

# 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 17 ページまであります。

2

次の対話の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Misa is a second-year high school student. Lina is a student from Hawaii. Shun, Misa's brother, is studying space technology at university. One day in November, they're visiting a national \*astronomical \*observatory with Misa's grandfather.*

*Misa:* Wow, this dome looks like the \*bottom of a ship!

*Lina:* Yes, it's all made of wood. How was it built?

*Shun:* It was built with the help of \*shipbuilders about 100 years ago.

*Misa:* A giant \*telescope is over there.

*Shun:* That telescope is the largest \*refractor in Japan.

*Lina:* Is it still used for \*observations?

*Shun:* No, it was \*retired from research in 1998. Here are old buildings and tools on display. This observatory plays an important role, not only as a main research center, but also as a museum of Japanese astronomical observations.

*Grandpa:* There are about 300 astronomical observatories in Japan.

1-a

*Shun:* Grandpa, how do you know that?

*Grandpa:* Newspapers tell me many things.

*Misa:* Grandpa reads the newspaper from the first page to the last every morning.

*Lina:* That's great, Mr...

*Grandpa:* You can call me Grandpa.

*Lina:* Thank you, Grandpa. Why do you speak English so well?

*Grandpa:* I worked as a sushi chef for 55 years. I wanted to explain about sushi to foreign customers, so I began listening to a radio English conversation program every day.

*Misa:* Making daily efforts is important, right?

*Grandpa:* Yes, Misa. Everything you do today will make a difference tomorrow.

*They come to "the \*Solar System Walk" outside the dome. It displays a model of the solar system along the road.*

*Misa:* Here is the sun.

*Shun:* You can reach \*Saturn over there in only 200 steps from here. It's just 100 meters. The \*actual \*distance between the sun and Saturn is about 1.43 billion kilometers.

*Lina:* Let's walk to Earth. One, two ... Here we are.  steps.

*Shun:* It's about 150 million kilometers in space.

*Misa:* Our science teacher said Earth is at the right distance from the sun. If it were nearer to the sun, it would be too hot. If it were farther from the sun, it would be too cold.

*Lina:*

*After watching a space movie at the theater, they're having lunch at the cafeteria.*

*Grandpa:* I clearly remember one day 56 years ago. Humans landed on the moon for the first time. We watched an astronaut stepping out of the spaceship on TV. Then my youngest sister asked, "Did he meet a rabbit?" She believed a big rabbit lived on the moon.

*Lina:* My host mother told me about the moon and a rabbit. In Hawaii, many people \*associate the moon with a woman, instead of a rabbit. Her name is Hina. There are many stories about her.

The Hawaiian name for the moon, "Mahina," comes from her name.

*Shun:* That's interesting. I've heard about rainbows in the night sky.

*Misa:* Can you see rainbows at night in Hawaii?

*Lina:* Yes, though I've never seen one before. Here is a photo of a moonbow — a rainbow in the night sky. My dad took pictures of it. He's a professional photographer. He waited for the perfect weather conditions; the moon was bright and there was much \*moisture in the air. Hawaii is known as the "Rainbow State." We often see rainbows, but seeing a rainbow at night is less common.

*Misa:* Amazing! I want to visit Hawaii and learn more about it!

*Lina:* I want all of you to come and stay with my family. Grandpa, my dad will be very happy to meet you. His favorite food is sushi!

*Grandpa:* I'm glad to hear that.

After looking around for two hours, they arrive at the entrance of the public observatory.

*Misa:* It's closed today, but the sign here says \*stargazing events are held twice a month.

*Shun:* I \*attended the events three times. I saw Saturn's rings through the telescope.

*Grandpa:* Really? Can we see them in Tokyo's bright night sky?

*Shun:* Yes, Grandpa. Let's join the next event and enjoy stargazing together.

*Grandpa:* Sounds great. I'm looking forward to it.

*Lina:* Look! Is that a UFO? A yellow light is going across the sky!

*Misa:* What is that? It's not an airplane.

*Shun:* That's the ISS, the International Space Station. It goes around the earth every 90 minutes.

*Grandpa:* I read an article about Japanese astronauts \*carrying out experiments in zero \*gravity.

*Shun:* I'm studying to develop some ways 【① their ② them ③ during ④ that ⑤ to ⑥ stay ⑦ help ⑧ trip ⑨ healthy ⑩ will】space. Someday I'll join the space project.

*Misa:* Oh, Shun, I didn't know you have such a big dream.

*Lina:* You have a big dream, too, Misa. I know you're studying very hard to be a doctor.

