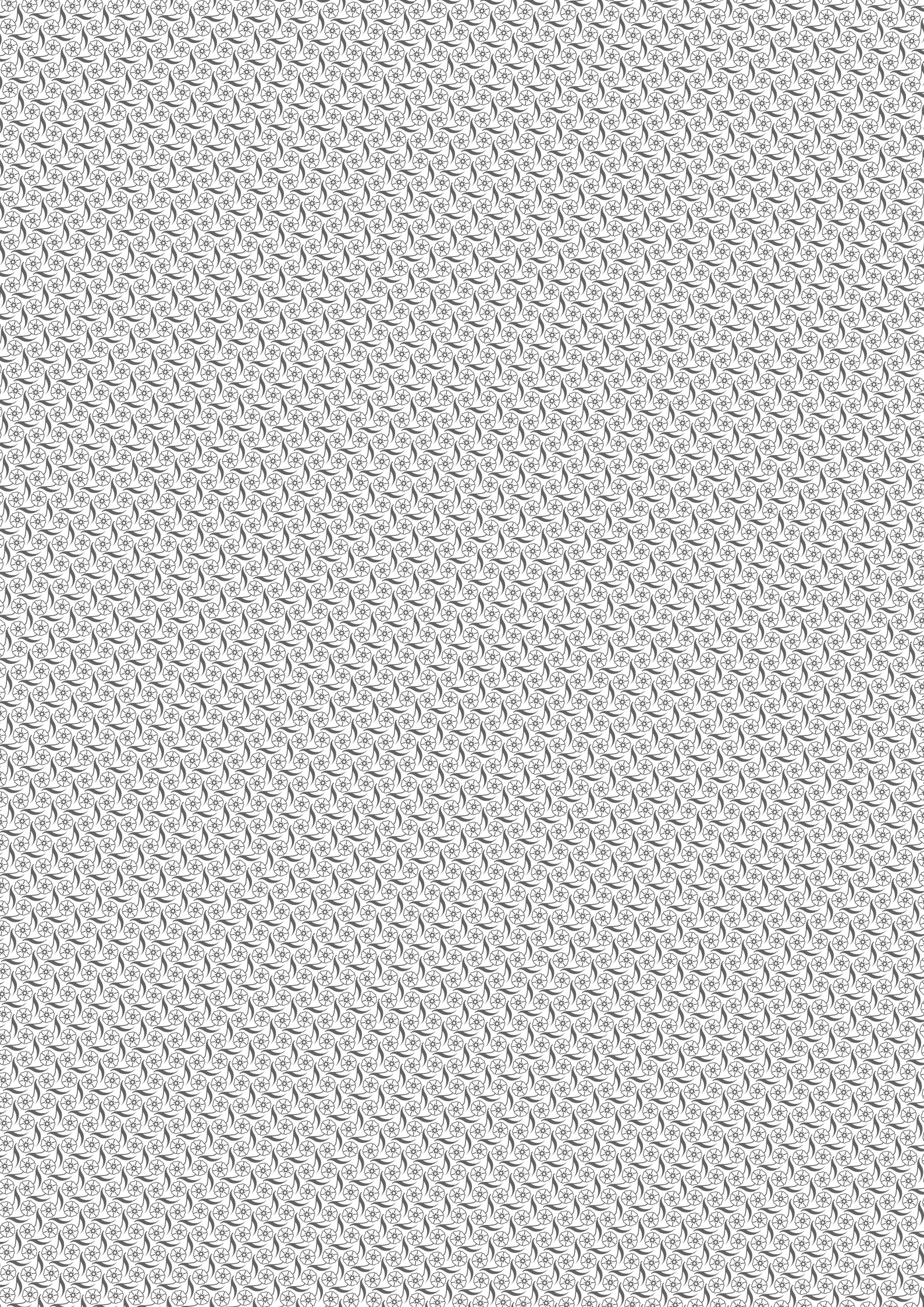


英 語

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 14 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。)

*Takahiro, Daichi and Sara are first-year high school students. Mr. Yoshida is an English teacher in high school. One day after school, they were talking with Mr. Yoshida about how to use their *tablet devices. In their school, every student has a tablet.*

Mr. Yoshida: Everyone has their own tablet, right? I think you can use it in many ways for studying. Do you think it's useful?

