

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11ページまであります。

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次の文章を読んで、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。)

Maria was an *exchange student at Shinjuku Minami High School. Maria's class was going to *perform a play in English at the school festival. She decided to write the *script for the play.

On Saturday Maria and her classmates went to school to talk about their class play. They talked about it for a long time, but they couldn't make a story for the play. On the way home, it began to rain. She was lucky because she was carrying her red umbrella with her.

Maria went to a cake shop to buy some *pieces of cake. She entered the shop and put her umbrella near the door. There were some other umbrellas there. When she was waiting to buy her cake, she saw a tall girl. The girl went out through the door.

Maria bought some pieces of orange cake and fruit cake. She found one red umbrella near the door, but it wasn't . She said to herself, "Someone has taken mine."

Maria said to the clerk, "I can't find my umbrella. I put it here but"

The clerk thought *for a while and said, "I guess my daughter, Sakura, took yours *by mistake. Our shop is very small, and our family members also use that door. Sakura hurried to her friend's house to return a book. She will be back soon. Can you wait a minute?"

Maria said, " ."

The clerk looked at her uniform and said, "Oh, you are a Shinjuku Minami High School student. Sakura was a student there, too."

Maria said, "My name is Maria. I'm from Canada."

A few minutes later Sakura came back and her mother said to her, "Sakura, this is Maria. You took her umbrella. Both of yours are red."

Sakura said, "Oh, I'm sorry."

Her mother said, "She is a student at Shinjuku Minami High School."

Sakura said, "I was, too. Did you start practicing for the school festival? On the way home, I saw some students. They were practicing a play. Do all the classes still perform plays at the school festival?"

Maria said, "Yes, we do. And our class is going to perform a play in English."

Sakura smiled and said, " I'm a member of the *drama club at college. I'd like to hear about your school life. Would you like to come to my room?"

Maria said, "Yes, I'll be glad to."

They went up to Sakura's room.

Maria said, "My classmates wanted to perform something in English, so they asked me to write the script. I'd like to help them, but writing a script is difficult. We haven't decided the story yet."

Sakura said, "When I was at Shinjuku Minami High School, I had a chance to write a script for our class play. It was difficult, but I enjoyed the experience. By the way, what is the most important thing when you write a script, Maria?"

Maria said, "The most important thing.... Is it a story?"

Sakura said, "Yes, that's right, but there are other important things," and then she told Maria about her experience at Shinjuku Minami High School.

Sakura couldn't *describe old people well in the script. One of her friends *advised her to go to the *nursing home near Sakura's house to learn more about old people.

(4)-1 . Helping them was very hard, but she had a very good time because they looked happy when they talked with Sakura. When she read a story for them, they were very interested in her story. (4)-2 .

This experience helped Sakura a lot. She was able to describe old people well in the script. She was lucky because this was also a chance to think more about her own grandfather. He lived near her house but she didn't visit him often. (4)-3 . At the school festival the student who played an old woman did very well. All the people *clapped their hands for the student.

"You did a good job for your class. You did a good thing for old people, too," Maria said. "You described the old woman well because you spent time with old people."

Sakura said, "You're right. When you write a script, you must look at things around you in your life. It is difficult to write about things that you don't know well. 【 ア 】 Find something from your experiences and make a nice story from it. Do you have any exciting experiences?"

Maria thought and said, "Yes. A very exciting thing is happening now. 【 イ 】 I'm spending a wonderful time with you and hearing an interesting story. We just met for the first time and are talking about a play. This began with an umbrella! 【 ウ 】 But now, I feel I can write a story. 【 エ 】 I can write a script from this experience. I have decided the *title of the story. It will be 'The Red Umbrella.'"

Maria said, "Can I come again to talk with you?"

Sakura said, "Yes, of course. I hope you write a nice script."

- 〔注〕 exchange student 交換留学生 perform a play 劇を演じる script 台本
piece 一切れ for a while しばらく by mistake 間違っ
drama 演劇 describe ~を書き表す
advise ~ to ... ~に ... したほうがいいと忠告する nursing home 老人ホーム
clap their hands 拍手をする title (劇の)題名

〔問1〕 本文の流れに合うように、 に入る適切な1語の英語を書きなさい。

〔問2〕 本文の流れに合うように、 に入る最も適切なものは次のうちではどれか。

- ア Yes, let's
- イ No problem
- ウ You're welcome
- エ That's right

〔問3〕 本文の流れに合うように、 に入る最も適切なものは次のうちではどれか。

- ア A play? That's interesting!
- イ Your class? That's strange!
- ウ Do they? That's new!
- エ In English? That's great!