*Grandpa:*  Then you can create, design, and build a wonderful future. Well, let's go home. Tonight we'll have a sushi party!

[注] astronomical 天文の

bottom 底

telescope 望遠鏡

observation 観測

solar system 太陽系

actual 実際の

associate ~ with ... ~から...を連想する

stargazing 星空観察

carry out ~ ~を行う

observatory 観測所

shipbuilder 造船技師

refractor 屈折望遠鏡

retire 引退させる

Saturn 土星

distance 距離

moisture 湿気

attend 参加する

gravity 重力

〔問1〕 

1-a
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1-d
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 の中には、それぞれ次の①～⑥のいずれかの英文が入る。それぞれに入る英文を並べた組み合わせとして最も適切なものを、下のア～カの中から一つ選べ。

- ① I promise to improve my English and to make special sushi for him.
- ② It uses a high-powered telescope to find earth-like planets in space.
- ③ It's easy to make a promise, but hard to carry it out.
- ④ We're lucky to live here and we should try hard to protect our planet.
- ⑤ Their original goal was to create calendars by recording the movements of stars.
- ⑥ The first step of making something possible is to dream it.

	1-a	1-b	1-c	1-d
ア	②	④	①	③
イ	②	⑥	①	③
ウ	②	⑥	③	①
エ	⑤	④	①	⑥
オ	⑤	④	③	⑥
カ	⑤	⑥	③	①

〔問2〕 本文の流れに合うように、

2
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 の中に数字を入れるとき、最も適切なものは、次のうちではどれか。

ア 11    イ 21    ウ 42    エ 121

[問3] 本文の流れに合うように、3の中に次の①～④の英文を入れるとき、その最も適切な順番を表しているものを、下のア～カの中から一つ選べ。

- ① She climbed a rainbow to the moon and made it her home.
- ② She was good at making *Kapa*, a traditional cloth of Hawaii.
- ③ Long work made her tired, so one day she decided to leave Hawaii.
- ④ Because of her excellent work, everyone wanted her cloth.

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

[問4] I'm studying to develop some ways 【① their ② them ③ during ④ that ⑤ to ⑥ stay ⑦ help ⑧ trip ⑨ healthy ⑩ will】 space. とあるが、本文の流れに合うように、【     】内の単語を正しく並べかえたとき、【     】内で1番目と5番目と9番目にくるものの組み合わせとして最も適切なものを、次のア～カの中から一つ選べ。

	1番目	5番目	9番目
ア	④	⑥	⑧
イ	④	⑤	①
ウ	④	⑦	⑨
エ	⑤	⑥	⑧
オ	⑤	⑧	②
カ	⑤	④	①

〔問5〕 本文の内容と合っているものを、次のア～オの中から一つ選べ。

- ア The astronomical observatory Misa, Lina, Shun, and Grandpa visited on one autumn day was no longer used as a research center but was open to the public as a museum.
- イ Grandpa began listening to a radio English conversation program because he wanted to understand the words of an American astronaut who landed on the moon.
- ウ Misa, Lina, Shun and Grandpa had lunch at the cafeteria and talked about the moon two hours after they arrived at the entrance of the public observatory.
- エ In Hawaii, the “Rainbow State,” you can often see rainbows day and night, and Lina took pictures of a moonbow with the help of her father.
- オ Shun attended the stargazing events held at the public observatory three times, and invited Grandpa to join that event the next time.

〔問6〕 次の英文は、Lina がハワイの両親に送ったEメールである。□に入る最も適切な1語を本文中からそのまま抜き出せ。

✉ E-mail✕

**Subject:** Visiting an astronomical observatory

Hi, Dad and Mom! Today I visited an astronomical observatory with Misa's family. We saw various buildings and tools for Japanese astronomical observations. At lunch time, we talked about the moon. Many people in Hawaii associate the moon with Hina, but Japanese people see a rabbit making *mochi*. Such a cultural □ made them very interested in Hawaii. I want people all over the world to know more about Hawaii. Someday, I'll write a book about Hawaii that includes Dad's beautiful photos. I still have many things to tell you, but OYASUMINASAI (good night) for now. I'm studying Japanese every day. I'll write again soon. 😊





Lina

このページに問題はありません。

次のページに進みなさい。

3 次の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Can you guess what this puzzle   means? This can be solved if you know some English words. “Eye” + “deer” will be “idea.” Another example is   = “bee” + “leaves” = “believes.” Solving puzzles like these can help you “think outside the box.” It can give you a new way of thinking. It can also help you <sup>(1)</sup>develop reading and problem-solving skills. Discovering the meanings of these puzzles may be fun, but how about solving a long text with different kinds of symbols?

