

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、 から までで、2 ページから 13 ページまであります。

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次の対話の文章を読んで、あとの各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Takeshi and Maki are high school students. They are members of the library *committee. They are talking with Mr. Mori, an *adviser to the committee, in their classroom.*

Takeshi: Have you heard of John Croony, the novelist, Mr. Mori?

Mr. Mori: Yes, I have. I like him very much. He is a famous *novelist. His stories are read all over the world. 【 was / have / since / read / I / them / I 】 ⁽¹⁾ in high school. Do you like reading books, Takeshi?

Takeshi: Yes. I read some of his books.

Mr. Mori: How about you, Maki?

Maki: Me, too. I like to read in the school library after school every day. Yesterday I finished reading a book about an astronaut who worked as a *crew member on one of the *space shuttles. It was about the first Japanese woman astronaut who *carried out some *experiments *in space. Experiments carried out in space are very useful, and some new medicines are made because of them. These medicines help many people around the world. My dream is to become an astronaut.

Mr. Mori: That's wonderful. We can think about our future by reading books. Well, when I visit the library, I always see many third-year students. They study or read books. I think they borrow many books, too. Am I right?

Maki: Yes! Please look at this *data. This is for the next library newspaper. It shows the number of books the students borrowed from the library. In April, the third-year students borrowed about 300 books. There are 150 students in the third-year, so *on average, each student borrowed about two books in a month. In May, the number of books they borrowed didn't change. The second-year students read fewer books than the third-year students. In April, the number of books borrowed by the second-year students was about 100. In May, they borrowed about 50 books. There are 150 students in the second-year, so on average, each student borrowed about one book in two months. We hope the second-year students will borrow more books.

Mr. Mori: I see. I think you should do something about that. Try to think of any ideas to *promote reading books.

Maki: I think so, too. Later in the afternoon, we'll have a meeting in the library. Let's talk about that with the other members, Takeshi.

Takeshi: That's a good idea.

Mr. Mori: I hope we'll be able to find some good ideas.

In the afternoon, in the school library, Takeshi, Ken, Misaki, and Maki are talking about *articles for the next library newspaper. They are looking at the data. Mr. Mori is listening to their *discussion.

Maki: I have talked with Takeshi, but we haven't decided what to do yet. Do you have any ideas?

Ken: Yes, I *suggest a point card system.

Maki: A point card system? What's that?

Ken: It's like a point card system we use in shopping. For example, if you visit the library, you will get one point. Then, if you borrow one book, you will get another point. When you collect thirty points, you will get a present.

Maki: What is the present? Can we prepare so many presents?

Misaki: Let's make special *bookmarkers of colored *leaves.

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Takeshi: That's a good idea. Do you have any other ideas to promote reading books?

Misaki: I want to have a Biblio Battle.

Takeshi: A Biblio Battle? What's that?

Misaki: It's a kind of activity to make other students interested in books. I'll show you an example. A group of four students will show their favorite books to each other and tell stories about them. The student with the most interesting story wins. If we can hold a Biblio Battle, I think more students will come to the library.

Takeshi: That's interesting. How about you, Maki?

Maki: I suggest a reading time before class every Monday. Every student can bring a book for the reading time. I think we'll feel more *refreshed at the *beginning of the week.

Takeshi: That's interesting, too. Mr. Mori, please give us some advice.

Mr. Mori: Your ideas about making more students interested in books are all good. Why don't you try them *one by one? Books are full of ideas, and students can make their school lives *richer by reading them.

〔注〕 committee 委員会

novelist 小説家

space shuttle スペースシャトル

experiment 実験

data データ

promote 促進する

discussion 議論

bookmarker しおり

refreshed さわやかになった

one by one 一つずつ

adviser 顧問

crew member 乗組員

carry out ~ ~を行う

in space 宇宙で

on average 平均して

article 記事

suggest 提案する

leaf 葉

beginning 初め

rich 豊かな

〔問1〕 【 was / have / since / read / I / them / I 】 in high school. ⁽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 read 5番目 since イ 2番目 have 5番目 since
ウ 2番目 was 5番目 read エ 2番目 have 5番目 I

〔問2〕 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 What are bookmarkers?
イ We must burn leaves.
ウ They'll look beautiful.
エ Who collects books?

〔問3〕 Do you have any other ideas to promote reading books? ⁽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。

Do you have any other ideas to ?

