

# 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 **3** までで、2 ページから 16 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。

( \* 印のついている単語・語句には、本文のあとに〔注〕がある。)

*Ken and Hanako are high school students. Nancy is from the U.S. and is doing a homestay at Hanako's house. They are doing a group research project together for \*Inquiry Based Learning. They are all members of the English club and are talking about it in the classroom before the club starts. They would like to discuss their research project with the teacher of the club, Ms. Brown.*

*Ken:* We need to decide our topic for the project by next Friday.

*Hanako:* Right, but I haven't thought of anything yet.

*Nancy:* Some other groups have already started writing about their own projects.

*Ken:* Yes, I know that. In fact, I'm interested in effective ways of learning.

*Hanako:* That sounds interesting.

*Nancy:* Oh, Ms. Brown is coming.

*Ms. Brown:* Hi, how are you doing today? What are you talking about?

*Hanako:* Hello, Ms. Brown. We are talking about our research project.

*Ms. Brown:* Oh, really? What's your topic?

*Ken:* We haven't decided yet, but I want to do some research about effective learning.

*Ms. Brown:* Good idea! (1) - a

*Hanako:* Are we? Let me see. We often play word games during the club activities.

*Nancy:* We also watch movies or listen to music.

*Ms. Brown:* There is something more effective. (1) - b You are doing it during daily English lessons, too.

*Ken:* I think I know! Is it reading aloud?

*Ms. Brown:* Yes, you're right! Reading aloud has some good points. It's more effective than reading \*silently.

*Nancy:* (1) - c

*Ms. Brown:* It brings you a better understanding of some written information. Also, it encourages your brain to \*process different kinds of information at the same time. Reading aloud can bring us the “\*production effect.”

*Ken:* Production effect?

*Ms. Brown:* Yes. It means that one thing produces or affects another thing. For example, active \*output such as reading aloud has a greater effect. (2) It improves your memory.

*Nancy:* Does it?

*Ms. Brown:* By reading aloud, you use more parts of your brain including parts related to memory.

Repeating words or sentences aloud \*further develops your memory.

Hanako: 

(1) – d
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Ms. Brown: Yes. Also, when you're preparing for exams, asking your friends some questions and teaching them can help you remember information more easily.

Ken: I will learn more about this topic for our research project.

Hanako: I will read aloud every day!

Ken: Me, too.

Ms. Brown: All right. Let's start today's club activities.

*The next day, they are talking in the park near their school.*

Ken: I went to the library after the club activities yesterday and found a science book about the brain. And I drew these pictures. Look!

Hanako: Oh, what do they show?

Ken: They show which parts of the brain become active during different activities. <sup>(3)</sup> I painted active parts black.

Hanako: That's interesting!

Ken: When you look at a picture, a part of the back of your brain becomes active. Also, when you listen to music, your brain is active near the middle of it.

Nancy: They are all new to me.

Ken: When you read silently, your brain is active not only in the front and back parts but also at the top and near the middle of your brain. On the other hand, when you read aloud, more parts of your brain become active.

Hanako: This is very good information.

Ken: Do you have any other ideas about our research project?

Hanako: Yes. I got some useful information on the Internet this morning. I found that standing is more effective than sitting.

Nancy: I've heard of that! In some companies in the U.S., people keep standing when they hold meetings because they become more positive. My father told me that before.

Ken: Why does your father know about it?

Nancy: Because my father is a university professor. He has studied ergonomics, the study of humans and products which can make people's work more effective.

Hanako: That sounds interesting! I want to know more about it.

Nancy: Would you like to talk with my father this weekend? Let's call him in the U.S. on the Internet.

Hanako: Ken, how about coming to my house and using my computer to talk to him?

Ken: Oh, that's a great idea!

*Ken visits Hanako's house on Sunday to talk with Nancy's father, Mr. Bell. They start an Internet call.*

Mr. Bell: Hello, I'm Alex Bell. I heard about you two from Nancy.

Ken: Thank you for your time today, Mr. Bell.

Hanako: It's nice to meet you. We are now doing a research project. Mr. Bell, we have some questions. I heard that some people in the U.S. like to have a \*stand-up meeting.

Nancy: Dad, you said that it took less time to make decisions during a stand-up meeting.

Mr. Bell: Yes. Some researchers in the U.S. explain that (4) and make you more creative.