Thousands of years ago, people in ancient Egypt used <sup>(2)</sup>a writing system that had around 700 symbols of living things, and \*objects, such as baskets, cloth, and so on. They were written on temple walls and \*tombs of important people, such as kings and queens. These symbols are called \*hieroglyphs. They were used for over 3,000 years until the 4th century, by a very small number of people who had special training. The meanings of hieroglyphs were lost to history because of changes of leaders and systems in the area.

Since then, many people tried to understand what these symbols meant, but no one was successful in discovering their true messages for over 1,400 years. People thought each symbol represented the symbol itself. However, reading hieroglyphs was not that simple.

Hieroglyphs used symbols that represented words, sounds, and ideas. When you see symbols of a “snake,” a “bird,” or a “lion,” you may think that they \*refer to each animal. However, a lot of symbols often didn’t refer to the animals or objects themselves. It was very difficult to understand their true meanings until a young \*scholar discovered that each symbol was often used to represent a sound, instead of an idea or an object. For example, a symbol of a leg was read as the sound “b,” and a symbol of a small bird was read as the sound “w.” Together, “b” + “w” = “bw” meant “place.” So, <sup>(3)</sup>reading just one word took a lot of time.

Another difficult part of understanding hieroglyphs was that there were no \*commas, periods, or question marks. There was no space between each symbol, so it was very hard to see where a word started and ended. If an example sentence looked like this, can you read it? “ 4 ”

The reading order of hieroglyphs was not simple, either. <sup>(5)</sup>There were three ways to read the text: from top to bottom, from left to right, and from right to left. Reading from top to bottom may be easy, but with left and right, how do you know which way to read

hieroglyphs? It works like this. If the symbols of animals are facing left, we start reading from the left. If they are facing right, we start reading from the right. You may have no clue, if you do not know the rules!

With all these challenges, how did the young French scholar, Champollion, understand the rules? He finally understood them by comparing three different texts written on a stone found by French soldiers in Egypt in 1799. The stone is called the Rosetta Stone, one of the most famous and important stones in the world. It repeated the same message in three languages: hieroglyphs, ancient Egyptian, and ancient Greek. As Champollion knew ancient Greek, ancient Egyptian, and several other languages, he was able to discover the rules of hieroglyphs. He studied the symbols written in a loop on the Rosetta Stone. He also studied the symbols written inside the loops on an obelisk. They were important names written in hieroglyphs. Champollion thought they might be Cleopatra and Ptolemy because they shared the letters, such as P, T, O, and L. After studying the hieroglyphs in the loops closely, he realized that a symbol of a lion was used for the sound “l,” and a symbol of a mat was used for the sound “p,” and so on. In this way, with the knowledge left by scholars before him, Champollion opened a new door to understanding language and culture in ancient Egypt.

There are many mysteries in the world that are not solved yet. The Voynich manuscript, a text written in an unknown language with unique pictures, is now one of the most mysterious books in the world. Who will be the next “Champollion” to decipher the messages which have not been understood for over 100 years?

〔注〕 object 物	tomb 墓
hieroglyph ヒエログリフ (聖刻文字)	refer to ～ ～ を指す
scholar 学者	comma コンマ
clue 手がかり	Champollion シャンポリオン(フランスの研究者)
soldier 兵士	Rosetta Stone ロゼッタストーン
Egyptian エジプトの言葉	Greek ギリシア語
loop 輪	obelisk オベリスク (四角い石柱)
Cleopatra クレオパトラ (エジプトの女王)	Ptolemy プトレマイオス (エジプトの王)
knowledge 知識	Voynich manuscript ヴォイニッチ手稿
unknown 未知の	decipher 解読する

〔問1〕 “think outside the box.” とあるが、その内容として最も適切なものは、次のうちでは  
(1)  
どれか。

- ア try the traditional way
- イ follow the familiar way
- ウ look at things in a different way
- エ think about things in the usual way

〔問2〕 a writing system とあるが、その具体的な内容として、本文中で述べられている内容と  
(2)  
異なるものは、次のうちではどれか。

- ア All the symbols represented living things, such as birds and lions.
- イ It was an old writing system which was used for more than 3,000 years.
- ウ A very small number of people were able to read and write hieroglyphs.
- エ The symbols used in hieroglyphs had several roles.