〔問4〕 ~ に入る三つの英文が順不同で次の①~③に示されている。本文の流れに合う最も適切な配列は下のうちではどれか。

- ① One of the nurses told her that she was good at making old people happy
- ② She decided to go there and help some old people
- ③ After this experience, she talked with him more than before

	(4)-1	(4)-2	(4)-3
ア	③	①	②
イ	②	③	①
ウ	②	①	③
エ	①	③	②

〔問5〕 本文の流れに合うように次の文を補う場合、最も適切な場所は【ア】~【エ】のうちではどれか。

At first, I didn't know what to write.

〔問6〕 次のア～カの中から本文の内容と一致するものを二つ選べ。

- ア It began to rain before Maria entered the cake shop on the way home from school.
- イ Sakura left the shop because she couldn't find her umbrella.
- ウ Maria didn't want to talk about her high school because she didn't know much about it.
- エ Sakura went to a nursing home to help old people because she also wanted to help her own grandfather.
- オ Sakura was able to write a good script because her experience at the nursing home taught her a lot.
- カ When Maria left Sakura's room, she wanted to buy a new red umbrella.

3

次の文章を読んで、あとの各問に答えなさい。

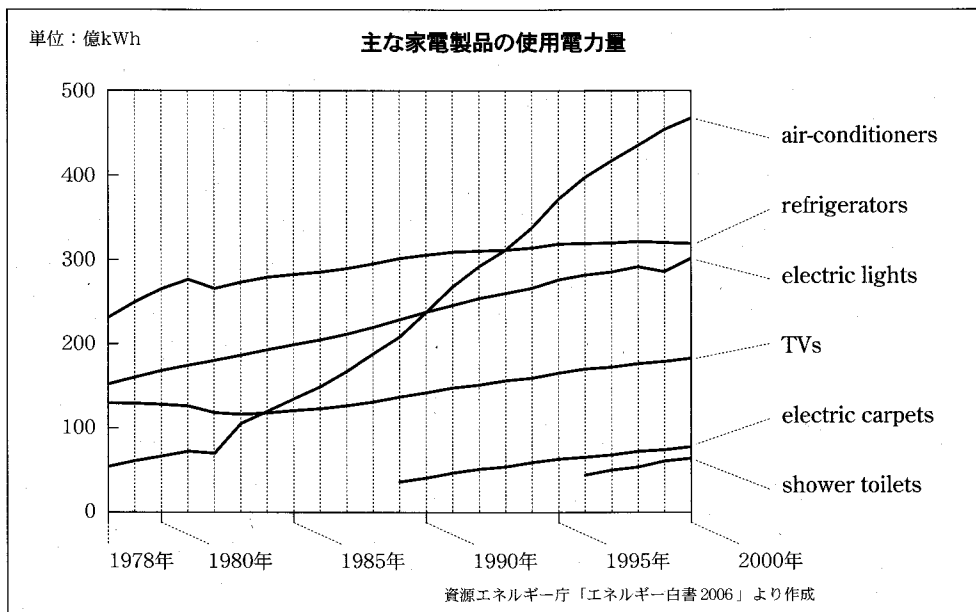
(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Ayumi is a high school student in Tokyo. During her summer vacation, she went to a museum with her aunt in Nagano. There she learned the history of lights. She knew that people used *candles to *light a room before *electric lights were made. But she couldn't imagine life without electric lights. When she entered one of the rooms in the museum, she was surprised to learn that the room with just one candle in it was very dark. She said to her aunt, "It's so dark in this room. Did people use a lot of candles *a long time ago?" Her aunt said, "I'm not sure, but I think they went to bed earlier than we do now, so they didn't have to (1). They didn't use much energy. How much energy do we use in our life?"

Ayumi came back to Tokyo. She thought, "A long time ago, people lived without *electricity, so they were able to live without much energy. But how about Japan now?" She began to study about energy.

People are using more and more electricity in their houses. Ayumi thought of the things which use electricity in her house. There are lights in every room, two TVs, a computer, two *air-conditioners, a *refrigerator, an *electric carpet, a *shower toilet and so on. She thought, "We use many things that use electricity. Which uses electricity the most?" She found an interesting *data in a book (Data 1). She thought (2)-1 are popular in Japan, but was surprised to know that they appeared in the data in 1996. (2)-2 didn't use so much energy in 1978, but they used the most energy in 2000. Some people say that they can't sleep well without one when it is very hot. She thought, "Last summer it was very hot in Tokyo. Maybe much more electricity was used in the summer of 2010 than in 2000."