Takahiro: I think it's useful. I can take pictures and record videos. I can take pictures of my friend's notes when I *am absent from school and check them later.

Daichi: Until last year, we had two or three tablets in the class and shared them with other students, but with one for each student, we don't need to do that.

Mr. Yoshida: Thanks, Daichi and Takahiro. The camera function is very convenient, and with one for each student, How about you, Sara?

Sara: I use my tablet to do my research when I don't understand something or need to *look something up. It's connected to the Internet, and I can find the things which I'm looking up online very quickly.

Takahiro: I use the Internet a lot too. Last Friday, I spent a lot of time on it. I was so tired, but I couldn't sleep much.

Mr. Yoshida: That's right. ⁽²⁾ The Internet is very convenient, but using it too much is bad for your eyes and body. If you don't understand how to use it in the right way, it can have bad effects.

Sara: By the way, I gave a presentation with a tablet in English class the other day. It was in Mr. Yoshida's class.

Daichi: A presentation in English? How did you do it?

Sara: With a presentation *application software, we made slides and presented with the new expressions which we learned from the textbook. Everyone enjoyed it.

Takahiro: That's great. ⁽³⁾ 【① with an application software / ② is / ③ a presentation / ④ than / ⑤ easier / ⑥ making】 writing by hand?

Sara: At first, there were a lot of things which we didn't understand about the presentation application software, but Mr. Yoshida taught us carefully and we started to understand how to use it. We all *got used to using that application software very quickly.

Mr. Yoshida: I was so surprised. The students already knew how to use smartphones and tablets, so they got used to it very quickly. It was very different from when I was in high school. To learn the difference between those days and

now was a good lesson for me.

Daichi: What did you present?

Sara: We introduced our favorite food. I introduced a popular sweet with my tablet. Everyone was very interested in the sweet which I introduced, and I was very happy.

Mr. Yoshida: It was very interesting to see the different interests of each person. Some students introduced not only Japanese food, but also Chinese food and Italian food.

Takahiro: Sounds interesting! I am looking forward to doing it in my class too.

Mr. Yoshida: Maybe Takahiro's class will *work on it in the next class. I wonder what Takahiro will introduce.

Takahiro: I'm *having a hard time deciding. I'll think about it now. By the way, you can do a lot of things with a tablet. I think that there are still more useful ways to use it.

Daichi: Yes, there are. For example, *when it comes to studying English, you can record yourself reading and listen to it later.

Mr. Yoshida: That's a good idea. That would be a good way to learn, not only speaking skills, but also listening skills.

Sara: Sure, ⁽⁴⁾I'll try it today.

Mr. Yoshida: Using a tablet has a lot of *possibilities for studying. The important thing is to use it in the right way and develop your *ability to express yourself and make decisions.

Daichi: I'm glad we could talk about many things today. When we use a tablet, we should remember the things which we talked about today.

Takahiro: I think so, too. How about preparing for the presentation with our tablets?

Mr. Yoshida: Good idea. Just don't use it for too long!

All students: Okay!

[注] tablet devices タブレット端末 be absent from ~ ~を欠席する
look ~ up ~を調べる
application software アプリケーションソフトウェア
get used to ~ ~に慣れる work on ~ ~に取り組む
have a hard time ~ ~するのに苦労する
when it comes to ~ ~のこととなると
possibility 可能性 ability 能力

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

- ア you have to share the tablet.
- イ you don't have to wait to use the tablet.
- ウ we can take pictures with other tablets.
- エ we don't have to connect to the Internet.