〔問3〕 reading just one word took a lot of time とあるが、その理由として最も適切なものは、  
(3)  
次のうちではどれか。

- ア Readers couldn't find objects in hieroglyphs at all.
- イ Objects in hieroglyphs always referred to objects themselves.
- ウ Some symbols were put together to represent a word.
- エ A symbol of a leg in hieroglyphs was not used as a sound.

〔問4〕 本文の流れに合うように、

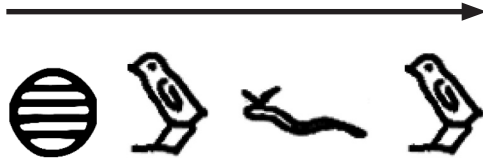
4
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 の中に英文を入れるとき、最も適切なものは、次のうちではどれか。

- ア I have no idea what this means.
- イ Ihavenoideawhatthismeans
- ウ What does this word mean
- エ Whatdoesthiswordmean?

[問5] There were three ways to read the textとあるが、ヒエログリフで書かれた内容を<sup>(5)</sup>読む方向として最も適切なものは、次のうちではどれか。

ア



イ



ウ



エ



[問6] 本文の内容と合っているものを、次のア～オの中から一つ選べ。

ア After the meanings of hieroglyphs were lost, nobody tried to understand them for more than 1,400 years.

イ The Rosetta Stone was an important stone that Champollion discovered in Egypt in 1799.

ウ Knowing ancient Greek and old Egyptian did not help Champollion discover the meanings of hieroglyphs.

エ The names written inside the loops gave Champollion important clues to understand how to read hieroglyphs.

オ Champollion discovered the true meanings written in the Voynich manuscript.

4 次の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Satoru started learning English when he was a little child. He enjoyed it and wanted to learn more. In high school, he joined speech contests and sometimes won prizes. But he often thought, “Can I really express my ideas? I want to understand others, and I want them to understand me.”

One day, after entering university, Satoru saw a poster in the cafeteria. It said, “Join the \*English Speaking Society (ESS)!” He became interested in it and went to the ESS room. A student came to him and said, “Welcome to ESS. I’m Naoto, the president of this club. We have four groups — \*Interpretation, Speech, Drama, and Debate. <sup>(1)</sup> You 【① time ② join ③ groups at ④ to ⑤ these ⑥ are ⑦ any ⑧ free】.”

The next day, Satoru went to the debate group. Naoto said, “There’re two kinds of debates — \*academic debate and \*parliamentary debate.” Naoto added, “In academic debate, you are given some time to study the topic before the match. But in parliamentary debate, you don’t know the topic until the match starts. You need to come up with your ideas quickly and be <sup>(2)</sup> good at making a speech in front of an audience.”

Satoru said, “I did academic debate in high school. It was interesting, but I had to prepare my speeches from data and research. I also had to read them very quickly. Do we have to prepare our speeches in parliamentary debate?”

“No, you don’t have to. You’ll enjoy <sup>(3)</sup> this type of debate.” said Naoto.

Satoru wanted to try something new, so he joined the parliamentary debate group. The practice was very hard. The topic changed every time, and the teams had only 15 minutes to prepare. They also had to guess what the other team would say. But \*gradually, his debating skills got better with the help of his team members.

In parliamentary debate, you can ask a short question called a Point of Information (POI) during the other team’s speech. On the day of a practice match, Kaori, one of the speakers from the other team, said, “Robot animals don’t have the strong \*bond with people.” Satoru quickly asked a POI, “How can we \*measure the bond with a real dog?” Kaori couldn’t answer and thought, “His POI is very effective, and he’s a great public speaker.”

One day, the topic was “\*This House would ban zoos,” and Satoru’s team had to support zoos. He thought, “How can we respond to the idea of animal rights?” “Don’t worry,” said Takashi, one of his teammates. “Just explain how zoos help people and animals. You can do it.” Before his speech started, Satoru’s hands were shaking, but

when he stood up, he felt calm. He said, “Zoos are not only for fun. They give people a chance to learn about animals and life.” Satoru’s team won, and Takashi said, “Great job!” Satoru smiled and thought, “Working together as a team is more important to me than winning.”