Hanako: That's amazing. I've never thought that you can produce better results when you have a stand-up meeting.

Ken: Does it mean the \*quality of work becomes higher if you have a stand-up meeting?

Mr. Bell: Exactly. According to other researchers, in such a meeting, people can think of new ideas and discuss them more \*actively by communicating better with each other.

Hanako: Oh, then, can we say the same thing about studying?

Mr. Bell: Yes, I'm sure you can say so. You usually sit down when you discuss something in a group. But if you stand and talk in a group, (5) you can think of more successful solutions.

Nancy: That's wonderful, but I wonder why stand-up meetings can have these good points.

Mr. Bell: That's a good question. Many scientists including me are working hard to answer that question. Actually, \*blood flows faster and your brain works better when you move your body, so you can probably think better. As a result, you can become more (6).

Hanako: I see. Maybe you can \*concentrate more on something if your blood flows faster during a stand-up meeting.

Mr. Bell: You are right. That may be another good point. (7)-a

Ken: I now understand some good points about stand-up meetings, but I still want to sit!

Mr. Bell: I know how you feel, Ken. (7)-b Now, I'll tell you one very important thing to remember. You should keep good \*posture both when you sit and when you stand.

(7)-c That is one of the most important points for being healthier.

(7)-d

Hanako: Our teachers often tell us to keep good posture.

Mr. Bell: They are telling you the right thing. You can keep a good \*balance of your body by having good posture.

Nancy: You mean good posture brings us good \*physical condition and makes our life better, right?

Mr. Bell: Exactly.

Ken: Then, I will try to keep good posture from now!

Mr. Bell: Some researchers say you need to have good posture if you want to work or study in an effective way. Also, it will help you pay attention in class. And through this, you can enjoy learning in school.

Ken: I see!

Hanako: Thank you very much, Mr. Bell. We learned a lot from you today.

Ken: We can continue to do research about this topic.

Nancy: <sup>(8)</sup> I'm glad because 【 ① told ② us today ③ with ④ will ⑤ help ⑥ the things  
⑦ us ⑧ which ⑨ my father 】 our research project.

Mr. Bell: I also enjoyed talking with you all. I hope that you will do well on your project!

*After the call, Hanako turns off her computer.*

Hanako: Thank you, Nancy. It was such a great time.

Nancy: I'm glad that we have learned more about the topic.

Ken: I realized reading aloud, standing while we are discussing, and keeping good posture may be all related to effective learning!

Nancy: This is <sup>(9)</sup> very useful information for us.

Hanako: Let's go to the library now and continue to work on our project. I think we will be able to do useful research.

〔注〕 Inquiry Based Learning 探究学習	silently 黙って	process 処理する
production effect 産出効果	output アウトプット (取り込んだものを外に出すこと)	
further さらに	stand-up meeting 立って行う会議	
quality 質	actively 活発に	blood flows 血液が循環する
concentrate 集中する	posture 姿勢	balance バランス
physical 身体的な		