- ア send students more books
イ tell teachers about interesting books
ウ give students more chances to read books
エ ask teachers to read books

〔問4〕 That's interesting. ⁽⁴⁾とあるが、このように Takeshi 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 Takeshi thinks he will be able to win the Biblio Battle explained by Misaki.
イ Takeshi thinks a Biblio Battle is a good idea.
ウ Takeshi wants to read the most interesting book Misaki wrote.
エ Takeshi wants to hold a Biblio Battle among the library committee members.

〔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 does Mr. Mori say about reading books?

(Answer) He says it can make students' richer.

〔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 Mr. Mori likes John Croony, a famous actor who is seen in many movies.

イ Maki read a book about a woman astronaut who had experience to travel to the moon.

ウ In May, the third-year students borrowed more books than the second-year students.

エ Ken's idea for a point card system and the system used in shopping aren't similar.

オ In a Biblio Battle, the student who reads the most books wins.

カ Maki suggests a reading time after school from Monday to Friday.

- 3 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] Do you know popcorn? It's a delicious white snack. Of course, we use *corn to make popcorn. When we make popcorn at home, we first hear the sound, “*pop, pop, pop,” and the smell spreads all over the room. Popcorn 【 can't / a / eating / snack / stop / is / we 】,⁽¹⁾ so we sometimes keep eating popcorn during family movie night or at the movie theater. Popcorn is delicious *by itself, but we usually eat it with salt or sugar.
- [2] Why do we hear the sound, “pop, pop, pop,” when we are making popcorn? We can find the answer in the *kernel. To make popcorn, a special kind of corn is used. It is much harder than the kind we see in supermarkets. This corn produces small kernels which are hard outside and soft and *starchy inside. This soft and starchy part *contains some water, so it becomes larger when the kernel is *heated. But the hard part outside doesn't change its size.⁽²⁾ In this way, when we heat the kernel enough, it *explodes and *releases the soft white thing with the sound, “pop.” This soft white thing comes from the starchy part and it is the thing we see as popcorn.
- [3] Science shows that the popcorn found in a *cave in the south of America is more than 5,000 years old. And science also shows that the popcorn *samples found in the west of America are more than 1,000 years old, and the samples looked fresh when they were found. Maybe people living in America long ago threw *dried corn kernels into the fire and ate the white things that flew out. Or maybe they threw the *corn cob into the fire and ate the white things. Popcorn was an important part of life in America long ago.

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 Some people used a long piece of wood to hold corncobs over the fire, and other people used a pot to heat corn kernels. In the 16th century, people in Europe came to America. Some of them learned how to make popcorn from the local people. In the early 19th century, people in America thought of several new ways to make popcorn, and popcorn began to be a food enjoyed by families. Then, in the late 19th century, an American man made the first popcorn machine. It used *steam for power. Corn kernels were heated by the machine. In addition to that,⁽⁴⁾ the popcorn was kept warm until it was sold. Because of this machine, popcorn became very popular in America. In the 1940s, another American man tried making popcorn with a machine like the *microwave oven for the first time. Now people in many countries use microwave ovens to make popcorn at home.
- [4] Today, popcorn contains much *fiber, little *fat, and no salt or sugar, so some people say popcorn is good for people with health problems. But a lot of fat, sugar, and salt are often added to popcorn to make it more delicious, so other people say popcorn may not be good for the body. Popcorn is usually eaten by people and animals, but it can be used in other ways, too. For example, popcorn is used as a *decoration,

especially on Christmas trees because it is light and not dangerous. It is also used as *packing because it is light and it is good for the environment. But there are a few problems with using popcorn for packing. For example, popcorn can catch fire easily and it is liked by insects and animals.

- [5] As we have seen, people have known about popcorn for a very long time, and they have tried to make popcorn in different ways. We now know the reason for the sound, “pop, pop, pop.” Once popcorn was an American food, but now it is enjoyed by people in many countries. We like not only to eat popcorn, but also to listen to the sound, “pop, pop, pop.” The sound takes a very short time, but popcorn has a very long history.

