、先生、生徒のケン (Ken) とハルカ (Haruka) が次の発言をしている。会話の流れに合うように、(2)-a, (2)-b の中にそれぞれ10語以上の英語を自分で考えて書きなさい。「,」「.」「?」「!」などは語数に含めないものとする。なお、I'llのような「'」を使った語やe-mailのような「-」で結ばれた語は、それぞれ1語として扱うこととする。また、AIも1語として扱うこととする。それぞれの英文は二つ以上にしてもよい。

Teacher: These days, it is becoming more and more common to use AI when people study at home. What do you think about that? Ken, Haruka, give us your opinions.

Ken: I think that AI greatly helps us study. For example, when we study at home with AI, (2)-a .

Haruka: I understand what you are saying, but in my opinion, we have to be really careful about using AI when we study. For example, if we depend too much on AI while we are studying at home, (2)-b .

Teacher: Thank you very much for sharing your ideas with us. Both of you have given us good examples.

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英

語