

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。)

*Ken and Aya are high school students. One day in June, they visited the ABC Museum and they saw a *notice of *internships there. They were interested, so they decided to work there at the end of August. Today is their first day at work. Mr. Suzuki, one of the staff, is finishing the *orientation for them.*

Mr. Suzuki: Do you have any questions?

Ken: No, I don't. But there 【 remember / are / to / things / many / so 】. Do you remember the first thing we have to do in the morning, Aya?

Aya: Yes, I do. When we arrive in the morning, we have to show our *ID cards at the front gate.

Ken: Oh, yes. I'll remember that.

Mr. Suzuki: Now, Ken and Aya, you'll work with one of our staff, Ms. Hara.

Ken, Aya: Good morning, Ms. Hara.

Ms. Hara: Nice to meet you both. I'll tell you what to do today. First, I want you to clean the *showcases over there. You can't open them because there are very important *collections in them. The collections are old *works of art. *From tomorrow on, you're going to clean the showcases every morning before visitors come.

Aya: I see. That *teacup and my father's teacup look the same. But they are different, aren't they?

Ken: It is difficult to know the differences.

Ms. Hara: Yes, knowing the differences takes many years. Next, both of you are going to work at the *entrance from this afternoon on. You'll check the visitors' tickets there. We have two kinds of tickets — for *adults and children. When you get the right ticket from each visitor, you should say hello and smile. Some visitors may ask some questions. Do you know what they are?

Ken: For example, "Who made that teacup?"

Ms. Hara: No, not like that. Something like "Where is the *restroom?" or "Do you have a gift shop?"

Ken: Those questions are easy, but we can't answer them if we don't know about such places.

Aya: Yes! We have to know where things are in the museum.

Ms. Hara: That's right. So, after 2, I'll show you around the museum in the morning and I'll answer your questions. That will help you.

Ken: Now I understand that there are many things to do for the visitors.

On their first day in the classroom at school after the summer vacation, Ken and Aya are talking with Edward, their classmate from the UK.

Edward: How was your internship at the ABC Museum, Ken?

Ken: Great. We really enjoyed working there.

Edward: How long did you work, Aya?

Aya: For four days.

Edward: What's the most important thing you learned, Aya?

Aya: I learned that the collections there are very important. There are no other things like them in the world.

Edward: That's a good thing to know. How about you, Ken?

Ken: ⁽³⁾ I learned that we had to communicate with the visitors. At the museum, I met many people. Some of them knew about history very well. Some of them were not interested in history. But I wanted all of them to enjoy their time at the museum, so I tried my best to talk to them and answer their questions.

Aya: By the way, have you ever done any internships in the UK, Edward?

Edward: Of course, I have. I worked at a *publishing company.

Ken: What did you do there?

Edward: I worked with a journalist, Mr. Brown. He was writing a story about a famous tennis player.

Aya: How did you help Mr. Brown?

Edward: Well, one day, we went to the player's home to *interview him. Mr. Brown told me to *take notes of the things the player said. Mr. Brown used some of my *notes to write the story.

Ken: Wow! That sounds great.

Aya: ⁽⁴⁾ What did you learn from the experience?

Edward: Well, Mr. Brown communicated with the player very well, so I learned that I needed to have good skills in communication.

Ken: Do you want to be a journalist in the future?

Edward: Yes. I'd like to work for a publishing company in Japan, not in the UK, because I want to learn more about Japan. How about you, Ken and Aya?

Ken: I'm not sure right now. I'm interested in science, so working in a science museum is one choice.

Aya: Working in a museum has been my dream since I was a child because my parents have often taken me to museums to see a lot of things. So I became interested.

Edward: I think our internships helped all of us. We thought about our future jobs and learned about the importance of communicating with people.

Aya: I hope more high school students will do internships in the future.

〔注〕 notice 掲示	internship 職場体験
orientation オリエンテーション (事前の説明会)	
ID card 身分証明書	showcase 展示ケース
collection 収蔵品	work of art 芸術作品
from ~ on ~から先	teacup 茶碗
entrance 入口	adult 大人
restroom トイレ	publishing company 出版社
interview インタビューする	take notes of ~ ~のメモを取る
note メモ	

〔問1〕 But there 【 remember / are / to / things / many / so 】.⁽¹⁾ について、本文の流れに合うように、【 】内の単語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 many 5番目 to イ 2番目 to 5番目 many
 ウ 2番目 are 5番目 things エ 2番目 so 5番目 to

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

- ア you clean the showcases
 イ you finish working at the entrance
 ウ you answer some questions from visitors
 エ you learn about the collections

〔問3〕 That's a good thing to know.⁽³⁾ 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。

It is good to know .