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|------------|--------------------------------------|----------------|------------|
| 〔注〕 corn | トウモロコシ | pop | ボンという音 |
| by itself | それ自体 | kernel | (食用になる) 粒 |
| starchy | でんぷん質の | contain | 含む |
| heat | 熱する | explode | 爆発する |
| release | 放出する | cave | ほら穴 |
| sample | サンプル | dried | 乾燥した |
| corncob | トウモロコシの本体(トウモロコシの穂の粒がついている, 堅い円筒形の芯) | | |
| steam | 蒸気 | microwave oven | 電子レンジ |
| fiber | 繊維 | fat | 脂肪 |
| decoration | 飾りつけ | packing | 品物を保護する詰め物 |

- 〔問1〕 Popcorn 【 can't / a / eating / snack / stop / is / we 】 について、本文の流れに
⁽¹⁾ 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 can't 5番目 is イ 2番目 we 5番目 eating
ウ 2番目 a 5番目 can't エ 2番目 eating 5番目 we

- 〔問2〕 But the hard part outside doesn't change its size. を、次のように書き表すとすれば、
⁽²⁾ の中に、下のどれを入れるのがよいか。

But the hard part outside is .

- ア larger than before
イ smaller than before
ウ as heavy as before
エ as large as before

〔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 Later, they found other ways.
- イ However, they began to try other foods.
- ウ After that, they gave up popcorn.
- エ Because of that, they moved to other places in America.

〔問4〕 In addition to that, the popcorn was kept warm until it was sold. の内容を、次の⁽⁴⁾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。

The that used steam for power could not only heat corn kernels but also keep the popcorn warm until it was sold.

〔問5〕 次の英文には、[4]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)～(エ)の中から一つ選べ。

(ア)Some people say popcorn is sometimes good for the health. (イ)Other people say popcorn with a lot of fat, sugar, and salt is sometimes bad for the body. Of course, popcorn is a food, but it is used in other ways, too. (ウ)We can use popcorn as a decoration on Christmas trees because it is light. (エ)It is sometimes used for packing, and there is nothing to worry about it.

〔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 Popcorn has just become an important part of life in America.
- イ When the kernel is heated, it releases the soft white thing which comes from the starchy part of it.
- ウ Some of the people who came to America from Europe taught the local people how to make popcorn.
- エ The sound, “pop, pop, pop,” ends very soon, but people have known about popcorn since the early 19th century.

- 4 次の文章を読んで、あとの各問に答えよ。なお、[1]～[4]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] Kazuya was 17 years old and a high school student. He was a member of the volunteer club. He *was always busy with his club activities. He usually finished doing volunteer work at five every day and got back home at six, so he had a lot of time to study. But he did not like English very much because he was not good at English and (1) 【 ① time / ② took / ③ preparing for / ④ a long / ⑤ the lessons / ⑥ for him 】. He had some friends in his class and club and he wanted a new friend with different *talents. Hiroshi, a classmate, was a very hard worker. Hiroshi was a member of the school soccer team and he always had busy days because of his activities. Every day he practiced soccer very hard until seven. Everyone thought that he would play for the national team in the future. In addition to soccer, he was always at the top of his class, and he was very good at English, too. Kazuya respected Hiroshi and wanted to be his friend.

[2] Just before the summer vacation, all the students *assembled in the gym and the *principal talked to all of them about Hiroshi. The principal said, "Hiroshi was chosen as a member of the national soccer team and he will join a *training camp and play games with students from foreign countries for two months. I think he'll do a good job. (2-a) Let's do something for him." Hiroshi was asked to stand in front of all the students and to say a few words. He looked *embarrassed, but said, " (2-b) I hope I will become a *regular player on a *professional soccer team in the future." Everyone *applauded and Hiroshi smiled. After everyone went back to their classrooms, Kazuya decided to help Hiroshi and started to think what he could do.

[3] In September, one of Hiroshi's soccer teammates said that Hiroshi *was worried about his studies at school. When Hiroshi's homeroom teacher heard about this, he said, "As the principal said before, let's do something for him. (3) Would anyone like to *take careful notes in Hiroshi's classes?" Kazuya put up his hand and said, " (2-c) " *From that day on, he began to take careful notes in class. At first, this was hard for him because he had to write the things the teacher said, but he continued to do his best. He said to himself, "Hiroshi is now practicing soccer very hard, so I have to take careful notes in class for him. I will be able to help him."

[4] Several days passed. When Kazuya came home from school, he called Hiroshi's home to find out when Kazuya could bring the *photocopies of his notebooks to Hiroshi.