〔問 1〕 (1)－a ～ (1)－d の中に、それぞれ次の A～D を入れるとき、その組み合わせとして最も適切なものは、下の ア～カ の中ではどれか。

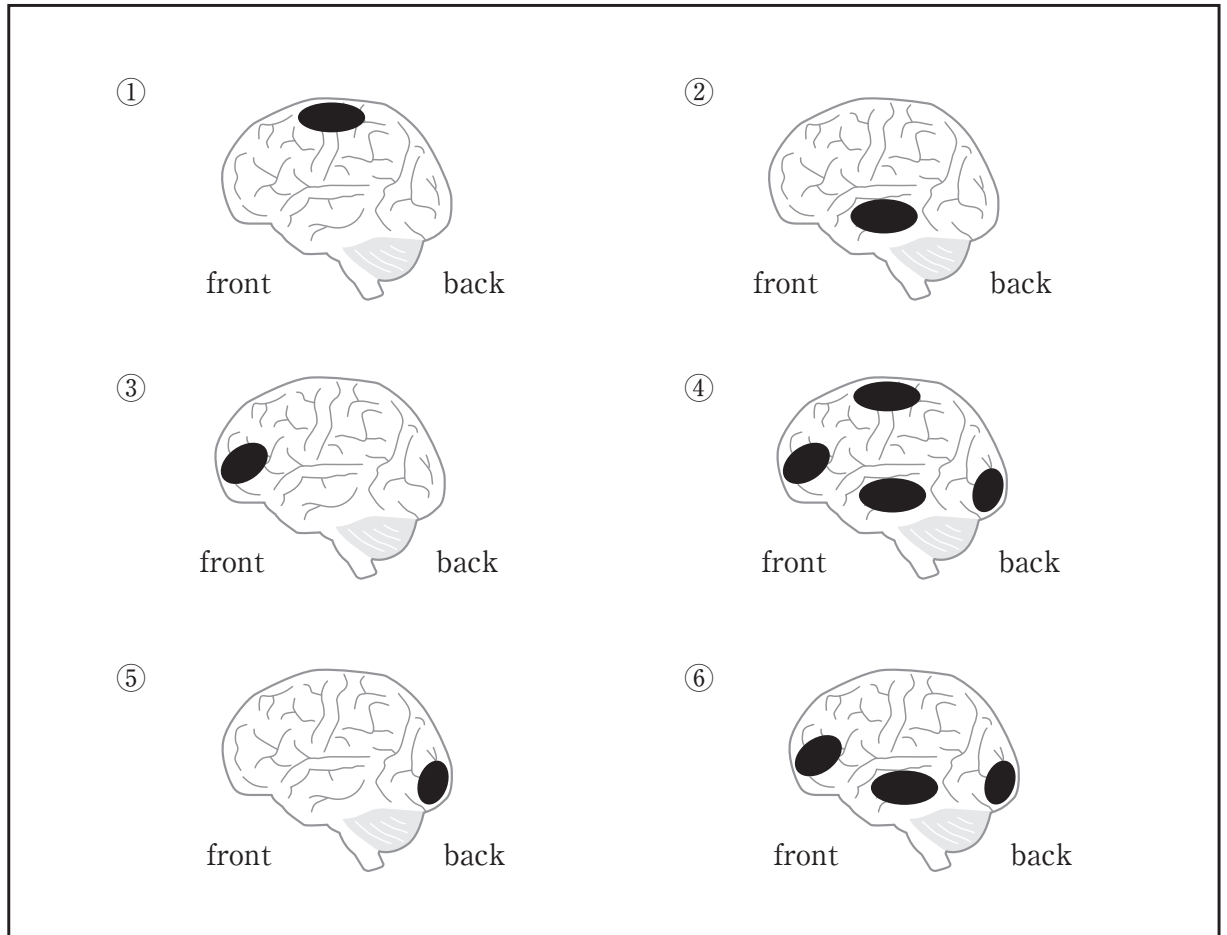
- A What kind of good points does it have?
- B So, reading aloud is important, right?
- C I'm sure you are always doing it during your club activities.
- D I'll give you a hint.

	(1)－a	(1)－b	(1)－c	(1)－d
ア	A	D	B	C
イ	A	C	D	B
ウ	C	B	D	A
エ	C	D	A	B
オ	D	C	B	A
カ	D	B	A	C

〔問 2〕 <sup>(2)</sup> It improves your memory. とあるが、その表す意味として最も適切なものは、次の中ではどれか。

- ア Reading aloud helps you remember information.
- イ Reading aloud helps you think about new ideas.
- ウ “Production effect” helps you forget information.
- エ “Production effect” helps you become healthy.

〔問 3〕 <sup>(3)</sup> I painted active parts black. とあるが、次の①～⑥の絵の中に、Ken が描いた「見る」「聞く」「黙読する」活動を行っているときの絵がある。その組み合わせとして最も適切なものは、下のア～カの中ではどれか。



	見る	聞く	黙読する
ア	②	①	⑤
イ	②	③	④
ウ	③	①	⑥
エ	③	②	⑤
オ	⑤	②	④
カ	⑤	③	⑥

〔問４〕 本文の流れに合うように、 に英語を入れるとき、最も適切なものは次の中ではどれか。

- ア making decisions can make a meeting shorter
- イ people have a shorter meeting to make decisions
- ウ a stand-up meeting can make a meeting shorter
- エ a longer meeting can make people more positive

〔問５〕 <sup>(5)</sup>you can think of more successful solutions とあるが、その内容を次のように書き表すとするれば、 の中にどのような英語を入れるのがよいか。本文中の連続する３語で答えなさい。

you will be able to

〔問６〕 本文の流れに合うように、 に英語を入れるとき、最も適切なものは次の中ではどれか。

- ア creative      イ precious      ウ disappointed      エ strict

〔問７〕 本文の流れに合うように、次の英文を入れるとき、最も適切な位置は、下のア～エの中ではどれか。

That is also a key in having a good school life.