- ア doing internships at the ABC Museum is a lot of fun
 イ we can find museums like the ABC Museum around the world
 ウ the things collected by the ABC Museum are very important
 エ we can work at the ABC Museum for four days

〔問4〕 That sounds great. とあるが、このように Ken が言った理由を最もよく表しているの⁽⁴⁾は、次のうちではどれか。

- ア Edward wrote the story about the tennis player.
- イ Edward's notes were useful to the story Mr. Brown wrote.
- ウ Edward remembered the tennis player very well.
- エ Edward learned how to play tennis from Mr. Brown.

〔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連続する2語を本文中から抜き出せ。

(Question) What did Ken, Aya, and Edward think about because of their internships?

(Answer) They thought about their .

〔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 Students who do internships at the ABC Museum don't have to go through the front gate of the museum.
- イ Actually, the teacup Aya found in the ABC Museum was the one once used by her father at home.
- ウ Ken and Aya's main job was to sell tickets to the visitors at the entrance of the ABC Museum.
- エ Ken tried communicating with the visitors because he wanted them to enjoy the ABC Museum.
- オ Edward would like to go back to the UK and work as a journalist there in the future.
- カ The ABC Museum is a science museum, so it doesn't have any collections about history or art in it.

3

次の文章を読んで、あとの各問に答えよ。なお、[1]～[7]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] Do you like bananas? Do you know monkeys love bananas? Maybe you have had a lot of experiences with bananas since you were little children. As you know, bananas are yellow and they taste sweet. What else do you know about bananas? When you have to tell people more about them, you'll find that you know only a little
(1) about them. So why don't we think about them together?
- [2] The banana has a very long history. In *ancient times, bananas *grew wild in *Southeast Asia. At that time they had many *seeds. But bananas without seeds happened *by accident. People in Southeast Asia found these kinds of bananas and they began to grow them. After that, they spread to the east — islands in *the Pacific Ocean — and to the west — India, West Asia, and Africa. Bananas grown in
(2) Africa long ago were 【 not / we / ones / the / yellow / see 】 in supermarkets today. They were small, about 8 cm long, and green. They were hard and not sweet. Many kinds came from them. A large kind of green banana was brought to *Central America in the 16th century. Today's yellow sweet bananas were first found in a country in Central America in the early 19th century and they were a *mutant of the green banana. In the late 19th century, American banana companies started large banana farms in Central America to grow a lot of bananas. Scientists say there are more than 300 kinds of bananas grown in the world today. However, most of them are *classified into two groups — the cooking banana and the sweet banana. Of all the cooking bananas, the green ones are eaten the most in the world today, and of all the sweet bananas, the yellow ones are eaten the most. The color green or yellow means the color of bananas when they are *ripe.
- [3] Do you know how to eat green cooking bananas? They are usually *peeled with a *knife, and then they are cooked. When people cook the peeled bananas, they sometimes use the *leaves to wrap them. These bananas are not sweet. They taste like potatoes and they have more *vitamin A and *starch than yellow ones. People who grow green bananas usually eat them as their main food.
- [4] We usually peel yellow sweet bananas with our hands and eat them *directly. Sometimes we make drinks like banana juice. Restaurants and cake shops use yellow bananas as part of their sweet foods. By the way, which country grew the most yellow bananas in the world in 2013? India did! You may be surprised when you
(3) hear this, but the country grew 26% of the yellow sweet bananas in the world that year. We don't often see Indian bananas in supermarkets in Japan because most of the Indian bananas are eaten in India.

[5] Bananas are good for the body because they *contain different kinds of *sugar, vitamins and *minerals. They give us energy. They make us active.

They even relax us.

[6] Once yellow bananas were very expensive in Japan. We couldn't get many bananas from foreign countries. But now a lot of bananas come from *the Philippines and other countries, so they are cheaper. Also, some fruit shops and supermarkets sell special kinds of bananas which are sweeter, but more expensive. They are grown in higher places for a longer time than the ones we usually eat. They are popular among people who love more delicious foods.

[7] As we have seen, bananas have a long and interesting history. Ancient people found that it was very easy to grow them as their main food. People have grown this wonderful plant in many parts of the world. The banana may be just a fruit which grows in hot areas, but it has a lot of stories to tell us.