〔問2〕 ⁽²⁾ That's right. とあるが、このように Mr. Yoshida が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Using the Internet with a tablet too much can be bad for our health.
- イ Using the tablet is bad for our health.
- ウ Takahiro used his tablet too much, but he could sleep well last Friday.
- エ Takahiro couldn't sleep well last Friday because he didn't use his tablet at all.

〔問3〕 ⁽³⁾ 【 ① with an application software / ② is / ③ a presentation / ④ than / ⑤ easier / ⑥ making 】 writing by hand? について、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るとき、【 】 内で2番目と5番目にくる単語・語句の組み合わせとして正しいものは、次のうちではどれか。なお文頭に来る文字も小文字で書かれている。

- ア 2番目 ② is 5番目 ④ than
- イ 2番目 ⑥ making 5番目 ⑤ easier
- ウ 2番目 ④ than 5番目 ⑥ making
- エ 2番目 ⑤ easier 5番目 ② is

〔問4〕 ⁽⁴⁾ I'll try it today. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Sara will try to later.

- ア watch a movie to make a presentation
- イ listen to songs without a tablet
- ウ make a presentation about a famous song
- エ record herself reading and listen to it

〔問5〕 次の質問に対する答えとなるように、下の の中に入る、最も適切な1語を本文中から抜き出せ。

(Question) Mr. Yoshida thinks something is a good lesson for him in his class.
What is it?

(Answer) He thinks that it is a good lesson to learn about the between his high school days and now.

〔問6〕 本文の内容と合っているものを、次のア～カの中から一つ選べ。

- ア There are five tablets in Daichi's class this year.
- イ Takahiro always uses his tablet until midnight.
- ウ The students could not understand how to use the presentation application software.
- エ Sara introduced a famous sweet without her tablet in her class.
- オ Mr. Yoshida thought using a tablet was a good way to learn only listening skills.
- カ The tablet devices are very useful when you study something.

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。)

*Neanderthals lived in large areas of the *Eurasian Continent from Spain through Central Asia to *Siberia for tens of thousands years. They met there a group of *Homo sapiens who came from Africa to the Eurasian Continent between 50,000 and 70,000 years ago. They had big bodies and they seemed stronger to Homo sapiens. Homo sapiens were *slimmer. *Skulls with features of Homo sapiens were discovered in a *historical place on the Eurasian Continent. It showed that Homo sapiens lived close to Neanderthals. It was only 40 kilometers away. Neanderthals and Homo sapiens lived at a short distance for thousands of years, but ⁽¹⁾we do not know the reason. And then the *trace of Neanderthals ended about 40,000 years ago.

The latest *archaeological research shows that the population of Neanderthals already became smaller when Homo sapiens left Africa. What happened to Neanderthals? Some researchers thought that they were *extinct because they fought against Homo sapiens and lost the fight. Others thought that they were extinct because they had to hunt wild animals with *bare hands. Dr. Steven Churchill, a researcher of Duke University in America, thinks that they were not able to *cope with the climate change. He also says, ⁽²⁾“Their strong bodies 【 ① became / ② bigger / ③ the change / ④ to / ⑤ which / ⑥ cope with 】 had a bad effect on them.” There was a chance for them to be already nearly extinct before they met Homo sapiens.

In those days, the earth was in the ice age. One of the largest glaciers was on the North American Continent. It covered the half of the continent. Some parts of the glacier became *icebergs and then they went into the sea.

3

 Temperature dropped quickly and it became very cold and dry. Neanderthals' big bodies with strong *muscles were useful in the cold climate, but they needed more energy to keep their bodies strong *compared to Homo sapiens. Especially women needed far more energy when they had babies. It was very difficult for Neanderthals to get energy to survive and leave *offspring when wild animals were decreasing because of the cold climate. Also, they had to become very close and kill the animals when they hunted wild animals because they didn't use throwing tools. The animals attacked them back and they were often badly injured and near death. Later, their bones were discovered and checked. The result of the test showed that most of them couldn't live long and that they were not able to raise many children.

