

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。

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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。)

Kakeru, Aiko and Brian are first-year students at Nishiki High School. Brian is a student from New Zealand. They are classmates and are walking to school in the morning.

Kakeru: Good morning, Aiko. Hey, what are you holding in your hand?

Aiko: Good morning, Kakeru. This is a stone. I picked it up in my garden yesterday, but something strange happened this morning.

Brian: Oh, what is strange?

Aiko: Most parts of this stone look black, but there are a few red parts in it. When I saw it yesterday, the red parts were seen more clearly. I'm wondering why the color looks different today.

Kakeru: That's really strange. What is different between "yesterday" and "today"?

Aiko: Um.... I remember it was raining yesterday, but the sun is shining today.

Brian: Let me think. Did the weather work to change the color?

Kakeru: I don't know for sure. ⁽¹⁾ Why don't you ask Ms. Iida, our science teacher, about this strange stone?

Aiko: Yes, I think it's a good idea. Let's show it to her!

After arriving at school, they are talking with Ms. Iida in the science room before classes.

Ms. Iida: So, you have come here to ask about this stone and want to know what it is and why the color looked (2)-a, right?

Aiko: Yes, Ms. Iida, we really want to know that.

Ms. Iida: Let me see. It's very difficult for even a science teacher to tell exactly what this stone is. But I think it may be a kind of *mudstone. It was not hard in the seas or lakes. After it appeared on the ground, it slowly turned into a hard rock.

Aiko: I understand. I'm glad to know that. Thank you very much. I remember we learned about stones and rocks in your class. I have been interested in them since I took your class.

Kakeru: Your class is my favorite, too. It's very interesting and you encouraged us to learn more about stones and rocks. Do you keep studying about them, Ms. Iida?

Ms. Iida: Of course! So, I became a science teacher.

Brian: You really love stones and rocks.

Ms. Iida: Yes, I really do! By the way, do you know how many kinds of stones and rocks are in the world?

Kakeru: (3)-a

Ms. Iida: People say that there are about 5,000 kinds of them.

Brian: Oh, so many!

Ms. Iida: Several *jewels change their colors in the rain, but in this case the red parts in this stone looked brighter because it was wet.

Aiko: I see. Actually, the color of this stone didn't change. I just saw the red color inside it more clearly when it got wet, right?

Ms. Iida: That's (2)-b, Aiko. In fact, this is not a *chemical change.

Kakeru: Thank you for teaching us, but why are you so interested in stones and rocks, Ms. Iida?

Ms. Iida: Because they tell the history of the earth.

Brian: What? I don't understand. Do you mean they can tell us about it?

Ms. Iida: Yes, that's right. They were created deep inside the earth. When we watch them carefully, we can see how the earth was *formed and how it is now changing.

Aiko: I see. Stones and rocks give us a chance to know about it.

Ms. Iida: You're right. So, we can say ⁽⁴⁾ they are like "presents" from the earth. And it also gives us a surprise gift! Shall we go to the *riverside next Sunday? I'm sure there are many kinds of stones and rocks and we can find another gift there, too.

Next Sunday, Ms. Iida and the three students are by the riverside. Kakeru and Aiko are picking up stones and rocks there, but Brian is watching something alone.

Ms. Iida: You can see a lot of presents from the earth here!

Aiko: Yes. There are many kinds of them! Hey, Brian, what are you looking at? You look (2)-c.

Brian: Well, I'm watching a narrow space between rocks. Look here. Hot *steam is *blowing from the ground.

Kakeru: Ms. Iida, what is this? Why is it blowing out of the ground?

Ms. Iida: (3)-b What is this place famous for?

Kakeru: I'm not sure. Famous for what..., anybody?

Brian: I know the answer! It's a hot spring! This area is known for its hot springs.

Ms. Iida: Exactly. I want to show you this one. Do you remember I told you there is another gift from the earth on the riverside? That's it!

Brian: (3)-c Another gift from the earth is geothermal energy!

Ms. Iida: Perfect. This energy is another gift from the earth.

Kakeru: Wait. What is geothermal energy like? Why is it a gift? I have never heard of such difficult words.

Brian: Let me explain a little. My country has been using geothermal energy. "Geo" means earth and "thermal" means *heat, so geothermal energy is heat held deep inside the earth, and it is *generated from the *magma.

Aiko: I see. So, do you mean ⁽⁵⁾ ① the ground ② out of ③ by ④ coming ⑤ the heat ⑥ the steam ⑦ generated ⑧ of ⑨ is the magma?

Brian: That's right, Aiko.

Ms. Iida: All of you know that we, humans, don't have enough energy, so geothermal energy can help us.