〔注〕 ancient 古代の	grow wild 自生する
Southeast Asia 東南アジア	seed 種
by accident 偶然に	the Pacific Ocean 太平洋
Central America 中央アメリカ	mutant 突然変異
classify ~ into ... ~を…に分類する	
ripe 熟した	peel 皮をむく
knife ナイフ	leaf 葉
vitamin ビタミン	starch でんぷん
directly じかに	contain 含む
sugar 糖	mineral ミネラル
the Philippines フィリピン	

〔問1〕 When you have to tell people more about them, you'll find that you know only a little about them. ⁽¹⁾ の内容を、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。

- When you have to tell people more about bananas, you'll find that .
- ア it is hard for you to talk about them
- イ you can tell a lot about experiences with them
- ウ you love eating them like monkeys
- エ it is easy for you to explain about them

〔問2〕 Bananas grown in Africa long ago were 【 not / we / ones / the / yellow / see 】
(2) in supermarkets today. について、本文の流れに合うように、【 】内の単語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 yellow 5番目 see イ 2番目 the 5番目 we
ウ 2番目 see 5番目 yellow エ 2番目 ones 5番目 see

〔問3〕 You may be surprised when you hear this の内容を、次のように書き表すとすれば、
(3) 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語を本文中から抜き出せ。

You may be surprised when you hear that grew the most yellow sweet bananas in the world in 2013

〔問4〕 本文の流れに合うように、 4 の中に入る最も適切なものは、次のうちではどれか。

- ア They taste too sweet for children.
イ They make us tired and sleepy.
ウ They are useful only to adults.
エ They help us when we are tired.

〔問5〕 次の英文には、[2]、[3]の段落の内容に合わない文が含まれている。その文の記号を、(ア)～(カ)の中から一つ選べ。

The banana has a very long history. (ア)At first, bananas had many seeds.
(イ)Later, bananas without seeds were found and people began to grow them.
(ウ)Bananas arrived in Central America in the 16th century. (エ)There are many kinds of bananas in the world, but there are two main groups of bananas.
(オ)Green cooking bananas and potatoes taste similar. People usually eat them as their main food. (カ)Yellow sweet bananas have more vitamin A and starch than green cooking bananas.

〔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 In ancient times, bananas grew wild in Africa and then they spread to Southeast Asia.
- イ Making juice is the only way to use yellow sweet bananas as a food or a drink, so we never eat them directly.
- ウ Special kinds of bananas in some fruit shops and supermarkets take more time to grow than the ones we usually eat.
- エ There were large banana farms in Central America in the early 18th century.

4

次の文章を読んで、あとの各問に答えよ。なお、[1]～[6]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。)

Sandy, fifteen years old, lives with her parents and her little sister, Linda, nine years old. They have moved to a new house. Sandy is writing about her day.

- [1] The living room in our new house has large *bookshelves along one of its walls. They are all painted white, and Linda has to use a chair to reach the top *shelf. I liked them very much when I entered the room for the first time, and I decided to call the *built-in shelves our Library Wall. I knew I would have to share the Wall with my parents, and maybe with my little sister, Linda, but I started to imagine my own books *displayed beautifully on the shelves.
- [2] We moved to our new house last week. At first, every room was full of boxes, and for the first few days, we were very busy because we had to look for many things which we needed. Yesterday we finally gathered in the living room and started to talk about *what to do with the Library Wall.
- [3] Linda raised her hand and stood up. She had an idea, but my heart *sank when Linda said, “I want to put my soft toys and picture books on the two *bottom shelves.” *Fortunately, my father said no. Of course, soft toys should stay in Linda’s room! The next speaker, my mother, said she wanted to display family photos. Fortunately ⁽¹⁾ again, my father didn’t agree. Actually, we already had family photos in the *dining room. Now it was my *turn. I stood up and showed a *drawing of my Library Wall. I really wanted to display my books on the Wall. I was happy when my parents and Linda liked my plan, and we began to talk more about it.
- [4] We all agreed that the Wall should be used as bookshelves. We decided we could bring our books and put them on the shelves. But how should we put them? Linda said to me, “How about *dividing the shelves into four parts? The first part from the left is for Dad, the second part is for Mom, the third for you and the fourth for me.” That sounded good, but it was not perfect. Our Wall should look good *as a whole. I said to my parents and Linda, “Let’s share all the books in the Wall. You can borrow my books, and I can borrow your books. That will be better. We don’t have to divide the shelves.” They agreed.
- [5] We all brought our books to the living room. Then a funny thing happened. ⁽²⁾ My father began to gather books with *titles beginning with A, B, and C. My mother was trying to gather books written by the same writer. And I started to gather small size books. Linda was collecting books with a pink or red cover. We saw what each of us was going to do and we all laughed. My father said, “You usually try to find a book by its title, don’t you? We can easily find a book if they’re *arranged in *alphabetical order of titles.” My mother said, “I want to arrange the books in alphabetical order of

writers' family names because I often read books by the same writer *one after another." I said, "I want the books to be in the right place. If large books are put together on the bottom shelves, the room will be safe for everyone. Most of our books are *normal size books, and they should be given a large part in the middle. Small books have a place at the 3." Linda said, "One of my friends, Judy, has pretty bookshelves in her room. She arranges her books by the color of their cover. They look really beautiful!" I agreed that would be beautiful, but I also thought 【 ① to / ② by color / ③ would be / ④ find books / ⑤ it / ⑥ too difficult 】.⁽⁴⁾