Neanderthals were extinct within 10,000 years after Homo sapiens reached the Eurasian Continent. Both Neanderthals and Homo sapiens lived in the same ice age and they lived in close areas. Why were only Neanderthals extinct? One of the answers to this question is “how to hunt.” Neanderthals hunted wild animals with their bare hands, on the other hand, ⁽⁴⁾Homo sapiens were not able to hunt wild animals directly with their

hands because they didn't have strong muscles. Homo sapiens had to work together and they hunted wild animals from far away with throwing tools. By using such tools, they reduced the risk of injury. Neanderthals and Homo sapiens were different in the way of hunting and in the size of their bodies. It may be one of the reasons that Neanderthals became extinct and Homo sapiens had success in surviving.

〔注〕 Neanderthal	ネアンデルタール人	Eurasian Continent	ユーラシア大陸
Siberia	シベリア	Homo sapiens	現生人類
slim	ほっそりした	skull	<small>ずがいこつ</small> 頭蓋骨
historical	歴史的な	trace	<small>こんせき</small> 痕跡
archaeological	考古学の	extinct	絶滅する
bare hands	素手	cope with ~	~に対処する
iceberg	冰山	muscle	筋肉
compared to ~	~と比べて	offspring	子孫

〔問1〕 ⁽¹⁾ we do not know the reason. を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

we have no idea about the reason. It is that .

- ア Neanderthals and Homo sapiens began to fight
- イ Neanderthals and Homo sapiens came to live close
- ウ Neanderthals had bigger bodies than Homo sapiens
- エ Neanderthals and Homo sapiens went to meet each other

〔問2〕 ⁽²⁾ “Their strong bodies 【① became / ② bigger / ③ the change / ④ to / ⑤ which / ⑥ cope with】 had a bad effect on them.” について、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るとき、【】内で2番目と5番目にくる単語・語句の組み合わせとして正しいものは、次のうちではどれか。

- | | | | |
|-------|--------------|-----|-------------|
| ア 2番目 | ⑤ which | 5番目 | ④ to |
| イ 2番目 | ③ the change | 5番目 | ② bigger |
| ウ 2番目 | ② bigger | 5番目 | ⑤ which |
| エ 2番目 | ① became | 5番目 | ⑥ cope with |

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

- ア As a result, the climate changed.
- イ So, the sea level dropped.
- ウ However, nothing changed.
- エ Also, many plants grew on the island.

〔問4〕 Homo sapiens were not able to hunt wild animals directly with their hands を、⁽⁴⁾ 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。最も適切な1語を本文より抜き出せ。

Homo sapiens needed to use to hunt wild animals.

〔問5〕 本文の流れに合うように次のA～Dを並べかえたとき、最も適切なものは次のうちではどれか。

- A The ice age came, and the temperature became lower.
- B Homo sapiens left Africa and went to the Eurasian Continent.
- C Neanderthals were extinct and Homo sapiens survived.
- D Neanderthals began to live in large areas of the Eurasian Continent.

- ア B→C→D→A イ D→B→A→C
- ウ D→A→C→B エ B→A→D→C

〔問6〕 本文の内容と合っているものは、次のうちではどれか。

- ア The climate change was good for Neanderthals because they liked warm weather.
- イ Neanderthals lived longer than Homo sapiens because of their large bodies.
- ウ Homo sapiens were nearly extinct before they met Neanderthals.
- エ Homo sapiens' hunting ways helped them survive.

4

次の文章を読んで、あとの各問に答えよ。なお、[1] ～ [5] は段落の番号を表している。
(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

[1] Hannah, 18 years old, was a first year student of a university in Japan. She studied English. Her mum, Catherine, is British and dad, Kenji, Japanese. Hannah was born and grew up in Japan. She never lived in the U.K. and didn't know ⁽¹⁾what British life was like. So she wanted to experience it, improve her English, and make friends with people all over the world. One day she talked with her parents about these things which she really wanted to do. With her parents' understanding of her goals, she decided to study at a British university when she was a third year student, and to graduate from a Japanese university with her friends.