Brian: And Japan is very (2)-d because it has a large amount of geothermal energy under the ground.

Kakeru: I see. Now I understand Japan has more geothermal energy than other countries.

Ms. Iida: (6)-a

Kakeru: (6)-b

Brian: (6)-c

Aiko: (6)-d

Brian: Yes! In the future, I want to do something useful for my country through many experiences in Japan.

Aiko: I see, so you know many things about geothermal energy.

Brian: If we had more *natural resources in New Zealand, we could use more geothermal energy and find a key to solve energy *shortage problems.

Ms. Iida: Geothermal energy is a gift from our planet to produce electricity in the future. This is one of the biggest *advantages. All of you know about that.

Brian: I have also studied about another advantage.

Kakeru: What is it?

Brian: Geothermal energy is *sustainable because the heat is *continuously produced in the earth.

Aiko: Oh, it's quite different from *solar energy. It depends on the weather or the time. For example, electricity from solar energy is not generated during the night.

Ms. Iida: That's right. Can you show us other advantages, Brian?

Brian: Yes. You can say that geothermal energy is also eco-friendly for keeping the amount of CO₂ small. Geothermal energy produces less air pollution than *fossil fuels' energy.

Aiko: (3)-d If people use more geothermal energy instead of fossil fuels' energy, they may be able to solve such an environmental problem in the future.

Ms. Iida: I hope so, but there are also some *disadvantages.

Kakeru: Oh, disadvantages, too?

Ms. Iida: Let's see. A lot of time and money will be needed to build one geothermal energy power *plant. We need to *dig holes until we can find something generated from the magma like hot water or steam.

Brian: I know that. I hear building one plant may take about 10 years. It is also very difficult to find a right spot.

Aiko: Oh. It will probably be a hard work, but (7) .

Kakeru: You're right. All of us can now learn more about geothermal energy.

Ms. Iida: Geothermal energy has both advantages and disadvantages, but we need to think about the energy shortage problems and try to solve them for the future.

Kakeru: Yes, I will study more.

Aiko: Thank you for teaching us, Ms. Iida.

Kakeru: Thank you very much, Ms. Iida. By the way, Brian said hot springs are famous around here. Let's go there next time!

〔注〕 mudstone ^{でいがん} 泥岩

chemical change 化学変化

riverside 川岸

blow (風などが) 吹く

generate 発生させる

natural resources 天然資源

advantage 有利な点

continuously 継続的に

fossil fuel 化石燃料

plant 工場

jewel 宝石

form 形成する

steam 蒸気

heat 熱

magma マグマ

shortage 不足

sustainable 持続可能な

solar energy 太陽エネルギー

disadvantage 不利な点

dig 掘る

〔問 1〕 ⁽¹⁾ Why don't you ask Ms. Iida, our science teacher, about this strange stone? とあるが、このように Kakeru が言った理由を最もよく表しているものは、次の中ではどれか。

- ア Kakeru wants to ask Ms. Iida what the weather will be like.
- イ Kakeru wants to ask Ms. Iida why this stone has changed its color.
- ウ Kakeru wants to know when the color of this stone changed from red to black.
- エ Kakeru wants to know about the stone Ms. Iida was talking about in her class.

〔問 2〕 (2)-a ～ (2)-d の中に、それぞれ次の A～H のどれを入れるのがよいか。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 special B wrong C true D boring
- E lucky F strange G different H serious

	(2)-a	(2)-b	(2)-c	(2)-d
ア	A	B	D	H
イ	A	B	H	F
ウ	F	G	B	E
エ	F	G	E	D
オ	G	C	A	D
カ	G	C	H	E

〔問 3〕 (3)-a ～ (3)-d の中に、それぞれ次の A～D のどれを入れるのがよいか。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 I can see what you mean.
- B I have no idea.
- C Sounds great.
- D You know where we are.

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

〔問 4〕 ⁽⁴⁾ they are like “presents” from the earth 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 5 語で答えなさい。

Stones and rocks have important information. They show when the earth was created or what it was like. You may be able to even see how it is now changing. That means is written inside of them.

〔問5〕 ⁽⁵⁾【 ① the ground ② out of ③ by ④ coming ⑤ the heat ⑥ the steam
⑦ generated ⑧ of ⑨ is 】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1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は、次のア～カの中では
どれか。

	1 番目	4 番目	7 番目
ア	①	③	②
イ	①	⑤	③
ウ	⑤	①	②
エ	⑤	⑥	③
オ	⑥	①	③
カ	⑥	⑤	②

〔問6〕 (6)-a ～ (6)-d の中に、それぞれ次のA～Dのどれを入れるの
がよいか。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 Are there any other countries like that?
 B I hear you have been studying about hot springs and geothermal energy.
 C You know, hot springs in New Zealand are also famous like Japan.
 D You're right. Many hot springs in Japan show we can use it in Japan.