- ア
- イ
- ウ
- エ



〔問 8〕 (8) I'm glad because 【 ① told ② us today ③ with ④ will ⑤ help ⑥ the things ⑦ us ⑧ which ⑨ my father 】 our research project. 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、2 番目と 5 番目と 8 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	5 番目	8 番目
ア	⑤	②	⑧
イ	⑤	⑨	⑧
ウ	⑦	②	⑤
エ	⑦	⑨	⑤
オ	⑧	②	⑦
カ	⑧	⑨	⑦

〔問 9〕 (9) very useful information for us とあるが、その表す意味として最も適切なものは次の中ではどれか。

- ア Good physical condition can let us keep good posture to enjoy learning in school.
- イ Good physical condition can improve only our memory both when you sit and when you stand.
- ウ Reading aloud, standing while discussing and good posture are important for effective learning.
- エ Reading aloud, standing while discussing and good posture make us healthier and our life better.

〔問 10〕 次の①～⑦から本文の内容と合っている英文を全て選ぶとき、最も適切なものは、下のア～ケの中ではどれか。

- ① Ken and Hanako already decided the topic of their project when Ms. Brown came to the English club.
- ② The information Hanako found after she learned about the production effect was not new to Nancy.
- ③ The pictures which were shown to Hanako and Nancy expressed why some American people were standing while they had meetings.
- ④ Before Nancy talked in the club, she knew which parts of our brain became active when we looked at something.
- ⑤ Nancy's father has been teaching and researching how the brain works to remember things at college.
- ⑥ Ken, Hanako, and Nancy talked about the group research project with Nancy's father on Hanako's computer.
- ⑦ Mr. Bell said that keeping good posture did not relate to concentrating in class.

ア	① ⑤	イ	② ⑥	ウ	③ ⑦
エ	④ ⑤	オ	① ③ ⑤	カ	① ⑥ ⑦
キ	② ③ ④	ク	② ④ ⑥	ケ	④ ⑤ ⑦

**3** 次の文章を読んで、あとの各問に答えなさい。

( \* 印のついている単語・語句には、本文のあとに〔注〕がある。 )

I usually go straight home when I have no club activities. When I get home, I wash my hands and go to the kitchen to say hi to my mother. Then she asks, “What do you want for a snack, Yuta?” Before I tell my answer, she starts to cook \*processed-canned pork. She knows it is my favorite. She gives me a rice ball with cooked pork on top. My mother and I call it “\*Aloha Musubi.” I always like rice balls, but this Musubi is very special to me. It reminds me of my stay in Hawaii.

Back in 2023, I was in the second grade of junior high school in Tokyo. One day in May, I got big news. I finished all the classes at school, and my English teacher Mr. Naka gave me an envelope. <sup>(1)</sup> It 【 ① a student ② said ③ as ④ would ⑤ was ⑥ who ⑦ that ⑧ chosen ⑨ I 】 study abroad in the U.S. That meant I was going to spend the whole summer in Hawaii with a local family and attend junior high school there. English was my favorite subject, and I wanted to learn the language in an \*English-speaking country. I always did my best in English classes and studied at home every day. That made me proud of myself.

After I got the news, I was really looking forward to my \*departure day. I studied English harder to communicate with my host family and my future friends because I believed that practice makes us perfect. <sup>(2)</sup> Mr. Naka said, “Yuta, you look so cheerful when you are talking in English. I’m sure you won’t have a problem in talking to people in Hawaii from the first day of your stay.” I was encouraged by his words though I still thought my speaking skills were not as good as my reading and writing skills.

When my plane landed in the airport in \*Honolulu, I was nervous. All the members of my host family were waiting for me there to pick me up. They welcomed me with a big smile on their faces. My host mother, Emma, introduced her 14-year-old son, Joe, and 8-year-old daughter, Hina. My host father, Tim, carried my suitcase for me. On the way to their house, I said to myself in my heart, “I’m getting closer to <sup>(3)</sup> the thing which I have always hoped to have.”