Data 1



What have we used to make electricity in Japan? Ayumi learned that we have used many kinds of *energy sources to make electricity. In 1975, *oil was the source of 62% of electricity and water was the source of 26% of electricity, but in 2005 oil was the source of only 11% of electricity and water was the source of only 9% of electricity. She was surprised at the *nuclear power data. In 1975, nuclear power was the source of 7% of electricity, but in 2005, it was the source of 31% of electricity. Nuclear power was the largest energy source that was used for electricity in 2005. So the largest energy source of electricity in Japan has changed from (3)-1 to (3)-2 .

Japan cannot make all the energy that all Japanese people need. But where does Japan get it? Ayumi was again surprised that 96% of all the energy sources needed in Japan came from foreign countries. She thought, "If Japan can't get energy sources from foreign countries, we will not live a day. Also I need to remember that oil is used to make many other things. *Plastic is one of them. Without plastic, I can't take pictures with a camera or listen to CDs."

Data 2 主な国のエネルギー自給率

国名	エネルギー自給率 (%)
カナダ(Canada)	139
中国(China)	94
ドイツ(Germany)	27
インド(India)	77
イタリア(Italy)	15
日本(Japan)	4
韓国(Korea)	2
ロシア(Russia)	177
イギリス(U.K.)	78
アメリカ(U.S.A.)	61

国際エネルギー機関「OECD各国のエネルギーバランス2005」より作成

Japan has to keep buying energy sources from foreign countries. Are other countries also buying energy sources? Ayumi studied the data in some books. Look at Data 2. (4)-あ have to get more than 90% of their energy sources from foreign countries. (4)-い have to buy only about 20% of their energy sources. (4)-う are lucky countries. These countries don't have to buy energy sources.

Is there anything we can do to live without energy sources from foreign countries? In one of the books Ayumi read, she learned about new energy sources. *Solar energy and wind energy are among them. Japan has already begun to use them and it is planning to use them more and more in the future. On the way home from school, Ayumi looked around and saw many *solar panels on the roofs of some houses. She said, " (5) . It is already used by many people around here."

In her room, Ayumi thought about energy in her life. She was using a lot of energy, maybe more energy than she needed. She sometimes kept the lights on when she left her room, or played loud music. She decided to start *saving energy. She remembered her aunt's question at the museum. A long time ago people used candles to light rooms. It is difficult to live only with candles to light her room now, but she thought she had to do something to save energy. She *lit a candle which she bought at the museum. She thought, "This candle is not bright like the electric light, but I feel happy when I look at it. I alone can't do many things to save energy, but I'll light a candle sometimes and remember that I have to do something to make a better future."

〔注〕 candle ろうそく	light 明るくする	electric 電気の
a long time ago 昔は	electricity 電気	air-conditioner エアコン
refrigerator 冷蔵庫	electric carpet 電気カーペット	shower toilet 温水洗浄トイレ
data 資料	energy source エネルギー源	oil 石油
nuclear power 原子力	plastic プラスチック	solar 太陽の
solar panel 太陽光パネル	save 節約する	lit light(火を付ける)の過去形

〔問1〕 本文の流れに合うように、に入る最も適切なものは次のうちではどれか。

- ア get up so early
- イ go to bed early
- ウ use so many candles
- エ make many electric lights

〔問2〕 本文の流れに合うように、, のそれぞれに入る最も適切なものは次のア～カのうちではどれか。

- ア TVs
- イ electric carpets
- ウ air-conditioners
- エ refrigerators
- オ electric lights
- カ shower toilets

〔問3〕 , のそれぞれに入るものの組み合わせとして最も適切なものは次のうちではどれか。

	<input type="text" value="(3)-1"/>	<input type="text" value="(3)-2"/>
ア	oil	nuclear power
イ	nuclear power	oil
ウ	water	nuclear power
エ	oil	water

〔問4〕 , , のそれぞれに入るものの組み合わせとして最も適切なものは次のうちではどれか。

	<input type="text" value="(4)-あ"/>	<input type="text" value="(4)-い"/>	<input type="text" value="(4)-う"/>
ア	China and U.K.	Italy and Japan	Russia and U.K.
イ	China and U.K.	U.K. and India	Japan and Korea
ウ	Japan and Korea	Germany and Italy	Canada and Russia
エ	Japan and Korea	U.K. and India	Canada and Russia

〔問5〕 本文の流れに合うように、 に入る最も適切なものは次のうちではどれか。

- ア People are not using new energy sources now
- イ Solar energy is not only the energy sources of the future
- ウ People should use nuclear energy
- エ Wind energy may be the most useful energy

〔問6〕 In her room, Ayumi thought about energy in her life. とあるが、その結果分かったことを⁽⁶⁾次のように書き表すとすれば、 の中に入る最も適切なものは下のうちではどれか。

In her room, Ayumi thought that .