	(6)-a	(6)-b	(6)-c	(6)-d
ア	A	C	B	D
イ	A	C	D	B
ウ	B	A	C	D
エ	C	D	B	A
オ	D	A	C	B
カ	D	B	C	A

〔問 7〕 本文の流れに合うように、(7) 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 we have to solve energy shortage problems without geothermal energy
- イ we need to spend 10 years finding natural resources from the ground
- ウ we should study about geothermal energy and find better ways to use it
- エ we must improve geothermal energy plants by using solar energy

〔問 8〕 本文の内容に合う英文の組み合わせとして最も適切なものは、下のア～シの中ではどれか。

- ① Brian knew the stone looked different because of the temperature.
- ② According to Ms. Iida, it was very easy for science teachers to answer what the stone was.
- ③ The color of the stone didn't actually turn red when it got wet.
- ④ When Kakeru saw the hot steam between rocks, he didn't understand it right away.
- ⑤ The gifts Ms. Iida wanted to show most were stones and rocks.
- ⑥ Brian hoped to help New Zealand through the experiences he had in Japan.
- ⑦ According to Aiko, solar energy could generate electricity all day.
- ⑧ Ms. Iida explained geothermal energy power plants would be built immediately.

ア	① ⑦	イ	② ⑥	ウ	③ ⑤
エ	④ ⑧	オ	① ② ⑧	カ	② ④ ⑤
キ	③ ④ ⑥	ク	④ ⑦ ⑧	ケ	① ② ⑤ ⑦
コ	① ③ ④ ⑧	サ	② ③ ⑥ ⑦	シ	④ ⑤ ⑥ ⑧

〔問 9〕 次の質問に対する答えを、理由を含めて 40 語以上 50 語以内の英語で述べなさい。ただし、geothermal energy, solar energy に関するものを答えに使用しないこと。「,」「.」「!」「?」などは、語数に含めない。これらの符号は、解答用紙の下線部と下線部の間に入れなさい。

What kind of eco-friendly product do you recommend to people and why?

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。)

Hello, this is *Nishiki High School News*. Every month, we interview some students in our high school and tell their stories to you. Today, it is a nice day in April. I'm here in the classroom of the first-year students. This is Takashi. He has just come back from an island called Tachijima this March. This time, I want to ask him to talk about his experience, how he spent a year on Tachijima. Let's listen to his story.

Hi, my name is Takashi Yamano. I'm fifteen years old. My family of four – my parents, my little sister Koharu, and I – lived on Tachijima for a year from April 2022 to March 2023. About a year and a half ago, my parents told Koharu and me that we were moving to a new place. At first, I couldn't believe that, but soon I found out they were serious. Our family had to move to an island, Tachijima, because of my father's business. It was hard for me to tell my friends that I was leaving. I wanted to graduate from my junior high school with my friends. I told my mother that Koharu also had good friends in her elementary school, so we were not very positive about moving to Tachijima. My mother understood my feelings but she said, "Tachijima is said to be a good place to live on and there is a lot of nature. Your father and I were born in a small village which had a lot of nature. We had a good time there and a lot of wonderful memories when we were children. I want you and Koharu to grow up in such a place and enjoy your life." ⁽¹⁾ While I was feeling lonely about living away from my hometown, our life on Tachijima started.

On Tachijima, there is only one junior high school and it has about sixty students. Every September a big local event is held at the school and it is well known to local people. It is ⁽²⁾ a traditional local dancing event which has a long history on Tachijima. On the event day, all the junior high school students perform the traditional local dancing to wish for people's health and happiness. They have a strong *passion for it. In April, a meeting was held at school to choose a captain. My homeroom teacher recommended me to be the captain of our performance. The teacher wanted me to make new friends and *get used to school life on the island. Before I came to Tachijima, I was the type of person who hid behind others. When I was asked to be the captain, I didn't want to accept it. However, after talking with my classmates, I decided to become the captain.

In May, the junior high school students began gathering at a local community center three days a week after school to practice their dancing. *To my surprise, no one *complained that they needed to take part in the dancing practices instead of their club activities.