I woke up early the next morning because I was excited for my first day of school. Emma made rice balls for breakfast, but they looked different from those in Japan. The shape was square, and each rice ball had cooked processed-canned pork with sweet soy sauce on top. They did not taste like traditional Japanese rice balls, but I liked them.

When I left for school with Joe, we enjoyed communicating in English very much. I hoped I would be in Joe’s class, but the reality was not so easy. When I entered my classroom, everyone looked at me. I felt a little worried to see many faces that I did not know. My homeroom teacher Ms. Smith welcomed me. She let me introduce myself, but I was so nervous that I could not speak in English very much. I only told them my name and what country I was from. I was quiet in the classroom on that day. After school, Joe said to me, “You will like your new school life. Don’t worry. Tomorrow will be a better day.” After I got home, I

finished all my homework. Also, I said useful English words again and again to remember them. I did this because I was sure that (4).

The next day, I did a little better. I had more chances to talk in English with my classmates. They were all kind, and Ms. Smith took good care of me. However, after two weeks, it was still difficult for me to talk especially in a group. We often had group work in many classes. I tried so hard to understand the things which other students were saying, but it was difficult to follow them. They talked faster in a group. Also, I needed to think how to tell my opinion in English before I began speaking, so I often missed the chance to join them. Even when I was able to tell my ideas, they often asked me to tell them again. I thought they did not understand me because I made mistakes in grammar or my \*pronunciation was wrong. Although I spent more time in learning English at home, I could not improve the situation. I felt that I was in a dark room and had no key to open the door.

On Friday evening of my third week, my host family talked to me before dinner because they were worried about me. Tim said to me, “Yuta, you looked happy and excited on the first day here, but now you look depressed. Why?” So I said to him \*honestly, “ (5).” After listening to me, Joe said, “Do you know what the people of Hawaii think important? That is our cultural \*diversity. The names of many streets, parks and some beaches are from \*Hawaiian. It is very different from English. The beach we usually go to is named Kaimana Beach. ‘Kai’ means ocean, and ‘mana’ means power in Hawaiian.” Then Hina said, “My name is also from Hawaiian. It is the name of a \*goddess in Hawaii. I love my name!” Their words made me a little \*relieved.

When Hina finished teaching me the meaning of her name, she turned to her mother and said, “Mom, can we have Musubi for dinner tonight?” When I heard the word, I shouted, “That word! I hear it very often even at school. It is Japanese, right?” Emma answered, “Yes, it is. We call a rice ball Musubi, and the word is now used among English speakers in Hawaii. However, you probably do not hear it in other parts of the U.S. Do you know why?” I told her, “There are many \*Japanese-Americans in Hawaii, and I think their culture is changing the way of life here.” “Exactly,” she said.

Then, Tim began to talk, “Now you are starting to understand that a language is always changing. Every language has its own culture, but at the same time <sup>(6)</sup> it is changing by accepting other cultures. In Hawaii, some are from Asia, and others are from Europe, but we communicate with each other in English. We hear various \*accents and we use some words that originally come from Hawaiian or Asian languages. There are some people who speak a language called Pidgin English, a language for communication. It has developed between two or more groups of people who have no common language. Their main languages are not English but different ones. They have created a language based on English to communicate with each other. The grammar of the language and their pronunciation of some words are a little different from ours. Musubi is also a Pidgin English word.” I asked him, “Do you understand Pidgin English?” “Of course. I have a friend who speaks Pidgin English. We have no problem in understanding each other,” he said.

When my eyes met those of Joe's, he smiled and said, "See, Yuta, you don't have to worry about your accent. Also, nobody thinks your English is bad even when you cannot speak it easily and quickly. In fact, a lot of students at our school believe that we can learn many things from \*multilingual students."

That night, I had a dream that seemed very real. In the dream, I was in a dark room alone. I realized I was holding (7)-a . So, I walked to (7)-b and opened it. Then I saw my host family in a warm light. Emma had a plate with (7)-c . We enjoyed eating them under the clear sky.

The next morning, I got up with a happy feeling. I was excited to go to school. Thanks to everyone, the last week of my stay was wonderful.