His mother said, "I've heard about you from your homeroom teacher. You can come to our house *anytime." ⁽⁴⁾ Kazuya was very happy. When they finished talking, Kazuya ran to Hiroshi's house with the photocopies of the notebooks. Hiroshi's mother welcomed him and said, "Thank you, Kazuya. I am very happy because my son has such a good classmate." She added, "When Hiroshi comes back home, we will have a party for him. Some of his teammates will be invited, and he wants you to come, too." Kazuya couldn't wait for the party. The next week, Hiroshi's family held the party. Hiroshi's mother *decorated the living room and cooked delicious food. Everyone at the party had a really good time. They watched the soccer games and told many funny stories. Hiroshi talked about life at the training camp, and everyone listened. When the party finished, Hiroshi asked Kazuya to come to his room. In his room, Hiroshi said to Kazuya, "Thank you for the photocopies. During the training camp, I was worried about my studies. So your photocopies will help me a lot. (2-d) I always look at your club activities." Then, Hiroshi looked into Kazuya's eyes and said, "Will you be my 5?" Kazuya was so happy and said yes. Hiroshi said, "I want to send you an email. Can we *exchange our *email addresses?" Kazuya said, "Yes, of course."

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| 〔注〕 be busy with ~ ~で忙しい | talent 才能 |
| assemble 集まる | principal 校長 |
| training camp 合宿 | embarrassed 恥ずかしい |
| regular レギュラーの | professional プロの |
| applaud 拍手する | be worried about ~ ~を心配している |
| take careful notes 詳細にメモをとる | from ~ on ~から先 |
| photocopy コピー | anytime いつでも |
| decorate 飾りつけをする | exchange 交換する |
| email address メールアドレス | |

〔問1〕 【① time / ② took / ③ preparing for / ④ a long / ⑤ the lessons / ⑥ for him】

⁽¹⁾ 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、**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、次のうちではどれか。

- | | |
|-----------------|---------------------|
| ア 3番目 ① time | 5番目 ② took |
| イ 3番目 ② took | 5番目 ① time |
| ウ 3番目 ⑥ for him | 5番目 ③ preparing for |
| エ 3番目 ② took | 5番目 ⑤ the lessons |

〔問2〕 から 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ものは、下のうちではどれか。

- (A) You always help people.
(B) I'll take careful notes.
(C) Let's cheer him.
(D) I will do my best.

- ア (A), (C), (B), (D)
イ (C), (D), (B), (A)
ウ (C), (B), (A), (D)
エ (A), (B), (D), (C)

〔問3〕 let's do something for him を、次のように書き表すとすれば、 の中
(3) に、下のどれを入れるのがよいか。

let's

- ア help Hiroshi with his studies
イ do volunteer work for Kazuya
ウ join a training camp with Hiroshi
エ assemble in the gym and applaud

〔問4〕 Kazuya was very happy. とあるが、この理由を最もよく表しているのは、次のうち
(4) ではどれか。

- ア Kazuya heard that Hiroshi would come back to see his friends.
イ Kazuya's homeroom teacher brought Kazuya's photocopies to Hiroshi's house.
ウ Hiroshi said that he had a good classmate like Kazuya.
エ Hiroshi's mother said that Kazuya could visit Hiroshi's house anytime.

〔問5〕 本文の流れに合うように、5 の中に入る最も適切な1語を〔1〕の段落中から抜き出せ。

〔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 Kazuya went to Hiroshi's house with the photocopies of his notebooks.
- B Hiroshi and Kazuya decided to exchange their email addresses.
- C Hiroshi was chosen as a member of the national soccer team.
- D Hiroshi's homeroom teacher asked his class to take careful notes for Hiroshi.
- E Hiroshi's family held a party and Kazuya was invited.
- F The principal encouraged Hiroshi in front of other students in the gym.

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

Hello, Kazuya,

1

I always have them with me and read them for study during my free time.
By the way, I want to tell you some big news. Now I'm in South Africa.

2

I was very happy. Can you believe it? Anyway, I'll do my best in the next game.

Your friend,
Hiroshi

(B)

Hello, Hiroshi,

I'm glad to know that my photocopies helped you.
But they also helped me. I learned a lot by taking careful notes.
By the way, your email says you are now in South Africa and you are a regular player of the national team. I was surprised. Good for you!
The other day you won the game there.
Do your best in the next game.

Your friend,
Kazuya

(A) は, Hiroshi から Kazuya に送ったEメールであり, (B) は, Kazuya が送った返信のEメールである。(A) が (B) に対応するように, 1, 2 に入る適切な文面を考え, それぞれ **12 語以上 20 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!"