(3)

I usually came home feeling lonely. One day, I was given some advice by Mr. Okada, a performance *instructor. He has been teaching Tachijima's traditional local dancing for more

than twenty years. He explained a little about the history and the people of Tachijima. The number of people who come to live on Tachijima has been increasing recently. On the other hand, some of them *are not familiar with its culture and traditions. He looked straight at me and said to me, "Takashi, you are the captain this year. I know you are (4)-a to this place and there are a lot of things you are not familiar with, but I hope you will be able to bring new ideas to us. We will put your new ideas together with ours and create something wonderful." These words always pushed me forward when I was in trouble. After that day, I could be positive about everything. I visited the local history museum and learned about the history of this area to know more about the traditional local performances. On a hill with a view of the ocean, just outside the school, I was taught the meaning of the steps and movements of our dancing by my classmates. During the summer vacation, we practiced until night and walked home while we were talking about our performance along the *starlit road. We discussed what we needed and checked it with Mr. Okada again and again. Before going to Tachijima, I didn't realize the sky was so beautiful, especially at night. I would never forget the beautiful night sky with so many stars. On this island without the (5) of the city, I felt the *warmth of nature and the people around me.

One night when I came home, Koharu showed me a small *shellfish. She said, "Today's dinner is *tokobushi* and local fish dishes. *Tokobushi* is a kind of shellfish and it looks like a small *abalone. Come here, come to the kitchen!" In the kitchen, my father was cooking. He explained, "*Islanders often eat *tokobushi*, but it is not common for us. I received them from our neighbors." While he was talking to me, he *fried the local fish. The smell made me hungry. He continued, "When you go to the sea, there are many kinds of fish and shellfish that you cannot see in your hometown. Our neighbors would like to go fishing with you if you want." It was my first time to eat them and they were very delicious. I never went fishing before, but I became interested in it. Then I realized that (6) ① for ② which ③ are ④ for local people ⑤ are common ⑥ things ⑦ not common us. Like *tokobushi*, the dance was well known to the local people, but I wondered, "Are its meanings known to everyone?" Days were passing. I spent every day practicing for our performances with friends. I could have a good time because I was able to find a lot of special things on the island. This *moved on to Koharu, and she began practicing the dance with me at home.

The big day arrived. It was a beautiful sunny day and the sea was very bright. Many people visited our junior high school. Families, young children and elderly people from all over the island gathered and waited for the event to begin. The lights in the gym were turned off and it made the audience silent. When the *spotlight was on me, I got nervous. In the opening speech of the event, I said, "Through my practices, I have not only touched on the importance of this traditional local event, but also felt the people's passion for dancing. We added two (4)-b steps and movements to the first part of the performance. Look at the poster near the stage. That was my idea. It shows what these steps and movements mean. When we learned more about the dancing, we could understand more about this island. I think it is better for more people to experience our dancing together. Please try to move your body

with us.” When Koharu was trying to learn my dancing, I realized that ⁽⁷⁾ this traditional dancing would bring many people together. At the same time, I felt it should be known to more people. When I shared my idea with Mr. Okada, he *gladly accepted it. My friends also agreed with me and suggested the simple dancing movements. I was happy to see some people who were dancing with us. The performance event on that day ended with many (4)-c *cheers.

Before moving to Tachijima, I was only thinking of myself, but on the island, many people tried to help me. I was trusted as the captain of our performance. I was able to learn about its culture and traditions. I made more friends there. I enjoyed fishing in the sea and it became one of my hobbies. I will do something for the people on the island and make them happy. ⁽⁸⁾ Tachijima has become a second home to me and a place I want to return to someday. During my stay on Tachijima, I learned it is necessary for us to keep an (4)-d mind. We have to welcome new experiences as they are. I have become more *confident through these experiences on Tachijima.

〔注〕 passion 熱意
to one's surprise 驚いたことには
instructor 師匠
starlit 星明かりの
shellfish 貝
islander 島民
move on to ～ ～へ移る
gladly 快く
confident 自信に満ちた

get used to ～ ～に慣れる
complain 不満を言う
be familiar with ～ ～をよく知っている
warmth 暖かさ
abalone アワビ
fry ～ ～を揚げる
spotlight スポットライト
cheers 声援

〔問 1〕 ⁽¹⁾ While I was feeling lonely about living away from my hometown, とあるが、このように Takashi が感じた理由の一つとして最もよく表しているものは、次の中ではどれか。

- ア Takashi couldn't spend his school life with friends in his hometown.
- イ Takashi didn't think that moving to Tachijima was true.
- ウ Takashi didn't get any information about Tachijima from anybody.
- エ Takashi was shocked to find out Koharu wanted to move to Tachijima.

〔問 2〕 ⁽²⁾ a traditional local dancing event とあるが、本文の内容と一致しないものは、次の中ではどれか。

- ア It is held once a year and its dancing is for people's health and happiness.
- イ The local people on Tachijima know it well and it has a long history.
- ウ All the junior high school students on Tachijima practice dancing for it after school.
- エ Only the junior high school students on Tachijima are able to take part in it.