[2] Hannah started checking British universities on the Internet to choose the best university for her. She found that some universities had a special course for Japanese students. One was that she could spend her third year from April to March in the U.K. She wanted to study again at the Japanese university as a fourth year student after she came back to Japan in the next March. Because of this special course, she could graduate from the Japanese university with her friends in four years. The other was that she could learn English *intensively from April to June at a University Language Center called ULC before the new *academic year started in September. She chose that university and decided to join the course because she had no *confidence in her English.

[3] There were five other Japanese students in the English class. They learned about speaking, listening, *essay writing, and how to give a presentation. Hannah started to talk to her Japanese classmates in most of her free time. She was very glad with the class in April. However, her English did not improve much. So she became frustrated by May. One day she asked herself, "What am I doing here? Why did I come to the U.K.?" So she changed her mind and decided to go to a special room in *the hall of residence to make friends with students who weren't Japanese. She could talk with other students living in the same hall of residence there. She kept going to the room every day. Some British and *oversea students came to speak to her and they became close with each other. Especially, Lucy, a British student, was very kind to Hannah. She often said to Hannah, "I will help you anytime." Thanks to her words, Hannah could relax. Lucy also offered exchange lessons of English and Japanese to Hannah because she had an interest in Japanese culture. Since then, they talked about their favorite things like music and sports. Hannah really had a good time. Around the end of the first three months, Lucy said to Hannah, "You are becoming better at English these day. When I first spoke to you, you could not express your opinions, but now you are not afraid to make mistakes and you are *making an effort to express your ideas." She was surprised to hear this because she

didn't notice her English improved in this short period. ⁽⁴⁾ Time flew and then the English class finished in June.

[4] At the beginning of the first *term in September, Hannah was surprised at various things. ⁽⁵⁾ For example, 【 ① to understand / ② quite difficult / ③ her / ④ was / ⑤ for / ⑥ it 】 the things which other students said. Because they spoke faster than the teachers and students of ULC. When she was thinking about her ideas, topics often changed and she could not say anything in class. Other examples are that students had to read many books every week for each class as *preparation of their lessons. Secondly, students had to write an essay and give a presentation for one class each term. Hannah also had to give a presentation once in the middle of the first term. When she gave a presentation, the other students, native speakers of English, looked at and listened to her because she never spoke in class. (3-c) Before her presentation, she was so nervous. After that her face showed a quiet expression because the teacher gave her a comment, "Your presentation was very good." After Hannah heard the positive comment from him, she shouted in her mind, "Yes, I could do it. All my efforts produced fruit." At the beginning of November, she *worked on her essays. They had to be *submitted by the second week of December. She kept reading many books, and writing essays for many hours every day. She repeated the same things for one month. All her efforts brought her the good scores.

[5] After the winter holiday, the second term started. Hannah's life in the second term went on and was almost the *same as the first term. (3-d) She finally finished her study in the U.K. and returned to Japan in March. She could graduate from the Japanese university in four years. Studying at a British university for one year made her life better.

〔注〕 intensively	集中的に	academic year	学校の年度
confidence	自信	essay	レポート
the hall of residence	大学寮	oversea	海外の
make an effort	努力する	term	学期
preparation	準備	work on ~	~に取り組む
submit	提出する	same as ~	~と同じ

〔問1〕 ⁽¹⁾ what British life was like 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。最も適切な **1 語** を [3] の段落中から抜き出せ。

Hannah never lived in the U.K. and wanted to know people lived in the country.

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

- ア There were three negative points about it.
- イ It had three courses which she could take at the Japanese university.
- ウ It had two good points for her.
- エ There were many students from different countries in it.