- ア she should use more candles than electric lights
- イ she was using more and more new energy sources
- ウ she should go back to Nagano to buy more candles
- エ she was using too much energy

〔問7〕 her aunt's question とあるが、her aunt's question とは何か。本文中から探し、⁽⁷⁾はじめの3語を書け。

4 ある高校の1年1組の英語の時間に、Fudge先生がその高校の「生徒の生活に関する調査」をまとめた資料を持ってきた。生徒たちはその資料を見た後で感想や意見を出し合っている。次の対話を読んで、あとの設問に答えなさい。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Mr. Fudge: Now, I guess you all have finished reading the *data. What have you found out?

Yutaka, what is interesting to you?

Yutaka: Oh, well, I live far away from school. So I wanted to know the number of students who live more than an hour away from school. Taro, you live very far, too. (1) school?

Taro: It is about 80 minutes from my house to school. I want to know more about students' *commuting time. Tell us about it.

Yutaka: About 88% of us live one hour or *less than one hour away from school and only about 12% live more than one hour away. So, Taro and I are in the *minority.

Taro: Megumi, you live near our school. What time do you get home?

Megumi: Around 5:40. That means I'm not in the minority, because 52% of the students get home before six in the evening and this is the *majority in the data. I am surprised to see that about 60% of us study more than two hours at home every day. After I practice tennis hard at school, I'm so tired that I can't study for two hours every day. Should I stop playing tennis?

Taro: Oh, no, you shouldn't. I know a girl who gets up early and studies for about one hour before she leaves home for school.

Megumi: I'm not sure, but I think I can study in the morning.

Yutaka: That's good, Megumi. I know you have practiced hard in the tennis club. I don't want you to (2) .

Megumi: Thank you, Yutaka. I'll try.

Taro: I know it's difficult, but I'm trying hard to study and practice basketball. It is also fun to talk with other members of my club. I learn a lot from my friends.

Yutaka: You're right, Taro. We enjoy club activities and learn a lot in them, don't we?

Mr. Fudge: Thank you for your opinions, everyone. This data shows what other students think and how they live their school lives. If you have a problem, you are not alone. Maybe (3) . So talk with them and you will *get over it together.

〔注〕 data 資料 commuting time 通学時間 less than ~未満
minority 少数派 majority 多数派 get over ~を克服する

〔問1〕 本文の に自然な対話が成立するように、**8 語程度**の英語を書きなさい。

〔問2〕 自然な対話が成立するように、 に入る最も適切な連続する**3 語**の英語を本文中から選んで書きなさい。

〔問3〕 自然な対話が成立するように、 に入る最も適切なものは次のうちではどれか。

ア your friends are worrying about the same problem

イ your parents will not want you to talk with your friends

ウ your data will be different from theirs

エ your problem is only understood by you

〔問4〕 次回の授業で、「生徒の生活に関する調査」の資料を読んだ感想をグループでまとめて英語で発表することになった。Yutaka たちは教室で話した項目以外に「学校図書館」に注目した。次は、Yutaka の〔メモ〕と、発表のための〔原稿〕である。あなたが Yutaka だとして〔メモ〕を見て、〔原稿〕の に入る**30 語程度**の英文を書きなさい。ただし、〔メモ〕の内容をすべて含める必要はない。また、「,」や「.」などは語数に含めないものとする。二つ以上の文になってもよい。

〔メモ〕

- 私たちの学校の図書館は 44 年前に作られました。
- 私たちの学校の図書館は蔵書数が多いので生徒はうれしい。
- 多くの生徒は中学校の図書館より大きいのでびっくりした。
- 私たちの学校の図書館は午後 5 時まで開いていて、多くの生徒が利用している。
- 私たちが読んでいない本がたくさんある。

〔原稿〕

Every member of our group read the data carefully again and talked for a long time even after school. We were interested in the data about the school library.

(4)