Now, I am eating Aloha Musubi in my room. When I have one, I always remember the precious message from my host family. “(8) You can be yourself even when you are speaking a foreign language.” With this message, I will keep studying English hard because I want to communicate with more people all over the world.

〔注〕	processed-canned	缶入りの加工された	Aloha	アロハ (ハワイ州で使われるあいさつ)
	English-speaking	英語を主要言語とする	departure	出発
	Honolulu	ホノルル (ハワイ州の都市)	pronunciation	発音
	honestly	正直に	diversity	多様性
	goddess	女神	Hawaiian	ハワイ語
	accent	なまり	relieved	安心した
			Japanese-American	日系アメリカ人
			multilingual	多言語を話す

- 〔問 1〕 <sup>(1)</sup> It 【 ① a student ② said ③ as ④ would ⑤ was ⑥ who ⑦ that ⑧ chosen ⑨ I 】  
study abroad in the U.S. 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、**2 番目と 5 番目と 8 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	5 番目	8 番目
ア	②	⑧	⑨
イ	②	⑤	⑧
ウ	⑦	⑧	⑥
エ	⑦	③	④
オ	⑨	⑥	④
カ	⑨	③	②

- 〔問 2〕 <sup>(2)</sup> Mr. Naka said, “Yuta, you look so cheerful when you are talking in English. とあるが、その内容を次のように書き表すとすれば、 の中にどのような英語を入れるのがよいか。**本文中の連続する 6 語**で答えなさい。

Mr. Naka thought that Yuta .

- 〔問 3〕 <sup>(3)</sup> the thing which I have always hoped to have とあるが、その表す意味として最も適切なものは、次の中ではどれか。

- ア the chance to learn a local language like Hawaiian and culture overseas  
 イ the chance to learn some problems about diversity in Hawaii  
 ウ the chance to learn English in an English-speaking country  
 エ the chance to learn how to make Aloha Musubi at junior high school in Hawaii

〔問４〕 本文の流れに合うように、(4) に入る適切な英語を本文中の連続する４語で答えなさい。

〔問５〕 本文の流れに合うように、(5) に入る 20 ～ 30 語の英語を答えなさい。本文中の単語や表現を用いても構わない。英文は二つ以上にしてもよい。なお,「,」「.」「?」などは語数に含めないものとする。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 語と扱うこととする。

〔問６〕 <sup>(6)</sup>it is changing by accepting other cultures とあるが、本文から判断し、その内容として適切でないものは、次の中ではどれか。

ア In Hawaii, many places have the names of Hawaiian such as Kaimana Beach.

イ A lot of English speakers in Hawaii usually call a rice ball Musubi.

ウ The people living in Hawaii speak English with different kinds of accents.

エ The Pidgin English word Musubi is often used in most parts of the U.S.

〔問７〕 本文の流れに合うように、(7)-a ～ (7)-c の中に、それぞれ次の A ～ E の語句を入れるとき、その組み合わせとして最も適切なものは、下のア～オの中ではどれか。

A square rice balls

B a key

C some friends

D a beach

E the door

	(7)-a	(7)-b	(7)-c
ア	A	C	E
イ	B	E	A
ウ	B	D	A
エ	D	C	B
オ	D	E	B

- 〔問 8〕 (8) You can be yourself even when you are speaking a foreign language. とあるが、本文の流れに合うように、この文の表す内容を次のように説明するとき、下線部に入る **20 ～ 30 語** の英語を書きなさい。本文の単語や表現を用いても構わない。英文は**二つ以上**にしてもよい。なお、「,」「.」「?」などは語数に含めないものとする。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 語と扱うこととする。

When you are speaking a foreign language, you \_\_\_\_\_.

- 〔問 9〕 本文の内容と合っているものを、次の**ア～カ**の中から**一つ**選びなさい。

- ア** Yuta did not worry about his speaking skills before going to Hawaii because he studied English hard at school.
- イ** There were five members in Yuta's host family, and they picked him up at the airport in Honolulu.
- ウ** At first, Yuta did not like square rice balls with cooked pork on top, but finally he liked them.
- エ** When Yuta introduced himself to his classmates in Hawaii, he could say nothing to them.
- オ** Yuta's host family taught him that the cultural diversity in Hawaii was very precious to the people living there.
- カ** Yuta shouted out when his host family used the word Musubi because he wanted them to use only English words.



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