One year later, Satoru’s team won many matches in Japan, and they were chosen to join the \*World Universities Debating Championship in Singapore. It was Satoru’s first time to go abroad. Many teams from different countries joined the event. They spoke English quickly, and their ideas were clear. Some students used jokes, so their speeches were very interesting. Satoru thought, “Is this really a student debate? Their English is so powerful.” There were several \*preliminary matches in this world tournament. In the first match, Satoru’s team lost. Satoru felt very sad, but he did not give up. He said to his team, “ 4 ” During the tournament, Satoru’s team tried to speak in different styles. They spoke slowly and clearly, and put their feelings into the speeches. They always thought, “How can we give the best speeches?” They also tried to use jokes to support their ideas. At the beginning of the debate about the environment, Satoru said, “I promise this debate will be zero waste — every word is 100% useful.”<sup>(5)</sup> The audience laughed and cheered. Satoru’s team didn’t go to the \*finals, but they knew they did their best. They had no \*regrets.

After they came back to Japan, Satoru spoke to the students in the club.

“Debate is not only about winning or losing. It’s also about understanding other people’s ideas and sharing your own. I learned these important things through debate.”

Satoru’s \*journey with English was not finished. English became a bridge that connected him to people in other countries. The power of words changed his life.

〔注〕 English Speaking Society 英語研究部 interpretation 通訳

academic debate 資料調査型ディベート

parliamentary debate イギリス議会形式のディベート

gradually 次第に bond <sup>きずな</sup> 絆

measure 測定する

This House would ～ この議会は～する

(イギリス議会形式のディベートにおいて論題を提示するときの定型表現)

World Universities Debating Championship 大学対抗ディベート世界大会

preliminary 予選の finals 決勝ラウンド

regret 後悔 journey 旅

〔問1〕 You 【① time ② join ③ groups at ④ to ⑤ these ⑥ are ⑦ any ⑧ free】. とあるが、  
 (1) 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7番目にくるものの組み合わせとして最も適切なものを、次のア～カ  
 の中から一つ選べ。

	2番目	4番目	7番目
ア	④	⑥	⑧
イ	④	⑤	⑦
ウ	④	⑦	③
エ	⑧	③	④
オ	⑧	②	⑦
カ	⑧	③	②

〔問2〕 good at making a speech in front of an audience とあるが、本文の流れに合う  
 (2) ように、別の言葉で言いかえるとき、最も適切な連続する4語を本文中からそのまま  
 抜き出せ。

〔問3〕 this type of debate とあるが、その特徴として、本文中で述べられていないものは、  
 (3) 次のうちではどれか。

- ア You don't know what you will talk about until the debate starts.
- イ You are allowed to ask a question while the other team is speaking.
- ウ You need to think about the other team's possible ideas.
- エ You have to write your speeches and read them very quickly.

〔問4〕 本文の流れに合うように、の中に英文を入れるとき、最も適切な  
 ものは、次のうちではどれか。

- ア Let's do it the same way again.
- イ Let's try to speak more quickly than other teams.
- ウ Keep trying, and we can do better next time.
- エ Our tournament is over, but we learned a lot.

〔問5〕 “I promise this debate will be zero waste — every word is 100% useful.” とあるが、  
(5) Satoru のこの発言の意図を最もよく表しているものは、次のうちではどれか。

- ア He tried to make the debate short because he didn't like to speak slowly.
- イ He wanted to attract more attention to the debate by using a joke.
- ウ He planned to make the audience excited at the end of the debate.
- エ He had no idea what to say about the topic in the debate.

〔問6〕 本文の内容と合っているものを、次のア～オの中から一つ選べ。

- ア Before entering university, Satoru visited foreign countries and had some experience traveling abroad.
- イ Satoru never got an award in high school speech contests, so he didn't choose the speech group at university.
- ウ Although debate practice was difficult, Satoru was able to improve his skills without working together with his team.
- エ Satoru didn't feel nervous during the debate about zoos and thought winning the debate was the most important thing.
- オ Satoru's experience with debate helped him understand different opinions and share his own with others.

〔問7〕 Satoru はディベートの練習をすることにした。あなたが Satoru だとしたら、論題に**反対する立場**からどのような原稿を作るか。与えられた英文に続けて、下の  の中に相手チームの理由への反論及び自分たちのチームが論題に反対する理由を、あなた自身の言葉を用いて、**35 語以上 45 語以内**の英文で書け。

二つ以上の英文になっても構わない。次の〔例〕のように、「,」「.」などは語数に含めない。短縮形は1語と数える。

〔例〕 Hello, I'm Jane. Nice to meet you.

<input type="radio"/>	論題：This House would ban high school homework.	_____
<input type="radio"/>		/ /
<input type="radio"/>	_____	
<input type="radio"/>	_____	
<input type="radio"/>	The other team said students can study anything they like if there is no homework.	
<input type="radio"/>	<input type="text"/>	
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>	So, we believe we shouldn't ban homework.	
<input type="radio"/>		

8  
亲

英

言