[6] Now we all have to think of the best way to arrange books in our Library Wall. My father asked, "If all the books are arranged in alphabetical order of writers' names, how can you find a book written by more than one writer?" My mother answered, "I don't have such books." She said, "It's OK to put the books in alphabetical order of titles. But how can you find a book if you remember the writer's name and forget the title?" Now I felt I had to say something, but then Linda said, "I have a good idea, Mom and Dad. Remember how books are displayed in a bookstore. I don't know how the books are arranged, but I can always find a book I want. Have you ever thought it was difficult to find a book in a bookstore?" They both said no. I *got the point and said, "Let's remember how they arrange books." "I see. *Novels and stories should be put together in one place, and they should be arranged by writers' family names. Books by different writers with the same family names should be arranged by the writers' first names. If there are two or more by the same writer, arrange them in alphabetical order of titles," said my mother. "And comics should be arranged in the same way," said my father. "Cooking books and picture books should have their places. You don't need to worry about the order because they are not so many," my mother added. We all agreed. We talked about all kinds of books we have and decided how they should be arranged and displayed. Tomorrow we are going to arrange books in our Library Wall. They will look beautiful!

〔注〕	bookshelf 本棚	shelf 棚
	built-in 作り付けの	display 展示する
	what to do with ~ ~をどうしたらよいか	
	sink 沈む (sink - sank - sunk)	bottom shelf 下の段
	fortunately 幸いにも	dining room 食堂
	turn 順番	drawing 図
	divide ~ into ... ~を…に分ける	as a whole 全体として
	title 題名	arrange 並べる
	alphabetical order アルファベット順	one after another 次々と
	normal 普通の	get the point 言いたいことが分かる
	novel 小説	

〔問1〕 Fortunately again について、次のように説明する場合、 の中に、下のどれを
(1) 入れるのがよいか。

Sandy didn't like Linda's idea, and she didn't like her mother's idea. Sandy was
 to know that her father felt the same way.

- ア glad
- イ sad
- ウ nervous
- エ angry

〔問2〕 a funny thing happened について、次のように説明する場合、 の中に、どの
(2) ような1語を入れるのがよいか。

The four family members first thought they were going to do the same thing in
the same way, but in fact their ways were all . Sandy thought that was
funny.

〔問3〕 本文の流れに合うように、 3 の中に入る最も適切な1語を本文中から抜き出せ。

〔問4〕 【① to / ② by color / ③ would be / ④ find books / ⑤ it / ⑥ too difficult】 につ
(4) 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、
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ものは、次のア～カのうちは
どれか。

- ア 3番目 ③ would be 5番目 ④ find books
- イ 3番目 ③ would be 5番目 ① to
- ウ 3番目 ⑤ it 5番目 ① to
- エ 3番目 ⑤ it 5番目 ③ would be
- オ 3番目 ⑥ too difficult 5番目 ① to
- カ 3番目 ⑥ too difficult 5番目 ④ find books

〔問5〕 Sandyの家族の話し合いの結果にしたがって、次の1～6の小説を本棚に並べるとしたら、順番として適切なものは、下のア～カのうちではどれか。

	Title	Writer
1	<i>When You Feel Happy</i>	David Woods
2	<i>Always Love You</i>	Charles Parks
3	<i>Anything That You Can Get</i>	Charles Parks
4	<i>Things to Remember</i>	David Walker
5	<i>Life in the Mountains</i>	Alice Walker
6	<i>Cats and Dogs</i>	Jenny Collins

- ア 2 → 3 → 4 → 5 → 6 → 1
- イ 2 → 3 → 6 → 5 → 4 → 1
- ウ 5 → 2 → 4 → 6 → 3 → 1
- エ 5 → 2 → 3 → 4 → 1 → 6
- オ 6 → 2 → 3 → 5 → 4 → 1
- カ 6 → 2 → 4 → 5 → 1 → 3

〔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は、下のア～カのうちではどれか。

- A Sandy's family got together in the living room to talk about how to use the Wall.
- B Sandy's family decided to share the bookshelves in the living room.
- C Linda brought her books to the living room.
- D Sandy's family moved to their new house.
- E Sandy's family decided how to arrange their books.
- F Sandy showed her plan for the Library Wall.

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

〔問7〕 あなたは、あなたの友だちと話し合った事柄について、アメリカの友人の Tom に Eメールを送ることにした。その Eメールを、必ず次の①～③全ての内容を含めて 25 語以上 40 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。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。

- ① 話し合ったテーマまたは内容（本棚以外）について、具体的に Tom に伝える。
- ② その話し合いで決まったことを具体的に書く。
- ③ それを決定した時のあなたの気持ちを書く。

Hi, Tom.

Have you ever talked about something like this? See you soon.

〔例〕 I'm a student. My mother said to
me, "Are you busy?" I said, "Yes!"