〔問3〕 (3-a) から (3-d) の中には、それぞれ次の (A) ~ (D) のうちのいずれかの文が入る。それぞれに入る文を並べた組み合わせとして正しいのは、下のうちではどれか。

- (A) She was the only student who was not a native speaker of English.
 - (B) Nothing changed much.
 - (C) She also could not express herself well in English.
 - (D) That made her happy.

- ア (3-a) (D), (3-b) (C), (3-c) (A), (3-d) (B)
- イ (3-a) (B), (3-b) (C), (3-c) (A), (3-d) (D)
- ウ (3-a) (D), (3-b) (A), (3-c) (C), (3-d) (B)
- エ (3-a) (C), (3-b) (B), (3-c) (A), (3-d) (D)

〔問4〕 ⁽⁴⁾ Time flew を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

The first three months .

- ア which she spent in the U.K. were winter
- イ were very long for her to study English
- ウ were too short to study English
- エ which she spent in the U.K. passed quickly

〔問5〕 For example, 【 ① to understand / ② quite difficult / ③ her / ④ was / ⑤ for / ⑥ it 】⁽⁵⁾ the things which other students said. について、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るとき、【 】内で3番目と5番目にくる単語・語句の組み合わせとして正しいのは、次のうちではどれか。

- | | | | | |
|---|-----|-------------------|-----|-------------------|
| ア | 3番目 | ② quite difficult | 5番目 | ③ her |
| イ | 3番目 | ④ was | 5番目 | ⑤ for |
| ウ | 3番目 | ① to understand | 5番目 | ④ was |
| エ | 3番目 | ⑥ it | 5番目 | ② quite difficult |

〔問6〕 次のA～Fの英文を、出来事が起きた順に並べかえたものとして適切なものを、下のア～カの中から一つ選べ。

- A Hannah made a final decision about a British university which she studied at.
- B Hannah spent two different student lives and finished her study at the age of 22.
- C Hannah joined the English course to learn study skills such as speaking and listening.
- D Hannah's hope for the future was living in the U.K. to do three different things.
- E Hannah kept visiting a special room in the building which she lived in. She wanted to make friends with students who didn't speak Japanese.
- F Hannah was very busy with reading books and writing her opinions especially in autumn and winter.

- ア A→D→E→F→B→C
- イ A→B→D→E→C→F
- ウ D→A→C→E→F→B
- エ D→A→E→B→C→F
- オ F→E→D→A→C→B
- カ F→C→A→E→D→B

〔問7〕 次の（A）、（B）のEメールを読んで、下の指示に従いなさい。

（A）は、1年後に、LucyからHannahに送られてきたEメールに対するHannahの返事である。

（A）

Wednesday, 17 May, 2023

Hi Lucy,

Many thanks for your e-mail. I am quite happy to hear that you are planning a party. We can meet up with our friends in six months time. I am really looking forward to attending the party.

1

By the way, how's your life in London? I hope everything is well with you. I have quit my job at a travel company and now I'm preparing for studying in the U.K. next year to become an English teacher in the future. I am pretty excited about studying again there for one more year.

2

Anyway, I look forward to hearing from you.

With best wishes,

Hannah

（B）

Friday, 19 May, 2023

Hello Hannah,

I'm glad to hear from you. I've been well. I have still been working as a nurse at a hospital in London. I am surprised to hear that you quit your job and have a plan to study again. I am sure that after your second study in the U.K. you can get a teaching job and that your experience in studying in the U.K. will help you teach the language to Japanese high school students in Japan in the future.

Look at the information below.

Place: a hotel in Western part of London (I will tell you the information about the name of the hotel, the address, and the phone number later on.)

Date: Saturday, 17 November, 2023

Party Start: 11:00 A.M.

I'm looking forward to seeing you soon!

Take care.

With warmest regards,

Lucy

(B) は (A) に対する Lucy の返信である。 , に入る適切な文面を考え、それぞれ **12 語以上 18 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。ただし、明らかに未完成の文は、語数には含めないものとする。下の〔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〕 I'm a student. My mother said to
me, "Are you busy?" I said, "Yes!"