〔問 3〕 ⁽³⁾ の中には次の A～D が入る。本文の流れに合うように正しく並べかえたとき、その組み合わせとして最も適切なものは、下のア～エの中ではどれか。

- A However, I could not change my mind soon, even after I realized their feelings.
- B I was also surprised everyone was excited to make the event successful.
- C My classmates practiced hard and their passion for it encouraged me a lot.
- D Though I was the captain, I had no idea what to do for it first.

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

〔問 4〕 ^{(4)-a} ～ ^{(4)-d} の中に、それぞれ次の A～G のどれを入れるのがよいか。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 strange B simple C easy D open
- E new F warm G attractive

	^{(4)-a}	^{(4)-b}	^{(4)-c}	^{(4)-d}
ア	A	C	E	G
イ	A	E	G	C
ウ	E	B	F	D
エ	E	C	B	G
オ	G	B	E	D
カ	G	E	F	C

〔問5〕 本文の流れに合うように、(5) に本文中で使われている英語 1 語を補いなさい。

〔問6〕 ⁽⁶⁾【 ① for ② which ③ are ④ for local people ⑤ are common ⑥ things ⑦ not common 】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	⑦
イ	③	④	⑤
ウ	③	⑦	⑤
エ	④	⑤	⑦
オ	⑤	②	⑦
カ	⑥	②	⑤

〔問7〕 ⁽⁷⁾this traditional dancing would bring many people together とあるが、Takashi が伝えたいこととして最も適切なものは、次の中ではどれか。

- ア When we learned the meanings of the dancing, many people also got interested in its traditions.
- イ When we practiced its dancing more and more, it became easier for more people to dance.
- ウ If we performed its dancing with many people, it would help them to feel closer to each other.
- エ If we told the tradition of the dancing to Koharu, a lot of local people would be happier.

〔問8〕 ⁽⁸⁾Tachijima has become a second home to me とあるが、このように Takashi が感じた理由を最もよく表しているものは、次の中ではどれか。

- ア Takashi felt sorry for the local people because he had to leave Tachijima.
- イ Takashi would like to go back to Tachijima soon to help the local people.
- ウ Takashi was satisfied with his experiences he had three years ago.
- エ Takashi was looking forward to doing something for the local people.

〔問 9〕 本文の内容に合う英文の組み合わせとして最も適切なものは、下のア～シの中ではどれか。

- ① Takashi was told to move to Tachijima at the beginning of the second year of his junior high school.
- ② Takashi's parents were born and grew up in a small village on Tachijima and they enjoyed nature.
- ③ Takashi was recommended to be the captain of the performance, but he didn't want to do it at first.
- ④ After Takashi talked with Mr. Okada, Mr. Okada's words gave him courage and he became positive.
- ⑤ Takashi had a few experiences to eat tokobushi before he lived on Tachijima.
- ⑥ Takashi decided to make the poster of the dancing because he wanted many people to dance together.
- ⑦ When Takashi talked about his idea to Mr. Okada, Mr. Okada welcomed it without any worry.
- ⑧ Many islanders helped Takashi during his stay on Tachijima, but he was always thinking of himself.

ア	① ③	イ	② ④	ウ	③ ⑧
エ	⑦ ⑧	オ	① ③ ⑥	カ	② ④ ⑦
キ	③ ⑤ ⑥	ク	④ ⑥ ⑧	ケ	① ② ④ ⑥
コ	② ④ ⑥ ⑦	サ	③ ④ ⑥ ⑦	シ	④ ⑤ ⑦ ⑧

〔問 10〕 次の英文は , Takashi が , Tachijima に住む Mr. Okada に宛てた E メールの一部である。(①) ～ (④) の中に英語を入れるとき , 最も適切なものを下のア～クの中からそれぞれ一つずつ選びなさい。ただし , 同じものは二度使えません。

Dear Mr. Okada,

How have you been? I hope you are doing well. It has been only a few months since I left Tachijima and I miss you all. I became a high school student and I'm fine. At my high school, everyone has to do research for something and give a presentation. I decided to study about the local (①) I joined last year. I chose this topic because I had a good experience there. I became the captain and it made me (②) . I realized it was important for more people to know its culture and (③) . Now I am making a poster again for my presentation on the research day. Though it was not a long stay on Tachijima, the experiences I got there were (④) to me. I would like to visit the island again. I'm looking forward to the day!

ア practice

イ similar

ウ convenient

エ precious

オ food

カ confident

キ traditions

ク performance